

UTAH STATE BOARD OF EDUCATION

Subject:

INFORMATION: Public Comment

Agenda item type:

Information Item

Recommended Action:

N/A

Background:**Committee Meeting Public Comment**

The Utah State Board of Education (USBE) appreciates your interest in sharing your public comments at the monthly board meeting. Individuals who want to comment on a specific agenda item(s) during the committee meetings, please get in touch with Andrea Curtin, andrea.curtin@schools.utah.gov

You are welcome to send written comments to the Board at any time: board@schools.utah.gov. Please include the city where you live in your email because your recognized board member may choose to reply personally.

Public Comment Disclaimer

1. Public comments are limited to 2 minutes per person.
2. A comment can express simple support or dissent about regulatory action. However, a constructive-comment supported by evidence, data, and information is more likely to-influence regulatory decision-making.
3. Individuals should not use the public comment to complain about personnel issues or attack or defame an individual.
4. Speakers making a highly detailed or complex comment should also consider providing a written outline of their words to the Board.
5. Please remember that children may hear your comments. Be thoughtful and professional.
6. Keep your comments appropriate for a general audience. If you have material with explicit language/content, submit such material in writing to the Board at publiccomments@schools.utah.gov

Contact:**Attachments:**

None

UTAH STATE BOARD OF EDUCATION

Subject:

ACTION: Student Advisory Council Policy Request for FY 2025

Agenda item type:

Action Item

Recommended Action:

That the Committee approve the Student Advisory Council policy request for mental health training for educators, and forward a recommendation to the Board for approval.

Background:

As a group, the Utah Student Advisory Council (SAC) would like to take this opportunity to thank the Utah State Board of Education for considering the need for student voice and input from across the state. At this time, we would like the Board to consider requiring mandatory mental health training for all K-12 educators in order to combat mental health issues among students and properly utilize resources to spread better awareness and understanding of mental health struggles.

We, the Student Advisory Council, strongly suggest that the Board of Education support a policy request to expand 53F-5-209 by requiring grant awardees for school-based mental health support to provide mandatory mental health training for educators in their LEA. Doing so will ensure that the state of Utah stays on track to reach its goal of creating safe and healthy schools for all students. The goal of the training is to support students achieving wellness, resilience, and respect, in alignment with the Utah State Board of Education Portrait of a Graduate.

As the Student Advisory Council, we aim to ensure necessary attention is given to every facet of students' needs, which includes their mental health needs. One of Utah's goals for its education system is to create "safe and healthy schools" where each student can learn in a safe and healthy environment. USBE's strategic plan for Safe & Healthy Schools specifically states that we should: "Increase adoption of evidence-based student health and wellness practices" (3B) and "Build capacity of educators and other stakeholders to meet students' mental, emotional, and social needs" (3C). Establishing mental health training for teachers will help us attain these goals.

We urge the board to support our call to action to provide mandatory mental health training for all K-12 educators in order to combat mental health issues among students. We firmly believe that this training has the ability to minimize the impact of tragedy and improve the lives of students and teachers across the state of Utah. Thank you for helping to make Utah schools a safer and healthier place.

Contact:

Name: Greg Connell
Title: Policy Analyst
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Email: greg.connell@schools.utah.gov

Name: Sarah Young

Title: Chief of Staff

Phone: (801) 538-7528

Email: sarah.young[@schools.utah.gov](mailto:sarah.young@schools.utah.gov)

Attachments:

1. GS2024.SACMentalHealthTraining.May2023 V2

Agency: UTAH STATE BOARD OF EDUCATION

Program or Request Title: Mandatory Mental Health Training for Educators to Support Students

Summary of Request: Require mandatory mental health training for all K-12 educators in local education agencies (LEAs) that are awarded the [Student Based Mental Health Qualified Grant Program \(SBMHQGP\)](#) Grant in order to combat mental health issues among students and properly utilize resources to spread better awareness and understanding of mental health struggles. The goal of the training is to support students achieving wellness, resilience, and respect, in alignment with the Utah State Board of Education Portrait of a Graduate.

What is the nature of your request?

Select one:

- ☒ **POLICY REQUEST** – You are seeking changes to Utah State Code to improve your program/services.
- ☐ **BUSINESS CASE** – You are seeking new or additional financial resources to support a program/service for education.
- ☐ **BOTH POLICY and BUSINESS** – You are proposing a new program or expansion of an existing program that will require new/amended state code and financial resources.

USBE Lead Point of Contact:

Name: Greg Connell
Email Address: greg.connell@schools.utah.gov
Phone Number: (801) 538-7957
USBE Section: Admin

Additional points of contact (as needed):

Name: Alexis Thompson
Email Address: thompsonalexis.681@gmail.com
USBE Section: Chair of USBE Student Advisory Council

If you are already working with a policymaker or member of USBE leadership on this request, identify them below:

POLICY REQUEST

This section only needs to be completed if you are making a policy request (creating or changing existing Utah Code language).

1. Section(s) of State Code to be addressed (if none, insert "N/A"):

[53F-5-209](#). Grants for school-based mental health support.

2. Describe the issues or concerns the legislation will address:

As discussed in the December 2022 Student Advisory Council meeting, all of the Student Advisors reflected the importance of having the support of educators who have been trained in mental health support for students. Here are several examples that Student Advisory members shared:

- Our rural school district has been left in shambles this winter as we have tried to cope with death after death after death. It started with the girl I sat next to in math's father passing away unexpectedly. He was a prominent community member; his home was the designated hangout for many high schoolers. Only two weeks later our cheerleading captain's sudden death left much of our high school reeling. Just two weeks ago the girl in my chemistry class, a kind girl who was so excited to wear her sparkly boots to prom and was working incredibly hard to understand combustion reactions, was killed in a car accident. She will never get to go to prom, and she will never take the combustion reactions quiz. For weeks on end, a class period felt successful if no one cried. Our teacher's tried to support us, but no one seemed to know how to come to terms with so many tragedies, much less how to help a classful of students get through it. This is why I stand behind a policy that will help bring education to teachers about being mental health supports because every teacher deserves to know how to help their students. (Southeastern Utah)
- I used to struggle severely with the combination of my anxiety and depression up until my junior year of high school. Academically, this completely hindered my potential as a student to succeed with good grades. In fact, during the end of my freshman year, I failed every single class except for one. This was when I was at my lowest point mentally and physically. I was lost, and I needed help desperately. Fortunately, my school did a good job with providing me with mental health resources and did an exceptionally amazing job at ensuring that I

could still succeed academically with the ultimate goal of staying on track to graduate. My school has a contracted therapist who visits regularly to meet with students who are in need. My school's counselor suggested that I meet with him about once every week. My teachers have done so much for me to ensure that I can finish their class with the best grade possible. I used to struggle with turning assignments in, because of my lack of motivation for doing them. Each of my teachers, especially my math teacher, understood this and set up personalized arrangements with me to ensure that I got those assignments in. My math teacher would go out of her way to help tutor me after school, and to provide me with extensions on assignments with the hope of reducing my stress. Because of this, I gradually gained confidence in my work again and as my mental health began to improve, so did my grades. Now, my academic success and mental health has never been better. I am succeeding with constant gpa of 4.0 each trimester. I finished my junior year with a valedictorian year and will likely achieve the same for my final year of high school. Now, I am on track to graduate, in one of the best positions a student can be in with a scholarship offer that will pay 100% of my tuition, including books and extras. All of this was possible because every instructor that taught me knew that I was going through a tremendously hard time with life and knew exactly how to help me. This is why I wholeheartedly support a policy that will require our educators to receive mental health training so that they know how to help a student who is struggling mentally. (Northern Utah)

- Earlier this year at my rural high school, my teammate and close friend was suddenly diagnosed with cancer, and tragically passed away the same week. This was a very hard time for me, my teammates, and all those who knew her at my school. Focusing on school work was challenging! As a straight-A student, I am most often on top of my schoolwork and known for my positive nature. But now, I was walking into school feeling heartbroken, exhausted and unsure of how I would be able to keep up with any schoolwork. Not very many of my teachers drew attention to what had happened. I think many of them didn't know the best way to do so, or how to help. However, my AP English teacher made all the difference. As soon as class started, our teacher told us that given the circumstances she cares much more about our well-being and mental health as people, than she does about teaching semicolons and commas. She let us know

that all deadlines would be extended for our work - regardless of the intense-nature of schoolwork that comes from the AP class. Then, for the rest of the class period, we talked about our mental health. We talked about what had happened, and then everyone had the chance to express either publicly or privately how they are doing and the feelings they have had. My teacher gave us tips on how to relieve stress, and expanded on the resources available to us if we felt we needed additional support. Because of the support she showed me in my time of need, I walked out of class with mental clarity, peace of mind, and a greater respect for that teacher. That classroom had become a place where I truly felt supported in not only my educational track, but in my mental health during a time of crisis. The class went from being my least favorite, to my favorite class I am currently taking. I realize that the sole purpose of a classroom is to learn in it, but this experience has taught me that when students feel that their teacher supports their mental well-being, it places the student in a position where they are able to do their best and have a better experience overall.

- I went to my counselor to discuss my classes. While there, I disclosed concern for my friend who had just gone through the traumatic death of a close family member. My counselor shared my concern and told me to help her the best that I could. I told him that I had helped her by finding her a positive outlet for her feelings and creating a space for her to make meaningful relationships. I confessed that I did not have any more energy to help her because I was so drained by my struggles, crippling anxiety and depression. He brushed over my feelings and told me to continue supporting my friend, after I had just disclosed a piece of my desperation. I felt pressured to be the sole lifeline for my friend, although I didn't have the right resources or life experience to help her. There seemed to be no value placed on my problems because I was seen as a high-performance person, which made me feel like I was not supported or understood at school. I felt a lot of pressure from him, causing me to feel that if I do not put others before myself that I would be an awful friend. These feelings may have stemmed from a previous visit where he told me I lacked empathy. My counselor always ends our meetings by saying that he will help me with anything that he can, but ever since he tried to brush over my problems I haven't tried to disclose anything to him. This experience has taught me that counselors need to be trained in conversational skills and mental health awareness.

Noting that our Advisory Council represents the geographical diversity of Utah K-12 education, we feel strongly that this teacher training is essential to support K-12 students across the state.

3. Describe the history of the issues or concerns including relevant context and timelines:

The Student Advisory Council worked with USBE staff to learn about existing student mental health and prevention initiatives, including a formal presentation in October 2022. The following bullets capture the relevant context by the Student Advisory Council members:

- The Safe UT app allows students to access help from their phones. It notifies the local/assigned social worker and the school, so the school can provide the help the student needs. However, teachers are traditionally the frontline in providing immediate responses to student mental health needs.
- Youth Mental Health First Aid Professional Learning covers how to help youth experiencing a mental health challenge or crisis. This course covers common mental health challenges in youth and teaches an action plan for how to help in both crisis and non-crisis situations. Although this training is available, there is nothing that compels teachers to participate.
- The School-Based Mental Health (SBMH) Qualifying Grant Program distributes money to schools to provide targeted school-based mental health support, which includes clinical services and employing qualifying personnel. Although the majority of LEAs are participating in this grant, current code does not require teachers to engage in professional learning regarding student mental health.
- The Prevention Block Grant is working on a bill with the Education Interim Committee to allow LEAs to consolidate prevention grants into one comprehensive prevention effort. It has been requested by LEAs to reduce workload, allow for leveraging of resources, provide flexibility, and streamline processes. As the code is revised, we have an opportunity to incorporate training for teachers to better serve students.
- The Project Aware Grant (serves Jordan, Cache, and Alpine districts) provides support services to increase “mental health literacy.” This is the last year of this grant.

- Existing school counseling programs include the following: Elementary School Grant Program, Grow Your Own Teacher and School Counselor Program grant, Suicide prevention guidance and professional learning for school-counselors, and facilitate prevention efforts. The existing code does not require these personnel to provide training to teachers on mental health supports.

4. What are the suggested legislative solutions? Include code references and suggested language where possible:

We would propose expanding [53F-5-209](#). Grants for school-based mental health support to include mandatory training for educators on mental health supports for students.

5. What data needs to be collected to support this potential legislation? Include whether this data is currently collected and available:

- The percentage of teachers who participated in mental health trainings
- Qualitative feedback from school counselors
- Statistically significant improvements on student responses to school climate-related responses

UTAH STATE BOARD OF EDUCATION

Subject:

INFORMATION: Recognition of Progress, Achievements, or Improvements

Agenda item type:

Information Item

Recommended Action:**Background:**

Finance Committee Members are provided recognition by the Deputy Superintendent of Operations of key progress, improvement, and/or achievements by staff and/or programs on a monthly basis.

Contact:

Name: Scott Jones
Title: Deputy Superintendent of Operations
Phone: 801-538-7514
Email: Scott.Jones@schools.utah.gov

Attachments:

None

UTAH STATE BOARD OF EDUCATION

Subject:

INFORMATION: Program Monthly Report (PMR) on the Utah Schools Information Management System

Agenda item type:

Information Item

Recommended Action:**Background:**

The Utah Schools Information Management System (USIMS) is an ongoing project that will modernize USBE's legacy data systems and enable real-time access to data to inform decision making at all levels of the education system while also safeguarding against data breaches.

Note: The student data persona's attachment is low resolution. For high resolution, use the following link:

[High Fidelity Student Data Personas](#)

Contact:

Name:	Jared Felt	Katrina Brinkley
Title:	Director of Information Technology	USIMS Project Manager
Phone:	801-538-7900	801-538-7573
Email:	jared.felt@schools.utah.gov	katrina. brinkley@schools.utah.gov

Attachments:

1. 2023-04-24 USIMS PMR



USIMS

Utah Schools Information Management System

Program Management Review

April 25, 2023

Katrina Brinkley

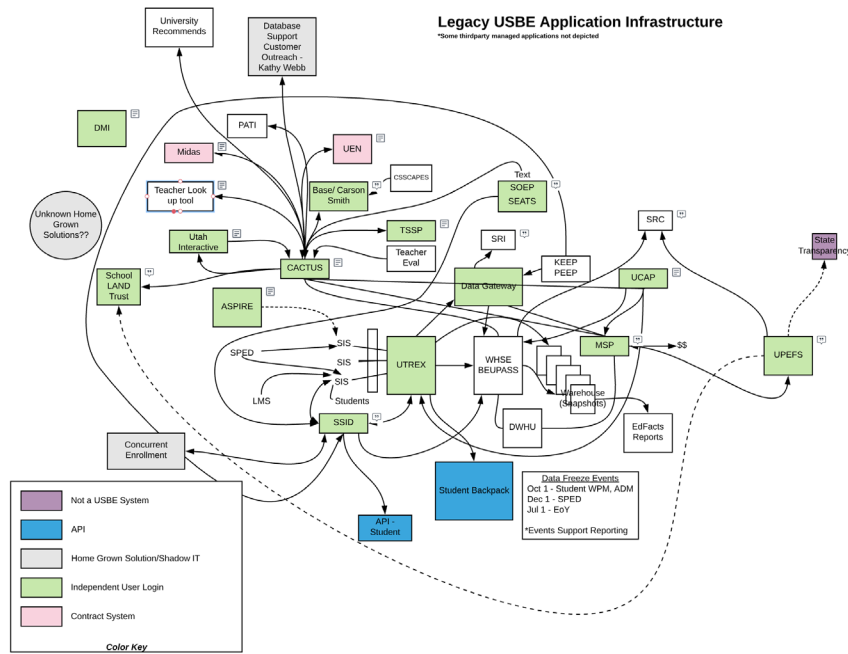
Chief Product Owner and USIMS Program Manager

TOPICS

- Why USIMS?
- USIMS Initiative
- Ensuring Usability
- Roadmap
- USIMS Update
- Financials
- Upcoming Events

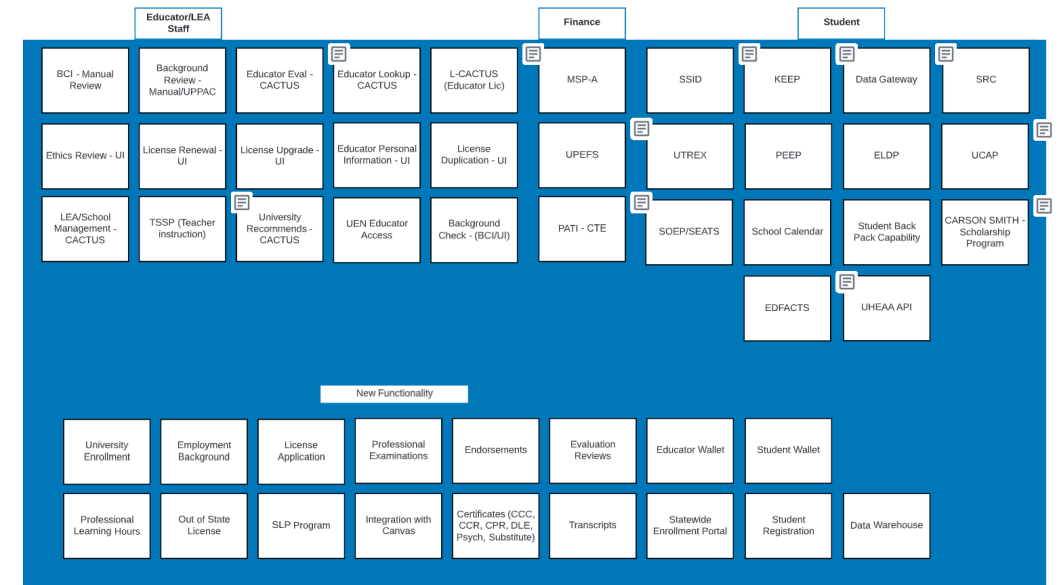


Why USIMS?



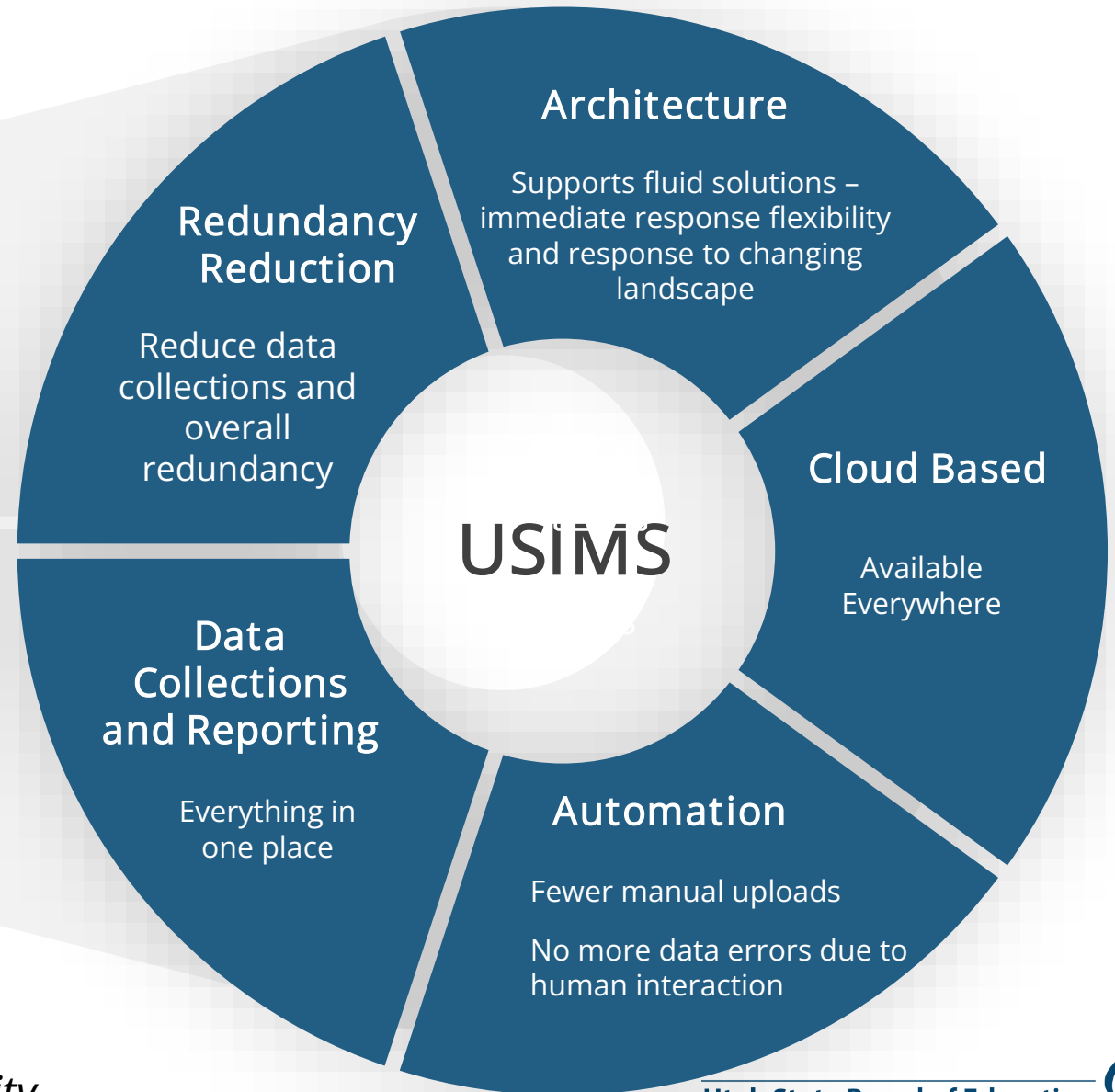
USIMS

Utah Schools Information Management System

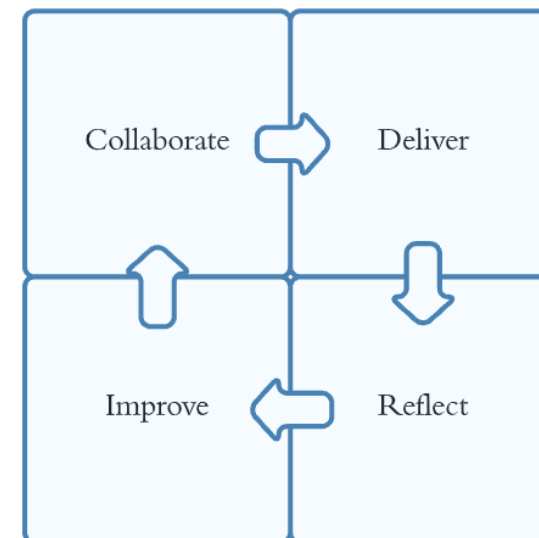
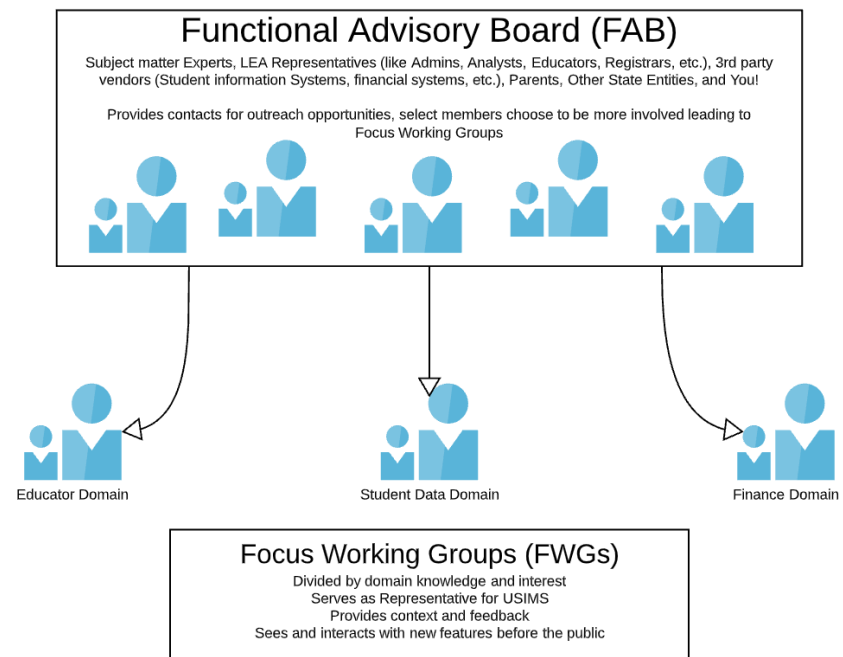


USIMS Initiative

Re-engineer
USBE's core
data collections
and reporting
capabilities IAW
53E-3-518



Ensuring Usability



Roadmap

USIMS Roadmap

April 22, 2023

	Educator Team (Skywalkers)	Student Team (Wizards)	Finance Team (Illusionists)
Current Work	Production fixes - stabilizing production and reducing bugs/defects. Utah Interactive Subsumption: Professional License Expiration dates	Assessment Foundation: Rostering Basic Infrastructure for Assessment Rostering Assessment Foundation: Consuming Assessment Results Basic Infrastructure for All Assessments	USBE Chart of Accounts API Data - validation with 3rd party vendors
Future Work (in order of current priority)	Associate License Renewal CACTUS Background check with BCI Subsumption UPPAC Subsumption: TBD CACTUS Subsumption: TBD UEN Subsumption: TBD	Assessment Foundation: Registered Student Info from SIS Basic Infrastructure for All Assessments Assessment Foundation: QA & Process Assessment Results Basic Assessment Infrastructure Assessment Foundation: Aggregate Assessment Data Basic Assessment Infrastructure Assessment Foundation: View Assessment Reports Basic Assessment Infrastructure Core Assessments: RISE Assessment Data in USIMS Core Assessments: Aspire Plus Assessment Data in USIMS	Tracking changes and LEA submissions Mapping between USBE and LEA Chart of Accounts Implement Transaction Rules Funding Allocation Implement Indirect Cost Calculations and Sign-Off

Recently Completed Work

Utah Interactive Subsumption: University Recommends

USIMS Home Page Elements: Accessing Functionality & Reporting

Event Storming

Utah Interactive Subsumption: License Renewal & Expired License Renewal

Learner Profile: Basic Student Demographic Record Schema in USIMS

Context Mapping (Domain Mapping and Roadmap Creation)

Utah Interactive Subsumption: Educator Ethics Review

Student Personas

Process workflows & Infrastructure Provisioning

Production Break Fix Work

Azure B2C setup for reuse in any environment

Style Guide enhancements

Educator Licensing Checklist

- **Student Team**
 - Finishing the rostering foundation infrastructure for all assessments
 - Continued work on consuming assessment data foundation for all assessments
 - Continued discovery work processing assessment data in Student FWG and additional meetings
 - Starting discussions with Aspire to retrieve student demographic data for assessments
 - Hired 2 new developers, working to spin up 2nd team to speed up delivery
- **Educator Team**
 - Working on stabilizing production and reducing bugs/defects.
 - Working on Professional License - License Areas Expiration Date, Production Fixes and Associate License Renewal
 - Moving forward towards CACTUS Subsumption
 - Assessing legislative requirements with focus working group
- **Finance Team**
 - Working with 3rd party vendors (starting with Tyler, Pelorus, & Skyward) to share financial data with USIMS
 - Implementing the ability to track changes to records and vendor submissions
 - Working to allocate an environment to share Chart of Accounts updates with our FWG
 - Progress on other Finance functionality (Tracking Changes within USIMS, Account Code maintenance, Transaction Rules)
- **Next Steps – High level**
 - Complete current teams' final hiring needs.
 - Create a second student team.
 - Data pipeline and standards discussions underway. Determined Ed-Fi and CEDS standards for our APIs at start. Communications to LEAs and vendors will follow.
 - Continue roadmap development and releases.

Issues/Risks

- **Timelines**
 - The student team's legislative requirements assessment indicates we have too much left in the backpack and not enough time for the current team to address.
 - The Educator Team is assessing the amount of work with the bugs/defects currently in production which if not stabilized runs the risk for not meeting the deadline of July 1, 2024

Position Count: 29/39 positions filled (Same as March)

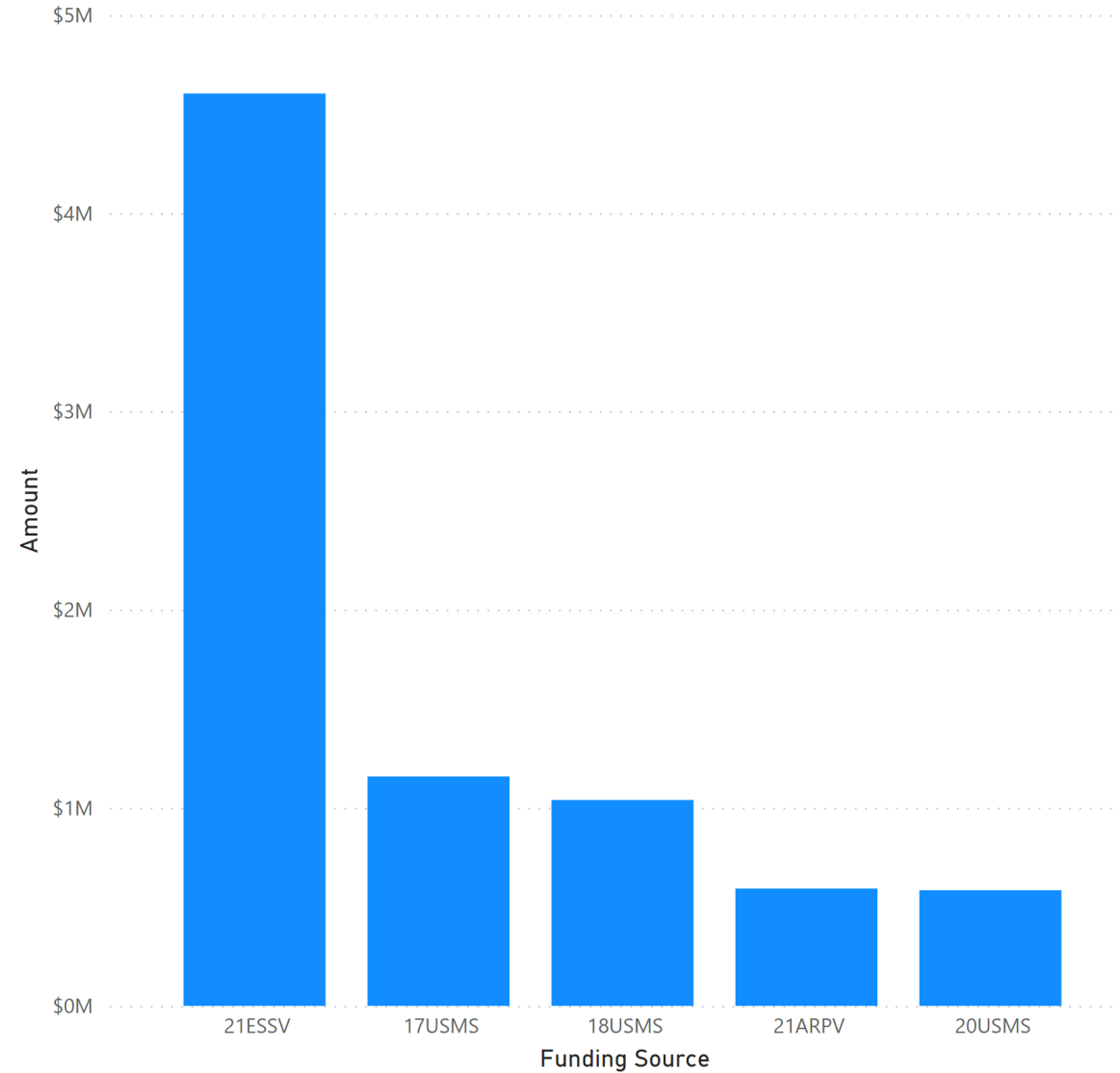
Mitigation

- **Hiring additional staff**
 - Hiring is #1 priority
 - Building out a second student data team
 - Considering requirements for a second educator team, for now, adding developers
- Working on Definition of Done per domain to level expectations (USIMS will fix it!)

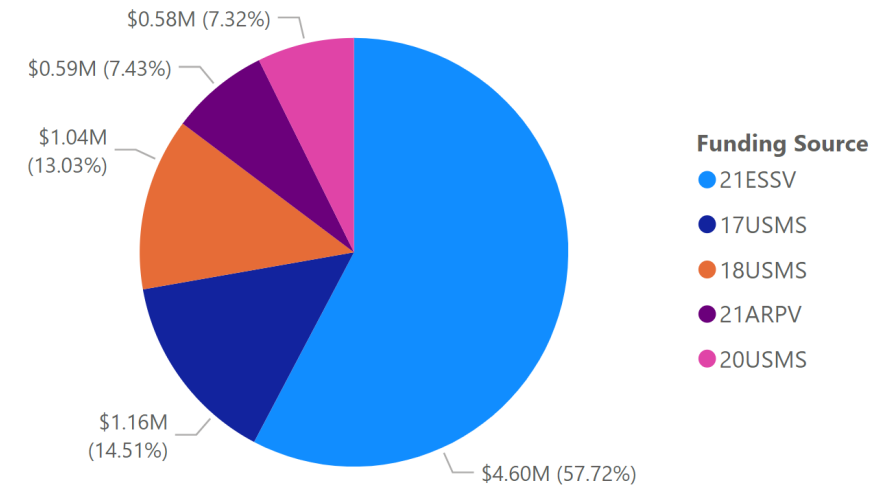
[USIMS Dashboard Link](#)

Financials

Amount by Funding Source



Amount by Funding Source

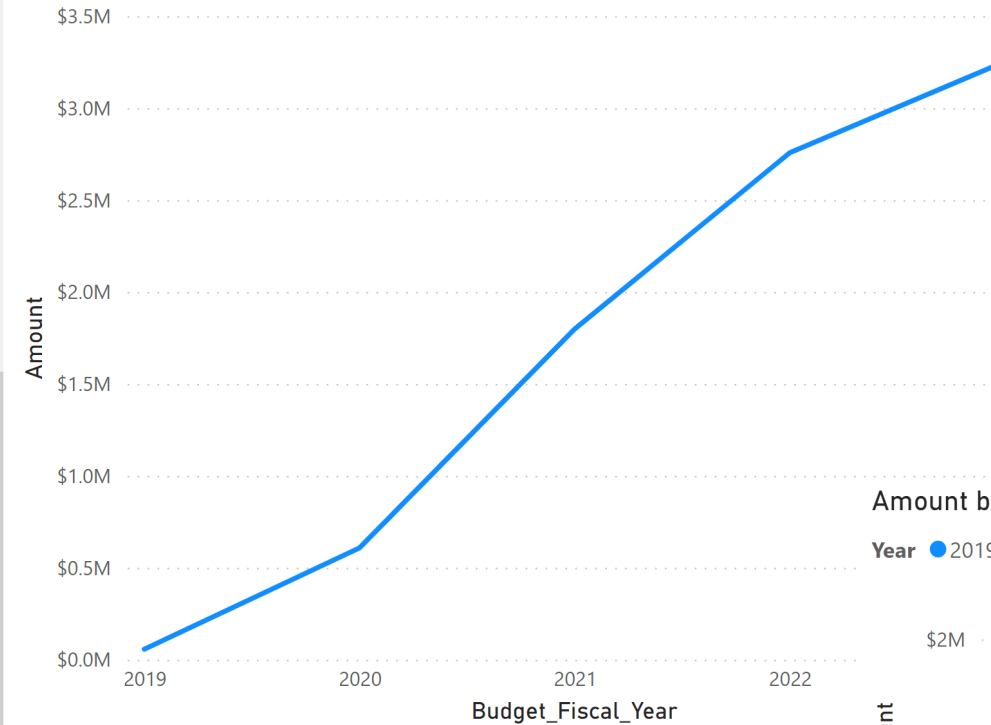


Funding Source	Spent	Encumbered	Funded
21ESSV	\$4,604,379.97	\$7,799,323.68	\$8,098,039.00
21ARPV	\$592,388.91	\$1,577,948.6	\$8,201,961.00
20USMS	\$583,766.60	\$0	\$17,200,000.00
18USMS	\$1,039,138.08	\$0	\$1,039,138.00
17USMS	\$1,157,500.87	\$16,638.5	\$3,467,473.00
Total	\$7,977,174.43	\$9,393,910.78	\$38,006,611.00

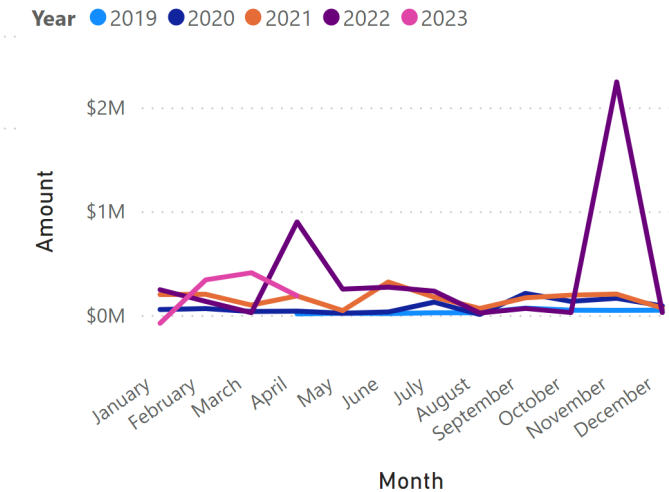
Financials

Year	Month	Amount
2020	October	\$132,744.37
2020	November	\$161,931.67
2020	December	\$89,188.56
2021	January	\$198,313.00
2021	February	\$200,720.84
2021	March	\$97,363.65
2021	April	\$185,064.40
2021	May	\$43,685.42
2021	June	\$319,429.34
2021	July	\$174,051.89
2021	August	\$64,571.80
2021	September	\$166,843.57
2021	October	\$192,739.92
2021	November	\$202,932.36
2021	December	\$68,185.99
2022	January	\$244,763.67
2022	February	\$132,658.05
2022	March	\$23,446.57
2022	April	\$897,665.37
2022	May	\$250,804.14
2022	June	\$268,968.09
2022	July	\$231,681.62
2022	August	\$20,830.79
2022	September	\$64,273.73
2022	October	\$25,208.84
2022	November	\$2,245,832.38
2022	December	\$24,945.53
2023	January	(\$77,797.82)
2023	February	\$340,344.71
2023	March	\$408,622.24
2023	April	\$186,624.71
Total		\$8,470,563.43

Amount by Budget_Fiscal_Year



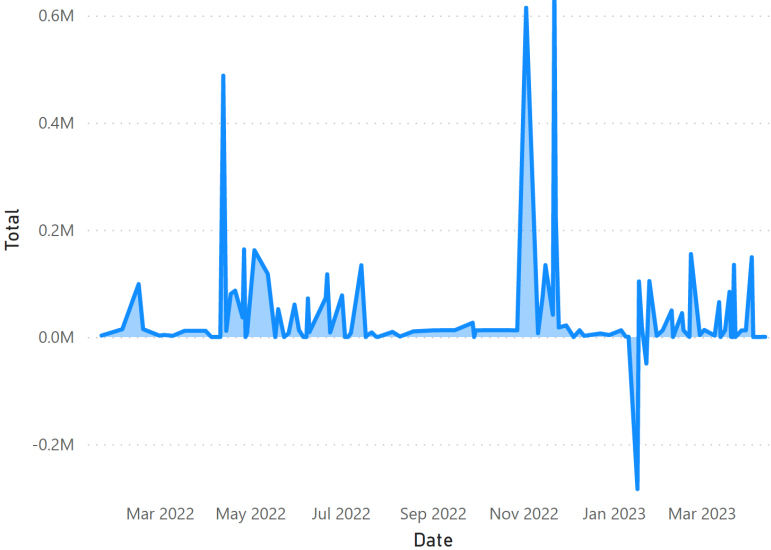
Amount by Month and Year



Financials

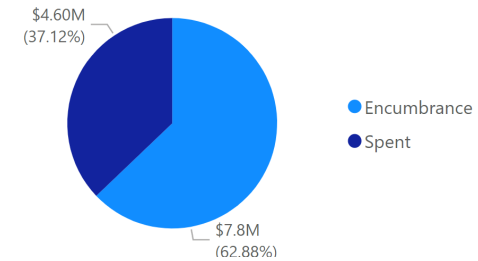
21ESSV

Total by Date



Total	Date
215.80	13 April, 2023
0.00	5 April, 2023
148,822.41	4 April, 2023
12,483.45	31 March, 2023
12,150.61	28 March, 2023
0.00	24 March, 2023
134,595.91	23 March, 2023
-165.00	22 March, 2023
330.00	21 March, 2023
84,168.70	20 March, 2023
12,483.44	17 March, 2023
0.00	14 March, 2023
65,042.53	13 March, 2023
4,604,379.97	

Encumbrance and Spent



*Note: USIMS PO was closed Aug – Oct 2022. November is four months consolidated.

Total by Date

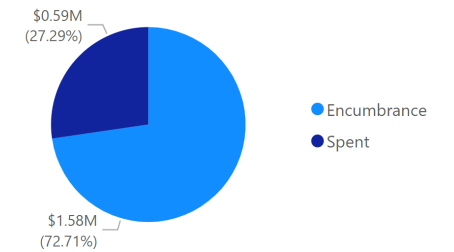


21ARPV

Total	Date
0.00	5 April, 2023
37,586.50	4 April, 2023
0.00	24 March, 2023
33,993.47	23 March, 2023
0.00	21 March, 2023
21,257.60	20 March, 2023
0.00	14 March, 2023
16,427.10	13 March, 2023
38,936.69	22 February, 2023
11,236.04	16 February, 2023
12,462.56	9 February, 2023
26,339.71	25 January, 2023
8,647.28	24 January, 2023
13,463.66	23 January, 2023
592,388.91	

Encumbrance	Total Budget
\$1,577,948.6	\$8,201,961.00

Encumbrance and Spent



Upcoming Events

Planned Date	Event / Meeting	Purpose
Every Tuesday	Educator Focus Working Group or Sprint Review	Working Groups provide continued iterative detail capture and incremental development for future sprint work while reviews inspect the outcome of the Sprint and determine future adaptations
Every other Monday	Student Focus Working Group and Sprint Review	
Every other Wednesday	Finance Focus Working Group and Sprint Review	
April 25 th , 2023 July TBD	Functional Advisory Board	High Level Status / Feedback / Support – All are welcome! In person in April.

UTAH STATE BOARD OF EDUCATION

Subject:

INFORMATION: Program Monthly Report (PMR) on Utah Grants

Agenda item type:

Information Item

Recommended Action:**Background:****Contact:**

Name:	Rebecca Nielsen	Deborah Jacobson
Title:	Grants Manager	Assistant Superintendent of Operations
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Email:	Rebecca.Nielsen@schools.utah.gov	Deborah.Jacobson@schools.utah.gov

Attachments:

1. Utah Grants PMR 050523

Utah Grants

Finance Committee Monthly Update

PROGRAM MANAGEMENT REVIEW

MAY 5, 2023

REBECCA NIELSEN

GRANT SYSTEMS ADMINISTRATOR

Utah Grants System Enhancements

Completed 2023

Description	Request Origin	Impacted Units	Detail
Title I Application Form Changes (SFY-23 Application)	USBE Staff	LEA & USBE	Updates to Set Asides form
Assurance Forms	USBE Staff	LEA & USBE	Allow for multiple Assurance forms (Board Approved & Federal Programs)
Add Bank Code to Payment File	State Finance	USBE & State Finance	Changes needed to payment file to isolate USBE payments from other state agency payments. Required to ensure timely release of funds to LEA.
Record Ownership Changes for EXE Users	USBE Staff	USBE	Updates to program record ownership. Allow for award amendments when original record owner is no longer an active user.
View Application Revision History	USBE Staff	LEA & USBE	Add application revision history to application file. View changed fields to assist in troubleshooting application routing and version questions.
View Active Award Flex Table	LEA Feedback (Business Admins)	LEA	Changes to active award flex table to remove unused fields, include additional fields (CFDA, program/revenue codes).
Additional Fields on Reports	LEA Feedback (Business Admins)	LEA	Update LEA reports to make additional fields available (CFDA, program/revenue codes)
Award Approval Task Details	USBE	USBE	Pending task description needs to include sufficient information to identify LEA and grant

Utah Grants System Enhancements

Completed 2023 (continued)

Description	Request Origin	Impacted Units	Detail
View Application Overview	LEA Feedback (Reporting & Requirements Task Force)	LEA	Include Opportunity Description field with program-specific details on all applications (rather than link to announcement).
Include Application Offsite Links	LEA Feedback (Reporting & Requirements Task Force)	LEA	Include links to required application forms (Qualtrics, Google Doc, etc), create new link section in application.
Replace Mulesoft API	State Finance	USBE & State Finance	Replace Mulesoft API to FINET. Moving to in-house API built by DTS.
Inactivate Subrecipient Orgs	USBE	USBE	Add ability to remove users (and licenses) for inactivate grantee organizations
Announcement links to Applications	USBE	USBE	Allow for easier navigation from announcement to applications
Competitive Announcement Email Notification	LEA Feedback	LEA & USBE	Create email notification for competitive funding opportunities.

Utah Grants System Enhancements In Progress

Description	Phase	Request Origin	Impacted Units	Detail
Multi-Factor Authentication (MFA)/Single Sign-On (SSO)	Planning	Salesforce	USBE	Improve security for internal users
Monitoring Tab Redesign	Planning	Ut Grants Development Team	USBE & LEA	Redesign Monitoring Tab to include one level of information, making it easier for LEAs to locate award information and initiate payment requests
Application Expiration	Planning	LEA Feedback	USBE & LEA	Change status of old applications to expired, allowing easier identification and navigation for LEAs to current applications. Set applications to automatically expire after a defined timeframe.
Application Pending Task Queue Changes	Planning	LEA Feedback (Reporting & Requirements Task Force)	LEA	Change application pending task rules to allow pending task to remain open for the application owner until application has been submitted.
Reimbursement Request Field Location	Planning	USBE Superusers	USBE & LEA	Move LEA name and ID from Overview tab to reimbursement header, allowing approver to view from all subtabs.
Reimbursement Request Attestation Statement	Planning	Ut Grants Development Team	USBE	Update attestation statement text on reimbursement request. Extend requirement from internal approver to include creator.

Utah Grants System Enhancements

In Progress (continued)

Description	Phase	Request Origin	Impacted Units	Detail
Program Set-Up Efficiencies	Discovery	USBE Superusers	USBE & LEA	Add additional workflow for program/announcement set-up (reduce time, improve visibility)
Easily View Status of Pending Transactions	Discovery	LEA Feedback (Reporting & Requirements Task Force)	LEA	LEA requires ability to see pending transactions at a glance, regardless of stage (application, grant, monitoring), including responsible individual
Easily View Historic Award Information	Discovery	LEA Feedback (Reporting & Requirements Task Force)	LEA	LEA needs better ability to see historic information for associated awards (sort order and/or link to prior year award)
Creation of Additional Risk Assessment Forms	Discovery	USBE Superusers	USBE & LEA	Create 2 new program-specific risk assessment forms associated with CTE applications
Planning Tool & Consolidated Application Feasibility	Discovery	Ut Grants Development Team	USBE & LEA	Explore consolidated application functionality, as it relates to USIP development. Needs to meet requirements of consolidated planning tool, reduce LEA burden

Utah Grants System Future Development

Planning Tool and Consolidated Application Feasibility

- ▶ Beginning January 2023, USBE engaging with REI, Inc. to explore the incorporating UCIP development into Utah Grants
- ▶ Utah Continuous Improvement Plan (UCIP) initiative lead by Assistant Superintendent Darin Nielsen
- ▶ Began in Early 2018, and reinforced in 2019 Auditor General's report recommendation:

"We recommend that the Utah State Board of Education prioritize how to consolidate individual programs' action plans to develop a more effective process for LEAs and schools to focus on student outcomes and reduce reporting redundancy."

Utah Grants System Future Development

Planning Tool Benefits

- ▶ Help LEAs target funding to specific needs for continuous improvement
- ▶ Reduce burden (time, personnel, fiscal)
- ▶ Increase collaboration between departments
- ▶ Reduce duplication of efforts
- ▶ Increase transparency
- ▶ Create a process and plan that could be used for future legislative initiatives
- ▶ Accelerate continuous improvement for all LEAs

Utah Grants System Future Development

Core Elements

- ▶ Integration with Comprehensive Needs Assessment (CNA) including identification of successes, needs resource allocation review, school improvement initiatives, goals.
- ▶ Consolidated Application combining required elements shared across funding sources.
- ▶ Preliminary budget allocations allow LEA leadership teams to establish cultures and processes where they “fund the plan rather than plan the funds.”
- ▶ Contains all elements required for a “Substantially Approvable” application, facilitating earlier approvals and access to funding.
- ▶ Includes LEA and USBE approvals.
- ▶ Integrates throughout funding lifecycle, including updated budget amounts without requiring separate input.

Utah Grants System Future Development

Additional Components

- ▶ Collaboration functionality
- ▶ Snapshot comparison tool (version control)
- ▶ Streamline transfers between funding sources, carryover funding
- ▶ Improve record ownership and sharing
- ▶ Improve revision process, with increased transparency
- ▶ New reporting tools (Tableau) with increased reporting capabilities
- ▶ Increased utilization of forms
- ▶ Improve budgeting for indirect costs

User Group Participation



USB E Utah Grants User Group

Frequency	Monthly (2 nd Tuesday)
Participants	Includes all USB E program staff Utah Grants users & Utah Grants team
Purpose	Elevate the grants management process for both USB E staff and LEA/subrecipient users through increased knowledge, implementation of best practices and recommendations for process improvements



USB E Utah Grants LEA User Group

Frequency	TBD
Participants	TBD
Purpose	Identify and address LEA needs for grant management support and improvements within Utah Grants. Reduce LEA burden, increase efficiency and recommend system enhancements.

Other Initiatives

- ▶ **Internal grant set-up workflow** – improvements to process for adding/amending grant funding and distribution
- ▶ **Internal workflows and timelines** – review roles and responsibilities, expected turnaround on grants management approvals, recommendations for improvement
- ▶ **USBE training** – establish ongoing series of trainings for USBE staff
- ▶ **LEA training** – establish ongoing series of trainings available to LEAs

Support

Utah Grants Help Desk

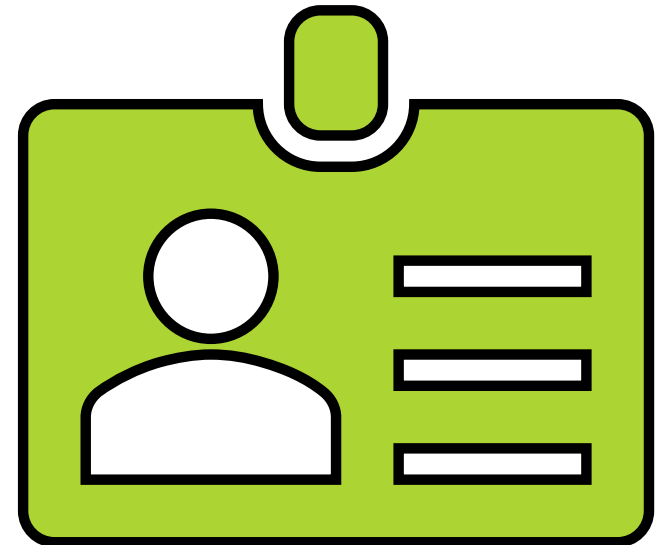
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UTAH STATE BOARD OF EDUCATION

Subject:

INFORMATION: Requests for Data and Information

Agenda item type:

Information Item

Recommended Action:**Background:**

This is a perpetual agenda item that allows Finance Committee members to request data or information for information and/or decision-making purposes. This item also serves as the means by which USBE staff follow up on requests for data and information from the Finance Committee members.

Occasionally, staff may ask for action by the Finance Committee on particular data and information updates.

Contact:

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Attachments:

1. Legislative Estimates FY24 4.11.2023
2. CharterSummaries FY24 LE 4.11.2023
3. DistrictSummaries FY24 LE 4.11.2023
4. Minimum School Program - UASBO Spring Conference 2023 - 4.23.2023

State-Supported Minimum School Program For Utah Public Schools

FY 2023–2024
Legislative Estimates

April 2023

Financial Operations



Sydnee Dickson
State Superintendent of Public Schools

UTAH STATE BOARD OF EDUCATION
250 East 500 South / P.O. Box 144200 / Salt Lake City, Utah 84114-4200

UTAH STATE BOARD OF EDUCATION

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Bluffdale, Utah**District 10**Matt Hymas
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Spanish Fork, Utah**District 14**Emily Green
Cedar City, Utah**District 15**Kristan Norton
St. George, Utah**Superintendent of Public Instruction**

Sydnee Dickson

Board Secretary

Cybil Child

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Minimum School Program & School Building Program - Budget Detail Tables

2023 General Session
FY 2023 Revised | FY 2024 Appropriated

	Fiscal Year 2023 Revised	Fiscal Year 2024 Appropriated
Section 1: Minimum School Program - Summary of Total Revenue Sources and Expenditures by Program		
Total Revenue Sources	Amount	Amount
A. General State Revenue		
Uniform School Fund	3,874,091,600	4,433,388,300
Uniform School Fund, One-time	17,942,600	(96,159,500)
B. Restricted State Revenue		
USF Restricted - Trust Distribution Account	95,849,800	101,803,300
ITF Restricted - Minimum Basic Growth Account ⁽⁵⁾	56,250,000	56,250,000
ITF Restricted - Charter School Levy Account ⁽⁴⁾	31,273,900	35,169,000
ITF Restricted - Teacher and Student Success Account ⁽⁵⁾	140,686,800	167,800,400
ITF Restricted - Local Levy Growth Account ⁽⁵⁾	108,461,300	127,553,300
USF Restricted - Public Education Economic Stabilization, One-time ⁽²⁾	168,600,000	120,711,500
Subtotal State Revenues:	\$4,493,156,000	\$4,946,516,300
C. Local Property Tax Revenue		
Minimum Basic Tax Rate		
a. Basic Levy	527,603,200	431,312,700
b. Basic Levy Increment Rate ⁽⁵⁾	75,000,000	75,000,000
Equity Pupil Tax Rate ⁽⁵⁾	108,461,300	108,461,300
WPU Value Rate ⁽⁵⁾	94,186,800	121,300,400
Voted Local Levy	471,681,500	545,534,000
Board Local Levy	294,506,700	379,038,200
Subtotal Local Revenues:	\$1,571,439,500	\$1,660,646,600
D. Transfers	0	(128,204,400)
E. Beginning Nonlapsing Balances	125,684,100	193,841,300
F. Closing Nonlapsing Balances	(193,841,300)	(65,636,900)
Total Revenues:	\$5,996,438,300	\$6,607,162,900
Total Expenditures by Program		
A. Basic School Program	3,763,198,300	4,022,585,800
B. Related to Basic School Program	1,213,989,200	1,373,474,300
C. Voted & Board Local Levy Programs	1,019,250,800	1,211,102,800
Total Expenditures:	\$5,996,438,300	\$6,607,162,900

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Minimum School Program & School Building Program - Budget Detail Tables

2023 General Session
FY 2023 Revised | FY 2024 Appropriated

Fiscal Year 2023
Revised

Fiscal Year 2024
Appropriated

Section 2: Minimum School Program - Detail of Revenue Sources & Expenditures by Program

Table A: Basic School Program (Weighted Pupil Unit Programs)

<i>WPU Value :</i>		\$4,038		\$4,280
<i>Estimated Basic Tax Rate:</i>		0.001661		0.001408
Revenue Sources	Supplemental	Amount	Changes	Amount
A. State Revenue				
Uniform School Fund		3,014,113,600		3,282,324,900
Uniform School Fund, One-time		65,095,500		0
B. Restricted State Revenue				
USF Restricted - Public Education Economic Stabilization, One-time ⁽²⁾		3,600,000		4,186,500
Subtotal - State Revenues:		\$3,082,809,100		\$3,286,511,400
C. Local Property Tax Revenue				
Minimum Basic Tax Rate				
a. Basic Levy ⁽⁹⁾		527,603,200		431,312,700
b. Basic Levy Increment Rate ⁽⁵⁾		75,000,000		75,000,000
Equity Pupil Tax Rate ⁽⁵⁾		108,461,300		108,461,300
WPU Value Rate ⁽⁵⁾		94,186,800		121,300,400
Subtotal - Local Property Tax Revenues:		\$805,251,300		\$736,074,400
D. Transfer to Income Tax Fund ⁽⁹⁾		0		(126,000,000)
E. Beginning Nonlapsing Balances ⁽⁸⁾		38,043,900		162,906,000
F. Closing Nonlapsing Balances ⁽⁹⁾		(162,906,000)		(36,906,000)
Total Revenues:		\$3,763,198,300		\$4,022,585,800
Expenditures by Categorical Program	WPU	Amount	WPU	Amount
A. Regular Basic School Program				
1. Kindergarten ^(10a)	26,667	107,681,300	40,052	171,424,100
2. Grades 1-12 ^{(2d)(8)}	612,549	2,523,472,900	611,450	2,617,006,100
3. Foreign Exchange Students ^(xx)	387	1,562,800	398	1,703,600
4. Necessarily Existent Small Schools ⁽²⁾⁽⁸⁾	10,708	47,976,800	10,708	49,430,200
5. Professional Staff	57,387	231,728,700	57,118	244,465,100
6. Enrollment Growth Contingency ⁽²⁾	0	13,945,600	0	19,101,000
Subtotal - Regular Basic School Program:	707,698	\$2,926,368,100	719,726	\$3,103,130,200
B. Restricted Basic School Program				
1. Special Education - Regular - Add-on WPUs ⁽³⁾	90,265	364,490,100	93,579	400,518,100
2. Special Education - Regular - Self-Contained	11,189	45,181,200	11,334	48,509,600
3. Special Education - Pre-School	11,372	45,920,100	11,372	48,672,200
4. Special Education - Extended Year Program	460	1,857,500	460	1,968,800
5. Special Education - Impact Aid ⁽¹⁾	2,072	8,366,600	2,072	8,868,100
6. Special Education - Extended Year for Special Educators	909	3,670,500	909	3,890,600
7. Students At-Risk - Add-on ^{(1)(2)(10b)}	19,016	77,169,300	23,102	99,463,100
8. Career & Technical Education - District Add-on ⁽¹⁾	29,257	118,139,800	29,257	125,220,000
9. Class Size Reduction	42,604	172,035,100	42,604	182,345,100
Subtotal - Restricted Basic School Program:	207,144	\$836,830,200	214,689	\$919,455,600
Total Expenditures:	914,842	\$3,763,198,300	934,415	\$4,022,585,800

T H E L I N E

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Minimum School Program & School Building Program - Budget Detail Tables

2023 General Session
FY 2023 Revised | FY 2024 Appropriated

Fiscal Year 2023
Revised

Fiscal Year 2024
Appropriated

T H E L I N E

Table B: Related to Basic School Program (Below-the-Line)

<i>Charter School Local Replacement Rate:</i>		\$2,899		\$3,074
Revenue Sources		Amount		Amount
A. State Revenue				
Uniform School Fund		760,417,500		1,048,336,100
Uniform School Fund, One-time		2,847,100		(96,159,500)
B. Restricted State Revenue				
USF Restricted - Trust Distribution Account		95,849,800		101,803,300
ITF Restricted - Teacher and Student Success Account ⁽⁵⁾		140,686,800		167,800,400
ITF Restricted - Charter School Levy Account ⁽⁴⁾		31,273,900		35,169,000
USF Restricted - Public Education Economic Stabilization, One-time ⁽²⁾		165,000,000		116,525,000
Subtotal - State Revenues:		\$1,196,075,100		\$1,373,474,300
C. Transfers		0		(2,204,400)
D. Beginning Nonlapsing Balances		48,849,400		30,935,300
E. Closing Nonlapsing Balances		(30,935,300)		(28,730,900)
Total Revenues:		\$1,213,989,200		\$1,373,474,300
Expenditures by Categorical Program		Funding		Amount
A. Related to Basic Programs				
1. Pupil Transportation - To & From School ⁽²⁾⁽³⁾		117,446,900		130,493,700
2. Pupil Transportation - Rural Transportation Grants		1,000,000		1,000,000
3. Pupil Transportation - Rural School Reimbursement		500,000		500,000
4. Charter School Local Replacement ⁽⁴⁾		245,250,600		247,138,000
5. Charter School Funding Base Program ⁽²⁾		8,015,000		9,740,000
6. Flexible Allocation - WPU Distribution ⁽²⁾		0		31,767,000
Subtotal - Related to Basic Programs:		\$372,212,500		\$420,638,700
B. Focus Populations				
1. Students At-Risk - Gang Prevention and Intervention ^{(1)(11b)}		3,246,400		2,381,200
2. Youth-in-Custody ⁽¹⁾		29,675,900		31,456,500
3. Adult Education ⁽¹⁾		16,678,200		17,678,900
4. Enhancement for Accelerated Students		6,451,500		6,838,600
5. Concurrent Enrollment		15,525,700		17,708,000
6. Title I Schools in Improvement - Paraeducators ^{(2)(11b)}		750,000		300,000
7. Early Literacy Program ⁽¹⁾		14,550,000		14,550,000
8. Early Intervention ⁽²⁾		36,655,000		0
9. Special Education Intensive Services ^{(2)(11b)}		1,000,000		0
10. English Language Learner Software Grants ^{(2)(11b)}		5,400,000		5,000,000
Subtotal - Focus Populations:		\$129,932,700		\$95,913,200
C. Educator Supports				
1. Educator Salary Adjustments ⁽²⁾		194,181,800		391,096,200
2. Teacher Salary Supplement ⁽²⁾		22,266,100		23,092,100
3. Teacher Supplies & Materials		5,500,000		5,500,000
4. Effective Teachers in High Poverty Schools ^(11b)		951,000		801,000
5. Elementary School Counselor Program ^(11b)		2,384,400		2,100,000
6. Grants for Professional Learning		3,935,000		3,935,000
7. Grow Your Own Teacher and Counselor Program ⁽²⁾		0		7,150,000
8. Educator Professional Time ⁽²⁾		64,000,000		64,000,000
Subtotal - Educator Supports:		\$293,218,300		\$497,674,300

Minimum School Program & School Building Program - Budget Detail Tables

2023 General Session
FY 2023 Revised | FY 2024 Appropriated

	Fiscal Year 2023 Revised	Fiscal Year 2024 Appropriated
D. Statewide Initiatives		
1. School LAND Trust Program ^(11b)	95,929,900	101,803,300
2. Teacher and Student Success Program ^{(5)(6)(11b)}	155,886,800	182,800,400
3. Student Health and Counseling Support Program ^{(1)(2)(11b)}	29,550,000	25,480,000
4. School Library Books & Electronic Resources ⁽¹²⁾	765,000	0
5. Matching Fund for School Nurses ^{(11b)(12)}	1,002,400	0
6. Dual Immersion ⁽¹⁾	5,030,000	7,367,000
7. Beverley Taylor Sorenson Arts Learning Program ⁽¹⁾⁽²⁾	17,080,000	21,945,000
8. Digital Teaching & Learning Program ^{(1)(11b)}	21,852,400	19,852,400
9. Public Education Capital and Technology ⁽²⁾	91,500,000	0
10. Nonlapsing Balance Adjustments - Inactive Categorical Programs ^(11a)	29,200	0
Subtotal - Other Programs:	\$418,625,700	\$359,248,100
Total Expenditures:	\$1,213,989,200	\$1,373,474,300

Table C: Voted & Board Local Levy Programs

Guarantee Rate (per Tax Rate of 0.0001 per WPU)⁽⁷⁾ :	\$57.11	\$57.11
Revenue Sources	Amount	Amount
A. State Revenue		
Uniform School Fund	99,560,500	102,727,300
Uniform School Fund, One-time ^(2d)	(50,000,000)	0
B. Restricted State Revenue		
ITF - Minimum Basic Growth Account ⁽⁵⁾	56,250,000	56,250,000
ITF - Local Levy Growth Account ⁽⁵⁾	108,461,300	127,553,300
Subtotal - State Revenues:	214,271,800	286,530,600
C. Local Property Tax Revenue		
Voted Local Levy	471,681,500	545,534,000
Board Local Levy	294,506,700	379,038,200
Subtotal - Local Property Tax Revenues:	766,188,200	924,572,200
D. Beginning Nonlapsing Balances ^(2d)	38,790,800	0
Total Revenues:	\$1,019,250,800	\$1,211,102,800
Expenditures by Categorical Program	Amount	Amount
A. Voted and Board Local Levy Programs		
1. Voted Local Levy Program ⁽⁵⁾	612,526,800	743,320,100
2. Board Local Levy Program ⁽⁵⁾	406,724,000	467,782,700
Total Expenditures:	\$1,019,250,800	\$1,211,102,800
Total Minimum School Program Expenditures:	\$5,996,438,300	\$6,607,162,900

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Minimum School Program & School Building Program - Budget Detail Tables

2023 General Session
FY 2023 Revised | FY 2024 Appropriated

	Fiscal Year 2023 Revised	Fiscal Year 2024 Appropriated
Section 3: School Building Programs - Total Revenues & Expenditures (Not Included in MSP Totals Above)		
Revenue Sources	Amount	Amount
A. State Revenue		
Income Tax Fund	14,499,700	14,499,700
B. Restricted State Revenue		
ITF - Minimum Basic Growth Account	18,750,000	18,750,000
Total Revenues:	\$33,249,700	\$33,249,700
Expenditures by Categorical Program	Amount	Amount
A. Capital Outlay Programs		
1. Foundation Program	27,610,900	27,610,900
2. Enrollment Growth Program	5,638,800	5,638,800
Total Expenditures:	\$33,249,700	\$33,249,700

Office of the Legislative Fiscal Analyst

Date Modified:

3/16/2023

Notes:

- Administrative funding for certain MSP categorical programs can be found in the "MSP Categorical Program Administration" line item in the State Board of Education's budget. Adding program and administration funding will provide the full-cost for the program.
- One-time funding appropriated by the Legislature in FY23 or FY24, as follows: **a).** Basic School Program: Small District Base (Part of NESS) - \$3.6 m (FY23 & FY24), Enrollment Growth Contingency - \$13.9 m (FY23) & \$19.1 m (FY24), and Students At-Risk Add-on - \$2.6 m (FY23) & 586,500 (FY24). **B).** Related to Basic School Program: Pupil Transportation - \$1.0 m (FY23) & \$6.0 m (FY24), Educator Salary Adjustments - \$2.8 m (FY23), Charter School Funding Base - \$5.0 m (FY23) & \$1.9 m (FY24), Grow Your Own Teacher and Counselor Program - \$7.2 m (FY24), Beverley Taylor Sorenson Ele. Arts - \$2.5 m (FY24), Educator Professional Time - \$64.0 m (FY23 & FY24), Public Education Capital and Technology - \$91.5 m (FY23), English Language Learner Software - \$4.5 m (FY23) & \$5.0 m (FY24), Flexible Funding WPU Distribution to 4th-6th Class County Schools (Flexible Allocation) - \$30.0 m (FY24), and Title I Schools Paraeducators - \$250,000 (FY23). **c).** Enrollment Growth Contingency - \$13.9 m one-time (FY23) & \$19.1 m ongoing (FY24) for WPUs in excess of the appropriated amount for Kindergarten as LEAs transition to a full WPU weighting (optional full-day kindergarten). **d).** Uniform School Funds transferred one-time from the Voted & Board Local Levy Programs to the Grades 1-12 program to manage anticipated nonlapsing balances in the programs at the end of FY23. If this transfer is too high relative to the final state-cost of the guarantee for FY23, under 53F-2-205(3) the State Board of Education can transfer funding from the Basic School Program to balance. If a nonlapsing balance still remains in the programs at the close of FY23, under 53F-2-601(6) the State Board of Education may distribute the balance to qualifying school districts. In FY23, the Board distributed \$38.8 m in balances to qualifying school districts.
- Includes approximately \$4.3 million in funding for student transportation at the Utah Schools for the Deaf and the Blind.
- Local school districts levy a tax rate for their contribution to the Charter School Local Replacement program. The revenue generated from the tax is deposited into the Education Fund Restricted - Charter School Levy Account and appropriated to the program.
- Income Tax Fund Restricted accounts created by the Legislature funded from state fund "savings" generated through increased property tax revenues collected by various tax rates that are part of the Basic Levy. When local school districts pay more of the cost of WPUs from the property tax, less state revenue is required. This state revenue is transferred to the restricted funds to support other education programs.
- The Teacher and Student Success Program includes \$15.0 million appropriated in FY20 from the Uniform School Fund. This program is funded from two sources, the Uniform School Fund as mentioned, and the remaining funding from the ITFR-Teacher and Student Success Account.
- The State Guarantee Rate is set by the State Board of Education in their Legislative Estimates allocations after calculating the state guarantee rate based on funding appropriated by the Legislature. The state guarantee rate is calculated each year by the State Board of Education based on appropriated amounts.
- The revised year includes the expenditure of anticipated nonlapsing balances remaining from the prior school year as provided in 53F-2-304(10).
- Includes an additional \$126.0 million in anticipated collections above the budgeted estimate in FY23. This amount increases the anticipated closing nonlapsing balances for the basic school program due to local revenues contributing more to the cost of WPUs than estimated, requiring less funding from the Uniform School Fund. The Legislature transferred this balance back to the Income Tax Fund in FY24.
- The Legislature increases the total number of WPUs appropriated to the following programs: **a).** Kindergarten - An additional 14,405 WPUs to change the weighting for kindergarten students from 0.55 to 1.0 based on current student estimates and funding levels. This policy change was provided in House Bill 2, Public Education Budget Amendments and House Bill 477, Full-day Kindergarten Amendments (2023 General Session). **b).** Students At-Risk WPU Add-on - An additional 5,432 WPUs to increase the Economically Disadvantaged (ED) and English Language Learner (ELL) student factors based on a 10-year phase-in (one 10-year increment). The WPU weightings increase as follows: ED from 0.075 to 0.1 and ELL from 0.0325 to 0.04. The statutory rates at full implementation are set as follows: ED at 0.3 and ELL at 0.1.
- Includes adjustments to nonlapsing balances in the following programs that have been eliminated or transferred to other areas of the budget: **a).** Pupil Transportation - Grants for Unsafe Routes \$5,600, Centennial Scholarship Program \$23,600. This item is included for informational purposes only and to balance this spreadsheet with the Legislative Fiscal Analyst budget database. **b).** Additional adjustments were made in other categorical programs as indicated.
- Beginning in FY24, the Legislature eliminated categorical funding for the Matching Fund for School Nurses and School Library Books and Electronic Resources programs. Funding for these programs was moved to the Flexible Allocation - WPU Distribution program for allocation to LEAs.

FY2023-2024 LEGISLATIVE ESTIMATES

**BASIC SCHOOL PROGRAMS
FY2023-2024 LEGISLATIVE ESTIMATES**

KINDERGARTEN

Program =	24PPA	WPU Value =	\$4,280
Rev. Code =	3010	WPU's Approp. =	40,052
ID	LEA NAME	WPU's	AMOUNT
1	Alpine	4,473.342	\$ 19,145,906
2	Beaver	100.650	\$ 430,782
3	Box Elder	743.013	\$ 3,180,094
4	Cache	981.977	\$ 4,202,860
5	Carbon	196.054	\$ 839,111
6	Daggett	4.673	\$ 20,000
7	Davis	3,300.067	\$ 14,124,287
8	Duchesne	357.072	\$ 1,528,266
9	Emery	135.508	\$ 579,976
10	Garfield	109.750	\$ 469,730
11	Grand	87.367	\$ 373,932
12	Granite	3,758.751	\$ 16,087,456
13	Iron	807.652	\$ 3,456,750
14	Jordan	2,311.869	\$ 9,894,800
15	Juab	169.974	\$ 727,489
16	Kane	103.018	\$ 440,915
17	Millard	188.958	\$ 808,742
18	Morgan	114.490	\$ 490,018
19	Nebo	1,827.334	\$ 7,820,990
20	North Sanpete	149.032	\$ 637,856
21	North Summit	40.758	\$ 174,442
22	Park City	210.758	\$ 902,046
23	Piute	8.550	\$ 36,594
24	Rich	39.319	\$ 168,287
25	San Juan	183.002	\$ 783,247
26	Sevier	332.640	\$ 1,423,701
27	South Sanpete	204.688	\$ 876,063
28	South Summit	113.287	\$ 484,869
29	Tintic	15.924	\$ 68,154
30	Tooele	1,107.197	\$ 4,738,805
31	Uintah	436.519	\$ 1,868,301
32	Wasatch	646.804	\$ 2,768,322
33	Washington	2,182.342	\$ 9,340,425
34	Wayne	31.157	\$ 133,350
35	Weber	1,687.380	\$ 7,221,985
36	Salt Lake	1,356.009	\$ 5,803,718
37	Ogden	704.441	\$ 3,015,008
38	Provo	950.655	\$ 4,068,804
39	Logan	331.782	\$ 1,420,027
40	Murray	397.285	\$ 1,700,379
42	Canyons	1,950.848	\$ 8,349,628

**BASIC SCHOOL PROGRAMS
FY2023-2024 LEGISLATIVE ESTIMATES**

KINDERGARTEN

Program =	24PPA	WPU Value =	\$4,280
Rev. Code =	3010	WPU's Approp. =	40,052
ID	LEA NAME	WPU's	AMOUNT
68	Ogden Prep	88.216	\$ 377,566
74	American Prep	389.573	\$ 1,667,371
81	Walden School	26.935	\$ 115,282
82	Freedom Academy	253.670	\$ 1,085,710
83	AMES	-	\$ -
86	Pinnacle Canyon	21.632	\$ 92,586
87	City Academy	-	\$ -
89	Soldier Hollow	33.962	\$ 145,356
91	Utah Arts Academy	-	\$ -
92	Uintah River High	-	\$ -
93	John Hancock	51.814	\$ 221,764
94	Thomas Edison - North	78.145	\$ 334,461
95	Timpanogos Academy	43.949	\$ 188,103
97	Salt Lake Arts	-	\$ -
98	Fast Forward	-	\$ -
A1	NUAMES	-	\$ -
A2	Ranches Academy	28.612	\$ 122,460
A3	DaVinci Academy	47.238	\$ 202,177
A4	Summit Academy	175.199	\$ 749,853
A5	Itineris	-	\$ -
A6	North Davis Prep	49.688	\$ 212,665
A7	Moab Charter	6.213	\$ 26,593
A8	East Hollywood High	-	\$ -
A9	SUCCESS Academy	-	\$ -
1B	UCAS	-	\$ -
2B	Lincoln Academy	40.388	\$ 172,859
3B	Beehive Science & Tech	58.500	\$ 250,380
4B	Wasatch Peak	46.573	\$ 199,330
5B	North Star Academy	35.461	\$ 151,774
7B	Reagan Academy	42.017	\$ 179,832
8B	American Leadership	117.148	\$ 501,392
9B	Navigator Pointe	24.871	\$ 106,446
1C	Odyssey	32.670	\$ 139,828
2C	InTech Collegiate HS	-	\$ -
3C	Entheos Academy	84.342	\$ 360,984
4C	Lakeview	54.389	\$ 232,784
5C	Legacy Preparatory	98.274	\$ 420,613
7C	Monticello	131.525	\$ 562,926
8C	Mountainville	85.204	\$ 364,674
9C	Paradigm High	-	\$ -
1D	Renaissance	51.143	\$ 218,892

**BASIC SCHOOL PROGRAMS
FY2023-2024 LEGISLATIVE ESTIMATES**

KINDERGARTEN

Program =	24PPA	WPU Value =	\$4,280
Rev. Code =	3010	WPU's Approp. =	40,052
ID	LEA NAME	WPU's	AMOUNT
2D	Channing Hall	46.692	\$ 199,840
3D	Spectrum	49.385	\$ 211,367
4D	Syracuse Arts	131.404	\$ 562,407
5D	George Washington	112.200	\$ 480,215
6D	Noah Webster	40.565	\$ 173,620
7D	Salt Lake SPA	-	\$ -
8D	Open Classroom	34.395	\$ 147,210
9D	Canyon Rim	51.754	\$ 221,505
1E	Guadalupe Schools	43.176	\$ 184,793
2E	Karl G. Maeser	-	\$ -
3E	C.S. Lewis Academy	57.165	\$ 244,666
4E	Dual Immersion Academy	39.612	\$ 169,537
5E	Edith Bowen	42.505	\$ 181,921
7E	Gateway Preparatory	55.288	\$ 236,631
8E	Merit College Preparatory	-	\$ -
9E	Providence Hall	95.597	\$ 409,155
1F	Quest Academy	72.719	\$ 311,239
2F	Rockwell HS	-	\$ -
3F	Venture	21.543	\$ 92,205
4F	Center for Science Ed.	-	\$ -
5F	Utah Virtual Academy	30.880	\$ 132,167
6F	The Early Light Academy	87.050	\$ 372,573
7F	Excelsior Academy	94.818	\$ 405,820
8F	Hawthorn Academy	112.153	\$ 480,015
9F	Mountain Heights Academy	-	\$ -
1G	Jefferson Academy	67.999	\$ 291,034
2G	Vista at Entrada	60.311	\$ 258,131
3G	Bear River CS	16.865	\$ 72,182
4G	Maria Montessori	46.136	\$ 197,462
5G	Canyon Grove Academy	52.643	\$ 225,311
6G	Weilenmann School	55.076	\$ 235,725
7G	Summit Academy HS	-	\$ -
8G	Good Foundations	36.300	\$ 155,364
2H	Utah Connections	42.755	\$ 182,990
3H	Endeavor Hall	40.066	\$ 171,484
5H	HighMark CS	34.293	\$ 146,776
6H	Promontory School	26.953	\$ 115,360
7H	Pacific Heritage Acad.	31.197	\$ 133,522
8H	Valley Academy	64.328	\$ 275,325
1I	UT International Charter	-	\$ -
2I	Esperanza Elementary	76.665	\$ 328,128

**BASIC SCHOOL PROGRAMS
FY2023-2024 LEGISLATIVE ESTIMATES**

KINDERGARTEN

Program =	24PPA	WPU Value =	\$4,280
Rev. Code =	3010	WPU's Approp. =	40,052
ID	LEA NAME	WPU's	AMOUNT
3I	Leadership Learning	118.171	\$ 505,770
4I	Mana Academy	21.483	\$ 91,949
5I	Voyage Academy	46.023	\$ 196,980
7I	WSU Charter School	-	\$ -
8I	Winter Sports School	-	\$ -
9I	Utah Career Path HS	-	\$ -
2J	Ascent Academies	206.801	\$ 885,109
3J	Dixie Montessorri Academy	41.310	\$ 176,808
5J	Mountain West Montessori	24.772	\$ 106,023
6J	Scholar Academy	57.494	\$ 246,075
7J	Greenwood	42.866	\$ 183,465
8J	Terra Academy	34.949	\$ 149,584
9J	Lumen Scholar Institute	7.516	\$ 32,166
1K	Vanguard Academy	-	\$ -
2K	Utah Military Academy	-	\$ -
3K	Roots Charter School	-	\$ -
4K	Athenian eAcademy	51.490	\$ 220,379
5K	Wasatch Waldorf Academy	40.081	\$ 171,545
6K	Franklin Discovery Academy	86.046	\$ 368,276
7K	Wallace Stegner Academy	140.446	\$ 601,110
8K	American Academy of Innovation	-	\$ -
9K	St. George Academy	-	\$ -
1L	Athlos Academy	72.535	\$ 310,450
2L	CCID	26.291	\$ 112,523
3L	Leadership Academy of Utah	-	\$ -
5L	Ignite Entrepreneurship Academy	63.150	\$ 270,282
6L	Bonneville Academy	35.014	\$ 149,861
7L	Ivy Preparatory Academy	75.513	\$ 323,196
8L	REAL Salt Lake Academy High	-	\$ -
1M	Advantage Arts Academy	50.884	\$ 217,782
3M	Bridge Elementary	66.479	\$ 284,532
4M	Mountain Sunrise Academy	32.804	\$ 140,403
7M	Career Academy of Utah	8.100	\$ 34,668
Unallocated		1,782.049	\$ 7,628,708
Districts - Total		32,851.896	\$ 140,606,116
Charters - Total		5,418.055	\$ 23,189,276
Grand Total		40,052.000	\$ 171,424,100

**BASIC SCHOOL PROGRAMS
FY2023-2024 LEGISLATIVE ESTIMATES**

Grades 1-12

Program =	24PPB	WPU Value =	\$4,280
Rev. Code =	3010	WPU's Approp. =	611,450
ID	LEA NAME	WPU's	AMOUNT
1	Alpine	76,723.918	\$ 328,378,368
2	Beaver	1,366.931	\$ 5,850,463
3	Box Elder	11,256.749	\$ 48,178,886
4	Cache	18,159.507	\$ 77,722,688
5	Carbon	3,044.656	\$ 13,031,126
6	Daggett	162.566	\$ 695,784
7	Davis	65,794.594	\$ 281,600,864
8	Duchesne	4,761.445	\$ 20,378,982
9	Emery	1,881.711	\$ 8,053,725
10	Garfield	1,080.112	\$ 4,622,880
11	Grand	1,308.994	\$ 5,602,495
12	Granite	52,555.786	\$ 224,938,764
13	Iron	11,646.996	\$ 49,849,144
14	Jordan	52,579.299	\$ 225,039,401
15	Juab	2,408.023	\$ 10,306,339
16	Kane	1,281.625	\$ 5,485,354
17	Millard	2,902.164	\$ 12,421,264
18	Morgan	3,087.125	\$ 13,212,894
19	Nebo	33,061.462	\$ 141,503,059
20	North Sanpete	2,286.553	\$ 9,786,447
21	North Summit	944.882	\$ 4,044,095
22	Park City	4,006.005	\$ 17,145,701
23	Piute	247.795	\$ 1,060,562
24	Rich	458.121	\$ 1,960,759
25	San Juan	2,596.398	\$ 11,112,584
26	Sevier	4,126.253	\$ 17,660,365
27	South Sanpete	2,888.875	\$ 12,364,384
28	South Summit	1,544.734	\$ 6,611,460
29	Tintic	239.570	\$ 1,025,361
30	Tooele	22,488.344	\$ 96,250,111
31	Uintah	6,052.982	\$ 25,906,761
32	Wasatch	8,209.857	\$ 35,138,189
33	Washington	31,745.756	\$ 135,871,837
34	Wayne	400.357	\$ 1,713,529
35	Weber	29,815.064	\$ 127,608,475
36	Salt Lake	17,276.401	\$ 73,942,996
37	Ogden	9,117.834	\$ 39,024,330
38	Provo	12,476.310	\$ 53,398,607
39	Logan	4,670.714	\$ 19,990,658
40	Murray	5,205.595	\$ 22,279,948
42	Canyons	29,901.786	\$ 127,979,644

**BASIC SCHOOL PROGRAMS
FY2023-2024 LEGISLATIVE ESTIMATES**

Grades 1-12

Program =	24PPB	WPU Value =	\$4,280
Rev. Code =	3010	WPU's Approp. =	611,450
ID	LEA NAME	WPU's	AMOUNT
68	Ogden Prep	867.271	\$ 3,709,875
74	American Prep	4,526.940	\$ 19,364,911
81	Walden School	374.839	\$ 1,603,469
82	Freedom Academy	1,673.663	\$ 7,159,155
83	AMES	548.329	\$ 2,345,941
86	Pinnacle Canyon	349.333	\$ 1,494,331
87	City Academy	131.357	\$ 561,975
89	Soldier Hollow	257.807	\$ 1,102,742
91	Utah Arts Academy	300.817	\$ 1,286,948
92	Uintah River High	92.407	\$ 395,353
93	John Hancock	477.108	\$ 2,041,655
94	Thomas Edison - North	935.546	\$ 4,001,699
95	Timpanogos Academy	398.676	\$ 1,705,294
97	Salt Lake Arts	381.984	\$ 1,634,081
98	Fast Forward	558.318	\$ 2,388,762
A1	NUAMES	1,324.069	\$ 5,664,776
A2	Ranches Academy	276.222	\$ 1,181,493
A3	DaVinci Academy	1,107.541	\$ 4,737,878
A4	Summit Academy	1,639.866	\$ 7,014,591
A5	Itineris	403.014	\$ 1,724,243
A6	North Davis Prep	810.542	\$ 3,467,209
A7	Moab Charter	49.758	\$ 212,839
A8	East Hollywood High	325.484	\$ 1,392,497
A9	SUCCESS Academy	542.783	\$ 2,322,145
1B	UCAS	645.267	\$ 2,760,639
2B	Lincoln Academy	793.849	\$ 3,395,843
3B	Beehive Science & Tech	773.684	\$ 3,310,098
4B	Wasatch Peak	382.014	\$ 1,634,050
5B	North Star Academy	456.779	\$ 1,953,962
7B	Reagan Academy	543.289	\$ 2,323,903
8B	American Leadership	1,510.604	\$ 6,462,130
9B	Navigator Pointe	323.733	\$ 1,384,755
1C	Odyssey	278.672	\$ 1,191,990
2C	InTech Collegiate HS	240.534	\$ 1,029,049
3C	Entheos Academy	840.733	\$ 3,596,224
4C	Lakeview	838.991	\$ 3,588,860
5C	Legacy Preparatory	768.455	\$ 3,287,108
7C	Monticello	843.610	\$ 3,608,483
8C	Mountainville	593.836	\$ 2,540,114
9C	Paradigm High	377.315	\$ 1,614,215
1D	Renaissance	612.283	\$ 2,619,037

**BASIC SCHOOL PROGRAMS
FY2023-2024 LEGISLATIVE ESTIMATES**

Grades 1-12

Program =	24PPB	WPU Value =	\$4,280
Rev. Code =	3010	WPU's Approp. =	611,450
ID	LEA NAME	WPU's	AMOUNT
2D	Channing Hall	460.165	\$ 1,968,369
3D	Spectrum	1,113.028	\$ 4,760,635
4D	Syracuse Arts	1,453.530	\$ 6,217,626
5D	George Washington	777.993	\$ 3,327,805
6D	Noah Webster	413.834	\$ 1,770,135
7D	Salt Lake SPA	238.388	\$ 1,019,898
8D	Open Classroom	228.235	\$ 976,273
9D	Canyon Rim	405.554	\$ 1,734,734
1E	Guadalupe Schools	210.006	\$ 898,256
2E	Karl G. Maeser	682.853	\$ 2,921,366
3E	C.S. Lewis Academy	202.530	\$ 866,246
4E	Dual Immersion Academy	366.300	\$ 1,566,824
5E	Edith Bowen	274.713	\$ 1,175,055
7E	Gateway Preparatory	550.783	\$ 2,355,973
8E	Merit College Preparatory	461.089	\$ 1,972,532
9E	Providence Hall	2,025.673	\$ 8,665,585
1F	Quest Academy	836.813	\$ 3,579,522
2F	Rockwell HS	289.787	\$ 1,239,797
3F	Venture	777.188	\$ 3,324,811
4F	Center for Science Ed.	388.256	\$ 1,661,052
5F	Utah Virtual Academy	1,700.228	\$ 7,273,389
6F	The Early Light Academy	819.003	\$ 3,503,388
7F	Excelsior Academy	1,096.553	\$ 4,690,452
8F	Hawthorn Academy	1,101.955	\$ 4,713,677
9F	Mountain Heights Academy	1,148.055	\$ 4,911,727
1G	Jefferson Academy	446.000	\$ 1,907,698
2G	Vista at Entrada	968.582	\$ 4,143,304
3G	Bear River CS	131.190	\$ 561,154
4G	Maria Montessori	302.287	\$ 1,293,028
5G	Canyon Grove Academy	489.794	\$ 2,095,007
6G	Weilenmann School	411.998	\$ 1,762,281
7G	Summit Academy HS	589.286	\$ 2,521,126
8G	Good Foundations	319.359	\$ 1,365,994
2H	Utah Connections	1,001.297	\$ 4,283,481
3H	Endeavor Hall	206.550	\$ 883,451
5H	HighMark CS	604.114	\$ 2,584,248
6H	Promontory School	360.109	\$ 1,540,369
7H	Pacific Heritage Acad.	258.677	\$ 1,106,506
8H	Valley Academy	418.756	\$ 1,791,212
1I	UT International Charter	303.121	\$ 1,296,885
2I	Esperanza Elementary	392.422	\$ 1,678,507

**BASIC SCHOOL PROGRAMS
FY2023-2024 LEGISLATIVE ESTIMATES**

Grades 1-12

Program =	24PPB	WPU Value =	\$4,280
Rev. Code =	3010	WPU's Approp. =	611,450
ID	LEA NAME	WPU's	AMOUNT
3I	Leadership Learning	623.004	\$ 2,664,726
4I	Mana Academy	257.596	\$ 1,101,916
5I	Voyage Academy	400.870	\$ 1,714,680
7I	WSU Charter School	-	\$ -
8I	Winter Sports School	125.519	\$ 537,013
9I	Utah Career Path HS	213.982	\$ 915,477
2J	Ascent Academies	2,143.773	\$ 9,170,071
3J	Dixie Montessorri Academy	157.583	\$ 674,000
5J	Mountain West Montessori	376.850	\$ 1,611,991
6J	Scholar Academy	539.611	\$ 2,308,201
7J	Greenwood	287.110	\$ 1,228,095
8J	Terra Academy	568.060	\$ 2,430,006
9J	Lumen Scholar Institute	391.214	\$ 1,673,631
1K	Vanguard Academy	590.286	\$ 2,525,347
2K	Utah Military Academy	968.785	\$ 4,144,578
3K	Roots Charter School	258.762	\$ 1,107,072
4K	Athenian eAcademy	404.665	\$ 1,730,953
5K	Wasatch Waldorf Academy	502.667	\$ 2,150,145
6K	Franklin Discovery Academy	480.354	\$ 2,054,595
7K	Wallace Stegner Academy	1,095.257	\$ 4,685,007
8K	American Academy of Innovation	464.541	\$ 1,987,421
9K	St. George Academy	247.218	\$ 1,057,647
1L	Athlos Academy	361.820	\$ 1,547,664
2L	CCID	371.912	\$ 1,590,853
3L	Leadership Academy of Utah	507.257	\$ 2,170,120
5L	Ignite Entrepreneurship Academy	388.252	\$ 1,660,669
6L	Bonneville Academy	352.118	\$ 1,506,218
7L	Ivy Preparatory Academy	278.017	\$ 1,189,096
8L	REAL Salt Lake Academy High	441.704	\$ 1,889,741
1M	Advantage Arts Academy	244.606	\$ 1,046,250
3M	Bridge Elementary	413.051	\$ 1,766,791
4M	Mountain Sunrise Academy	391.235	\$ 1,673,470
7M	Career Academy of Utah	51.480	\$ 220,206
Unallocated		383.616	\$ 1,799,465
Districts - Total		541,763.852	\$ 2,318,749,285
Charters - Total		69,302.533	\$ 296,457,350
Grand Total		611,450.000	\$ 2,617,006,100

**BASIC SCHOOL PROGRAMS
FY2023-2024 LEGISLATIVE ESTIMATES**

FOREIGN EXCHANGE

Program =	24PPM	WPU Value =	\$4,280
Rev. Code =	3010	WPU's Approp. =	398
ID	LEA NAME	WPU's	AMOUNT
1	Alpine	55.000	\$ 235,400
2	Beaver	-	\$ -
3	Box Elder	4.000	\$ 17,120
4	Cache	21.000	\$ 89,880
5	Carbon	-	\$ -
6	Daggett	-	\$ -
7	Davis	34.000	\$ 145,520
8	Duchesne	4.000	\$ 17,120
9	Emery	-	\$ -
10	Garfield	-	\$ -
11	Grand	-	\$ -
12	Granite	21.000	\$ 89,880
13	Iron	3.000	\$ 12,840
14	Jordan	24.000	\$ 102,720
15	Juab	-	\$ -
16	Kane	1.000	\$ 4,280
17	Millard	-	\$ -
18	Morgan	-	\$ -
19	Nebo	17.000	\$ 72,760
20	North Sanpete	-	\$ -
21	North Summit	-	\$ -
22	Park City	3.000	\$ 12,840
23	Piute	-	\$ -
24	Rich	-	\$ -
25	San Juan	-	\$ -
26	Sevier	4.000	\$ 17,120
27	South Sanpete	3.000	\$ 12,840
28	South Summit	-	\$ -
29	Tintic	-	\$ -
30	Tooele	15.000	\$ 64,200
31	Uintah	6.000	\$ 25,680
32	Wasatch	5.000	\$ 21,400
33	Washington	4.000	\$ 17,120
34	Wayne	-	\$ -
35	Weber	22.000	\$ 94,160
36	Salt Lake	11.000	\$ 47,080
37	Ogden	6.000	\$ 25,680
38	Provo	12.000	\$ 51,360
39	Logan	7.000	\$ 29,960
40	Murray	6.000	\$ 25,680
42	Canyons	20.000	\$ 85,600

**BASIC SCHOOL PROGRAMS
FY2023-2024 LEGISLATIVE ESTIMATES**

FOREIGN EXCHANGE

Program =	24PPM	WPU Value =	\$4,280
Rev. Code =	3010	WPU's Approp. =	398
ID	LEA NAME	WPU's	AMOUNT
68	Ogden Prep	-	\$ -
74	American Prep	-	\$ -
81	Walden School	-	\$ -
82	Freedom Academy	6.000	\$ 25,680
83	AMES	-	\$ -
86	Pinnacle Canyon	-	\$ -
87	City Academy	-	\$ -
89	Soldier Hollow	-	\$ -
91	Utah Arts Academy	2.000	\$ 8,560
92	Uintah River High	-	\$ -
93	John Hancock	-	\$ -
94	Thomas Edison - North	-	\$ -
95	Timpanogos Academy	-	\$ -
97	Salt Lake Arts	-	\$ -
98	Fast Forward	-	\$ -
A1	NUAMES	-	\$ -
A2	Ranches Academy	-	\$ -
A3	DaVinci Academy	-	\$ -
A4	Summit Academy	-	\$ -
A5	Itineris	-	\$ -
A6	North Davis Prep	-	\$ -
A7	Moab Charter	-	\$ -
A8	East Hollywood High	-	\$ -
A9	SUCCESS Academy	-	\$ -
1B	UCAS	4.000	\$ 17,120
2B	Lincoln Academy	-	\$ -
3B	Beehive Science & Tech	2.000	\$ 8,560
4B	Wasatch Peak	-	\$ -
5B	North Star Academy	-	\$ -
7B	Reagan Academy	-	\$ -
8B	American Leadership	2.000	\$ 8,560
9B	Navigator Pointe	-	\$ -
1C	Odyssey	-	\$ -
2C	InTech Collegiate HS	-	\$ -
3C	Entheos Academy	-	\$ -
4C	Lakeview	-	\$ -
5C	Legacy Preparatory	-	\$ -
7C	Monticello	-	\$ -
8C	Mountainville	-	\$ -
9C	Paradigm High	1.000	\$ 4,280
1D	Renaissance	-	\$ -

**BASIC SCHOOL PROGRAMS
FY2023-2024 LEGISLATIVE ESTIMATES**

FOREIGN EXCHANGE

Program =	24PPM	WPU Value =	\$4,280
Rev. Code =	3010	WPU's Approp. =	398
ID	LEA NAME	WPU's	AMOUNT
2D	Channing Hall	-	\$ -
3D	Spectrum	-	\$ -
4D	Syracuse Arts	-	\$ -
5D	George Washington	-	\$ -
6D	Noah Webster	-	\$ -
7D	Salt Lake SPA	-	\$ -
8D	Open Classroom	-	\$ -
9D	Canyon Rim	-	\$ -
1E	Guadalupe Schools	-	\$ -
2E	Karl G. Maeser	-	\$ -
3E	C.S. Lewis Academy	-	\$ -
4E	Dual Immersion Academy	-	\$ -
5E	Edith Bowen	-	\$ -
7E	Gateway Preparatory	-	\$ -
8E	Merit College Preparatory	2.000	\$ 8,560
9E	Providence Hall	6.000	\$ 25,680
1F	Quest Academy	-	\$ -
2F	Rockwell HS	3.000	\$ 12,840
3F	Venture	1.000	\$ 4,280
4F	Center for Science Ed.	2.000	\$ 8,560
5F	Utah Virtual Academy	-	\$ -
6F	The Early Light Academy	-	\$ -
7F	Excelsior Academy	-	\$ -
8F	Hawthorn Academy	-	\$ -
9F	Mountain Heights Academy	-	\$ -
1G	Jefferson Academy	-	\$ -
2G	Vista at Entrada	-	\$ -
3G	Bear River CS	-	\$ -
4G	Maria Montessori	-	\$ -
5G	Canyon Grove Academy	-	\$ -
6G	Weilenmann School	-	\$ -
7G	Summit Academy HS	2.000	\$ 8,560
8G	Good Foundations	-	\$ -
2H	Utah Connections	-	\$ -
3H	Endeavor Hall	-	\$ -
5H	HighMark CS	-	\$ -
6H	Promontory School	-	\$ -
7H	Pacific Heritage Acad.	-	\$ -
8H	Valley Academy	-	\$ -
1I	UT International Charter	-	\$ -
2I	Esperanza Elementary	-	\$ -

**BASIC SCHOOL PROGRAMS
FY2023-2024 LEGISLATIVE ESTIMATES**

FOREIGN EXCHANGE

Program =	24PPM	WPU Value =	\$4,280
Rev. Code =	3010	WPU's Approp. =	398
ID	LEA NAME	WPU's	AMOUNT
3I	Leadership Learning	-	\$ -
4I	Mana Academy	-	\$ -
5I	Voyage Academy	-	\$ -
7I	WSU Charter School	-	\$ -
8I	Winter Sports School	-	\$ -
9I	Utah Career Path HS	-	\$ -
2J	Ascent Academies	-	\$ -
3J	Dixie Montessorri Academy	-	\$ -
5J	Mountain West Montessori	-	\$ -
6J	Scholar Academy	-	\$ -
7J	Greenwood	-	\$ -
8J	Terra Academy	-	\$ -
9J	Lumen Scholar Institute	-	\$ -
1K	Vanguard Academy	-	\$ -
2K	Utah Military Academy	-	\$ -
3K	Roots Charter School	-	\$ -
4K	Athenian eAcademy	-	\$ -
5K	Wasatch Waldorf Academy	-	\$ -
6K	Franklin Discovery Academy	-	\$ -
7K	Wallace Stegner Academy	-	\$ -
8K	American Academy of Innovation	-	\$ -
9K	St. George Academy	4.000	\$ 17,120
1L	Athlos Academy	-	\$ -
2L	CCID	-	\$ -
3L	Leadership Academy of Utah	-	\$ -
5L	Ignite Entrepreneurship Academy	-	\$ -
6L	Bonneville Academy	-	\$ -
7L	Ivy Preparatory Academy	-	\$ -
8L	REAL Salt Lake Academy High	8.000	\$ 34,240
1M	Advantage Arts Academy	-	\$ -
3M	Bridge Elementary	-	\$ -
4M	Mountain Sunrise Academy	-	\$ -
7M	Career Academy of Utah	-	\$ -
Unallocated		45.000	\$ 192,760
Districts - Total		308.000	\$ 1,318,240
Charters - Total		45.000	\$ 192,600
Grand Total		398.000	\$ 1,703,600

BASIC SCHOOL PROGRAMS			
FY2023-2024 LEGISLATIVE ESTIMATES			
Necessarily Existent Small Schools			
Program =	24PPC	WPU Value =	\$4,280
Rev. Code =	3010	WPU's Approp. =	10,708
ID	LEA NAME	WPU's	AMOUNT
1	Alpine	-	\$ -
2	Beaver	579.333	\$ 2,671,345
3	Box Elder	252.952	\$ 1,082,634
4	Cache	-	\$ -
5	Carbon	204.001	\$ 1,088,883
6	Daggett	377.191	\$ 1,614,377
7	Davis	-	\$ -
8	Duchesne	675.751	\$ 2,892,214
9	Emery	541.675	\$ 2,534,129
10	Garfield	891.085	\$ 4,005,643
11	Grand	129.349	\$ 745,412
12	Granite	-	\$ -
13	Iron	249.157	\$ 1,066,392
14	Jordan	-	\$ -
15	Juab	-	\$ 215,760
16	Kane	765.726	\$ 3,469,109
17	Millard	342.621	\$ 1,682,176
18	Morgan	-	\$ 215,760
19	Nebo	-	\$ -
20	North Sanpete	68.289	\$ 508,038
21	North Summit	323.920	\$ 1,578,179
22	Park City	-	\$ -
23	Piute	415.972	\$ 1,780,359
24	Rich	463.541	\$ 2,151,796
25	San Juan	1,152.504	\$ 5,148,477
26	Sevier	594.922	\$ 2,762,026
27	South Sanpete	269.883	\$ 1,370,858
28	South Summit	287.407	\$ 1,421,901
29	Tintic	440.459	\$ 1,885,163
30	Tooele	512.081	\$ 2,191,708
31	Uintah	145.417	\$ 622,385
32	Wasatch	-	\$ -
33	Washington	369.029	\$ 1,579,442
34	Wayne	496.799	\$ 2,126,301
35	Weber	112.199	\$ 480,213
36	Salt Lake	-	\$ -
37	Ogden	-	\$ -
38	Provo	-	\$ -
39	Logan	-	\$ -
40	Murray	-	\$ -
42	Canyons	-	\$ -
Unallocated		46.738	\$ 539,520
Districts - Total		10,658.471	\$ 46,352,352
Charters - Total		-	\$ -
Grand Total		10,708.000	\$ 49,430,200

**BASIC SCHOOL PROGRAMS
FY2023-2024 LEGISLATIVE ESTIMATES**

PROFESSIONAL STAFF

Program =	24PPD	WPU Value =	\$4,280
Rev. Code =	3020	WPU's Approp. =	57,118
ID	LEA NAME	WPU's	AMOUNT
1	Alpine	6,843.936	\$ 29,292,046
2	Beaver	171.688	\$ 734,825
3	Box Elder	1,053.786	\$ 4,510,206
4	Cache	1,702.801	\$ 7,287,987
5	Carbon	291.064	\$ 1,245,754
6	Daggett	37.265	\$ 159,492
7	Davis	6,520.356	\$ 27,907,124
8	Duchesne	451.052	\$ 1,930,503
9	Emery	233.923	\$ 1,001,189
10	Garfield	181.313	\$ 776,020
11	Grand	129.320	\$ 553,489
12	Granite	5,543.932	\$ 23,728,030
13	Iron	1,120.701	\$ 4,796,600
14	Jordan	4,644.124	\$ 19,876,851
15	Juab	207.665	\$ 888,805
16	Kane	202.391	\$ 866,235
17	Millard	307.549	\$ 1,316,309
18	Morgan	267.920	\$ 1,146,696
19	Nebo	3,140.050	\$ 13,439,412
20	North Sanpete	232.565	\$ 995,378
21	North Summit	121.447	\$ 519,794
22	Park City	443.927	\$ 1,900,006
23	Piute	59.961	\$ 256,633
24	Rich	87.498	\$ 374,491
25	San Juan	362.543	\$ 1,551,686
26	Sevier	537.273	\$ 2,299,527
27	South Sanpete	325.604	\$ 1,393,584
28	South Summit	183.843	\$ 786,846
29	Tintic	55.830	\$ 238,952
30	Tooele	2,118.060	\$ 9,065,298
31	Uintah	567.611	\$ 2,429,376
32	Wasatch	831.174	\$ 3,557,426
33	Washington	3,300.520	\$ 14,126,227
34	Wayne	77.307	\$ 330,874
35	Weber	2,966.389	\$ 12,696,143
36	Salt Lake	2,103.043	\$ 9,001,024
37	Ogden	822.501	\$ 3,520,302
38	Provo	1,055.491	\$ 4,517,502
39	Logan	390.051	\$ 1,669,417
40	Murray	560.700	\$ 2,399,796
42	Canyons	2,721.435	\$ 11,647,743
68	Ogden Prep	69.017	\$ 295,392

**BASIC SCHOOL PROGRAMS
FY2023-2024 LEGISLATIVE ESTIMATES**

PROFESSIONAL STAFF

Program =	24PPD	WPU Value =	\$4,280
Rev. Code =	3020	WPU's Approp. =	57,118
ID	LEA NAME	WPU's	AMOUNT
74	American Prep	295.783	\$ 1,265,953
81	Walden School	27.104	\$ 116,005
82	Freedom Academy	115.230	\$ 493,185
83	AMES	50.117	\$ 214,500
86	Pinnacle Canyon	25.355	\$ 108,519
87	City Academy	10.085	\$ 43,165
89	Soldier Hollow	23.375	\$ 100,047
91	Utah Arts Academy	27.960	\$ 119,669
92	Uintah River High	7.880	\$ 33,726
93	John Hancock	38.392	\$ 164,318
94	Thomas Edison - North	77.179	\$ 330,324
95	Timpanogos Academy	32.045	\$ 137,152
97	Salt Lake Arts	37.984	\$ 162,570
98	Fast Forward	43.040	\$ 184,212
A1	NUAMES	125.086	\$ 535,370
A2	Ranches Academy	28.822	\$ 123,360
A3	DaVinci Academy	84.633	\$ 362,228
A4	Summit Academy	132.140	\$ 565,558
A5	Itineris	39.277	\$ 168,105
A6	North Davis Prep	51.802	\$ 221,713
A7	Moab Charter	3.358	\$ 14,373
A8	East Hollywood High	18.453	\$ 78,979
A9	SUCCESS Academy	56.017	\$ 239,752
1B	UCAS	57.157	\$ 244,633
2B	Lincoln Academy	66.790	\$ 285,861
3B	Beehive Science & Tech	70.408	\$ 301,347
4B	Wasatch Peak	27.588	\$ 118,078
5B	North Star Academy	39.382	\$ 168,555
7B	Reagan Academy	39.023	\$ 167,020
8B	American Leadership	110.670	\$ 473,666
9B	Navigator Pointe	22.957	\$ 98,256
1C	Odyssey	26.114	\$ 111,769
2C	InTech Collegiate HS	20.611	\$ 88,215
3C	Entheos Academy	58.874	\$ 251,981
4C	Lakeview	66.647	\$ 285,250
5C	Legacy Preparatory	57.837	\$ 247,540
7C	Monticello	65.408	\$ 279,946
8C	Mountainville	43.118	\$ 184,545
9C	Paradigm High	27.347	\$ 117,044
1D	Renaissance	40.928	\$ 175,172
2D	Channing Hall	33.157	\$ 141,911
3D	Spectrum	73.052	\$ 312,661

**BASIC SCHOOL PROGRAMS
FY2023-2024 LEGISLATIVE ESTIMATES**

PROFESSIONAL STAFF

Program =	24PPD	WPU Value =	\$4,280
Rev. Code =	3020	WPU's Approp. =	57,118
ID	LEA NAME	WPU's	AMOUNT
4D	Syracuse Arts	135.669	\$ 580,664
5D	George Washington	61.385	\$ 262,728
6D	Noah Webster	30.066	\$ 128,682
7D	Salt Lake SPA	17.879	\$ 76,523
8D	Open Classroom	28.452	\$ 121,773
9D	Canyon Rim	35.697	\$ 152,782
1E	Guadalupe Schools	20.345	\$ 87,077
2E	Karl G. Maeser	47.086	\$ 201,529
3E	C.S. Lewis Academy	15.808	\$ 67,656
4E	Dual Immersion Academy	20.296	\$ 86,865
5E	Edith Bowen	32.945	\$ 141,005
7E	Gateway Preparatory	46.644	\$ 199,637
8E	Merit College Preparatory	27.430	\$ 117,399
9E	Providence Hall	149.658	\$ 640,536
1F	Quest Academy	55.061	\$ 235,660
2F	Rockwell HS	16.481	\$ 70,538
3F	Venture	59.793	\$ 255,916
4F	Center for Science Ed.	41.530	\$ 177,747
5F	Utah Virtual Academy	131.676	\$ 563,575
6F	The Early Light Academy	56.653	\$ 242,476
7F	Excelsior Academy	69.752	\$ 298,540
8F	Hawthorn Academy	87.728	\$ 375,476
9F	Mountain Heights Academy	94.901	\$ 406,178
1G	Jefferson Academy	33.368	\$ 142,814
2G	Vista at Entrada	71.514	\$ 306,079
3G	Bear River CS	8.417	\$ 36,025
4G	Maria Montessori	19.964	\$ 85,448
5G	Canyon Grove Academy	34.575	\$ 147,979
6G	Weilenmann School	38.682	\$ 165,558
7G	Summit Academy HS	33.015	\$ 141,303
8G	Good Foundations	30.231	\$ 129,389
2H	Utah Connections	76.887	\$ 329,078
3H	Endeavor Hall	16.889	\$ 72,283
5H	HighMark CS	41.680	\$ 178,391
6H	Promontory School	19.922	\$ 85,268
7H	Pacific Heritage Acad.	26.352	\$ 112,787
8H	Valley Academy	30.070	\$ 128,701
1I	UT International Charter	24.146	\$ 103,346
2I	Esperanza Elementary	33.570	\$ 143,680
3I	Leadership Learning	45.124	\$ 193,130
4I	Mana Academy	14.443	\$ 61,817
5I	Voyage Academy	30.074	\$ 128,715

BASIC SCHOOL PROGRAMS FY2023-2024 LEGISLATIVE ESTIMATES			
PROFESSIONAL STAFF			
Program =	24PPD	WPU Value =	\$4,280
Rev. Code =	3020	WPU's Approp. =	57,118
ID	LEA NAME	WPU's	AMOUNT
7I	WSU Charter School	-	\$ -
8I	Winter Sports School	9.623	\$ 41,187
9I	Utah Career Path HS	14.509	\$ 62,097
2J	Ascent Academies	157.278	\$ 673,151
3J	Dixie Montessorri Academy	9.223	\$ 39,474
5J	Mountain West Montessori	26.340	\$ 112,736
6J	Scholar Academy	42.386	\$ 181,411
7J	Greenwood	22.102	\$ 94,597
8J	Terra Academy	46.052	\$ 197,100
9J	Lumen Scholar Institute	29.288	\$ 125,352
1K	Vanguard Academy	42.398	\$ 181,462
2K	Utah Military Academy	71.134	\$ 304,452
3K	Roots Charter School	14.032	\$ 60,057
4K	Athenian eAcademy	28.399	\$ 121,547
5K	Wasatch Waldorf Academy	26.193	\$ 112,105
6K	Franklin Discovery Academy	29.126	\$ 124,660
7K	Wallace Stegner Academy	57.646	\$ 246,723
8K	American Academy of Innovation	24.585	\$ 105,222
9K	St. George Academy	14.147	\$ 60,550
1L	Athlos Academy	23.502	\$ 100,589
2L	CCID	22.569	\$ 96,594
3L	Leadership Academy of Utah	31.344	\$ 134,151
5L	Ignite Entrepreneurship Academy	27.212	\$ 116,467
6L	Bonneville Academy	22.918	\$ 98,090
7L	Ivy Preparatory Academy	16.086	\$ 68,846
8L	REAL Salt Lake Academy High	28.897	\$ 123,681
1M	Advantage Arts Academy	9.273	\$ 39,690
3M	Bridge Elementary	31.571	\$ 135,124
4M	Mountain Sunrise Academy	20.536	\$ 87,892
7M	Career Academy of Utah	3.202	\$ 13,706
Unallocated		(1,038.237)	\$ (4,443,593)
Districts - Total		52,975.607	\$ 226,735,598
Charters - Total		5,180.630	\$ 22,173,094
Grand Total		57,118.000	\$ 244,465,100

**BASIC SCHOOL PROGRAMS
FY2023-2024 LEGISLATIVE ESTIMATES**

SPECIAL EDUCATION ADD-ON

Program =	24PPF	WPU Value =	\$4,280
Rev. Code =	3105	WPU's Approp. =	93,579
ID	LEA NAME	WPU's	AMOUNT
1	Alpine	9,779.161	\$ 41,854,811
2	Beaver	231.093	\$ 989,076
3	Box Elder	1,535.027	\$ 6,569,914
4	Cache	2,404.769	\$ 10,292,413
5	Carbon	627.828	\$ 2,687,103
6	Daggett	26.330	\$ 112,692
7	Davis	9,551.585	\$ 40,880,785
8	Duchesne	1,050.713	\$ 4,497,050
9	Emery	396.498	\$ 1,697,010
10	Garfield	144.481	\$ 618,377
11	Grand	211.636	\$ 905,804
12	Granite	7,730.495	\$ 33,086,517
13	Iron	1,437.605	\$ 6,152,950
14	Jordan	7,544.814	\$ 32,291,803
15	Juab	332.458	\$ 1,422,921
16	Kane	216.420	\$ 926,276
17	Millard	534.665	\$ 2,288,366
18	Morgan	371.421	\$ 1,589,681
19	Nebo	5,225.954	\$ 22,367,082
20	North Sanpete	366.740	\$ 1,569,646
21	North Summit	144.127	\$ 616,863
22	Park City	438.474	\$ 1,876,668
23	Piute	52.770	\$ 225,854
24	Rich	105.712	\$ 452,447
25	San Juan	432.590	\$ 1,851,484
26	Sevier	631.322	\$ 2,702,059
27	South Sanpete	477.178	\$ 2,042,320
28	South Summit	192.941	\$ 825,785
29	Tintic	21.251	\$ 90,955
30	Tooele	2,050.874	\$ 8,777,742
31	Uintah	1,091.241	\$ 4,670,510
32	Wasatch	668.828	\$ 2,862,585
33	Washington	4,549.958	\$ 19,473,822
34	Wayne	85.968	\$ 367,943
35	Weber	4,890.287	\$ 20,930,429
36	Salt Lake	2,836.519	\$ 12,140,300
37	Ogden	1,482.895	\$ 6,346,792
38	Provo	1,929.152	\$ 8,256,770
39	Logan	743.785	\$ 3,183,401
40	Murray	879.264	\$ 3,763,250
42	Canyons	3,941.425	\$ 16,869,300
68	Ogden Prep	166.241	\$ 711,511

**BASIC SCHOOL PROGRAMS
FY2023-2024 LEGISLATIVE ESTIMATES**

SPECIAL EDUCATION ADD-ON

Program =	24PPF	WPU Value =	\$4,280
Rev. Code =	3105	WPU's Approp. =	93,579
ID	LEA NAME	WPU's	AMOUNT
74	American Prep	983.978	\$ 4,211,426
81	Walden School	91.853	\$ 393,133
82	Freedom Academy	491.213	\$ 2,102,391
83	AMES	29.991	\$ 128,362
86	Pinnacle Canyon	150.301	\$ 643,288
87	City Academy	31.231	\$ 133,668
89	Soldier Hollow	94.850	\$ 405,957
91	Utah Arts Academy	37.101	\$ 158,794
92	Uintah River High	20.842	\$ 89,203
93	John Hancock	194.127	\$ 830,864
94	Thomas Edison - North	256.302	\$ 1,096,974
95	Timpanogos Academy	93.235	\$ 399,046
97	Salt Lake Arts	46.744	\$ 200,066
98	Fast Forward	111.321	\$ 476,454
A1	NUAMES	47.636	\$ 203,880
A2	Ranches Academy	71.940	\$ 307,905
A3	DaVinci Academy	183.645	\$ 786,002
A4	Summit Academy	555.580	\$ 2,377,883
A5	Itineris	9.981	\$ 42,717
A6	North Davis Prep	115.858	\$ 495,872
A7	Moab Charter	32.231	\$ 137,949
A8	East Hollywood High	74.456	\$ 318,673
A9	SUCCESS Academy	2.958	\$ 12,659
1B	UCAS	10.978	\$ 46,988
2B	Lincoln Academy	113.488	\$ 485,727
3B	Beehive Science & Tech	190.316	\$ 814,552
4B	Wasatch Peak	73.227	\$ 313,411
5B	North Star Academy	51.940	\$ 222,305
7B	Reagan Academy	103.482	\$ 442,903
8B	American Leadership	228.376	\$ 977,448
9B	Navigator Pointe	71.983	\$ 308,087
1C	Odyssey	73.733	\$ 315,579
2C	InTech Collegiate HS	20.518	\$ 87,819
3C	Entheos Academy	207.797	\$ 889,370
4C	Lakeview	129.396	\$ 553,815
5C	Legacy Preparatory	153.753	\$ 658,064
7C	Monticello	232.826	\$ 996,494
8C	Mountainville	133.321	\$ 570,614
9C	Paradigm High	70.192	\$ 300,420
1D	Renaissance	129.059	\$ 552,374
2D	Channing Hall	68.437	\$ 292,909
3D	Spectrum	3,448.062	\$ 14,757,706

**BASIC SCHOOL PROGRAMS
FY2023-2024 LEGISLATIVE ESTIMATES**

SPECIAL EDUCATION ADD-ON

Program =	24PPF	WPU Value =	\$4,280
Rev. Code =	3105	WPU's Approp. =	93,579
ID	LEA NAME	WPU's	AMOUNT
4D	Syracuse Arts	497.231	\$ 2,128,150
5D	George Washington	124.243	\$ 531,761
6D	Noah Webster	68.232	\$ 292,032
7D	Salt Lake SPA	30.760	\$ 131,653
8D	Open Classroom	53.196	\$ 227,678
9D	Canyon Rim	56.924	\$ 243,633
1E	Guadalupe Schools	29.958	\$ 128,222
2E	Karl G. Maeser	64.866	\$ 277,628
3E	C.S. Lewis Academy	62.207	\$ 266,246
4E	Dual Immersion Academy	56.962	\$ 243,795
5E	Edith Bowen	60.355	\$ 258,320
7E	Gateway Preparatory	139.033	\$ 595,062
8E	Merit College Preparatory	141.554	\$ 605,852
9E	Providence Hall	487.174	\$ 2,085,103
1F	Quest Academy	222.211	\$ 951,065
2F	Rockwell HS	77.061	\$ 329,822
3F	Venture	159.244	\$ 681,563
4F	Center for Science Ed.	62.873	\$ 269,095
5F	Utah Virtual Academy	489.254	\$ 2,094,006
6F	The Early Light Academy	195.691	\$ 837,558
7F	Excelsior Academy	388.057	\$ 1,660,883
8F	Hawthorn Academy	341.735	\$ 1,462,625
9F	Mountain Heights Academy	171.727	\$ 734,990
1G	Jefferson Academy	78.298	\$ 335,115
2G	Vista at Entrada	165.767	\$ 709,483
3G	Bear River CS	37.268	\$ 159,509
4G	Maria Montessori	136.923	\$ 586,032
5G	Canyon Grove Academy	103.101	\$ 441,270
6G	Weilenmann School	51.925	\$ 222,241
7G	Summit Academy HS	107.342	\$ 459,424
8G	Good Foundations	91.607	\$ 392,079
2H	Utah Connections	108.667	\$ 465,096
3H	Endeavor Hall	50.353	\$ 215,512
5H	HighMark CS	79.241	\$ 339,152
6H	Promontory School	82.507	\$ 353,131
7H	Pacific Heritage Acad.	43.380	\$ 185,668
8H	Valley Academy	92.613	\$ 396,384
1I	UT International Charter	16.131	\$ 69,041
2I	Esperanza Elementary	66.959	\$ 286,584
3I	Leadership Learning	251.315	\$ 1,075,629
4I	Mana Academy	29.096	\$ 124,532
5I	Voyage Academy	70.215	\$ 300,522

BASIC SCHOOL PROGRAMS FY2023-2024 LEGISLATIVE ESTIMATES			
SPECIAL EDUCATION ADD-ON			
Program =	24PPF	WPU Value =	\$4,280
Rev. Code =	3105	WPU's Approp. =	93,579
ID	LEA NAME	WPU's	AMOUNT
7I	WSU Charter School	-	\$ -
8I	Winter Sports School	5.159	\$ 22,081
9I	Utah Career Path HS	52.236	\$ 223,569
2J	Ascent Academies	999.641	\$ 4,278,466
3J	Dixie Montessorri Academy	73.158	\$ 313,115
5J	Mountain West Montessori	75.938	\$ 325,013
6J	Scholar Academy	93.609	\$ 400,646
7J	Greenwood	69.468	\$ 297,324
8J	Terra Academy	114.604	\$ 490,503
9J	Lumen Scholar Institute	103.022	\$ 440,934
1K	Vanguard Academy	27.751	\$ 118,775
2K	Utah Military Academy	424.832	\$ 1,818,282
3K	Roots Charter School	59.618	\$ 255,163
4K	Athenian eAcademy	113.481	\$ 485,701
5K	Wasatch Waldorf Academy	101.805	\$ 435,726
6K	Franklin Discovery Academy	100.380	\$ 429,627
7K	Wallace Stegner Academy	309.825	\$ 1,326,052
8K	American Academy of Innovation	61.631	\$ 263,780
9K	St. George Academy	49.629	\$ 212,414
1L	Athlos Academy	115.308	\$ 493,518
2L	CCID	120.832	\$ 517,159
3L	Leadership Academy of Utah	46.803	\$ 200,319
5L	Ignite Entrepreneurship Academy	71.609	\$ 306,485
6L	Bonneville Academy	78.548	\$ 336,187
7L	Ivy Preparatory Academy	53.452	\$ 228,773
8L	REAL Salt Lake Academy High	58.189	\$ 249,049
1M	Advantage Arts Academy	44.712	\$ 191,367
3M	Bridge Elementary	107.475	\$ 459,994
4M	Mountain Sunrise Academy	114.051	\$ 488,139
7M	Career Academy of Utah	6.400	\$ 27,392
Unallocated		(2,488.176)	\$ (10,649,414)
Districts - Total		77,366.252	\$ 331,127,557
Charters - Total		18,700.925	\$ 80,039,957
Grand Total		93,579.000	\$ 400,518,100

BASIC SCHOOL PROGRAMS FY2023-2024 LEGISLATIVE ESTIMATES			
SPECIAL EDUCATION SELF-CONTAINED			
Program =	24PPH	WPU Value =	\$4,280
Rev. Code =	3110	WPU's Approp. =	11,334
ID	LEA NAME	WPU's	AMOUNT
1	Alpine	1,578.778	\$ 6,757,168.89
2	Beaver	19.711	\$ 84,363.56
3	Box Elder	202.267	\$ 865,701.33
4	Cache	316.533	\$ 1,354,762.67
5	Carbon	67.178	\$ 287,520.89
6	Daggett	3.567	\$ 15,265.33
7	Davis	870.867	\$ 3,727,309.33
8	Duchesne	125.006	\$ 535,023.78
9	Emery	28.039	\$ 120,006.44
10	Garfield	11.822	\$ 50,599.11
11	Grand	11.711	\$ 50,123.56
12	Granite	1,356.567	\$ 5,806,105.33
13	Iron	118.633	\$ 507,750.67
14	Jordan	1,178.672	\$ 5,044,717.11
15	Juab	47.083	\$ 201,516.67
16	Kane	17.678	\$ 75,660.89
17	Millard	33.528	\$ 143,498.89
18	Morgan	27.217	\$ 116,487.33
19	Nebo	823.622	\$ 3,525,103.11
20	North Sanpete	31.933	\$ 136,674.67
21	North Summit	10.783	\$ 46,152.67
22	Park City	45.561	\$ 195,001.56
23	Piute	1.000	\$ 4,280.00
24	Rich	5.250	\$ 22,470.00
25	San Juan	44.144	\$ 188,938.22
26	Sevier	56.367	\$ 241,249.33
27	South Sanpete	27.406	\$ 117,295.78
28	South Summit	11.522	\$ 49,315.11
29	Tintic	3.100	\$ 13,268.00
30	Tooele	232.644	\$ 995,718.22
31	Uintah	138.100	\$ 591,068.00
32	Wasatch	69.750	\$ 298,530.00
33	Washington	447.633	\$ 1,915,870.67
34	Wayne	2.000	\$ 8,560.00
35	Weber	466.944	\$ 1,998,522.22
36	Salt Lake	600.011	\$ 2,568,047.56
37	Ogden	297.544	\$ 1,273,490.22
38	Provo	244.767	\$ 1,047,601.33
39	Logan	79.050	\$ 338,334.00
40	Murray	74.983	\$ 320,928.67
42	Canyons	555.256	\$ 2,376,493.78
68	Ogden Prep	7.233	\$ 30,958.67

BASIC SCHOOL PROGRAMS FY2023-2024 LEGISLATIVE ESTIMATES			
SPECIAL EDUCATION SELF-CONTAINED			
Program =	24PPH	WPU Value =	\$4,280
Rev. Code =	3110	WPU's Approp. =	11,334
ID	LEA NAME	WPU's	AMOUNT
74	American Prep	35.417	\$ 151,583.33
81	Walden School	6.322	\$ 27,059.11
82	Freedom Academy	9.011	\$ 38,567.56
83	AMES	-	\$ -
86	Pinnacle Canyon	46.667	\$ 199,733.33
87	City Academy	3.578	\$ 15,312.89
89	Soldier Hollow	12.544	\$ 53,690.22
91	Utah Arts Academy	-	\$ -
92	Uintah River High	0.067	\$ 285.33
93	John Hancock	7.606	\$ 32,551.78
94	Thomas Edison - North	54.528	\$ 233,378.89
95	Timpanogos Academy	7.861	\$ 33,645.56
97	Salt Lake Arts	1.000	\$ 4,280.00
98	Fast Forward	-	\$ -
A1	NUAMES	-	\$ -
A2	Ranches Academy	4.000	\$ 17,120.00
A3	DaVinci Academy	6.489	\$ 27,772.44
A4	Summit Academy	14.544	\$ 62,250.22
A5	Itineris	-	\$ -
A6	North Davis Prep	3.844	\$ 16,454.22
A7	Moab Charter	-	\$ -
A8	East Hollywood High	3.378	\$ 14,456.89
A9	SUCCESS Academy	-	\$ -
1B	UCAS	-	\$ -
2B	Lincoln Academy	7.389	\$ 31,624.44
3B	Beehive Science & Tech	-	\$ -
4B	Wasatch Peak	-	\$ -
5B	North Star Academy	1.000	\$ 4,280.00
7B	Reagan Academy	6.011	\$ 25,727.56
8B	American Leadership	5.000	\$ 21,400.00
9B	Navigator Pointe	6.956	\$ 29,769.78
1C	Odyssey	-	\$ -
2C	InTech Collegiate HS	-	\$ -
3C	Entheos Academy	3.967	\$ 16,977.33
4C	Lakeview	5.833	\$ 24,966.67
5C	Legacy Preparatory	7.744	\$ 33,146.22
7C	Monticello	1.717	\$ 7,347.33
8C	Mountainville	4.750	\$ 20,330.00
9C	Paradigm High	2.206	\$ 9,439.78
1D	Renaissance	8.289	\$ 35,476.44
2D	Channing Hall	1.189	\$ 5,088.44
3D	Spectrum	405.883	\$ 1,737,180.67

BASIC SCHOOL PROGRAMS FY2023-2024 LEGISLATIVE ESTIMATES			
SPECIAL EDUCATION SELF-CONTAINED			
Program =	24PPH	WPU Value =	\$4,280
Rev. Code =	3110	WPU's Approp. =	11,334
ID	LEA NAME	WPU's	AMOUNT
4D	Syracuse Arts	11.472	\$ 49,101.11
5D	George Washington	7.917	\$ 33,883.33
6D	Noah Webster	1.967	\$ 8,417.33
7D	Salt Lake SPA	-	\$ -
8D	Open Classroom	2.006	\$ 8,583.78
9D	Canyon Rim	2.000	\$ 8,560.00
1E	Guadalupe Schools	1.767	\$ 7,561.33
2E	Karl G. Maeser	3.000	\$ 12,840.00
3E	C.S. Lewis Academy	4.822	\$ 20,639.11
4E	Dual Immersion Academy	3.606	\$ 15,431.78
5E	Edith Bowen	5.722	\$ 24,491.11
7E	Gateway Preparatory	23.144	\$ 99,058.22
8E	Merit College Preparatory	5.778	\$ 24,728.89
9E	Providence Hall	11.672	\$ 49,957.11
1F	Quest Academy	10.456	\$ 44,749.78
2F	Rockwell HS	0.289	\$ 1,236.44
3F	Venture	-	\$ -
4F	Center for Science Ed.	5.700	\$ 24,396.00
5F	Utah Virtual Academy	36.917	\$ 158,003.33
6F	The Early Light Academy	4.411	\$ 18,879.56
7F	Excelsior Academy	24.861	\$ 106,405.56
8F	Hawthorn Academy	1.839	\$ 7,870.44
9F	Mountain Heights Academy	1.244	\$ 5,326.22
1G	Jefferson Academy	7.972	\$ 34,121.11
2G	Vista at Entrada	1.461	\$ 6,253.56
3G	Bear River CS	1.000	\$ 4,280.00
4G	Maria Montessori	3.456	\$ 14,789.78
5G	Canyon Grove Academy	1.239	\$ 5,302.44
6G	Weilenmann School	5.000	\$ 21,400.00
7G	Summit Academy HS	-	\$ -
8G	Good Foundations	4.739	\$ 20,282.44
2H	Utah Connections	44.244	\$ 189,366.22
3H	Endeavor Hall	9.706	\$ 41,539.78
5H	HighMark CS	1.911	\$ 8,179.56
6H	Promontory School	-	\$ -
7H	Pacific Heritage Acad.	-	\$ -
8H	Valley Academy	-	\$ -
1I	UT International Charter	1.400	\$ 5,992.00
2I	Esperanza Elementary	0.633	\$ 2,710.67
3I	Leadership Learning	8.533	\$ 36,522.67
4I	Mana Academy	-	\$ -
5I	Voyage Academy	0.211	\$ 903.56

BASIC SCHOOL PROGRAMS FY2023-2024 LEGISLATIVE ESTIMATES			
SPECIAL EDUCATION SELF-CONTAINED			
Program =	24PPH	WPU Value =	\$4,280
Rev. Code =	3110	WPU's Approp. =	11,334
ID	LEA NAME	WPU's	AMOUNT
7I	WSU Charter School	-	\$ -
8I	Winter Sports School	-	\$ -
9I	Utah Career Path HS	2.944	\$ 12,602.22
2J	Ascent Academies	21.667	\$ 92,733.33
3J	Dixie Montessorri Academy	5.061	\$ 21,661.56
5J	Mountain West Montessori	3.311	\$ 14,171.56
6J	Scholar Academy	0.711	\$ 3,043.56
7J	Greenwood	-	\$ -
8J	Terra Academy	15.617	\$ 66,839.33
9J	Lumen Scholar Institute	1.000	\$ 4,280.00
1K	Vanguard Academy	-	\$ -
2K	Utah Military Academy	4.967	\$ 21,257.33
3K	Roots Charter School	0.978	\$ 4,184.89
4K	Athenian eAcademy	2.761	\$ 11,817.56
5K	Wasatch Waldorf Academy	4.183	\$ 17,904.67
6K	Franklin Discovery Academy	2.333	\$ 9,986.67
7K	Wallace Stegner Academy	3.406	\$ 14,575.78
8K	American Academy of Innovation	-	\$ -
9K	St. George Academy	-	\$ -
1L	Athlos Academy	0.489	\$ 2,092.44
2L	CCID	1.078	\$ 4,612.89
3L	Leadership Academy of Utah	1.000	\$ 4,280.00
5L	Ignite Entrepreneurship Academy	5.100	\$ 21,828.00
6L	Bonneville Academy	6.078	\$ 26,012.89
7L	Ivy Preparatory Academy	6.033	\$ 25,822.67
8L	REAL Salt Lake Academy High	-	\$ -
1M	Advantage Arts Academy	0.744	\$ 3,186.22
3M	Bridge Elementary	6.744	\$ 28,866.22
4M	Mountain Sunrise Academy	0.683	\$ 2,924.67
7M	Career Academy of Utah	-	\$ -
Unallocated		(1.233)	\$ (5,199)
Districts - Total		10,284.228	\$ 44,016,495
Charters - Total		1,051.006	\$ 4,498,304
Grand Total		11,334.000	\$ 48,509,600

BASIC SCHOOL PROGRAMS			
FY2023-2024 LEGISLATIVE ESTIMATES			
SPECIAL EDUCATION - PRESCHOOL			
Program =	24PPG	WPU Value =	\$4,280
Rev. Code =	3115	WPU's Approp. =	11,372
ID	LEA NAME	WPU's	AMOUNT
1	Alpine	1,653.750	\$ 7,078,050
2	Beaver	32.340	\$ 138,415
3	Box Elder	327.810	\$ 1,403,027
4	Cache	576.240	\$ 2,466,307
5	Carbon	113.190	\$ 484,453
6	Daggett	1.470	\$ 6,292
7	Davis	1,189.230	\$ 5,089,904
8	Duchesne	142.590	\$ 610,285
9	Emery	76.440	\$ 327,163
10	Garfield	13.230	\$ 56,624
11	Grand	27.930	\$ 119,540
12	Granite	1,031.940	\$ 4,416,703
13	Iron	246.960	\$ 1,056,989
14	Jordan	1,221.570	\$ 5,228,320
15	Juab	47.040	\$ 201,331
16	Kane	32.340	\$ 138,415
17	Millard	63.210	\$ 270,539
18	Morgan	48.510	\$ 207,623
19	Nebo	837.900	\$ 3,586,212
20	North Sanpete	67.620	\$ 289,414
21	North Summit	20.580	\$ 88,082
22	Park City	23.520	\$ 100,666
23	Piute	5.880	\$ 25,166
24	Rich	7.350	\$ 31,458
25	San Juan	45.570	\$ 195,040
26	Sevier	117.600	\$ 503,328
27	South Sanpete	64.680	\$ 276,830
28	South Summit	16.170	\$ 69,208
29	Tintic	2.940	\$ 12,583
30	Tooele	230.790	\$ 987,781
31	Uintah	158.760	\$ 679,493
32	Wasatch	82.320	\$ 352,330
33	Washington	679.140	\$ 2,906,719
34	Wayne	16.170	\$ 69,208
35	Weber	508.620	\$ 2,176,894
36	Salt Lake	173.460	\$ 742,409
37	Ogden	147.000	\$ 629,160
38	Provo	239.610	\$ 1,025,531
39	Logan	155.820	\$ 666,910
40	Murray	63.210	\$ 270,539
42	Canyons	502.740	\$ 2,151,727
Unallocated		358.760	\$ 1,535,533
Districts - Total		11,013.240	\$ 47,136,667
Charters - Total		-	\$ -
Grand Total		11,372.000	\$ 48,672,200

**BASIC SCHOOL PROGRAMS
FY2023-2024 LEGISLATIVE ESTIMATES**

SPED EXTENDED YEAR - SEVERELY DISABLED

Program =	24PPI	WPU Value =	\$4,280
Rev. Code =	3120	WPU's Approp. =	460
ID	LEA NAME	WPU's	AMOUNT
1	Alpine	43.054	\$ 184,271
2	Beaver	1.599	\$ 6,845
3	Box Elder	7.579	\$ 32,437
4	Cache	11.800	\$ 50,503
5	Carbon	3.124	\$ 13,372
6	Daggett	0.636	\$ 2,721
7	Davis	43.292	\$ 185,288
8	Duchesne	5.263	\$ 22,526
9	Emery	2.459	\$ 10,525
10	Garfield	1.128	\$ 4,829
11	Grand	1.478	\$ 6,327
12	Granite	35.865	\$ 153,501
13	Iron	6.615	\$ 28,314
14	Jordan	35.372	\$ 151,393
15	Juab	0.528	\$ 2,259
16	Kane	1.357	\$ 5,809
17	Millard	2.770	\$ 11,856
18	Morgan	2.256	\$ 9,656
19	Nebo	22.640	\$ 96,899
20	North Sanpete	2.252	\$ 9,637
21	North Summit	1.223	\$ 5,236
22	Park City	2.221	\$ 9,508
23	Piute	0.718	\$ 3,073
24	Rich	0.951	\$ 4,071
25	San Juan	2.537	\$ 10,858
26	Sevier	3.690	\$ 15,795
27	South Sanpete	2.520	\$ 10,784
28	South Summit	1.249	\$ 5,347
29	Tintic	0.701	\$ 2,999
30	Tooele	11.688	\$ 50,023
31	Uintah	5.030	\$ 21,527
32	Wasatch	3.785	\$ 16,202
33	Washington	22.165	\$ 94,865
34	Wayne	0.843	\$ 3,609
35	Weber	20.808	\$ 89,058
36	Salt Lake	11.796	\$ 50,485
37	Ogden	6.693	\$ 28,646
38	Provo	8.344	\$ 35,710
39	Logan	3.816	\$ 16,331
40	Murray	4.446	\$ 19,031
42	Canyons	18.609	\$ 79,646
68	Ogden Prep	1.120	\$ 4,792

**BASIC SCHOOL PROGRAMS
FY2023-2024 LEGISLATIVE ESTIMATES**

SPED EXTENDED YEAR - SEVERELY DISABLED

Program =	24PPI	WPU Value =	\$4,280
Rev. Code =	3120	WPU's Approp. =	460
ID	LEA NAME	WPU's	AMOUNT
74	American Prep	-	\$ -
81	Walden School	0.964	\$ 4,127
82	Freedom Academy	1.750	\$ 7,492
83	AMES	0.528	\$ 2,259
86	Pinnacle Canyon	0.528	\$ 2,259
87	City Academy	0.528	\$ 2,259
89	Soldier Hollow	0.817	\$ 3,498
91	Utah Arts Academy	0.528	\$ 2,259
92	Uintah River High	0.528	\$ 2,259
93	John Hancock	0.528	\$ 2,259
94	Thomas Edison - North	0.528	\$ 2,259
95	Timpanogos Academy	0.856	\$ 3,664
97	Salt Lake Arts	0.528	\$ 2,259
98	Fast Forward	0.528	\$ 2,259
A1	NUAMES	0.528	\$ 2,259
A2	Ranches Academy	0.796	\$ 3,405
A3	DaVinci Academy	1.245	\$ 5,329
A4	Summit Academy	0.528	\$ 2,259
A5	Itineris	0.528	\$ 2,259
A6	North Davis Prep	0.528	\$ 2,259
A7	Moab Charter	0.610	\$ 2,610
A8	East Hollywood High	0.528	\$ 2,259
A9	SUCCESS Academy	0.528	\$ 2,259
1B	UCAS	0.528	\$ 2,259
2B	Lincoln Academy	0.960	\$ 4,108
3B	Beehive Science & Tech	0.528	\$ 2,259
4B	Wasatch Peak	0.830	\$ 3,553
5B	North Star Academy	0.744	\$ 3,184
7B	Reagan Academy	0.908	\$ 3,886
8B	American Leadership	1.448	\$ 6,198
9B	Navigator Pointe	0.528	\$ 2,259
1C	Odyssey	0.528	\$ 2,259
2C	InTech Collegiate HS	0.528	\$ 2,259
3C	Entheos Academy	1.210	\$ 5,181
4C	Lakeview	1.102	\$ 4,718
5C	Legacy Preparatory	1.133	\$ 4,848
7C	Monticello	1.146	\$ 4,903
8C	Mountainville	0.960	\$ 4,108
9C	Paradigm High	0.528	\$ 2,259
1D	Renaissance	0.873	\$ 3,738
2D	Channing Hall	0.804	\$ 3,442
3D	Spectrum	6.080	\$ 26,021

**BASIC SCHOOL PROGRAMS
FY2023-2024 LEGISLATIVE ESTIMATES**

SPED EXTENDED YEAR - SEVERELY DISABLED

Program =	24PPI	WPU Value =	\$4,280
Rev. Code =	3120	WPU's Approp. =	460
ID	LEA NAME	WPU's	AMOUNT
4D	Syracuse Arts	1.750	\$ 7,492
5D	George Washington	0.917	\$ 3,923
6D	Noah Webster	0.796	\$ 3,405
7D	Salt Lake SPA	0.528	\$ 2,259
8D	Open Classroom	0.528	\$ 2,259
9D	Canyon Rim	0.714	\$ 3,054
1E	Guadalupe Schools	0.528	\$ 2,259
2E	Karl G. Maeser	0.735	\$ 3,147
3E	C.S. Lewis Academy	0.727	\$ 3,110
4E	Dual Immersion Academy	0.722	\$ 3,091
5E	Edith Bowen	0.800	\$ 3,424
7E	Gateway Preparatory	1.094	\$ 4,681
8E	Merit College Preparatory	1.007	\$ 4,312
9E	Providence Hall	1.699	\$ 7,270
1F	Quest Academy	0.528	\$ 2,259
2F	Rockwell HS	0.787	\$ 3,368
3F	Venture	0.528	\$ 2,259
4F	Center for Science Ed.	0.528	\$ 2,259
5F	Utah Virtual Academy	2.204	\$ 9,434
6F	The Early Light Academy	1.098	\$ 4,700
7F	Excelsior Academy	0.528	\$ 2,259
8F	Hawthorn Academy	1.232	\$ 5,273
9F	Mountain Heights Academy	1.336	\$ 5,717
1G	Jefferson Academy	0.852	\$ 3,646
2G	Vista at Entrada	1.033	\$ 4,423
3G	Bear River CS	0.528	\$ 2,259
4G	Maria Montessori	0.882	\$ 3,775
5G	Canyon Grove Academy	0.800	\$ 3,424
6G	Weilenmann School	0.727	\$ 3,110
7G	Summit Academy HS	0.528	\$ 2,259
8G	Good Foundations	0.830	\$ 3,553
2H	Utah Connections	0.528	\$ 2,259
3H	Endeavor Hall	0.679	\$ 2,906
5H	HighMark CS	0.865	\$ 3,701
6H	Promontory School	0.878	\$ 3,757
7H	Pacific Heritage Acad.	0.679	\$ 2,906
8H	Valley Academy	0.528	\$ 2,259
1I	UT International Charter	0.567	\$ 2,425
2I	Esperanza Elementary	0.744	\$ 3,184
3I	Leadership Learning	0.968	\$ 4,145
4I	Mana Academy	0.528	\$ 2,259
5I	Voyage Academy	0.856	\$ 3,664

BASIC SCHOOL PROGRAMS FY2023-2024 LEGISLATIVE ESTIMATES			
SPED EXTENDED YEAR - SEVERELY DISABLED			
Program =	24PPI	WPU Value =	\$4,280
Rev. Code =	3120	WPU's Approp. =	460
ID	LEA NAME	WPU's	AMOUNT
7I	WSU Charter School	-	\$ -
8I	Winter Sports School	0.528	\$ 2,259
9I	Utah Career Path HS	0.740	\$ 3,165
2J	Ascent Academies	2.152	\$ 9,212
3J	Dixie Montessorri Academy	0.735	\$ 3,147
5J	Mountain West Montessori	0.869	\$ 3,720
6J	Scholar Academy	0.528	\$ 2,259
7J	Greenwood	0.873	\$ 3,738
8J	Terra Academy	0.528	\$ 2,259
9J	Lumen Scholar Institute	0.813	\$ 3,479
1K	Vanguard Academy	0.631	\$ 2,703
2K	Utah Military Academy	1.223	\$ 5,236
3K	Roots Charter School	0.528	\$ 2,259
4K	Athenian eAcademy	0.973	\$ 4,164
5K	Wasatch Waldorf Academy	0.968	\$ 4,145
6K	Franklin Discovery Academy	0.528	\$ 2,259
7K	Wallace Stegner Academy	1.197	\$ 5,125
8K	American Academy of Innovation	0.528	\$ 2,259
9K	St. George Academy	0.731	\$ 3,128
1L	Athlos Academy	0.826	\$ 3,535
2L	CCID	0.528	\$ 2,259
3L	Leadership Academy of Utah	0.666	\$ 2,851
5L	Ignite Entrepreneurship Academy	0.839	\$ 3,590
6L	Bonneville Academy	0.765	\$ 3,276
7L	Ivy Preparatory Academy	0.528	\$ 2,259
8L	REAL Salt Lake Academy High	0.528	\$ 2,259
1M	Advantage Arts Academy	0.528	\$ 2,259
3M	Bridge Elementary	1.012	\$ 4,330
4M	Mountain Sunrise Academy	0.528	\$ 2,259
7M	Career Academy of Utah	0.528	\$ 2,259
Unallocated		-	\$ -
Districts - Total		364.900	\$ 1,561,773
Charters - Total		95.100	\$ 407,027
Grand Total		460.000	\$ 1,968,800

**BASIC SCHOOL PROGRAMS
FY2023-2024 LEGISLATIVE ESTIMATES**

SPECIAL EDUCATION - IMPACT AID			
Program =	24PPN	WPU Value =	\$4,280
Rev. Code =	3125	WPU's Approp. =	2,072
ID	LEA NAME	WPU's	AMOUNT
1	Alpine	213.495	\$ 913,758.09
2	Beaver	5.379	\$ 23,022.66
3	Box Elder	35.398	\$ 151,503.93
4	Cache	56.589	\$ 242,202.06
5	Carbon	13.036	\$ 55,792.81
6	Daggett	0.542	\$ 2,320.83
7	Davis	214.688	\$ 918,863.92
8	Duchesne	23.772	\$ 101,745.29
9	Emery	9.695	\$ 41,496.48
10	Garfield	3.015	\$ 12,903.83
11	Grand	4.772	\$ 20,423.32
12	Granite	177.403	\$ 759,283.49
13	Iron	30.561	\$ 130,802.11
14	Jordan	174.930	\$ 748,700.49
15	Juab	7.830	\$ 33,512.82
16	Kane	4.164	\$ 17,823.99
17	Millard	11.257	\$ 48,180.48
18	Morgan	8.676	\$ 37,133.32
19	Nebo	111.010	\$ 475,120.78
20	North Sanpete	8.654	\$ 37,040.48
21	North Summit	3.492	\$ 14,946.16
22	Park City	8.502	\$ 36,390.65
23	Piute	0.954	\$ 4,084.66
24	Rich	2.126	\$ 9,097.66
25	San Juan	10.086	\$ 43,167.48
26	Sevier	15.877	\$ 67,953.97
27	South Sanpete	54.153	\$ 231,773.15
28	South Summit	3.622	\$ 15,503.16
29	Tintic	0.868	\$ 3,713.33
30	Tooele	56.025	\$ 239,788.39
31	Uintah	22.601	\$ 96,732.29
32	Wasatch	16.354	\$ 69,996.30
33	Washington	108.624	\$ 464,909.12
34	Wayne	1.583	\$ 6,776.83
35	Weber	101.813	\$ 435,759.47
36	Salt Lake	56.568	\$ 242,109.22
37	Ogden	30.952	\$ 132,473.11
38	Provo	39.237	\$ 167,935.42
39	Logan	16.506	\$ 70,646.13
40	Murray	19.673	\$ 84,199.80
42	Canyons	142.276	\$ 608,939.32
68	Ogden Prep	2.972	\$ 12,718.16

**BASIC SCHOOL PROGRAMS
FY2023-2024 LEGISLATIVE ESTIMATES**

SPECIAL EDUCATION - IMPACT AID			
Program =	24PPN	WPU Value =	\$4,280
Rev. Code =	3125	WPU's Approp. =	2,072
ID	LEA NAME	WPU's	AMOUNT
74	American Prep	-	\$ -
81	Walden School	2.191	\$ 9,376.16
82	Freedom Academy	6.138	\$ 26,271.82
83	AMES	0.651	\$ 2,785.00
86	Pinnacle Canyon	2.711	\$ 11,604.16
87	City Academy	0.629	\$ 2,692.17
89	Soldier Hollow	1.453	\$ 6,219.83
91	Utah Arts Academy	0.716	\$ 3,063.50
92	Uintah River High	0.282	\$ 1,206.83
93	John Hancock	0.954	\$ 4,084.66
94	Thomas Edison - North	5.292	\$ 22,651.32
95	Timpanogos Academy	1.648	\$ 7,055.33
97	Salt Lake Arts	0.954	\$ 4,084.66
98	Fast Forward	1.800	\$ 7,705.16
A1	NUAMES	0.911	\$ 3,899.00
A2	Ranches Academy	1.345	\$ 5,755.66
A3	DaVinci Academy	3.601	\$ 15,410.33
A4	Summit Academy	6.095	\$ 26,086.15
A5	Itineris	0.108	\$ 464.17
A6	North Davis Prep	2.429	\$ 10,397.33
A7	Moab Charter	0.412	\$ 1,763.83
A8	East Hollywood High	1.453	\$ 6,219.83
A9	SUCCESS Academy	0.043	\$ 185.67
1B	UCAS	0.174	\$ 742.67
2B	Lincoln Academy	2.169	\$ 9,283.33
3B	Beehive Science & Tech	1.193	\$ 5,105.83
4B	Wasatch Peak	1.518	\$ 6,498.33
5B	North Star Academy	1.085	\$ 4,641.66
7B	Reagan Academy	1.909	\$ 8,169.33
8B	American Leadership	4.620	\$ 19,773.49
9B	Navigator Pointe	1.236	\$ 5,291.50
1C	Odyssey	1.128	\$ 4,827.33
2C	InTech Collegiate HS	0.434	\$ 1,856.67
3C	Entheos Academy	3.427	\$ 14,667.66
4C	Lakeview	2.885	\$ 12,346.83
5C	Legacy Preparatory	3.037	\$ 12,996.66
7C	Monticello	3.102	\$ 13,275.16
8C	Mountainville	2.169	\$ 9,283.33
9C	Paradigm High	1.280	\$ 5,477.16
1D	Renaissance	1.735	\$ 7,426.66
2D	Channing Hall	1.388	\$ 5,941.33
3D	Spectrum	27.872	\$ 119,290.78

**BASIC SCHOOL PROGRAMS
FY2023-2024 LEGISLATIVE ESTIMATES**

SPECIAL EDUCATION - IMPACT AID			
Program =	24PPN	WPU Value =	\$4,280
Rev. Code =	3125	WPU's Approp. =	2,072
ID	LEA NAME	WPU's	AMOUNT
4D	Syracuse Arts	6.138	\$ 26,271.82
5D	George Washington	1.952	\$ 8,355.00
6D	Noah Webster	1.345	\$ 5,755.66
7D	Salt Lake SPA	0.455	\$ 1,949.50
8D	Open Classroom	0.954	\$ 4,084.66
9D	Canyon Rim	0.933	\$ 3,991.83
1E	Guadalupe Schools	0.434	\$ 1,856.67
2E	Karl G. Maeser	1.041	\$ 4,456.00
3E	C.S. Lewis Academy	0.998	\$ 4,270.33
4E	Dual Immersion Academy	0.976	\$ 4,177.50
5E	Edith Bowen	1.366	\$ 5,848.50
7E	Gateway Preparatory	2.841	\$ 12,161.16
8E	Merit College Preparatory	2.408	\$ 10,304.50
9E	Providence Hall	5.878	\$ 25,157.82
1F	Quest Academy	3.058	\$ 13,089.49
2F	Rockwell HS	1.301	\$ 5,570.00
3F	Venture	3.362	\$ 14,389.16
4F	Center for Science Ed.	1.323	\$ 5,662.83
5F	Utah Virtual Academy	8.416	\$ 36,019.32
6F	The Early Light Academy	2.863	\$ 12,253.99
7F	Excelsior Academy	4.143	\$ 17,731.16
8F	Hawthorn Academy	3.535	\$ 15,131.83
9F	Mountain Heights Academy	4.056	\$ 17,359.83
1G	Jefferson Academy	1.627	\$ 6,962.50
2G	Vista at Entrada	2.538	\$ 10,861.50
3G	Bear River CS	0.629	\$ 2,692.17
4G	Maria Montessori	1.779	\$ 7,612.33
5G	Canyon Grove Academy	1.366	\$ 5,848.50
6G	Weilenmann School	0.998	\$ 4,270.33
7G	Summit Academy HS	1.844	\$ 7,890.83
8G	Good Foundations	1.518	\$ 6,498.33
2H	Utah Connections	2.277	\$ 9,747.50
3H	Endeavor Hall	0.759	\$ 3,249.17
5H	HighMark CS	1.692	\$ 7,241.00
6H	Promontory School	1.757	\$ 7,519.50
7H	Pacific Heritage Acad.	0.759	\$ 3,249.17
8H	Valley Academy	1.540	\$ 6,591.16
1I	UT International Charter	0.195	\$ 835.50
2I	Esperanza Elementary	1.085	\$ 4,641.66
3I	Leadership Learning	2.212	\$ 9,469.00
4I	Mana Academy	0.347	\$ 1,485.33
5I	Voyage Academy	1.648	\$ 7,055.33

**BASIC SCHOOL PROGRAMS
FY2023-2024 LEGISLATIVE ESTIMATES**

SPECIAL EDUCATION - IMPACT AID			
Program =	24PPN	WPU Value =	\$4,280
Rev. Code =	3125	WPU's Approp. =	2,072
ID	LEA NAME	WPU's	AMOUNT
7I	WSU Charter School	-	\$ -
8I	Winter Sports School	0.065	\$ 278.50
9I	Utah Career Path HS	1.063	\$ 4,548.83
2J	Ascent Academies	8.155	\$ 34,905.32
3J	Dixie Montessorri Academy	1.041	\$ 4,456.00
5J	Mountain West Montessori	1.714	\$ 7,333.83
6J	Scholar Academy	2.169	\$ 9,283.33
7J	Greenwood	1.735	\$ 7,426.66
8J	Terra Academy	2.494	\$ 10,675.83
9J	Lumen Scholar Institute	1.432	\$ 6,127.00
1K	Vanguard Academy	0.521	\$ 2,228.00
2K	Utah Military Academy	3.492	\$ 14,946.16
3K	Roots Charter School	1.432	\$ 6,127.00
4K	Athenian eAcademy	2.234	\$ 9,561.83
5K	Wasatch Waldorf Academy	2.212	\$ 9,469.00
6K	Franklin Discovery Academy	2.234	\$ 9,561.83
7K	Wallace Stegner Academy	3.362	\$ 14,389.16
8K	American Academy of Innovation	1.974	\$ 8,447.83
9K	St. George Academy	1.019	\$ 4,363.16
1L	Athlos Academy	1.497	\$ 6,405.50
2L	CCID	1.822	\$ 7,798.00
3L	Leadership Academy of Utah	0.694	\$ 2,970.67
5L	Ignite Entrepreneurship Academy	1.562	\$ 6,684.00
6L	Bonneville Academy	1.193	\$ 5,105.83
7L	Ivy Preparatory Academy	0.868	\$ 3,713.33
8L	REAL Salt Lake Academy High	0.586	\$ 2,506.50
1M	Advantage Arts Academy	0.954	\$ 4,084.66
3M	Bridge Elementary	2.429	\$ 10,397.33
4M	Mountain Sunrise Academy	1.475	\$ 6,312.66
7M	Career Academy of Utah	0.304	\$ 1,299.67
Unallocated		-	\$ (0)
Districts - Total		1,826.759	\$ 7,818,527
Charters - Total		245.227	\$ 1,049,573
Grand Total		2,071.986	\$ 8,868,100

**BASIC SCHOOL PROGRAMS
FY2023-2024 LEGISLATIVE ESTIMATES**

SPED - EXTENDED YEAR FOR SPECIAL EDUCATORS

Program =	24PPP	WPU Value =	\$4,280
Rev. Code =	3125	WPU's Approp. =	909
ID	LEA NAME	WPU's	AMOUNT
1	Alpine	-	\$ -
2	Beaver	-	\$ -
3	Box Elder	-	\$ -
4	Cache	-	\$ -
5	Carbon	-	\$ -
6	Daggett	-	\$ -
7	Davis	-	\$ -
8	Duchesne	-	\$ -
9	Emery	-	\$ -
10	Garfield	-	\$ -
11	Grand	-	\$ -
12	Granite	-	\$ -
13	Iron	-	\$ -
14	Jordan	-	\$ -
15	Juab	-	\$ -
16	Kane	-	\$ -
17	Millard	-	\$ -
18	Morgan	-	\$ -
19	Nebo	-	\$ -
20	North Sanpete	-	\$ -
21	North Summit	-	\$ -
22	Park City	-	\$ -
23	Piute	-	\$ -
24	Rich	-	\$ -
25	San Juan	-	\$ -
26	Sevier	-	\$ -
27	South Sanpete	-	\$ -
28	South Summit	-	\$ -
29	Tintic	-	\$ -
30	Tooele	-	\$ -
31	Uintah	-	\$ -
32	Wasatch	-	\$ -
33	Washington	-	\$ -
34	Wayne	-	\$ -
35	Weber	-	\$ -
36	Salt Lake	-	\$ -
37	Ogden	-	\$ -
38	Provo	-	\$ -
39	Logan	-	\$ -
40	Murray	-	\$ -
42	Canyons	-	\$ -
68	Ogden Prep	-	\$ -

**BASIC SCHOOL PROGRAMS
FY2023-2024 LEGISLATIVE ESTIMATES**

SPED - EXTENDED YEAR FOR SPECIAL EDUCATORS

Program =	24PPP	WPU Value =	\$4,280
Rev. Code =	3125	WPU's Approp. =	909
ID	LEA NAME	WPU's	AMOUNT
74	American Prep	-	\$ -
81	Walden School	-	\$ -
82	Freedom Academy	-	\$ -
83	AMES	-	\$ -
86	Pinnacle Canyon	-	\$ -
87	City Academy	-	\$ -
89	Soldier Hollow	-	\$ -
91	Utah Arts Academy	-	\$ -
92	Uintah River High	-	\$ -
93	John Hancock	-	\$ -
94	Thomas Edison - North	-	\$ -
95	Timpanogos Academy	-	\$ -
97	Salt Lake Arts	-	\$ -
98	Fast Forward	-	\$ -
A1	NUAMES	-	\$ -
A2	Ranches Academy	-	\$ -
A3	DaVinci Academy	-	\$ -
A4	Summit Academy	-	\$ -
A5	Itineris	-	\$ -
A6	North Davis Prep	-	\$ -
A7	Moab Charter	-	\$ -
A8	East Hollywood High	-	\$ -
A9	SUCCESS Academy	-	\$ -
1B	UCAS	-	\$ -
2B	Lincoln Academy	-	\$ -
3B	Beehive Science & Tech	-	\$ -
4B	Wasatch Peak	-	\$ -
5B	North Star Academy	-	\$ -
7B	Reagan Academy	-	\$ -
8B	American Leadership	-	\$ -
9B	Navigator Pointe	-	\$ -
1C	Odyssey	-	\$ -
2C	InTech Collegiate HS	-	\$ -
3C	Entheos Academy	-	\$ -
4C	Lakeview	-	\$ -
5C	Legacy Preparatory	-	\$ -
7C	Monticello	-	\$ -
8C	Mountainville	-	\$ -
9C	Paradigm High	-	\$ -
1D	Renaissance	-	\$ -
2D	Channing Hall	-	\$ -
3D	Spectrum	-	\$ -

**BASIC SCHOOL PROGRAMS
FY2023-2024 LEGISLATIVE ESTIMATES**

SPED - EXTENDED YEAR FOR SPECIAL EDUCATORS

Program =	24PPP	WPU Value =	\$4,280
Rev. Code =	3125	WPU's Approp. =	909
ID	LEA NAME	WPU's	AMOUNT
4D	Syracuse Arts	-	\$ -
5D	George Washington	-	\$ -
6D	Noah Webster	-	\$ -
7D	Salt Lake SPA	-	\$ -
8D	Open Classroom	-	\$ -
9D	Canyon Rim	-	\$ -
1E	Guadalupe Schools	-	\$ -
2E	Karl G. Maeser	-	\$ -
3E	C.S. Lewis Academy	-	\$ -
4E	Dual Immersion Academy	-	\$ -
5E	Edith Bowen	-	\$ -
7E	Gateway Preparatory	-	\$ -
8E	Merit College Preparatory	-	\$ -
9E	Providence Hall	-	\$ -
1F	Quest Academy	-	\$ -
2F	Rockwell HS	-	\$ -
3F	Venture	-	\$ -
4F	Center for Science Ed.	-	\$ -
5F	Utah Virtual Academy	-	\$ -
6F	The Early Light Academy	-	\$ -
7F	Excelsior Academy	-	\$ -
8F	Hawthorn Academy	-	\$ -
9F	Mountain Heights Academy	-	\$ -
1G	Jefferson Academy	-	\$ -
2G	Vista at Entrada	-	\$ -
3G	Bear River CS	-	\$ -
4G	Maria Montessori	-	\$ -
5G	Canyon Grove Academy	-	\$ -
6G	Weilenmann School	-	\$ -
7G	Summit Academy HS	-	\$ -
8G	Good Foundations	-	\$ -
2H	Utah Connections	-	\$ -
3H	Endeavor Hall	-	\$ -
5H	HighMark CS	-	\$ -
6H	Promontory School	-	\$ -
7H	Pacific Heritage Acad.	-	\$ -
8H	Valley Academy	-	\$ -
1I	UT International Charter	-	\$ -
2I	Esperanza Elementary	-	\$ -
3I	Leadership Learning	-	\$ -
4I	Mana Academy	-	\$ -
5I	Voyage Academy	-	\$ -

BASIC SCHOOL PROGRAMS FY2023-2024 LEGISLATIVE ESTIMATES			
SPED - EXTENDED YEAR FOR SPECIAL EDUCATORS			
Program =	24PPP	WPU Value =	\$4,280
Rev. Code =	3125	WPU's Approp. =	909
ID	LEA NAME	WPU's	AMOUNT
7I	WSU Charter School	-	\$ -
8I	Winter Sports School	-	\$ -
9I	Utah Career Path HS	-	\$ -
2J	Ascent Academies	-	\$ -
3J	Dixie Montessorri Academy	-	\$ -
5J	Mountain West Montessori	-	\$ -
6J	Scholar Academy	-	\$ -
7J	Greenwood	-	\$ -
8J	Terra Academy	-	\$ -
9J	Lumen Scholar Institute	-	\$ -
1K	Vanguard Academy	-	\$ -
2K	Utah Military Academy	-	\$ -
3K	Roots Charter School	-	\$ -
4K	Athenian eAcademy	-	\$ -
5K	Wasatch Waldorf Academy	-	\$ -
6K	Franklin Discovery Academy	-	\$ -
7K	Wallace Stegner Academy	-	\$ -
8K	American Academy of Innovation	-	\$ -
9K	St. George Academy	-	\$ -
1L	Athlos Academy	-	\$ -
2L	CCID	-	\$ -
3L	Leadership Academy of Utah	-	\$ -
5L	Ignite Entrepreneurship Academy	-	\$ -
6L	Bonneville Academy	-	\$ -
7L	Ivy Preparatory Academy	-	\$ -
8L	REAL Salt Lake Academy High	-	\$ -
1M	Advantage Arts Academy	-	\$ -
3M	Bridge Elementary	-	\$ -
4M	Mountain Sunrise Academy	-	\$ -
7M	Career Academy of Utah	-	\$ -
Unallocated		909.000	\$ 3,890,600
Districts - Total		-	\$ -
Charters - Total		-	\$ -
Grand Total		909.000	\$ 3,890,600

**BASIC SCHOOL PROGRAMS
FY2023-2024 LEGISLATIVE ESTIMATES**

TOTAL SPECIAL EDUCATION

		WPU Value =	\$4,280
		WPU's Approp. =	119,726
LEA ID	LEA NAME	WPU's	AMOUNT
1	Alpine	13,268.238	\$ 56,788,059
2	Beaver	290.122	\$ 1,241,722
3	Box Elder	2,108.080	\$ 9,022,583
4	Cache	3,365.932	\$ 14,406,188
5	Carbon	824.356	\$ 3,528,242
6	Daggett	32.545	\$ 139,291
7	Davis	11,869.662	\$ 50,802,151
8	Duchesne	1,347.344	\$ 5,766,630
9	Emery	513.131	\$ 2,196,201
10	Garfield	173.676	\$ 743,334
11	Grand	257.528	\$ 1,102,218
12	Granite	10,332.269	\$ 44,222,111
13	Iron	1,840.375	\$ 7,876,805
14	Jordan	10,155.358	\$ 43,464,933
15	Juab	434.939	\$ 1,861,541
16	Kane	271.959	\$ 1,163,985
17	Millard	645.430	\$ 2,762,441
18	Morgan	458.079	\$ 1,960,580
19	Nebo	7,021.125	\$ 30,050,416
20	North Sanpete	477.199	\$ 2,042,412
21	North Summit	180.206	\$ 771,280
22	Park City	518.279	\$ 2,218,233
23	Piute	61.322	\$ 262,457
24	Rich	121.389	\$ 519,544
25	San Juan	534.927	\$ 2,289,487
26	Sevier	824.856	\$ 3,530,385
27	South Sanpete	625.935	\$ 2,679,003
28	South Summit	225.504	\$ 965,158
29	Tintic	28.859	\$ 123,518
30	Tooele	2,582.022	\$ 11,051,053
31	Uintah	1,415.731	\$ 6,059,331
32	Wasatch	841.038	\$ 3,599,643
33	Washington	5,807.520	\$ 24,856,185
34	Wayne	106.564	\$ 456,096
35	Weber	5,988.473	\$ 25,630,663
36	Salt Lake	3,678.353	\$ 15,743,351
37	Ogden	1,965.085	\$ 8,410,562
38	Provo	2,461.109	\$ 10,533,548
39	Logan	998.977	\$ 4,275,622
40	Murray	1,041.577	\$ 4,457,948
42	Canyons	5,160.305	\$ 22,086,107
68	Ogden Prep	177.566	\$ 759,981

BASIC SCHOOL PROGRAMS FY2023-2024 LEGISLATIVE ESTIMATES			
TOTAL SPECIAL EDUCATION			
		WPU Value =	\$4,280
		WPU's Approp. =	119,726
LEA ID	LEA NAME	WPU's	AMOUNT
74	American Prep	1,019.395	\$ 4,363,009
81	Walden School	101.331	\$ 433,695
82	Freedom Academy	508.113	\$ 2,174,722
83	AMES	31.170	\$ 133,406
86	Pinnacle Canyon	200.207	\$ 856,885
87	City Academy	35.965	\$ 153,932
89	Soldier Hollow	109.665	\$ 469,365
91	Utah Arts Academy	38.345	\$ 164,116
92	Uintah River High	21.718	\$ 92,954
93	John Hancock	203.215	\$ 869,759
94	Thomas Edison - North	316.650	\$ 1,355,263
95	Timpanogos Academy	103.601	\$ 443,411
97	Salt Lake Arts	49.227	\$ 210,690
98	Fast Forward	113.649	\$ 486,419
A1	NUAMES	49.074	\$ 210,038
A2	Ranches Academy	78.081	\$ 334,186
A3	DaVinci Academy	194.980	\$ 834,514
A4	Summit Academy	576.747	\$ 2,468,479
A5	Itineris	10.617	\$ 45,441
A6	North Davis Prep	122.659	\$ 524,983
A7	Moab Charter	33.253	\$ 142,323
A8	East Hollywood High	79.815	\$ 341,609
A9	SUCCESS Academy	3.529	\$ 15,104
1B	UCAS	11.680	\$ 49,989
2B	Lincoln Academy	124.005	\$ 530,743
3B	Beehive Science & Tech	192.037	\$ 821,917
4B	Wasatch Peak	75.575	\$ 323,463
5B	North Star Academy	54.769	\$ 234,410
7B	Reagan Academy	112.310	\$ 480,686
8B	American Leadership	239.444	\$ 1,024,819
9B	Navigator Pointe	80.703	\$ 345,407
1C	Odyssey	75.389	\$ 322,665
2C	InTech Collegiate HS	21.480	\$ 91,935
3C	Entheos Academy	216.401	\$ 926,196
4C	Lakeview	139.217	\$ 595,847
5C	Legacy Preparatory	165.667	\$ 709,054
7C	Monticello	238.790	\$ 1,022,020
8C	Mountainville	141.200	\$ 604,335
9C	Paradigm High	74.205	\$ 317,596
1D	Renaissance	139.957	\$ 599,015
2D	Channing Hall	71.818	\$ 307,381
3D	Spectrum	3,887.897	\$ 16,640,198

**BASIC SCHOOL PROGRAMS
FY2023-2024 LEGISLATIVE ESTIMATES**

TOTAL SPECIAL EDUCATION

		WPU Value =	\$4,280
		WPU's Approp. =	119,726
LEA ID	LEA NAME	WPU's	AMOUNT
4D	Syracuse Arts	516.592	\$ 2,211,015
5D	George Washington	135.029	\$ 577,923
6D	Noah Webster	72.339	\$ 309,610
7D	Salt Lake SPA	31.743	\$ 135,861
8D	Open Classroom	56.683	\$ 242,605
9D	Canyon Rim	60.570	\$ 259,239
1E	Guadalupe Schools	32.687	\$ 139,899
2E	Karl G. Maeser	69.643	\$ 298,071
3E	C.S. Lewis Academy	68.753	\$ 294,265
4E	Dual Immersion Academy	62.265	\$ 266,496
5E	Edith Bowen	68.244	\$ 292,084
7E	Gateway Preparatory	166.113	\$ 710,963
8E	Merit College Preparatory	150.747	\$ 645,197
9E	Providence Hall	506.422	\$ 2,167,488
1F	Quest Academy	236.253	\$ 1,011,163
2F	Rockwell HS	79.438	\$ 339,997
3F	Venture	163.133	\$ 698,211
4F	Center for Science Ed.	70.423	\$ 301,412
5F	Utah Virtual Academy	536.790	\$ 2,297,463
6F	The Early Light Academy	204.063	\$ 873,391
7F	Excelsior Academy	417.589	\$ 1,787,279
8F	Hawthorn Academy	348.341	\$ 1,490,900
9F	Mountain Heights Academy	178.363	\$ 763,393
1G	Jefferson Academy	88.749	\$ 379,844
2G	Vista at Entrada	170.799	\$ 731,020
3G	Bear River CS	39.425	\$ 168,740
4G	Maria Montessori	143.039	\$ 612,209
5G	Canyon Grove Academy	106.506	\$ 455,845
6G	Weilenmann School	58.650	\$ 251,021
7G	Summit Academy HS	109.713	\$ 469,574
8G	Good Foundations	98.695	\$ 422,413
2H	Utah Connections	155.717	\$ 666,469
3H	Endeavor Hall	61.497	\$ 263,207
5H	HighMark CS	83.709	\$ 358,274
6H	Promontory School	85.142	\$ 364,407
7H	Pacific Heritage Acad.	44.818	\$ 191,823
8H	Valley Academy	94.681	\$ 405,234
1I	UT International Charter	18.293	\$ 78,294
2I	Esperanza Elementary	69.420	\$ 297,120
3I	Leadership Learning	263.029	\$ 1,125,765
4I	Mana Academy	29.971	\$ 128,277
5I	Voyage Academy	72.931	\$ 312,145

BASIC SCHOOL PROGRAMS FY2023-2024 LEGISLATIVE ESTIMATES			
TOTAL SPECIAL EDUCATION			
		WPU Value =	\$4,280
		WPU's Approp. =	119,726
LEA ID	LEA NAME	WPU's	AMOUNT
7I	WSU Charter School	-	\$ -
8I	Winter Sports School	5.752	\$ 24,619
9I	Utah Career Path HS	56.983	\$ 243,885
2J	Ascent Academies	1,031.616	\$ 4,415,316
3J	Dixie Montessorri Academy	79.995	\$ 342,379
5J	Mountain West Montessori	81.831	\$ 350,238
6J	Scholar Academy	97.017	\$ 415,232
7J	Greenwood	72.077	\$ 308,489
8J	Terra Academy	133.242	\$ 570,277
9J	Lumen Scholar Institute	106.267	\$ 454,821
1K	Vanguard Academy	28.903	\$ 123,705
2K	Utah Military Academy	434.514	\$ 1,859,722
3K	Roots Charter School	62.555	\$ 267,734
4K	Athenian eAcademy	119.449	\$ 511,244
5K	Wasatch Waldorf Academy	109.169	\$ 467,245
6K	Franklin Discovery Academy	105.475	\$ 451,435
7K	Wallace Stegner Academy	317.790	\$ 1,360,143
8K	American Academy of Innovation	64.132	\$ 274,487
9K	St. George Academy	51.380	\$ 219,905
1L	Athlos Academy	118.119	\$ 505,551
2L	CCID	124.259	\$ 531,829
3L	Leadership Academy of Utah	49.164	\$ 210,420
5L	Ignite Entrepreneurship Academy	79.109	\$ 338,588
6L	Bonneville Academy	86.584	\$ 370,581
7L	Ivy Preparatory Academy	60.880	\$ 260,568
8L	REAL Salt Lake Academy High	59.303	\$ 253,815
1M	Advantage Arts Academy	46.939	\$ 200,897
3M	Bridge Elementary	117.661	\$ 503,587
4M	Mountain Sunrise Academy	116.737	\$ 499,636
7M	Career Academy of Utah	7.231	\$ 30,951
Unallocated		(1,221.635)	\$ (5,228,579)
Districts - Total		100,855.378	\$ 431,661,018
Charters - Total		20,092.257	\$ 85,994,861
Grand Total		119,726.000	\$ 512,427,300

**BASIC SCHOOL PROGRAMS
FY2023-2024 LEGISLATIVE ESTIMATES**

CAREER & TECHNOLOGY ADD-ON

Program =	24PPK	WPU Value =	\$4,280
Rev. Code =	3155	WPU's Approp. =	29,257
ID	LEA NAME	WPU's	AMOUNT
1	Alpine	3,567.380	\$ 15,268,380
2	Beaver	144.790	\$ 619,705
3	Box Elder	672.890	\$ 2,879,983
4	Cache	1,000.980	\$ 4,284,184
5	Carbon	144.580	\$ 618,805
6	Daggett	50.970	\$ 218,143
7	Davis	3,083.840	\$ 13,198,814
8	Duchesne	353.210	\$ 1,511,742
9	Emery	180.140	\$ 770,990
10	Garfield	137.340	\$ 587,821
11	Grand	138.340	\$ 592,114
12	Granite	2,505.930	\$ 10,725,362
13	Iron	407.380	\$ 1,743,583
14	Jordan	2,276.170	\$ 9,741,985
15	Juab	178.770	\$ 765,136
16	Kane	137.230	\$ 587,332
17	Millard	226.280	\$ 968,470
18	Morgan	200.060	\$ 856,256
19	Nebo	1,742.090	\$ 7,456,128
20	North Sanpete	186.270	\$ 797,244
21	North Summit	112.720	\$ 482,425
22	Park City	129.690	\$ 555,075
23	Piute	84.410	\$ 361,274
24	Rich	39.510	\$ 169,115
25	San Juan	277.430	\$ 1,187,417
26	Sevier	388.900	\$ 1,664,485
27	South Sanpete	262.570	\$ 1,123,786
28	South Summit	208.700	\$ 893,240
29	Tintic	70.520	\$ 301,835
30	Tooele	946.050	\$ 4,049,074
31	Uintah	296.690	\$ 1,269,831
32	Wasatch	390.360	\$ 1,670,735
33	Washington	1,606.190	\$ 6,874,466
34	Wayne	92.010	\$ 393,799
35	Weber	1,787.720	\$ 7,651,428
36	Salt Lake	787.320	\$ 3,369,721
37	Ogden	414.380	\$ 1,773,558
38	Provo	557.340	\$ 2,385,394
39	Logan	199.370	\$ 853,324
40	Murray	258.030	\$ 1,104,352
42	Canyons	1,309.130	\$ 5,603,063
68	Ogden Prep	1.460	\$ 6,242

**BASIC SCHOOL PROGRAMS
FY2023-2024 LEGISLATIVE ESTIMATES**

CAREER & TECHNOLOGY ADD-ON

Program =	24PPK	WPU Value =	\$4,280
Rev. Code =	3155	WPUs Approp. =	29,257
ID	LEA NAME	WPU's	AMOUNT
74	American Prep	-	\$ -
81	Walden School	18.720	\$ 80,132
82	Freedom Academy	28.080	\$ 120,195
83	AMES	40.270	\$ 172,358
86	Pinnacle Canyon	1.040	\$ 4,456
87	City Academy	5.670	\$ 24,278
89	Soldier Hollow	-	\$ -
91	Utah Arts Academy	4.670	\$ 20,000
92	Uintah River High	-	\$ -
93	John Hancock	-	\$ -
94	Thomas Edison - North	11.880	\$ 50,837
95	Timpanogos Academy	-	\$ -
97	Salt Lake Arts	-	\$ -
98	Fast Forward	41.590	\$ 177,981
A1	NUAMES	157.850	\$ 675,607
A2	Ranches Academy	-	\$ -
A3	DaVinci Academy	6.170	\$ 26,396
A4	Summit Academy	12.130	\$ 51,909
A5	Itineris	43.660	\$ 186,881
A6	North Davis Prep	5.970	\$ 25,528
A7	Moab Charter	-	\$ -
A8	East Hollywood High	38.510	\$ 164,833
A9	SUCCESS Academy	29.060	\$ 124,371
1B	UCAS	45.240	\$ 193,620
2B	Lincoln Academy	6.140	\$ 26,282
3B	Beehive Science & Tech	30.640	\$ 131,159
4B	Wasatch Peak	-	\$ -
5B	North Star Academy	1.200	\$ 5,151
7B	Reagan Academy	-	\$ -
8B	American Leadership	43.350	\$ 185,517
9B	Navigator Pointe	-	\$ -
1C	Odyssey	-	\$ -
2C	InTech Collegiate HS	48.290	\$ 206,685
3C	Entheos Academy	2.350	\$ 10,044
4C	Lakeview	1.420	\$ 6,064
5C	Legacy Preparatory	1.370	\$ 5,865
7C	Monticello	1.290	\$ 5,508
8C	Mountainville	-	\$ -
9C	Paradigm High	-	\$ -
1D	Renaissance	-	\$ -
2D	Channing Hall	1.170	\$ 5,012
3D	Spectrum	50.850	\$ 217,617

**BASIC SCHOOL PROGRAMS
FY2023-2024 LEGISLATIVE ESTIMATES**

CAREER & TECHNOLOGY ADD-ON

Program =	24PPK	WPU Value =	\$4,280
Rev. Code =	3155	WPU's Approp. =	29,257
ID	LEA NAME	WPU's	AMOUNT
4D	Syracuse Arts	6.780	\$ 28,996
5D	George Washington	6.070	\$ 25,965
6D	Noah Webster	-	\$ -
7D	Salt Lake SPA	26.820	\$ 114,787
8D	Open Classroom	4.670	\$ 20,000
9D	Canyon Rim	-	\$ -
1E	Guadalupe Schools	-	\$ -
2E	Karl G. Maeser	-	\$ -
3E	C.S. Lewis Academy	-	\$ -
4E	Dual Immersion Academy	-	\$ -
5E	Edith Bowen	-	\$ -
7E	Gateway Preparatory	1.260	\$ 5,409
8E	Merit College Preparatory	39.220	\$ 167,843
9E	Providence Hall	59.730	\$ 255,648
1F	Quest Academy	1.410	\$ 6,024
2F	Rockwell HS	11.090	\$ 47,462
3F	Venture	-	\$ -
4F	Center for Science Ed.	4.670	\$ 20,000
5F	Utah Virtual Academy	83.830	\$ 358,808
6F	The Early Light Academy	6.070	\$ 25,965
7F	Excelsior Academy	-	\$ -
8F	Hawthorn Academy	6.090	\$ 26,064
9F	Mountain Heights Academy	-	\$ -
1G	Jefferson Academy	-	\$ -
2G	Vista at Entrada	4.670	\$ 20,000
3G	Bear River CS	-	\$ -
4G	Maria Montessori	-	\$ -
5G	Canyon Grove Academy	-	\$ -
6G	Weilenmann School	-	\$ -
7G	Summit Academy HS	89.550	\$ 383,255
8G	Good Foundations	-	\$ -
2H	Utah Connections	-	\$ -
3H	Endeavor Hall	-	\$ -
5H	HighMark CS	1.360	\$ 5,826
6H	Promontory School	-	\$ -
7H	Pacific Heritage Acad.	-	\$ -
8H	Valley Academy	1.180	\$ 5,032
1I	UT International Charter	-	\$ -
2I	Esperanza Elementary	-	\$ -
3I	Leadership Learning	-	\$ -
4I	Mana Academy	-	\$ -
5I	Voyage Academy	-	\$ -

BASIC SCHOOL PROGRAMS FY2023-2024 LEGISLATIVE ESTIMATES			
CAREER & TECHNOLOGY ADD-ON			
Program =	24PPK	WPU Value =	\$4,280
Rev. Code =	3155	WPU's Approp. =	29,257
ID	LEA NAME	WPU's	AMOUNT
7I	WSU Charter School	-	\$ -
8I	Winter Sports School	4.670	\$ 20,000
9I	Utah Career Path HS	-	\$ -
2J	Ascent Academies	3.560	\$ 15,234
3J	Dixie Montessorri Academy	-	\$ -
5J	Mountain West Montessori	5.820	\$ 24,893
6J	Scholar Academy	1.250	\$ 5,369
7J	Greenwood	-	\$ -
8J	Terra Academy	1.170	\$ 4,992
9J	Lumen Scholar Institute	-	\$ -
1K	Vanguard Academy	55.750	\$ 238,597
2K	Utah Military Academy	-	\$ -
3K	Roots Charter School	21.310	\$ 91,218
4K	Athenian eAcademy	-	\$ -
5K	Wasatch Waldorf Academy	-	\$ -
6K	Franklin Discovery Academy	-	\$ -
7K	Wallace Stegner Academy	-	\$ -
8K	American Academy of Innovation	34.780	\$ 148,846
9K	St. George Academy	-	\$ -
1L	Athlos Academy	5.710	\$ 24,456
2L	CCID	-	\$ -
3L	Leadership Academy of Utah	-	\$ -
5L	Ignite Entrepreneurship Academy	1.070	\$ 4,575
6L	Bonneville Academy	-	\$ -
7L	Ivy Preparatory Academy	-	\$ -
8L	REAL Salt Lake Academy High	23.140	\$ 99,031
1M	Advantage Arts Academy	-	\$ -
3M	Bridge Elementary	-	\$ -
4M	Mountain Sunrise Academy	-	\$ -
7M	Career Academy of Utah	-	\$ -
70	Sevier School District (CUES)	-	\$ -
71	Wasatch School District (NUES)	-	\$ -
72	Carbon Co School District (SESC)	-	\$ -
73	Iron Co School District (SEDC)	-	\$ -
Unallocated		510.580	\$ 2,185,603
Districts - Total		22,215.900	\$ 95,083,891
Charters - Total		1,144.480	\$ 4,898,254
Grand Total		23,870.960	\$ 102,167,748

**BASIC SCHOOL PROGRAMS
FY2023-2024 LEGISLATIVE ESTIMATES**

STUDENTS AT-RISK

Program =	24PPR	WPU Value =	\$4,280
Rev. Code =	3230	WPU's Approp. =	23,102
ID	LEA NAME	WPU's	AMOUNT
1	Alpine	1,921.240	\$ 8,222,907
2	Beaver	75.960	\$ 325,109
3	Box Elder	406.600	\$ 1,740,248
4	Cache	668.480	\$ 2,861,094
5	Carbon	158.620	\$ 678,894
6	Daggett	8.600	\$ 36,808
7	Davis	1,362.760	\$ 5,832,613
8	Duchesne	224.200	\$ 959,576
9	Emery	118.340	\$ 506,495
10	Garfield	51.980	\$ 222,474
11	Grand	73.920	\$ 316,378
12	Granite	3,570.320	\$ 15,280,970
13	Iron	464.380	\$ 1,987,546
14	Jordan	1,250.180	\$ 5,350,770
15	Juab	69.400	\$ 297,032
16	Kane	55.960	\$ 239,509
17	Millard	152.400	\$ 652,272
18	Morgan	35.800	\$ 153,224
19	Nebo	958.620	\$ 4,102,894
20	North Sanpete	148.920	\$ 637,378
21	North Summit	26.400	\$ 112,992
22	Park City	93.900	\$ 401,892
23	Piute	20.700	\$ 88,596
24	Rich	25.300	\$ 108,284
25	San Juan	326.420	\$ 1,397,078
26	Sevier	205.740	\$ 880,567
27	South Sanpete	160.840	\$ 688,395
28	South Summit	43.820	\$ 187,550
29	Tintic	13.700	\$ 113,170
30	Tooele	573.660	\$ 2,455,265
31	Uintah	299.000	\$ 1,279,720
32	Wasatch	238.860	\$ 1,022,321
33	Washington	1,151.500	\$ 4,928,420
34	Wayne	26.560	\$ 115,447
35	Weber	873.780	\$ 3,739,778
36	Salt Lake	1,212.780	\$ 5,190,698
37	Ogden	660.840	\$ 2,828,395
38	Provo	620.200	\$ 2,654,456
39	Logan	333.440	\$ 1,427,123
40	Murray	220.040	\$ 941,771
42	Canyons	1,101.020	\$ 4,712,366
68	Ogden Prep	83.900	\$ 359,092

**BASIC SCHOOL PROGRAMS
FY2023-2024 LEGISLATIVE ESTIMATES**

STUDENTS AT-RISK

Program =	24PPR	WPU Value =	\$4,280
Rev. Code =	3230	WPU's Approp. =	23,102
ID	LEA NAME	WPU's	AMOUNT
74	American Prep	244.540	\$ 1,046,631
81	Walden School	22.380	\$ 95,786
82	Freedom Academy	96.580	\$ 413,362
83	AMES	12.540	\$ 53,671
86	Pinnacle Canyon	32.100	\$ 137,388
87	City Academy	10.660	\$ 45,625
89	Soldier Hollow	6.400	\$ 27,392
91	Utah Arts Academy	11.900	\$ 74,841
92	Uintah River High	6.800	\$ 29,104
93	John Hancock	9.700	\$ 41,516
94	Thomas Edison - North	38.560	\$ 165,037
95	Timpanogos Academy	8.900	\$ 38,092
97	Salt Lake Arts	8.080	\$ 34,582
98	Fast Forward	20.200	\$ 86,456
A1	NUAMES	19.340	\$ 82,775
A2	Ranches Academy	10.400	\$ 44,512
A3	DaVinci Academy	46.520	\$ 199,106
A4	Summit Academy	43.660	\$ 186,865
A5	Itineris	13.600	\$ 58,208
A6	North Davis Prep	37.360	\$ 159,901
A7	Moab Charter	9.120	\$ 39,034
A8	East Hollywood High	20.300	\$ 86,884
A9	SUCCESS Academy	13.560	\$ 58,037
1B	UCAS	13.920	\$ 59,578
2B	Lincoln Academy	21.920	\$ 93,818
3B	Beehive Science & Tech	19.840	\$ 84,915
4B	Wasatch Peak	15.240	\$ 65,227
5B	North Star Academy	9.200	\$ 39,376
7B	Reagan Academy	20.120	\$ 86,114
8B	American Leadership	72.900	\$ 312,012
9B	Navigator Pointe	5.160	\$ 26,207
1C	Odyssey	13.480	\$ 57,694
2C	InTech Collegiate HS	9.820	\$ 42,030
3C	Entheos Academy	67.580	\$ 289,242
4C	Lakeview	16.660	\$ 71,305
5C	Legacy Preparatory	10.540	\$ 50,204
7C	Monticello	64.320	\$ 275,290
8C	Mountainville	11.200	\$ 47,936
9C	Paradigm High	10.280	\$ 43,998
1D	Renaissance	13.920	\$ 59,578
2D	Channing Hall	13.700	\$ 58,636
3D	Spectrum	51.060	\$ 218,537

**BASIC SCHOOL PROGRAMS
FY2023-2024 LEGISLATIVE ESTIMATES**

STUDENTS AT-RISK

Program =	24PPR	WPU Value =	\$4,280
Rev. Code =	3230	WPU's Approp. =	23,102
ID	LEA NAME	WPU's	AMOUNT
4D	Syracuse Arts	38.200	\$ 163,496
5D	George Washington	28.820	\$ 123,350
6D	Noah Webster	29.780	\$ 127,458
7D	Salt Lake SPA	7.780	\$ 33,298
8D	Open Classroom	15.460	\$ 66,169
9D	Canyon Rim	9.460	\$ 40,489
1E	Guadalupe Schools	32.140	\$ 151,477
2E	Karl G. Maeser	9.600	\$ 41,088
3E	C.S. Lewis Academy	24.960	\$ 106,829
4E	Dual Immersion Academy	44.140	\$ 188,919
5E	Edith Bowen	13.500	\$ 57,780
7E	Gateway Preparatory	42.380	\$ 181,386
8E	Merit College Preparatory	22.940	\$ 98,183
9E	Providence Hall	48.720	\$ 208,522
1F	Quest Academy	25.440	\$ 108,883
2F	Rockwell HS	10.100	\$ 43,228
3F	Venture	29.740	\$ 127,287
4F	Center for Science Ed.	22.540	\$ 96,471
5F	Utah Virtual Academy	89.920	\$ 384,858
6F	The Early Light Academy	19.300	\$ 82,604
7F	Excelsior Academy	35.500	\$ 151,940
8F	Hawthorn Academy	44.880	\$ 192,086
9F	Mountain Heights Academy	18.320	\$ 78,410
1G	Jefferson Academy	12.940	\$ 55,383
2G	Vista at Entrada	49.000	\$ 209,720
3G	Bear River CS	9.320	\$ 39,890
4G	Maria Montessori	12.300	\$ 52,644
5G	Canyon Grove Academy	13.200	\$ 56,496
6G	Weilenmann School	6.320	\$ 31,312
7G	Summit Academy HS	13.400	\$ 57,352
8G	Good Foundations	19.880	\$ 85,086
2H	Utah Connections	34.900	\$ 149,372
3H	Endeavor Hall	27.680	\$ 118,470
5H	HighMark CS	6.600	\$ 41,521
6H	Promontory School	21.800	\$ 93,304
7H	Pacific Heritage Acad.	34.700	\$ 148,516
8H	Valley Academy	31.180	\$ 133,450
1I	UT International Charter	13.560	\$ 156,820
2I	Esperanza Elementary	37.260	\$ 159,473
3I	Leadership Learning	44.080	\$ 188,662
4I	Mana Academy	35.560	\$ 152,197
5I	Voyage Academy	16.920	\$ 72,418

**BASIC SCHOOL PROGRAMS
FY2023-2024 LEGISLATIVE ESTIMATES**

STUDENTS AT-RISK

Program =	24PPR	WPU Value =	\$4,280
Rev. Code =	3230	WPU's Approp. =	23,102
ID	LEA NAME	WPU's	AMOUNT
7I	WSU Charter School	-	\$ -
8I	Winter Sports School	5.000	\$ 21,400
9I	Utah Career Path HS	6.980	\$ 29,874
2J	Ascent Academies	112.220	\$ 480,302
3J	Dixie Montessorri Academy	14.860	\$ 63,601
5J	Mountain West Montessori	12.840	\$ 54,955
6J	Scholar Academy	30.080	\$ 128,742
7J	Greenwood	25.440	\$ 108,883
8J	Terra Academy	20.800	\$ 89,024
9J	Lumen Scholar Institute	10.000	\$ 42,800
1K	Vanguard Academy	41.100	\$ 175,908
2K	Utah Military Academy	36.400	\$ 155,792
3K	Roots Charter School	19.220	\$ 82,262
4K	Athenian eAcademy	26.440	\$ 113,163
5K	Wasatch Waldorf Academy	16.100	\$ 68,908
6K	Franklin Discovery Academy	22.160	\$ 94,845
7K	Wallace Stegner Academy	109.940	\$ 470,543
8K	American Academy of Innovation	12.680	\$ 54,270
9K	St. George Academy	8.000	\$ 34,240
1L	Athlos Academy	24.420	\$ 104,518
2L	CCID	20.160	\$ 86,285
3L	Leadership Academy of Utah	12.300	\$ 52,644
5L	Ignite Entrepreneurship Academy	5.400	\$ 34,079
6L	Bonneville Academy	14.860	\$ 63,601
7L	Ivy Preparatory Academy	24.800	\$ 106,144
8L	REAL Salt Lake Academy High	8.680	\$ 37,150
1M	Advantage Arts Academy	15.040	\$ 64,371
3M	Bridge Elementary	27.340	\$ 117,015
4M	Mountain Sunrise Academy	8.460	\$ 36,209
7M	Career Academy of Utah	8.200	\$ 35,096
Unallocated		4.720	\$ 376,109
Districts - Total		20,005.180	\$ 85,678,475
Charters - Total		3,092.100	\$ 13,408,516
Grand Total		23,102.000	\$ 99,463,100

**BASIC SCHOOL PROGRAMS
FY2023-2024 LEGISLATIVE ESTIMATES**

CLASS SIZE REDUCTION

Program =	24PPL	WPU Value =	\$4,280
Rev. Code =	3230	WPU's Approp. =	42,604
ID	LEA NAME	WPU's	AMOUNT
1	Alpine	5,305.336	\$ 22,706,840
2	Beaver	94.757	\$ 405,560
3	Box Elder	784.675	\$ 3,358,408
4	Cache	1,217.761	\$ 5,212,017
5	Carbon	209.121	\$ 895,039
6	Daggett	9.808	\$ 41,979
7	Davis	4,391.416	\$ 18,795,260
8	Duchesne	328.787	\$ 1,407,210
9	Emery	127.750	\$ 546,769
10	Garfield	84.709	\$ 362,556
11	Grand	88.524	\$ 378,884
12	Granite	3,525.009	\$ 15,087,037
13	Iron	853.956	\$ 3,654,932
14	Jordan	3,500.791	\$ 14,983,386
15	Juab	167.265	\$ 715,893
16	Kane	90.931	\$ 389,183
17	Millard	204.434	\$ 874,979
18	Morgan	200.082	\$ 856,350
19	Nebo	2,284.791	\$ 9,778,906
20	North Sanpete	155.220	\$ 664,342
21	North Summit	65.559	\$ 280,591
22	Park City	255.561	\$ 1,093,801
23	Piute	13.940	\$ 59,662
24	Rich	32.576	\$ 139,424
25	San Juan	183.520	\$ 785,467
26	Sevier	290.160	\$ 1,241,883
27	South Sanpete	197.146	\$ 843,784
28	South Summit	103.112	\$ 441,317
29	Tintic	15.444	\$ 66,099
30	Tooele	1,584.012	\$ 6,779,572
31	Uintah	433.202	\$ 1,854,105
32	Wasatch	595.293	\$ 2,547,854
33	Washington	2,121.963	\$ 9,082,001
34	Wayne	27.752	\$ 118,778
35	Weber	2,009.225	\$ 8,599,482
36	Salt Lake	1,140.462	\$ 4,881,177
37	Ogden	623.756	\$ 2,669,675
38	Provo	841.019	\$ 3,599,563
39	Logan	343.936	\$ 1,472,044
40	Murray	360.012	\$ 1,540,853
42	Canyons	1,988.114	\$ 8,509,128
68	Ogden Prep	84.306	\$ 360,829

**BASIC SCHOOL PROGRAMS
FY2023-2024 LEGISLATIVE ESTIMATES**

CLASS SIZE REDUCTION

Program =	24PPL	WPU Value =	\$4,280
Rev. Code =	3230	WPU's Approp. =	42,604
ID	LEA NAME	WPU's	AMOUNT
74	American Prep	406.479	\$ 1,739,729
81	Walden School	26.314	\$ 112,624
82	Freedom Academy	167.030	\$ 714,889
83	AMES	-	\$ -
86	Pinnacle Canyon	22.878	\$ 97,918
87	City Academy	3.099	\$ 13,265
89	Soldier Hollow	30.295	\$ 129,662
91	Utah Arts Academy	-	\$ -
92	Uintah River High	-	\$ -
93	John Hancock	54.016	\$ 231,190
94	Thomas Edison - North	108.513	\$ 464,437
95	Timpanogos Academy	47.762	\$ 204,420
97	Salt Lake Arts	37.950	\$ 162,426
98	Fast Forward	-	\$ -
A1	NUAMES	-	\$ -
A2	Ranches Academy	33.700	\$ 144,237
A3	DaVinci Academy	81.075	\$ 347,003
A4	Summit Academy	188.123	\$ 805,166
A5	Itineris	-	\$ -
A6	North Davis Prep	82.103	\$ 351,402
A7	Moab Charter	6.252	\$ 26,757
A8	East Hollywood High	-	\$ -
A9	SUCCESS Academy	-	\$ -
1B	UCAS	-	\$ -
2B	Lincoln Academy	75.053	\$ 321,229
3B	Beehive Science & Tech	56.271	\$ 240,839
4B	Wasatch Peak	44.709	\$ 191,356
5B	North Star Academy	44.098	\$ 188,741
7B	Reagan Academy	62.741	\$ 268,530
8B	American Leadership	107.274	\$ 459,132
9B	Navigator Pointe	37.649	\$ 161,140
1C	Odyssey	34.646	\$ 148,287
2C	InTech Collegiate HS	5.846	\$ 25,021
3C	Entheos Academy	97.510	\$ 417,345
4C	Lakeview	84.649	\$ 362,300
5C	Legacy Preparatory	79.295	\$ 339,383
7C	Monticello	100.297	\$ 429,270
8C	Mountainville	68.628	\$ 293,727
9C	Paradigm High	8.277	\$ 35,425
1D	Renaissance	68.778	\$ 294,368
2D	Channing Hall	53.629	\$ 229,532
3D	Spectrum	65.193	\$ 279,026

**BASIC SCHOOL PROGRAMS
FY2023-2024 LEGISLATIVE ESTIMATES**

CLASS SIZE REDUCTION

Program =	24PPL	WPU Value =	\$4,280
Rev. Code =	3230	WPU's Approp. =	42,604
ID	LEA NAME	WPU's	AMOUNT
4D	Syracuse Arts	147.473	\$ 631,182
5D	George Washington	91.946	\$ 393,530
6D	Noah Webster	50.093	\$ 214,400
7D	Salt Lake SPA	-	\$ -
8D	Open Classroom	26.858	\$ 114,953
9D	Canyon Rim	48.515	\$ 207,644
1E	Guadalupe Schools	26.519	\$ 113,503
2E	Karl G. Maeser	19.090	\$ 81,703
3E	C.S. Lewis Academy	27.087	\$ 115,933
4E	Dual Immersion Academy	44.087	\$ 188,692
5E	Edith Bowen	33.167	\$ 141,954
7E	Gateway Preparatory	62.132	\$ 265,927
8E	Merit College Preparatory	11.479	\$ 49,131
9E	Providence Hall	138.597	\$ 593,196
1F	Quest Academy	85.286	\$ 365,025
2F	Rockwell HS	5.092	\$ 21,793
3F	Venture	41.804	\$ 178,923
4F	Center for Science Ed.	-	\$ -
5F	Utah Virtual Academy	80.650	\$ 345,184
6F	The Early Light Academy	82.138	\$ 351,551
7F	Excelsior Academy	126.170	\$ 540,007
8F	Hawthorn Academy	118.559	\$ 507,432
9F	Mountain Heights Academy	22.774	\$ 97,471
1G	Jefferson Academy	56.795	\$ 243,083
2G	Vista at Entrada	96.291	\$ 412,124
3G	Bear River CS	15.084	\$ 64,559
4G	Maria Montessori	33.289	\$ 142,479
5G	Canyon Grove Academy	59.615	\$ 255,153
6G	Weilenmann School	47.852	\$ 204,806
7G	Summit Academy HS	-	\$ -
8G	Good Foundations	39.512	\$ 169,110
2H	Utah Connections	58.635	\$ 250,959
3H	Endeavor Hall	25.623	\$ 109,666
5H	HighMark CS	53.802	\$ 230,272
6H	Promontory School	41.311	\$ 176,811
7H	Pacific Heritage Acad.	29.508	\$ 126,294
8H	Valley Academy	49.643	\$ 212,472
1I	UT International Charter	6.846	\$ 29,300
2I	Esperanza Elementary	49.117	\$ 210,222
3I	Leadership Learning	78.555	\$ 336,216
4I	Mana Academy	22.080	\$ 94,500
5I	Voyage Academy	48.344	\$ 206,913

BASIC SCHOOL PROGRAMS FY2023-2024 LEGISLATIVE ESTIMATES			
CLASS SIZE REDUCTION			
Program =	24PPL	WPU Value =	\$4,280
Rev. Code =	3230	WPU's Approp. =	42,604
ID	LEA NAME	WPU's	AMOUNT
7I	WSU Charter School	-	\$ -
8I	Winter Sports School	-	\$ -
9I	Utah Career Path HS	-	\$ -
2J	Ascent Academies	233.335	\$ 998,673
3J	Dixie Montessorri Academy	20.573	\$ 88,051
5J	Mountain West Montessori	39.605	\$ 169,508
6J	Scholar Academy	61.888	\$ 264,882
7J	Greenwood	33.767	\$ 144,523
8J	Terra Academy	41.464	\$ 177,464
9J	Lumen Scholar Institute	21.830	\$ 93,431
1K	Vanguard Academy	20.840	\$ 89,195
2K	Utah Military Academy	27.262	\$ 116,682
3K	Roots Charter School	-	\$ -
4K	Athenian eAcademy	47.248	\$ 202,221
5K	Wasatch Waldorf Academy	57.869	\$ 247,679
6K	Franklin Discovery Academy	60.698	\$ 259,785
7K	Wallace Stegner Academy	126.203	\$ 540,150
8K	American Academy of Innovation	13.994	\$ 59,894
9K	St. George Academy	3.827	\$ 16,379
1L	Athlos Academy	43.036	\$ 184,194
2L	CCID	42.365	\$ 181,320
3L	Leadership Academy of Utah	15.526	\$ 66,451
5L	Ignite Entrepreneurship Academy	48.035	\$ 205,589
6L	Bonneville Academy	40.461	\$ 173,175
7L	Ivy Preparatory Academy	36.952	\$ 158,154
8L	REAL Salt Lake Academy High	-	\$ -
1M	Advantage Arts Academy	31.456	\$ 134,633
3M	Bridge Elementary	50.049	\$ 214,208
4M	Mountain Sunrise Academy	45.976	\$ 196,778
7M	Career Academy of Utah	6.009	\$ 25,719
Unallocated		(0.000)	\$ -
Districts - Total		36,850.887	\$ 157,721,788
Charters - Total		5,746.124	\$ 24,593,412
Grand Total		42,597.011	\$ 182,315,200

**BASIC SCHOOL PROGRAMS
FY2023-2024 LEGISLATIVE ESTIMATES**

TOTAL RESTRICTED BASIC SCHOOL PROGRAMS

		WPU Value =	\$4,280
		WPU's Approp. =	214,689
LEA ID	LEA NAME	WPU's	AMOUNT
1	Alpine	24,062.194	\$ 102,986,186
2	Beaver	605.629	\$ 2,592,096
3	Box Elder	3,972.245	\$ 17,001,222
4	Cache	6,253.153	\$ 26,763,483
5	Carbon	1,336.677	\$ 5,720,980
6	Daggett	101.923	\$ 436,221
7	Davis	20,707.678	\$ 88,628,838
8	Duchesne	2,253.541	\$ 9,645,159
9	Emery	939.361	\$ 4,020,455
10	Garfield	447.705	\$ 1,916,185
11	Grand	558.312	\$ 2,389,594
12	Granite	19,933.528	\$ 85,315,479
13	Iron	3,566.091	\$ 15,262,867
14	Jordan	17,182.499	\$ 73,541,075
15	Juab	850.374	\$ 3,639,601
16	Kane	556.080	\$ 2,380,009
17	Millard	1,228.544	\$ 5,258,162
18	Morgan	894.021	\$ 3,826,410
19	Nebo	12,006.626	\$ 51,388,344
20	North Sanpete	967.609	\$ 4,141,375
21	North Summit	384.885	\$ 1,647,288
22	Park City	997.430	\$ 4,269,001
23	Piute	180.372	\$ 771,989
24	Rich	218.775	\$ 936,367
25	San Juan	1,322.297	\$ 5,659,448
26	Sevier	1,709.656	\$ 7,317,321
27	South Sanpete	1,246.491	\$ 5,334,968
28	South Summit	581.136	\$ 2,487,265
29	Tintic	128.523	\$ 604,622
30	Tooele	5,685.744	\$ 24,334,963
31	Uintah	2,444.623	\$ 10,462,986
32	Wasatch	2,065.551	\$ 8,840,553
33	Washington	10,687.173	\$ 45,741,073
34	Wayne	252.886	\$ 1,084,120
35	Weber	10,659.198	\$ 45,621,351
36	Salt Lake	6,818.915	\$ 29,184,948
37	Ogden	3,664.061	\$ 15,682,190
38	Provo	4,479.668	\$ 19,172,962
39	Logan	1,875.723	\$ 8,028,113
40	Murray	1,879.659	\$ 8,044,924
42	Canyons	9,558.569	\$ 40,910,663
68	Ogden Prep	347.232	\$ 1,486,143

BASIC SCHOOL PROGRAMS FY2023-2024 LEGISLATIVE ESTIMATES			
TOTAL RESTRICTED BASIC SCHOOL PROGRAMS			
		WPU Value =	\$4,280
		WPU's Approp. =	214,689
LEA ID	LEA NAME	WPU's	AMOUNT
74	American Prep	1,670.414	\$ 7,149,369
81	Walden School	168.745	\$ 722,237
82	Freedom Academy	799.803	\$ 3,423,169
83	AMES	83.980	\$ 359,435
86	Pinnacle Canyon	256.225	\$ 1,096,647
87	City Academy	55.394	\$ 237,100
89	Soldier Hollow	146.360	\$ 626,418
91	Utah Arts Academy	54.915	\$ 258,958
92	Uintah River High	28.518	\$ 122,058
93	John Hancock	266.931	\$ 1,142,465
94	Thomas Edison - North	475.603	\$ 2,035,574
95	Timpanogos Academy	160.263	\$ 685,923
97	Salt Lake Arts	95.257	\$ 407,698
98	Fast Forward	175.439	\$ 750,856
A1	NUAMES	226.264	\$ 968,420
A2	Ranches Academy	122.181	\$ 522,935
A3	DaVinci Academy	328.745	\$ 1,407,018
A4	Summit Academy	820.660	\$ 3,512,418
A5	Itineris	67.877	\$ 290,530
A6	North Davis Prep	248.092	\$ 1,061,813
A7	Moab Charter	48.625	\$ 208,114
A8	East Hollywood High	138.625	\$ 593,326
A9	SUCCESS Academy	46.149	\$ 197,512
1B	UCAS	70.840	\$ 303,187
2B	Lincoln Academy	227.118	\$ 972,071
3B	Beehive Science & Tech	298.788	\$ 1,278,830
4B	Wasatch Peak	135.524	\$ 580,046
5B	North Star Academy	109.267	\$ 467,678
7B	Reagan Academy	195.171	\$ 835,330
8B	American Leadership	462.968	\$ 1,981,480
9B	Navigator Pointe	123.512	\$ 532,754
1C	Odyssey	123.515	\$ 528,646
2C	InTech Collegiate HS	85.436	\$ 365,671
3C	Entheos Academy	383.841	\$ 1,642,827
4C	Lakeview	241.946	\$ 1,035,516
5C	Legacy Preparatory	256.872	\$ 1,104,507
7C	Monticello	404.697	\$ 1,732,088
8C	Mountainville	221.028	\$ 945,998
9C	Paradigm High	92.762	\$ 397,020
1D	Renaissance	222.655	\$ 952,961
2D	Channing Hall	140.317	\$ 600,561
3D	Spectrum	4,055.000	\$ 17,355,378

BASIC SCHOOL PROGRAMS FY2023-2024 LEGISLATIVE ESTIMATES			
TOTAL RESTRICTED BASIC SCHOOL PROGRAMS			
		WPU Value =	\$4,280
		WPU's Approp. =	214,689
LEA ID	LEA NAME	WPU's	AMOUNT
4D	Syracuse Arts	709.045	\$ 3,034,689
5D	George Washington	261.865	\$ 1,120,767
6D	Noah Webster	152.212	\$ 651,469
7D	Salt Lake SPA	66.343	\$ 283,947
8D	Open Classroom	103.671	\$ 443,727
9D	Canyon Rim	118.545	\$ 507,372
1E	Guadalupe Schools	91.346	\$ 404,878
2E	Karl G. Maeser	98.333	\$ 420,862
3E	C.S. Lewis Academy	120.800	\$ 517,027
4E	Dual Immersion Academy	150.492	\$ 644,107
5E	Edith Bowen	114.911	\$ 491,817
7E	Gateway Preparatory	271.885	\$ 1,163,685
8E	Merit College Preparatory	224.386	\$ 960,354
9E	Providence Hall	753.469	\$ 3,224,854
1F	Quest Academy	348.389	\$ 1,491,096
2F	Rockwell HS	105.720	\$ 452,479
3F	Venture	234.677	\$ 1,004,421
4F	Center for Science Ed.	97.633	\$ 417,884
5F	Utah Virtual Academy	791.190	\$ 3,386,312
6F	The Early Light Academy	311.571	\$ 1,333,511
7F	Excelsior Academy	579.259	\$ 2,479,226
8F	Hawthorn Academy	517.870	\$ 2,216,482
9F	Mountain Heights Academy	219.457	\$ 939,273
1G	Jefferson Academy	158.484	\$ 678,310
2G	Vista at Entrada	320.760	\$ 1,372,865
3G	Bear River CS	63.829	\$ 273,188
4G	Maria Montessori	188.628	\$ 807,332
5G	Canyon Grove Academy	179.321	\$ 767,494
6G	Weilenmann School	112.822	\$ 487,138
7G	Summit Academy HS	212.663	\$ 910,181
8G	Good Foundations	158.087	\$ 676,609
2H	Utah Connections	249.252	\$ 1,066,800
3H	Endeavor Hall	114.800	\$ 491,344
5H	HighMark CS	145.471	\$ 635,893
6H	Promontory School	148.253	\$ 634,522
7H	Pacific Heritage Acad.	109.026	\$ 466,633
8H	Valley Academy	176.684	\$ 756,188
1I	UT International Charter	38.699	\$ 264,414
2I	Esperanza Elementary	155.797	\$ 666,814
3I	Leadership Learning	385.664	\$ 1,650,644
4I	Mana Academy	87.611	\$ 374,974
5I	Voyage Academy	138.195	\$ 591,476

BASIC SCHOOL PROGRAMS FY2023-2024 LEGISLATIVE ESTIMATES			
TOTAL RESTRICTED BASIC SCHOOL PROGRAMS			
		WPU Value =	\$4,280
		WPU's Approp. =	214,689
LEA ID	LEA NAME	WPU's	AMOUNT
7I	WSU Charter School	-	\$ -
8I	Winter Sports School	15.422	\$ 66,019
9I	Utah Career Path HS	63.963	\$ 273,760
2J	Ascent Academies	1,380.731	\$ 5,909,525
3J	Dixie Montessorri Academy	115.428	\$ 494,031
5J	Mountain West Montessori	140.096	\$ 599,594
6J	Scholar Academy	190.235	\$ 814,225
7J	Greenwood	131.284	\$ 561,895
8J	Terra Academy	196.676	\$ 841,757
9J	Lumen Scholar Institute	138.097	\$ 591,052
1K	Vanguard Academy	146.593	\$ 627,406
2K	Utah Military Academy	498.176	\$ 2,132,196
3K	Roots Charter School	103.085	\$ 441,214
4K	Athenian eAcademy	193.137	\$ 826,628
5K	Wasatch Waldorf Academy	183.138	\$ 783,832
6K	Franklin Discovery Academy	188.333	\$ 806,065
7K	Wallace Stegner Academy	553.933	\$ 2,370,836
8K	American Academy of Innovation	125.586	\$ 537,497
9K	St. George Academy	63.207	\$ 270,524
1L	Athlos Academy	191.285	\$ 818,718
2L	CCID	186.784	\$ 799,434
3L	Leadership Academy of Utah	76.990	\$ 329,516
5L	Ignite Entrepreneurship Academy	133.614	\$ 582,830
6L	Bonneville Academy	141.905	\$ 607,357
7L	Ivy Preparatory Academy	122.632	\$ 524,867
8L	REAL Salt Lake Academy High	91.123	\$ 389,996
1M	Advantage Arts Academy	93.435	\$ 399,901
3M	Bridge Elementary	195.050	\$ 834,810
4M	Mountain Sunrise Academy	171.173	\$ 732,623
5M	Utah Mountain School	-	\$ -
Unallocated		(677.906)	\$ (2,545,102)
Districts - Total		185,265.125	\$ 792,990,855
Charters - Total		30,101.781	\$ 129,009,847
Grand Total		214,689.000	\$ 919,455,600

**BASIC SCHOOL PROGRAMS
FY2023-2024 LEGISLATIVE ESTIMATES**

TOTAL BASIC SCHOOL PROGRAM

		WPU Value =	\$4,280
		WPU's Approp. =	934,415
LEA ID	LEA NAME	WPU's	AMOUNT
1	Alpine	112,158.390	\$ 480,037,906
2	Beaver	2,824.231	\$ 12,279,511
3	Box Elder	17,282.745	\$ 73,970,162
4	Cache	27,118.437	\$ 116,066,899
5	Carbon	5,072.451	\$ 21,925,855
6	Daggett	683.617	\$ 2,925,874
7	Davis	96,356.695	\$ 412,406,633
8	Duchesne	8,502.860	\$ 36,392,244
9	Emery	3,732.179	\$ 16,189,475
10	Garfield	2,709.965	\$ 11,790,459
11	Grand	2,213.341	\$ 9,664,921
12	Granite	81,812.998	\$ 350,159,609
13	Iron	17,393.597	\$ 74,444,593
14	Jordan	76,741.792	\$ 328,454,847
15	Juab	3,636.036	\$ 15,777,994
16	Kane	2,909.840	\$ 12,645,903
17	Millard	4,969.837	\$ 21,486,653
18	Morgan	4,363.556	\$ 18,891,778
19	Nebo	50,052.472	\$ 214,224,565
20	North Sanpete	3,704.048	\$ 16,069,094
21	North Summit	1,815.892	\$ 7,963,798
22	Park City	5,661.120	\$ 24,229,594
23	Piute	912.649	\$ 3,906,137
24	Rich	1,267.254	\$ 5,591,699
25	San Juan	5,616.744	\$ 24,255,442
26	Sevier	7,304.745	\$ 31,480,059
27	South Sanpete	4,938.540	\$ 21,352,697
28	South Summit	2,710.406	\$ 11,792,341
29	Tintic	880.306	\$ 3,822,251
30	Tooele	31,926.426	\$ 136,645,084
31	Uintah	9,653.152	\$ 41,315,489
32	Wasatch	11,758.387	\$ 50,325,891
33	Washington	48,288.820	\$ 206,676,124
34	Wayne	1,258.506	\$ 5,388,174
35	Weber	45,262.229	\$ 193,722,327
36	Salt Lake	27,565.368	\$ 117,979,765
37	Ogden	14,314.836	\$ 61,267,510
38	Provo	18,974.125	\$ 81,209,234
39	Logan	7,275.270	\$ 31,138,174
40	Murray	8,049.239	\$ 34,450,727
42	Canyons	44,152.638	\$ 188,973,279
68	Ogden Prep	1,371.736	\$ 5,868,976

BASIC SCHOOL PROGRAMS FY2023-2024 LEGISLATIVE ESTIMATES			
TOTAL BASIC SCHOOL PROGRAM			
		WPU Value =	\$4,280
		WPU's Approp. =	934,415
LEA ID	LEA NAME	WPU's	AMOUNT
74	American Prep	6,882.710	\$ 29,447,604
81	Walden School	597.622	\$ 2,556,993
82	Freedom Academy	2,848.366	\$ 12,186,898
83	AMES	682.426	\$ 2,919,876
86	Pinnacle Canyon	652.545	\$ 2,792,082
87	City Academy	196.837	\$ 842,240
89	Soldier Hollow	461.503	\$ 1,878,793
91	Utah Arts Academy	385.692	\$ 1,674,134
92	Uintah River High	128.805	\$ 551,137
93	John Hancock	834.245	\$ 3,570,202
94	Thomas Edison - North	1,566.472	\$ 6,702,058
95	Timpanogos Academy	634.933	\$ 2,716,471
97	Salt Lake Arts	515.224	\$ 2,204,349
98	Fast Forward	776.798	\$ 3,323,830
A1	NUAMES	1,675.420	\$ 7,168,566
A2	Ranches Academy	455.837	\$ 1,950,248
A3	DaVinci Academy	1,568.157	\$ 6,709,302
A4	Summit Academy	2,767.866	\$ 11,842,420
A5	Itineris	510.168	\$ 2,182,878
A6	North Davis Prep	1,160.125	\$ 4,963,400
A7	Moab Charter	107.954	\$ 461,919
A8	East Hollywood High	482.562	\$ 2,064,802
A9	SUCCESS Academy	644.949	\$ 2,759,408
1B	UCAS	777.264	\$ 3,325,579
2B	Lincoln Academy	1,128.145	\$ 4,826,634
3B	Beehive Science & Tech	1,203.380	\$ 5,149,216
4B	Wasatch Peak	576.459	\$ 2,466,277
5B	North Star Academy	640.889	\$ 2,741,970
7B	Reagan Academy	819.500	\$ 3,506,085
8B	American Leadership	2,203.389	\$ 9,427,228
9B	Navigator Pointe	495.072	\$ 2,122,212
1C	Odyssey	460.971	\$ 1,972,233
2C	InTech Collegiate HS	346.581	\$ 1,482,935
3C	Entheos Academy	1,367.790	\$ 5,852,016
4C	Lakeview	1,201.972	\$ 5,142,410
5C	Legacy Preparatory	1,181.438	\$ 5,059,768
7C	Monticello	1,445.239	\$ 6,183,443
8C	Mountainville	943.186	\$ 4,035,332
9C	Paradigm High	498.424	\$ 2,132,559
1D	Renaissance	927.009	\$ 3,966,061
2D	Channing Hall	680.330	\$ 2,910,681
3D	Spectrum	5,290.464	\$ 22,640,040

**BASIC SCHOOL PROGRAMS
FY2023-2024 LEGISLATIVE ESTIMATES**

TOTAL BASIC SCHOOL PROGRAM

		WPU Value =	\$4,280
		WPU's Approp. =	934,415
LEA ID	LEA NAME	WPU's	AMOUNT
4D	Syracuse Arts	2,429.647	\$ 10,395,386
5D	George Washington	1,213.443	\$ 5,191,514
6D	Noah Webster	636.677	\$ 2,723,905
7D	Salt Lake SPA	322.611	\$ 1,380,367
8D	Open Classroom	394.753	\$ 1,688,982
9D	Canyon Rim	611.549	\$ 2,616,393
1E	Guadalupe Schools	364.873	\$ 1,575,004
2E	Karl G. Maeser	828.272	\$ 3,543,757
3E	C.S. Lewis Academy	396.303	\$ 1,695,595
4E	Dual Immersion Academy	576.700	\$ 2,467,333
5E	Edith Bowen	465.074	\$ 1,989,799
7E	Gateway Preparatory	924.600	\$ 3,955,926
8E	Merit College Preparatory	714.905	\$ 3,058,846
9E	Providence Hall	3,030.397	\$ 12,965,810
1F	Quest Academy	1,312.982	\$ 5,617,516
2F	Rockwell HS	414.989	\$ 1,775,655
3F	Venture	1,094.202	\$ 4,681,632
4F	Center for Science Ed.	529.419	\$ 2,265,242
5F	Utah Virtual Academy	2,653.975	\$ 11,355,443
6F	The Early Light Academy	1,274.277	\$ 5,451,948
7F	Excelsior Academy	1,840.382	\$ 7,874,038
8F	Hawthorn Academy	1,819.706	\$ 7,785,650
9F	Mountain Heights Academy	1,462.413	\$ 6,257,178
1G	Jefferson Academy	705.850	\$ 3,019,856
2G	Vista at Entrada	1,421.167	\$ 6,080,379
3G	Bear River CS	220.301	\$ 942,548
4G	Maria Montessori	557.015	\$ 2,383,270
5G	Canyon Grove Academy	756.332	\$ 3,235,791
6G	Weilenmann School	618.577	\$ 2,650,702
7G	Summit Academy HS	836.965	\$ 3,581,170
8G	Good Foundations	543.977	\$ 2,327,356
2H	Utah Connections	1,370.191	\$ 5,862,349
3H	Endeavor Hall	378.305	\$ 1,618,562
5H	HighMark CS	825.559	\$ 3,545,308
6H	Promontory School	555.237	\$ 2,375,518
7H	Pacific Heritage Acad.	425.253	\$ 1,819,448
8H	Valley Academy	689.838	\$ 2,951,426
1I	UT International Charter	365.966	\$ 1,664,646
2I	Esperanza Elementary	658.455	\$ 2,817,129
3I	Leadership Learning	1,171.962	\$ 5,014,269
4I	Mana Academy	381.134	\$ 1,630,657
5I	Voyage Academy	615.162	\$ 2,631,850

BASIC SCHOOL PROGRAMS FY2023-2024 LEGISLATIVE ESTIMATES			
TOTAL BASIC SCHOOL PROGRAM			
		WPU Value =	\$4,280
		WPU's Approp. =	934,415
LEA ID	LEA NAME	WPU's	AMOUNT
7I	WSU Charter School	-	\$ -
8I	Winter Sports School	150.564	\$ 644,218
9I	Utah Career Path HS	292.453	\$ 1,251,334
2J	Ascent Academies	3,888.583	\$ 16,637,855
3J	Dixie Montessorri Academy	323.544	\$ 1,384,312
5J	Mountain West Montessori	568.058	\$ 2,430,344
6J	Scholar Academy	829.725	\$ 3,549,913
7J	Greenwood	483.362	\$ 2,068,052
8J	Terra Academy	845.738	\$ 3,618,448
9J	Lumen Scholar Institute	566.114	\$ 2,422,202
1K	Vanguard Academy	779.277	\$ 3,334,215
2K	Utah Military Academy	1,538.096	\$ 6,581,225
3K	Roots Charter School	375.878	\$ 1,608,342
4K	Athenian eAcademy	677.692	\$ 2,899,508
5K	Wasatch Waldorf Academy	752.079	\$ 3,217,627
6K	Franklin Discovery Academy	783.859	\$ 3,353,597
7K	Wallace Stegner Academy	1,847.282	\$ 7,903,677
8K	American Academy of Innovation	614.712	\$ 2,630,140
9K	St. George Academy	328.571	\$ 1,405,841
1L	Athlos Academy	649.142	\$ 2,777,422
2L	CCID	607.555	\$ 2,599,405
3L	Leadership Academy of Utah	615.591	\$ 2,633,787
5L	Ignite Entrepreneurship Academy	612.228	\$ 2,630,248
6L	Bonneville Academy	551.956	\$ 2,361,526
7L	Ivy Preparatory Academy	492.248	\$ 2,106,005
8L	REAL Salt Lake Academy High	569.724	\$ 2,437,658
1M	Advantage Arts Academy	398.198	\$ 1,703,623
3M	Bridge Elementary	706.151	\$ 3,021,258
4M	Mountain Sunrise Academy	615.748	\$ 2,634,388
7M	Career Academy of Utah	84.223	\$ 360,346
Unallocated		535.060	\$ 22,342,091
Districts - Total		823,825.742	\$ 3,529,290,774
Charters - Total		110,054.199	\$ 470,952,935
Grand Total		934,415.000	\$ 4,022,585,800

RELATED TO BASIC PROGRAMS FY2023-2024 LEGISLATIVE ESTIMATES				
ID	Local Education Agency	Pupil Transportation Pgm: 5315, Rev: 3200 \$130,493,700	Rural School District Transportation Grants Prog: 5318, Rev: 3200 \$1,000,000	Pupil Transportation Rural School Reimbursement Prog: 5317, Rev: 3200 \$500,000
		DOLLARS	DOLLARS	DOLLARS
1	Alpine	\$ 14,345,158	\$ -	\$ -
2	Beaver	\$ 276,739	\$ -	\$ -
3	Box Elder	\$ 4,671,907	\$ -	\$ -
4	Cache	\$ 7,844,215	\$ -	\$ -
5	Carbon	\$ 1,342,765	\$ -	\$ -
6	Daggett	\$ 187,900	\$ -	\$ -
7	Davis	\$ 11,189,521	\$ -	\$ -
8	Duchesne	\$ 1,951,316	\$ -	\$ -
9	Emery	\$ 696,370	\$ -	\$ -
10	Garfield	\$ 209,758	\$ -	\$ -
11	Grand	\$ 478,498	\$ -	\$ -
12	Granite	\$ 8,654,646	\$ -	\$ -
13	Iron	\$ 2,293,492	\$ -	\$ -
14	Jordan	\$ 11,946,641	\$ -	\$ -
15	Juab	\$ 627,723	\$ -	\$ -
16	Kane	\$ 510,447	\$ -	\$ -
17	Millard	\$ 1,316,775	\$ -	\$ -
18	Morgan	\$ 946,894	\$ -	\$ -
19	Nebo	\$ 8,962,276	\$ -	\$ -
20	North Sanpete	\$ 906,566	\$ -	\$ -
21	North Summit	\$ 529,886	\$ -	\$ -
22	Park City	\$ 1,615,940	\$ -	\$ -
23	Piute	\$ 196,806	\$ -	\$ -
24	Rich	\$ 375,727	\$ -	\$ -
25	San Juan	\$ 1,679,735	\$ -	\$ -
26	Sevier	\$ 1,170,552	\$ -	\$ -
27	South Sanpete	\$ 699,478	\$ -	\$ -
28	South Summit	\$ 399,403	\$ -	\$ -
29	Tintic	\$ 97,144	\$ -	\$ -
30	Tooele	\$ 3,399,202	\$ -	\$ -
31	Uintah	\$ 3,385,292	\$ -	\$ -
32	Wasatch	\$ 1,815,456	\$ -	\$ -
33	Washington	\$ 5,082,983	\$ -	\$ -
34	Wayne	\$ 195,002	\$ -	\$ -
35	Weber	\$ 8,108,306	\$ -	\$ -
36	Salt Lake	\$ 3,926,522	\$ -	\$ -
37	Ogden	\$ 1,556,206	\$ -	\$ -
38	Provo	\$ 1,544,282	\$ -	\$ -
39	Logan	\$ 1,161,725	\$ -	\$ -
40	Murray	\$ 666,528	\$ -	\$ -
42	Canyons	\$ 8,481,117	\$ -	\$ -
41	USDB	\$ 5,000,000	\$ -	\$ -
Unallocated		\$ 46,800	\$ 1,000,000	\$ 500,000
Districts - Total		\$ 125,446,900	\$ -	\$ -
Charters - Total		\$ -	\$ -	\$ -
USDB		\$ 5,000,000	\$ -	\$ -
Grand Total		\$ 130,493,700	\$ 1,000,000	\$ 500,000

RELATED TO BASIC PROGRAMS FY2023-2024 LEGISLATIVE ESTIMATES			
ID	Local Education Agency	CHARTER SCHOOLS	
		Local Replacement Prog: 5619, Rev: 3200 \$247,138,000	Charter Funding Base Prog: Var., Rev: 3200 \$9,740,000
		DOLLARS	DOLLARS
68	Ogden Prep	\$ 3,181,071	\$ 117,070
74	American Prep	\$ 15,986,599	\$ 511,600
81	Walden School	\$ 1,312,426	\$ 48,300
82	Freedom Academy	\$ 6,384,015	\$ 204,300
83	AMES	\$ 1,437,419	\$ 52,900
86	Pinnacle Canyon	\$ 1,268,679	\$ 46,690
87	City Academy	\$ 371,854	\$ 40,000
89	Soldier Hollow	\$ 874,951	\$ 40,000
91	Utah Arts Academy	\$ 859,327	\$ 40,000
92	Uintah River High	\$ 240,611	\$ 40,000
93	John Hancock	\$ 1,874,894	\$ 69,000
94	Thomas Edison - North	\$ 3,806,036	\$ 140,070
95	Timpanogos Academy	\$ 1,618,659	\$ 59,570
97	Salt Lake Arts	\$ 1,271,803	\$ 46,805
98	Fast Forward	\$ 937,447	\$ 40,000
A1	NUAMES	\$ 3,481,054	\$ 128,110
A2	Ranches Academy	\$ 1,140,561	\$ 41,975
A3	DaVinci Academy	\$ 3,759,163	\$ 138,345
A4	Summit Academy	\$ 6,318,394	\$ 202,200
A5	Itineris	\$ 1,084,314	\$ 40,000
A6	North Davis Prep	\$ 2,996,706	\$ 110,285
A7	Moab Charter	\$ 203,114	\$ 40,000
A8	East Hollywood High	\$ 899,949	\$ 40,000
A9	SUCCESS Academy	\$ 1,515,540	\$ 55,775
1B	UCAS	\$ 1,724,903	\$ 63,480
2B	Lincoln Academy	\$ 2,843,590	\$ 104,650
3B	Beehive Science & Tech	\$ 2,609,228	\$ 96,025
4B	Wasatch Peak	\$ 1,518,664	\$ 55,890
5B	North Star Academy	\$ 1,646,782	\$ 60,605
7B	Reagan Academy	\$ 2,124,880	\$ 78,200
8B	American Leadership	\$ 5,062,215	\$ 186,300
9B	Navigator Pointe	\$ 1,284,303	\$ 47,265
1C	Odyssey	\$ 1,153,060	\$ 42,435
2C	InTech Collegiate HS	\$ 640,589	\$ 40,000
3C	Entheos Academy	\$ 3,290,440	\$ 121,095
4C	Lakeview	\$ 3,162,322	\$ 116,380
5C	Legacy Preparatory	\$ 2,937,335	\$ 108,100
7C	Monticello	\$ 3,393,559	\$ 124,890
8C	Mountainville	\$ 2,343,618	\$ 86,250
9C	Paradigm High	\$ 1,090,564	\$ 40,135
1D	Renaissance	\$ 2,371,741	\$ 87,285
2D	Channing Hall	\$ 1,665,531	\$ 61,295
3D	Spectrum	\$ 4,874,725	\$ 179,400
4D	Syracuse Arts	\$ 5,437,194	\$ 200,100

RELATED TO BASIC PROGRAMS FY2023-2024 LEGISLATIVE ESTIMATES			
ID	Local Education Agency	CHARTER SCHOOLS	
		Local Replacement Prog: 5619, Rev: 3200 \$247,138,000	Charter Funding Base Prog: Var., Rev: 3200 \$9,740,000
		DOLLARS	DOLLARS
5D	George Washington	\$ 3,118,574	\$ 114,770
6D	Noah Webster	\$ 1,687,405	\$ 62,100
7D	Salt Lake SPA	\$ 634,339	\$ 40,000
8D	Open Classroom	\$ 896,824	\$ 40,000
9D	Canyon Rim	\$ 1,624,908	\$ 59,800
1E	Guadalupe Schools	\$ 806,205	\$ 40,000
2E	Karl G. Maeser	\$ 1,940,516	\$ 71,415
3E	C.S. Lewis Academy	\$ 915,573	\$ 40,000
4E	Dual Immersion Academy	\$ 1,359,298	\$ 50,025
5E	Edith Bowen	\$ 1,118,687	\$ 41,170
7E	Gateway Preparatory	\$ 2,109,256	\$ 77,625
8E	Merit College Preparatory	\$ 1,440,544	\$ 53,015
9E	Providence Hall	\$ 6,712,122	\$ 214,800
1F	Quest Academy	\$ 3,162,322	\$ 116,380
2F	Rockwell HS	\$ 774,956	\$ 40,000
3F	Venture	\$ 2,431,113	\$ 89,470
4F	Center for Science Ed.	\$ 1,065,565	\$ 40,000
5F	Utah Virtual Academy	\$ 5,562,187	\$ 204,700
6F	The Early Light Academy	\$ 3,037,329	\$ 111,780
7F	Excelsior Academy	\$ 4,356,005	\$ 160,310
8F	Hawthorn Academy	\$ 4,184,139	\$ 153,985
9F	Mountain Heights Academy	\$ 3,037,329	\$ 111,780
1G	Jefferson Academy	\$ 1,937,391	\$ 71,300
2G	Vista at Entrada	\$ 3,499,803	\$ 128,800
3G	Bear River CS	\$ 531,220	\$ 40,000
4G	Maria Montessori	\$ 1,156,185	\$ 42,550
5G	Canyon Grove Academy	\$ 2,024,886	\$ 74,520
6G	Weilenmann School	\$ 1,671,781	\$ 61,525
7G	Summit Academy HS	\$ 1,584,286	\$ 58,305
8G	Good Foundations	\$ 1,343,674	\$ 49,450
2H	Utah Connections	\$ 3,315,438	\$ 122,015
3H	Endeavor Hall	\$ 903,074	\$ 40,000
5H	HighMark CS	\$ 2,124,880	\$ 78,200
6H	Promontory School	\$ 1,403,046	\$ 51,635
7H	Pacific Heritage Acad.	\$ 990,569	\$ 40,000
8H	Valley Academy	\$ 1,562,412	\$ 57,500
1I	UT International Charter	\$ 596,841	\$ 40,000
2I	Esperanza Elementary	\$ 1,640,533	\$ 60,375
3I	Leadership Learning	\$ 2,671,725	\$ 98,325
4I	Mana Academy	\$ 915,573	\$ 40,000
5I	Voyage Academy	\$ 1,640,533	\$ 60,375
7I	WSU Charter School	\$ -	\$ -
8I	Winter Sports School	\$ 331,231	\$ 40,000

RELATED TO BASIC PROGRAMS FY2023-2024 LEGISLATIVE ESTIMATES			
ID	Local Education Agency	CHARTER SCHOOLS	
		Local Replacement Prog: 5619, Rev: 3200 \$247,138,000	Charter Funding Base Prog: Var., Rev: 3200 \$9,740,000
		DOLLARS	DOLLARS
9I	Utah Career Path HS	\$ 540,595	\$ 40,000
2J	Ascent Academies	\$ 8,249,535	\$ 264,000
3J	Dixie Montessorri Academy	\$ 718,710	\$ 40,000
5J	Mountain West Montessori	\$ 1,453,043	\$ 53,475
6J	Scholar Academy	\$ 2,081,133	\$ 76,590
7J	Greenwood	\$ 1,109,313	\$ 40,825
8J	Terra Academy	\$ 2,018,636	\$ 74,290
9J	Lumen Scholar Institute	\$ 1,171,809	\$ 43,125
1K	Vanguard Academy	\$ 1,568,662	\$ 57,730
2K	Utah Military Academy	\$ 2,831,091	\$ 104,190
3K	Roots Charter School	\$ 574,968	\$ 40,000
4K	Athenian eAcademy	\$ 1,584,286	\$ 58,305
5K	Wasatch Waldorf Academy	\$ 1,981,138	\$ 72,910
6K	Franklin Discovery Academy	\$ 1,999,887	\$ 73,600
7K	Wallace Stegner Academy	\$ 4,196,639	\$ 154,445
8K	American Academy of Innovation	\$ 1,278,053	\$ 47,035
9K	St. George Academy	\$ 696,836	\$ 40,000
1L	Athlos Academy	\$ 1,453,043	\$ 53,475
2L	CCID	\$ 1,449,918	\$ 53,360
3L	Leadership Academy of Utah	\$ 1,468,667	\$ 54,050
5L	Ignite Entrepreneurship Academy	\$ 1,606,160	\$ 59,110
6L	Bonneville Academy	\$ 1,362,423	\$ 50,140
7L	Ivy Preparatory Academy	\$ 1,253,054	\$ 46,115
8L	REAL Salt Lake Academy High	\$ 937,447	\$ 40,000
1M	Advantage Arts Academy	\$ 1,034,317	\$ 40,000
3M	Bridge Elementary	\$ 1,718,653	\$ 63,250
4M	Mountain Sunrise Academy	\$ 1,574,911	\$ 57,960
7M	Career Academy of Utah	\$ 199,989	\$ 40,000
Unallocated		\$ 1,204,978	\$ 521,245
Districts - Total		\$ -	\$ -
Charters - Total		\$ 245,932,981	\$ 9,218,755
Grand Total		\$ 247,138,000	\$ 9,740,000

FOCUS POPULATIONS FY2023-2024 LEGISLATIVE ESTIMATES			
ID	Local Education Agency	Gang Prevention Pgm: 5339, Rev: 3300 \$2,381,200	Youth-in-Custody Pgm: 5340, Rev: 3300 \$31,456,500
		DOLLARS	DOLLARS
1	Alpine	\$ -	\$ -
2	Beaver	\$ -	\$ -
3	Box Elder	\$ -	\$ -
4	Cache	\$ -	\$ -
5	Carbon	\$ -	\$ -
6	Daggett	\$ -	\$ -
7	Davis	\$ -	\$ -
8	Duchesne	\$ -	\$ -
9	Emery	\$ -	\$ -
10	Garfield	\$ -	\$ -
11	Grand	\$ -	\$ -
12	Granite	\$ -	\$ -
13	Iron	\$ -	\$ -
14	Jordan	\$ -	\$ -
15	Juab	\$ -	\$ -
16	Kane	\$ -	\$ -
17	Millard	\$ -	\$ -
18	Morgan	\$ -	\$ -
19	Nebo	\$ -	\$ -
20	North Sanpete	\$ -	\$ -
21	North Summit	\$ -	\$ -
22	Park City	\$ -	\$ -
23	Piute	\$ -	\$ -
24	Rich	\$ -	\$ -
25	San Juan	\$ -	\$ -
26	Sevier	\$ -	\$ -
27	South Sanpete	\$ -	\$ -
28	South Summit	\$ -	\$ -
29	Tintic	\$ -	\$ -
30	Tooele	\$ -	\$ -
31	Uintah	\$ -	\$ -
32	Wasatch	\$ -	\$ -
33	Washington	\$ -	\$ -
34	Wayne	\$ -	\$ -
35	Weber	\$ -	\$ -
36	Salt Lake	\$ -	\$ -
37	Ogden	\$ -	\$ -
38	Provo	\$ -	\$ -
39	Logan	\$ -	\$ -
40	Murray	\$ -	\$ -
42	Canyons	\$ -	\$ -
68	Ogden Prep	\$ -	\$ -
74	American Prep	\$ -	\$ -
81	Walden School	\$ -	\$ -
82	Freedom Academy	\$ -	\$ -
83	AMES	\$ -	\$ -

FOCUS POPULATIONS FY2023-2024 LEGISLATIVE ESTIMATES			
ID	Local Education Agency	Gang Prevention Pgm: 5339, Rev: 3300 \$2,381,200	Youth-in-Custody Pgm: 5340, Rev: 3300 \$31,456,500
		DOLLARS	DOLLARS
86	Pinnacle Canyon	\$ -	\$ -
87	City Academy	\$ -	\$ -
89	Soldier Hollow	\$ -	\$ -
91	Utah Arts Academy	\$ -	\$ -
92	Uintah River High	\$ -	\$ -
93	John Hancock	\$ -	\$ -
94	Thomas Edison - North	\$ -	\$ -
95	Timpanogos Academy	\$ -	\$ -
97	Salt Lake Arts	\$ -	\$ -
98	Fast Forward	\$ -	\$ -
A1	NUAMES	\$ -	\$ -
A2	Ranches Academy	\$ -	\$ -
A3	DaVinci Academy	\$ -	\$ -
A4	Summit Academy	\$ -	\$ -
A5	Itineris	\$ -	\$ -
A6	North Davis Prep	\$ -	\$ -
A7	Moab Charter	\$ -	\$ -
A8	East Hollywood High	\$ -	\$ -
A9	SUCCESS Academy	\$ -	\$ -
1B	UCAS	\$ -	\$ -
2B	Lincoln Academy	\$ -	\$ -
3B	Beehive Science & Tech	\$ -	\$ -
4B	Wasatch Peak	\$ -	\$ -
5B	North Star Academy	\$ -	\$ -
7B	Reagan Academy	\$ -	\$ -
8B	American Leadership	\$ -	\$ -
9B	Navigator Pointe	\$ -	\$ -
1C	Odyssey	\$ -	\$ -
2C	InTech Collegiate HS	\$ -	\$ -
3C	Entheos Academy	\$ -	\$ -
4C	Lakeview	\$ -	\$ -
5C	Legacy Preparatory	\$ -	\$ -
7C	Monticello	\$ -	\$ -
8C	Mountainville	\$ -	\$ -
9C	Paradigm High	\$ -	\$ -
1D	Renaissance	\$ -	\$ -
2D	Channing Hall	\$ -	\$ -
3D	Spectrum	\$ -	\$ -
4D	Syracuse Arts	\$ -	\$ -
5D	George Washington	\$ -	\$ -
6D	Noah Webster	\$ -	\$ -
7D	Salt Lake SPA	\$ -	\$ -
8D	Open Classroom	\$ -	\$ -
9D	Canyon Rim	\$ -	\$ -
1E	Guadalupe Schools	\$ -	\$ -
2E	Karl G. Maeser	\$ -	\$ -

FOCUS POPULATIONS FY2023-2024 LEGISLATIVE ESTIMATES			
ID	Local Education Agency	Gang Prevention Pgm: 5339, Rev: 3300 \$2,381,200	Youth-in-Custody Pgm: 5340, Rev: 3300 \$31,456,500
		DOLLARS	DOLLARS
3E	C.S. Lewis Academy	\$ -	\$ -
4E	Dual Immersion Academy	\$ -	\$ -
5E	Edith Bowen	\$ -	\$ -
7E	Gateway Preparatory	\$ -	\$ -
8E	Merit College Preparatory	\$ -	\$ -
9E	Providence Hall	\$ -	\$ -
1F	Quest Academy	\$ -	\$ -
2F	Rockwell HS	\$ -	\$ -
3F	Venture	\$ -	\$ -
4F	Center for Science Ed.	\$ -	\$ -
5F	Utah Virtual Academy	\$ -	\$ -
6F	The Early Light Academy	\$ -	\$ -
7F	Excelsior Academy	\$ -	\$ -
8F	Hawthorn Academy	\$ -	\$ -
9F	Mountain Heights Academy	\$ -	\$ -
1G	Jefferson Academy	\$ -	\$ -
2G	Vista at Entrada	\$ -	\$ -
3G	Bear River CS	\$ -	\$ -
4G	Maria Montessori	\$ -	\$ -
5G	Canyon Grove Academy	\$ -	\$ -
6G	Weilenmann School	\$ -	\$ -
7G	Summit Academy HS	\$ -	\$ -
8G	Good Foundations	\$ -	\$ -
2H	Utah Connections	\$ -	\$ -
3H	Endeavor Hall	\$ -	\$ -
5H	HighMark CS	\$ -	\$ -
6H	Promontory School	\$ -	\$ -
7H	Pacific Heritage Acad.	\$ -	\$ -
8H	Valley Academy	\$ -	\$ -
1I	UT International Charter	\$ -	\$ -
2I	Esperanza Elementary	\$ -	\$ -
3I	Leadership Learning	\$ -	\$ -
4I	Mana Academy	\$ -	\$ -
5I	Voyage Academy	\$ -	\$ -
7I	WSU Charter School	\$ -	\$ -
8I	Winter Sports School	\$ -	\$ -
9I	Utah Career Path HS	\$ -	\$ -
2J	Ascent Academies	\$ -	\$ -
3J	Dixie Montessorri Academy	\$ -	\$ -
5J	Mountain West Montessori	\$ -	\$ -
6J	Scholar Academy	\$ -	\$ -
7J	Greenwood	\$ -	\$ -
8J	Terra Academy	\$ -	\$ -
9J	Lumen Scholar Institute	\$ -	\$ -
1K	Vanguard Academy	\$ -	\$ -
2K	Utah Military Academy	\$ -	\$ -

FOCUS POPULATIONS FY2023-2024 LEGISLATIVE ESTIMATES			
ID	Local Education Agency	Gang Prevention Pgm: 5339, Rev: 3300 \$2,381,200	Youth-in-Custody Pgm: 5340, Rev: 3300 \$31,456,500
		DOLLARS	DOLLARS
3K	Roots Charter School	\$ -	\$ -
4K	Athenian eAcademy	\$ -	\$ -
5K	Wasatch Waldorf Academy	\$ -	\$ -
6K	Franklin Discovery Academy	\$ -	\$ -
7K	Wallace Stegner Academy	\$ -	\$ -
8K	American Academy of Innovation	\$ -	\$ -
9K	St. George Academy	\$ -	\$ -
1L	Athlos Academy	\$ -	\$ -
2L	CCID	\$ -	\$ -
3L	Leadership Academy of Utah	\$ -	\$ -
5L	Ignite Entrepreneurship Academy	\$ -	\$ -
6L	Bonneville Academy	\$ -	\$ -
7L	Ivy Preparatory Academy	\$ -	\$ -
8L	REAL Salt Lake Academy High	\$ -	\$ -
1M	Advantage Arts Academy	\$ -	\$ -
3M	Bridge Elementary	\$ -	\$ -
4M	Mountain Sunrise Academy	\$ -	\$ -
7M	Career Academy of Utah	\$ -	\$ -
Unallocated		\$ 2,381,200.00	\$ 31,456,500.00
Districts - Total		\$ -	\$ -
Charters - Total		\$ -	\$ -
Grand Total		\$ 2,381,200.00	\$ 31,456,500.00

FOCUS POPULATIONS
FY2023-2024 LEGISLATIVE ESTIMATES

ID	Local Education Agency	Adult Education Pgm: 1609, Rev: 3300 \$14,383,400	Adult Education Supplemental Pgm: 1609, Rev: 3300 \$0	Adult Education Corrections Institutions Pgm: 5613, Rev 3300 \$3,295,500	Adult Education Total \$17,678,900
		DOLLARS	DOLLARS	DOLLARS	Dollars
1	Alpine	\$ 556,584	\$ -	\$ -	\$ 556,584
2	Beaver	\$ 42,351	\$ -	\$ 254,550	\$ 296,901
3	Box Elder	\$ 241,811	\$ -	\$ 10,303	\$ 252,114
4	Cache	\$ 119,089	\$ -	\$ 14,569	\$ 133,658
5	Carbon	\$ 102,013	\$ -	\$ -	\$ 102,013
6	Daggett	\$ 23,371	\$ -	\$ -	\$ 23,371
7	Davis	\$ 1,365,458	\$ -	\$ 27,451	\$ 1,392,909
8	Duchesne	\$ 153,546	\$ -	\$ 13,682	\$ 167,228
9	Emery	\$ 37,396	\$ -	\$ 10,488	\$ 47,884
10	Garfield	\$ 144,146	\$ -	\$ 25,659	\$ 169,805
11	Grand	\$ 111,944	\$ -	\$ 10,647	\$ 122,591
12	Granite	\$ 2,767,340	\$ -	\$ -	\$ 2,767,340
13	Iron	\$ 85,549	\$ -	\$ 10,743	\$ 96,292
14	Jordan	\$ 919,260	\$ -	\$ -	\$ 919,260
15	Juab	\$ 39,973	\$ -	\$ 10,011	\$ 49,984
16	Kane	\$ 176,464	\$ -	\$ 46,457	\$ 222,921
17	Millard	\$ 49,685	\$ -	\$ 17,241	\$ 66,926
18	Morgan	\$ 41,770	\$ -	\$ -	\$ 41,770
19	Nebo	\$ 315,604	\$ -	\$ -	\$ 315,604
20	North Sanpete	\$ 36,237	\$ -	\$ -	\$ 36,237
21	North Summit	\$ 31,450	\$ -	\$ -	\$ 31,450
22	Park City	\$ 76,975	\$ -	\$ 12,147	\$ 89,122
23	Piute	\$ -	\$ -	\$ -	\$ -
24	Rich	\$ -	\$ -	\$ -	\$ -
25	San Juan	\$ 247,967	\$ -	\$ 45,224	\$ 293,191
26	Sevier	\$ 40,389	\$ -	\$ 22,501	\$ 62,890
27	South Sanpete	\$ 78,200	\$ -	\$ 1,546,188	\$ 1,624,388
28	South Summit	\$ 32,522	\$ -	\$ -	\$ 32,522
29	Tintic	\$ 34,130	\$ -	\$ -	\$ 34,130
30	Tooele	\$ 221,146	\$ -	\$ 10,196	\$ 231,342
31	Uintah	\$ 281,072	\$ -	\$ 74,918	\$ 355,990
32	Wasatch	\$ 62,014	\$ -	\$ 15,580	\$ 77,594
33	Washington	\$ 487,571	\$ -	\$ 21,344	\$ 508,915
34	Wayne	\$ -	\$ -	\$ -	\$ -
35	Weber	\$ 920,351	\$ -	\$ -	\$ 920,351
36	Salt Lake	\$ 2,286,775	\$ -	\$ 1,095,540	\$ 3,382,315
37	Ogden	\$ 338,828	\$ -	\$ -	\$ 338,828
38	Provo	\$ 666,152	\$ -	\$ -	\$ 666,152
39	Logan	\$ -	\$ -	\$ -	\$ -
40	Murray	\$ -	\$ -	\$ -	\$ -
42	Canyons	\$ 717,965	\$ -	\$ -	\$ 717,965
Unallocated		\$ 530,302	\$ -	\$ 61	\$ 530,363
Districts - Total		\$ 13,853,098	\$ -	\$ 3,295,439	\$ 17,148,537
Charters - Total		\$ -	\$ -	\$ -	\$ -
Grand Total		\$ 14,383,400	\$ -	\$ 3,295,500	\$ 17,678,900

FOCUS POPULATIONS FY2023-2024 LEGISLATIVE ESTIMATES					
ID	Enhancement for Accelerated Students				
	Local Education Agency	Gifted and Talented Pgm: 5331, Rev: 3300 \$3,903,200	Advanced Placement Pgm: 5332, Rev: 3300 \$2,735,400	International Baccalaureate Pgm: 5612, Rev: 3300 \$200,000	TOTAL EASP \$6,838,600
		DOLLARS	DOLLARS	DOLLARS	DOLLARS
1	Alpine	\$ -	\$ -	\$ -	\$ -
2	Beaver	\$ -	\$ -	\$ -	\$ -
3	Box Elder	\$ -	\$ -	\$ -	\$ -
4	Cache	\$ -	\$ -	\$ -	\$ -
5	Carbon	\$ -	\$ -	\$ -	\$ -
6	Daggett	\$ -	\$ -	\$ -	\$ -
7	Davis	\$ -	\$ -	\$ -	\$ -
8	Duchesne	\$ -	\$ -	\$ -	\$ -
9	Emery	\$ -	\$ -	\$ -	\$ -
10	Garfield	\$ -	\$ -	\$ -	\$ -
11	Grand	\$ -	\$ -	\$ -	\$ -
12	Granite	\$ -	\$ -	\$ -	\$ -
13	Iron	\$ -	\$ -	\$ -	\$ -
14	Jordan	\$ -	\$ -	\$ -	\$ -
15	Juab	\$ -	\$ -	\$ -	\$ -
16	Kane	\$ -	\$ -	\$ -	\$ -
17	Millard	\$ -	\$ -	\$ -	\$ -
18	Morgan	\$ -	\$ -	\$ -	\$ -
19	Nebo	\$ -	\$ -	\$ -	\$ -
20	North Sanpete	\$ -	\$ -	\$ -	\$ -
21	North Summit	\$ -	\$ -	\$ -	\$ -
22	Park City	\$ -	\$ -	\$ -	\$ -
23	Piute	\$ -	\$ -	\$ -	\$ -
24	Rich	\$ -	\$ -	\$ -	\$ -
25	San Juan	\$ -	\$ -	\$ -	\$ -
26	Sevier	\$ -	\$ -	\$ -	\$ -
27	South Sanpete	\$ -	\$ -	\$ -	\$ -
28	South Summit	\$ -	\$ -	\$ -	\$ -
29	Tintic	\$ -	\$ -	\$ -	\$ -
30	Tooele	\$ -	\$ -	\$ -	\$ -
31	Uintah	\$ -	\$ -	\$ -	\$ -
32	Wasatch	\$ -	\$ -	\$ -	\$ -
33	Washington	\$ -	\$ -	\$ -	\$ -
34	Wayne	\$ -	\$ -	\$ -	\$ -
35	Weber	\$ -	\$ -	\$ -	\$ -
36	Salt Lake	\$ -	\$ -	\$ -	\$ -
37	Ogden	\$ -	\$ -	\$ -	\$ -
38	Provo	\$ -	\$ -	\$ -	\$ -
39	Logan	\$ -	\$ -	\$ -	\$ -
40	Murray	\$ -	\$ -	\$ -	\$ -
42	Canyons	\$ -	\$ -	\$ -	\$ -
68	Ogden Prep	\$ -	\$ -	\$ -	\$ -
74	American Prep	\$ -	\$ -	\$ -	\$ -
81	Walden School	\$ -	\$ -	\$ -	\$ -
82	Freedom Academy	\$ -	\$ -	\$ -	\$ -
83	AMES	\$ -	\$ -	\$ -	\$ -
86	Pinnacle Canyon	\$ -	\$ -	\$ -	\$ -
87	City Academy	\$ -	\$ -	\$ -	\$ -
89	Soldier Hollow	\$ -	\$ -	\$ -	\$ -
91	Utah Arts Academy	\$ -	\$ -	\$ -	\$ -
92	Uintah River High	\$ -	\$ -	\$ -	\$ -
93	John Hancock	\$ -	\$ -	\$ -	\$ -
94	Thomas Edison - North	\$ -	\$ -	\$ -	\$ -
95	Timpanogos Academy	\$ -	\$ -	\$ -	\$ -

FOCUS POPULATIONS FY2023-2024 LEGISLATIVE ESTIMATES					
ID	Enhancement for Accelerated Students				
	Local Education Agency	Gifted and Talented Pgm: 5331, Rev: 3300 \$3,903,200	Advanced Placement Pgm: 5332, Rev: 3300 \$2,735,400	International Baccalaureate Pgm: 5612, Rev: 3300 \$200,000	TOTAL EASP \$6,838,600
		DOLLARS	DOLLARS	DOLLARS	DOLLARS
97	Salt Lake Arts	\$ -	\$ -	\$ -	\$ -
98	Fast Forward	\$ -	\$ -	\$ -	\$ -
A1	NUAMES	\$ -	\$ -	\$ -	\$ -
A2	Ranches Academy	\$ -	\$ -	\$ -	\$ -
A3	DaVinci Academy	\$ -	\$ -	\$ -	\$ -
A4	Summit Academy	\$ -	\$ -	\$ -	\$ -
A5	Itineris	\$ -	\$ -	\$ -	\$ -
A6	North Davis Prep	\$ -	\$ -	\$ -	\$ -
A7	Moab Charter	\$ -	\$ -	\$ -	\$ -
A8	East Hollywood High	\$ -	\$ -	\$ -	\$ -
A9	SUCCESS Academy	\$ -	\$ -	\$ -	\$ -
1B	UCAS	\$ -	\$ -	\$ -	\$ -
2B	Lincoln Academy	\$ -	\$ -	\$ -	\$ -
3B	Beehive Science & Tech	\$ -	\$ -	\$ -	\$ -
4B	Wasatch Peak	\$ -	\$ -	\$ -	\$ -
5B	North Star Academy	\$ -	\$ -	\$ -	\$ -
7B	Reagan Academy	\$ -	\$ -	\$ -	\$ -
8B	American Leadership	\$ -	\$ -	\$ -	\$ -
9B	Navigator Pointe	\$ -	\$ -	\$ -	\$ -
1C	Odyssey	\$ -	\$ -	\$ -	\$ -
2C	InTech Collegiate HS	\$ -	\$ -	\$ -	\$ -
3C	Entheos Academy	\$ -	\$ -	\$ -	\$ -
4C	Lakeview	\$ -	\$ -	\$ -	\$ -
5C	Legacy Preparatory	\$ -	\$ -	\$ -	\$ -
7C	Monticello	\$ -	\$ -	\$ -	\$ -
8C	Mountainville	\$ -	\$ -	\$ -	\$ -
9C	Paradigm High	\$ -	\$ -	\$ -	\$ -
1D	Renaissance	\$ -	\$ -	\$ -	\$ -
2D	Channing Hall	\$ -	\$ -	\$ -	\$ -
3D	Spectrum	\$ -	\$ -	\$ -	\$ -
4D	Syracuse Arts	\$ -	\$ -	\$ -	\$ -
5D	George Washington	\$ -	\$ -	\$ -	\$ -
6D	Noah Webster	\$ -	\$ -	\$ -	\$ -
7D	Salt Lake SPA	\$ -	\$ -	\$ -	\$ -
8D	Open Classroom	\$ -	\$ -	\$ -	\$ -
9D	Canyon Rim	\$ -	\$ -	\$ -	\$ -
1E	Guadalupe Schools	\$ -	\$ -	\$ -	\$ -
2E	Karl G. Maeser	\$ -	\$ -	\$ -	\$ -
3E	C.S. Lewis Academy	\$ -	\$ -	\$ -	\$ -
4E	Dual Immersion Academy	\$ -	\$ -	\$ -	\$ -
5E	Edith Bowen	\$ -	\$ -	\$ -	\$ -
7E	Gateway Preparatory	\$ -	\$ -	\$ -	\$ -
8E	Merit College Preparatory	\$ -	\$ -	\$ -	\$ -
9E	Providence Hall	\$ -	\$ -	\$ -	\$ -
1F	Quest Academy	\$ -	\$ -	\$ -	\$ -
2F	Rockwell HS	\$ -	\$ -	\$ -	\$ -
3F	Venture	\$ -	\$ -	\$ -	\$ -
4F	Center for Science Ed.	\$ -	\$ -	\$ -	\$ -
5F	Utah Virtual Academy	\$ -	\$ -	\$ -	\$ -
6F	The Early Light Academy	\$ -	\$ -	\$ -	\$ -
7F	Excelsior Academy	\$ -	\$ -	\$ -	\$ -
8F	Hawthorn Academy	\$ -	\$ -	\$ -	\$ -
9F	Mountain Heights Academy	\$ -	\$ -	\$ -	\$ -
1G	Jefferson Academy	\$ -	\$ -	\$ -	\$ -

4/11/23 080 FOCUS POPULATIONS FY2023-2024 LEGISLATIVE ESTIMATES					
ID	Enhancement for Accelerated Students				
	Local Education Agency	Gifted and Talented Pgm: 5331, Rev: 3300 \$3,903,200	Advanced Placement Pgm: 5332, Rev: 3300 \$2,735,400	International Baccalaureate Pgm: 5612, Rev: 3300 \$200,000	TOTAL EASP \$6,838,600
		DOLLARS	DOLLARS	DOLLARS	DOLLARS
2G	Vista at Entrada	\$ -	\$ -	\$ -	\$ -
3G	Bear River CS	\$ -	\$ -	\$ -	\$ -
4G	Maria Montessori	\$ -	\$ -	\$ -	\$ -
5G	Canyon Grove Academy	\$ -	\$ -	\$ -	\$ -
6G	Weilenmann School	\$ -	\$ -	\$ -	\$ -
7G	Summit Academy HS	\$ -	\$ -	\$ -	\$ -
8G	Good Foundations	\$ -	\$ -	\$ -	\$ -
2H	Utah Connections	\$ -	\$ -	\$ -	\$ -
3H	Endeavor Hall	\$ -	\$ -	\$ -	\$ -
5H	HighMark CS	\$ -	\$ -	\$ -	\$ -
6H	Promontory School	\$ -	\$ -	\$ -	\$ -
7H	Pacific Heritage Acad.	\$ -	\$ -	\$ -	\$ -
8H	Valley Academy	\$ -	\$ -	\$ -	\$ -
1I	UT International Charter	\$ -	\$ -	\$ -	\$ -
2I	Esperanza Elementary	\$ -	\$ -	\$ -	\$ -
3I	Leadership Learning	\$ -	\$ -	\$ -	\$ -
4I	Mana Academy	\$ -	\$ -	\$ -	\$ -
5I	Voyage Academy	\$ -	\$ -	\$ -	\$ -
7I	WSU Charter School	\$ -	\$ -	\$ -	\$ -
8I	Winter Sports School	\$ -	\$ -	\$ -	\$ -
9I	Utah Career Path HS	\$ -	\$ -	\$ -	\$ -
2J	Ascent Academies	\$ -	\$ -	\$ -	\$ -
3J	Dixie Montessorri Academy	\$ -	\$ -	\$ -	\$ -
5J	Mountain West Montessori	\$ -	\$ -	\$ -	\$ -
6J	Scholar Academy	\$ -	\$ -	\$ -	\$ -
7J	Greenwood	\$ -	\$ -	\$ -	\$ -
8J	Terra Academy	\$ -	\$ -	\$ -	\$ -
9J	Lumen Scholar Institute	\$ -	\$ -	\$ -	\$ -
1K	Vanguard Academy	\$ -	\$ -	\$ -	\$ -
2K	Utah Military Academy	\$ -	\$ -	\$ -	\$ -
3K	Roots Charter School	\$ -	\$ -	\$ -	\$ -
4K	Athenian eAcademy	\$ -	\$ -	\$ -	\$ -
5K	Wasatch Waldorf Academy	\$ -	\$ -	\$ -	\$ -
6K	Franklin Discovery Academy	\$ -	\$ -	\$ -	\$ -
7K	Wallace Stegner Academy	\$ -	\$ -	\$ -	\$ -
8K	American Academy of Innovation	\$ -	\$ -	\$ -	\$ -
9K	St. George Academy	\$ -	\$ -	\$ -	\$ -
1L	Athlos Academy	\$ -	\$ -	\$ -	\$ -
2L	CCID	\$ -	\$ -	\$ -	\$ -
3L	Leadership Academy of Utah	\$ -	\$ -	\$ -	\$ -
5L	Ignite Entrepreneurship Academy	\$ -	\$ -	\$ -	\$ -
6L	Bonneville Academy	\$ -	\$ -	\$ -	\$ -
7L	Ivy Preparatory Academy	\$ -	\$ -	\$ -	\$ -
8L	REAL Salt Lake Academy High	\$ -	\$ -	\$ -	\$ -
1M	Advantage Arts Academy	\$ -	\$ -	\$ -	\$ -
3M	Bridge Elementary	\$ -	\$ -	\$ -	\$ -
4M	Mountain Sunrise Academy	\$ -	\$ -	\$ -	\$ -
7M	Career Academy of Utah	\$ -	\$ -	\$ -	\$ -
Unallocated		\$ 3,903,200	\$ 2,735,400	\$ 200,000	\$ 6,838,600
Districts - Total		\$ -	\$ -	\$ -	\$ -
Charters - Total		\$ -	\$ -	\$ -	\$ -
Grand Total		\$ 3,903,200	\$ 2,735,400	\$ 200,000	\$ 6,838,600

FOCUS POPULATIONS
FY2023-2024 LEGISLATIVE ESTIMATES

ID	Local Education Agency	Concurrent Enrollment Pgm: 5333, Rev: 3300 \$17,708,000	Paraeducator Pgm: 5685, Rev: 3300 \$300,000	Early Literacy Program Pgm: 5805, Rev: 3300 \$14,550,000	English Language Learner Software Grants Education Pgm: 5911, Rev: 3400 \$5,000,000
		DOLLARS	DOLLARS	DOLLARS	DOLLARS
1	Alpine	\$ -	\$ -	\$ 1,278,513	\$ -
2	Beaver	\$ -	\$ -	\$ 49,030	\$ -
3	Box Elder	\$ -	\$ -	\$ 236,092	\$ -
4	Cache	\$ -	\$ -	\$ 546,279	\$ -
5	Carbon	\$ -	\$ -	\$ 94,518	\$ -
6	Daggett	\$ -	\$ -	\$ 28,706	\$ -
7	Davis	\$ -	\$ -	\$ 1,188,967	\$ -
8	Duchesne	\$ -	\$ -	\$ 140,418	\$ -
9	Emery	\$ -	\$ -	\$ 66,168	\$ -
10	Garfield	\$ -	\$ -	\$ 67,330	\$ -
11	Grand	\$ -	\$ -	\$ 49,278	\$ -
12	Granite	\$ -	\$ -	\$ 1,107,150	\$ -
13	Iron	\$ -	\$ -	\$ 310,922	\$ -
14	Jordan	\$ -	\$ -	\$ 668,011	\$ -
15	Juab	\$ -	\$ -	\$ 65,608	\$ -
16	Kane	\$ -	\$ -	\$ 40,496	\$ -
17	Millard	\$ -	\$ -	\$ 71,054	\$ -
18	Morgan	\$ -	\$ -	\$ 63,039	\$ -
19	Nebo	\$ -	\$ -	\$ 881,430	\$ -
20	North Sanpete	\$ -	\$ -	\$ 108,632	\$ -
21	North Summit	\$ -	\$ -	\$ 33,804	\$ -
22	Park City	\$ -	\$ -	\$ 27,714	\$ -
23	Piute	\$ -	\$ -	\$ 49,056	\$ -
24	Rich	\$ -	\$ -	\$ 33,061	\$ -
25	San Juan	\$ -	\$ -	\$ 230,169	\$ -
26	Sevier	\$ -	\$ -	\$ 186,057	\$ -
27	South Sanpete	\$ -	\$ -	\$ 160,101	\$ -
28	South Summit	\$ -	\$ -	\$ 36,779	\$ -
29	Tintic	\$ -	\$ -	\$ 46,779	\$ -
30	Tooele	\$ -	\$ -	\$ 702,620	\$ -
31	Uintah	\$ -	\$ -	\$ 119,741	\$ -
32	Wasatch	\$ -	\$ -	\$ 88,015	\$ -
33	Washington	\$ -	\$ -	\$ 362,397	\$ -
34	Wayne	\$ -	\$ -	\$ 38,382	\$ -
35	Weber	\$ -	\$ -	\$ 589,532	\$ -
36	Salt Lake	\$ -	\$ -	\$ 347,278	\$ -
37	Ogden	\$ -	\$ -	\$ 270,937	\$ -
38	Provo	\$ -	\$ -	\$ 217,639	\$ -
39	Logan	\$ -	\$ -	\$ 113,403	\$ -
40	Murray	\$ -	\$ -	\$ 92,370	\$ -
42	Canyons	\$ -	\$ -	\$ 401,029	\$ -
68	Ogden Prep	\$ -	\$ -	\$ 65,312	\$ -
74	American Prep	\$ -	\$ -	\$ 269,108	\$ -
81	Walden School	\$ -	\$ -	\$ 23,832	\$ -
82	Freedom Academy	\$ -	\$ -	\$ 112,390	\$ -
83	AMES	\$ -	\$ -	\$ -	\$ -
86	Pinnacle Canyon	\$ -	\$ -	\$ 29,979	\$ -
87	City Academy	\$ -	\$ -	\$ -	\$ -
89	Soldier Hollow	\$ -	\$ -	\$ 14,114	\$ -
91	Utah Arts Academy	\$ -	\$ -	\$ -	\$ -
92	Uintah River High	\$ -	\$ -	\$ -	\$ -
93	John Hancock	\$ -	\$ -	\$ 25,486	\$ -
94	Thomas Edison - North	\$ -	\$ -	\$ 58,032	\$ -
95	Timpanogos Academy	\$ -	\$ -	\$ 20,125	\$ -
97	Salt Lake Arts	\$ -	\$ -	\$ -	\$ -
98	Fast Forward	\$ -	\$ -	\$ -	\$ -
A1	NUAMES	\$ -	\$ -	\$ -	\$ -
A2	Ranches Academy	\$ -	\$ -	\$ 15,305	\$ -
A3	DaVinci Academy	\$ -	\$ -	\$ 60,285	\$ -
A4	Summit Academy	\$ -	\$ -	\$ 89,078	\$ -

FOCUS POPULATIONS
FY2023-2024 LEGISLATIVE ESTIMATES

ID	Local Education Agency	Concurrent Enrollment Pgm: 5333, Rev: 3300 \$17,708,000	Paraeducator Pgm: 5685, Rev: 3300 \$300,000	Early Literacy Program Pgm: 5805, Rev: 3300 \$14,550,000	English Language Learner Software Grants Education Pgm: 5911, Rev: 3400 \$5,000,000
		DOLLARS	DOLLARS	DOLLARS	DOLLARS
A5	Itineris	\$ -	\$ -	\$ -	\$ -
A6	North Davis Prep	\$ -	\$ -	\$ 40,664	\$ -
A7	Moab Charter	\$ -	\$ -	\$ 4,164	\$ -
A8	East Hollywood High	\$ -	\$ -	\$ -	\$ -
A9	SUCCESS Academy	\$ -	\$ -	\$ -	\$ -
1B	UCAS	\$ -	\$ -	\$ -	\$ -
2B	Lincoln Academy	\$ -	\$ -	\$ 38,319	\$ -
3B	Beehive Science & Tech	\$ -	\$ -	\$ 37,015	\$ -
4B	Wasatch Peak	\$ -	\$ -	\$ 19,354	\$ -
5B	North Star Academy	\$ -	\$ -	\$ 19,431	\$ -
7B	Reagan Academy	\$ -	\$ -	\$ 28,667	\$ -
8B	American Leadership	\$ -	\$ -	\$ 76,659	\$ -
9B	Navigator Pointe	\$ -	\$ -	\$ 17,044	\$ -
1C	Odyssey	\$ -	\$ -	\$ 16,196	\$ -
2C	InTech Collegiate HS	\$ -	\$ -	\$ -	\$ -
3C	Entheos Academy	\$ -	\$ -	\$ 59,970	\$ -
4C	Lakeview	\$ -	\$ -	\$ 37,978	\$ -
5C	Legacy Preparatory	\$ -	\$ -	\$ 36,365	\$ -
7C	Monticello	\$ -	\$ -	\$ 59,957	\$ -
8C	Mountainville	\$ -	\$ -	\$ 28,342	\$ -
9C	Paradigm High	\$ -	\$ -	\$ -	\$ -
1D	Renaissance	\$ -	\$ -	\$ 29,028	\$ -
2D	Channing Hall	\$ -	\$ -	\$ 20,983	\$ -
3D	Spectrum	\$ -	\$ -	\$ 166,350	\$ -
4D	Syracuse Arts	\$ -	\$ -	\$ 80,594	\$ -
5D	George Washington	\$ -	\$ -	\$ 41,669	\$ -
6D	Noah Webster	\$ -	\$ -	\$ 24,628	\$ -
7D	Salt Lake SPA	\$ -	\$ -	\$ -	\$ -
8D	Open Classroom	\$ -	\$ -	\$ 14,233	\$ -
9D	Canyon Rim	\$ -	\$ -	\$ 18,782	\$ -
1E	Guadalupe Schools	\$ -	\$ -	\$ 20,899	\$ -
2E	Karl G. Maeser	\$ -	\$ -	\$ -	\$ -
3E	C.S. Lewis Academy	\$ -	\$ -	\$ 17,081	\$ -
4E	Dual Immersion Academy	\$ -	\$ -	\$ 21,317	\$ -
5E	Edith Bowen	\$ -	\$ -	\$ 16,243	\$ -
7E	Gateway Preparatory	\$ -	\$ -	\$ 40,457	\$ -
8E	Merit College Preparatory	\$ -	\$ -	\$ -	\$ -
9E	Providence Hall	\$ -	\$ -	\$ 100,641	\$ -
1F	Quest Academy	\$ -	\$ -	\$ 43,455	\$ -
2F	Rockwell HS	\$ -	\$ -	\$ -	\$ -
3F	Venture	\$ -	\$ -	\$ 36,364	\$ -
4F	Center for Science Ed.	\$ -	\$ -	\$ -	\$ -
5F	Utah Virtual Academy	\$ -	\$ -	\$ 120,154	\$ -
6F	The Early Light Academy	\$ -	\$ -	\$ 40,921	\$ -
7F	Excelsior Academy	\$ -	\$ -	\$ 61,314	\$ -
8F	Hawthorn Academy	\$ -	\$ -	\$ 63,103	\$ -
9F	Mountain Heights Academy	\$ -	\$ -	\$ -	\$ -
1G	Jefferson Academy	\$ -	\$ -	\$ 23,859	\$ -
2G	Vista at Entrada	\$ -	\$ -	\$ 55,209	\$ -
3G	Bear River CS	\$ -	\$ -	\$ 7,802	\$ -
4G	Maria Montessori	\$ -	\$ -	\$ 19,790	\$ -
5G	Canyon Grove Academy	\$ -	\$ -	\$ 25,395	\$ -
6G	Weilenmann School	\$ -	\$ -	\$ 18,028	\$ -
7G	Summit Academy HS	\$ -	\$ -	\$ -	\$ -
8G	Good Foundations	\$ -	\$ -	\$ 20,354	\$ -
2H	Utah Connections	\$ -	\$ -	\$ 53,072	\$ -
3H	Endeavor Hall	\$ -	\$ -	\$ 18,375	\$ -
5H	HighMark CS	\$ -	\$ -	\$ 24,545	\$ -
6H	Promontory School	\$ -	\$ -	\$ 21,217	\$ -
7H	Pacific Heritage Acad.	\$ -	\$ -	\$ 21,893	\$ -

FOCUS POPULATIONS
FY2023-2024 LEGISLATIVE ESTIMATES

ID	Local Education Agency	Concurrent Enrollment Pgm: 5333, Rev: 3300 \$17,708,000	Paraeducator Pgm: 5685, Rev: 3300 \$300,000	Early Literacy Program Pgm: 5805, Rev: 3300 \$14,550,000	English Language Learner Software Grants Education Pgm: 5911, Rev: 3400 \$5,000,000
		DOLLARS	DOLLARS	DOLLARS	DOLLARS
8H	Valley Academy	\$ -	\$ -	\$ 26,223	\$ -
1I	UT International Charter	\$ -	\$ -	\$ -	\$ -
2I	Esperanza Elementary	\$ -	\$ -	\$ 40,598	\$ -
3I	Leadership Learning	\$ -	\$ -	\$ 49,041	\$ -
4I	Mana Academy	\$ -	\$ -	\$ 22,695	\$ -
5I	Voyage Academy	\$ -	\$ -	\$ 22,014	\$ -
7I	WSU Charter School	\$ -	\$ -	\$ -	\$ -
8I	Winter Sports School	\$ -	\$ -	\$ -	\$ -
9I	Utah Career Path HS	\$ -	\$ -	\$ -	\$ -
2J	Ascent Academies	\$ -	\$ -	\$ 134,892	\$ -
3J	Dixie Montessori Academy	\$ -	\$ -	\$ 12,469	\$ -
5J	Mountain West Montessori	\$ -	\$ -	\$ 19,056	\$ -
6J	Scholar Academy	\$ -	\$ -	\$ 30,876	\$ -
7J	Greenwood	\$ -	\$ -	\$ 20,272	\$ -
8J	Terra Academy	\$ -	\$ -	\$ 30,416	\$ -
9J	Lumen Scholar Institute	\$ -	\$ -	\$ 17,001	\$ -
1K	Vanguard Academy	\$ -	\$ -	\$ -	\$ -
2K	Utah Military Academy	\$ -	\$ -	\$ -	\$ -
3K	Roots Charter School	\$ -	\$ -	\$ -	\$ -
4K	Athenian eAcademy	\$ -	\$ -	\$ 21,750	\$ -
5K	Wasatch Waldorf Academy	\$ -	\$ -	\$ 24,828	\$ -
6K	Franklin Discovery Academy	\$ -	\$ -	\$ 29,573	\$ -
7K	Wallace Stegner Academy	\$ -	\$ -	\$ 85,254	\$ -
8K	American Academy of Innovation	\$ -	\$ -	\$ -	\$ -
9K	St. George Academy	\$ -	\$ -	\$ -	\$ -
1L	Athlos Academy	\$ -	\$ -	\$ 22,038	\$ -
2L	CCID	\$ -	\$ -	\$ 22,475	\$ -
3L	Leadership Academy of Utah	\$ -	\$ -	\$ -	\$ -
5L	Ignite Entrepreneurship Academy	\$ -	\$ -	\$ 17,464	\$ -
6L	Bonneville Academy	\$ -	\$ -	\$ 19,480	\$ -
7L	Ivy Preparatory Academy	\$ -	\$ -	\$ 20,563	\$ -
8L	REAL Salt Lake Academy High	\$ -	\$ -	\$ -	\$ -
1M	Advantage Arts Academy	\$ -	\$ -	\$ 14,749	\$ -
3M	Bridge Elementary	\$ -	\$ -	\$ 25,777	\$ -
4M	Mountain Sunrise Academy	\$ -	\$ -	\$ 18,681	\$ -
7M	Career Academy of Utah	\$ -	\$ -	\$ 2,385	\$ -
Unallocated		\$ 17,708,000	\$ 300,000	\$ 1,53	\$ 5,000,000
Districts - Total		\$ -	\$ -	\$ 11,208,504	\$ -
Charters - Total		\$ -	\$ -	\$ 3,341,494	\$ -
Grand Total		\$ 17,708,000	\$ 300,000	\$ 14,550,000	\$ 5,000,000

EDUCATOR SUPPORTS
FY2023-2024 LEGISLATIVE ESTIMATES

ID	Local Education Agency	Educator Salary Adjustments Prog: 5876, Rev: 3400 \$391,096,200	Teacher Salary Supplemental Program Prog:5807, Rev: 3400 \$23,092,100	Teacher Supplies and Materials Pgm: 5868, Rev: 3400 \$5,500,000
		DOLLARS	DOLLARS	DOLLARS
1	Alpine	\$ 43,453,843	\$ -	\$ 603,365
2	Beaver	\$ 1,001,555	\$ -	\$ 14,644
3	Box Elder	\$ 6,851,985	\$ -	\$ 97,451
4	Cache	\$ 10,810,417	\$ -	\$ 151,501
5	Carbon	\$ 2,180,726	\$ -	\$ 31,337
6	Daggett	\$ 221,484	\$ -	\$ 3,339
7	Davis	\$ 39,952,314	\$ -	\$ 567,055
8	Duchesne	\$ 3,348,529	\$ -	\$ 47,650
9	Emery	\$ 1,451,194	\$ -	\$ 20,811
10	Garfield	\$ 752,531	\$ -	\$ 11,101
11	Grand	\$ 976,635	\$ -	\$ 13,967
12	Granite	\$ 36,878,823	\$ -	\$ 514,287
13	Iron	\$ 5,964,244	\$ -	\$ 83,437
14	Jordan	\$ 34,160,350	\$ -	\$ 463,291
15	Juab	\$ 1,501,498	\$ -	\$ 20,850
16	Kane	\$ 868,751	\$ -	\$ 12,275
17	Millard	\$ 1,887,823	\$ -	\$ 27,504
18	Morgan	\$ 1,839,325	\$ -	\$ 26,618
19	Nebo	\$ 20,143,352	\$ -	\$ 277,023
20	North Sanpete	\$ 1,517,005	\$ -	\$ 21,972
21	North Summit	\$ 689,025	\$ -	\$ 9,918
22	Park City	\$ 3,590,320	\$ -	\$ 49,046
23	Piute	\$ 295,177	\$ -	\$ 4,422
24	Rich	\$ 421,452	\$ -	\$ 5,949
25	San Juan	\$ 2,185,527	\$ -	\$ 30,618
26	Sevier	\$ 2,711,261	\$ -	\$ 39,095
27	South Sanpete	\$ 2,127,553	\$ -	\$ 30,364
28	South Summit	\$ 1,129,913	\$ -	\$ 16,051
29	Tintic	\$ 225,701	\$ -	\$ 3,303
30	Tooele	\$ 9,273,459	\$ -	\$ 133,853
31	Uintah	\$ 3,599,235	\$ -	\$ 49,356
32	Wasatch	\$ 4,933,672	\$ -	\$ 69,848
33	Washington	\$ 20,076,650	\$ -	\$ 284,041
34	Wayne	\$ 365,078	\$ -	\$ 5,011
35	Weber	\$ 18,276,173	\$ -	\$ 261,985
36	Salt Lake	\$ 14,038,867	\$ -	\$ 192,069
37	Ogden	\$ 7,355,193	\$ -	\$ 98,774
38	Provo	\$ 8,541,801	\$ -	\$ 116,487
39	Logan	\$ 3,309,081	\$ -	\$ 46,267
40	Murray	\$ 3,649,047	\$ -	\$ 49,175
42	Canyons	\$ 20,286,569	\$ -	\$ 271,028
68	Ogden Prep	\$ 654,187	\$ -	\$ 9,684
74	American Prep	\$ 2,426,494	\$ -	\$ 35,272
81	Walden School	\$ 424,088	\$ -	\$ 6,226
82	Freedom Academy	\$ 1,354,552	\$ -	\$ 19,494
83	AMES	\$ 252,335	\$ -	\$ 3,752
86	Pinnacle Canyon	\$ 252,370	\$ -	\$ 3,402

EDUCATOR SUPPORTS
FY2023-2024 LEGISLATIVE ESTIMATES

ID	Local Education Agency	Educator Salary Adjustments Prog: 5876, Rev: 3400 \$391,096,200	Teacher Salary Supplemental Program Prog:5807, Rev: 3400 \$23,092,100	Teacher Supplies and Materials Pgm: 5868, Rev: 3400 \$5,500,000
		DOLLARS	DOLLARS	DOLLARS
87	City Academy	\$ 176,351	\$ -	\$ 2,677
89	Soldier Hollow	\$ 225,507	\$ -	\$ 3,301
91	Utah Arts Academy	\$ 195,725	\$ -	\$ 2,961
92	Uintah River High	\$ 109,292	\$ -	\$ 1,619
93	John Hancock	\$ 133,198	\$ -	\$ 1,983
94	Thomas Edison - North	\$ 703,391	\$ -	\$ 9,814
95	Timpanogos Academy	\$ 256,604	\$ -	\$ 3,864
97	Salt Lake Arts	\$ 274,026	\$ -	\$ 3,804
98	Fast Forward	\$ 248,022	\$ -	\$ 3,687
A1	NUAMES	\$ 646,781	\$ -	\$ 9,554
A2	Ranches Academy	\$ 195,725	\$ -	\$ 2,936
A3	DaVinci Academy	\$ 763,370	\$ -	\$ 11,542
A4	Summit Academy	\$ 1,372,858	\$ -	\$ 19,282
A5	Itineris	\$ 230,885	\$ -	\$ 3,427
A6	North Davis Prep	\$ 650,259	\$ -	\$ 9,112
A7	Moab Charter	\$ 50,189	\$ -	\$ 718
A8	East Hollywood High	\$ 204,576	\$ -	\$ 3,024
A9	SUCCESS Academy	\$ 180,665	\$ -	\$ 2,681
1B	UCAS	\$ 326,966	\$ -	\$ 4,861
2B	Lincoln Academy	\$ 424,711	\$ -	\$ 5,998
3B	Beehive Science & Tech	\$ 407,074	\$ -	\$ 6,028
4B	Wasatch Peak	\$ 286,766	\$ -	\$ 4,119
5B	North Star Academy	\$ 319,538	\$ -	\$ 4,800
7B	Reagan Academy	\$ 430,670	\$ -	\$ 6,245
8B	American Leadership	\$ 952,435	\$ -	\$ 14,111
9B	Navigator Pointe	\$ 289,799	\$ -	\$ 4,199
1C	Odyssey	\$ 242,307	\$ -	\$ 3,646
2C	InTech Collegiate HS	\$ 137,810	\$ -	\$ 2,029
3C	Entheos Academy	\$ 448,474	\$ -	\$ 6,717
4C	Lakeview	\$ 535,059	\$ -	\$ 7,993
5C	Legacy Preparatory	\$ 608,695	\$ -	\$ 9,052
7C	Monticello	\$ 600,958	\$ -	\$ 8,821
8C	Mountainville	\$ 426,726	\$ -	\$ 6,473
9C	Paradigm High	\$ 267,183	\$ -	\$ 3,827
1D	Renaissance	\$ 496,021	\$ -	\$ 7,439
2D	Channing Hall	\$ 381,840	\$ -	\$ 5,773
3D	Spectrum	\$ 1,820,339	\$ -	\$ 23,648
4D	Syracuse Arts	\$ 1,102,525	\$ -	\$ 15,658
5D	George Washington	\$ 525,376	\$ -	\$ 7,377
6D	Noah Webster	\$ 276,948	\$ -	\$ 4,039
7D	Salt Lake SPA	\$ 151,466	\$ -	\$ 2,214
8D	Open Classroom	\$ 185,024	\$ -	\$ 2,773
9D	Canyon Rim	\$ 237,684	\$ -	\$ 3,518
1E	Guadalupe Schools	\$ 185,453	\$ -	\$ 2,732
2E	Karl G. Maeser	\$ 430,591	\$ -	\$ 6,525
3E	C.S. Lewis Academy	\$ 136,869	\$ -	\$ 2,039
4E	Dual Immersion Academy	\$ 185,024	\$ -	\$ 2,773

EDUCATOR SUPPORTS
FY2023-2024 LEGISLATIVE ESTIMATES

ID	Local Education Agency	Educator Salary Adjustments Prog: 5876, Rev: 3400 \$391,096,200	Teacher Salary Supplemental Program Prog:5807, Rev: 3400 \$23,092,100	Teacher Supplies and Materials Pgm: 5868, Rev: 3400 \$5,500,000
		DOLLARS	DOLLARS	DOLLARS
5E	Edith Bowen	\$ 234,731	\$ -	\$ 3,344
7E	Gateway Preparatory	\$ 398,833	\$ -	\$ 5,628
8E	Merit College Preparatory	\$ 303,699	\$ -	\$ 4,630
9E	Providence Hall	\$ 1,534,145	\$ -	\$ 20,745
1F	Quest Academy	\$ 519,512	\$ -	\$ 7,825
2F	Rockwell HS	\$ 139,415	\$ -	\$ 2,106
3F	Venture	\$ 457,371	\$ -	\$ 6,783
4F	Center for Science Ed.	\$ 255,545	\$ -	\$ 3,822
5F	Utah Virtual Academy	\$ 1,312,545	\$ -	\$ 19,703
6F	The Early Light Academy	\$ 594,827	\$ -	\$ 8,363
7F	Excelsior Academy	\$ 767,362	\$ -	\$ 11,342
8F	Hawthorn Academy	\$ 828,311	\$ -	\$ 12,298
9F	Mountain Heights Academy	\$ 851,055	\$ -	\$ 12,192
1G	Jefferson Academy	\$ 316,350	\$ -	\$ 4,690
2G	Vista at Entrada	\$ 584,713	\$ -	\$ 8,703
3G	Bear River CS	\$ 138,474	\$ -	\$ 1,835
4G	Maria Montessori	\$ 222,590	\$ -	\$ 3,336
5G	Canyon Grove Academy	\$ 289,061	\$ -	\$ 4,359
6G	Weilenmann School	\$ 418,610	\$ -	\$ 6,043
7G	Summit Academy HS	\$ 338,162	\$ -	\$ 5,066
8G	Good Foundations	\$ 252,335	\$ -	\$ 3,589
2H	Utah Connections	\$ 473,160	\$ -	\$ 7,073
3H	Endeavor Hall	\$ 166,726	\$ -	\$ 2,447
5H	HighMark CS	\$ 399,979	\$ -	\$ 5,873
6H	Promontory School	\$ 249,231	\$ -	\$ 3,752
7H	Pacific Heritage Acad.	\$ 128,414	\$ -	\$ 1,958
8H	Valley Academy	\$ 299,506	\$ -	\$ 4,308
1I	UT International Charter	\$ 206,426	\$ -	\$ 3,099
2I	Esperanza Elementary	\$ 244,738	\$ -	\$ 3,589
3I	Leadership Learning	\$ 526,831	\$ -	\$ 7,746
4I	Mana Academy	\$ 120,733	\$ -	\$ 1,758
5I	Voyage Academy	\$ 250,569	\$ -	\$ 3,772
7I	WSU Charter School	\$ -	\$ -	\$ -
8I	Winter Sports School	\$ 82,384	\$ -	\$ 1,211
9I	Utah Career Path HS	\$ 148,619	\$ -	\$ 2,113
2J	Ascent Academies	\$ 1,737,577	\$ -	\$ 24,429
3J	Dixie Montessori Academy	\$ 136,173	\$ -	\$ 2,029
5J	Mountain West Montessori	\$ 291,501	\$ -	\$ 4,266
6J	Scholar Academy	\$ 354,906	\$ -	\$ 5,316
7J	Greenwood	\$ 283,475	\$ -	\$ 4,160
8J	Terra Academy	\$ 321,555	\$ -	\$ 4,816
9J	Lumen Scholar Institute	\$ 377,346	\$ -	\$ 5,658
1K	Vanguard Academy	\$ 318,917	\$ -	\$ 4,862
2K	Utah Military Academy	\$ 555,395	\$ -	\$ 8,230
3K	Roots Charter School	\$ 136,975	\$ -	\$ 2,088
4K	Athenian eAcademy	\$ 260,564	\$ -	\$ 3,855
5K	Wasatch Waldorf Academy	\$ 371,866	\$ -	\$ 5,342

EDUCATOR SUPPORTS
FY2023-2024 LEGISLATIVE ESTIMATES

ID	Local Education Agency	Educator Salary Adjustments Prog: 5876, Rev: 3400 \$391,096,200	Teacher Salary Supplemental Program Prog:5807, Rev: 3400 \$23,092,100	Teacher Supplies and Materials Pgm: 5868, Rev: 3400 \$5,500,000
		DOLLARS	DOLLARS	DOLLARS
6K	Franklin Discovery Academy	\$ 346,506	\$ -	\$ 4,904
7K	Wallace Stegner Academy	\$ 638,757	\$ -	\$ 9,453
8K	American Academy of Innovation	\$ 289,499	\$ -	\$ 4,282
9K	St. George Academy	\$ 208,650	\$ -	\$ 3,142
1L	Athlos Academy	\$ 237,909	\$ -	\$ 3,589
2L	CCID	\$ 200,734	\$ -	\$ 2,965
3L	Leadership Academy of Utah	\$ 261,541	\$ -	\$ 3,987
5L	Ignite Entrepreneurship Academy	\$ 226,353	\$ -	\$ 3,356
6L	Bonneville Academy	\$ 149,817	\$ -	\$ 2,284
7L	Ivy Preparatory Academy	\$ 307,713	\$ -	\$ 4,461
8L	REAL Salt Lake Academy High	\$ 215,416	\$ -	\$ 3,189
1M	Advantage Arts Academy	\$ 223,816	\$ -	\$ 3,201
3M	Bridge Elementary	\$ 263,528	\$ -	\$ 3,848
4M	Mountain Sunrise Academy	\$ 219,374	\$ -	\$ 3,344
7M	Career Academy of Utah	\$ 117,713	\$ -	\$ 1,794
41	USDB	\$ 1,973,655	\$ -	\$ 26,665
	Unallocated	\$ (1,630,913)	\$ 23,092,100	\$ -
	Districts - Total	\$ 342,843,139	\$ -	\$ 4,776,140
	Charters - Total	\$ 47,910,319	\$ -	\$ 697,195
	Other Institutions - Total	\$ 1,973,655	\$ -	\$ 26,665
	Grand Total	\$ 391,096,200	\$ 23,092,100	\$ 5,500,000

**EDUCATOR SUPPORTS
FY2023-2024 LEGISLATIVE ESTIMATES**

ID	Local Education Agency	Effective Teachers in High Poverty Schools Incentive Program Pgm: 5668, Rev: 3400 \$801,000	Grants for Professional Learning Pgm: 5666 , Rev: 3400 \$3,935,000	Educator Professional Time Pgm: 5651, Rev: 3200 \$64,000,000
		DOLLARS	DOLLARS	DOLLARS
1	Alpine	\$ -	\$ -	\$ 7,010,624
2	Beaver	\$ -	\$ -	\$ 163,836
3	Box Elder	\$ -	\$ -	\$ 1,125,236
4	Cache	\$ -	\$ -	\$ 1,730,556
5	Carbon	\$ -	\$ -	\$ 361,358
6	Daggett	\$ -	\$ -	\$ 37,302
7	Davis	\$ -	\$ -	\$ 6,403,326
8	Duchesne	\$ -	\$ -	\$ 558,921
9	Emery	\$ -	\$ -	\$ 254,282
10	Garfield	\$ -	\$ -	\$ 126,703
11	Grand	\$ -	\$ -	\$ 168,800
12	Granite	\$ -	\$ -	\$ 5,896,153
13	Iron	\$ -	\$ -	\$ 957,170
14	Jordan	\$ -	\$ -	\$ 5,602,150
15	Juab	\$ -	\$ -	\$ 244,331
16	Kane	\$ -	\$ -	\$ 141,213
17	Millard	\$ -	\$ -	\$ 313,365
18	Morgan	\$ -	\$ -	\$ 314,573
19	Nebo	\$ -	\$ -	\$ 3,214,838
20	North Sanpete	\$ -	\$ -	\$ 252,008
21	North Summit	\$ -	\$ -	\$ 116,579
22	Park City	\$ -	\$ -	\$ 584,749
23	Piute	\$ -	\$ -	\$ 49,925
24	Rich	\$ -	\$ -	\$ 69,535
25	San Juan	\$ -	\$ -	\$ 367,071
26	Sevier	\$ -	\$ -	\$ 444,416
27	South Sanpete	\$ -	\$ -	\$ 347,133
28	South Summit	\$ -	\$ -	\$ 185,766
29	Tintic	\$ -	\$ -	\$ 43,666
30	Tooele	\$ -	\$ -	\$ 1,538,477
31	Uintah	\$ -	\$ -	\$ 603,132
32	Wasatch	\$ -	\$ -	\$ 808,058
33	Washington	\$ -	\$ -	\$ 3,205,782
34	Wayne	\$ -	\$ -	\$ 61,797
35	Weber	\$ -	\$ -	\$ 2,955,038
36	Salt Lake	\$ -	\$ -	\$ 2,284,021
37	Ogden	\$ -	\$ -	\$ 1,195,950
38	Provo	\$ -	\$ -	\$ 1,373,996
39	Logan	\$ -	\$ -	\$ 530,742
40	Murray	\$ -	\$ -	\$ 595,245
42	Canyons	\$ -	\$ -	\$ 3,250,968
68	Ogden Prep	\$ -	\$ -	\$ 110,419
74	American Prep	\$ -	\$ -	\$ 454,026
81	Walden School	\$ -	\$ -	\$ 76,273
82	Freedom Academy	\$ -	\$ -	\$ 223,306
83	AMES	\$ -	\$ -	\$ 42,842
86	Pinnacle Canyon	\$ -	\$ -	\$ 48,505
87	City Academy	\$ -	\$ -	\$ 30,319
89	Soldier Hollow	\$ -	\$ -	\$ 40,836
91	Utah Arts Academy	\$ -	\$ -	\$ 33,202
92	Uintah River High	\$ -	\$ -	\$ 18,822
93	John Hancock	\$ -	\$ -	\$ 24,975
94	Thomas Edison - North	\$ -	\$ -	\$ 113,464
95	Timpanogos Academy	\$ -	\$ -	\$ 42,329
97	Salt Lake Arts	\$ -	\$ -	\$ 43,364
98	Fast Forward	\$ -	\$ -	\$ 50,092
A1	NUAMES	\$ -	\$ -	\$ 107,529
A2	Ranches Academy	\$ -	\$ -	\$ 32,543
A3	DaVinci Academy	\$ -	\$ -	\$ 133,065
A4	Summit Academy	\$ -	\$ -	\$ 219,280

**EDUCATOR SUPPORTS
FY2023-2024 LEGISLATIVE ESTIMATES**

ID	Local Education Agency	Effective Teachers in High Poverty Schools Incentive Program Pgm: 5668, Rev: 3400 \$801,000	Grants for Professional Learning Pgm: 5666 , Rev: 3400 \$3,935,000	Educator Professional Time Pgm: 5651, Rev: 3200 \$64,000,000
		DOLLARS	DOLLARS	DOLLARS
A5	Itineris	\$ -	\$ -	\$ 37,915
A6	North Davis Prep	\$ -	\$ -	\$ 104,460
A7	Moab Charter	\$ -	\$ -	\$ 13,512
A8	East Hollywood High	\$ -	\$ -	\$ 38,783
A9	SUCCESS Academy	\$ -	\$ -	\$ 30,378
1B	UCAS	\$ -	\$ -	\$ 55,694
2B	Lincoln Academy	\$ -	\$ -	\$ 82,599
3B	Beehive Science & Tech	\$ -	\$ -	\$ 71,809
4B	Wasatch Peak	\$ -	\$ -	\$ 46,365
5B	North Star Academy	\$ -	\$ -	\$ 52,110
7B	Reagan Academy	\$ -	\$ -	\$ 68,028
8B	American Leadership	\$ -	\$ -	\$ 157,443
9B	Navigator Pointe	\$ -	\$ -	\$ 52,384
1C	Odyssey	\$ -	\$ -	\$ 42,599
2C	InTech Collegiate HS	\$ -	\$ -	\$ 25,128
3C	Entheos Academy	\$ -	\$ -	\$ 86,829
4C	Lakeview	\$ -	\$ -	\$ 85,683
5C	Legacy Preparatory	\$ -	\$ -	\$ 99,361
7C	Monticello	\$ -	\$ -	\$ 98,963
8C	Mountainville	\$ -	\$ -	\$ 67,169
9C	Paradigm High	\$ -	\$ -	\$ 49,284
1D	Renaissance	\$ -	\$ -	\$ 79,013
2D	Channing Hall	\$ -	\$ -	\$ 61,942
3D	Spectrum	\$ -	\$ -	\$ 331,186
4D	Syracuse Arts	\$ -	\$ -	\$ 178,432
5D	George Washington	\$ -	\$ -	\$ 86,878
6D	Noah Webster	\$ -	\$ -	\$ 46,632
7D	Salt Lake SPA	\$ -	\$ -	\$ 28,513
8D	Open Classroom	\$ -	\$ -	\$ 29,660
9D	Canyon Rim	\$ -	\$ -	\$ 41,303
1E	Guadalupe Schools	\$ -	\$ -	\$ 32,543
2E	Karl G. Maeser	\$ -	\$ -	\$ 69,745
3E	C.S. Lewis Academy	\$ -	\$ -	\$ 24,222
4E	Dual Immersion Academy	\$ -	\$ -	\$ 39,546
5E	Edith Bowen	\$ -	\$ -	\$ 38,722
7E	Gateway Preparatory	\$ -	\$ -	\$ 64,707
8E	Merit College Preparatory	\$ -	\$ -	\$ 51,410
9E	Providence Hall	\$ -	\$ -	\$ 241,119
1F	Quest Academy	\$ -	\$ -	\$ 87,689
2F	Rockwell HS	\$ -	\$ -	\$ 35,117
3F	Venture	\$ -	\$ -	\$ 83,129
4F	Center for Science Ed.	\$ -	\$ -	\$ 42,166
5F	Utah Virtual Academy	\$ -	\$ -	\$ 209,351
6F	The Early Light Academy	\$ -	\$ -	\$ 101,444
7F	Excelsior Academy	\$ -	\$ -	\$ 123,562
8F	Hawthorn Academy	\$ -	\$ -	\$ 132,440
9F	Mountain Heights Academy	\$ -	\$ -	\$ 133,862
1G	Jefferson Academy	\$ -	\$ -	\$ 52,399
2G	Vista at Entrada	\$ -	\$ -	\$ 92,851
3G	Bear River CS	\$ -	\$ -	\$ 24,140
4G	Maria Montessori	\$ -	\$ -	\$ 35,002
5G	Canyon Grove Academy	\$ -	\$ -	\$ 51,034
6G	Weilenmann School	\$ -	\$ -	\$ 71,781
7G	Summit Academy HS	\$ -	\$ -	\$ 60,585
8G	Good Foundations	\$ -	\$ -	\$ 41,194
2H	Utah Connections	\$ -	\$ -	\$ 79,685
3H	Endeavor Hall	\$ -	\$ -	\$ 32,955
5H	HighMark CS	\$ -	\$ -	\$ 64,262
6H	Promontory School	\$ -	\$ -	\$ 43,666

EDUCATOR SUPPORTS FY2023-2024 LEGISLATIVE ESTIMATES				
ID	Local Education Agency	Effective Teachers in High Poverty Schools Incentive Program Pgm: 5668, Rev: 3400 \$801,000	Grants for Professional Learning Pgm: 5666 , Rev: 3400 \$3,935,000	Educator Professional Time Pgm: 5651, Rev: 3200 \$64,000,000
		DOLLARS	DOLLARS	DOLLARS
7H	Pacific Heritage Acad.	\$ -	\$ -	\$ 31,307
8H	Valley Academy	\$ -	\$ -	\$ 56,696
1I	UT International Charter	\$ -	\$ -	\$ 36,709
2I	Esperanza Elementary	\$ -	\$ -	\$ 42,842
3I	Leadership Learning	\$ -	\$ -	\$ 89,813
4I	Mana Academy	\$ -	\$ -	\$ 20,620
5I	Voyage Academy	\$ -	\$ -	\$ 43,048
7I	WSU Charter School	\$ -	\$ -	\$ -
8I	Winter Sports School	\$ -	\$ -	\$ 15,174
9I	Utah Career Path HS	\$ -	\$ -	\$ 25,891
2J	Ascent Academies	\$ -	\$ -	\$ 281,432
3J	Dixie Montessori Academy	\$ -	\$ -	\$ 32,024
5J	Mountain West Montessori	\$ -	\$ -	\$ 46,549
6J	Scholar Academy	\$ -	\$ -	\$ 58,677
7J	Greenwood	\$ -	\$ -	\$ 48,114
8J	Terra Academy	\$ -	\$ -	\$ 53,603
9J	Lumen Scholar Institute	\$ -	\$ -	\$ 60,443
1K	Vanguard Academy	\$ -	\$ -	\$ 51,908
2K	Utah Military Academy	\$ -	\$ -	\$ 120,056
3K	Roots Charter School	\$ -	\$ -	\$ 25,128
4K	Athenian eAcademy	\$ -	\$ -	\$ 51,171
5K	Wasatch Waldorf Academy	\$ -	\$ -	\$ 61,956
6K	Franklin Discovery Academy	\$ -	\$ -	\$ 61,049
7K	Wallace Stegner Academy	\$ -	\$ -	\$ 108,752
8K	American Academy of Innovation	\$ -	\$ -	\$ 48,016
9K	St. George Academy	\$ -	\$ -	\$ 34,059
1L	Athlos Academy	\$ -	\$ -	\$ 49,103
2L	CCID	\$ -	\$ -	\$ 35,592
3L	Leadership Academy of Utah	\$ -	\$ -	\$ 40,272
5L	Ignite Entrepreneurship Academy	\$ -	\$ -	\$ 38,841
6L	Bonneville Academy	\$ -	\$ -	\$ 32,937
7L	Ivy Preparatory Academy	\$ -	\$ -	\$ 48,963
8L	REAL Salt Lake Academy High	\$ -	\$ -	\$ 39,299
1M	Advantage Arts Academy	\$ -	\$ -	\$ 35,633
3M	Bridge Elementary	\$ -	\$ -	\$ 41,748
4M	Mountain Sunrise Academy	\$ -	\$ -	\$ 42,018
7M	Career Academy of Utah	\$ -	\$ -	\$ 18,125
4I	USDB	\$ -	\$ -	\$ 328,067
70	Sevier School District (CUES)	\$ -	\$ -	\$ -
71	Wasatch School District (NUES)	\$ -	\$ -	\$ -
72	Carbon Co School District (SESC)	\$ -	\$ -	\$ -
73	Iron Co School District (SEDC)	\$ -	\$ -	\$ -
Unallocated		\$ 801,000	\$ 3,935,000	\$ -
Districts - Total		\$ -	\$ -	\$ 55,488,793
Charters - Total		\$ -	\$ -	\$ 8,183,140
USDB		\$ -	\$ -	\$ 328,067
Grand Total		\$ 801,000	\$ 3,935,000	\$ 64,000,000

**STATEWIDE INITIATIVES
FY2023-2024 LEGISLATIVE ESTIMATES**

ID	Local Education Agency	School Land Trust Estimate Prog: 5420, Rev: 3500 \$101,803,300	Teacher and Students Success Act Program Prog: 5678, Rev: 3500 \$182,800,400	Dual Immersion Prog: 5635, Rev: 3500 \$7,367,000	Student Health and Counseling Support Program Prog: 5679, Rev: 3500 \$25,480,000
		DOLLARS	DOLLARS	DOLLARS	DOLLARS
1	Alpine	\$ 11,753,458	\$ 21,918,316	\$ -	\$ 2,565,559
2	Beaver	\$ 423,128	\$ 550,760	\$ -	\$ 70,220
3	Box Elder	\$ 1,887,937	\$ 3,354,979	\$ -	\$ 395,224
4	Cache	\$ 2,887,784	\$ 5,288,740	\$ -	\$ 617,065
5	Carbon	\$ 670,215	\$ 984,053	\$ -	\$ 125,043
6	Daggett	\$ 243,255	\$ 137,866	\$ -	\$ 30,311
7	Davis	\$ 9,897,798	\$ 19,088,312	\$ -	\$ 2,172,409
8	Duchesne	\$ 925,823	\$ 1,631,556	\$ -	\$ 181,756
9	Emery	\$ 501,298	\$ 740,714	\$ -	\$ 87,564
10	Garfield	\$ 387,424	\$ 529,822	\$ -	\$ 62,298
11	Grand	\$ 413,390	\$ 432,946	\$ -	\$ 68,060
12	Granite	\$ 8,215,249	\$ 16,102,266	\$ -	\$ 1,799,034
13	Iron	\$ 1,899,162	\$ 3,269,092	\$ -	\$ 397,715
14	Jordan	\$ 8,040,245	\$ 15,122,362	\$ -	\$ 1,760,265
15	Juab	\$ 585,148	\$ 708,747	\$ -	\$ 106,168
16	Kane	\$ 411,903	\$ 568,619	\$ -	\$ 67,730
17	Millard	\$ 641,274	\$ 953,765	\$ -	\$ 118,621
18	Morgan	\$ 664,265	\$ 870,787	\$ -	\$ 123,722
19	Nebo	\$ 5,119,011	\$ 9,690,008	\$ -	\$ 1,112,118
20	North Sanpete	\$ 562,022	\$ 717,001	\$ -	\$ 101,037
21	North Summit	\$ 358,076	\$ 359,545	\$ -	\$ 55,787
22	Park City	\$ 807,622	\$ 1,137,725	\$ -	\$ 155,530
23	Piute	\$ 254,481	\$ 184,839	\$ -	\$ 32,802
24	Rich	\$ 288,426	\$ 246,440	\$ -	\$ 40,333
25	San Juan	\$ 608,951	\$ 1,095,373	\$ -	\$ 111,450
26	Sevier	\$ 836,428	\$ 1,413,011	\$ -	\$ 161,921
27	South Sanpete	\$ 650,605	\$ 987,286	\$ -	\$ 120,692
28	South Summit	\$ 445,037	\$ 524,723	\$ -	\$ 75,081
29	Tintic	\$ 253,669	\$ 174,051	\$ -	\$ 32,622
30	Tooele	\$ 3,557,233	\$ 6,215,714	\$ -	\$ 740,003
31	Uintah	\$ 1,142,887	\$ 1,861,988	\$ -	\$ 229,917
32	Wasatch	\$ 1,408,503	\$ 2,247,145	\$ -	\$ 288,850
33	Washington	\$ 5,172,297	\$ 9,338,490	\$ -	\$ 1,123,940
34	Wayne	\$ 278,554	\$ 247,222	\$ -	\$ 38,143
35	Weber	\$ 4,622,401	\$ 8,905,737	\$ -	\$ 1,001,933
36	Salt Lake	\$ 2,849,645	\$ 5,452,632	\$ -	\$ 608,603
37	Ogden	\$ 1,605,010	\$ 2,856,469	\$ -	\$ 332,450
38	Provo	\$ 2,060,236	\$ 3,636,692	\$ -	\$ 433,453
39	Logan	\$ 914,869	\$ 1,422,180	\$ -	\$ 179,325
40	Murray	\$ 999,395	\$ 1,609,690	\$ -	\$ 198,079
42	Canyons	\$ 4,676,093	\$ 8,600,921	\$ -	\$ 1,013,215
68	Ogden Prep	\$ 148,013	\$ 264,409	\$ -	\$ 55,697
74	American Prep	\$ 751,783	\$ 1,345,077	\$ -	\$ 180,916
81	Walden School	\$ 60,768	\$ 112,649	\$ -	\$ 37,603
82	Freedom Academy	\$ 313,958	\$ 527,248	\$ -	\$ 86,844
83	AMES	\$ 65,687	\$ 140,131	\$ -	\$ 38,623
86	Pinnacle Canyon	\$ 59,031	\$ 132,753	\$ -	\$ 37,243
87	City Academy	\$ 47,449	\$ 38,435	\$ -	\$ 28,511
89	Soldier Hollow	\$ 48,469	\$ 83,965	\$ -	\$ 35,052
91	Utah Arts Academy	\$ 47,449	\$ 76,873	\$ -	\$ 33,222
92	Uintah River High	\$ 47,449	\$ 23,604	\$ -	\$ 27,251
93	John Hancock	\$ 94,897	\$ 56,694	\$ -	\$ 30,521
94	Thomas Edison - North	\$ 176,226	\$ 308,544	\$ -	\$ 61,548
95	Timpanogos Academy	\$ 75,236	\$ 123,073	\$ -	\$ 40,604
97	Salt Lake Arts	\$ 58,453	\$ 100,664	\$ -	\$ 37,123
98	Fast Forward	\$ 60,768	\$ 145,273	\$ -	\$ 37,603
A1	NUAMES	\$ 162,047	\$ 336,613	\$ -	\$ 58,608
A2	Ranches Academy	\$ 53,244	\$ 89,107	\$ -	\$ 36,043
A3	DaVinci Academy	\$ 173,477	\$ 325,513	\$ -	\$ 60,978
A4	Summit Academy	\$ 291,974	\$ 543,180	\$ -	\$ 85,554

**STATEWIDE INITIATIVES
FY2023-2024 LEGISLATIVE ESTIMATES**

ID	Local Education Agency	School Land Trust Estimate Prog: 5420, Rev: 3500 \$101,803,300	Teacher and Students Success Act Program Prog: 5678, Rev: 3500 \$182,800,400	Dual Immersion Prog: 5635, Rev: 3500 \$7,367,000	Student Health and Counseling Support Program Prog: 5679, Rev: 3500 \$25,480,000
		DOLLARS	DOLLARS	DOLLARS	DOLLARS
A5	Itineris	\$ 47,449	\$ 110,213	\$ -	\$ 34,872
A6	North Davis Prep	\$ 138,319	\$ 231,048	\$ -	\$ 53,687
A7	Moab Charter	\$ 47,449	\$ 21,920	\$ -	\$ 26,860
A8	East Hollywood High	\$ 47,449	\$ 98,951	\$ -	\$ 33,612
A9	SUCCESS Academy	\$ 94,897	\$ 135,200	\$ -	\$ 39,523
1B	UCAS	\$ 79,866	\$ 176,984	\$ -	\$ 41,564
2B	Lincoln Academy	\$ 132,387	\$ 224,685	\$ -	\$ 52,456
3B	Beehive Science & Tech	\$ 82,655	\$ 182,090	\$ -	\$ 44,054
4B	Wasatch Peak	\$ 70,172	\$ 110,762	\$ -	\$ 39,553
5B	North Star Academy	\$ 76,104	\$ 127,394	\$ -	\$ 40,784
7B	Reagan Academy	\$ 99,399	\$ 165,573	\$ -	\$ 45,615
8B	American Leadership	\$ 235,402	\$ 435,138	\$ -	\$ 73,821
9B	Navigator Pointe	\$ 59,465	\$ 101,801	\$ -	\$ 37,333
1C	Odyssey	\$ 52,376	\$ 95,443	\$ -	\$ 35,862
2C	InTech Collegiate HS	\$ 47,449	\$ 69,561	\$ -	\$ 31,541
3C	Entheos Academy	\$ 152,787	\$ 266,929	\$ -	\$ 56,687
4C	Lakeview	\$ 146,132	\$ 238,778	\$ -	\$ 55,307
5C	Legacy Preparatory	\$ 136,004	\$ 226,902	\$ -	\$ 53,206
7C	Monticello	\$ 156,694	\$ 259,356	\$ -	\$ 57,497
8C	Mountainville	\$ 108,803	\$ 172,364	\$ -	\$ 47,565
9C	Paradigm High	\$ 50,206	\$ 115,958	\$ -	\$ 35,412
1D	Renaissance	\$ 111,118	\$ 181,383	\$ -	\$ 48,045
2D	Channing Hall	\$ 82,181	\$ 132,493	\$ -	\$ 42,044
3D	Spectrum	\$ 225,998	\$ 1,046,715	\$ -	\$ 71,871
4D	Syracuse Arts	\$ 251,752	\$ 471,590	\$ -	\$ 77,212
5D	George Washington	\$ 145,119	\$ 231,049	\$ -	\$ 55,097
6D	Noah Webster	\$ 77,696	\$ 123,048	\$ -	\$ 41,114
7D	Salt Lake SPA	\$ 47,449	\$ 65,526	\$ -	\$ 31,061
8D	Open Classroom	\$ 47,449	\$ 76,793	\$ -	\$ 33,582
9D	Canyon Rim	\$ 75,091	\$ 119,859	\$ -	\$ 40,574
1E	Guadalupe Schools	\$ 47,449	\$ 69,057	\$ -	\$ 33,582
2E	Karl G. Maeser	\$ 90,139	\$ 162,562	\$ -	\$ 43,694
3E	C.S. Lewis Academy	\$ 47,449	\$ 76,696	\$ -	\$ 33,732
4E	Dual Immersion Academy	\$ 68,147	\$ 108,565	\$ -	\$ 39,133
5E	Edith Bowen	\$ 51,942	\$ 88,972	\$ -	\$ 35,772
7E	Gateway Preparatory	\$ 99,833	\$ 176,009	\$ -	\$ 45,705
8E	Merit College Preparatory	\$ 67,134	\$ 138,730	\$ -	\$ 38,923
9E	Providence Hall	\$ 310,783	\$ 594,040	\$ -	\$ 89,455
1F	Quest Academy	\$ 147,434	\$ 261,507	\$ -	\$ 55,577
2F	Rockwell HS	\$ 47,449	\$ 81,905	\$ -	\$ 32,382
3F	Venture	\$ 112,565	\$ 213,299	\$ -	\$ 48,345
4F	Center for Science Ed.	\$ 49,482	\$ 108,222	\$ -	\$ 35,262
5F	Utah Virtual Academy	\$ 259,565	\$ 601,188	\$ -	\$ 78,832
6F	The Early Light Academy	\$ 140,634	\$ 245,275	\$ -	\$ 54,167
7F	Excelsior Academy	\$ 202,269	\$ 367,006	\$ -	\$ 66,950
8F	Hawthorn Academy	\$ 194,746	\$ 362,716	\$ -	\$ 65,389
9F	Mountain Heights Academy	\$ 140,923	\$ 289,313	\$ -	\$ 54,227
1G	Jefferson Academy	\$ 85,509	\$ 138,772	\$ -	\$ 42,734
2G	Vista at Entrada	\$ 161,034	\$ 271,668	\$ -	\$ 58,398
3G	Bear River CS	\$ 47,449	\$ 43,096	\$ -	\$ 30,101
4G	Maria Montessori	\$ 54,836	\$ 105,205	\$ -	\$ 36,373
5G	Canyon Grove Academy	\$ 94,769	\$ 149,777	\$ -	\$ 44,654
6G	Weilenmann School	\$ 77,406	\$ 121,382	\$ -	\$ 41,054
7G	Summit Academy HS	\$ 73,789	\$ 172,636	\$ -	\$ 40,303
8G	Good Foundations	\$ 62,359	\$ 104,883	\$ -	\$ 37,933
2H	Utah Connections	\$ 149,749	\$ 281,120	\$ -	\$ 56,057
3H	Endeavor Hall	\$ 47,449	\$ 75,903	\$ -	\$ 33,732
5H	HighMark CS	\$ 98,530	\$ 164,183	\$ -	\$ 45,435
6H	Promontory School	\$ 64,964	\$ 110,236	\$ -	\$ 38,473

**STATEWIDE INITIATIVES
FY2023-2024 LEGISLATIVE ESTIMATES**

ID	Local Education Agency	School Land Trust Estimate Prog: 5420, Rev: 3500 \$101,803,300	Teacher and Students Success Act Program Prog: 5678, Rev: 3500 \$182,800,400	Dual Immersion Prog: 5635, Rev: 3500 \$7,367,000	Student Health and Counseling Support Program Prog: 5679, Rev: 3500 \$25,480,000
		DOLLARS	DOLLARS	DOLLARS	DOLLARS
7H	Pacific Heritage Acad.	\$ 47,449	\$ 81,766	\$ -	\$ 34,482
8H	Valley Academy	\$ 76,828	\$ 132,674	\$ -	\$ 40,934
1I	UT International Charter	\$ 47,449	\$ 78,697	\$ -	\$ 32,082
2I	Esperanza Elementary	\$ 76,538	\$ 126,092	\$ -	\$ 40,874
3I	Leadership Learning	\$ 125,152	\$ 227,264	\$ -	\$ 50,956
4I	Mana Academy	\$ 47,449	\$ 74,933	\$ -	\$ 33,912
5I	Voyage Academy	\$ 75,526	\$ 121,825	\$ -	\$ 40,664
7I	WSU Charter School	\$ -	\$ -	\$ -	\$ -
8I	Winter Sports School	\$ 47,449	\$ 30,565	\$ -	\$ 28,151
9I	Utah Career Path HS	\$ 47,449	\$ 57,147	\$ -	\$ 30,461
2J	Ascent Academies	\$ 382,739	\$ 729,539	\$ -	\$ 104,188
3J	Dixie Montesorri Academy	\$ 47,449	\$ 62,557	\$ -	\$ 31,812
5J	Mountain West Montessori	\$ 66,989	\$ 113,672	\$ -	\$ 38,893
6J	Scholar Academy	\$ 96,360	\$ 158,489	\$ -	\$ 44,985
7J	Greenwood	\$ 53,244	\$ 91,451	\$ -	\$ 36,043
8J	Terra Academy	\$ 93,466	\$ 165,582	\$ -	\$ 44,384
9J	Lumen Scholar Institute	\$ 55,270	\$ 102,330	\$ -	\$ 36,463
1K	Vanguard Academy	\$ 77,840	\$ 156,283	\$ -	\$ 41,144
2K	Utah Military Academy	\$ 131,953	\$ 319,599	\$ -	\$ 52,366
3K	Roots Charter School	\$ 47,449	\$ 73,781	\$ -	\$ 31,421
4K	Athenian eAcademy	\$ 73,355	\$ 146,755	\$ -	\$ 40,213
5K	Wasatch Waldorf Academy	\$ 91,875	\$ 151,314	\$ -	\$ 44,054
6K	Franklin Discovery Academy	\$ 95,347	\$ 151,949	\$ -	\$ 44,775
7K	Wallace Stegner Academy	\$ 194,746	\$ 337,284	\$ -	\$ 65,389
8K	American Academy of Innovation	\$ 59,031	\$ 120,591	\$ -	\$ 37,243
9K	St. George Academy	\$ 47,449	\$ 72,900	\$ -	\$ 31,662
1L	Athlos Academy	\$ 66,844	\$ 127,101	\$ -	\$ 38,863
2L	CCID	\$ 67,134	\$ 126,026	\$ -	\$ 38,923
3L	Leadership Academy of Utah	\$ 68,147	\$ 127,710	\$ -	\$ 39,133
5L	Ignite Entrepreneurship Academy	\$ 75,815	\$ 122,429	\$ -	\$ 40,724
6L	Bonneville Academy	\$ 61,346	\$ 134,691	\$ -	\$ 37,723
7L	Ivy Preparatory Academy	\$ 59,176	\$ 92,579	\$ -	\$ 37,273
8L	REAL Salt Lake Academy High	\$ 54,402	\$ 121,757	\$ -	\$ 36,283
1M	Advantage Arts Academy	\$ 48,035	\$ 80,713	\$ -	\$ 34,962
3M	Bridge Elementary	\$ 77,117	\$ 125,552	\$ -	\$ 40,994
4M	Mountain Sunrise Academy	\$ 73,355	\$ 114,279	\$ -	\$ 40,213
7M	Career Academy of Utah	\$ 47,449	\$ 16,454	\$ -	\$ 26,920
41	USDB	\$ 47,786	\$ 74,254	\$ -	\$ -
70	Sevier School District (CUES)	\$ -	\$ -	\$ -	\$ 350,000
71	Wasatch School District (NUES)	\$ -	\$ -	\$ -	\$ 450,000
72	Carbon Co School District (SESC)	\$ -	\$ -	\$ -	\$ 200,000
73	Iron Co School District (SEDC)	\$ -	\$ -	\$ -	\$ 300,000
Unallocated		\$ (26,833)	\$ 0	\$ 7,367,000	\$ 31,061
Districts - Total		\$ 89,920,206	\$ 161,178,583	\$ -	\$ 18,936,050
Charters - Total		\$ 11,862,141	\$ 21,547,563	\$ -	\$ 5,212,888
Other Institutions - Total		\$ 47,786	\$ 74,254	\$ -	\$ 1,300,000
Grand Total		\$ 101,803,300	\$ 182,800,400	\$ 7,367,000	\$ 25,480,000

**STATEWIDE INITIATIVES
FY2023-2024 LEGISLATIVE ESTIMATES**

ID	Local Education Agency	Beverley Taylor Sorenson Arts Learning Program Pgm: 5862, Rev: 3500 \$21,945,000	Digital Teaching and Learning Prog: 5655, Rev: 3500 \$19,852,400	Flexible Allocation WPU Distribution Prog: 5310, Rev: 3200 \$31,767,000
		DOLLARS	DOLLARS	DOLLARS
1	Alpine	\$ -	\$ -	\$ 212,216
2	Beaver	\$ -	\$ -	\$ 940,032
3	Box Elder	\$ -	\$ -	\$ 32,701
4	Cache	\$ -	\$ -	\$ 51,311
5	Carbon	\$ -	\$ -	\$ 1,688,341
6	Daggett	\$ -	\$ -	\$ 227,539
7	Davis	\$ -	\$ -	\$ 182,317
8	Duchesne	\$ -	\$ -	\$ 2,830,136
9	Emery	\$ -	\$ -	\$ 1,242,238
10	Garfield	\$ -	\$ -	\$ 901,999
11	Grand	\$ -	\$ -	\$ 736,700
12	Granite	\$ -	\$ -	\$ 154,799
13	Iron	\$ -	\$ -	\$ 32,911
14	Jordan	\$ -	\$ -	\$ 145,204
15	Juab	\$ -	\$ -	\$ 1,210,237
16	Kane	\$ -	\$ -	\$ 968,526
17	Millard	\$ -	\$ -	\$ 1,654,186
18	Morgan	\$ -	\$ -	\$ 1,452,389
19	Nebo	\$ -	\$ -	\$ 94,705
20	North Sanpete	\$ -	\$ -	\$ 1,232,875
21	North Summit	\$ -	\$ -	\$ 3,436
22	Park City	\$ -	\$ -	\$ 10,711
23	Piute	\$ -	\$ -	\$ 303,771
24	Rich	\$ -	\$ -	\$ 421,799
25	San Juan	\$ -	\$ -	\$ 1,869,506
26	Sevier	\$ -	\$ -	\$ 2,431,349
27	South Sanpete	\$ -	\$ -	\$ 1,643,769
28	South Summit	\$ -	\$ -	\$ 5,128
29	Tintic	\$ -	\$ -	\$ 293,006
30	Tooele	\$ -	\$ -	\$ 60,408
31	Uintah	\$ -	\$ -	\$ 3,213,005
32	Wasatch	\$ -	\$ -	\$ 3,913,723
33	Washington	\$ -	\$ -	\$ 91,368
34	Wayne	\$ -	\$ -	\$ 418,888
35	Weber	\$ -	\$ -	\$ 85,641
36	Salt Lake	\$ -	\$ -	\$ 52,157
37	Ogden	\$ -	\$ -	\$ 27,085
38	Provo	\$ -	\$ -	\$ 35,901
39	Logan	\$ -	\$ -	\$ 13,766
40	Murray	\$ -	\$ -	\$ 15,230
42	Canyons	\$ -	\$ -	\$ 83,541
68	Ogden Prep	\$ -	\$ -	\$ 2,595
74	American Prep	\$ -	\$ -	\$ 13,023
81	Walden School	\$ -	\$ -	\$ 1,131
82	Freedom Academy	\$ -	\$ -	\$ 5,389
83	AMES	\$ -	\$ -	\$ 1,291
86	Pinnacle Canyon	\$ -	\$ -	\$ 217,196

**STATEWIDE INITIATIVES
FY2023-2024 LEGISLATIVE ESTIMATES**

ID	Local Education Agency	Beverley Taylor Sorenson Arts Learning Program Pgm: 5862, Rev: 3500 \$21,945,000	Digital Teaching and Learning Prog: 5655, Rev: 3500 \$19,852,400	Flexible Allocation WPU Distribution Prog: 5310, Rev: 3200 \$31,767,000
		DOLLARS	DOLLARS	DOLLARS
87	City Academy	\$ -	\$ -	\$ 372
89	Soldier Hollow	\$ -	\$ -	\$ 873
91	Utah Arts Academy	\$ -	\$ -	\$ 730
92	Uintah River High	\$ -	\$ -	\$ 42,872
93	John Hancock	\$ -	\$ -	\$ 1,578
94	Thomas Edison - North	\$ -	\$ -	\$ 2,964
95	Timpanogos Academy	\$ -	\$ -	\$ 1,201
97	Salt Lake Arts	\$ -	\$ -	\$ 975
98	Fast Forward	\$ -	\$ -	\$ 1,470
A1	NUAMES	\$ -	\$ -	\$ 3,170
A2	Ranches Academy	\$ -	\$ -	\$ 862
A3	DaVinci Academy	\$ -	\$ -	\$ 2,967
A4	Summit Academy	\$ -	\$ -	\$ 5,237
A5	Itineris	\$ -	\$ -	\$ 965
A6	North Davis Prep	\$ -	\$ -	\$ 2,195
A7	Moab Charter	\$ -	\$ -	\$ 35,932
A8	East Hollywood High	\$ -	\$ -	\$ 913
A9	SUCCESS Academy	\$ -	\$ -	\$ 1,220
1B	UCAS	\$ -	\$ -	\$ 1,471
2B	Lincoln Academy	\$ -	\$ -	\$ 2,135
3B	Beehive Science & Tech	\$ -	\$ -	\$ 2,277
4B	Wasatch Peak	\$ -	\$ -	\$ 1,091
5B	North Star Academy	\$ -	\$ -	\$ 1,213
7B	Reagan Academy	\$ -	\$ -	\$ 1,551
8B	American Leadership	\$ -	\$ -	\$ 4,169
9B	Navigator Pointe	\$ -	\$ -	\$ 937
1C	Odyssey	\$ -	\$ -	\$ 872
2C	InTech Collegiate HS	\$ -	\$ -	\$ 656
3C	Entheos Academy	\$ -	\$ -	\$ 2,588
4C	Lakeview	\$ -	\$ -	\$ 2,274
5C	Legacy Preparatory	\$ -	\$ -	\$ 2,235
7C	Monticello	\$ -	\$ -	\$ 2,735
8C	Mountainville	\$ -	\$ -	\$ 1,785
9C	Paradigm High	\$ -	\$ -	\$ 943
1D	Renaissance	\$ -	\$ -	\$ 1,754
2D	Channing Hall	\$ -	\$ -	\$ 1,287
3D	Spectrum	\$ -	\$ -	\$ 10,010
4D	Syracuse Arts	\$ -	\$ -	\$ 4,597
5D	George Washington	\$ -	\$ -	\$ 2,296
6D	Noah Webster	\$ -	\$ -	\$ 1,205
7D	Salt Lake SPA	\$ -	\$ -	\$ 610
8D	Open Classroom	\$ -	\$ -	\$ 747
9D	Canyon Rim	\$ -	\$ -	\$ 1,157
1E	Guadalupe Schools	\$ -	\$ -	\$ 690
2E	Karl G. Maeser	\$ -	\$ -	\$ 1,567
3E	C.S. Lewis Academy	\$ -	\$ -	\$ 750
4E	Dual Immersion Academy	\$ -	\$ -	\$ 1,091

**STATEWIDE INITIATIVES
FY2023-2024 LEGISLATIVE ESTIMATES**

ID	Local Education Agency	Beverley Taylor Sorenson Arts Learning Program Pgm: 5862, Rev: 3500 \$21,945,000	Digital Teaching and Learning Prog: 5655, Rev: 3500 \$19,852,400	Flexible Allocation WPU Distribution Prog: 5310, Rev: 3200 \$31,767,000
		DOLLARS	DOLLARS	DOLLARS
5E	Edith Bowen	\$ -	\$ -	\$ 880
7E	Gateway Preparatory	\$ -	\$ -	\$ 1,749
8E	Merit College Preparatory	\$ -	\$ -	\$ 1,353
9E	Providence Hall	\$ -	\$ -	\$ 5,734
1F	Quest Academy	\$ -	\$ -	\$ 2,484
2F	Rockwell HS	\$ -	\$ -	\$ 785
3F	Venture	\$ -	\$ -	\$ 2,070
4F	Center for Science Ed.	\$ -	\$ -	\$ 1,002
5F	Utah Virtual Academy	\$ -	\$ -	\$ 5,022
6F	The Early Light Academy	\$ -	\$ -	\$ 2,411
7F	Excelsior Academy	\$ -	\$ -	\$ 3,482
8F	Hawthorn Academy	\$ -	\$ -	\$ 3,443
9F	Mountain Heights Academy	\$ -	\$ -	\$ 2,767
1G	Jefferson Academy	\$ -	\$ -	\$ 1,336
2G	Vista at Entrada	\$ -	\$ -	\$ 2,689
3G	Bear River CS	\$ -	\$ -	\$ 417
4G	Maria Montessori	\$ -	\$ -	\$ 1,054
5G	Canyon Grove Academy	\$ -	\$ -	\$ 1,431
6G	Weilenmann School	\$ -	\$ -	\$ 1,170
7G	Summit Academy HS	\$ -	\$ -	\$ 1,584
8G	Good Foundations	\$ -	\$ -	\$ 1,029
2H	Utah Connections	\$ -	\$ -	\$ 2,593
3H	Endeavor Hall	\$ -	\$ -	\$ 716
5H	HighMark CS	\$ -	\$ -	\$ 1,562
6H	Promontory School	\$ -	\$ -	\$ 1,051
7H	Pacific Heritage Acad.	\$ -	\$ -	\$ 805
8H	Valley Academy	\$ -	\$ -	\$ 1,305
1I	UT International Charter	\$ -	\$ -	\$ 692
2I	Esperanza Elementary	\$ -	\$ -	\$ 1,246
3I	Leadership Learning	\$ -	\$ -	\$ 2,217
4I	Mana Academy	\$ -	\$ -	\$ 721
5I	Voyage Academy	\$ -	\$ -	\$ 1,164
7I	WSU Charter School	\$ -	\$ -	\$ -
8I	Winter Sports School	\$ -	\$ -	\$ 285
9I	Utah Career Path HS	\$ -	\$ -	\$ 553
2J	Ascent Academies	\$ -	\$ -	\$ 7,358
3J	Dixie Montessori Academy	\$ -	\$ -	\$ 612
5J	Mountain West Montessori	\$ -	\$ -	\$ 1,075
6J	Scholar Academy	\$ -	\$ -	\$ 1,570
7J	Greenwood	\$ -	\$ -	\$ 915
8J	Terra Academy	\$ -	\$ -	\$ 281,500
9J	Lumen Scholar Institute	\$ -	\$ -	\$ 1,071
1K	Vanguard Academy	\$ -	\$ -	\$ 1,474
2K	Utah Military Academy	\$ -	\$ -	\$ 2,910
3K	Roots Charter School	\$ -	\$ -	\$ 711
4K	Athenian eAcademy	\$ -	\$ -	\$ 1,282
5K	Wasatch Waldorf Academy	\$ -	\$ -	\$ 1,423

STATEWIDE INITIATIVES
FY2023-2024 LEGISLATIVE ESTIMATES

ID	Local Education Agency	Beverley Taylor Sorenson Arts Learning Program Pgm: 5862, Rev: 3500 \$21,945,000	Digital Teaching and Learning Prog: 5655, Rev: 3500 \$19,852,400	Flexible Allocation WPU Distribution Prog: 5310, Rev: 3200 \$31,767,000
		DOLLARS	DOLLARS	DOLLARS
6K	Franklin Discovery Academy	\$ -	\$ -	\$ 1,483
7K	Wallace Stegner Academy	\$ -	\$ -	\$ 3,495
8K	American Academy of Innovation	\$ -	\$ -	\$ 1,163
9K	St. George Academy	\$ -	\$ -	\$ 622
1L	Athlos Academy	\$ -	\$ -	\$ 1,228
2L	CCID	\$ -	\$ -	\$ 1,150
3L	Leadership Academy of Utah	\$ -	\$ -	\$ 1,165
5L	Ignite Entrepreneurship Academy	\$ -	\$ -	\$ 1,158
6L	Bonneville Academy	\$ -	\$ -	\$ 1,044
7L	Ivy Preparatory Academy	\$ -	\$ -	\$ 931
8L	REAL Salt Lake Academy High	\$ -	\$ -	\$ 1,078
1M	Advantage Arts Academy	\$ -	\$ -	\$ 753
3M	Bridge Elementary	\$ -	\$ -	\$ 1,336
4M	Mountain Sunrise Academy	\$ -	\$ -	\$ 1,165
7M	Career Academy of Utah	\$ -	\$ -	\$ 159
41	USDB	\$ -	\$ -	\$ -
70	Sevier School District (CUES)	\$ -	\$ -	\$ -
71	Wasatch School District (NUES)	\$ -	\$ -	\$ -
72	Carbon Co School District (SESC)	\$ -	\$ -	\$ -
73	Iron Co School District (SEDC)	\$ -	\$ -	\$ -
Unallocated		\$ 21,945,000	\$ 19,852,400	\$ 0.06
Districts - Total		\$ -	\$ -	\$ 30,984,548
Charters - Total		\$ -	\$ -	\$ 782,452
Grand Total		\$ 21,945,000	\$ 19,852,400	\$ 31,767,000

RELATED TO BASIC SCHOOL PROGRAMS FY2023-2024 LEGISLATIVE ESTIMATES		
TOTAL RELATED TO BASIC SCHOOL PROGRAMS		
Total Appropriation: \$		1,373,474,300
LEA ID	LEA NAME	AMOUNT
1	Alpine	\$ 103,697,635
2	Beaver	\$ 3,786,846
3	Box Elder	\$ 18,905,626
4	Cache	\$ 30,061,526
5	Carbon	\$ 7,580,370
6	Daggett	\$ 1,141,073
7	Davis	\$ 92,034,929
8	Duchesne	\$ 11,783,333
9	Emery	\$ 5,108,523
10	Garfield	\$ 3,218,771
11	Grand	\$ 3,460,866
12	Granite	\$ 82,089,747
13	Iron	\$ 15,304,437
14	Jordan	\$ 78,827,780
15	Juab	\$ 5,120,295
16	Kane	\$ 3,812,882
17	Millard	\$ 7,051,294
18	Morgan	\$ 6,343,382
19	Nebo	\$ 49,810,365
20	North Sanpete	\$ 5,455,353
21	North Summit	\$ 2,187,506
22	Park City	\$ 8,068,479
23	Piute	\$ 1,371,278
24	Rich	\$ 1,902,724
25	San Juan	\$ 8,471,591
26	Sevier	\$ 9,456,980
27	South Sanpete	\$ 8,391,369
28	South Summit	\$ 2,850,404
29	Tintic	\$ 1,204,069
30	Tooele	\$ 25,852,312
31	Uintah	\$ 14,560,543
32	Wasatch	\$ 15,650,864
33	Washington	\$ 45,246,863
34	Wayne	\$ 1,648,077
35	Weber	\$ 45,727,096
36	Salt Lake	\$ 33,134,109
37	Ogden	\$ 15,636,902
38	Provo	\$ 18,626,640
39	Logan	\$ 7,691,358
40	Murray	\$ 7,874,760
42	Canyons	\$ 47,782,446
68	Ogden Prep	\$ 4,609,453

RELATED TO BASIC SCHOOL PROGRAMS FY2023-2024 LEGISLATIVE ESTIMATES		
TOTAL RELATED TO BASIC SCHOOL PROGRAMS		
Total Appropriation: \$		1,373,474,300
LEA ID	LEA NAME	AMOUNT
74	American Prep	\$ 21,978,953
81	Walden School	\$ 2,103,704
82	Freedom Academy	\$ 9,233,288
83	AMES	\$ 2,035,422
86	Pinnacle Canyon	\$ 2,096,246
87	City Academy	\$ 735,968
89	Soldier Hollow	\$ 1,367,396
91	Utah Arts Academy	\$ 1,289,488
92	Uintah River High	\$ 551,519
93	John Hancock	\$ 2,313,227
94	Thomas Edison - North	\$ 5,381,275
95	Timpanogos Academy	\$ 2,241,772
97	Salt Lake Arts	\$ 1,837,409
98	Fast Forward	\$ 1,524,770
A1	NUAMES	\$ 4,934,557
A2	Ranches Academy	\$ 1,608,660
A3	DaVinci Academy	\$ 5,429,873
A4	Summit Academy	\$ 9,149,001
A5	Itineris	\$ 1,590,040
A6	North Davis Prep	\$ 4,337,664
A7	Moab Charter	\$ 443,857
A8	East Hollywood High	\$ 1,367,257
A9	SUCCESS Academy	\$ 2,055,880
1B	UCAS	\$ 2,476,326
2B	Lincoln Academy	\$ 3,912,419
3B	Beehive Science & Tech	\$ 3,538,610
4B	Wasatch Peak	\$ 2,082,564
5B	North Star Academy	\$ 2,349,273
7B	Reagan Academy	\$ 3,049,496
8B	American Leadership	\$ 7,199,276
9B	Navigator Pointe	\$ 1,894,931
1C	Odyssey	\$ 1,685,150
2C	InTech Collegiate HS	\$ 994,763
3C	Entheos Academy	\$ 4,493,544
4C	Lakeview	\$ 4,388,889
5C	Legacy Preparatory	\$ 4,218,171
7C	Monticello	\$ 4,764,483
8C	Mountainville	\$ 3,289,827
9C	Paradigm High	\$ 1,653,850
1D	Renaissance	\$ 3,413,575
2D	Channing Hall	\$ 2,455,922
3D	Spectrum	\$ 8,751,762

RELATED TO BASIC SCHOOL PROGRAMS FY2023-2024 LEGISLATIVE ESTIMATES		
TOTAL RELATED TO BASIC SCHOOL PROGRAMS		
Total Appropriation: \$		1,373,474,300
LEA ID	LEA NAME	AMOUNT
4D	Syracuse Arts	\$ 7,821,348
5D	George Washington	\$ 4,329,181
6D	Noah Webster	\$ 2,345,336
7D	Salt Lake SPA	\$ 1,001,178
8D	Open Classroom	\$ 1,327,084
9D	Canyon Rim	\$ 2,223,181
1E	Guadalupe Schools	\$ 1,238,610
2E	Karl G. Maeser	\$ 2,817,360
3E	C.S. Lewis Academy	\$ 1,294,410
4E	Dual Immersion Academy	\$ 1,875,378
5E	Edith Bowen	\$ 1,630,813
7E	Gateway Preparatory	\$ 3,020,474
8E	Merit College Preparatory	\$ 2,099,889
9E	Providence Hall	\$ 9,825,674
1F	Quest Academy	\$ 4,405,175
2F	Rockwell HS	\$ 1,154,115
3F	Venture	\$ 3,481,266
4F	Center for Science Ed.	\$ 1,601,399
5F	Utah Virtual Academy	\$ 8,374,992
6F	The Early Light Academy	\$ 4,338,096
7F	Excelsior Academy	\$ 6,120,962
8F	Hawthorn Academy	\$ 6,001,880
9F	Mountain Heights Academy	\$ 4,634,396
1G	Jefferson Academy	\$ 2,674,914
2G	Vista at Entrada	\$ 4,864,951
3G	Bear River CS	\$ 864,534
4G	Maria Montessori	\$ 1,677,288
5G	Canyon Grove Academy	\$ 2,760,524
6G	Weilenmann School	\$ 2,489,300
7G	Summit Academy HS	\$ 2,335,212
8G	Good Foundations	\$ 1,917,220
2H	Utah Connections	\$ 4,540,969
3H	Endeavor Hall	\$ 1,321,377
5H	HighMark CS	\$ 3,008,111
6H	Promontory School	\$ 1,987,706
7H	Pacific Heritage Acad.	\$ 1,378,642
8H	Valley Academy	\$ 2,258,903
1I	UT International Charter	\$ 1,041,995
2I	Esperanza Elementary	\$ 2,277,939
3I	Leadership Learning	\$ 3,849,912
4I	Mana Academy	\$ 1,278,395
5I	Voyage Academy	\$ 2,259,997

RELATED TO BASIC SCHOOL PROGRAMS FY2023-2024 LEGISLATIVE ESTIMATES		
TOTAL RELATED TO BASIC SCHOOL PROGRAMS		
Total Appropriation: \$		1,373,474,300
LEA ID	LEA NAME	AMOUNT
7I	WSU Charter School	\$ -
8I	Winter Sports School	\$ 576,449
9I	Utah Career Path HS	\$ 892,828
2J	Ascent Academies	\$ 11,918,258
3J	Dixie Montessorri Academy	\$ 1,083,833
5J	Mountain West Montessori	\$ 2,088,969
6J	Scholar Academy	\$ 2,909,548
7J	Greenwood	\$ 1,688,170
8J	Terra Academy	\$ 3,088,877
9J	Lumen Scholar Institute	\$ 1,870,888
1K	Vanguard Academy	\$ 2,279,343
2K	Utah Military Academy	\$ 4,126,677
3K	Roots Charter School	\$ 932,522
4K	Athenian eAcademy	\$ 2,242,031
5K	Wasatch Waldorf Academy	\$ 2,807,324
6K	Franklin Discovery Academy	\$ 2,809,714
7K	Wallace Stegner Academy	\$ 5,795,525
8K	American Academy of Innovation	\$ 1,885,311
9K	St. George Academy	\$ 1,135,319
1L	Athlos Academy	\$ 2,053,644
2L	CCID	\$ 1,998,728
3L	Leadership Academy of Utah	\$ 2,065,130
5L	Ignite Entrepreneurship Academy	\$ 2,191,920
6L	Bonneville Academy	\$ 1,852,298
7L	Ivy Preparatory Academy	\$ 1,871,226
8L	REAL Salt Lake Academy High	\$ 1,449,236
1M	Advantage Arts Academy	\$ 1,516,503
3M	Bridge Elementary	\$ 2,362,321
4M	Mountain Sunrise Academy	\$ 2,145,794
7M	Career Academy of Utah	\$ 470,989
41	USDB	\$ 7,450,426
70	Sevier School District (CUES)	\$ 350,000
71	Wasatch School District (NUES)	\$ 450,000
72	Carbon Co School District (SESC)	\$ 200,000
73	Iron Co School District (SEDC)	\$ 300,000
Unallocated		\$ 152,103,503
Districts - Total		\$ 857,931,402
Charters - Total		\$ 354,688,969
Other Institutions		\$ 8,750,426
Grand Total		\$ 1,373,474,300

**VOTED LOCAL LEVY: STATE AND LOCAL FUNDS
FY2023-2024 LEGISLATIVE ESTIMATES**

ID	LEA	VOTED LOCAL LEVY					
		Tax Rate	Local Funds \$545,534,000	Regular Voted Pgm: Var, Rev: 3600 \$79,487,100	Min. Basic Growth Pgm: Var, Rev: 3600 \$44,030,300	Local Levy Growth Pgm: Var, Rev: 3600 \$74,268,700	TOTAL \$743,320,100
		TAX RATE	DOLLARS	DOLLARS	DOLLARS	DOLLARS	DOLLARS
1	Alpine	0.001248	\$ 72,175,702	\$ 19,742,302	\$ 6,462,460	\$ 19,399,723	\$ 117,780,188
2	Beaver	0.000870	\$ 1,367,899	\$ 118,197	\$ -	\$ 237,745	\$ 1,723,842
3	Box Elder	0.000518	\$ 4,035,864	\$ 1,227,527	\$ 421,472	\$ 1,121,003	\$ 6,805,865
4	Cache	0.001045	\$ 11,271,191	\$ 8,750,361	\$ 3,765,483	\$ 4,690,585	\$ 28,477,620
5	Carbon	0.000882	\$ 2,152,754	\$ 754,952	\$ 273,538	\$ 627,312	\$ 3,808,557
6	Daggett	-	\$ -	\$ -	\$ -	\$ -	\$ -
7	Davis	0.001268	\$ 55,628,374	\$ 21,065,554	\$ 7,825,706	\$ 16,666,495	\$ 101,186,129
8	Duchesne	0.001431	\$ 5,102,275	\$ 1,769,511	\$ 638,682	\$ 1,480,995	\$ 8,991,463
9	Emery	0.001633	\$ 3,726,473	\$ 192,711	\$ -	\$ -	\$ 3,919,184
10	Garfield	0.001600	\$ 1,353,763	\$ 728,059	\$ 295,209	\$ 468,729	\$ 2,845,761
11	Grand	0.001000	\$ 2,892,803	\$ -	\$ -	\$ -	\$ 2,892,803
12	Granite	0.000811	\$ 40,435,155	\$ 9,525,748	\$ 2,874,168	\$ 10,418,590	\$ 63,253,661
13	Iron	0.000598	\$ 4,699,332	\$ 2,108,209	\$ 820,931	\$ 1,504,265	\$ 9,132,737
14	Jordan	0.001600	\$ 72,154,011	\$ 5,525,621	\$ -	\$ 2,908,474	\$ 80,588,105
15	Juab	0.000294	\$ 520,116	\$ 193,687	\$ 71,578	\$ 154,870	\$ 940,251
16	Kane	0.000687	\$ 1,850,873	\$ -	\$ -	\$ -	\$ 1,850,873
17	Millard	0.000767	\$ 2,144,780	\$ 178,696	\$ -	\$ 282,713	\$ 2,606,189
18	Morgan	-	\$ -	\$ -	\$ -	\$ -	\$ -
19	Nebo	0.001300	\$ 24,945,226	\$ 7,946,660	\$ 2,779,886	\$ 7,034,145	\$ 42,705,916
20	North Sanpete	0.001128	\$ 1,652,087	\$ 1,122,735	\$ 474,183	\$ 640,674	\$ 3,889,679
21	North Summit	0.000119	\$ 410,673	\$ -	\$ -	\$ -	\$ 410,673
22	Park City	0.000692	\$ 22,288,480	\$ -	\$ -	\$ -	\$ 22,288,480
23	Piute	0.001600	\$ 298,970	\$ 346,182	\$ 155,361	\$ 157,854	\$ 958,365
24	Rich	0.000852	\$ 1,983,997	\$ -	\$ -	\$ -	\$ 1,983,997
25	San Juan	0.001600	\$ 1,597,877	\$ 2,286,352	\$ 1,042,461	\$ 971,498	\$ 5,898,188
26	Sevier	0.000967	\$ 2,386,626	\$ 1,985,524	\$ 861,850	\$ 1,032,097	\$ 6,266,097
27	South Sanpete	0.001248	\$ 1,544,135	\$ 1,920,724	\$ 866,977	\$ 854,198	\$ 5,186,035
28	South Summit	0.000600	\$ 3,253,350	\$ -	\$ -	\$ -	\$ 3,253,350
29	Tintic	0.001687	\$ 201,127	\$ 390,061	\$ 180,957	\$ 152,260	\$ 924,404
30	Tooele	0.001600	\$ 12,715,212	\$ 10,658,602	\$ 4,630,743	\$ 5,522,241	\$ 33,526,800
31	Uintah	-	\$ -	\$ -	\$ -	\$ -	\$ -
32	Wasatch	0.001208	\$ 16,385,438	\$ -	\$ -	\$ -	\$ 16,385,438
33	Washington	0.001100	\$ 43,327,743	\$ -	\$ -	\$ -	\$ 43,327,743
34	Wayne	0.001380	\$ 750,323	\$ 157,707	\$ 44,067	\$ 187,745	\$ 1,139,842
35	Weber	0.001061	\$ 26,243,831	\$ 2,161,125	\$ -	\$ 3,113,857	\$ 31,518,813
36	Salt Lake	0.000535	\$ 23,184,805	\$ -	\$ -	\$ -	\$ 23,184,805
37	Ogden	0.001466	\$ 14,055,405	\$ 976,869	\$ -	\$ -	\$ 15,032,273
38	Provo	0.000587	\$ 7,127,399	\$ 3,069,534	\$ 1,182,864	\$ 2,243,991	\$ 13,623,789
39	Logan	0.001000	\$ 4,919,487	\$ 1,127,608	\$ 334,445	\$ 1,258,381	\$ 7,639,921
40	Murray	0.001269	\$ 8,491,427	\$ -	\$ -	\$ -	\$ 8,491,427
42	Canyons	0.001191	\$ 46,258,997	\$ 106,595	\$ -	\$ -	\$ 46,365,593
TOTAL		0.000986	\$ 545,534,000	\$ 79,487,100	\$ 44,030,300	\$ 74,268,700	\$ 743,320,100
Under(Over)			\$ 22	\$ (26,650,316)	\$ 8,027,278	\$ (8,861,739)	\$ (27,484,755)

**BOARD LOCAL LEVY: STATE AND LOCAL FUNDS
FY2023-2024 LEGISLATIVE ESTIMATES**

ID	LEA	BOARD LOCAL LEVY					
		Tax Rate	Local Funds \$379,038,200	Regular Board Pgm: Var, Rev: 3600 \$23,240,200	Min. Basic Growth Pgm: Var, Rev: 3600 \$12,219,700	Local Levy Growth Pgm: Var, Rev: 3600 \$53,284,600	TOTAL \$467,782,700
		TAX RATE	DOLLARS	DOLLARS	DOLLARS	DOLLARS	DOLLARS
1	Alpine	0.000484	\$ 24,236,416	\$ 2,018,935	\$ -	\$ 3,189,696	\$ 29,445,047
2	Beaver	0.001719	\$ 1,678,340	\$ 135,990	\$ -	\$ 169,014	\$ 1,983,345
3	Box Elder	0.001959	\$ 10,934,948	\$ 1,317,776	\$ 120,366	\$ 3,507,261	\$ 15,880,351
4	Cache	0.000865	\$ 4,314,943	\$ 1,237,702	\$ 394,114	\$ 1,172,646	\$ 7,119,405
5	Carbon	0.002337	\$ 2,089,337	\$ 224,679	\$ 15,396	\$ 520,346	\$ 2,849,759
6	Daggett	0.001607	\$ 977,075	\$ -	\$ -	\$ -	\$ 977,075
7	Davis	0.001447	\$ 18,076,062	\$ 2,599,187	\$ 454,659	\$ 4,166,624	\$ 25,296,532
8	Duchesne	0.001161	\$ 1,450,597	\$ 332,979	\$ 94,040	\$ 370,249	\$ 2,247,866
9	Emery	0.002119	\$ 931,610	\$ 48,186	\$ -	\$ -	\$ 979,796
10	Garfield	0.000804	\$ 408,387	\$ 138,629	\$ 47,242	\$ 117,182	\$ 711,440
11	Grand	0.001948	\$ 2,928,144	\$ -	\$ -	\$ -	\$ 2,928,144
12	Granite	0.001621	\$ 40,982,520	\$ 3,026,372	\$ -	\$ 129,062	\$ 44,137,954
13	Iron	0.000869	\$ 9,137,500	\$ 1,145,498	\$ 123,649	\$ 2,870,070	\$ 13,276,717
14	Jordan	0.000946	\$ 17,732,640	\$ 1,381,405	\$ -	\$ 1,032,981	\$ 20,147,026
15	Juab	0.002018	\$ 2,836,595	\$ 279,776	\$ 8,933	\$ 707,291	\$ 3,832,595
16	Kane	0.001178	\$ 2,823,867	\$ -	\$ -	\$ -	\$ 2,823,867
17	Millard	0.002377	\$ 3,358,376	\$ 268,604	\$ -	\$ 290,458	\$ 3,917,438
18	Morgan	0.001981	\$ 4,096,538	\$ 431,420	\$ 20,340	\$ 1,179,534	\$ 5,727,831
19	Nebo	0.001279	\$ 13,814,291	\$ 2,936,385	\$ 714,916	\$ 5,529,902	\$ 22,995,494
20	North Sanpete	0.001198	\$ 584,032	\$ 172,551	\$ 55,669	\$ 160,169	\$ 972,420
21	North Summit	0.001374	\$ 6,173,326	\$ -	\$ -	\$ -	\$ 6,173,326
22	Park City	0.001036	\$ 27,921,431	\$ -	\$ -	\$ -	\$ 27,921,431
23	Piute	0.000407	\$ 74,716	\$ 87,856	\$ 37,557	\$ 39,463	\$ 239,591
24	Rich	0.000895	\$ 1,768,032	\$ -	\$ -	\$ -	\$ 1,768,032
25	San Juan	0.000661	\$ 486,820	\$ 523,013	\$ 221,840	\$ 242,875	\$ 1,474,547
26	Sevier	0.001307	\$ 1,707,898	\$ 545,775	\$ 167,188	\$ 901,561	\$ 3,322,422
27	South Sanpete	0.001155	\$ 498,580	\$ 413,633	\$ 170,746	\$ 213,550	\$ 1,296,509
28	South Summit	0.001157	\$ 7,751,806	\$ -	\$ -	\$ -	\$ 7,751,806
29	Tintic	0.001006	\$ 50,275	\$ 99,025	\$ 43,736	\$ 38,065	\$ 231,101
30	Tooele	0.001386	\$ 3,338,573	\$ 2,598,469	\$ 1,064,097	\$ 1,380,560	\$ 8,381,700
31	Uintah	0.002664	\$ 9,964,116	\$ 868,816	\$ -	\$ 1,838,267	\$ 12,671,199
32	Wasatch	0.001587	\$ 5,422,161	\$ -	\$ -	\$ -	\$ 5,422,161
33	Washington	0.000331	\$ 37,053,745	\$ -	\$ -	\$ -	\$ 37,053,745
34	Wayne	0.000416	\$ 226,503	\$ 46,836	\$ 12,239	\$ 58,026	\$ 343,605
35	Weber	0.000721	\$ 23,755,925	\$ 1,912,627	\$ -	\$ 2,226,043	\$ 27,894,595
36	Salt Lake	0.001470	\$ 54,751,130	\$ -	\$ -	\$ -	\$ 54,751,130
37	Ogden	0.001165	\$ 3,914,950	\$ -	\$ -	\$ -	\$ 3,914,950
38	Provo	0.001856	\$ 10,642,645	\$ 620,328	\$ -	\$ 19,617	\$ 11,282,589
39	Logan	0.001561	\$ 1,968,770	\$ -	\$ -	\$ -	\$ 1,968,770
40	Murray	0.001141	\$ 2,677,642	\$ -	\$ -	\$ -	\$ 2,677,642
42	Canyons	0.001260	\$ 15,496,973	\$ -	\$ -	\$ -	\$ 15,496,973
TOTAL		0.001319	\$ 379,038,233	\$ 25,412,451	\$ 3,766,729	\$ 32,070,513	\$ 440,287,925
Under(Over)			\$ (33)	\$ (2,172,251)	\$ 8,452,971	\$ 21,214,087	\$ 27,494,775

**VOTED AND BOARD LOCAL LEVIES COMBINED
FY2023-2024 LEGISLATIVE ESTIMATES**

VOTED AND BOARD LOCAL LEVIES COMBINED							
ID	LEA	Implied Tax Rate	Local Funds \$924,572,200	State Funds \$102,727,300	Min. Basic Growth SB97 \$56,250,000	Local Levy Growth HB293 \$127,553,300	TOTAL \$1,211,102,800
		TAX RATE	DOLLARS	DOLLARS	DOLLARS	DOLLARS	DOLLARS
1	Alpine	0.001732	96,412,118	21,761,237	6,462,460	22,589,419	147,225,235
2	Beaver	0.002589	3,046,240	254,188	-	406,759	3,707,187
3	Box Elder	0.002477	14,970,811	2,545,303	541,838	4,628,264	22,686,216
4	Cache	0.001910	15,586,134	9,988,063	4,159,597	5,863,231	35,597,024
5	Carbon	0.003219	4,242,091	979,632	288,935	1,147,658	6,658,316
6	Daggett	0.001607	977,075	-	-	-	977,075
7	Davis	0.002715	73,704,435	23,664,742	8,280,366	20,833,119	126,482,661
8	Duchesne	0.002592	6,552,872	2,102,490	732,722	1,851,244	11,239,329
9	Emery	0.003752	4,658,083	240,897	-	-	4,898,980
10	Garfield	0.002404	1,762,151	866,688	342,451	585,911	3,557,201
11	Grand	0.002948	5,820,947	-	-	-	5,820,947
12	Granite	0.002432	81,417,675	12,552,119	2,874,168	10,547,653	107,391,615
13	Iron	0.001467	13,836,832	3,253,707	944,580	4,374,335	22,409,454
14	Jordan	0.002546	89,886,651	6,907,026	-	3,941,455	100,735,132
15	Juab	0.002312	3,356,710	473,463	80,511	862,161	4,772,846
16	Kane	0.001865	4,674,740	-	-	-	4,674,740
17	Millard	0.003144	5,503,156	447,300	-	573,171	6,523,627
18	Morgan	0.001981	4,096,538	431,420	20,340	1,179,534	5,727,831
19	Nebo	0.002579	38,759,516	10,883,045	3,494,801	12,564,047	65,701,410
20	North Sanpete	0.002326	2,236,119	1,295,286	529,853	800,843	4,862,099
21	North Summit	0.001493	6,583,998	-	-	-	6,583,998
22	Park City	0.001728	50,209,911	-	-	-	50,209,911
23	Piute	0.002007	373,685	434,037	192,918	197,317	1,197,957
24	Rich	0.001747	3,752,029	-	-	-	3,752,029
25	San Juan	0.002261	2,084,697	2,809,365	1,264,301	1,214,373	7,372,735
26	Sevier	0.002274	4,094,524	2,531,299	1,029,038	1,933,658	9,588,519
27	South Sanpete	0.002403	2,042,715	2,334,357	1,037,723	1,067,748	6,482,544
28	South Summit	0.001757	11,005,155	-	-	-	11,005,155
29	Tintic	0.002693	251,402	489,086	224,693	190,325	1,155,506
30	Tooele	0.002986	16,053,786	13,257,071	5,694,841	6,902,802	41,908,500
31	Uintah	0.002664	9,964,116	868,816	-	1,838,267	12,671,199
32	Wasatch	0.002795	21,807,598	-	-	-	21,807,598
33	Washington	0.001431	80,381,489	-	-	-	80,381,489
34	Wayne	0.001796	976,827	204,543	56,305	245,771	1,483,446
35	Weber	0.001782	49,999,756	4,073,752	-	5,339,900	59,413,408
36	Salt Lake	0.002005	77,935,935	-	-	-	77,935,935
37	Ogden	0.002631	17,970,355	976,869	-	-	18,947,224
38	Provo	0.002443	17,770,044	3,689,862	1,182,864	2,263,608	24,906,378
39	Logan	0.002561	6,888,257	1,127,608	334,445	1,258,381	9,608,691
40	Murray	0.002410	11,169,069	-	-	-	11,169,069
42	Canyons	0.002451	61,755,970	106,595	-	-	61,862,566
TOTAL		0.002315	924,572,211	131,549,867	39,769,750	115,200,952	1,211,092,780
Under(Over)			(11)	(28,822,567)	16,480,250	12,352,348	10,020

VOTED LOCAL LEVY Implied Tax Rates								Hold Harmless
ID	Local Education Agency	2017	2018	2019	2020	2021	2022	Rate*
1	ALPINE	0.001188	0.001188	0.001188	0.001600	0.001600	0.001248	0.001600
2	BEAVER	0.000966	0.000930	0.000924	0.000925	0.000908	0.000870	0.000930
3	BOX ELDER	0.000600	0.000578	0.000600	0.000568	0.000600	0.000518	0.000600
4	CACHE	0.001461	0.001345	0.001600	0.001515	0.001347	0.001045	0.001600
5	CARBON	0.001100	0.001108	0.001144	0.001132	0.001024	0.000882	0.001144
6	DAGGETT							
7	DAVIS	0.001058	0.000935	0.000880	0.000854	0.001600	0.001268	0.001600
8	DUCHESNE	0.001600	0.001624	0.001600	0.001623	0.001672	0.001431	0.001672
9	EMERY	0.001740	0.001612	0.001596	0.001585	0.001677	0.001633	0.001677
10	GARFIELD	0.000898	0.001772	0.001772	0.001758	0.001710	0.001600	0.001772
11	GRAND	0.000200	0.000400	0.000600	0.000783	0.000914	0.001000	0.001000
12	GRANITE	0.001287	0.001178	0.001124	0.001069	0.000978	0.000811	0.001178
13	IRON	0.000800	0.000783	0.000800	0.000766	0.000717	0.000598	0.000800
14	JORDAN	0.001600	0.001600	0.001600	0.001571	0.001600	0.001600	0.001600
15	JUAB	0.000400	0.000394	0.000380	0.000338	0.000338	0.000294	0.000394
16	KANE	0.001012	0.000952	0.000942	0.000914	0.000872	0.000687	0.000952
17	MILLARD	0.000807	0.000756	0.000780	0.000790	0.000799	0.000767	0.000799
18	MORGAN							
19	NEBO	0.001300	0.001213	0.001116	0.001053	0.001170	0.001300	0.001300
20	NO. SANPETE	0.001400	0.001363	0.001600	0.001483	0.001349	0.001128	0.001600
21	NO. SUMMIT	0.000305	0.000211	0.000196	0.000179	0.000168	0.000119	0.000211
22	PARK CITY	0.001161	0.001130	0.001035	0.001004	0.000930	0.000692	0.001130
23	PIUTE	0.000400	0.001600	0.001600	0.001600	0.001600	0.001600	0.001600
24	RICH	0.001423	0.001238	0.001083	0.001052	0.000887	0.000852	0.001238
25	SAN JUAN	0.001600	0.001600	0.001600	0.001600	0.001600	0.001600	0.001600
26	SEVIER	0.001273	0.001200	0.001200	0.001307	0.001200	0.000967	0.001307
27	SO. SANPETE	0.001512	0.001481	0.001374	0.001600	0.001455	0.001248	0.001600
28	SO. SUMMIT	0.000600	0.000600	0.000600	0.000600	0.000600	0.000600	0.000600
29	TINTIC	0.002325	0.002140	0.002269	0.002206	0.002062	0.001687	0.002269
30	TOOELE	0.000607	0.001600	0.001600	0.001600	0.001600	0.001600	0.001600
31	UINTAH							
32	WASATCH	0.001600	0.001600	0.001600	0.001721	0.001656	0.001208	0.001721
33	WASHINGTON	0.001100	0.001100	0.001100	0.001100	0.001100	0.001100	0.001100
34	WAYNE	0.000000	0.001380	0.001333	0.001333	0.001380	0.001380	0.001380
35	WEBER	0.001060	0.000963	0.000907	0.000846	0.000748	0.001061	0.001061
36	SALT LAKE	0.000802	0.000734	0.000718	0.000659	0.000633	0.000535	0.000734
37	OGDEN	0.001603	0.001603	0.001487	0.001374	0.001244	0.001466	0.001603
38	PROVO	0.001024	0.001094	0.001016	0.000968	0.000911	0.000587	0.001094
39	LOGAN	0.001600	0.001600	0.001440	0.001386	0.001210	0.001000	0.001600
40	MURRAY	0.001786	0.001786	0.001694	0.001612	0.001548	0.001269	0.001786
42	CANYONS	0.001600	0.001600	0.001600	0.001600	0.001600	0.001191	0.001600

*53F-2-601 states that changes in the certified tax rate are held harmless for a period of five years following any change in the rate due to changes in property valuations. Therefore, Districts receive the maximum rate from the current year and the preceding five years up to the maximum guarantee of 20 increments.

Board Local Levy Implied Tax Rates								Hold Harmless
ID	Local Education Agency	2017	2018	2019	2020	2021	2022	Rate
1	ALPINE	0.001116	0.001105	0.001067	0.000738	0.000559	0.000484	0.001105
2	BEAVER	0.001464	0.001428	0.001640	0.001642	0.001793	0.001719	0.001793
3	BOX ELDER	0.002500	0.002410	0.002469	0.002417	0.002202	0.001959	0.002469
4	CACHE	0.001465	0.001403	0.001320	0.001250	0.001062	0.000865	0.001403
5	CARBON	0.002914	0.002936	0.003031	0.002998	0.002575	0.002337	0.003031
6	DAGGETT	0.001470	0.001554	0.002109	0.002055	0.001859	0.001607	0.002109
7	DAVIS	0.001961	0.001876	0.002082	0.002021	0.001738	0.001447	0.002082
8	DUCHESNE	0.001138	0.001613	0.001516	0.001537	0.001528	0.001161	0.001613
9	EMERY	0.002256	0.002090	0.002070	0.002056	0.002157	0.002119	0.002157
10	GARFIELD	0.002500	0.002500	0.002500	0.002480	0.002403	0.000804	0.002500
11	GRAND	0.002500	0.002378	0.002288	0.002225	0.002059	0.001948	0.002378
12	GRANITE	0.002500	0.002353	0.002246	0.002136	0.001846	0.001621	0.002353
13	IRON	0.001087	0.001063	0.001163	0.001113	0.000990	0.000869	0.001163
14	JORDAN	0.000539	0.000400	0.000675	0.000868	0.000476	0.000946	0.000946
15	JUAB	0.002500	0.002465	0.002377	0.002317	0.002300	0.002018	0.002465
16	KANE	0.001737	0.001633	0.001616	0.001568	0.001483	0.001178	0.001633
17	MILLARD	0.002500	0.002342	0.002416	0.002447	0.002466	0.002377	0.002466
18	MORGAN	0.002024	0.002003	0.002350	0.002349	0.002324	0.001981	0.002350
19	NEBO	0.001947	0.001816	0.001671	0.001767	0.001581	0.001279	0.001816
20	NO. SANPETE	0.001897	0.001846	0.001635	0.001576	0.001415	0.001198	0.001846
21	NO. SUMMIT	0.002410	0.002444	0.002266	0.002066	0.001911	0.001374	0.002444
22	PARK CITY	0.000885	0.001245	0.001428	0.001385	0.001252	0.001036	0.001428
23	PIUTE	0.001605	0.000400	0.000403	0.000405	0.000400	0.000407	0.000407
24	RICH	0.001379	0.001200	0.001050	0.001020	0.000852	0.000895	0.001200
25	SAN JUAN	0.001614	0.001685	0.001882	0.002179	0.002141	0.000661	0.002179
26	SEVIER	0.001911	0.001800	0.001602	0.001718	0.001597	0.001307	0.001800
27	SO. SANPETE	0.001733	0.001698	0.001576	0.001482	0.001329	0.001155	0.001698
28	SO. SUMMIT	0.002196	0.002325	0.002009	0.002083	0.001803	0.001157	0.002325
29	TINTIC	0.001389	0.001278	0.001355	0.001317	0.001230	0.001006	0.001355
30	TOOELE	0.002529	0.002121	0.002000	0.002368	0.001994	0.001386	0.002368
31	UINTAH	0.002500	0.002639	0.002684	0.002980	0.002897	0.002664	0.002980
32	WASATCH	0.001800	0.002051	0.002049	0.002204	0.002121	0.001587	0.002204
33	WASHINGTON	0.001476	0.001283	0.001074	0.000986	0.000731	0.000331	0.001283
34	WAYNE	0.001625	0.000416	0.000416	0.000416	0.000408	0.000416	0.000416
35	WEBER	0.001102	0.001154	0.001087	0.001014	0.000831	0.000721	0.001154
36	SALT LAKE	0.001965	0.001798	0.001758	0.001763	0.001605	0.001470	0.001798
37	OGDEN	0.001994	0.001833	0.001700	0.001571	0.001331	0.001165	0.001833
38	PROVO	0.001499	0.001771	0.001645	0.002090	0.001734	0.001856	0.002090
39	LOGAN	0.002500	0.002500	0.002249	0.002164	0.001710	0.001561	0.002500
40	MURRAY	0.001047	0.000879	0.001528	0.001454	0.001340	0.001141	0.001528
42	CANYONS	0.001583	0.001269	0.001807	0.001666	0.001342	0.001260	0.001807

*53F-2-602 states that changes in the certified tax rate are held harmless for a period of five years following any change in the rate due to changes in property valuations. Therefore, Districts receive the maximum rate from the current year and the preceding five years up to the maximum guarantee of 20 increments.

EARLY LITERACY PROGRAM LOCAL REQUIREMENT: MATCHING FUNDS

FY2023-2024 LEGISLATIVE ESTIMATES

LOCAL REQUIREMENT: MATCHING FUNDS

ID	Local Education Agency	Low Income Max 0.000065 \$7,500,000	Guarantee Prog. 0.000056 \$7,500,000	TOTAL 0.000121 \$15,000,000
		DOLLARS	DOLLARS	DOLLARS
1	Alpine	\$ 1,973,018	\$ 1,811,607	\$ 3,784,625
2	Beaver	\$ 86,818	\$ 79,792	\$ 166,610
3	Box Elder	\$ 322,652	\$ 288,060	\$ 610,712
4	Cache	\$ 387,961	\$ 345,186	\$ 733,147
5	Carbon	\$ 98,765	\$ 92,509	\$ 191,274
6	Daggett	\$ 18,808	\$ 16,825	\$ 35,633
7	Davis	\$ 1,640,292	\$ 1,487,553	\$ 3,127,845
8	Duchesne	\$ 156,392	\$ 142,564	\$ 298,956
9	Emery	\$ 140,433	\$ 124,975	\$ 265,408
10	Garfield	\$ 40,343	\$ 37,486	\$ 77,829
11	Grand	\$ 130,196	\$ 117,038	\$ 247,234
12	Granite	\$ 2,043,973	\$ 1,806,856	\$ 3,850,829
13	Iron	\$ 282,306	\$ 260,795	\$ 543,101
14	Jordan	\$ 1,581,254	\$ 1,390,397	\$ 2,971,651
15	Juab	\$ 75,452	\$ 68,189	\$ 143,641
16	Kane	\$ 84,608	\$ 82,655	\$ 167,263
17	Millard	\$ 160,186	\$ 140,350	\$ 300,536
18	Morgan	\$ 74,646	\$ 71,077	\$ 145,723
19	Nebo	\$ 656,724	\$ 608,773	\$ 1,265,497
20	North Sanpete	\$ 52,417	\$ 49,392	\$ 101,809
21	North Summit	\$ 103,793	\$ 94,336	\$ 198,129
22	Park City	\$ 1,078,083	\$ 977,077	\$ 2,055,160
23	Piute	\$ 7,626	\$ 7,458	\$ 15,084
24	Rich	\$ 75,804	\$ 68,457	\$ 144,261
25	San Juan	\$ 45,194	\$ 42,688	\$ 87,882
26	Sevier	\$ 92,871	\$ 87,244	\$ 180,115
27	South Sanpete	\$ 44,908	\$ 41,656	\$ 86,564
28	South Summit	\$ 158,404	\$ 143,714	\$ 302,118
29	Tintic	\$ 4,279	\$ 4,215	\$ 8,494
30	Tooele	\$ 302,182	\$ 281,572	\$ 583,754
31	Uintah	\$ 250,214	\$ 223,272	\$ 473,486
32	Wasatch	\$ 424,382	\$ 385,351	\$ 809,733
33	Washington	\$ 1,239,481	\$ 1,130,849	\$ 2,370,330
34	Wayne	\$ 25,327	\$ 22,711	\$ 48,038
35	Weber	\$ 845,385	\$ 766,908	\$ 1,612,293
36	Salt Lake	\$ 1,850,032	\$ 1,628,562	\$ 3,478,594
37	Ogden	\$ 362,484	\$ 325,849	\$ 688,333
38	Provo	\$ 418,335	\$ 388,166	\$ 806,501
39	Logan	\$ 191,436	\$ 169,576	\$ 361,012
40	Murray	\$ 283,458	\$ 250,472	\$ 533,930
42	Canyons	\$ 1,574,312	\$ 1,387,124	\$ 2,961,436
TOTAL		\$ 19,385,234	\$ 17,449,336	\$ 36,834,570
Under(Over)		\$ (11,885,234)	\$ (9,949,336)	\$ (21,834,570)

TOTAL MSP FUNDS
FY2023-2024 LEGISLATIVE ESTIMATES

TOTAL ALLOCATED MSP FUNDS

		WPU's	934,415
		Amount	\$ 6,607,162,900
LEA ID	LEA NAME	WPU's	AMOUNT
1	Alpine	112,158.390	\$ 730,960,776
2	Beaver	2,824.231	\$ 19,773,544
3	Box Elder	17,282.745	\$ 115,562,004
4	Cache	27,118.437	\$ 181,725,450
5	Carbon	5,072.451	\$ 36,164,541
6	Daggett	683.617	\$ 5,044,022
7	Davis	96,356.695	\$ 630,924,223
8	Duchesne	8,502.860	\$ 59,414,906
9	Emery	3,732.179	\$ 26,196,978
10	Garfield	2,709.965	\$ 18,566,431
11	Grand	2,213.341	\$ 18,946,734
12	Granite	81,812.998	\$ 539,640,971
13	Iron	17,393.597	\$ 112,158,484
14	Jordan	76,741.792	\$ 508,017,759
15	Juab	3,636.036	\$ 25,671,135
16	Kane	2,909.840	\$ 21,133,525
17	Millard	4,969.837	\$ 35,061,574
18	Morgan	4,363.556	\$ 30,962,990
19	Nebo	50,052.472	\$ 329,736,340
20	North Sanpete	3,704.048	\$ 26,386,547
21	North Summit	1,815.892	\$ 16,735,303
22	Park City	5,661.120	\$ 82,507,983
23	Piute	912.649	\$ 6,475,372
24	Rich	1,267.254	\$ 11,246,452
25	San Juan	5,616.744	\$ 40,099,768
26	Sevier	7,304.745	\$ 50,525,558
27	South Sanpete	4,938.540	\$ 36,226,611
28	South Summit	2,710.406	\$ 25,647,900
29	Tintic	880.306	\$ 6,181,826
30	Tooele	31,926.426	\$ 204,405,896
31	Uintah	9,653.152	\$ 68,547,231
32	Wasatch	11,758.387	\$ 87,784,353
33	Washington	48,288.820	\$ 332,304,476
34	Wayne	1,258.506	\$ 8,519,697
35	Weber	45,262.229	\$ 298,862,831
36	Salt Lake	27,565.368	\$ 229,049,809
37	Ogden	14,314.836	\$ 95,851,636
38	Provo	18,974.125	\$ 124,742,252
39	Logan	7,275.270	\$ 48,438,223
40	Murray	8,049.239	\$ 53,494,555
42	Canyons	44,152.638	\$ 298,618,290
68	Ogden Prep	1,371.736	\$ 10,478,429

**TOTAL MSP FUNDS
FY2023-2024 LEGISLATIVE ESTIMATES**

TOTAL ALLOCATED MSP FUNDS

		WPU's	934,415
		Amount	\$ 6,607,162,900
LEA ID	LEA NAME	WPU's	AMOUNT
74	American Prep	6,882.710	\$ 51,426,558
81	Walden School	597.622	\$ 4,660,697
82	Freedom Academy	2,848.366	\$ 21,420,187
83	AMES	682.426	\$ 4,955,298
86	Pinnacle Canyon	652.545	\$ 4,888,328
87	City Academy	196.837	\$ 1,578,208
89	Soldier Hollow	461.503	\$ 3,246,188
91	Utah Arts Academy	385.692	\$ 2,963,623
92	Uintah River High	128.805	\$ 1,102,656
93	John Hancock	834.245	\$ 5,883,429
94	Thomas Edison - North	1,566.472	\$ 12,083,333
95	Timpanogos Academy	634.933	\$ 4,958,243
97	Salt Lake Arts	515.224	\$ 4,041,758
98	Fast Forward	776.798	\$ 4,848,600
A1	NUAMES	1,675.420	\$ 12,103,123
A2	Ranches Academy	455.837	\$ 3,558,908
A3	DaVinci Academy	1,568.157	\$ 12,139,175
A4	Summit Academy	2,767.866	\$ 20,991,421
A5	Itineris	510.168	\$ 3,772,917
A6	North Davis Prep	1,160.125	\$ 9,301,064
A7	Moab Charter	107.954	\$ 905,776
A8	East Hollywood High	482.562	\$ 3,432,059
A9	SUCCESS Academy	644.949	\$ 4,815,288
1B	UCAS	777.264	\$ 5,801,905
2B	Lincoln Academy	1,128.145	\$ 8,739,053
3B	Beehive Science & Tech	1,203.380	\$ 8,687,825
4B	Wasatch Peak	576.459	\$ 4,548,841
5B	North Star Academy	640.889	\$ 5,091,243
7B	Reagan Academy	819.500	\$ 6,555,581
8B	American Leadership	2,203.389	\$ 16,626,504
9B	Navigator Pointe	495.072	\$ 4,017,143
1C	Odyssey	460.971	\$ 3,657,383
2C	InTech Collegiate HS	346.581	\$ 2,477,698
3C	Entheos Academy	1,367.790	\$ 10,345,559
4C	Lakeview	1,201.972	\$ 9,531,300
5C	Legacy Preparatory	1,181.438	\$ 9,277,939
7C	Monticello	1,445.239	\$ 10,947,925
8C	Mountainville	943.186	\$ 7,325,159
9C	Paradigm High	498.424	\$ 3,786,409
1D	Renaissance	927.009	\$ 7,379,636
2D	Channing Hall	680.330	\$ 5,366,604
3D	Spectrum	5,290.464	\$ 31,391,801

TOTAL MSP FUNDS
FY2023-2024 LEGISLATIVE ESTIMATES

TOTAL ALLOCATED MSP FUNDS

		WPU's	934,415
		Amount	\$ 6,607,162,900
LEA ID	LEA NAME	WPU's	AMOUNT
4D	Syracuse Arts	2,429.647	\$ 18,216,734
5D	George Washington	1,213.443	\$ 9,520,696
6D	Noah Webster	636.677	\$ 5,069,241
7D	Salt Lake SPA	322.611	\$ 2,381,545
8D	Open Classroom	394.753	\$ 3,016,066
9D	Canyon Rim	611.549	\$ 4,839,574
1E	Guadalupe Schools	364.873	\$ 2,813,614
2E	Karl G. Maeser	828.272	\$ 6,361,117
3E	C.S. Lewis Academy	396.303	\$ 2,990,005
4E	Dual Immersion Academy	576.700	\$ 4,342,711
5E	Edith Bowen	465.074	\$ 3,620,612
7E	Gateway Preparatory	924.600	\$ 6,976,400
8E	Merit College Preparatory	714.905	\$ 5,158,735
9E	Providence Hall	3,030.397	\$ 22,791,484
1F	Quest Academy	1,312.982	\$ 10,022,692
2F	Rockwell HS	414.989	\$ 2,929,769
3F	Venture	1,094.202	\$ 8,162,899
4F	Center for Science Ed.	529.419	\$ 3,866,641
5F	Utah Virtual Academy	2,653.975	\$ 19,730,436
6F	The Early Light Academy	1,274.277	\$ 9,790,044
7F	Excelsior Academy	1,840.382	\$ 13,995,000
8F	Hawthorn Academy	1,819.706	\$ 13,787,530
9F	Mountain Heights Academy	1,462.413	\$ 10,891,574
1G	Jefferson Academy	705.850	\$ 5,694,770
2G	Vista at Entrada	1,421.167	\$ 10,945,331
3G	Bear River CS	220.301	\$ 1,807,082
4G	Maria Montessori	557.015	\$ 4,060,558
5G	Canyon Grove Academy	756.332	\$ 5,996,315
6G	Weilenmann School	618.577	\$ 5,140,003
7G	Summit Academy HS	836.965	\$ 5,916,382
8G	Good Foundations	543.977	\$ 4,244,576
2H	Utah Connections	1,370.191	\$ 10,403,318
3H	Endeavor Hall	378.305	\$ 2,939,938
5H	HighMark CS	825.559	\$ 6,553,420
6H	Promontory School	555.237	\$ 4,363,224
7H	Pacific Heritage Acad.	425.253	\$ 3,198,090
8H	Valley Academy	689.838	\$ 5,210,329
1I	UT International Charter	365.966	\$ 2,706,641
2I	Esperanza Elementary	658.455	\$ 5,095,068
3I	Leadership Learning	1,171.962	\$ 8,864,181
4I	Mana Academy	381.134	\$ 2,909,052
5I	Voyage Academy	615.162	\$ 4,891,847

TOTAL MSP FUNDS FY2023-2024 LEGISLATIVE ESTIMATES			
TOTAL ALLOCATED MSP FUNDS			
		WPU's	934,415
		Amount	\$ 6,607,162,900
LEA ID	LEA NAME	WPU's	AMOUNT
7I	WSU Charter School	-	\$ -
8I	Winter Sports School	150.564	\$ 1,220,667
9I	Utah Career Path HS	292.453	\$ 2,144,162
2J	Ascent Academies	3,888.583	\$ 28,556,113
3J	Dixie Montesorri Academy	323.544	\$ 2,468,145
5J	Mountain West Montessori	568.058	\$ 4,519,313
6J	Scholar Academy	829.725	\$ 6,459,461
7J	Greenwood	483.362	\$ 3,756,221
8J	Terra Academy	845.738	\$ 6,707,325
9J	Lumen Scholar Institute	566.114	\$ 4,293,089
1K	Vanguard Academy	779.277	\$ 5,613,558
2K	Utah Military Academy	1,538.096	\$ 10,707,902
3K	Roots Charter School	375.878	\$ 2,540,864
4K	Athenian eAcademy	677.692	\$ 5,141,539
5K	Wasatch Waldorf Academy	752.079	\$ 6,024,951
6K	Franklin Discovery Academy	783.859	\$ 6,163,311
7K	Wallace Stegner Academy	1,847.282	\$ 13,699,202
8K	American Academy of Innovation	614.712	\$ 4,515,451
9K	St. George Academy	328.571	\$ 2,541,160
1L	Athlos Academy	649.142	\$ 4,831,065
2L	CCID	607.555	\$ 4,598,132
3L	Leadership Academy of Utah	615.591	\$ 4,698,916
5L	Ignite Entrepreneurship Academy	612.228	\$ 4,822,168
6L	Bonneville Academy	551.956	\$ 4,213,824
7L	Ivy Preparatory Academy	492.248	\$ 3,977,232
8L	REAL Salt Lake Academy High	569.724	\$ 3,886,894
1M	Advantage Arts Academy	398.198	\$ 3,220,125
3M	Bridge Elementary	706.151	\$ 5,383,578
4M	Mountain Sunrise Academy	615.748	\$ 4,780,182
7M	Career Academy of Utah	84.223	\$ 831,335
41	USDB	-	\$ 7,450,426
70	Sevier School District (CUES)		\$ 350,000
71	Wasatch School District (NUES)		\$ 450,000
72	Carbon Co School District (SESC)		\$ 200,000
73	Iron Co School District (SEDC)		\$ 300,000
Unallocated		535.060	\$ 174,455,614
Districts - Total		807,477.655	\$ 5,598,314,955
Charters - Total		107,948.695	\$ 825,641,904
Other Institutions		-	\$ 8,750,426
Grand Total		934,415.000	\$ 6,607,162,900

**ESTIMATED BASIC RATE REVENUE
FY2023-2024 LEGISLATIVE ESTIMATES**

ID	DISTRICT	ASSESSED VALUATIONS	REDEVELOPMENT AND BOE ADJUSTMENTS	ADJUSTED ASSESSED VALUATIONS	COLLECTION RATE (5-YR AVERAGE)	BASIC TAX RATE MINIMUM SCHOOL PROGRAM	TOTAL REVENUE FROM BASIC TAX RATE UNDER BASIC PROGRAM
		DOLLARS	DOLLARS	DOLLARS	DOLLARS	TAX RATE	DOLLARS
1	Alpine	\$ 58,617,435,031	\$ (3,189,964,025)	\$ 55,427,471,006	93.98%	0.001400	\$ 72,927,032
2	Beaver	\$ 1,935,981,951	\$ (368,236,947)	\$ 1,567,745,004	94.08%	0.001400	\$ 2,064,908
3	Box Elder	\$ 7,503,328,678	\$ (627,813,549)	\$ 6,875,515,129	96.27%	0.001400	\$ 9,266,682
4	Cache	\$ 10,283,568,778	\$ (191,004,569)	\$ 10,092,564,209	96.95%	0.001400	\$ 13,698,637
5	Carbon	\$ 2,469,852,825	\$ (14,841,614)	\$ 2,455,011,211	89.94%	0.001400	\$ 3,091,252
6	Daggett	\$ 454,767,836	\$ (967,567)	\$ 453,800,269	96.45%	0.001400	\$ 612,767
7	Davis	\$ 45,016,705,728	\$ (1,396,134,269)	\$ 43,620,571,459	94.86%	0.001400	\$ 57,929,864
8	Duchesne	\$ 3,405,022,857	\$ (3,776,798)	\$ 3,401,246,059	95.02%	0.001400	\$ 4,524,610
9	Emery	\$ 2,353,037,545	\$ (62,553,871)	\$ 2,290,483,674	97.23%	0.001400	\$ 3,117,852
10	Garfield	\$ 808,604,985	\$ (1,568,419)	\$ 807,036,566	92.89%	0.001400	\$ 1,049,519
11	Grand	\$ 2,867,312,914	\$ (9,306,971)	\$ 2,858,005,943	96.11%	0.001400	\$ 3,845,561
12	Granite	\$ 50,274,072,831	\$ (2,317,919,209)	\$ 47,956,153,622	97.56%	0.001400	\$ 65,500,433
13	Iron	\$ 8,255,274,911	\$ (685,860,283)	\$ 7,569,414,628	93.19%	0.001400	\$ 9,875,512
14	Jordan	\$ 47,880,654,581	\$ (4,312,305,266)	\$ 43,568,349,315	97.98%	0.001400	\$ 59,763,576
15	Juab	\$ 1,734,782,965	\$ (5,875,908)	\$ 1,728,907,057	94.66%	0.001400	\$ 2,291,217
16	Kane	\$ 2,573,672,071	\$ (10,108,011)	\$ 2,563,564,060	89.15%	0.001400	\$ 3,199,584
17	Millard	\$ 2,742,201,049	\$ (9,972,121)	\$ 2,732,228,928	97.57%	0.001400	\$ 3,732,170
18	Morgan	\$ 2,107,432,366	\$ (35,781,150)	\$ 2,071,651,216	90.29%	0.001400	\$ 2,618,691
19	Nebo	\$ 19,255,948,843	\$ (112,029,817)	\$ 19,143,919,026	92.61%	0.001400	\$ 24,820,857
20	N. Sanpete	\$ 1,378,618,115	\$ (2,165,025)	\$ 1,376,453,090	92.08%	0.001400	\$ 1,774,413
21	N. Summit	\$ 3,431,503,182	\$ (42,472,715)	\$ 3,389,030,467	94.25%	0.001400	\$ 4,471,826
22	Park City	\$ 32,659,637,453	\$ (932,532,182)	\$ 31,727,105,271	94.90%	0.001400	\$ 42,152,632
23	Piute	\$ 177,586,780	\$ (470,722)	\$ 177,116,058	87.86%	0.001400	\$ 217,860
24	Rich	\$ 2,273,513,480	\$ (8,874,585)	\$ 2,264,638,895	95.52%	0.001400	\$ 3,028,456
25	San Juan	\$ 991,648,209	\$ (6,237,663)	\$ 985,410,546	91.16%	0.001400	\$ 1,257,620
26	Sevier	\$ 2,411,872,568	\$ (60,417,164)	\$ 2,351,455,404	91.15%	0.001400	\$ 3,000,692
27	S. Sanpete	\$ 1,208,713,327	\$ (968,856)	\$ 1,207,744,471	92.55%	0.001400	\$ 1,564,875
28	S. Summit	\$ 5,510,473,529	\$ (77,591,861)	\$ 5,432,881,668	94.72%	0.001400	\$ 7,204,436
29	Tintic	\$ 117,322,928	\$ (227,179)	\$ 117,095,749	83.96%	0.001400	\$ 137,639
30	Tooele	\$ 8,435,626,551	\$ (479,156,877)	\$ 7,956,469,674	91.21%	0.001400	\$ 10,159,934
31	Uintah	\$ 4,761,999,514	\$ (26,560,218)	\$ 4,735,439,296	96.79%	0.001400	\$ 6,416,804
32	Wasatch	\$ 14,089,419,149	\$ (380,745,617)	\$ 13,708,673,532	94.45%	0.001400	\$ 18,126,979
33	Washington	\$ 40,011,846,864	\$ (1,029,721,117)	\$ 38,982,125,747	94.59%	0.001400	\$ 51,622,470
34	Wayne	\$ 507,489,031	\$ (1,309,896)	\$ 506,179,135	96.77%	0.001400	\$ 685,761
35	Weber	\$ 25,445,773,275	\$ (702,412,820)	\$ 24,743,360,455	94.86%	0.001400	\$ 32,860,172
36	Salt Lake	\$ 48,838,682,666	\$ (7,188,911,741)	\$ 41,649,770,925	97.96%	0.001400	\$ 57,120,162
37	Ogden	\$ 10,111,637,327	\$ (570,916,470)	\$ 9,540,720,857	95.87%	0.001400	\$ 12,805,365
38	Provo	\$ 11,476,025,258	\$ (141,137,353)	\$ 11,334,887,905	93.65%	0.001400	\$ 14,861,172
39	Logan	\$ 4,858,032,774	\$ (224,057,706)	\$ 4,633,975,068	97.58%	0.001400	\$ 6,330,566
40	Murray	\$ 6,912,903,116	\$ (537,365,446)	\$ 6,375,537,670	97.81%	0.001400	\$ 8,730,279
42	Canyons	\$ 39,554,787,537	\$ (2,487,514,249)	\$ 37,067,273,288	97.85%	0.001400	\$ 50,778,458
	Adjustment	-	-	-	-	-	\$ 29,721,505
TOTAL		\$ 535,704,771,378	\$ (28,257,787,826)	\$ 507,446,983,552	94.25%	0.001400	\$ 708,960,800

LOCAL REVENUES
FY2023-2024 LEGISLATIVE ESTIMATES

ID	LOCAL EDUCATION AGENCY	BASIC LEVY DOLLARS	VOTED LOCAL LEVY DOLLARS	BOARD LOCAL LEVY DOLLARS	K-3 READING ACHIEVEMENT MATCHING FUNDS	TOTAL
1	Alpine	\$ 72,927,032	\$ 72,175,702	\$ 24,236,416	\$ 3,784,625	\$ 173,123,775
2	Beaver	\$ 2,064,908	\$ 1,367,899	\$ 1,678,340	\$ 166,610	\$ 5,277,758
3	Box Elder	\$ 9,266,682	\$ 4,035,864	\$ 10,934,948	\$ 610,712	\$ 24,848,205
4	Cache	\$ 13,698,637	\$ 11,271,191	\$ 4,314,943	\$ 733,147	\$ 30,017,918
5	Carbon	\$ 3,091,252	\$ 2,152,754	\$ 2,089,337	\$ 191,274	\$ 7,524,617
6	Daggett	\$ 612,767	\$ -	\$ 977,075	\$ 35,633	\$ 1,625,474
7	Davis	\$ 57,929,864	\$ 55,628,374	\$ 18,076,062	\$ 3,127,845	\$ 134,762,144
8	Duchesne	\$ 4,524,610	\$ 5,102,275	\$ 1,450,597	\$ 298,956	\$ 11,376,438
9	Emery	\$ 3,117,852	\$ 3,726,473	\$ 931,610	\$ 265,408	\$ 8,041,343
10	Garfield	\$ 1,049,519	\$ 1,353,763	\$ 408,387	\$ 77,829	\$ 2,889,499
11	Grand	\$ 3,845,561	\$ 2,892,803	\$ 2,928,144	\$ 247,234	\$ 9,913,742
12	Granite	\$ 65,500,433	\$ 40,435,155	\$ 40,982,520	\$ 3,850,829	\$ 150,768,937
13	Iron	\$ 9,875,512	\$ 4,699,332	\$ 9,137,500	\$ 543,101	\$ 24,255,445
14	Jordan	\$ 59,763,576	\$ 72,154,011	\$ 17,732,640	\$ 2,971,651	\$ 152,621,878
15	Juab	\$ 2,291,217	\$ 520,116	\$ 2,836,595	\$ 143,641	\$ 5,791,568
16	Kane	\$ 3,199,584	\$ 1,850,873	\$ 2,823,867	\$ 167,263	\$ 8,041,587
17	Millard	\$ 3,732,170	\$ 2,144,780	\$ 3,358,376	\$ 300,536	\$ 9,535,862
18	Morgan	\$ 2,618,691	\$ -	\$ 4,096,538	\$ 145,723	\$ 6,860,952
19	Nebo	\$ 24,820,857	\$ 24,945,226	\$ 13,814,291	\$ 1,265,497	\$ 64,845,870
20	North Sanpete	\$ 1,774,413	\$ 1,652,087	\$ 584,032	\$ 101,809	\$ 4,112,341
21	North Summit	\$ 4,471,826	\$ 410,673	\$ 6,173,326	\$ 198,129	\$ 11,253,953
22	Park City	\$ 42,152,632	\$ 22,288,480	\$ 27,921,431	\$ 2,055,160	\$ 94,417,703
23	Piute	\$ 217,860	\$ 298,970	\$ 74,716	\$ 15,084	\$ 606,629
24	Rich	\$ 3,028,456	\$ 1,983,997	\$ 1,768,032	\$ 144,261	\$ 6,924,746
25	San Juan	\$ 1,257,620	\$ 1,597,877	\$ 486,820	\$ 87,882	\$ 3,430,200
26	Sevier	\$ 3,000,692	\$ 2,386,626	\$ 1,707,898	\$ 180,115	\$ 7,275,331
27	South Sanpete	\$ 1,564,875	\$ 1,544,135	\$ 498,580	\$ 86,564	\$ 3,694,154
28	South Summit	\$ 7,204,436	\$ 3,253,350	\$ 7,751,806	\$ 302,118	\$ 18,511,709
29	Tintic	\$ 137,639	\$ 201,127	\$ 50,275	\$ 8,494	\$ 397,535
30	Tooele	\$ 10,159,934	\$ 12,715,212	\$ 3,338,573	\$ 583,754	\$ 26,797,474
31	Uintah	\$ 6,416,804	\$ -	\$ 9,964,116	\$ 473,486	\$ 16,854,406
32	Wasatch	\$ 18,126,979	\$ 16,385,438	\$ 5,422,161	\$ 809,733	\$ 40,744,310
33	Washington	\$ 51,622,470	\$ 43,327,743	\$ 37,053,745	\$ 2,370,330	\$ 134,374,288
34	Wayne	\$ 685,761	\$ 750,323	\$ 226,503	\$ 48,038	\$ 1,710,626
35	Weber	\$ 32,860,172	\$ 26,243,831	\$ 23,755,925	\$ 1,612,293	\$ 84,472,221
36	Salt Lake	\$ 57,120,162	\$ 23,184,805	\$ 54,751,130	\$ 3,478,594	\$ 138,534,691
37	Ogden	\$ 12,805,365	\$ 14,055,405	\$ 3,914,950	\$ 688,333	\$ 31,464,053
38	Provo	\$ 14,861,172	\$ 7,127,399	\$ 10,642,645	\$ 806,501	\$ 33,437,717
39	Logan	\$ 6,330,566	\$ 4,919,487	\$ 1,968,770	\$ 361,012	\$ 13,579,835
40	Murray	\$ 8,730,279	\$ 8,491,427	\$ 2,677,642	\$ 533,930	\$ 20,433,277
42	Canyons	\$ 50,778,458	\$ 46,258,997	\$ 15,496,973	\$ 2,961,436	\$ 115,495,864
TOTAL		\$ 679,239,295	\$ 545,533,978	\$ 379,038,233	\$ 36,834,570	\$ 1,640,646,076

**ALL PROGRAM FUNDS
FY2023-2024 LEGISLATIVE ESTIMATES**

ID	LOCAL EDUCATION AGENCY	UNIFORM SCHOOL FUNDS		SCHOOL LAND TRUST	STATE FUNDS TOTAL	LOCAL LEVIES TOTAL	ALL PROGRAMS TOTAL
		MINIMUM SCHOOL PROGRAM	OTHER STATE PROGRAMS				
1	Alpine	\$ 730,960,776	\$ 765,320	\$ 11,753,458	\$ 743,479,553	\$ 173,123,775	\$ 916,603,328
2	Beaver	\$ 19,773,544	\$ -	\$ 423,128	\$ 20,196,672	\$ 5,277,758	\$ 25,474,430
3	Box Elder	\$ 115,562,004	\$ 103,540	\$ 1,887,937	\$ 117,553,482	\$ 24,848,205	\$ 142,401,687
4	Cache	\$ 181,725,450	\$ 805,470	\$ 2,887,784	\$ 185,418,703	\$ 30,017,918	\$ 215,436,621
5	Carbon	\$ 36,164,541	\$ 142,889	\$ 670,215	\$ 36,977,646	\$ 7,524,617	\$ 44,502,263
6	Daggett	\$ 5,044,022	\$ 50,000	\$ 243,255	\$ 5,337,277	\$ 1,625,474	\$ 6,962,751
7	Davis	\$ 630,924,223	\$ -	\$ 9,897,798	\$ 640,822,021	\$ 134,762,144	\$ 775,584,165
8	Duchesne	\$ 59,414,906	\$ 14,652	\$ 925,823	\$ 60,355,382	\$ 11,376,438	\$ 71,731,819
9	Emery	\$ 26,196,978	\$ -	\$ 501,298	\$ 26,698,276	\$ 8,041,343	\$ 34,739,619
10	Garfield	\$ 18,566,431	\$ 84,004	\$ 387,424	\$ 19,037,859	\$ 2,889,499	\$ 21,927,358
11	Grand	\$ 18,946,734	\$ -	\$ 413,390	\$ 19,360,124	\$ 9,913,742	\$ 29,273,866
12	Granite	\$ 539,640,971	\$ -	\$ 8,215,249	\$ 547,856,220	\$ 150,768,937	\$ 698,625,156
13	Iron	\$ 112,158,484	\$ 702,561	\$ 1,899,162	\$ 114,760,207	\$ 24,255,445	\$ 139,015,652
14	Jordan	\$ 508,017,759	\$ 363,857	\$ 8,040,245	\$ 516,421,860	\$ 152,621,878	\$ 669,043,738
15	Juab	\$ 25,671,135	\$ 12,210	\$ 585,148	\$ 26,268,493	\$ 5,791,568	\$ 32,060,061
16	Kane	\$ 21,133,525	\$ -	\$ 411,903	\$ 21,545,428	\$ 8,041,587	\$ 29,587,015
17	Millard	\$ 35,061,574	\$ 35,897	\$ 641,274	\$ 35,738,745	\$ 9,535,862	\$ 45,274,608
18	Morgan	\$ 30,962,990	\$ 23,443	\$ 664,265	\$ 31,650,698	\$ 6,860,952	\$ 38,511,651
19	Nebo	\$ 329,736,340	\$ 8,724,108	\$ 5,119,011	\$ 343,579,459	\$ 64,845,870	\$ 408,425,329
20	North Sanpete	\$ 26,386,547	\$ 6,593	\$ 562,022	\$ 26,955,162	\$ 4,112,341	\$ 31,067,502
21	North Summit	\$ 16,735,303	\$ -	\$ 358,076	\$ 17,093,379	\$ 11,253,953	\$ 28,347,332
22	Park City	\$ 82,507,983	\$ -	\$ 807,622	\$ 83,315,604	\$ 94,417,703	\$ 177,733,307
23	Piute	\$ 6,475,372	\$ 200,000	\$ 254,481	\$ 6,929,853	\$ 606,629	\$ 7,536,482
24	Rich	\$ 11,246,452	\$ 50,000	\$ 288,426	\$ 11,584,878	\$ 6,924,746	\$ 18,509,624
25	San Juan	\$ 40,099,768	\$ 721,736	\$ 608,951	\$ 41,430,455	\$ 3,430,200	\$ 44,860,654
26	Sevier	\$ 50,525,558	\$ 156,661	\$ 836,428	\$ 51,518,647	\$ 7,275,331	\$ 58,793,978
27	South Sanpete	\$ 36,226,611	\$ 1,885,366	\$ 650,605	\$ 38,762,581	\$ 3,694,154	\$ 42,456,735
28	South Summit	\$ 25,647,900	\$ -	\$ 445,037	\$ 26,092,937	\$ 18,511,709	\$ 44,604,646
29	Tintic	\$ 6,181,826	\$ 209,768	\$ 253,669	\$ 6,645,263	\$ 397,535	\$ 7,042,799
30	Tooele	\$ 204,405,896	\$ 17,020,079	\$ 3,557,233	\$ 224,983,208	\$ 26,797,474	\$ 251,780,682
31	Uintah	\$ 68,547,231	\$ -	\$ 1,142,887	\$ 69,690,119	\$ 16,854,406	\$ 86,544,525
32	Wasatch	\$ 87,784,353	\$ 402,196	\$ 1,408,503	\$ 89,595,052	\$ 40,744,310	\$ 130,339,362
33	Washington	\$ 332,304,476	\$ 668,861	\$ 5,172,297	\$ 338,145,633	\$ 134,374,288	\$ 472,519,922
34	Wayne	\$ 8,519,697	\$ 100,488	\$ 278,554	\$ 8,898,739	\$ 1,710,626	\$ 10,609,365
35	Weber	\$ 298,862,831	\$ -	\$ 4,622,401	\$ 303,485,233	\$ 84,472,221	\$ 387,957,454
36	Salt Lake	\$ 229,049,809	\$ -	\$ 2,849,645	\$ 231,899,454	\$ 138,534,691	\$ 370,434,145
37	Ogden	\$ 95,851,636	\$ -	\$ 1,605,010	\$ 97,456,646	\$ 31,464,053	\$ 128,920,699
38	Provo	\$ 124,742,252	\$ -	\$ 2,060,236	\$ 126,802,488	\$ 33,437,717	\$ 160,240,205
39	Logan	\$ 48,438,223	\$ -	\$ 914,869	\$ 49,353,092	\$ 13,579,835	\$ 62,932,926
40	Murray	\$ 53,494,555	\$ -	\$ 999,395	\$ 54,493,951	\$ 20,433,277	\$ 74,927,228
42	Canyons	\$ 298,618,290	\$ -	\$ 4,676,093	\$ 303,294,383	\$ 115,495,864	\$ 418,790,247
	Charters	\$ 825,641,904	\$ -	\$ 11,862,141	\$ 837,504,045	\$ -	\$ 837,504,045
	USDB	\$ 7,450,426	\$ -	\$ -	\$ 7,450,426	\$ -	\$ 7,450,426
TOTAL		\$ 6,431,407,286	\$ 33,249,700	\$ 101,782,347	\$ 6,566,439,333	\$ 1,640,646,076	\$ 8,207,085,409

ID	Local Education Agency	Estimated Charter School Levy Local Funds*
1	ALPINE	\$ 3,554,668
2	BEAVER	\$ 6,462
3	BOX ELDER	\$ 396,278
4	CACHE	\$ 415,108
5	CARBON	\$ 322,448
6	DAGGETT	\$ -
7	DAVIS	\$ 3,481,295
8	DUCHESNE	\$ 162,869
9	EMERY	\$ 54,313
10	GARFIELD	\$ 1,570
11	GRAND	\$ 144,379
12	GRANITE	\$ 6,102,849
13	IRON	\$ 262,678
14	JORDAN	\$ 4,336,372
15	JUAB	\$ 21,352
16	KANE	\$ 6,514
17	MILLARD	\$ 30,625
18	MORGAN	\$ 43,649
19	NEBO	\$ 1,452,057
20	NO. SANPETE	\$ 5,015
21	NO. SUMMIT	\$ 51,500
22	PARK CITY	\$ 564,656
23	PIUTE	\$ 1,283
24	RICH	\$ 5,871
25	SAN JUAN	\$ 7,193
26	SEVIER	\$ 38,414
27	SO. SANPETE	\$ 20,608
28	SO. SUMMIT	\$ 121,971
29	TINTIC	\$ 450
30	TOOELE	\$ 789,846
31	UINTAH	\$ 551,793
32	WASATCH	\$ 553,751
33	WASHINGTON	\$ 1,359,547
34	WAYNE	\$ 5,412
35	WEBER	\$ 1,147,754
36	SALT LAKE	\$ 3,293,506
37	OGDEN	\$ 1,371,389
38	PROVO	\$ 983,410
39	LOGAN	\$ 716,330
40	MURRAY	\$ 288,222
42	CANYONS	\$ 2,495,620
TOTAL		35,169,030
*The Charter School Levy Local amount is the actual amount that the levy should collect for FY2023 prior to any reconciliation for over or under collections		

OTHER ENTITIES

FY2023-2024 LEGISLATIVE ESTIMATES				
OTHER ENTITIES				
	Pupil Transportation	School Land Trust	Teacher Supplies and Materials	Educator Salary Adjustments
	DOLLARS	DOLLARS	DOLLARS	DOLLARS
41 USDB	\$ 5,000,000.00	\$ 47,785.62	\$ 26,665.00	\$ 1,973,654.84
70 Sevier School District (CUES)	\$ -	\$ -	\$ -	\$ -
71 Wasatch School District (NUES)	\$ -	\$ -	\$ -	\$ -
72 Carbon Co School District (SESC)	\$ -	\$ -	\$ -	\$ -
73 Iron Co School District (SEDC)	\$ -	\$ -	\$ -	\$ -
TOTALS:	\$ 5,000,000.00	\$ 47,785.62	\$ 26,665.00	\$ 1,973,654.84
	Teacher & Student Success Act Program	Educator Professional Time	School Health & Counseling Support	SPED Extended Year SPED Educators
	DOLLARS	DOLLARS	DOLLARS	DOLLARS
41 USDB	\$ 74,253.98	\$ 328,066.62	\$ -	\$ -
70 Sevier School District (CUES)	\$ -	\$ -	\$ 350,000.00	\$ -
71 Wasatch School District (NUES)	\$ -	\$ -	\$ 450,000.00	\$ -
72 Carbon Co School District (SESC)	\$ -	\$ -	\$ 200,000.00	\$ -
73 Iron Co School District (SEDC)	\$ -	\$ -	\$ 300,000.00	\$ -
TOTALS:	\$ 74,253.98	\$ 328,066.62	\$ 1,300,000.00	\$ -
	Grants For Professional Learning	Total		
	DOLLARS	DOLLARS		
41 USDB	\$ -	\$ 7,450,426.06		
70 Sevier School District (CUES)	\$ -	\$ 350,000.00		
71 Wasatch School District (NUES)	\$ -	\$ 450,000.00		
72 Carbon Co School District (SESC)	\$ -	\$ 200,000.00		
73 Iron Co School District (SEDC)	\$ -	\$ 300,000.00		
TOTALS:	\$ -	\$ 8,750,426.06		

SCHOOL BUILDING PROGRAM FY2023-2024 LEGISLATIVE ESTIMATES

**OTHER STATE: CAPITAL OUTLAY FOUNDATION AND ENROLLMENT GROWTH
FY2023-2024 LEGISLATIVE ESTIMATES**

ID	LOCAL EDUCATION AGENCY	FOUNDATION GUARANTEE	FOUNDATION GUARANTEE MBG	ENROLLMENT GROWTH	ENROLLMENT GROWTH MBG	CAPITAL OUTLAY
		Pgm:5550, Rev: 3700 \$12,610,900	Pgm:5550, Rev: 3700 \$15,000,000	Pgm:5561, Rev:3700 \$1,888,800	Pgm:5561, Rev:3700 \$3,750,000	TOTAL \$33,249,700
		DOLLARS	DOLLARS	DOLLARS	DOLLARS	DOLLARS
1	Alpine	\$ -	\$ -	\$ 256,355	\$ 508,965	\$ 765,320
2	Beaver	\$ -	\$ -	\$ -	\$ -	\$ -
3	Box Elder	\$ -	\$ -	\$ 34,682	\$ 68,858	\$ 103,540
4	Cache	\$ 264,272	\$ 314,337	\$ 75,990	\$ 150,870	\$ 805,470
5	Carbon	\$ 65,263	\$ 77,627	\$ -	\$ -	\$ 142,889
6	Daggett	\$ 22,837	\$ 27,163	\$ -	\$ -	\$ 50,000
7	Davis	\$ -	\$ -	\$ -	\$ -	\$ -
8	Duchesne	\$ -	\$ -	\$ 4,908	\$ 9,744	\$ 14,652
9	Emery	\$ -	\$ -	\$ -	\$ -	\$ -
10	Garfield	\$ -	\$ -	\$ 28,139	\$ 55,866	\$ 84,004
11	Grand	\$ -	\$ -	\$ -	\$ -	\$ -
12	Granite	\$ -	\$ -	\$ -	\$ -	\$ -
13	Iron	\$ -	\$ -	\$ 235,333	\$ 467,227	\$ 702,561
14	Jordan	\$ -	\$ -	\$ 121,879	\$ 241,977	\$ 363,857
15	Juab	\$ -	\$ -	\$ 4,090	\$ 8,120	\$ 12,210
16	Kane	\$ -	\$ -	\$ -	\$ -	\$ -
17	Millard	\$ -	\$ -	\$ 12,024	\$ 23,873	\$ 35,897
18	Morgan	\$ -	\$ -	\$ 7,853	\$ 15,590	\$ 23,443
19	Nebo	\$ 3,666,743	\$ 4,361,398	\$ 233,125	\$ 462,843	\$ 8,724,108
20	North Sanpete	\$ -	\$ -	\$ 2,209	\$ 4,385	\$ 6,593
21	North Summit	\$ -	\$ -	\$ -	\$ -	\$ -
22	Park City	\$ -	\$ -	\$ -	\$ -	\$ -
23	Piute	\$ 91,347	\$ 108,653	\$ -	\$ -	\$ 200,000
24	Rich	\$ 22,837	\$ 27,163	\$ -	\$ -	\$ 50,000
25	San Juan	\$ 329,643	\$ 392,093	\$ -	\$ -	\$ 721,736
26	Sevier	\$ 69,880	\$ 83,118	\$ 1,227	\$ 2,436	\$ 156,661
27	South Sanpete	\$ 861,115	\$ 1,024,251	\$ -	\$ -	\$ 1,885,366
28	South Summit	\$ -	\$ -	\$ -	\$ -	\$ -
29	Tintic	\$ 91,347	\$ 108,653	\$ 3,272	\$ 6,496	\$ 209,768
30	Tooele	\$ 7,079,943	\$ 8,421,218	\$ 508,784	\$ 1,010,134	\$ 17,020,079
31	Uintah	\$ -	\$ -	\$ -	\$ -	\$ -
32	Wasatch	\$ -	\$ -	\$ 134,721	\$ 267,474	\$ 402,196
33	Washington	\$ -	\$ -	\$ 224,045	\$ 444,816	\$ 668,861
34	Wayne	\$ 45,674	\$ 54,326	\$ 164	\$ 325	\$ 100,488
35	Weber	\$ -	\$ -	\$ -	\$ -	\$ -
36	Salt Lake	\$ -	\$ -	\$ -	\$ -	\$ -
37	Ogden	\$ -	\$ -	\$ -	\$ -	\$ -
38	Provo	\$ -	\$ -	\$ -	\$ -	\$ -
39	Logan	\$ -	\$ -	\$ -	\$ -	\$ -
40	Murray	\$ -	\$ -	\$ -	\$ -	\$ -
42	Canyons	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL		\$ 12,610,900	\$ 15,000,000	\$ 1,888,800	\$ 3,750,000	\$ 33,249,700
Unallocated		\$ 0	\$ -	\$ -	\$ (0)	\$ -

FUNDING DATA

		October 1, 2021		October 1, 2022		Oct 1, 2023 (CDC)		FY 22/23 Growth		FY 23/24 Growth						
		K	1-12	K	1-12	K	1-12	K	1-12	K	1-12					
ID	District	FY 2022	FY 2022	FY 2023	FY 2023	FY 2024	FY 2024	Change	Change	Change	Change	FY 2022	Est. FY 2023	Est. FY 2024	FY 2023	FY 2024
1	Alpine	6,279	77,720	5,738	78,928	6,229	79,217	-8.6%	1.6%	8.6%	0.4%	6,125.8	5,598.01	6,077.11	3,078.908	3,342.409
2	Beaver	119	1,409	102	1,405	99	1,373	-14.3%	-0.3%	-2.9%	-2.3%	119.0	102.0	99.0	56.100	54.450
3	Box Elder	920	11,376	831	11,507	853	11,536	-9.7%	1.2%	2.6%	0.3%	913.1	824.8	846.6	453.639	465.648
4	Cache	1,389	18,165	1,308	18,423	1,364	18,520	-5.8%	1.4%	4.3%	0.5%	1,365.9	1,286.2	1,341.3	707.424	737.712
5	Carbon	254	3,108	213	3,121	209	3,130	-16.1%	0.4%	-1.9%	0.3%	238.3	199.8	196.1	109.893	107.830
6	Daggett	13	174	9	168	8	156	-30.8%	-3.4%	-11.1%	-7.1%	12.3	8.5	7.6	4.673	4.154
7	Davis	4,871	67,669	4,304	67,260	4,605	66,236	-11.6%	-0.6%	7.0%	-1.5%	4,827.6	4,265.6	4,563.9	2,346.098	2,510.172
8	Duchesne	358	4,775	360	4,864	372	4,952	0.6%	1.9%	3.3%	1.8%	343.6	345.6	357.1	190.054	196.389
9	Emery	135	2,001	139	1,946	137	1,894	3.0%	-2.7%	-1.4%	-2.7%	132.5	136.4	134.4	75.015	73.936
10	Garfield	141	1,126	118	1,125	116	1,109	-16.3%	-0.1%	-1.7%	-1.4%	132.2	110.6	108.7	60.826	59.796
11	Grand	89	1,359	88	1,347	92	1,296	-1.1%	-0.9%	4.5%	-3.8%	86.6	85.6	89.5	47.089	49.229
12	Granite	3,931	56,440	3,811	55,310	3,946	54,604	-3.1%	-2.0%	3.5%	-1.3%	3,816.3	3,699.8	3,830.8	2,034.876	2,106.959
13	Iron	877	10,953	942	11,479	986	11,976	7.4%	4.8%	4.7%	4.3%	884.2	949.8	994.1	522.370	546.769
14	Jordan	3,797	54,043	3,616	54,213	3,798	53,051	-4.8%	0.3%	5.0%	-2.1%	3,733.7	3,555.7	3,734.7	1,955.656	2,054.088
15	Juab	202	2,474	177	2,528	179	2,545	-12.4%	2.2%	1.1%	0.7%	200.9	176.0	178.0	96.823	97.917
16	Kane	128	1,274	106	1,318	105	1,319	-17.2%	3.5%	-0.9%	0.1%	125.6	104.0	103.0	57.199	56.660
17	Millard	230	2,844	222	2,898	228	2,950	-3.5%	1.9%	2.7%	1.8%	231.8	223.7	229.8	123.050	126.375
18	Morgan	204	3,130	167	3,123	165	3,045	-18.1%	-0.2%	-1.2%	-2.5%	207.5	169.9	167.8	93.433	92.314
19	Nebo	2,577	32,877	2,561	33,668	2,704	34,023	-0.6%	2.4%	5.6%	1.1%	2,476.9	2,461.5	2,598.9	1,353.825	1,429.419
20	North Sanpete	165	2,366	179	2,355	176	2,332	8.5%	-0.5%	-1.7%	-1.0%	163.7	177.6	174.6	97.684	96.047

		October 1, 2021		October 1, 2022		Oct 1, 2023 (CDC)		FY 22/23 Growth		FY 23/24 Growth						
		K	1-12	K	1-12	K	1-12	K	1-12	K	1-12	K ADM			K Base WPU	
ID	District	FY 2022	FY 2022	FY 2023	FY 2023	FY 2024	FY 2024	Change	Change	Change	Change	FY 2022	Est. FY 2023	Est. FY 2024	FY 2023	FY 2024
21	North Summit	65	962	72	954	70	925	10.8%	-0.8%	-2.8%	-3.0%	66.9	74.1	72.0	40.758	39.625
22	Park City	260	4,332	212	4,138	207	4,009	-18.5%	-4.5%	-2.4%	-3.1%	261.3	213.0	208.0	117.161	114.397
23	Piute	15	268	9	251	8	229	-40.0%	-6.3%	-11.1%	-8.8%	15.0	9.0	8.0	4.950	4.400
24	Rich	38	472	39	472	39	475	2.6%	0.0%	0.0%	0.6%	38.3	39.3	39.3	21.626	21.626
25	San Juan	203	2,677	185	2,696	183	2,670	-8.9%	0.7%	-1.1%	-1.0%	201.8	183.9	181.9	101.143	100.050
26	Sevier	318	4,249	330	4,233	327	4,225	3.8%	-0.4%	-0.9%	-0.2%	321.9	334.0	331.0	183.704	182.034
27	South Sanpete	247	2,947	225	2,964	220	2,936	-8.9%	0.6%	-2.2%	-0.9%	243.7	222.0	217.1	122.102	119.389
28	South Summit	98	1,556	110	1,559	108	1,511	12.2%	0.2%	-1.8%	-3.1%	101.8	114.2	112.1	62.822	61.680
29	Tintic	14	211	16	238	16	240	14.3%	12.8%	0.0%	0.8%	13.9	15.9	15.9	8.758	8.758
30	Tooele	1,633	21,306	1,552	22,276	1,705	22,848	-5.0%	4.6%	9.9%	2.6%	1,638.7	1,557.4	1,710.9	856.577	941.020
31	Uintah	514	6,306	493	6,336	490	6,342	-4.1%	0.5%	-0.6%	0.1%	503.7	483.1	480.2	265.714	264.097
32	Wasatch	662	8,069	609	8,184	655	8,337	-8.0%	1.4%	7.6%	1.9%	653.7	601.4	646.8	330.759	355.742
33	Washington	2,448	34,005	2,419	34,204	2,547	34,265	-1.2%	0.6%	5.3%	0.2%	2,193.2	2,167.2	2,281.9	1,191.985	1,255.058
34	Wayne	31	410	33	405	31	400	6.5%	-1.2%	-6.1%	-1.2%	30.1	32.0	30.1	17.617	16.549
35	Weber	2,265	30,466	2,057	30,500	2,150	30,143	-9.2%	0.1%	4.5%	-1.2%	2,207.1	2,004.4	2,095.0	1,102.427	1,152.269
36	Salt Lake	1,397	18,436	1,369	18,080	1,389	17,905	-2.0%	-1.9%	1.5%	-1.0%	1,374.7	1,347.2	1,366.8	740.934	751.758
37	Ogden	794	9,681	729	9,517	757	9,410	-8.2%	-1.7%	3.8%	-1.1%	786.2	721.8	749.5	397.000	412.248
38	Provo	955	12,668	958	12,654	998	12,809	0.3%	-0.1%	4.2%	1.2%	942.9	945.8	985.3	520.200	541.920
39	Logan	460	4,818	425	4,718	431	4,813	-7.6%	-2.1%	1.4%	2.0%	441.2	407.6	413.3	224.177	227.342
40	Murray	431	5,560	416	5,352	406	5,296	-3.5%	-3.7%	-2.4%	-1.0%	416.1	401.6	392.0	220.896	215.586
42	Canyons	2,138	31,114	2,067	30,866	2,117	30,378	-3.3%	-0.8%	2.4%	-1.6%	2,100.6	2,030.9	2,080.0	1,116.981	1,144.000
	District Total	41,665	555,796	39,316	557,583	41,225	555,430	-5.6%	0.3%	4.9%	-0.4%	40,690.1	38,387.1	40,250.6	21,112.924	22,137.821
Ties to Oct 1																
Ties to ADM File																
Calculation																
Non-FDK Weight																
0.55																
FDK Weight																
1.00																
1-12 Weight																
1.00																

		1-12 ADM			1-12 WPU's		Total K-12 WPU's		Prior Year Plus Growth K-12 WPU's	FDK WPU's		Final K-12 WPU's FY2024	
ID	District	FY 2022	Est. FY 2023	Est. FY 2024	FY 2023	FY 2024	FY 2023	FY 2024	FY 2024	Est. FDK ADM	FDK WPU's	K	1-12
1	Alpine	75,274.1	76,444.1	76,723.9	76,444.083	76,723.918	79,522.992	80,066.327	80,066.327	2,513.2	1,130.933	4,473.342	76,723.918
2	Beaver	1,370.8	1,366.9	1,335.8	1,366.931	1,335.798	1,423.031	1,390.248	1,423.031	99.0	44.550	100.650	1,366.931
3	Box Elder	11,100.6	11,228.5	11,256.7	11,228.451	11,256.749	11,682.090	11,722.397	11,722.397	616.4	277.364	743.013	11,256.749
4	Cache	17,811.4	18,064.4	18,159.5	18,064.395	18,159.507	18,771.819	18,897.218	18,897.218	542.8	244.265	981.977	18,159.507
5	Carbon	3,023.3	3,035.9	3,044.7	3,035.901	3,044.656	3,145.795	3,152.485	3,152.485	196.1	88.224	196.054	3,044.656
6	Daggett	168.4	162.6	151.0	162.566	150.954	167.239	155.108	167.239	-	-	4.673	162.566
7	Davis	66,194.7	65,794.6	64,792.9	65,794.594	64,792.904	68,140.692	67,303.076	68,140.692	2,119.9	953.969	3,300.067	65,794.594
8	Duchesne	4,591.3	4,676.8	4,761.4	4,676.831	4,761.445	4,866.885	4,957.834	4,957.834	357.1	160.682	357.072	4,761.445
9	Emery	1,934.9	1,881.7	1,831.4	1,881.711	1,831.429	1,956.727	1,905.365	1,956.727	134.4	60.493	135.508	1,881.711
10	Garfield	1,081.1	1,080.1	1,064.8	1,080.112	1,064.751	1,140.939	1,124.546	1,140.939	108.7	48.924	109.750	1,080.112
11	Grand	1,320.7	1,309.0	1,259.4	1,308.994	1,259.433	1,356.083	1,308.662	1,356.083	89.5	40.278	87.367	1,308.994
12	Granite	53,629.5	52,555.8	51,884.9	52,555.786	51,884.942	54,590.662	53,991.901	54,590.662	3,830.8	1,723.875	3,758.751	52,555.786
13	Iron	10,652.1	11,163.6	11,647.0	11,163.650	11,646.996	11,686.020	12,193.766	12,193.766	579.7	260.882	807.652	11,646.996
14	Jordan	52,414.4	52,579.3	51,452.3	52,579.299	51,452.316	54,534.956	53,506.404	54,534.956	791.6	356.213	2,311.869	52,579.299
15	Juab	2,340.8	2,391.9	2,408.0	2,391.938	2,408.023	2,488.761	2,505.940	2,505.940	160.1	72.057	169.974	2,408.023
16	Kane	1,237.9	1,280.7	1,281.6	1,280.653	1,281.625	1,337.853	1,338.285	1,338.285	103.0	46.358	103.018	1,281.625
17	Millard	2,797.9	2,851.0	2,902.2	2,851.008	2,902.164	2,974.057	3,028.540	3,028.540	139.1	62.583	188.958	2,902.164
18	Morgan	3,094.0	3,087.1	3,010.0	3,087.125	3,010.021	3,180.558	3,102.335	3,180.558	46.8	21.057	114.490	3,087.125
19	Nebo	31,947.9	32,716.5	33,061.5	32,716.495	33,061.462	34,070.320	34,490.881	34,490.881	884.3	397.915	1,827.334	33,061.462
20	North Sanpete	2,297.2	2,286.6	2,264.2	2,286.553	2,264.222	2,384.237	2,360.269	2,384.237	114.1	51.348	149.032	2,286.553

		1-12 ADM			1-12 WPUs		Total K-12 WPUs		Prior Year Plus Growth K-12 WPUs	FDK WPUs		Final K-12 WPUs FY2024	
ID	District	FY 2022	Est. FY 2023	Est. FY 2024	FY 2023	FY 2024	FY 2023	FY 2024	FY 2024	Est. FDK ADM	FDK WPUs	K	1-12
21	North Summit	952.8	944.9	916.2	944.882	916.159	985.640	955.785	985.640	-	-	40.758	944.882
22	Park City	4,193.8	4,006.0	3,881.1	4,006.005	3,881.120	4,123.166	3,995.517	4,123.166	208.0	93.598	210.758	4,006.005
23	Piute	264.6	247.8	226.1	247.795	226.076	252.745	230.476	252.745	8.0	3.600	8.550	247.795
24	Rich	455.2	455.2	458.1	455.228	458.121	476.853	479.747	479.747	39.3	17.694	39.319	458.121
25	San Juan	2,578.1	2,596.4	2,571.4	2,596.398	2,571.359	2,697.541	2,671.408	2,697.541	181.9	81.859	183.002	2,596.398
26	Sevier	4,141.9	4,126.3	4,118.5	4,126.253	4,118.455	4,309.957	4,300.489	4,309.957	331.0	148.937	332.640	4,126.253
27	South Sanpete	2,872.3	2,888.9	2,861.6	2,888.875	2,861.584	3,010.977	2,980.973	3,010.977	183.5	82.586	204.688	2,888.875
28	South Summit	1,541.8	1,544.7	1,497.2	1,544.734	1,497.173	1,607.556	1,558.853	1,607.556	112.1	50.465	113.287	1,544.734
29	Tintic	210.6	237.6	239.6	237.574	239.570	246.332	248.328	248.328	15.9	7.166	15.924	239.570
30	Tooele	20,970.6	21,925.3	22,488.3	21,925.348	22,488.344	22,781.924	23,429.364	23,429.364	369.3	166.177	1,107.197	22,488.344
31	Uintah	6,018.6	6,047.3	6,053.0	6,047.255	6,052.982	6,312.969	6,317.078	6,317.078	383.2	172.422	436.519	6,052.982
32	Wasatch	7,945.9	8,059.2	8,209.9	8,059.191	8,209.857	8,389.950	8,565.600	8,565.600	646.8	291.062	646.804	8,209.857
33	Washington	31,504.9	31,689.2	31,745.8	31,689.241	31,745.756	32,881.227	33,000.815	33,000.815	2,060.6	927.284	2,182.342	31,745.756
34	Wayne	405.3	400.4	395.4	400.357	395.415	417.974	411.964	417.974	30.1	13.540	31.157	400.357
35	Weber	29,781.8	29,815.1	29,466.1	29,815.064	29,466.081	30,917.491	30,618.350	30,917.491	1,299.9	584.953	1,687.380	29,815.064
36	Salt Lake	17,616.6	17,276.4	17,109.2	17,276.401	17,109.179	18,017.335	17,860.937	18,017.335	1,366.8	615.075	1,356.009	17,276.401
37	Ogden	9,275.0	9,117.8	9,015.3	9,117.834	9,015.322	9,514.834	9,427.570	9,514.834	683.2	307.441	704.441	9,117.834
38	Provo	12,339.0	12,325.3	12,476.3	12,325.336	12,476.310	12,845.535	13,018.230	13,018.230	908.3	408.735	950.655	12,476.310
39	Logan	4,675.6	4,578.5	4,670.7	4,578.523	4,670.714	4,802.700	4,898.056	4,898.056	232.1	104.440	331.782	4,670.714
40	Murray	5,407.9	5,205.6	5,151.1	5,205.595	5,151.127	5,426.492	5,366.713	5,426.492	392.0	176.389	397.285	5,205.595
42	Canyons	30,142.0	29,901.8	29,429.0	29,901.786	29,429.031	31,018.767	30,573.031	31,018.767	1,853.0	833.867	1,950.848	29,901.786
	District Total	537,577.2	539,346.8	537,273.1	539,346.752	537,273.050	560,459.676	559,410.871	563,486.487	24,731.7	11,129.261	32,851.896	541,763.852
Ties to Oct 1													
Ties to ADM File													
Calculation													
Non-FDK Weight													
0.55													
FDK Weight													
1.00													
1-12 Weight													
1.00													

ID	LEA Name	October 1, 2021				October 1, 2022				October 1, 2023				FY 22/23 Growth				FY 23/24 Growth				K ADM			K Base WPU's		1-6 ADM		
		K	1-6	7-8	9-12	K	1-6	7-8	9-12	K	1-6	7-8	9-12	K	1-6	7-8	9-12	FY 2022	Est. FY 2023	Est. FY 2024	FY 2023	FY 2024	FY 2022	Est. FY 2023	Est. FY 2024				
68	Ogden Prep	104	611	217	105	100	594	221	108	100	598	215	105	-3.8%	-2.8%	1.8%	2.9%	0.0%	0.7%	-2.7%	-2.8%	101.9	98.0	98.0	53.910	53.910	595.8	579.2	583.1
74	American Prep	428	3,069	887	818	441	3,026	927	802	449	2,823	990	854	3.0%	-1.4%	4.5%	-2.0%	1.8%	-6.7%	6.8%	6.5%	417.2	429.8	437.6	236.404	240.693	3,023.4	2,981.0	2,781.1
81	Walden School	37	184	60	137	31	188	75	126	32	191	68	129	-16.2%	2.2%	25.0%	-8.0%	3.2%	1.6%	-9.3%	2.4%	35.3	29.6	30.5	16.256	16.781	174.0	177.8	180.6
82	Freedom Academy	226	1,189	324	259	295	1,196	302	268	285	1,188	324	246	30.5%	0.6%	-6.8%	3.5%	-3.4%	-0.7%	7.3%	-8.2%	221.5	289.1	279.3	159.003	153.613	1,175.1	1,182.0	1,174.1
83	AMES	0	0	0	472	0	0	0	454	0	0	0	460	0.0%	0.0%	0.0%	-3.8%	0.0%	0.0%	0.0%	1.3%	-	-	-	-	-	-	-	-
86	Pinnacle Canyon	27	176	75	138	25	170	61	152	26	170	73	137	-7.4%	-3.4%	-18.7%	10.1%	4.0%	0.0%	19.7%	-9.9%	25.6	23.7	24.6	13.017	13.538	159.6	154.1	154.1
87	City Academy	0	0	28	82	0	0	31	86	0	0	32	87	0.0%	0.0%	10.7%	4.9%	0.0%	0.0%	3.2%	1.2%	-	-	-	-	-	-	-	-
89	Soldier Hollow	33	204	43	0	42	241	52	0	33	204	43	0	27.3%	18.1%	20.9%	0.0%	-21.4%	-15.4%	-17.3%	0.0%	32.3	41.2	32.3	22.641	17.789	196.6	232.2	196.6
91	Utah Arts Academy	0	0	0	281	0	0	0	274	0	#DIV/0!	0	275	0.0%	0.0%	0.0%	-2.5%	0.0%	0.0%	0.4%	-	-	-	-	-	-	-	-	-
92	Uintah River High	0	0	0	72	0	0	0	75	0	0	0	77	0.0%	0.0%	0.0%	4.2%	0.0%	0.0%	0.0%	2.7%	-	-	-	-	-	-	-	-
93	John Hancock	24	147	15	0	22	147	15	0	65	390	145	0	-8.3%	0.0%	0.0%	0.0%	195.5%	165.3%	866.7%	0.0%	24.0	22.0	65.0	12.092	35.725	139.3	139.3	369.4
94	Thomas Edison	135	791	280	0	142	811	265	0	143	806	269	0	5.2%	2.5%	-5.4%	0.0%	0.7%	-0.6%	1.5%	0.0%	134.1	141.1	142.1	77.599	78.145	742.5	761.2	756.5
95	Timpanogos Academy	71	449	0	0	68	452	0	0	74	444	0	0	-4.2%	0.7%	0.0%	0.0%	8.8%	-1.8%	0.0%	0.0%	68.7	65.8	71.6	36.165	39.356	440.0	443.0	435.1
97	Salt Lake Arts	0	204	203	0	0	200	204	0	0	204	203	0	0.0%	-2.0%	0.5%	0.0%	0.0%	2.0%	-0.5%	0.0%	-	-	-	-	-	201.8	197.9	201.8
98	Fast Forward	0	0	0	313	0	0	0	420	0	0	0	300	0.0%	0.0%	0.0%	34.2%	0.0%	0.0%	0.0%	-28.6%	-	-	-	-	-	-	-	-
A1	NUAMES	0	0	0	1,134	0	0	0	1,120	0	0	0	1,114	0.0%	0.0%	0.0%	-1.2%	0.0%	0.0%	0.0%	-0.5%	-	-	-	-	-	-	-	-
A2	Ranches Academy	52	318	0	0	52	316	0	0	52	313	0	0	0.0%	-0.6%	0.0%	0.0%	0.0%	-0.9%	0.0%	0.0%	52.0	52.0	52.0	28.612	28.612	308.9	306.9	304.0
A3	DaVinci Academy	90	598	243	335	88	585	188	338	85	567	218	333	-2.2%	-2.2%	-22.6%	0.9%	-3.4%	-3.1%	16.0%	-1.5%	90.9	88.9	85.9	48.905	47.238	594.0	581.1	563.2
A4	Summit Academy	224	1,431	372	0	255	1,386	377	0	224	1,426	372	0	13.8%	-3.1%	1.3%	0.0%	-12.2%	2.9%	-1.3%	0.0%	218.6	248.8	218.6	136.852	120.215	1,419.7	1,375.0	1,414.7
A5	Itineris	0	0	0	365	0	0	0	329	0	0	0	347	0.0%	0.0%	0.0%	-9.9%	0.0%	0.0%	5.5%	-	-	-	-	-	-	-	-	-
A6	North Davis Prep	98	619	177	87	100	619	171	66	90	605	177	87	2.0%	0.0%	-3.4%	-24.1%	-10.0%	-2.3%	3.5%	31.8%	98.4	100.4	90.3	55.209	49.688	607.5	607.5	593.7
A7	Moab Charter	14	66	0	0	13	49	0	0	11	54	0	0	-7.1%	-25.8%	0.0%	0.0%	-15.4%	10.2%	0.0%	0.0%	14.4	13.4	11.3	7.343	6.213	67.6	50.2	55.3
A8	East Hollywood High	0	0	0	306	0	0	0	287	0	0	0	288	0.0%	0.0%	0.0%	-6.2%	0.0%	0.0%	0.0%	0.3%	-	-	-	-	-	-	-	-
A9	SUCCESS Academy	0	0	0	520	0	0	0	484	0	0	0	485	0.0%	0.0%	0.0%	-6.9%	0.0%	0.0%	0.0%	0.2%	-	-	-	-	-	-	-	-
1B	UCAS	0	0	0	639	0	0	0	552	0	0	0	552	0.0%	0.0%	0.0%	-13.6%	0.0%	0.0%	0.0%	0.0%	-	-	-	-	-	-	-	-
2B	Lincoln Academy	76	495	240	91	75	501	233	106	75	495	240	100	-1.3%	1.2%	-2.9%	16.5%	0.0%	-1.2%	3.0%	-5.7%	74.4	73.4	73.4	40.388	40.388	486.2	492.1	486.2
3B	Beehive Science & Tech	0	37	114	142	57	284	126	168	65	395	150	225	0.0%	667.6%	10.5%	18.3%	14.0%	39.1%	19.0%	33.9%	-	57.0	65.0	31.350	35.750	38.0	292.0	406.2
4B	Wasatch Peak	48	415	0	0	52	433	0	0	52	434	0	0	8.3%	4.3%	0.0%	0.0%	0.0%	0.2%	0.0%	0.0%	47.8	-	-	-	-	405.9	-	-
5B	North Star Academy	49	307	116	58	50	308	112	56	50	305	115	57	2.0%	0.3%	-3.4%	-3.4%	0.0%	-1.0%	2.7%	1.8%	48.9	49.9	49.9	27.431	27.431	307.6	308.6	305.6
7B	Reagan Academy	80	462	114	0	79	485	123	0	80	480	120	0	-1.3%	5.0%	7.9%	0.0%	1.3%	-1.0%	-2.4%	0.0%	77.4	76.4	77.4	42.017	42.549	451.1	473.5	468.6
8B	American Leadership	135	694	290	521	144	738	259	486	130	683	290	517	6.7%	6.3%	-10.7%	-6.7%	-9.7%	-7.5%	12.0%	6.4%	136.4	145.5	131.3	80.018	72.239	697.2	741.4	686.2
9B	Navigator Pointe	55	324	45	0	46	324	41	0	53	318	40	0	-16.4%	0.0%	-8.9%	0.0%	15.2%	-1.9%	-2.4%	0.0%	54.1	45.2	52.1	24.871	28.655	315.6	315.6	309.8
1C	Odyssey	65	319	0	0	56	306	0	0	60	309	0	0	-13.8%	-4.1%	0.0%	0.0%	7.1%	1.0%	0.0%	0.0%	64.4	55.4	59.4	30.492	32.670	319.7	306.6	309.6
2C	InTech Collegiate HS	0	0	59	140	0	0	63	155	0	0	50	155	0.0%	0.0%	6.8%	10.7%	0.0%	0.0%	-20.6%	0.0%	-	-	-	-	-	-	-	-
3C	Entheos Academy	131	742	196	0	127	727	202	0	123	735	195	0	-3.1%	-2.0%	3.1%	0.0%	-3.1%	1.1%	-3.5%	0.0%	128.0	124.1	120.2	68.265	66.115	731.5	716.7	724.6
4C	Lakeview	103	632	212	62	104	630	192	84	100	617	210	85	1.0%	-0.3%	-9.4%	35.5%	-3.8%	-2.1%	9.4%	1.2%	101.9							

ID	LEA Name	October 1, 2021				October 1, 2022				October 1, 2023				FY 22/23 Growth				FY 23/24 Growth				K ADM			K Base WPU's		1-6 ADM			
		K	1-6	7-8	9-12	K	1-6	7-8	9-12	K	1-6	7-8	9-12	K	1-6	7-8	9-12	FY 2022	Est. FY 2023	Est. FY 2024	FY 2023	FY 2024	FY 2022	Est. FY 2023	Est. FY 2024					
2F	Rockwell HS	0	0	44	206	0	0	50	196	0	0	44	204	0.0%	0.0%	13.6%	-4.9%	0.0%	0.0%	-12.0%	4.1%	-	-	-	-	-	-	-		
3F	Venture	42	279	108	326	40	279	125	334	50	273	110	345	-4.8%	0.0%	15.7%	2.5%	25.0%	-2.2%	-12.0%	3.3%	41.1	39.2	49.0	21.543	26.929	280.3	280.3	274.3	
4F	Center for Science Ed.	0	0	0	358	0	0	0	342	0	0	0	341	0.0%	0.0%	0.0%	-4.5%	0.0%	0.0%	-0.3%	-	-	-	-	-	-	-	-		
5F	Utah Virtual Academy	103	739	391	893	58	551	319	866	60	460	365	895	-43.7%	-25.4%	-18.4%	-3.0%	3.4%	-16.5%	14.4%	3.3%	96.4	54.3	56.1	29.851	30.880	668.3	498.3	416.0	
6F	The Early Light Academy	100	582	178	84	99	604	182	87	100	600	182	90	-1.0%	3.8%	2.2%	3.6%	1.0%	-0.7%	0.0%	3.4%	99.8	98.8	99.8	54.356	54.905	574.1	595.8	591.9	
7F	Excelsior Academy	162	871	320	0	162	895	341	0	161	893	340	0	0.0%	2.8%	6.6%	0.0%	-0.6%	-0.2%	-0.3%	0.0%	158.1	158.1	157.1	86.961	86.424	834.8	857.8	855.8	
8F	Hawthorn Academy	176	897	179	68	160	923	186	77	160	921	181	77	-9.1%	2.9%	3.9%	13.2%	0.0%	-0.2%	-2.7%	0.0%	174.4	158.5	158.5	87.186	87.186	892.5	918.4	916.4	
9F	Mountain Heights Academy	0	0	198	773	0	0	187	787	0	0	200	772	0.0%	0.0%	-5.6%	1.8%	0.0%	0.0%	7.0%	-1.9%	-	-	-	-	-	-	-	-	
1G	Jefferson Academy	112	508	0	0	98	493	0	0	112	508	0	0	-12.5%	-3.0%	0.0%	0.0%	14.3%	3.0%	0.0%	0.0%	109.3	95.7	109.3	52.622	60.139	495.6	480.9	495.6	
2G	Vista at Entrada	91	678	266	64	88	701	244	80	95	665	265	95	-3.3%	3.4%	-8.3%	25.0%	8.0%	-5.1%	8.6%	18.8%	91.0	88.0	95.0	48.409	52.260	672.2	695.0	659.3	
3G	Bear River CS	20	120	38	0	20	125	25	0	20	120	30	0	0.0%	4.2%	-34.2%	0.0%	0.0%	-4.0%	20.0%	0.0%	18.7	18.7	18.7	10.306	10.306	118.2	123.2	118.2	
4G	Maria Montessori	46	260	45	19	52	255	49	23	46	260	45	19	13.0%	-1.9%	8.9%	21.1%	-11.5%	2.0%	-8.2%	-17.4%	47.5	53.7	47.5	29.519	26.113	256.5	251.6	256.5	
5G	Canyon Grove Academy	85	557	51	0	94	513	48	0	86	511	51	0	10.6%	-7.9%	-5.9%	0.0%	-8.5%	-0.4%	6.3%	0.0%	86.6	95.7	87.6	52.643	48.163	539.5	496.9	495.0	
6G	Weilenmann School	57	369	111	0	63	380	92	0	64	380	91	0	10.5%	3.0%	-17.1%	0.0%	1.6%	0.0%	-1.1%	0.0%	55.0	60.8	61.8	33.451	33.982	351.9	362.3	362.3	
7G	Summit Academy HS	0	0	0	532	0	0	0	510	0	0	0	507	0.0%	0.0%	0.0%	-4.1%	0.0%	0.0%	-0.6%	-	-	-	-	-	-	-	-	-	
8G	Good Foundations	61	342	0	0	66	365	0	0	65	365	0	0	8.2%	6.7%	0.0%	0.0%	-1.5%	0.0%	0.0%	0.0%	61.0	66.0	65.0	36.300	35.750	332.5	354.8	354.8	
2H	Utah Connections	54	404	224	422	50	311	230	444	50	354	240	417	-7.4%	-23.0%	2.7%	5.2%	0.0%	13.8%	4.3%	-6.1%	51.3	47.5	47.5	26.128	26.128	392.0	301.8	343.5	
3H	Endeavor Hall	52	254	0	0	47	244	0	0	50	239	0	0	-9.6%	-3.9%	0.0%	0.0%	6.4%	-2.0%	0.0%	0.0%	48.1	43.4	46.2	23.892	25.417	238.9	229.5	224.8	
5H	HighMark CS	44	329	200	78	59	326	195	101	48	332	200	100	34.1%	-0.9%	-2.5%	29.5%	-18.6%	1.8%	2.6%	-1.0%	43.8	58.7	47.8	32.303	26.280	323.5	320.6	326.5	
6H	Promontory School	52	300	96	0	52	303	94	0	51	304	94	0	0.0%	1.0%	-2.1%	0.0%	-1.9%	0.3%	0.0%	0.0%	50.0	50.0	49.0	27.482	26.953	296.6	299.5	300.5	
7H	Pacific Heritage Acad.	38	205	79	0	35	208	73	0	37	201	79	0	-7.9%	1.5%	-7.6%	0.0%	5.7%	-3.4%	8.2%	0.0%	35.6	32.8	34.7	18.034	19.065	205.7	208.7	201.6	
8H	Valley Academy	75	351	88	0	71	370	90	0	73	339	88	0	-5.3%	5.4%	2.3%	0.0%	2.8%	-8.4%	-2.2%	0.0%	76.3	72.3	74.3	39.747	40.867	347.3	366.1	335.4	
1I	UT International Charter	0	10	37	144	0	12	46	178	0	10	37	144	0.0%	20.0%	24.3%	23.6%	0.0%	-16.7%	-19.6%	-19.1%	-	-	-	-	-	-	14.0	16.7	14.0
2I	Esperanza Elementary	85	452	0	0	88	441	0	0	83	442	0	0	3.5%	-2.4%	0.0%	0.0%	-5.7%	0.2%	0.0%	0.0%	84.1	87.1	82.2	47.910	45.188	446.9	436.0	437.0	
3I	Leadership Learning	144	716	0	0	150	715	0	0	143	712	0	0	4.2%	-0.1%	0.0%	0.0%	-4.7%	-0.4%	0.0%	0.0%	138.6	144.4	137.7	79.422	75.716	693.2	692.2	689.3	
4I	Mana Academy	21	163	48	61	27	158	56	56	21	163	48	61	28.6%	-3.1%	16.7%	-8.2%	-22.2%	3.2%	-14.3%	8.9%	20.3	26.1	20.3	14.371	11.177	160.0	155.1	160.0	
5I	Voyage Academy	76	453	0	0	69	453	0	0	72	453	0	0	-9.2%	0.0%	0.0%	0.0%	4.3%	0.0%	0.0%	0.0%	73.4	66.6	69.5	36.654	38.248	445.4	445.4	445.4	
7I	WSU Charter School	28	0	0	0	16	0	0	0	0	0	0	0	-42.9%	0.0%	0.0%	0.0%	-100.0%	0.0%	0.0%	0.0%	28.5	-	-	-	-	-	-	-	-
8I	Winter Sports School	0	0	0	111	0	0	0	105	0	0	0	106	0.0%	0.0%	0.0%	-5.4%	0.0%	0.0%	0.0%	1.0%	-	-	-	-	-	-	-	-	
9I	Utah Career Path HS	0	0	0	173	0	0	0	182	0	0	0	173	0.0%	0.0%	0.0%	5.2%	0.0%	0.0%	-4.9%	-	-	-	-	-	-	-	-	-	
2J	Ascent Academies	235	1,418	314	113	315	1,864	319	141	315	1,864	323	138	34.0%	31.5%	1.6%	24.8%	0.0%	0.0%	1.3%	-2.1%	232.6	311.8	311.8	171.468	171.468	1,412.8	1,857.2	1,857.2	
3J	Dixie Montesorri Academy	54	166	16	0	46	170	11	0	50	164	16	0	-14.8%	2.4%	-31.3%	0.0%	8.7%	-3.5%	45.5%	0.0%	49.6	42.2	45.9	23.226	25.245	157.9	161.7	156.0	
5J	Mountain West Montessori	49	311	74	27	48	314	74	27	48	316	74	27	-2.0%	1.0%	0.0%	0.0%	0.0%	0.6%	0.0%	0.0%	46.0	45.0	45.0	24.772	24.772	300.0	302.9	304.8	
6J	Scholar Academy	74	456	134	0	73	459	134	0	75	457	134	0	-1.4%	0.7%	0.0%	0.0%	2.7%	-0.4%	0.0%	0.0%	73.8	72.8	74.8	40.041	41.139	451.0	454.0	452.0	
7J	Greenwood	46	246	63	0	43	261	64	0	46	246	63	0	-6.5%	6.1%	1.6%	0.0%	7.0%	-5.7%	-1.6%	0.0%	49.6	46.4	49.6	25.504	27.283	234.4	248.7	234.4	
8J	Terra Academy	50	300	100	200	49	300	100	197	4																				

ID	LEA Name	October 1, 2021				October 1, 2022				October 1, 2023				FY 22/23 Growth				FY 23/24 Growth				K ADM			K Base WPU's		1-6 ADM			
		K	1-6	7-8	9-12	K	1-6	7-8	9-12	K	1-6	7-8	9-12	K	1-6	7-8	9-12	FY 2022	Est. FY 2023	Est. FY 2024	FY 2023	FY 2024	FY 2022	Est. FY 2023	Est. FY 2024					
5L	Ignite Entrepreneurship Academy	93	383	66	0	86	381	57	0	82	375	57	0	-7.5%	-0.5%	-13.6%	0.0%	-4.7%	-1.6%	0.0%	0.0%	92.6	85.7	81.7	47.114	44.922	372.5	370.5	364.7	
6L	Bonneville Academy	58	366	122	0	49	282	93	0	48	296	92	0	-15.5%	-23.0%	-23.8%	0.0%	-2.0%	5.0%	-1.1%	0.0%	59.0	49.8	48.8	27.391	26.832	361.7	278.7	292.5	
7L	Ivy Preparatory Academy	86	319	0	0	88	321	0	0	86	315	0	0	2.3%	0.6%	0.0%	0.0%	-2.3%	-1.9%	0.0%	0.0%	82.7	84.7	82.7	46.558	45.500	307.0	308.9	303.1	
8L	REAL Salt Lake Academy High	0	0	0	411	0	0	0	376	0	0	0	300	0.0%	0.0%	0.0%	-8.5%	0.0%	0.0%	0.0%	-20.2%	-	-	-	-	-	-	-	-	
1M	Advantage Arts Academy	65	284	0	0	63	269	0	0	60	271	0	0	-3.1%	-5.3%	0.0%	0.0%	-4.8%	0.7%	0.0%	0.0%	67.4	65.3	62.2	35.909	34.199	284.8	269.8	271.8	
3M	Bridge Elementary	79	417	0	0	78	455	0	0	75	475	0	0	-1.3%	9.1%	0.0%	0.0%	-3.8%	4.4%	0.0%	0.0%	77.8	76.8	73.9	42.251	40.626	402.9	439.6	458.9	
4M	Mountain Sunrise Academy	60	348	22	0	60	399	48	0	60	399	45	0	0.0%	14.7%	118.2%	0.0%	0.0%	0.0%	-6.3%	0.0%	59.6	59.6	59.6	32.804	32.804	334.2	383.2	383.2	
7M	Career Academy of Utah					9	33	22	0	9	33	22	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	9.0	9.0	4.950	4.950	-	33.0	33.0	
	Total	7,093	41,676	11,963	17,054	7,348	42,630	11,856	16,927	7,251	#DIV/0!	12,175	16,894									6,959.0	7,149.3	7,065.5	3,932.095	3,886.040	40,667.1	41,216.6	40,971.4	
Ties to Oct 1																														
Ties to ADM File																														
Calculation																														
Non-FDK Weight																														
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FDK Weight																														
0.90																														
1-6 Weight																														
0.90																														
7-8 Weight																														
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9-12 Weight																														
1.20																														

ID	LEA Name	1-6 WPUs		7-8 ADM			7-8 WPUs		9-12 ADM			9-12 WPUs		Total K-12 WPUs		Prior Year Plus Growth K-12 WPUs	FDK WPUs		Final K-12 WPUs FY 2024	
		FY 2023	FY 2024	FY 2022	Est. FY 2023	Est. FY 2024	FY 2023	FY 2024	FY 2022	Est. FY 2023	Est. FY 2024	FY 2023	FY 2024	FY 2023	FY 2024	FY 2024	Est. FDK Enr.	FDK WPUs	Kindergarten	Grades 1-12
68	Ogden Prep	521.291	524.801	216.9	220.9	214.9	218.650	212.714	103.2	106.1	103.2	127.330	123.793	921.181	915.218	921.18	98.0	34.306	88.216	867.271
74	American Prep	2,682.945	2,502.959	878.8	918.4	980.9	909.263	971.058	794.5	778.9	829.4	934.732	995.338	4,763.344	4,710.048	4,763.34	437.6	153.168	389.573	4,526.940
81	Walden School	160.015	162.568	58.6	73.2	66.4	72.490	65.724	129.0	118.6	121.4	142.334	145.723	391.095	390.796	391.09	30.5	10.679	26.935	374.839
82	Freedom Academy	1,063.816	1,056.701	325.0	302.9	325.0	299.877	321.723	249.6	258.3	237.1	309.969	284.524	1,832.666	1,816.561	1,832.67	270.5	94.667	253.670	1,673.663
83	AMES	-	-	-	-	-	-	-	468.9	451.0	456.9	541.177	548.329	541.177	548.329	548.33	-	-	0.000	548.329
86	Pinnacle Canyon	138.734	138.734	66.7	54.2	64.9	53.680	64.240	118.7	130.8	117.9	156.920	141.434	362.351	357.946	362.35	24.6	8.615	21.632	349.333
87	City Academy	-	-	-	28.9	32.0	31.658	32.679	77.5	81.3	82.2	97.544	98.678	129.202	131.357	131.36	-	-	0.000	131.357
89	Soldier Hollow	209.020	176.930	40.8	49.3	40.8	48.786	40.343	-	-	-	-	-	280.448	235.062	280.45	32.3	11.321	33.962	257.807
91	Utah Arts Academy	-	-	-	-	-	-	-	256.2	249.8	250.7	299.723	300.817	299.723	300.817	300.82	-	-	0.000	300.817
92	Uintah River High	-	-	-	-	-	-	-	72.0	75.0	77.0	90.007	92.407	90.007	92.407	92.41	-	-	0.000	92.407
93	John Hancock	125.325	332.495	15.1	15.1	146.1	14.960	144.613	-	-	-	-	-	152.377	512.833	512.83	46.0	16.089	51.814	477.108
94	Thomas Edison	685.110	680.887	267.8	253.4	257.2	250.872	254.659	-	-	-	-	-	1,013.581	1,013.691	1,013.69	-	-	78.145	935.546
95	Timpanogos Academy	398.676	391.620	-	-	-	-	-	-	-	-	-	-	434.841	430.976	434.84	22.2	7.784	43.949	398.676
97	Salt Lake Arts	178.074	181.635	202.4	203.4	202.4	201.335	200.349	-	-	-	-	-	379.409	381.984	381.98	-	-	0.000	381.984
98	Fast Forward	-	-	-	-	-	-	-	346.7	465.3	332.3	558.318	398.799	558.318	398.799	558.32	-	-	0.000	558.318
A1	NUAMES	-	-	-	-	-	-	-	1,117.2	1,103.4	1,097.5	1,324.069	1,316.976	1,324.069	1,316.976	1,324.07	-	-	0.000	1,324.069
A2	Ranches Academy	276.222	273.599	-	-	-	-	-	-	-	-	-	-	304.834	302.212	304.83	-	-	28.612	276.222
A3	DaVinci Academy	523.008	506.915	239.1	185.0	214.5	183.112	212.332	325.5	328.4	323.6	394.125	388.295	1,149.149	1,154.779	1,154.78	-	-	47.238	1,107.541
A4	Summit Academy	1,237.516	1,273.231	370.3	375.3	370.3	371.563	366.636	-	-	-	-	-	1,745.931	1,760.081	1,760.08	157.1	54.985	175.199	1,639.866
A5	Itineris	-	-	-	-	-	-	-	353.3	318.4	335.8	382.109	403.014	382.109	403.014	403.01	-	-	0.000	403.014
A6	North Davis Prep	546.715	534.350	172.5	166.7	172.5	165.029	170.819	87.8	66.6	87.8	79.938	105.373	846.891	860.230	860.23	-	-	49.688	810.542
A7	Moab Charter	45.151	49.758	-	-	-	-	-	-	-	-	-	-	52.493	55.971	55.97	-	-	6.213	49.758
A8	East Hollywood High	-	-	-	-	-	-	-	288.2	270.3	271.2	324.354	325.484	324.354	325.484	325.48	-	-	0.000	325.484
A9	SUCCESS Academy	-	-	-	-	-	-	-	485.0	451.4	452.3	541.664	542.783	541.664	542.783	542.78	-	-	0.000	542.783
1B	UCAS	-	-	-	-	-	-	-	622.5	537.7	537.7	645.267	645.267	645.267	645.267	645.27	-	-	0.000	645.267
2B	Lincoln Academy	442.869	437.565	239.8	232.8	239.8	230.435	237.358	86.2	100.5	94.8	120.545	113.722	834.236	829.032	834.24	-	-	40.388	793.849
3B	Beehive Science & Tech	262.815	365.535	110.3	121.9	145.1	120.704	143.695	139.1	164.5	220.4	197.459	264.454	612.328	809.434	809.43	65.0	22.750	58.500	773.684
4B	Wasatch Peak	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0.000	0.000
5B	North Star Academy	277.727	275.022	115.2	111.2	114.2	110.126	113.076	58.2	56.2	57.2	67.477	68.682	482.761	484.210	484.21	22.9	8.030	35.461	456.779
7B	Reagan Academy	426.160	421.766	109.7	118.3	115.4	117.129	114.273	-	-	-	-	-	585.306	578.587	585.31	-	-	42.017	543.289
8B	American Leadership	667.279	617.549	286.9	256.2	286.9	253.659	284.020	511.5	477.1	507.5	572.516	609.035	1,573.472	1,582.842	1,582.84	128.3	44.909	117.148	1,510.604
9B	Navigator Pointe	284.045	278.785	44.0	40.1	39.1	39.688	38.720	-	-	-	-	-	348.604	346.160	348.60	-	-	24.871	323.733
1C	Odyssey	275.966	278.672	-	-	-	-	-	-	-	-	-	-	306.458	311.342	311.34	-	-	32.670	278.672
2C	InTech Collegiate HS	-	-	58.3	62.3	49.4	61.642	48.922	134.7	149.1	149.1	178.892	178.892	240.534	227.814	240.53	-	-	0.000	240.534
3C	Entheos Academy	645.061	652.159	191.8	197.6	190.8	195.672	188.891	-	-	-	-	-	908.998	907.165	909.00	45.9	16.077	84.342	840.733
4C	Lakeview	552.895	541.486	202.9	183.7	201.0	181.906	198.960	59.9	81.2	82.1	97.386	98.545	888.751	893.380	893.38	-	-	54.389	838.991
5C	Legacy Preparatory	499.168	505.375	184.0	164.7	174.4	163.020	172.609	77.3	81.0	75.4	97.257	90.472	825.507	828.512	828.51	109.2	38.218	98.274	768.455
7C	Monticello	681.811	692.437	142.9	152.7	152.7	151.173	151.173	-	-	-	-	-	918.248	923.986	923.99	146.1	51.149	131.525	843.610
8C	Mountainville	500.559	516.735	73.8	69.8	49.9	69.144	49.389	20.1	20.1	23.9	24.133	28.730	651.513	650.312	651.51	78.7	27.528	85.204	593.836
9C	Paradigm High	-	-	84.6	88.2	63.0	87.272	62.337	293.5	234.3	262.5	281.109	314.978	368.381	377.315	377.32	-	-	0.000	377.315
1D	Renaissance	515.875	509.670	75.2	65.0	75.2	64.364	74.421	16.4	26.7	16.4	32.045	19.720	663.426	653.888	663.43	-	-	51.143	612.283
2D	Channing Hall	370.545	358.910	73.2	90.5	73.2	89.619	72.501	-	-	-	-	-	498.275	466.590	498.27	24.5	8.581	46.692	460.165
3D	Spectrum	388.663	388.663	186.4	198.9	207.1	196.868	205.071	412.5	439.6	425.6	527.497	510.736	1,142.768	1,135.339	1,142.77	56.1	19.644	49.385	1,113.028
4D	Syracuse Arts	989.603	988.721	305.1	292.3	305.1	289.397	302.022	135.7	139.6	135.7	167.540	162.787	1,542.721	1,545.389	1,545.39	113.0	39.544	131.404	1,453.530
5D	George Washington	683.789	678.468	99.0	95.2	96.1	94.204	95.155	-	-	-	-	-	846.560	842.190	846.56	124.7	43.633	112.200	777.993
6D	Noah Webster	413.834	413.834	-	-	-	-	-	-	-	-	-	-	452.777	454.399	454.40	-	-	40.565	413.834
7D	Salt Lake SPA	-	-	-	-	-	-	-	203.6	197.7	198.7	237.214	238.388	237.214	238.388	238.39	-	-	0.000	238.388
8D	Open Classroom	186.836	170.589	58.2	37.8	58.2	37.470	57.646	-	-	-	-	-	246.431	249.254	249.25	38.2	13.376	34.395	228.235
9D	Canyon Rim	405.554	402.868	-	-	-	-	-	-	-	-	-	-	441.406	440.893	441.41	45.4	15.901	51.754	405.554
1E	Guadalupe Schools	210.006	187.760	-	-	-	-	-	-	-	-	-	-	237.022	213.155	237.02	46.2	16.160	43.176	210.006
2E	Karl G. Maeser	-	-	208.3	203.3	197.4	201.282	195.419	398.4	401.3	405.2	481.571	486.191	682.853	681.610	682.85	-	-	0.000	682.853
3E	C.S. Lewis Academy	204.291	202.530	-	-	-	-	-	-	-	-	-	-	237.007	237.464	237.46	63.5	22.231	57.165	202.530
4E	Dual Immersion Academy	275.691	267.635	84.6	91.5	84.6	90.610	83.716	-	-	-	-	-	405.912	379.804	405.91	-	-	39.612	366.300
5E	Edith Bowen	274.713	273.830	-	-	-	-	-	-	-	-	-	-	301.116	300.233	301.12	46.0	16.102	42.505	274.713
7E	Gateway Preparatory	423.457	408.090	122.6	128.6	122.6	127.326	121.358	-	-	-	-	-	585.386	568.769	585.39	59.1	20.685	55.288	550.783
8E	Merit College Preparatory	-	-	126.9	122.3	121.3	121.039	120.115	280.8	283.4	281.7	340.050	338.008	461.089	458.123	461.09	-	-	0.000	461.089
9E	Providence Hall	841.680	840.776	395.1	397.0	390.1	393.066	386.222	669.9	659.1	663.0	790.927	795.642	2,105.120	2,104.293	2,105.12	46.1	16.150	95.597	2,025.673
1F	Quest Academy	550.626	553.240	186.5	191.4	186.5	189.520	184.635	75.8	80.6	75.8	96.667	90.913	894.670	886.645	894.67	42.5	14.862	72.719	836.813

ID	LEA Name	1-6 WPUs		7-8 ADM			7-8 WPUs		9-12 ADM			9-12 WPUs		Total K-12 WPUs		Prior Year Plus Growth K-12 WPUs	FDK WPUs		Final K-12 WPUs FY 2024	
		FY 2023	FY 2024	FY 2022	Est. FY 2023	Est. FY 2024	FY 2023	FY 2024	FY 2022	Est. FY 2023	Est. FY 2024	FY 2023	FY 2024	FY 2023	FY 2024	FY 2024	Est. FDK Enr.	FDK WPUs	Kindergarten	Grades 1-12
2F	Rockwell HS	-	-	47.7	54.2	47.7	53.688	47.245	204.1	194.2	202.1	233.031	242.542	286.718	289.787	289.79	-	-	0.000	289.787
3F	Venture	252.310	246.884	108.7	125.8	110.7	124.584	109.634	325.6	333.6	344.6	400.295	413.478	798.732	796.925	798.73	-	-	21.543	777.188
4F	Center for Science Ed.	-	-	-	-	-	-	-	338.7	323.5	322.6	388.256	387.121	388.256	387.121	388.26	-	-	0.000	388.256
5F	Utah Virtual Academy	448.439	374.377	376.6	307.3	351.6	304.206	348.073	813.0	788.4	814.8	946.096	977.778	1,728.592	1,731.108	1,731.11	-	-	30.880	1,700.228
6F	The Early Light Academy	536.252	532.701	176.1	180.1	180.1	178.302	178.302	84.0	87.0	90.0	104.400	108.000	873.310	873.908	873.91	91.8	32.145	87.050	819.003
7F	Excelsior Academy	771.986	770.261	307.7	327.8	326.9	324.567	323.615	-	-	-	-	-	1,183.514	1,180.301	1,183.51	22.4	7.857	94.818	1,096.553
8F	Hawthorn Academy	826.527	824.737	178.9	185.9	180.9	184.077	179.129	67.2	76.1	76.1	91.351	91.351	1,189.141	1,182.402	1,189.14	71.3	24.967	112.153	1,101.955
9F	Mountain Heights Academy	-	-	240.1	226.8	242.6	224.519	240.128	755.9	769.6	754.9	923.536	905.933	1,148.055	1,146.061	1,148.05	-	-	0.000	1,148.055
1G	Jefferson Academy	432.831	446.000	-	-	-	-	-	-	-	-	-	-	485.453	506.139	506.14	22.5	7.859	67.999	446.000
2G	Vista at Entrada	625.487	593.365	264.3	242.5	263.3	240.052	260.712	64.3	80.4	95.4	96.425	114.505	1,010.373	1,020.841	1,020.84	23.0	8.051	60.311	968.582
3G	Bear River CS	110.844	106.410	31.2	20.6	24.7	20.346	24.416	-	-	-	-	-	141.497	141.132	141.50	18.7	6.559	16.865	131.190
4G	Maria Montessori	226.425	230.865	45.6	49.6	45.6	49.133	45.122	18.4	22.3	18.4	26.728	22.080	331.805	324.180	331.81	47.5	16.617	46.136	302.287
5G	Canyon Grove Academy	447.217	445.474	45.7	43.0	45.7	42.576	45.238	-	-	-	-	-	542.436	538.874	542.44	-	-	52.643	489.794
6G	Weilenmann School	326.110	326.110	104.7	86.8	85.8	85.888	84.954	-	-	-	-	-	445.449	445.046	445.45	61.8	21.625	55.076	411.998
7G	Summit Academy HS	-	-	-	-	-	-	-	512.3	491.1	488.2	589.286	585.820	589.286	585.820	589.29	-	-	0.000	589.286
8G	Good Foundations	319.359	319.359	-	-	-	-	-	-	-	-	-	-	355.659	355.109	355.66	-	-	36.300	319.359
2H	Utah Connections	271.594	309.145	218.0	223.9	233.6	221.635	231.271	388.7	408.9	384.1	490.722	460.881	1,010.078	1,027.425	1,027.42	47.5	16.627	42.755	1,001.297
3H	Endeavor Hall	206.550	202.317	-	-	-	-	-	-	-	-	-	-	230.442	227.734	230.44	46.2	16.174	40.066	206.550
5H	HighMark CS	288.535	293.845	198.8	193.8	198.8	191.854	196.774	73.8	95.5	94.6	114.631	113.496	627.322	630.394	630.39	22.9	8.013	34.293	604.114
6H	Promontory School	269.579	270.469	92.5	90.5	90.5	89.640	89.640	-	-	-	-	-	386.701	387.062	387.06	-	-	26.953	360.109
7H	Pacific Heritage Acad.	187.794	181.474	78.0	72.1	78.0	71.340	77.204	-	-	-	-	-	277.168	277.742	277.74	34.7	12.132	31.197	258.677
8H	Valley Academy	329.448	301.845	88.2	90.2	88.2	89.308	87.324	-	-	-	-	-	458.503	430.035	458.50	70.2	24.581	64.328	418.756
1I	UT International Charter	15.066	12.555	45.1	56.1	45.1	55.551	44.682	156.7	193.8	156.7	232.504	188.093	303.121	245.330	303.12	-	-	0.000	303.121
2I	Esperanza Elementary	392.422	393.312	-	-	-	-	-	-	-	-	-	-	440.331	438.499	440.33	82.2	28.756	76.665	392.422
3I	Leadership Learning	623.004	620.390	-	-	-	-	-	-	-	-	-	-	702.426	696.105	702.43	110.7	38.748	118.171	623.004
4I	Mana Academy	139.622	144.040	46.0	53.7	46.0	53.143	45.551	58.9	54.0	58.9	64.831	70.620	271.967	271.388	271.97	20.3	7.113	21.483	257.596
5I	Voyage Academy	400.870	400.870	-	-	-	-	-	-	-	-	-	-	437.524	439.118	439.12	22.2	7.775	46.023	400.870
7I	WSU Charter School	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0.000	0.000
8I	Winter Sports School	-	-	-	-	-	-	-	109.5	103.6	104.6	124.335	125.519	124.335	125.519	125.52	-	-	0.000	125.519
9I	Utah Career Path HS	-	-	-	-	-	-	-	169.5	178.3	169.5	213.982	203.400	213.982	203.400	213.98	-	-	0.000	213.982
2J	Ascent Academies	1,671.487	1,671.487	308.3	313.2	317.2	310.116	314.005	108.0	134.8	131.9	161.722	158.281	2,314.794	2,315.241	2,315.24	101.0	35.333	206.801	2,143.773
3J	Dixie Montesorri Academy	145.509	140.373	17.4	12.0	17.4	11.832	17.210	-	-	-	-	-	180.566	182.828	182.83	45.9	16.065	41.310	157.583
5J	Mountain West Montessori	272.620	274.356	72.0	72.0	72.0	71.247	71.247	26.0	26.0	26.0	31.247	31.247	399.885	401.621	401.62	-	-	24.772	376.850
6J	Scholar Academy	408.601	406.820	132.3	132.3	132.3	131.010	131.010	-	-	-	-	-	579.652	578.969	579.65	49.9	17.453	57.494	539.611
7J	Greenwood	223.839	210.975	62.9	63.9	62.9	63.271	62.282	-	-	-	-	-	312.614	300.540	312.61	49.6	17.362	42.866	287.110
8J	Terra Academy	265.330	262.677	97.9	97.9	97.9	96.877	96.877	173.8	171.1	173.8	205.379	208.507	594.497	594.971	594.97	23.0	8.038	34.949	568.060
9J	Lumen Scholar Institute	122.245	120.461	74.0	83.9	66.2	83.045	65.562	148.9	154.9	164.9	185.924	197.919	398.729	391.994	398.73	-	-	7.516	391.214
1K	Vanguard Academy	-	-	200.1	222.0	200.1	219.739	198.061	300.0	308.8	295.1	370.547	354.078	590.286	552.139	590.29	-	-	0.000	590.286
2K	Utah Military Academy	-	-	315.9	290.4	290.4	287.454	287.454	588.4	567.8	562.1	681.331	674.574	968.785	962.028	968.79	-	-	0.000	968.785
3K	Roots Charter School	-	-	-	-	-	-	-	185.4	215.6	185.4	258.762	222.487	258.762	222.487	258.76	-	-	0.000	258.762
4K	Athenian eAcademy	321.544	245.246	97.8	84.0	93.2	83.121	92.255	78.6	-	-	-	-	439.887	363.065	439.89	46.5	16.268	51.490	404.665
5K	Wasatch Waldorf Academy	353.610	363.190	152.5	150.6	137.9	149.057	136.556	-	-	-	-	-	542.747	540.368	542.75	-	-	40.081	502.667
6K	Franklin Discovery Academy	480.354	478.591	-	-	-	-	-	-	-	-	-	-	542.473	531.447	542.47	68.4	23.926	86.046	480.354
7K	Wallace Stegner Academy	831.166	795.184	233.9	265.5	303.1	262.815	300.072	-	-	-	-	-	1,179.809	1,181.085	1,181.09	156.1	54.618	140.446	1,095.257
8K	American Academy of Innovation	26.355	26.355	109.4	118.7	119.7	117.466	118.487	236.3	266.4	266.4	319.699	319.699	463.520	464.541	464.54	-	-	0.000	464.541
9K	St. George Academy	-	-	46.7	40.8	39.8	40.350	39.366	196.9	171.3	173.2	205.580	207.852	245.930	247.218	247.22	-	-	0.000	247.218
1L	Athlos Academy	304.287	301.546	41.7	39.6	42.8	39.187	42.364	10.0	11.9	14.9	14.328	17.910	402.129	406.147	406.15	80.6	28.208	72.535	361.820
2L	The Center for Creativity, Innovation & Discovery	275.073	279.468	89.1	97.8	93.0	96.838	92.044	-	-	-	-	-	398.202	397.802	398.20	-	-	26.291	371.912
3L	Leadership Academy of Utah	26.148	38.350	122.8	128.6	122.8	127.356	121.523	305.3	294.8	286.2	353.754	343.484	507.257	503.356	507.26	-	-	0.000	507.257

ID	LEA Name	1-6 WPUs		7-8 ADM			7-8 WPUs		9-12 ADM			9-12 WPUs		Total K-12 WPUs		Prior Year Plus Growth K-12 WPUs	FDK WPUs		Final K-12 WPUs FY 2024			
		FY 2023	FY 2024	FY 2022	Est. FY 2023	Est. FY 2024	FY 2023	FY 2024	FY 2022	Est. FY 2023	Est. FY 2024	FY 2023	FY 2024	FY 2023	FY 2024		FY 2024	Est. FDK Enr.	FDK WPUs	Kindergarten	Grades 1-12	
5L	Ignite Entrepreneurship Academy	333.479	328.228	64.1	55.3	55.3	54.772	54.772	-	-	-	-	-	435.365	427.922	435.37	45.8	16.037	63.150	388.252		
6L	Bonneville Academy	250.841	263.294	119.0	90.7	89.7	89.789	88.824	-	-	-	-	-	368.022	378.951	378.95	23.4	8.182	35.014	352.118		
7L	Ivy Preparatory Academy	278.017	272.821	-	-	-	-	-	-	-	-	-	-	324.576	318.321	324.58	82.7	28.955	75.513	278.017		
8L	REAL Salt Lake Academy High	-	-	-	-	-	-	-	402.4	368.1	293.7	441.704	352.423	441.704	352.423	441.70	-	-	0.000	441.704		
1M	Advantage Arts Academy	242.801	244.606	-	-	-	-	-	-	-	-	-	-	278.710	278.805	278.80	47.7	16.685	50.884	244.606		
3M	Bridge Elementary	395.659	413.051	-	-	-	-	-	-	-	-	-	-	437.910	453.677	453.68	73.9	25.853	66.479	413.051		
4M	Mountain Sunrise Academy	344.843	344.843	21.5	46.9	43.9	46.392	43.493	-	-	-	-	-	424.039	421.140	424.04	-	-	32.804	391.235		
7M	Career Academy of Utah	29.700	29.700	-	22.0	22.0	21.780	21.780	-	-	-	-	-	56.430	56.430	56.43	9.0	3.150	8.100	51.480		
	Total	37,094.912	36,874.276	11,721.1	11,621.7	11,933.2	11,505.530	11,813.840	16,369.5	16,275.2	16,138.3	19,530.250	19,366.005	72,062.787	71,940.161	72,843.125	4,139.6	1,448.876	5,371.483	68,920.519		
Ties to Oct 1																						
Ties to ADM File																						
Calculation																						
																					Non-FDK Weight	
																					0.55	
																					FDK Weight	
																					0.90	
																					1-6 Weight	
																					0.90	
																					7-8 Weight	
																					0.99	
																					9-12 Weight	
1.20																						

		WPU Value	\$4,280										
		K	K	1-12	1-12	1-12	K-12	K-12	ProStaff	ProStaff	ProStaff	FES	FES
ID	SCHOOL	WPUs	DOLLARS	WPUs	Charter Reserve Charges	DOLLARS	WPUs	DOLLARS		WPUs	DOLLARS	HC/WPUs	DOLLARS
68	Ogden Prep	88.216	\$ 377,566	867.271	\$ 2,046	\$ 3,709,875	955.487	\$ 4,087,440	0.072232	69.017	\$ 295,392	-	\$ -
74	American Prep	389.573	\$ 1,667,371	4526.940	\$ 10,392	\$ 19,364,911	4,916.513	\$ 21,032,282	0.060161	295.783	\$ 1,265,953	-	\$ -
81	Walden School	26.935	\$ 115,282	374.839	\$ 840	\$ 1,603,469	401.774	\$ 1,718,751	0.067461	27.104	\$ 116,005	-	\$ -
82	Freedom Academy	253.670	\$ 1,085,710	1673.663	\$ 4,122	\$ 7,159,155	1,927.333	\$ 8,244,865	0.059787	115.230	\$ 493,185	6	\$ 25,680
83	AMES	0.000	\$ -	548.329	\$ 908	\$ 2,345,941	548.329	\$ 2,345,941	0.091399	50.117	\$ 214,500	-	\$ -
86	Pinnacle Canyon	21.632	\$ 92,586	349.333	\$ 816	\$ 1,494,331	370.966	\$ 1,586,917	0.068348	25.355	\$ 108,519	-	\$ -
87	City Academy	0.000	\$ -	131.357	\$ 234	\$ 561,975	131.357	\$ 561,975	0.076777	10.085	\$ 43,165	-	\$ -
89	Soldier Hollow	33.962	\$ 145,356	257.807	\$ 670	\$ 1,102,742	291.768	\$ 1,248,098	0.080117	23.375	\$ 4,276	-	\$ -
91	Utah Arts Academy	0.000	\$ -	300.817	\$ 548	\$ 1,286,948	300.817	\$ 1,286,948	0.092947	27.960	\$ 119,669	2	\$ 8,560
92	Uintah River High	0.000	\$ -	92.407	\$ 150	\$ 395,353	92.407	\$ 395,353	0.085274	7.880	\$ 33,726	-	\$ -
93	John Hancock	51.814	\$ 221,764	477.108	\$ 368	\$ 2,041,655	528.922	\$ 2,263,419	0.072585	38.392	\$ 164,318	-	\$ -
94	Thomas Edison - North	78.145	\$ 334,461	935.546	\$ 2,436	\$ 4,001,699	1,013.691	\$ 4,336,160	0.076136	77.179	\$ 330,324	-	\$ -
95	Timpanogos Academy	43.949	\$ 188,103	398.676	\$ 1,040	\$ 1,705,294	442.625	\$ 1,893,396	0.072397	32.045	\$ 137,152	-	\$ -
97	Salt Lake Arts	0.000	\$ -	381.984	\$ 808	\$ 1,634,081	381.984	\$ 1,634,081	0.099438	37.984	\$ 162,570	-	\$ -
98	Fast Forward	0.000	\$ -	558.318	\$ 840	\$ 2,388,762	558.318	\$ 2,388,762	0.077089	43.040	\$ 184,212	-	\$ -
A1	NUAMES	0.000	\$ -	1324.069	\$ 2,240	\$ 5,664,776	1,324.069	\$ 5,664,776	0.094471	125.086	\$ 535,370	-	\$ -
A2	Ranches Academy	28.612	\$ 122,460	276.222	\$ 736	\$ 1,181,493	304.834	\$ 1,303,953	0.094551	28.822	\$ 123,360	-	\$ -
A3	DaVinci Academy	47.238	\$ 202,177	1107.541	\$ 2,398	\$ 4,737,878	1,154.779	\$ 4,940,056	0.073289	84.633	\$ 362,228	-	\$ -
A4	Summit Academy	175.199	\$ 749,853	1639.866	\$ 4,036	\$ 7,014,591	1,815.065	\$ 7,764,444	0.072802	132.140	\$ 565,558	-	\$ -
A5	Itineris	0.000	\$ -	403.014	\$ 658	\$ 1,724,243	403.014	\$ 1,724,243	0.097458	39.277	\$ 168,105	-	\$ -
A6	North Davis Prep	49.688	\$ 212,665	810.542	\$ 1,912	\$ 3,467,209	860.230	\$ 3,679,873	0.060219	51.802	\$ 221,713	-	\$ -
A7	Moab Charter	6.213	\$ 26,593	49.758	\$ 124	\$ 212,839	55.971	\$ 239,432	0.060000	3.358	\$ 14,373	-	\$ -
A8	East Hollywood High	0.000	\$ -	325.484	\$ 574	\$ 1,392,497	325.484	\$ 1,392,497	0.056694	18.453	\$ 78,979	-	\$ -
A9	SUCCESS Academy	0.000	\$ -	542.783	\$ 968	\$ 2,322,145	542.783	\$ 2,322,145	0.103203	56.017	\$ 239,752	-	\$ -
1B	UCAS	0.000	\$ -	645.267	\$ 1,104	\$ 2,760,639	645.267	\$ 2,760,639	0.088579	57.157	\$ 244,633	4	\$ 17,120
2B	Lincoln Academy	40.388	\$ 172,859	793.849	\$ 1,830	\$ 3,395,843	834.236	\$ 3,568,702	0.080061	66.790	\$ 285,861	-	\$ -
3B	Beehive Science & Tech	58.500	\$ 250,380	773.684	\$ 1,270	\$ 3,310,098	832.184	\$ 3,560,478	0.084607	70.408	\$ 301,347	2	\$ 8,560
4B	Wasatch Peak	0.000	\$ -	0.000	-	\$ -	-	\$ -	0.064370	-	\$ -	-	\$ -
5B	North Star Academy	35.461	\$ 151,774	456.779	\$ 1,052	\$ 1,953,962	492.240	\$ 2,105,737	0.080005	39.382	\$ 168,555	-	\$ -
7B	Reagan Academy	42.017	\$ 179,832	543.289	\$ 1,374	\$ 2,323,903	585.306	\$ 2,503,735	0.066672	39.023	\$ 167,020	-	\$ -
8B	American Leadership	117.148	\$ 501,392	1510.604	\$ 3,254	\$ 6,462,130	1,627.751	\$ 6,963,522	0.067989	110.670	\$ 473,666	2	\$ 8,560
9B	Navigator Pointe	24.871	\$ 106,446	323.733	\$ 822	\$ 1,384,755	348.604	\$ 1,491,202	0.065854	22.957	\$ 98,256	-	\$ -
1C	Odyssey	32.670	\$ 139,828	278.672	\$ 724	\$ 1,191,990	311.342	\$ 1,331,818	0.083877	26.114	\$ 111,769	-	\$ -
2C	InTech Collegiate HS	0.000	\$ -	240.534	\$ 436	\$ 1,029,049	240.534	\$ 1,029,049	0.085688	20.611	\$ 88,215	-	\$ -
3C	Entheos Academy	84.342	\$ 360,984	840.733	\$ 2,112	\$ 3,596,224	925.075	\$ 3,957,207	0.063643	58.874	\$ 251,981	-	\$ -
4C	Lakeview	54.389	\$ 232,784	838.991	\$ 2,020	\$ 3,588,860	893.380	\$ 3,821,644	0.074601	66.647	\$ 285,250	-	\$ -
5C	Legacy Preparatory	98.274	\$ 420,613	768.455	\$ 1,880	\$ 3,287,108	866.729	\$ 3,707,721	0.066730	57.837	\$ 247,540	-	\$ -
7C	Monticello	131.525	\$ 562,926	843.610	\$ 2,166	\$ 3,608,483	975.134	\$ 4,171,409	0.067076	65.408	\$ 279,946	-	\$ -

		WPU Value	\$4,280										
		K	K	1-12	1-12	1-12	K-12	K-12	ProStaff	ProStaff	ProStaff	FES	FES
ID	SCHOOL	WPUs	DOLLARS	WPUs	Charter Reserve Charges	DOLLARS	WPUs	DOLLARS		WPUs	DOLLARS	HC/WPUs	DOLLARS
8C	Mountainville	85.204	\$ 364,674	593.836	\$ 1,504	\$ 2,540,114	679.040	\$ 2,904,788	0.063499	43.118	\$ 184,545	-	\$ -
9C	Paradigm High	0.000	\$ -	377.315	\$ 694	\$ 1,614,215	377.315	\$ 1,614,215	0.072477	27.347	\$ 117,044	1	\$ 4,280
1D	Renaissance	51.143	\$ 218,892	612.283	\$ 1,536	\$ 2,619,037	663.426	\$ 2,837,929	0.061692	40.928	\$ 175,172	-	\$ -
2D	Channing Hall	46.692	\$ 199,840	460.165	\$ 1,136	\$ 1,968,369	506.856	\$ 2,168,209	0.065417	33.157	\$ 141,911	-	\$ -
3D	Spectrum	49.385	\$ 211,367	1113.028	\$ 3,124	\$ 4,760,635	1,162.412	\$ 4,972,001	0.062845	73.052	\$ 312,661	-	\$ -
4D	Syracuse Arts	131.404	\$ 562,407	1453.530	\$ 3,480	\$ 6,217,626	1,584.933	\$ 6,780,033	0.085599	135.669	\$ 580,664	-	\$ -
5D	George Washington	112.200	\$ 480,215	777.993	\$ 2,006	\$ 3,327,805	890.193	\$ 3,808,020	0.068957	61.385	\$ 262,728	-	\$ -
6D	Noah Webster	40.565	\$ 173,620	413.834	\$ 1,074	\$ 1,770,135	454.399	\$ 1,943,755	0.066166	30.066	\$ 128,682	-	\$ -
7D	Salt Lake SPA	0.000	\$ -	238.388	\$ 404	\$ 1,019,898	238.388	\$ 1,019,898	0.075000	17.879	\$ 76,523	-	\$ -
8D	Open Classroom	34.395	\$ 147,210	228.235	\$ 572	\$ 976,273	262.630	\$ 1,123,482	0.108333	28.452	\$ 121,773	-	\$ -
9D	Canyon Rim	51.754	\$ 221,505	405.554	\$ 1,038	\$ 1,734,734	457.308	\$ 1,956,239	0.078059	35.697	\$ 152,782	-	\$ -
1E	Guadalupe Schools	43.176	\$ 184,793	210.006	\$ 572	\$ 898,256	253.182	\$ 1,083,049	0.080357	20.345	\$ 87,077	-	\$ -
2E	Karl G. Maeser	0.000	\$ -	682.853	\$ 1,246	\$ 2,921,366	682.853	\$ 2,921,366	0.068955	47.086	\$ 201,529	-	\$ -
3E	C.S. Lewis Academy	57.165	\$ 244,666	202.530	\$ 582	\$ 866,246	259.695	\$ 1,110,912	0.060870	15.808	\$ 67,656	-	\$ -
4E	Dual Immersion Academy	39.612	\$ 169,537	366.300	\$ 942	\$ 1,566,824	405.912	\$ 1,736,361	0.050000	20.296	\$ 86,865	-	\$ -
5E	Edith Bowen	42.505	\$ 181,921	274.713	\$ 718	\$ 1,175,055	317.218	\$ 1,356,976	0.103856	32.945	\$ 141,005	-	\$ -
7E	Gateway Preparatory	55.288	\$ 236,631	550.783	\$ 1,380	\$ 2,355,973	606.071	\$ 2,592,604	0.076962	46.644	\$ 199,637	-	\$ -
8E	Merit College Preparatory	0.000	\$ -	461.089	\$ 928	\$ 1,972,532	461.089	\$ 1,972,532	0.059489	27.430	\$ 117,399	2	\$ 8,560
9E	Providence Hall	95.597	\$ 409,155	2025.673	\$ 4,296	\$ 8,665,585	2,121.270	\$ 9,074,740	0.070551	149.658	\$ 640,536	6	\$ 25,680
1F	Quest Academy	72.719	\$ 311,239	836.813	\$ 2,038	\$ 3,579,522	909.532	\$ 3,890,761	0.060537	55.061	\$ 235,660	-	\$ -
2F	Rockwell HS	0.000	\$ -	289.787	\$ 492	\$ 1,239,797	289.787	\$ 1,239,797	0.056873	16.481	\$ 70,538	3	\$ 12,840
3F	Venture	21.543	\$ 92,205	777.188	\$ 1,556	\$ 3,324,811	798.732	\$ 3,417,015	0.074860	59.793	\$ 255,916	1	\$ 4,280
4F	Center for Science Ed.	0.000	\$ -	388.256	\$ 684	\$ 1,661,052	388.256	\$ 1,661,052	0.106965	41.530	\$ 177,747	2	\$ 8,560
5F	Utah Virtual Academy	30.880	\$ 132,167	1700.228	\$ 3,588	\$ 7,273,389	1,731.108	\$ 7,405,556	0.076065	131.676	\$ 563,575	-	\$ -
6F	The Early Light Academy	87.050	\$ 372,573	819.003	\$ 1,944	\$ 3,503,388	906.053	\$ 3,875,961	0.062528	56.653	\$ 242,476	-	\$ -
7F	Excelsior Academy	94.818	\$ 405,820	1096.553	\$ 2,796	\$ 4,690,452	1,191.371	\$ 5,096,273	0.058548	69.752	\$ 298,540	-	\$ -
8F	Hawthorn Academy	112.153	\$ 480,015	1101.955	\$ 2,692	\$ 4,713,677	1,214.108	\$ 5,193,692	0.072257	87.728	\$ 375,476	-	\$ -
9F	Open High School of UT	0.000	\$ -	1148.055	\$ 1,948	\$ 4,911,727	1,148.055	\$ 4,911,727	0.082663	94.901	\$ 406,178	-	\$ -
1G	Jefferson Academy	67.999	\$ 291,034	446.000	\$ 1,182	\$ 1,907,698	513.999	\$ 2,198,732	0.064918	33.368	\$ 142,814	-	\$ -
2G	Vista at Entrada	60.311	\$ 258,131	968.582	\$ 2,226	\$ 4,143,304	1,028.893	\$ 4,401,435	0.069506	71.514	\$ 306,079	-	\$ -
3G	Bear River CS	16.865	\$ 72,182	131.190	\$ 340	\$ 561,154	148.055	\$ 633,336	0.056850	8.417	\$ 36,025	-	\$ -
4G	Maria Montessori	46.136	\$ 197,462	302.287	\$ 758	\$ 1,293,028	348.423	\$ 1,490,491	0.057299	19.964	\$ 85,448	-	\$ -
5G	Quail Run Primary School	52.643	\$ 225,311	489.794	\$ 1,310	\$ 2,095,007	542.436	\$ 2,320,318	0.063739	34.575	\$ 147,979	-	\$ -
6G	Weilenmann School	55.076	\$ 235,725	411.998	\$ 1,070	\$ 1,762,281	467.074	\$ 1,998,006	0.082817	38.682	\$ 165,558	-	\$ -

		WPU Value	\$4,280										
		K	K	1-12	1-12	1-12	K-12	K-12	ProStaff	ProStaff	ProStaff	FES	FES
ID	SCHOOL	WPUs	DOLLARS	WPUs	Charter Reserve Charges	DOLLARS	WPUs	DOLLARS		WPUs	DOLLARS	HC/WPUs	DOLLARS
7G	Summit Academy HS	0.000	\$ -	589.286	\$ 1,020	\$ 2,521,126	589.286	\$ 2,521,126	0.056025	33.015	\$ 141,303	2	\$ 8,560
8G	Good Foundations	36.300	\$ 155,364	319.359	\$ 862	\$ 1,365,994	355.659	\$ 1,521,358	0.085000	30.231	\$ 129,389	-	\$ -
2H	Utah Connections	42.755	\$ 182,990	1001.297	\$ 2,070	\$ 4,283,481	1,044.052	\$ 4,466,471	0.073643	76.887	\$ 329,078	-	\$ -
3H	Endeavor Hall	40.066	\$ 171,484	206.550	\$ 582	\$ 883,451	246.616	\$ 1,054,935	0.068481	16.889	\$ 72,283	-	\$ -
5H	HighMark CS	34.293	\$ 146,776	604.114	\$ 1,362	\$ 2,584,248	638.408	\$ 2,731,024	0.065288	41.680	\$ 178,391	-	\$ -
6H	Promontory School	26.953	\$ 115,360	360.109	\$ 898	\$ 1,540,369	387.062	\$ 1,655,728	0.051471	19.922	\$ 85,268	-	\$ -
7H	Pacific Heritage Acad.	31.197	\$ 133,522	258.677	\$ 632	\$ 1,106,506	289.874	\$ 1,240,028	0.090909	26.352	\$ 112,787	-	\$ -
8H	Valley Academy	64.328	\$ 275,325	418.756	\$ 1,062	\$ 1,791,212	483.084	\$ 2,066,537	0.062247	30.070	\$ 128,701	-	\$ -
1I	Utah International Charter	0.000	\$ -	303.121	\$ 472	\$ 1,296,885	303.121	\$ 1,296,885	0.079659	24.146	\$ 103,346	-	\$ -
2I	Esperanza Elementary	76.665	\$ 328,128	392.422	\$ 1,058	\$ 1,678,507	469.087	\$ 2,006,635	0.071565	33.570	\$ 143,680	-	\$ -
3I	Leadership Learning	118.171	\$ 505,770	623.004	\$ 1,730	\$ 2,664,726	741.174	\$ 3,170,496	0.060881	45.124	\$ 193,130	-	\$ -
4I	Mana Academy	21.483	\$ 91,949	257.596	\$ 594	\$ 1,101,916	279.079	\$ 1,193,866	0.051753	14.443	\$ 61,817	-	\$ -
5I	Voyage Academy	46.023	\$ 196,980	400.870	\$ 1,044	\$ 1,714,680	446.893	\$ 1,911,660	0.067295	30.074	\$ 128,715	-	\$ -
7I	WSU Charter School	0.000	\$ -	0.000	-	\$ -	-	\$ -	0.100000	-	\$ -	-	\$ -
8I	Winter Sports School	0.000	\$ -	125.519	\$ 210	\$ 537,013	125.519	\$ 537,013	0.076667	9.623	\$ 41,187	-	\$ -
9I	Utah Career Path High	0.000	\$ -	213.982	\$ 364	\$ 915,477	213.982	\$ 915,477	0.067804	14.509	\$ 62,097	-	\$ -
2J	Ascent Academies	206.801	\$ 885,109	2143.773	\$ 5,278	\$ 9,170,071	2,350.574	\$ 10,055,180	0.066911	157.278	\$ 673,151	-	\$ -
3J	Dixie Montessori Academy	41.310	\$ 176,808	157.583	\$ 454	\$ 674,000	198.893	\$ 850,807	0.046371	9.223	\$ 39,474	-	\$ -
5J	Mountain West Montessori	24.772	\$ 106,023	376.850	\$ 926	\$ 1,611,991	401.621	\$ 1,718,014	0.065584	26.340	\$ 112,736	-	\$ -
6J	Scholar Academy	57.494	\$ 246,075	539.611	\$ 1,332	\$ 2,308,201	597.105	\$ 2,554,276	0.070985	42.386	\$ 181,411	-	\$ -
7J	Greenwood	42.866	\$ 183,465	287.110	\$ 736	\$ 1,228,095	329.976	\$ 1,411,560	0.066981	22.102	\$ 94,597	-	\$ -
8J	Terra Academy	34.949	\$ 149,584	568.060	\$ 1,292	\$ 2,430,006	603.010	\$ 2,579,590	0.076369	46.052	\$ 197,100	-	\$ -
9J	Lumen Scholar Institute	7.516	\$ 32,166	391.214	\$ 764	\$ 1,673,631	398.729	\$ 1,705,798	0.073453	29.288	\$ 125,352	-	\$ -
1K	Vanguard Academy	0.000	\$ -	590.286	\$ 1,076	\$ 2,525,347	590.286	\$ 2,525,347	0.071826	42.398	\$ 181,462	-	\$ -
2K	Utah Military Academy	0.000	\$ -	968.785	\$ 1,824	\$ 4,144,578	968.785	\$ 4,144,578	0.073426	71.134	\$ 304,452	-	\$ -
3K	Roots Charter HS	0.000	\$ -	258.762	\$ 428	\$ 1,107,072	258.762	\$ 1,107,072	0.054227	14.032	\$ 60,057	-	\$ -
4K	Athenian eAcademy	51.490	\$ 220,379	404.665	\$ 1,014	\$ 1,730,953	456.156	\$ 1,951,332	0.062257	28.399	\$ 121,547	-	\$ -
5K	Wasatch Waldorf Academy	40.081	\$ 171,545	502.667	\$ 1,270	\$ 2,150,145	542.747	\$ 2,321,689	0.048260	26.193	\$ 112,105	-	\$ -
6K	Franklin Discovery Academy	86.046	\$ 368,276	480.354	\$ 1,318	\$ 2,054,595	566.399	\$ 2,422,872	0.051423	29.126	\$ 124,660	-	\$ -
7K	Wallace Stegner Academy	140.446	\$ 601,110	1095.257	\$ 2,692	\$ 4,685,007	1,235.703	\$ 5,286,117	0.046650	57.646	\$ 246,723	-	\$ -

		WPU Value	\$4,280										
		K	K	1-12	1-12	1-12	K-12	K-12	ProStaff	ProStaff	ProStaff	FES	FES
ID	SCHOOL	WPUs	DOLLARS	WPUs	Charter Reserve Charges	DOLLARS	WPUs	DOLLARS		WPUs	DOLLARS	HC/WPUs	DOLLARS
8K	American Academy of Innovation	0.000	\$ -	464.541	\$ 816	\$ 1,987,421	464.541	\$ 1,987,421	0.052922	24.585	\$ 105,222	-	\$ -
9K	St. George Academy	0.000	\$ -	247.218	\$ 444	\$ 1,057,647	247.218	\$ 1,057,647	0.057226	14.147	\$ 60,550	4	\$ 17,120
1L	Athlos Academy	72.535	\$ 310,450	361.820	\$ 924	\$ 1,547,664	434.355	\$ 1,858,114	0.054108	23.502	\$ 100,589	-	\$ -
2L	The Center for Creativity, Innovation & Discovery	26.291	\$ 112,523	371.912	\$ 928	\$ 1,590,853	398.202	\$ 1,703,377	0.056676	22.569	\$ 96,594	-	\$ -
3L	Leadership Academy of Utah	0.000	\$ -	507.257	\$ 942	\$ 2,170,120	507.257	\$ 2,170,120	0.061791	31.344	\$ 134,151	-	\$ -
5L	Ignite Entrepreneurship Academy	63.150	\$ 270,282	388.252	\$ 1,048	\$ 1,660,669	451.402	\$ 1,930,951	0.060283	27.212	\$ 116,467	-	\$ -
6L	Bonneville Academy	35.014	\$ 149,861	352.118	\$ 848	\$ 1,506,218	387.132	\$ 1,656,079	0.059200	22.918	\$ 98,090	-	\$ -
7L	Ivy Preparatory Academy	75.513	\$ 323,196	278.017	\$ 818	\$ 1,189,096	353.530	\$ 1,512,292	0.045500	16.086	\$ 68,846	-	\$ -
8L	REAL Salt Lake Academy High	0.000	\$ -	441.704	\$ 752	\$ 1,889,741	441.704	\$ 1,889,741	0.065423	28.897	\$ 123,681	8	\$ 34,240
1M	Advantage Arts Academy	50.884	\$ 217,782	244.606	\$ 664	\$ 1,046,250	295.490	\$ 1,264,032	0.031383	9.273	\$ 39,690	-	\$ -
3M	Bridge Elementary	66.479	\$ 284,532	413.051	\$ 1,066	\$ 1,766,791	479.530	\$ 2,051,323	0.065838	31.571	\$ 135,124	-	\$ -
4M	Mountain Sunrise Academy	32.804	\$ 140,403	391.235	\$ 1,014	\$ 1,673,470	424.039	\$ 1,813,873	0.048428	20.536	\$ 87,892	-	\$ -
7M	Career Academy of Utah	8.100	\$ 34,668	51.480	\$ 128	\$ 220,206	59.580	\$ 254,874	0.053750	3.202	\$ 13,706	-	\$ -
	Total	5,371.483	\$ 22,989,946	68,920.519	\$ 156,520	\$ 294,823,300	74,292.001	\$ 317,813,246		5,153.041	\$ 21,959,246	45	\$ 192,600
Total Charter WPUs		79,490											
Total Charter Dollars		\$ 339,965,092											

**UTAH STATE BOARD OF EDUCATION
MINIMUM SCHOOL PROGRAM
STAFF CONTACTS**

PROGRAM TITLE	CONTACT(S)	EMAIL (PRIMARY)	EMAIL (SECONDARY)	TELEPHONE NUMBER(S)
REGULAR BASIC SCHOOL PROGRAMS				
K-12	Dale Frost/Brett Baker	dale.frost@schools.utah.gov	brett.baker@schools.utah.gov	801-538-7606/385-295-7934
Foreign Exchange Students	Dale Frost/Brett Baker	dale.frost@schools.utah.gov	brett.baker@schools.utah.gov	801-538-7606/385-295-7934
Necessarily Existent Small Schools (NESS)	Dale Frost/Brett Baker	dale.frost@schools.utah.gov	brett.baker@schools.utah.gov	801-538-7606/385-295-7934
NESS – Out-of-State Tuition	Dale Frost/Brett Baker	dale.frost@schools.utah.gov	brett.baker@schools.utah.gov	801-538-7606/385-295-7934
Professional Staff	Dale Frost/Brett Baker	dale.frost@schools.utah.gov	brett.baker@schools.utah.gov	801-538-7606/385-295-7934
RESTRICTED BASIC SCHOOL PROGRAMS				
Special Education–Add-On	Cole Shakespear/Dale Frost	cole.shakespear@schools.utah.gov	dale.frost@schools.utah.gov	801-538-7576/7606
Special Education–Self-Contained	Cole Shakespear	cole.shakespear@schools.utah.gov		801-538-7576
Special Education–Preschool	Cole Shakespear	cole.shakespear@schools.utah.gov		801-538-7576
Special Education–Impact Aid	Cole Shakespear	cole.shakespear@schools.utah.gov		801-538-7576
Special Education–Extended Year/Severely Disabled	Cole Shakespear	cole.shakespear@schools.utah.gov		801-538-7576
Special Education–Extended Year Special Educators	Tami Gear	tami.gear@schools.utah.gov		801-538-7724
Careers and Technology Education–Add-On	Wendi Morton	wendi.morton@schools.utah.gov		801-538-7738
Class Size Reduction	Dale Frost/Brett Baker	dale.frost@schools.utah.gov	brett.baker@schools.utah.gov	801-538-7606/385-295-7934
RELATED TO BASIC SCHOOL PROGRAM				
Adult Education	Stephanie Patton	stephanie.patton@schools.utah.gov		801-538-7989
Beverly Taylor Sorenson Arts Learning Program	Rachel Colledge	Rachel.Colledge@schools.utah.gov		801-538-7842
Charter School Funding Base	Dale Frost/Brett Baker	dale.frost@schools.utah.gov	brett.baker@schools.utah.gov	801-538-7606/385-295-7934
Charter School Local Replacement	Dale Frost/Brett Baker	dale.frost@schools.utah.gov	brett.baker@schools.utah.gov	801-538-7606/385-295-7934
Concurrent Enrollment	Nathan Auck	nathan.auck@schools.utah.gov		801-538-7664
Digital Teaching and Learning Program	Melanie Durfee	melanie.durfee@schools.utah.gov		801-538-7719
Dual Language Immersion	Karl Bowman	Karl.Bowman@schools.utah.gov		801-538-7743
Early Intervention	Sara Wiebke/Christine Elegante	sara.wiebke@schools.utah.gov	christine.elegante@schools.utah.gov	801-538-7935/7782
Early Literacy Program	Krista Hotelling/Dale Frost	krista.hotelling@schools.utah.gov	dale.frost@schools.utah.gov	801-538-7794/7606
EASP - Gifted & Talented	Trish French	trish.french@schools.utah.gov		801-538-7617
EASP - International Baccalaureate	Christy Schreck	christy.schreck@schools.utah.gov		801-538-7935
Educator Professional Time	Dale Frost/Brett Baker	dale.frost@schools.utah.gov	brett.baker@schools.utah.gov	801-538-7606/385-295-7934
Educator Salary Adjustments	Dale Frost/Brett Baker	dale.frost@schools.utah.gov	brett.baker@schools.utah.gov	801-538-7606/385-295-7934
Effective Teachers in High Poverty Schools Incentive Program	Erica Horsley	erica.horsley@schools.utah.gov		801-538-7741
Elementary School Counselor Program	Tina Morandy	tina.morandy@schools.utah.gov		801-538-7526
English Language Learner Software	Melanie Durfee/Amber Wright	melanie.durfee@schools.utah.gov	Amber.Wright@schools.utah.gov	801-538-7719/7754
Flexible Allocation - WPU Distribution	Dale Frost/Brett Baker	dale.frost@schools.utah.gov	brett.baker@schools.utah.gov	801-538-7606/385-295-7934
Grants for Professional Learning	Julie Clark	julie.clark@schools.utah.gov		801-538-7661
Library Books and Electronic Resources	Dale Frost/Brett Baker	dale.frost@schools.utah.gov	brett.baker@schools.utah.gov	801-538-7606/385-295-7934
Matching Fund for School Nurses	Kendra Muir	kendra.muir@schools.utah.gov		801-538-7904
Paraeducators in Title I Schools Program	Max Lang	max.lang@schools.utah.gov		801-538-7725
Public Education Capital and Technology	Dale Frost/Brett Baker	dale.frost@schools.utah.gov	brett.baker@schools.utah.gov	801-538-7606/385-295-7934
Pupil Transportation	Ron Litchfield	ron.litchfield@schools.utah.gov		801-538-7577
School Land Trust Program	Paula Plant	paula.plant@schools.utah.gov		801-538-7555
Student Health and Counseling Support Program	Tiana McCall/Ashley Lower	tiana.mccall@schools.utah.gov	ashley.lower@schools.utah.gov	801-538-7647/7611
Teacher and Student Success Accounts	Tracy Vandeventer	tracy.vandeventer@schools.utah.gov		801-538-7590
Teacher Materials and Supplies	Dale Frost/Brett Baker	dale.frost@schools.utah.gov	brett.baker@schools.utah.gov	801-538-7606/385-295-7934
Teacher Salary Supplement Program	Erica Horsley	erica.horsley@schools.utah.gov		801-538-7741
Youth-in-Custody	Benjamin Carrier	Benjamin.Carrier@schools.utah.gov		801-538-7884
VOTED AND BOARD LOCAL LEVY PROGRAMS				
Voted Local Levy Program	Dale Frost/Brett Baker	dale.frost@schools.utah.gov	brett.baker@schools.utah.gov	801-538-7606/385-295-7934
Board Local Levy Programs	Dale Frost/Brett Baker	dale.frost@schools.utah.gov	brett.baker@schools.utah.gov	801-538-7606/385-295-7934

**Utah State-Supported Minimum School Program
Charter School Summary
FY 2024 Legislative Estimates**

Recipient: Ogden Prep

WPU Value:	\$4,280		
Recipient ID:	68	WPUs	Amount Generated

1. BASIC SCHOOL PROGRAMS:

A. REGULAR BASIC SCHOOL PROGRAMS

Grades K-12	955.487	\$ 4,087,440.49
Professional Staff	69.017	\$ 295,392.16
Foreign Exchange Students*	-	\$ -

B. RESTRICTED BASIC SCHOOL PROGRAM

Special Education - Add-On	166.241	\$ 711,511.48
Special Education - Self-Contained	7.233	\$ 30,958.67
Special Education - Pre-School	-	\$ -
Special Education - Extended Year	1.120	\$ 4,792.34
Special Education - Impact Aid	2.972	\$ 12,718.16
Special Education - EYSE*	-	\$ -
Career & Technical Education - Add-On*	1.460	\$ 6,242.00
Students At-Risk - Add-on	83.900	\$ 359,092.00
Class Size Reduction	84.306	\$ 360,828.76
TOTAL BASIC SCHOOL PROGRAM (A thru B):	1,371.736	\$ 5,868,976.06

2. RELATED TO BASIC PROGRAM

Rural School Transportation Reimbursement*	\$ -
Charter School Local Replacement	\$ 3,181,071.00
Charter School Funding Base Program	\$ 117,070.00
Flexible Allocation - WPU Distribution	\$ 2,595.47
Students At-Risk - Gang Prevention and Intervention*	\$ -
Youth-in-Custody*	\$ -
Enhancement for Accelerated Students*	\$ -
Concurrent Enrollment*	\$ -
Title 1 Schools in Improvement - Paraeducators*	\$ -
Early Literacy Program*	\$ 65,312.34
English Language Learner Software Grants*	\$ -
Educator Salary Adjustments	\$ 654,186.51
Teacher Salary Supplement*	\$ -
Teacher Supplies and Materials	\$ 9,683.64
Effective Teachers in High Poverty Schools*	\$ -
Elementary School Counselor Program*	\$ -
Grants for Professional Learning*	\$ -
Educator Professional Time*	\$ 110,419.44
School LAND Trust Program*	\$ 148,012.64
Teacher and Student Success Program*	\$ 264,408.97
Student Health & Counseling Support Program*	\$ 55,696.99
Beverly Taylor Sorenson Arts*	\$ -
Digital Teaching and Learning*	\$ -
TOTAL FUNDING:	\$ 10,477,433.06

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the Legislatives Estimates Report.

**Utah State-Supported Minimum School Program
Charter School Summary
FY 2024 Legislative Estimates**

Recipient: American Prep

WPU Value:	\$4,280		
Recipient ID:	74	WPUs	Amount Generated

1. BASIC SCHOOL PROGRAMS:

A. REGULAR BASIC SCHOOL PROGRAMS

Grades K-12	4,916.513	\$	21,032,282.00
Professional Staff	295.783	\$	1,265,953.23
Foreign Exchange Students*	-	\$	-

B. RESTRICTED BASIC SCHOOL PROGRAM

Special Education - Add-On	983.978	\$	4,211,425.76
Special Education - Self-Contained	35.417	\$	151,583.33
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	-	\$	-
Special Education - Impact Aid	-	\$	-
Special Education - EYSE*	-	\$	-
Career & Technical Education - Add-On*	-	\$	-
Students At-Risk - Add-on	244.540	\$	1,046,631.20
Class Size Reduction	406.479	\$	1,739,728.72
TOTAL BASIC SCHOOL PROGRAM (A thru B):	6,882.710	\$	29,447,604.25

2. RELATED TO BASIC PROGRAM

Rural School Transportation Reimbursement*	\$	-
Charter School Local Replacement	\$	15,986,599.00
Charter School Funding Base Program	\$	511,600.00
Flexible Allocation - WPU Distribution	\$	13,022.82
Students At-Risk - Gang Prevention and Intervention*	\$	-
Youth-in-Custody*	\$	-
Enhancement for Accelerated Students*	\$	-
Concurrent Enrollment*	\$	-
Title 1 Schools in Improvement - Paraeducators*	\$	-
Early Literacy Program*	\$	269,107.65
English Language Learner Software Grants*	\$	-
Educator Salary Adjustments	\$	2,426,494.16
Teacher Salary Supplement*	\$	-
Teacher Supplies and Materials	\$	35,271.99
Effective Teachers in High Poverty Schools*	\$	-
Elementary School Counselor Program*	\$	-
Grants for Professional Learning*	\$	-
Educator Professional Time*	\$	454,026.05
School LAND Trust Program*	\$	751,782.82
Teacher and Student Success Program*	\$	1,345,076.68
Student Health & Counseling Support Program*	\$	180,915.52
Beverly Taylor Sorenson Arts*	\$	-
Digital Teaching and Learning*	\$	-
TOTAL FUNDING:	\$	51,421,500.94

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the Legislatives Estimates Report.

**Utah State-Supported Minimum School Program
Charter School Summary
FY 2024 Legislative Estimates**

Recipient: Walden School

WPU Value:	\$4,280		
Recipient ID:	81	WPUs	Amount Generated

1. BASIC SCHOOL PROGRAMS:

A. REGULAR BASIC SCHOOL PROGRAMS

Grades K-12	401.774	\$ 1,718,751.18
Professional Staff	27.104	\$ 116,004.80
Foreign Exchange Students*	-	\$ -

B. RESTRICTED BASIC SCHOOL PROGRAM

Special Education - Add-On	91.853	\$ 393,132.87
Special Education - Self-Contained	6.322	\$ 27,059.11
Special Education - Pre-School	-	\$ -
Special Education - Extended Year	0.964	\$ 4,126.65
Special Education - Impact Aid	2.191	\$ 9,376.16
Special Education - EYSE*	-	\$ -
Career & Technical Education - Add-On*	18.720	\$ 80,132.00
Students At-Risk - Add-on	22.380	\$ 95,786.40
Class Size Reduction	26.314	\$ 112,623.71
TOTAL BASIC SCHOOL PROGRAM (A thru B):	597.622	\$ 2,556,992.88

2. RELATED TO BASIC PROGRAM

Rural School Transportation Reimbursement*	\$ -
Charter School Local Replacement	\$ 1,312,426.00
Charter School Funding Base Program	\$ 48,300.00
Flexible Allocation - WPU Distribution	\$ 1,130.76
Students At-Risk - Gang Prevention and Intervention*	\$ -
Youth-in-Custody*	\$ -
Enhancement for Accelerated Students*	\$ -
Concurrent Enrollment*	\$ -
Title 1 Schools in Improvement - Paraeducators*	\$ -
Early Literacy Program*	\$ 23,831.75
English Language Learner Software Grants*	\$ -
Educator Salary Adjustments	\$ 424,087.95
Teacher Salary Supplement*	\$ -
Teacher Supplies and Materials	\$ 6,226.44
Effective Teachers in High Poverty Schools*	\$ -
Elementary School Counselor Program*	\$ -
Grants for Professional Learning*	\$ -
Educator Professional Time*	\$ 76,272.82
School LAND Trust Program*	\$ 60,767.65
Teacher and Student Success Program*	\$ 112,649.17
Student Health & Counseling Support Program*	\$ 37,602.87
Beverly Taylor Sorenson Arts*	\$ -
Digital Teaching and Learning*	\$ -
TOTAL FUNDING:	\$ 4,660,288.29

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the Legislatives Estimates Report.

**Utah State-Supported Minimum School Program
Charter School Summary
FY 2024 Legislative Estimates**

Recipient: Freedom Academy

WPU Value:	\$4,280		
Recipient ID:	82	WPUs	Amount Generated

1. BASIC SCHOOL PROGRAMS:

A. REGULAR BASIC SCHOOL PROGRAMS

Grades K-12	1,927.333	\$	8,244,864.83
Professional Staff	115.230	\$	493,184.95
Foreign Exchange Students*	6.000	\$	25,680.00

B. RESTRICTED BASIC SCHOOL PROGRAM

Special Education - Add-On	491.213	\$	2,102,390.99
Special Education - Self-Contained	9.011	\$	38,567.56
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	1.750	\$	7,492.11
Special Education - Impact Aid	6.138	\$	26,271.82
Special Education - EYSE*	-	\$	-
Career & Technical Education - Add-On*	28.080	\$	120,195.00
Students At-Risk - Add-on	96.580	\$	413,362.40
Class Size Reduction	167.030	\$	714,888.66
TOTAL BASIC SCHOOL PROGRAM (A thru B):	2,848.366	\$	12,186,898.31

2. RELATED TO BASIC PROGRAM

Rural School Transportation Reimbursement*	\$	-
Charter School Local Replacement	\$	6,384,015.00
Charter School Funding Base Program	\$	204,300.00
Flexible Allocation - WPU Distribution	\$	5,389.41
Students At-Risk - Gang Prevention and Intervention*	\$	-
Youth-in-Custody*	\$	-
Enhancement for Accelerated Students*	\$	-
Concurrent Enrollment*	\$	-
Title 1 Schools in Improvement - Paraeducators*	\$	-
Early Literacy Program*	\$	112,390.34
English Language Learner Software Grants*	\$	-
Educator Salary Adjustments	\$	1,354,551.58
Teacher Salary Supplement*	\$	-
Teacher Supplies and Materials	\$	19,494.03
Effective Teachers in High Poverty Schools*	\$	-
Elementary School Counselor Program*	\$	-
Grants for Professional Learning*	\$	-
Educator Professional Time*	\$	223,305.57
School LAND Trust Program*	\$	313,958.13
Teacher and Student Success Program*	\$	527,247.72
Student Health & Counseling Support Program*	\$	86,844.09
Beverly Taylor Sorenson Arts*	\$	-
Digital Teaching and Learning*	\$	-
TOTAL FUNDING:	\$	21,418,394.19

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the Legislatives Estimates Report.

**Utah State-Supported Minimum School Program
Charter School Summary
FY 2024 Legislative Estimates**

Recipient: AMES

WPU Value:	\$4,280		
Recipient ID:	83	WPUs	Amount Generated

1. BASIC SCHOOL PROGRAMS:

A. REGULAR BASIC SCHOOL PROGRAMS

Grades K-12	548.329	\$ 2,345,940.53
Professional Staff	50.117	\$ 214,500.32
Foreign Exchange Students*	-	\$ -

B. RESTRICTED BASIC SCHOOL PROGRAM

Special Education - Add-On	29.991	\$ 128,361.79
Special Education - Self-Contained	-	\$ -
Special Education - Pre-School	-	\$ -
Special Education - Extended Year	0.528	\$ 2,259.00
Special Education - Impact Aid	0.651	\$ 2,785.00
Special Education - EYSE*	-	\$ -
Career & Technical Education - Add-On*	40.270	\$ 172,358.00
Students At-Risk - Add-on	12.540	\$ 53,671.20
Class Size Reduction	-	\$ -
TOTAL BASIC SCHOOL PROGRAM (A thru B):	682.426	\$ 2,919,875.85

2. RELATED TO BASIC PROGRAM

Rural School Transportation Reimbursement*	\$ -
Charter School Local Replacement	\$ 1,437,419.00
Charter School Funding Base Program	\$ 52,900.00
Flexible Allocation - WPU Distribution	\$ 1,291.22
Students At-Risk - Gang Prevention and Intervention*	\$ -
Youth-in-Custody*	\$ -
Enhancement for Accelerated Students*	\$ -
Concurrent Enrollment*	\$ -
Title 1 Schools in Improvement - Paraeducators*	\$ -
Early Literacy Program*	\$ -
English Language Learner Software Grants*	\$ -
Educator Salary Adjustments	\$ 252,335.14
Teacher Salary Supplement*	\$ -
Teacher Supplies and Materials	\$ 3,751.96
Effective Teachers in High Poverty Schools*	\$ -
Elementary School Counselor Program*	\$ -
Grants for Professional Learning*	\$ -
Educator Professional Time*	\$ 42,841.66
School LAND Trust Program*	\$ 65,686.94
Teacher and Student Success Program*	\$ 140,131.16
Student Health & Counseling Support Program*	\$ 38,623.10
Beverly Taylor Sorenson Arts*	\$ -
Digital Teaching and Learning*	\$ -
TOTAL FUNDING:	\$ 4,954,856.03

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the Legislatives Estimates Report.

**Utah State-Supported Minimum School Program
Charter School Summary
FY 2024 Legislative Estimates**

Recipient: Pinnacle Canyon

WPU Value:	\$4,280		
Recipient ID:	86	WPUs	Amount Generated

1. BASIC SCHOOL PROGRAMS:

A. REGULAR BASIC SCHOOL PROGRAMS

Grades K-12	370.966	\$	1,586,916.78
Professional Staff	25.355	\$	108,518.57
Foreign Exchange Students*	-	\$	-

B. RESTRICTED BASIC SCHOOL PROGRAM

Special Education - Add-On	150.301	\$	643,288.08
Special Education - Self-Contained	46.667	\$	199,733.33
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.528	\$	2,259.00
Special Education - Impact Aid	2.711	\$	11,604.16
Special Education - EYSE*	-	\$	-
Career & Technical Education - Add-On*	1.040	\$	4,456.00
Students At-Risk - Add-on	32.100	\$	137,388.00
Class Size Reduction	22.878	\$	97,918.20
TOTAL BASIC SCHOOL PROGRAM (A thru B):	652.545	\$	2,792,082.13

2. RELATED TO BASIC PROGRAM

Rural School Transportation Reimbursement*	\$	-
Charter School Local Replacement	\$	1,268,679.00
Charter School Funding Base Program	\$	46,690.00
Flexible Allocation - WPU Distribution	\$	217,196.49
Students At-Risk - Gang Prevention and Intervention*	\$	-
Youth-in-Custody*	\$	-
Enhancement for Accelerated Students*	\$	-
Concurrent Enrollment*	\$	-
Title 1 Schools in Improvement - Paraeducators*	\$	-
Early Literacy Program*	\$	29,978.87
English Language Learner Software Grants*	\$	-
Educator Salary Adjustments	\$	252,369.83
Teacher Salary Supplement*	\$	-
Teacher Supplies and Materials	\$	3,401.80
Effective Teachers in High Poverty Schools*	\$	-
Elementary School Counselor Program*	\$	-
Grants for Professional Learning*	\$	-
Educator Professional Time*	\$	48,505.00
School LAND Trust Program*	\$	59,031.44
Teacher and Student Success Program*	\$	132,753.27
Student Health & Counseling Support Program*	\$	37,242.79
Beverly Taylor Sorenson Arts*	\$	-
Digital Teaching and Learning*	\$	-
TOTAL FUNDING:	\$	4,887,930.62

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the Legislatives Estimates Report.

**Utah State-Supported Minimum School Program
Charter School Summary
FY 2024 Legislative Estimates**

Recipient: City Academy

WPU Value:	\$4,280		
Recipient ID:	87	WPUs	Amount Generated

1. BASIC SCHOOL PROGRAMS:

A. REGULAR BASIC SCHOOL PROGRAMS

Grades K-12	131.357	\$	561,974.96
Professional Staff	10.085	\$	43,164.88
Foreign Exchange Students*	-	\$	-

B. RESTRICTED BASIC SCHOOL PROGRAM

Special Education - Add-On	31.231	\$	133,668.05
Special Education - Self-Contained	3.578	\$	15,312.89
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.528	\$	2,259.00
Special Education - Impact Aid	0.629	\$	2,692.17
Special Education - EYSE*	-	\$	-
Career & Technical Education - Add-On*	5.670	\$	24,278.00
Students At-Risk - Add-on	10.660	\$	45,624.80
Class Size Reduction	3.099	\$	13,265.26
TOTAL BASIC SCHOOL PROGRAM (A thru B):	196.837	\$	842,240.01

2. RELATED TO BASIC PROGRAM

Rural School Transportation Reimbursement*	\$	-
Charter School Local Replacement	\$	371,854.00
Charter School Funding Base Program	\$	40,000.00
Flexible Allocation - WPU Distribution	\$	372.44
Students At-Risk - Gang Prevention and Intervention*	\$	-
Youth-in-Custody*	\$	-
Enhancement for Accelerated Students*	\$	-
Concurrent Enrollment*	\$	-
Title 1 Schools in Improvement - Paraeducators*	\$	-
Early Literacy Program*	\$	-
English Language Learner Software Grants*	\$	-
Educator Salary Adjustments	\$	176,351.33
Teacher Salary Supplement*	\$	-
Teacher Supplies and Materials	\$	2,676.94
Effective Teachers in High Poverty Schools*	\$	-
Elementary School Counselor Program*	\$	-
Grants for Professional Learning*	\$	-
Educator Professional Time*	\$	30,318.72
School LAND Trust Program*	\$	47,448.56
Teacher and Student Success Program*	\$	38,435.38
Student Health & Counseling Support Program*	\$	28,510.80
Beverly Taylor Sorenson Arts*	\$	-
Digital Teaching and Learning*	\$	-
TOTAL FUNDING:	\$	1,578,208.18

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the Legislatives Estimates Report.

**Utah State-Supported Minimum School Program
Charter School Summary
FY 2024 Legislative Estimates**

Recipient: Soldier Hollow

WPU Value:	\$4,280		
Recipient ID:	89	WPUs	Amount Generated

1. BASIC SCHOOL PROGRAMS:

A. REGULAR BASIC SCHOOL PROGRAMS

Grades K-12	291.768	\$ 1,248,097.86
Professional Staff	23.375	\$ 100,047.01
Foreign Exchange Students*	-	\$ -

B. RESTRICTED BASIC SCHOOL PROGRAM

Special Education - Add-On	94.850	\$ 405,956.77
Special Education - Self-Contained	12.544	\$ 53,690.22
Special Education - Pre-School	-	\$ -
Special Education - Extended Year	0.817	\$ 3,497.93
Special Education - Impact Aid	1.453	\$ 6,219.83
Special Education - EYSE*	-	\$ -
Career & Technical Education - Add-On*	-	\$ -
Students At-Risk - Add-on	6.400	\$ 27,392.00
Class Size Reduction	30.295	\$ 129,661.60
TOTAL BASIC SCHOOL PROGRAM (A thru B):	461.503	\$ 1,974,563.22

2. RELATED TO BASIC PROGRAM

Rural School Transportation Reimbursement*	\$ -
Charter School Local Replacement	\$ 874,951.00
Charter School Funding Base Program	\$ 40,000.00
Flexible Allocation - WPU Distribution	\$ 873.21
Students At-Risk - Gang Prevention and Intervention*	\$ -
Youth-in-Custody*	\$ -
Enhancement for Accelerated Students*	\$ -
Concurrent Enrollment*	\$ -
Title 1 Schools in Improvement - Paraeducators*	\$ -
Early Literacy Program*	\$ 14,114.36
English Language Learner Software Grants*	\$ -
Educator Salary Adjustments	\$ 225,506.62
Teacher Salary Supplement*	\$ -
Teacher Supplies and Materials	\$ 3,301.07
Effective Teachers in High Poverty Schools*	\$ -
Elementary School Counselor Program*	\$ -
Grants for Professional Learning*	\$ -
Educator Professional Time*	\$ 40,836.34
School LAND Trust Program*	\$ 48,469.44
Teacher and Student Success Program*	\$ 83,965.19
Student Health & Counseling Support Program*	\$ 35,052.29
Beverly Taylor Sorenson Arts*	\$ -
Digital Teaching and Learning*	\$ -
TOTAL FUNDING:	\$ 3,341,632.74

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the Legislatives Estimates Report.

**Utah State-Supported Minimum School Program
Charter School Summary
FY 2024 Legislative Estimates**

Recipient: Utah Arts Academy

WPU Value:	\$4,280		
Recipient ID:	91	WPUs	Amount Generated

1. BASIC SCHOOL PROGRAMS:

A. REGULAR BASIC SCHOOL PROGRAMS

Grades K-12	300.817	\$ 1,286,947.59
Professional Staff	27.960	\$ 119,668.79
Foreign Exchange Students*	2.000	\$ 8,560.00

B. RESTRICTED BASIC SCHOOL PROGRAM

Special Education - Add-On	37.101	\$ 158,793.96
Special Education - Self-Contained	-	\$ -
Special Education - Pre-School	-	\$ -
Special Education - Extended Year	0.528	\$ 2,259.00
Special Education - Impact Aid	0.716	\$ 3,063.50
Special Education - EYSE*	-	\$ -
Career & Technical Education - Add-On*	4.670	\$ 20,000.00
Students At-Risk - Add-on	11.900	\$ 74,841.31
Class Size Reduction	-	\$ -
TOTAL BASIC SCHOOL PROGRAM (A thru B):	385.692	\$ 1,674,134.15

2. RELATED TO BASIC PROGRAM

Rural School Transportation Reimbursement*	\$ -
Charter School Local Replacement	\$ 859,327.00
Charter School Funding Base Program	\$ 40,000.00
Flexible Allocation - WPU Distribution	\$ 729.77
Students At-Risk - Gang Prevention and Intervention*	\$ -
Youth-in-Custody*	\$ -
Enhancement for Accelerated Students*	\$ -
Concurrent Enrollment*	\$ -
Title 1 Schools in Improvement - Paraeducators*	\$ -
Early Literacy Program*	\$ -
English Language Learner Software Grants*	\$ -
Educator Salary Adjustments	\$ 195,725.24
Teacher Salary Supplement*	\$ -
Teacher Supplies and Materials	\$ 2,960.78
Effective Teachers in High Poverty Schools*	\$ -
Elementary School Counselor Program*	\$ -
Grants for Professional Learning*	\$ -
Educator Professional Time*	\$ 33,202.29
School LAND Trust Program*	\$ 47,448.56
Teacher and Student Success Program*	\$ 76,872.88
Student Health & Counseling Support Program*	\$ 33,221.87
Beverly Taylor Sorenson Arts*	\$ -
Digital Teaching and Learning*	\$ -
TOTAL FUNDING:	\$ 2,963,622.54

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the Legislatives Estimates Report.

**Utah State-Supported Minimum School Program
Charter School Summary
FY 2024 Legislative Estimates**

Recipient: Uintah River High

WPU Value:	\$4,280		
Recipient ID:	92	WPUs	Amount Generated

1. BASIC SCHOOL PROGRAMS:

A. REGULAR BASIC SCHOOL PROGRAMS

Grades K-12	92.407	\$	395,352.51
Professional Staff	7.880	\$	33,726.09
Foreign Exchange Students*	-	\$	-

B. RESTRICTED BASIC SCHOOL PROGRAM

Special Education - Add-On	20.842	\$	89,203.05
Special Education - Self-Contained	0.067	\$	285.33
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.528	\$	2,259.00
Special Education - Impact Aid	0.282	\$	1,206.83
Special Education - EYSE*	-	\$	-
Career & Technical Education - Add-On*	-	\$	-
Students At-Risk - Add-on	6.800	\$	29,104.00
Class Size Reduction	-	\$	-
TOTAL BASIC SCHOOL PROGRAM (A thru B):	128.805	\$	551,136.81

2. RELATED TO BASIC PROGRAM

Rural School Transportation Reimbursement*	\$	-
Charter School Local Replacement	\$	240,611.00
Charter School Funding Base Program	\$	40,000.00
Flexible Allocation - WPU Distribution	\$	42,872.23
Students At-Risk - Gang Prevention and Intervention*	\$	-
Youth-in-Custody*	\$	-
Enhancement for Accelerated Students*	\$	-
Concurrent Enrollment*	\$	-
Title 1 Schools in Improvement - Paraeducators*	\$	-
Early Literacy Program*	\$	-
English Language Learner Software Grants*	\$	-
Educator Salary Adjustments	\$	109,291.80
Teacher Salary Supplement*	\$	-
Teacher Supplies and Materials	\$	1,618.72
Effective Teachers in High Poverty Schools*	\$	-
Elementary School Counselor Program*	\$	-
Grants for Professional Learning*	\$	-
Educator Professional Time*	\$	18,822.32
School LAND Trust Program*	\$	47,448.56
Teacher and Student Success Program*	\$	23,603.97
Student Health & Counseling Support Program*	\$	27,250.51
Beverly Taylor Sorenson Arts*	\$	-
Digital Teaching and Learning*	\$	-
TOTAL FUNDING:	\$	1,102,655.93

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the Legislatives Estimates Report.

**Utah State-Supported Minimum School Program
Charter School Summary
FY 2024 Legislative Estimates**

Recipient: John Hancock

WPU Value:	\$4,280		
Recipient ID:	93	WPUs	Amount Generated

1. BASIC SCHOOL PROGRAMS:

A. REGULAR BASIC SCHOOL PROGRAMS

Grades K-12	528.922	\$	2,263,419.12
Professional Staff	38.392	\$	164,318.02
Foreign Exchange Students*	-	\$	-

B. RESTRICTED BASIC SCHOOL PROGRAM

Special Education - Add-On	194.127	\$	830,863.76
Special Education - Self-Contained	7.606	\$	32,551.78
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.528	\$	2,259.00
Special Education - Impact Aid	0.954	\$	4,084.66
Special Education - EYSE*	-	\$	-
Career & Technical Education - Add-On*	-	\$	-
Students At-Risk - Add-on	9.700	\$	41,516.00
Class Size Reduction	54.016	\$	231,189.67
TOTAL BASIC SCHOOL PROGRAM (A thru B):	834.245	\$	3,570,202.01

2. RELATED TO BASIC PROGRAM

Rural School Transportation Reimbursement*	\$	-
Charter School Local Replacement	\$	1,874,894.00
Charter School Funding Base Program	\$	69,000.00
Flexible Allocation - WPU Distribution	\$	1,578.48
Students At-Risk - Gang Prevention and Intervention*	\$	-
Youth-in-Custody*	\$	-
Enhancement for Accelerated Students*	\$	-
Concurrent Enrollment*	\$	-
Title 1 Schools in Improvement - Paraeducators*	\$	-
Early Literacy Program*	\$	25,485.66
English Language Learner Software Grants*	\$	-
Educator Salary Adjustments	\$	133,198.24
Teacher Salary Supplement*	\$	-
Teacher Supplies and Materials	\$	1,983.15
Effective Teachers in High Poverty Schools*	\$	-
Elementary School Counselor Program*	\$	-
Grants for Professional Learning*	\$	-
Educator Professional Time*	\$	24,975.04
School LAND Trust Program*	\$	94,897.12
Teacher and Student Success Program*	\$	56,694.04
Student Health & Counseling Support Program*	\$	30,521.26
Beverly Taylor Sorenson Arts*	\$	-
Digital Teaching and Learning*	\$	-
TOTAL FUNDING:	\$	5,883,429.00

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the Legislatives Estimates Report.

**Utah State-Supported Minimum School Program
Charter School Summary
FY 2024 Legislative Estimates**

Recipient: Thomas Edison - North

WPU Value:	\$4,280		
Recipient ID:	94	WPUs	Amount Generated

1. BASIC SCHOOL PROGRAMS:

A. REGULAR BASIC SCHOOL PROGRAMS

Grades K-12	1,013.691	\$	4,336,159.81
Professional Staff	77.179	\$	330,324.11
Foreign Exchange Students*	-	\$	-

B. RESTRICTED BASIC SCHOOL PROGRAM

Special Education - Add-On	256.302	\$	1,096,973.74
Special Education - Self-Contained	54.528	\$	233,378.89
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.528	\$	2,259.00
Special Education - Impact Aid	5.292	\$	22,651.32
Special Education - EYSE*	-	\$	-
Career & Technical Education - Add-On*	11.880	\$	50,837.00
Students At-Risk - Add-on	38.560	\$	165,036.80
Class Size Reduction	108.513	\$	464,437.24
TOTAL BASIC SCHOOL PROGRAM (A thru B):	1,566.472	\$	6,702,057.91

2. RELATED TO BASIC PROGRAM

Rural School Transportation Reimbursement*	\$	-
Charter School Local Replacement	\$	3,806,036.00
Charter School Funding Base Program	\$	140,070.00
Flexible Allocation - WPU Distribution	\$	2,963.93
Students At-Risk - Gang Prevention and Intervention*	\$	-
Youth-in-Custody*	\$	-
Enhancement for Accelerated Students*	\$	-
Concurrent Enrollment*	\$	-
Title 1 Schools in Improvement - Paraeducators*	\$	-
Early Literacy Program*	\$	58,032.22
English Language Learner Software Grants*	\$	-
Educator Salary Adjustments	\$	703,390.54
Teacher Salary Supplement*	\$	-
Teacher Supplies and Materials	\$	9,813.82
Effective Teachers in High Poverty Schools*	\$	-
Elementary School Counselor Program*	\$	-
Grants for Professional Learning*	\$	-
Educator Professional Time*	\$	113,464.50
School LAND Trust Program*	\$	176,226.19
Teacher and Student Success Program*	\$	308,544.19
Student Health & Counseling Support Program*	\$	61,548.33
Beverly Taylor Sorenson Arts*	\$	-
Digital Teaching and Learning*	\$	-
TOTAL FUNDING:	\$	12,082,147.62

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the Legislatives Estimates Report.

**Utah State-Supported Minimum School Program
Charter School Summary
FY 2024 Legislative Estimates**

Recipient: Timpanogos Academy

WPU Value:	\$4,280		
Recipient ID:	95	WPUs	Amount Generated

1. BASIC SCHOOL PROGRAMS:

A. REGULAR BASIC SCHOOL PROGRAMS

Grades K-12	442.625	\$	1,893,396.31
Professional Staff	32.045	\$	137,151.50
Foreign Exchange Students*	-	\$	-

B. RESTRICTED BASIC SCHOOL PROGRAM

Special Education - Add-On	93.235	\$	399,046.07
Special Education - Self-Contained	7.861	\$	33,645.56
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.856	\$	3,664.36
Special Education - Impact Aid	1.648	\$	7,055.33
Special Education - EYSE*	-	\$	-
Career & Technical Education - Add-On*	-	\$	-
Students At-Risk - Add-on	8.900	\$	38,092.00
Class Size Reduction	47.762	\$	204,419.64
TOTAL BASIC SCHOOL PROGRAM (A thru B):	634.933	\$	2,716,470.77

2. RELATED TO BASIC PROGRAM

Rural School Transportation Reimbursement*	\$	-
Charter School Local Replacement	\$	1,618,659.00
Charter School Funding Base Program	\$	59,570.00
Flexible Allocation - WPU Distribution	\$	1,201.36
Students At-Risk - Gang Prevention and Intervention*	\$	-
Youth-in-Custody*	\$	-
Enhancement for Accelerated Students*	\$	-
Concurrent Enrollment*	\$	-
Title 1 Schools in Improvement - Paraeducators*	\$	-
Early Literacy Program*	\$	20,124.97
English Language Learner Software Grants*	\$	-
Educator Salary Adjustments	\$	256,604.26
Teacher Salary Supplement*	\$	-
Teacher Supplies and Materials	\$	3,864.35
Effective Teachers in High Poverty Schools*	\$	-
Elementary School Counselor Program*	\$	-
Grants for Professional Learning*	\$	-
Educator Professional Time*	\$	42,329.21
School LAND Trust Program*	\$	75,236.14
Teacher and Student Success Program*	\$	123,073.39
Student Health & Counseling Support Program*	\$	40,603.55
Beverly Taylor Sorenson Arts*	\$	-
Digital Teaching and Learning*	\$	-
TOTAL FUNDING:	\$	4,957,737.01

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the Legislatives Estimates Report.

**Utah State-Supported Minimum School Program
Charter School Summary
FY 2024 Legislative Estimates**

Recipient: Salt Lake Arts

WPU Value:	\$4,280		
Recipient ID:	97	WPUs	Amount Generated

1. BASIC SCHOOL PROGRAMS:

A. REGULAR BASIC SCHOOL PROGRAMS

Grades K-12	381.984	\$ 1,634,081.38
Professional Staff	37.984	\$ 162,569.97
Foreign Exchange Students*	-	\$ -

B. RESTRICTED BASIC SCHOOL PROGRAM

Special Education - Add-On	46.744	\$ 200,066.31
Special Education - Self-Contained	1.000	\$ 4,280.00
Special Education - Pre-School	-	\$ -
Special Education - Extended Year	0.528	\$ 2,259.00
Special Education - Impact Aid	0.954	\$ 4,084.66
Special Education - EYSE*	-	\$ -
Career & Technical Education - Add-On*	-	\$ -
Students At-Risk - Add-on	8.080	\$ 34,582.40
Class Size Reduction	37.950	\$ 162,425.71
TOTAL BASIC SCHOOL PROGRAM (A thru B):	515.224	\$ 2,204,349.43

2. RELATED TO BASIC PROGRAM

Rural School Transportation Reimbursement*	\$ -
Charter School Local Replacement	\$ 1,271,803.00
Charter School Funding Base Program	\$ 46,805.00
Flexible Allocation - WPU Distribution	\$ 974.86
Students At-Risk - Gang Prevention and Intervention*	\$ -
Youth-in-Custody*	\$ -
Enhancement for Accelerated Students*	\$ -
Concurrent Enrollment*	\$ -
Title 1 Schools in Improvement - Paraeducators*	\$ -
Early Literacy Program*	\$ -
English Language Learner Software Grants*	\$ -
Educator Salary Adjustments	\$ 274,025.78
Teacher Salary Supplement*	\$ -
Teacher Supplies and Materials	\$ 3,803.67
Effective Teachers in High Poverty Schools*	\$ -
Elementary School Counselor Program*	\$ -
Grants for Professional Learning*	\$ -
Educator Professional Time*	\$ 43,364.00
School LAND Trust Program*	\$ 58,452.70
Teacher and Student Success Program*	\$ 100,663.75
Student Health & Counseling Support Program*	\$ 37,122.76
Beverly Taylor Sorenson Arts*	\$ -
Digital Teaching and Learning*	\$ -
TOTAL FUNDING:	\$ 4,041,364.95

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the Legislatives Estimates Report.

**Utah State-Supported Minimum School Program
Charter School Summary
FY 2024 Legislative Estimates**

Recipient: Fast Forward

WPU Value:	\$4,280		
Recipient ID:	98	WPUs	Amount Generated

1. BASIC SCHOOL PROGRAMS:

A. REGULAR BASIC SCHOOL PROGRAMS

Grades K-12	558.318	\$	2,388,761.94
Professional Staff	43.040	\$	184,212.12
Foreign Exchange Students*	-	\$	-

B. RESTRICTED BASIC SCHOOL PROGRAM

Special Education - Add-On	111.321	\$	476,454.39
Special Education - Self-Contained	-	\$	-
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.528	\$	2,259.00
Special Education - Impact Aid	1.800	\$	7,705.16
Special Education - EYSE*	-	\$	-
Career & Technical Education - Add-On*	41.590	\$	177,981.00
Students At-Risk - Add-on	20.200	\$	86,456.00
Class Size Reduction	-	\$	-
TOTAL BASIC SCHOOL PROGRAM (A thru B):	776.798	\$	3,323,829.61

2. RELATED TO BASIC PROGRAM

Rural School Transportation Reimbursement*	\$	-
Charter School Local Replacement	\$	937,447.00
Charter School Funding Base Program	\$	40,000.00
Flexible Allocation - WPU Distribution	\$	1,469.78
Students At-Risk - Gang Prevention and Intervention*	\$	-
Youth-in-Custody*	\$	-
Enhancement for Accelerated Students*	\$	-
Concurrent Enrollment*	\$	-
Title 1 Schools in Improvement - Paraeducators*	\$	-
Early Literacy Program*	\$	-
English Language Learner Software Grants*	\$	-
Educator Salary Adjustments	\$	248,022.11
Teacher Salary Supplement*	\$	-
Teacher Supplies and Materials	\$	3,686.71
Effective Teachers in High Poverty Schools*	\$	-
Elementary School Counselor Program*	\$	-
Grants for Professional Learning*	\$	-
Educator Professional Time*	\$	50,091.79
School LAND Trust Program*	\$	60,767.65
Teacher and Student Success Program*	\$	145,273.37
Student Health & Counseling Support Program*	\$	37,602.87
Beverly Taylor Sorenson Arts*	\$	-
Digital Teaching and Learning*	\$	-
TOTAL FUNDING:	\$	4,848,190.89

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the Legislatives Estimates Report.

**Utah State-Supported Minimum School Program
Charter School Summary
FY 2024 Legislative Estimates**

Recipient: NUAMES

WPU Value:	\$4,280		
Recipient ID:	A1	WPUs	Amount Generated

1. BASIC SCHOOL PROGRAMS:

A. REGULAR BASIC SCHOOL PROGRAMS

Grades K-12	1,324.069	\$ 5,664,775.90
Professional Staff	125.086	\$ 535,370.02
Foreign Exchange Students*	-	\$ -

B. RESTRICTED BASIC SCHOOL PROGRAM

Special Education - Add-On	47.636	\$ 203,880.18
Special Education - Self-Contained	-	\$ -
Special Education - Pre-School	-	\$ -
Special Education - Extended Year	0.528	\$ 2,259.00
Special Education - Impact Aid	0.911	\$ 3,899.00
Special Education - EYSE*	-	\$ -
Career & Technical Education - Add-On*	157.850	\$ 675,607.00
Students At-Risk - Add-on	19.340	\$ 82,775.20
Class Size Reduction	-	\$ -
TOTAL BASIC SCHOOL PROGRAM (A thru B):	1,675.420	\$ 7,168,566.30

2. RELATED TO BASIC PROGRAM

Rural School Transportation Reimbursement*	\$ -
Charter School Local Replacement	\$ 3,481,054.00
Charter School Funding Base Program	\$ 128,110.00
Flexible Allocation - WPU Distribution	\$ 3,170.07
Students At-Risk - Gang Prevention and Intervention*	\$ -
Youth-in-Custody*	\$ -
Enhancement for Accelerated Students*	\$ -
Concurrent Enrollment*	\$ -
Title 1 Schools in Improvement - Paraeducators*	\$ -
Early Literacy Program*	\$ -
English Language Learner Software Grants*	\$ -
Educator Salary Adjustments	\$ 646,781.29
Teacher Salary Supplement*	\$ -
Teacher Supplies and Materials	\$ 9,554.44
Effective Teachers in High Poverty Schools*	\$ -
Elementary School Counselor Program*	\$ -
Grants for Professional Learning*	\$ -
Educator Professional Time*	\$ 107,529.28
School LAND Trust Program*	\$ 162,047.08
Teacher and Student Success Program*	\$ 336,613.23
Student Health & Counseling Support Program*	\$ 58,607.66
Beverly Taylor Sorenson Arts*	\$ -
Digital Teaching and Learning*	\$ -
TOTAL FUNDING:	\$ 12,102,033.34

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the Legislatives Estimates Report.

**Utah State-Supported Minimum School Program
Charter School Summary
FY 2024 Legislative Estimates**

Recipient: Ranches Academy

WPU Value:	\$4,280		
Recipient ID:	A2	WPUs	Amount Generated

1. BASIC SCHOOL PROGRAMS:

A. REGULAR BASIC SCHOOL PROGRAMS

Grades K-12	304.834	\$	1,303,953.45
Professional Staff	28.822	\$	123,360.06
Foreign Exchange Students*	-	\$	-

B. RESTRICTED BASIC SCHOOL PROGRAM

Special Education - Add-On	71.940	\$	307,904.65
Special Education - Self-Contained	4.000	\$	17,120.00
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.796	\$	3,405.48
Special Education - Impact Aid	1.345	\$	5,755.66
Special Education - EYSE*	-	\$	-
Career & Technical Education - Add-On*	-	\$	-
Students At-Risk - Add-on	10.400	\$	44,512.00
Class Size Reduction	33.700	\$	144,236.91
TOTAL BASIC SCHOOL PROGRAM (A thru B):	455.837	\$	1,950,248.20

2. RELATED TO BASIC PROGRAM

Rural School Transportation Reimbursement*	\$	-
Charter School Local Replacement	\$	1,140,561.00
Charter School Funding Base Program	\$	41,975.00
Flexible Allocation - WPU Distribution	\$	862.49
Students At-Risk - Gang Prevention and Intervention*	\$	-
Youth-in-Custody*	\$	-
Enhancement for Accelerated Students*	\$	-
Concurrent Enrollment*	\$	-
Title 1 Schools in Improvement - Paraeducators*	\$	-
Early Literacy Program*	\$	15,304.84
English Language Learner Software Grants*	\$	-
Educator Salary Adjustments	\$	195,725.24
Teacher Salary Supplement*	\$	-
Teacher Supplies and Materials	\$	2,936.31
Effective Teachers in High Poverty Schools*	\$	-
Elementary School Counselor Program*	\$	-
Grants for Professional Learning*	\$	-
Educator Professional Time*	\$	32,543.19
School LAND Trust Program*	\$	53,244.04
Teacher and Student Success Program*	\$	89,107.35
Student Health & Counseling Support Program*	\$	36,042.52
Beverly Taylor Sorenson Arts*	\$	-
Digital Teaching and Learning*	\$	-
TOTAL FUNDING:	\$	3,558,550.18

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the Legislatives Estimates Report.

**Utah State-Supported Minimum School Program
Charter School Summary
FY 2024 Legislative Estimates**

Recipient: DaVinci Academy

WPU Value:	\$4,280		
Recipient ID:	A3	WPUs	Amount Generated

1. BASIC SCHOOL PROGRAMS:

A. REGULAR BASIC SCHOOL PROGRAMS

Grades K-12	1,154.779	\$	4,940,055.63
Professional Staff	84.633	\$	362,228.39
Foreign Exchange Students*	-	\$	-

B. RESTRICTED BASIC SCHOOL PROGRAM

Special Education - Add-On	183.645	\$	786,002.46
Special Education - Self-Contained	6.489	\$	27,772.44
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	1.245	\$	5,328.60
Special Education - Impact Aid	3.601	\$	15,410.33
Special Education - EYSE*	-	\$	-
Career & Technical Education - Add-On*	6.170	\$	26,396.00
Students At-Risk - Add-on	46.520	\$	199,105.60
Class Size Reduction	81.075	\$	347,002.51
TOTAL BASIC SCHOOL PROGRAM (A thru B):	1,568.157	\$	6,709,301.96

2. RELATED TO BASIC PROGRAM

Rural School Transportation Reimbursement*	\$	-
Charter School Local Replacement	\$	3,759,163.00
Charter School Funding Base Program	\$	138,345.00
Flexible Allocation - WPU Distribution	\$	2,967.12
Students At-Risk - Gang Prevention and Intervention*	\$	-
Youth-in-Custody*	\$	-
Enhancement for Accelerated Students*	\$	-
Concurrent Enrollment*	\$	-
Title 1 Schools in Improvement - Paraeducators*	\$	-
Early Literacy Program*	\$	60,285.22
English Language Learner Software Grants*	\$	-
Educator Salary Adjustments	\$	763,369.99
Teacher Salary Supplement*	\$	-
Teacher Supplies and Materials	\$	11,542.16
Effective Teachers in High Poverty Schools*	\$	-
Elementary School Counselor Program*	\$	-
Grants for Professional Learning*	\$	-
Educator Professional Time*	\$	133,064.56
School LAND Trust Program*	\$	173,477.18
Teacher and Student Success Program*	\$	325,513.44
Student Health & Counseling Support Program*	\$	60,978.20
Beverly Taylor Sorenson Arts*	\$	-
Digital Teaching and Learning*	\$	-
TOTAL FUNDING:	\$	12,138,007.82

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the Legislatives Estimates Report.

**Utah State-Supported Minimum School Program
Charter School Summary
FY 2024 Legislative Estimates**

Recipient: Summit Academy

WPU Value:	\$4,280		
Recipient ID:	A4	WPUs	Amount Generated

1. BASIC SCHOOL PROGRAMS:

A. REGULAR BASIC SCHOOL PROGRAMS

Grades K-12	1,815.065	\$	7,764,444.14
Professional Staff	132.140	\$	565,558.05
Foreign Exchange Students*	-	\$	-

B. RESTRICTED BASIC SCHOOL PROGRAM

Special Education - Add-On	555.580	\$	2,377,883.36
Special Education - Self-Contained	14.544	\$	62,250.22
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.528	\$	2,259.00
Special Education - Impact Aid	6.095	\$	26,086.15
Special Education - EYSE*	-	\$	-
Career & Technical Education - Add-On*	12.130	\$	51,909.00
Students At-Risk - Add-on	43.660	\$	186,864.80
Class Size Reduction	188.123	\$	805,165.57
TOTAL BASIC SCHOOL PROGRAM (A thru B):	2,767.866	\$	11,842,420.29

2. RELATED TO BASIC PROGRAM

Rural School Transportation Reimbursement*	\$	-
Charter School Local Replacement	\$	6,318,394.00
Charter School Funding Base Program	\$	202,200.00
Flexible Allocation - WPU Distribution	\$	5,237.10
Students At-Risk - Gang Prevention and Intervention*	\$	-
Youth-in-Custody*	\$	-
Enhancement for Accelerated Students*	\$	-
Concurrent Enrollment*	\$	-
Title 1 Schools in Improvement - Paraeducators*	\$	-
Early Literacy Program*	\$	89,078.00
English Language Learner Software Grants*	\$	-
Educator Salary Adjustments	\$	1,372,858.33
Teacher Salary Supplement*	\$	-
Teacher Supplies and Materials	\$	19,281.80
Effective Teachers in High Poverty Schools*	\$	-
Elementary School Counselor Program*	\$	-
Grants for Professional Learning*	\$	-
Educator Professional Time*	\$	219,280.11
School LAND Trust Program*	\$	291,974.11
Teacher and Student Success Program*	\$	543,179.73
Student Health & Counseling Support Program*	\$	85,553.79
Beverly Taylor Sorenson Arts*	\$	-
Digital Teaching and Learning*	\$	-
TOTAL FUNDING:	\$	20,989,457.26

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the Legislatives Estimates Report.

**Utah State-Supported Minimum School Program
Charter School Summary
FY 2024 Legislative Estimates**

Recipient: Itineris

WPU Value:	\$4,280		
Recipient ID:	A5	WPUs	Amount Generated

1. BASIC SCHOOL PROGRAMS:

A. REGULAR BASIC SCHOOL PROGRAMS

Grades K-12	403.014	\$ 1,724,243.44
Professional Staff	39.277	\$ 168,104.80
Foreign Exchange Students*	-	\$ -

B. RESTRICTED BASIC SCHOOL PROGRAM

Special Education - Add-On	9.981	\$ 42,717.35
Special Education - Self-Contained	-	\$ -
Special Education - Pre-School	-	\$ -
Special Education - Extended Year	0.528	\$ 2,259.00
Special Education - Impact Aid	0.108	\$ 464.17
Special Education - EYSE*	-	\$ -
Career & Technical Education - Add-On*	43.660	\$ 186,881.00
Students At-Risk - Add-on	13.600	\$ 58,208.00
Class Size Reduction	-	\$ -
TOTAL BASIC SCHOOL PROGRAM (A thru B):	510.168	\$ 2,182,877.77

2. RELATED TO BASIC PROGRAM

Rural School Transportation Reimbursement*	\$ -
Charter School Local Replacement	\$ 1,084,314.00
Charter School Funding Base Program	\$ 40,000.00
Flexible Allocation - WPU Distribution	\$ 965.29
Students At-Risk - Gang Prevention and Intervention*	\$ -
Youth-in-Custody*	\$ -
Enhancement for Accelerated Students*	\$ -
Concurrent Enrollment*	\$ -
Title 1 Schools in Improvement - Paraeducators*	\$ -
Early Literacy Program*	\$ -
English Language Learner Software Grants*	\$ -
Educator Salary Adjustments	\$ 230,884.59
Teacher Salary Supplement*	\$ -
Teacher Supplies and Materials	\$ 3,427.33
Effective Teachers in High Poverty Schools*	\$ -
Elementary School Counselor Program*	\$ -
Grants for Professional Learning*	\$ -
Educator Professional Time*	\$ 37,914.87
School LAND Trust Program*	\$ 47,448.56
Teacher and Student Success Program*	\$ 110,212.67
Student Health & Counseling Support Program*	\$ 34,872.25
Beverly Taylor Sorenson Arts*	\$ -
Digital Teaching and Learning*	\$ -
TOTAL FUNDING:	\$ 3,772,917.33

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the Legislatives Estimates Report.

**Utah State-Supported Minimum School Program
Charter School Summary
FY 2024 Legislative Estimates**

Recipient: North Davis Prep

WPU Value:	\$4,280		
Recipient ID:	A6	WPUs	Amount Generated

1. BASIC SCHOOL PROGRAMS:

A. REGULAR BASIC SCHOOL PROGRAMS

Grades K-12	860.230	\$	3,679,873.35
Professional Staff	51.802	\$	221,713.48
Foreign Exchange Students*	-	\$	-

B. RESTRICTED BASIC SCHOOL PROGRAM

Special Education - Add-On	115.858	\$	495,872.07
Special Education - Self-Contained	3.844	\$	16,454.22
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.528	\$	2,259.00
Special Education - Impact Aid	2.429	\$	10,397.33
Special Education - EYSE*	-	\$	-
Career & Technical Education - Add-On*	5.970	\$	25,528.00
Students At-Risk - Add-on	37.360	\$	159,900.80
Class Size Reduction	82.103	\$	351,402.03
TOTAL BASIC SCHOOL PROGRAM (A thru B):	1,160.125	\$	4,963,400.29

2. RELATED TO BASIC PROGRAM

Rural School Transportation Reimbursement*	\$	-
Charter School Local Replacement	\$	2,996,706.00
Charter School Funding Base Program	\$	110,285.00
Flexible Allocation - WPU Distribution	\$	2,195.08
Students At-Risk - Gang Prevention and Intervention*	\$	-
Youth-in-Custody*	\$	-
Enhancement for Accelerated Students*	\$	-
Concurrent Enrollment*	\$	-
Title 1 Schools in Improvement - Paraeducators*	\$	-
Early Literacy Program*	\$	40,663.50
English Language Learner Software Grants*	\$	-
Educator Salary Adjustments	\$	650,259.17
Teacher Salary Supplement*	\$	-
Teacher Supplies and Materials	\$	9,111.87
Effective Teachers in High Poverty Schools*	\$	-
Elementary School Counselor Program*	\$	-
Grants for Professional Learning*	\$	-
Educator Professional Time*	\$	104,459.51
School LAND Trust Program*	\$	138,318.75
Teacher and Student Success Program*	\$	231,047.98
Student Health & Counseling Support Program*	\$	53,686.54
Beverly Taylor Sorenson Arts*	\$	-
Digital Teaching and Learning*	\$	-
TOTAL FUNDING:	\$	9,300,133.68

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the Legislatives Estimates Report.

**Utah State-Supported Minimum School Program
Charter School Summary
FY 2024 Legislative Estimates**

Recipient: Moab Charter

WPU Value:	\$4,280		
Recipient ID:	A7	WPUs	Amount Generated

1. BASIC SCHOOL PROGRAMS:

A. REGULAR BASIC SCHOOL PROGRAMS

Grades K-12	55.971	\$	239,431.80
Professional Staff	3.358	\$	14,373.35
Foreign Exchange Students*	-	\$	-

B. RESTRICTED BASIC SCHOOL PROGRAM

Special Education - Add-On	32.231	\$	137,949.29
Special Education - Self-Contained	-	\$	-
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.610	\$	2,610.34
Special Education - Impact Aid	0.412	\$	1,763.83
Special Education - EYSE*	-	\$	-
Career & Technical Education - Add-On*	-	\$	-
Students At-Risk - Add-on	9.120	\$	39,033.60
Class Size Reduction	6.252	\$	26,757.17
TOTAL BASIC SCHOOL PROGRAM (A thru B):	107.954	\$	461,919.38

2. RELATED TO BASIC PROGRAM

Rural School Transportation Reimbursement*	\$	-
Charter School Local Replacement	\$	203,114.00
Charter School Funding Base Program	\$	40,000.00
Flexible Allocation - WPU Distribution	\$	35,932.10
Students At-Risk - Gang Prevention and Intervention*	\$	-
Youth-in-Custody*	\$	-
Enhancement for Accelerated Students*	\$	-
Concurrent Enrollment*	\$	-
Title 1 Schools in Improvement - Paraeducators*	\$	-
Early Literacy Program*	\$	4,163.54
English Language Learner Software Grants*	\$	-
Educator Salary Adjustments	\$	50,189.19
Teacher Salary Supplement*	\$	-
Teacher Supplies and Materials	\$	717.77
Effective Teachers in High Poverty Schools*	\$	-
Elementary School Counselor Program*	\$	-
Grants for Professional Learning*	\$	-
Educator Professional Time*	\$	13,511.60
School LAND Trust Program*	\$	47,448.56
Teacher and Student Success Program*	\$	21,919.69
Student Health & Counseling Support Program*	\$	26,860.42
Beverly Taylor Sorenson Arts*	\$	-
Digital Teaching and Learning*	\$	-
TOTAL FUNDING:	\$	905,776.25

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the Legislatives Estimates Report.

**Utah State-Supported Minimum School Program
Charter School Summary
FY 2024 Legislative Estimates**

Recipient: East Hollywood High

WPU Value:	\$4,280		
Recipient ID:	A8	WPUs	Amount Generated

1. BASIC SCHOOL PROGRAMS:

A. REGULAR BASIC SCHOOL PROGRAMS

Grades K-12	325.484	\$	1,392,497.18
Professional Staff	18.453	\$	78,978.81
Foreign Exchange Students*	-	\$	-

B. RESTRICTED BASIC SCHOOL PROGRAM

Special Education - Add-On	74.456	\$	318,673.45
Special Education - Self-Contained	3.378	\$	14,456.89
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.528	\$	2,259.00
Special Education - Impact Aid	1.453	\$	6,219.83
Special Education - EYSE*	-	\$	-
Career & Technical Education - Add-On*	38.510	\$	164,833.00
Students At-Risk - Add-on	20.300	\$	86,884.00
Class Size Reduction	-	\$	-
TOTAL BASIC SCHOOL PROGRAM (A thru B):	482.562	\$	2,064,802.17

2. RELATED TO BASIC PROGRAM

Rural School Transportation Reimbursement*	\$	-
Charter School Local Replacement	\$	899,949.00
Charter School Funding Base Program	\$	40,000.00
Flexible Allocation - WPU Distribution	\$	913.06
Students At-Risk - Gang Prevention and Intervention*	\$	-
Youth-in-Custody*	\$	-
Enhancement for Accelerated Students*	\$	-
Concurrent Enrollment*	\$	-
Title 1 Schools in Improvement - Paraeducators*	\$	-
Early Literacy Program*	\$	-
English Language Learner Software Grants*	\$	-
Educator Salary Adjustments	\$	204,575.78
Teacher Salary Supplement*	\$	-
Teacher Supplies and Materials	\$	3,023.91
Effective Teachers in High Poverty Schools*	\$	-
Elementary School Counselor Program*	\$	-
Grants for Professional Learning*	\$	-
Educator Professional Time*	\$	38,783.24
School LAND Trust Program*	\$	47,448.56
Teacher and Student Success Program*	\$	98,951.25
Student Health & Counseling Support Program*	\$	33,611.96
Beverly Taylor Sorenson Arts*	\$	-
Digital Teaching and Learning*	\$	-
TOTAL FUNDING:	\$	3,432,058.93

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the Legislatives Estimates Report.

**Utah State-Supported Minimum School Program
Charter School Summary
FY 2024 Legislative Estimates**

Recipient: SUCCESS Academy

WPU Value:	\$4,280		
Recipient ID:	A9	WPUs	Amount Generated

1. BASIC SCHOOL PROGRAMS:

A. REGULAR BASIC SCHOOL PROGRAMS

Grades K-12	542.783	\$	2,322,144.94
Professional Staff	56.017	\$	239,751.87
Foreign Exchange Students*	-	\$	-

B. RESTRICTED BASIC SCHOOL PROGRAM

Special Education - Add-On	2.958	\$	12,659.05
Special Education - Self-Contained	-	\$	-
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.528	\$	2,259.00
Special Education - Impact Aid	0.043	\$	185.67
Special Education - EYSE*	-	\$	-
Career & Technical Education - Add-On*	29.060	\$	124,371.00
Students At-Risk - Add-on	13.560	\$	58,036.80
Class Size Reduction	-	\$	-
TOTAL BASIC SCHOOL PROGRAM (A thru B):	644.949	\$	2,759,408.33

2. RELATED TO BASIC PROGRAM

Rural School Transportation Reimbursement*	\$	-
Charter School Local Replacement	\$	1,515,540.00
Charter School Funding Base Program	\$	55,775.00
Flexible Allocation - WPU Distribution	\$	1,220.31
Students At-Risk - Gang Prevention and Intervention*	\$	-
Youth-in-Custody*	\$	-
Enhancement for Accelerated Students*	\$	-
Concurrent Enrollment*	\$	-
Title 1 Schools in Improvement - Paraeducators*	\$	-
Early Literacy Program*	\$	-
English Language Learner Software Grants*	\$	-
Educator Salary Adjustments	\$	180,664.75
Teacher Salary Supplement*	\$	-
Teacher Supplies and Materials	\$	2,681.18
Effective Teachers in High Poverty Schools*	\$	-
Elementary School Counselor Program*	\$	-
Grants for Professional Learning*	\$	-
Educator Professional Time*	\$	30,378.03
School LAND Trust Program*	\$	94,897.12
Teacher and Student Success Program*	\$	135,199.92
Student Health & Counseling Support Program*	\$	39,523.31
Beverly Taylor Sorenson Arts*	\$	-
Digital Teaching and Learning*	\$	-
TOTAL FUNDING:	\$	4,815,287.95

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the Legislatives Estimates Report.

**Utah State-Supported Minimum School Program
Charter School Summary
FY 2024 Legislative Estimates**

Recipient: UCAS

WPU Value:	\$4,280		
Recipient ID:	1B	WPUs	Amount Generated

1. BASIC SCHOOL PROGRAMS:

A. REGULAR BASIC SCHOOL PROGRAMS

Grades K-12	645.267	\$ 2,760,638.67
Professional Staff	57.157	\$ 244,633.17
Foreign Exchange Students*	4.000	\$ 17,120.00

B. RESTRICTED BASIC SCHOOL PROGRAM

Special Education - Add-On	10.978	\$ 46,987.73
Special Education - Self-Contained	-	\$ -
Special Education - Pre-School	-	\$ -
Special Education - Extended Year	0.528	\$ 2,259.00
Special Education - Impact Aid	0.174	\$ 742.67
Special Education - EYSE*	-	\$ -
Career & Technical Education - Add-On*	45.240	\$ 193,620.00
Students At-Risk - Add-on	13.920	\$ 59,577.60
Class Size Reduction	-	\$ -
TOTAL BASIC SCHOOL PROGRAM (A thru B):	777.264	\$ 3,325,578.84

2. RELATED TO BASIC PROGRAM

Rural School Transportation Reimbursement*	\$ -
Charter School Local Replacement	\$ 1,724,903.00
Charter School Funding Base Program	\$ 63,480.00
Flexible Allocation - WPU Distribution	\$ 1,470.67
Students At-Risk - Gang Prevention and Intervention*	\$ -
Youth-in-Custody*	\$ -
Enhancement for Accelerated Students*	\$ -
Concurrent Enrollment*	\$ -
Title 1 Schools in Improvement - Paraeducators*	\$ -
Early Literacy Program*	\$ -
English Language Learner Software Grants*	\$ -
Educator Salary Adjustments	\$ 326,965.57
Teacher Salary Supplement*	\$ -
Teacher Supplies and Materials	\$ 4,861.23
Effective Teachers in High Poverty Schools*	\$ -
Elementary School Counselor Program*	\$ -
Grants for Professional Learning*	\$ -
Educator Professional Time*	\$ 55,694.16
School LAND Trust Program*	\$ 79,866.06
Teacher and Student Success Program*	\$ 176,984.35
Student Health & Counseling Support Program*	\$ 41,563.77
Beverly Taylor Sorenson Arts*	\$ -
Digital Teaching and Learning*	\$ -
TOTAL FUNDING:	\$ 5,801,367.66

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the Legislatives Estimates Report.

**Utah State-Supported Minimum School Program
Charter School Summary
FY 2024 Legislative Estimates**

Recipient: Lincoln Academy

WPU Value:	\$4,280		
Recipient ID:	2B	WPUs	Amount Generated

1. BASIC SCHOOL PROGRAMS:

A. REGULAR BASIC SCHOOL PROGRAMS

Grades K-12	834.236	\$	3,568,701.77
Professional Staff	66.790	\$	285,860.65
Foreign Exchange Students*	-	\$	-

B. RESTRICTED BASIC SCHOOL PROGRAM

Special Education - Add-On	113.488	\$	485,727.10
Special Education - Self-Contained	7.389	\$	31,624.44
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.960	\$	4,108.16
Special Education - Impact Aid	2.169	\$	9,283.33
Special Education - EYSE*	-	\$	-
Career & Technical Education - Add-On*	6.140	\$	26,282.00
Students At-Risk - Add-on	21.920	\$	93,817.60
Class Size Reduction	75.053	\$	321,228.68
TOTAL BASIC SCHOOL PROGRAM (A thru B):	1,128.145	\$	4,826,633.73

2. RELATED TO BASIC PROGRAM

Rural School Transportation Reimbursement*	\$	-
Charter School Local Replacement	\$	2,843,590.00
Charter School Funding Base Program	\$	104,650.00
Flexible Allocation - WPU Distribution	\$	2,134.57
Students At-Risk - Gang Prevention and Intervention*	\$	-
Youth-in-Custody*	\$	-
Enhancement for Accelerated Students*	\$	-
Concurrent Enrollment*	\$	-
Title 1 Schools in Improvement - Paraeducators*	\$	-
Early Literacy Program*	\$	38,319.13
English Language Learner Software Grants*	\$	-
Educator Salary Adjustments	\$	424,710.88
Teacher Salary Supplement*	\$	-
Teacher Supplies and Materials	\$	5,997.59
Effective Teachers in High Poverty Schools*	\$	-
Elementary School Counselor Program*	\$	-
Grants for Professional Learning*	\$	-
Educator Professional Time*	\$	82,598.73
School LAND Trust Program*	\$	132,386.67
Teacher and Student Success Program*	\$	224,684.98
Student Health & Counseling Support Program*	\$	52,456.25
Beverly Taylor Sorenson Arts*	\$	-
Digital Teaching and Learning*	\$	-
TOTAL FUNDING:	\$	8,738,162.52

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the Legislatives Estimates Report.

**Utah State-Supported Minimum School Program
Charter School Summary
FY 2024 Legislative Estimates**

Recipient: Beehive Science & Tech

WPU Value:	\$4,280		
Recipient ID:	3B	WPUs	Amount Generated

1. BASIC SCHOOL PROGRAMS:

A. REGULAR BASIC SCHOOL PROGRAMS

Grades K-12	832.184	\$	3,560,477.94
Professional Staff	70.408	\$	301,347.38
Foreign Exchange Students*	2.000	\$	8,560.00

B. RESTRICTED BASIC SCHOOL PROGRAM

Special Education - Add-On	190.316	\$	814,552.32
Special Education - Self-Contained	-	\$	-
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.528	\$	2,259.00
Special Education - Impact Aid	1.193	\$	5,105.83
Special Education - EYSE*	-	\$	-
Career & Technical Education - Add-On*	30.640	\$	131,159.00
Students At-Risk - Add-on	19.840	\$	84,915.20
Class Size Reduction	56.271	\$	240,839.03
TOTAL BASIC SCHOOL PROGRAM (A thru B):	1,203.380	\$	5,149,215.70

2. RELATED TO BASIC PROGRAM

Rural School Transportation Reimbursement*	\$	-
Charter School Local Replacement	\$	2,609,228.00
Charter School Funding Base Program	\$	96,025.00
Flexible Allocation - WPU Distribution	\$	2,276.92
Students At-Risk - Gang Prevention and Intervention*	\$	-
Youth-in-Custody*	\$	-
Enhancement for Accelerated Students*	\$	-
Concurrent Enrollment*	\$	-
Title 1 Schools in Improvement - Paraeducators*	\$	-
Early Literacy Program*	\$	37,015.38
English Language Learner Software Grants*	\$	-
Educator Salary Adjustments	\$	407,073.55
Teacher Salary Supplement*	\$	-
Teacher Supplies and Materials	\$	6,027.60
Effective Teachers in High Poverty Schools*	\$	-
Elementary School Counselor Program*	\$	-
Grants for Professional Learning*	\$	-
Educator Professional Time*	\$	71,809.22
School LAND Trust Program*	\$	82,654.69
Teacher and Student Success Program*	\$	182,089.88
Student Health & Counseling Support Program*	\$	44,054.34
Beverly Taylor Sorenson Arts*	\$	-
Digital Teaching and Learning*	\$	-
TOTAL FUNDING:	\$	8,687,470.28

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the Legislatives Estimates Report.

**Utah State-Supported Minimum School Program
Charter School Summary
FY 2024 Legislative Estimates**

Recipient: Wasatch Peak

WPU Value:	\$4,280		
Recipient ID:	4B	WPUs	Amount Generated

1. BASIC SCHOOL PROGRAMS:

A. REGULAR BASIC SCHOOL PROGRAMS

Grades K-12	428.587	\$ 1,833,380.74
Professional Staff	27.588	\$ 118,077.56
Foreign Exchange Students*	-	\$ -

B. RESTRICTED BASIC SCHOOL PROGRAM

Special Education - Add-On	73.227	\$ 313,411.30
Special Education - Self-Contained	-	\$ -
Special Education - Pre-School	-	\$ -
Special Education - Extended Year	0.830	\$ 3,553.41
Special Education - Impact Aid	1.518	\$ 6,498.33
Special Education - EYSE*	-	\$ -
Career & Technical Education - Add-On*	-	\$ -
Students At-Risk - Add-on	15.240	\$ 65,227.20
Class Size Reduction	44.709	\$ 191,355.71
TOTAL BASIC SCHOOL PROGRAM (A thru B):	591.699	\$ 2,531,504.24

2. RELATED TO BASIC PROGRAM

Rural School Transportation Reimbursement*	\$ -
Charter School Local Replacement	\$ 1,518,664.00
Charter School Funding Base Program	\$ 55,890.00
Flexible Allocation - WPU Distribution	\$ 1,090.72
Students At-Risk - Gang Prevention and Intervention*	\$ -
Youth-in-Custody*	\$ -
Enhancement for Accelerated Students*	\$ -
Concurrent Enrollment*	\$ -
Title 1 Schools in Improvement - Paraeducators*	\$ -
Early Literacy Program*	\$ 19,354.39
English Language Learner Software Grants*	\$ -
Educator Salary Adjustments	\$ 286,766.33
Teacher Salary Supplement*	\$ -
Teacher Supplies and Materials	\$ 4,119.00
Effective Teachers in High Poverty Schools*	\$ -
Elementary School Counselor Program*	\$ -
Grants for Professional Learning*	\$ -
Educator Professional Time*	\$ 46,364.57
School LAND Trust Program*	\$ 70,172.17
Teacher and Student Success Program*	\$ 110,761.72
Student Health & Counseling Support Program*	\$ 39,553.32
Beverly Taylor Sorenson Arts*	\$ -
Digital Teaching and Learning*	\$ -
TOTAL FUNDING:	\$ 4,684,240.45

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the Legislatives Estimates Report.

**Utah State-Supported Minimum School Program
Charter School Summary
FY 2024 Legislative Estimates**

Recipient: North Star Academy

WPU Value:	\$4,280		
Recipient ID:	5B	WPUs	Amount Generated

1. BASIC SCHOOL PROGRAMS:

A. REGULAR BASIC SCHOOL PROGRAMS

Grades K-12	492.240	\$	2,105,736.75
Professional Staff	39.382	\$	168,554.55
Foreign Exchange Students*	-	\$	-

B. RESTRICTED BASIC SCHOOL PROGRAM

Special Education - Add-On	51.940	\$	222,304.99
Special Education - Self-Contained	1.000	\$	4,280.00
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.744	\$	3,183.58
Special Education - Impact Aid	1.085	\$	4,641.66
Special Education - EYSE*	-	\$	-
Career & Technical Education - Add-On*	1.200	\$	5,151.00
Students At-Risk - Add-on	9.200	\$	39,376.00
Class Size Reduction	44.098	\$	188,741.23
TOTAL BASIC SCHOOL PROGRAM (A thru B):	640.889	\$	2,741,969.77

2. RELATED TO BASIC PROGRAM

Rural School Transportation Reimbursement*	\$	-
Charter School Local Replacement	\$	1,646,782.00
Charter School Funding Base Program	\$	60,605.00
Flexible Allocation - WPU Distribution	\$	1,212.63
Students At-Risk - Gang Prevention and Intervention*	\$	-
Youth-in-Custody*	\$	-
Enhancement for Accelerated Students*	\$	-
Concurrent Enrollment*	\$	-
Title 1 Schools in Improvement - Paraeducators*	\$	-
Early Literacy Program*	\$	19,430.76
English Language Learner Software Grants*	\$	-
Educator Salary Adjustments	\$	319,538.23
Teacher Salary Supplement*	\$	-
Teacher Supplies and Materials	\$	4,800.06
Effective Teachers in High Poverty Schools*	\$	-
Elementary School Counselor Program*	\$	-
Grants for Professional Learning*	\$	-
Educator Professional Time*	\$	52,110.29
School LAND Trust Program*	\$	76,104.25
Teacher and Student Success Program*	\$	127,394.09
Student Health & Counseling Support Program*	\$	40,783.60
Beverly Taylor Sorenson Arts*	\$	-
Digital Teaching and Learning*	\$	-
TOTAL FUNDING:	\$	5,090,730.67

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the Legislatives Estimates Report.

**Utah State-Supported Minimum School Program
Charter School Summary
FY 2024 Legislative Estimates**

Recipient: Reagan Academy

WPU Value:	\$4,280		
Recipient ID:	7B	WPUs	Amount Generated

1. BASIC SCHOOL PROGRAMS:

A. REGULAR BASIC SCHOOL PROGRAMS

Grades K-12	585.306	\$	2,503,734.96
Professional Staff	39.023	\$	167,020.24
Foreign Exchange Students*	-	\$	-

B. RESTRICTED BASIC SCHOOL PROGRAM

Special Education - Add-On	103.482	\$	442,902.67
Special Education - Self-Contained	6.011	\$	25,727.56
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.908	\$	3,886.26
Special Education - Impact Aid	1.909	\$	8,169.33
Special Education - EYSE*	-	\$	-
Career & Technical Education - Add-On*	-	\$	-
Students At-Risk - Add-on	20.120	\$	86,113.60
Class Size Reduction	62.741	\$	268,530.11
TOTAL BASIC SCHOOL PROGRAM (A thru B):	819.500	\$	3,506,084.73

2. RELATED TO BASIC PROGRAM

Rural School Transportation Reimbursement*	\$	-
Charter School Local Replacement	\$	2,124,880.00
Charter School Funding Base Program	\$	78,200.00
Flexible Allocation - WPU Distribution	\$	1,550.58
Students At-Risk - Gang Prevention and Intervention*	\$	-
Youth-in-Custody*	\$	-
Enhancement for Accelerated Students*	\$	-
Concurrent Enrollment*	\$	-
Title 1 Schools in Improvement - Paraeducators*	\$	-
Early Literacy Program*	\$	28,667.39
English Language Learner Software Grants*	\$	-
Educator Salary Adjustments	\$	430,670.31
Teacher Salary Supplement*	\$	-
Teacher Supplies and Materials	\$	6,245.38
Effective Teachers in High Poverty Schools*	\$	-
Elementary School Counselor Program*	\$	-
Grants for Professional Learning*	\$	-
Educator Professional Time*	\$	68,027.62
School LAND Trust Program*	\$	99,398.52
Teacher and Student Success Program*	\$	165,573.25
Student Health & Counseling Support Program*	\$	45,614.70
Beverly Taylor Sorenson Arts*	\$	-
Digital Teaching and Learning*	\$	-
TOTAL FUNDING:	\$	6,554,912.48

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the Legislatives Estimates Report.

**Utah State-Supported Minimum School Program
Charter School Summary
FY 2024 Legislative Estimates**

Recipient: American Leadership

WPU Value:	\$4,280		
Recipient ID:	8B	WPUs	Amount Generated

1. BASIC SCHOOL PROGRAMS:

A. REGULAR BASIC SCHOOL PROGRAMS

Grades K-12	1,627.751	\$	6,963,521.94
Professional Staff	110.670	\$	473,666.13
Foreign Exchange Students*	2.000	\$	8,560.00

B. RESTRICTED BASIC SCHOOL PROGRAM

Special Education - Add-On	228.376	\$	977,447.56
Special Education - Self-Contained	5.000	\$	21,400.00
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	1.448	\$	6,197.70
Special Education - Impact Aid	4.620	\$	19,773.49
Special Education - EYSE*	-	\$	-
Career & Technical Education - Add-On*	43.350	\$	185,517.00
Students At-Risk - Add-on	72.900	\$	312,012.00
Class Size Reduction	107.274	\$	459,131.94
TOTAL BASIC SCHOOL PROGRAM (A thru B):	2,203.389	\$	9,427,227.76

2. RELATED TO BASIC PROGRAM

Rural School Transportation Reimbursement*	\$	-
Charter School Local Replacement	\$	5,062,215.00
Charter School Funding Base Program	\$	186,300.00
Flexible Allocation - WPU Distribution	\$	4,169.05
Students At-Risk - Gang Prevention and Intervention*	\$	-
Youth-in-Custody*	\$	-
Enhancement for Accelerated Students*	\$	-
Concurrent Enrollment*	\$	-
Title 1 Schools in Improvement - Paraeducators*	\$	-
Early Literacy Program*	\$	76,659.14
English Language Learner Software Grants*	\$	-
Educator Salary Adjustments	\$	952,434.56
Teacher Salary Supplement*	\$	-
Teacher Supplies and Materials	\$	14,110.62
Effective Teachers in High Poverty Schools*	\$	-
Elementary School Counselor Program*	\$	-
Grants for Professional Learning*	\$	-
Educator Professional Time*	\$	157,443.11
School LAND Trust Program*	\$	235,402.32
Teacher and Student Success Program*	\$	435,137.83
Student Health & Counseling Support Program*	\$	73,821.12
Beverly Taylor Sorenson Arts*	\$	-
Digital Teaching and Learning*	\$	-
TOTAL FUNDING:	\$	16,624,920.51

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the Legislatives Estimates Report.

**Utah State-Supported Minimum School Program
Charter School Summary
FY 2024 Legislative Estimates**

Recipient: Navigator Pointe

WPU Value:	\$4,280		
Recipient ID:	9B	WPUs	Amount Generated

1. BASIC SCHOOL PROGRAMS:

A. REGULAR BASIC SCHOOL PROGRAMS

Grades K-12	348.604	\$ 1,491,201.69
Professional Staff	22.957	\$ 98,256.13
Foreign Exchange Students*	-	\$ -

B. RESTRICTED BASIC SCHOOL PROGRAM

Special Education - Add-On	71.983	\$ 308,087.19
Special Education - Self-Contained	6.956	\$ 29,769.78
Special Education - Pre-School	-	\$ -
Special Education - Extended Year	0.528	\$ 2,259.00
Special Education - Impact Aid	1.236	\$ 5,291.50
Special Education - EYSE*	-	\$ -
Career & Technical Education - Add-On*	-	\$ -
Students At-Risk - Add-on	5.160	\$ 26,206.96
Class Size Reduction	37.649	\$ 161,139.77
TOTAL BASIC SCHOOL PROGRAM (A thru B):	495.072	\$ 2,122,212.02

2. RELATED TO BASIC PROGRAM

Rural School Transportation Reimbursement*	\$ -
Charter School Local Replacement	\$ 1,284,303.00
Charter School Funding Base Program	\$ 47,265.00
Flexible Allocation - WPU Distribution	\$ 936.73
Students At-Risk - Gang Prevention and Intervention*	\$ -
Youth-in-Custody*	\$ -
Enhancement for Accelerated Students*	\$ -
Concurrent Enrollment*	\$ -
Title 1 Schools in Improvement - Paraeducators*	\$ -
Early Literacy Program*	\$ 17,044.43
English Language Learner Software Grants*	\$ -
Educator Salary Adjustments	\$ 289,799.31
Teacher Salary Supplement*	\$ -
Teacher Supplies and Materials	\$ 4,199.09
Effective Teachers in High Poverty Schools*	\$ -
Elementary School Counselor Program*	\$ -
Grants for Professional Learning*	\$ -
Educator Professional Time*	\$ 52,383.82
School LAND Trust Program*	\$ 59,465.49
Teacher and Student Success Program*	\$ 101,801.36
Student Health & Counseling Support Program*	\$ 37,332.81
Beverly Taylor Sorenson Arts*	\$ -
Digital Teaching and Learning*	\$ -
TOTAL FUNDING:	\$ 4,016,743.06

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the Legislatives Estimates Report.

**Utah State-Supported Minimum School Program
Charter School Summary
FY 2024 Legislative Estimates**

Recipient: Odyssey

WPU Value:	\$4,280		
Recipient ID:	1C	WPUs	Amount Generated

1. BASIC SCHOOL PROGRAMS:

A. REGULAR BASIC SCHOOL PROGRAMS

Grades K-12	311.342	\$ 1,331,817.64
Professional Staff	26.114	\$ 111,769.24
Foreign Exchange Students*	-	\$ -

B. RESTRICTED BASIC SCHOOL PROGRAM

Special Education - Add-On	73.733	\$ 315,578.71
Special Education - Self-Contained	-	\$ -
Special Education - Pre-School	-	\$ -
Special Education - Extended Year	0.528	\$ 2,259.00
Special Education - Impact Aid	1.128	\$ 4,827.33
Special Education - EYSE*	-	\$ -
Career & Technical Education - Add-On*	-	\$ -
Students At-Risk - Add-on	13.480	\$ 57,694.40
Class Size Reduction	34.646	\$ 148,286.81
TOTAL BASIC SCHOOL PROGRAM (A thru B):	460.971	\$ 1,972,233.13

2. RELATED TO BASIC PROGRAM

Rural School Transportation Reimbursement*	\$ -
Charter School Local Replacement	\$ 1,153,060.00
Charter School Funding Base Program	\$ 42,435.00
Flexible Allocation - WPU Distribution	\$ 872.21
Students At-Risk - Gang Prevention and Intervention*	\$ -
Youth-in-Custody*	\$ -
Enhancement for Accelerated Students*	\$ -
Concurrent Enrollment*	\$ -
Title 1 Schools in Improvement - Paraeducators*	\$ -
Early Literacy Program*	\$ 16,196.27
English Language Learner Software Grants*	\$ -
Educator Salary Adjustments	\$ 242,307.47
Teacher Salary Supplement*	\$ -
Teacher Supplies and Materials	\$ 3,646.41
Effective Teachers in High Poverty Schools*	\$ -
Elementary School Counselor Program*	\$ -
Grants for Professional Learning*	\$ -
Educator Professional Time*	\$ 42,599.44
School LAND Trust Program*	\$ 52,375.93
Teacher and Student Success Program*	\$ 95,442.55
Student Health & Counseling Support Program*	\$ 35,862.47
Beverly Taylor Sorenson Arts*	\$ -
Digital Teaching and Learning*	\$ -
TOTAL FUNDING:	\$ 3,657,030.89

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the Legislatives Estimates Report.

**Utah State-Supported Minimum School Program
Charter School Summary
FY 2024 Legislative Estimates**

Recipient: InTech Collegiate HS

WPU Value:	\$4,280		
Recipient ID:	2C	WPUs	Amount Generated

1. BASIC SCHOOL PROGRAMS:

A. REGULAR BASIC SCHOOL PROGRAMS

Grades K-12	240.534	\$	1,029,049.12
Professional Staff	20.611	\$	88,214.94
Foreign Exchange Students*	-	\$	-

B. RESTRICTED BASIC SCHOOL PROGRAM

Special Education - Add-On	20.518	\$	87,819.12
Special Education - Self-Contained	-	\$	-
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.528	\$	2,259.00
Special Education - Impact Aid	0.434	\$	1,856.67
Special Education - EYSE*	-	\$	-
Career & Technical Education - Add-On*	48.290	\$	206,685.00
Students At-Risk - Add-on	9.820	\$	42,029.60
Class Size Reduction	5.846	\$	25,021.15
TOTAL BASIC SCHOOL PROGRAM (A thru B):	346.581	\$	1,482,934.59

2. RELATED TO BASIC PROGRAM

Rural School Transportation Reimbursement*	\$	-
Charter School Local Replacement	\$	640,589.00
Charter School Funding Base Program	\$	40,000.00
Flexible Allocation - WPU Distribution	\$	655.77
Students At-Risk - Gang Prevention and Intervention*	\$	-
Youth-in-Custody*	\$	-
Enhancement for Accelerated Students*	\$	-
Concurrent Enrollment*	\$	-
Title 1 Schools in Improvement - Paraeducators*	\$	-
Early Literacy Program*	\$	-
English Language Learner Software Grants*	\$	-
Educator Salary Adjustments	\$	137,809.72
Teacher Salary Supplement*	\$	-
Teacher Supplies and Materials	\$	2,029.32
Effective Teachers in High Poverty Schools*	\$	-
Elementary School Counselor Program*	\$	-
Grants for Professional Learning*	\$	-
Educator Professional Time*	\$	25,128.28
School LAND Trust Program*	\$	47,448.56
Teacher and Student Success Program*	\$	69,561.09
Student Health & Counseling Support Program*	\$	31,541.49
Beverly Taylor Sorenson Arts*	\$	-
Digital Teaching and Learning*	\$	-
TOTAL FUNDING:	\$	2,477,697.83

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the Legislatives Estimates Report.

**Utah State-Supported Minimum School Program
Charter School Summary
FY 2024 Legislative Estimates**

Recipient: Entheos Academy

WPU Value:	\$4,280		
Recipient ID:	3C	WPUs	Amount Generated

1. BASIC SCHOOL PROGRAMS:

A. REGULAR BASIC SCHOOL PROGRAMS

Grades K-12	925.075	\$	3,957,207.45
Professional Staff	58.874	\$	251,981.34
Foreign Exchange Students*	-	\$	-

B. RESTRICTED BASIC SCHOOL PROGRAM

Special Education - Add-On	207.797	\$	889,370.33
Special Education - Self-Contained	3.967	\$	16,977.33
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	1.210	\$	5,180.67
Special Education - Impact Aid	3.427	\$	14,667.66
Special Education - EYSE*	-	\$	-
Career & Technical Education - Add-On*	2.350	\$	10,044.00
Students At-Risk - Add-on	67.580	\$	289,242.40
Class Size Reduction	97.510	\$	417,344.56
TOTAL BASIC SCHOOL PROGRAM (A thru B):	1,367.790	\$	5,852,015.73

2. RELATED TO BASIC PROGRAM

Rural School Transportation Reimbursement*	\$	-
Charter School Local Replacement	\$	3,290,440.00
Charter School Funding Base Program	\$	121,095.00
Flexible Allocation - WPU Distribution	\$	2,588.00
Students At-Risk - Gang Prevention and Intervention*	\$	-
Youth-in-Custody*	\$	-
Enhancement for Accelerated Students*	\$	-
Concurrent Enrollment*	\$	-
Title 1 Schools in Improvement - Paraeducators*	\$	-
Early Literacy Program*	\$	59,970.27
English Language Learner Software Grants*	\$	-
Educator Salary Adjustments	\$	448,473.56
Teacher Salary Supplement*	\$	-
Teacher Supplies and Materials	\$	6,717.47
Effective Teachers in High Poverty Schools*	\$	-
Elementary School Counselor Program*	\$	-
Grants for Professional Learning*	\$	-
Educator Professional Time*	\$	86,828.52
School LAND Trust Program*	\$	152,787.24
Teacher and Student Success Program*	\$	266,928.76
Student Health & Counseling Support Program*	\$	56,687.22
Beverly Taylor Sorenson Arts*	\$	-
Digital Teaching and Learning*	\$	-
TOTAL FUNDING:	\$	10,344,531.77

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the Legislatives Estimates Report.

**Utah State-Supported Minimum School Program
Charter School Summary
FY 2024 Legislative Estimates**

Recipient: Lakeview

WPU Value:	\$4,280		
Recipient ID:	4C	WPUs	Amount Generated

1. BASIC SCHOOL PROGRAMS:

A. REGULAR BASIC SCHOOL PROGRAMS

Grades K-12	893.380	\$ 3,821,644.41
Professional Staff	66.647	\$ 285,250.17
Foreign Exchange Students*	-	\$ -

B. RESTRICTED BASIC SCHOOL PROGRAM

Special Education - Add-On	129.396	\$ 553,815.44
Special Education - Self-Contained	5.833	\$ 24,966.67
Special Education - Pre-School	-	\$ -
Special Education - Extended Year	1.102	\$ 4,718.38
Special Education - Impact Aid	2.885	\$ 12,346.83
Special Education - EYSE*	-	\$ -
Career & Technical Education - Add-On*	1.420	\$ 6,064.00
Students At-Risk - Add-on	16.660	\$ 71,304.80
Class Size Reduction	84.649	\$ 362,299.55
TOTAL BASIC SCHOOL PROGRAM (A thru B):	1,201.972	\$ 5,142,410.24

2. RELATED TO BASIC PROGRAM

Rural School Transportation Reimbursement*	\$ -
Charter School Local Replacement	\$ 3,162,322.00
Charter School Funding Base Program	\$ 116,380.00
Flexible Allocation - WPU Distribution	\$ 2,274.26
Students At-Risk - Gang Prevention and Intervention*	\$ -
Youth-in-Custody*	\$ -
Enhancement for Accelerated Students*	\$ -
Concurrent Enrollment*	\$ -
Title 1 Schools in Improvement - Paraeducators*	\$ -
Early Literacy Program*	\$ 37,978.34
English Language Learner Software Grants*	\$ -
Educator Salary Adjustments	\$ 535,059.00
Teacher Salary Supplement*	\$ -
Teacher Supplies and Materials	\$ 7,993.30
Effective Teachers in High Poverty Schools*	\$ -
Elementary School Counselor Program*	\$ -
Grants for Professional Learning*	\$ -
Educator Professional Time*	\$ 85,683.33
School LAND Trust Program*	\$ 146,131.74
Teacher and Student Success Program*	\$ 238,777.58
Student Health & Counseling Support Program*	\$ 55,306.90
Beverly Taylor Sorenson Arts*	\$ -
Digital Teaching and Learning*	\$ -
TOTAL FUNDING:	\$ 9,530,316.69

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the Legislatives Estimates Report.

**Utah State-Supported Minimum School Program
Charter School Summary
FY 2024 Legislative Estimates**

Recipient: Legacy Preparatory

WPU Value:	\$4,280		
Recipient ID:	5C	WPUs	Amount Generated

1. BASIC SCHOOL PROGRAMS:

A. REGULAR BASIC SCHOOL PROGRAMS

Grades K-12	866.729	\$	3,707,721.19
Professional Staff	57.837	\$	247,540.45
Foreign Exchange Students*	-	\$	-

B. RESTRICTED BASIC SCHOOL PROGRAM

Special Education - Add-On	153.753	\$	658,063.52
Special Education - Self-Contained	7.744	\$	33,146.22
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	1.133	\$	4,847.82
Special Education - Impact Aid	3.037	\$	12,996.66
Special Education - EYSE*	-	\$	-
Career & Technical Education - Add-On*	1.370	\$	5,865.00
Students At-Risk - Add-on	10.540	\$	50,204.40
Class Size Reduction	79.295	\$	339,382.92
TOTAL BASIC SCHOOL PROGRAM (A thru B):	1,181.438	\$	5,059,768.17

2. RELATED TO BASIC PROGRAM

Rural School Transportation Reimbursement*	\$	-
Charter School Local Replacement	\$	2,937,335.00
Charter School Funding Base Program	\$	108,100.00
Flexible Allocation - WPU Distribution	\$	2,235.41
Students At-Risk - Gang Prevention and Intervention*	\$	-
Youth-in-Custody*	\$	-
Enhancement for Accelerated Students*	\$	-
Concurrent Enrollment*	\$	-
Title 1 Schools in Improvement - Paraeducators*	\$	-
Early Literacy Program*	\$	36,364.80
English Language Learner Software Grants*	\$	-
Educator Salary Adjustments	\$	608,695.13
Teacher Salary Supplement*	\$	-
Teacher Supplies and Materials	\$	9,051.68
Effective Teachers in High Poverty Schools*	\$	-
Elementary School Counselor Program*	\$	-
Grants for Professional Learning*	\$	-
Educator Professional Time*	\$	99,361.35
School LAND Trust Program*	\$	136,003.80
Teacher and Student Success Program*	\$	226,902.12
Student Health & Counseling Support Program*	\$	53,206.43
Beverly Taylor Sorenson Arts*	\$	-
Digital Teaching and Learning*	\$	-
TOTAL FUNDING:	\$	9,277,023.89

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the Legislatives Estimates Report.

**Utah State-Supported Minimum School Program
Charter School Summary
FY 2024 Legislative Estimates**

Recipient: Monticello

WPU Value:	\$4,280		
Recipient ID:	7C	WPUs	Amount Generated

1. BASIC SCHOOL PROGRAMS:

A. REGULAR BASIC SCHOOL PROGRAMS

Grades K-12	975.134	\$ 4,171,409.14
Professional Staff	65.408	\$ 279,945.76
Foreign Exchange Students*	-	\$ -

B. RESTRICTED BASIC SCHOOL PROGRAM

Special Education - Add-On	232.826	\$ 996,493.81
Special Education - Self-Contained	1.717	\$ 7,347.33
Special Education - Pre-School	-	\$ -
Special Education - Extended Year	1.146	\$ 4,903.29
Special Education - Impact Aid	3.102	\$ 13,275.16
Special Education - EYSE*	-	\$ -
Career & Technical Education - Add-On*	1.290	\$ 5,508.00
Students At-Risk - Add-on	64.320	\$ 275,289.60
Class Size Reduction	100.297	\$ 429,270.43
TOTAL BASIC SCHOOL PROGRAM (A thru B):	1,445.239	\$ 6,183,442.52

2. RELATED TO BASIC PROGRAM

Rural School Transportation Reimbursement*	\$ -
Charter School Local Replacement	\$ 3,393,559.00
Charter School Funding Base Program	\$ 124,890.00
Flexible Allocation - WPU Distribution	\$ 2,734.55
Students At-Risk - Gang Prevention and Intervention*	\$ -
Youth-in-Custody*	\$ -
Enhancement for Accelerated Students*	\$ -
Concurrent Enrollment*	\$ -
Title 1 Schools in Improvement - Paraeducators*	\$ -
Early Literacy Program*	\$ 59,956.75
English Language Learner Software Grants*	\$ -
Educator Salary Adjustments	\$ 600,957.82
Teacher Salary Supplement*	\$ -
Teacher Supplies and Materials	\$ 8,821.18
Effective Teachers in High Poverty Schools*	\$ -
Elementary School Counselor Program*	\$ -
Grants for Professional Learning*	\$ -
Educator Professional Time*	\$ 98,962.59
School LAND Trust Program*	\$ 156,693.74
Teacher and Student Success Program*	\$ 259,355.95
Student Health & Counseling Support Program*	\$ 57,497.40
Beverly Taylor Sorenson Arts*	\$ -
Digital Teaching and Learning*	\$ -
TOTAL FUNDING:	\$ 10,946,871.50

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the Legislatives Estimates Report.

**Utah State-Supported Minimum School Program
Charter School Summary
FY 2024 Legislative Estimates**

Recipient: Mountainville

WPU Value:	\$4,280		
Recipient ID:	8C	WPUs	Amount Generated

1. BASIC SCHOOL PROGRAMS:

A. REGULAR BASIC SCHOOL PROGRAMS

Grades K-12	679.040	\$ 2,904,788.27
Professional Staff	43.118	\$ 184,545.25
Foreign Exchange Students*	-	\$ -

B. RESTRICTED BASIC SCHOOL PROGRAM

Special Education - Add-On	133.321	\$ 570,613.61
Special Education - Self-Contained	4.750	\$ 20,330.00
Special Education - Pre-School	-	\$ -
Special Education - Extended Year	0.960	\$ 4,108.16
Special Education - Impact Aid	2.169	\$ 9,283.33
Special Education - EYSE*	-	\$ -
Career & Technical Education - Add-On*	-	\$ -
Students At-Risk - Add-on	11.200	\$ 47,936.00
Class Size Reduction	68.628	\$ 293,727.28
TOTAL BASIC SCHOOL PROGRAM (A thru B):	943.186	\$ 4,035,331.90

2. RELATED TO BASIC PROGRAM

Rural School Transportation Reimbursement*	\$ -
Charter School Local Replacement	\$ 2,343,618.00
Charter School Funding Base Program	\$ 86,250.00
Flexible Allocation - WPU Distribution	\$ 1,784.61
Students At-Risk - Gang Prevention and Intervention*	\$ -
Youth-in-Custody*	\$ -
Enhancement for Accelerated Students*	\$ -
Concurrent Enrollment*	\$ -
Title 1 Schools in Improvement - Paraeducators*	\$ -
Early Literacy Program*	\$ 28,342.00
English Language Learner Software Grants*	\$ -
Educator Salary Adjustments	\$ 426,726.43
Teacher Salary Supplement*	\$ -
Teacher Supplies and Materials	\$ 6,473.02
Effective Teachers in High Poverty Schools*	\$ -
Elementary School Counselor Program*	\$ -
Grants for Professional Learning*	\$ -
Educator Professional Time*	\$ 67,169.14
School LAND Trust Program*	\$ 108,803.04
Teacher and Student Success Program*	\$ 172,364.19
Student Health & Counseling Support Program*	\$ 47,565.14
Beverly Taylor Sorenson Arts*	\$ -
Digital Teaching and Learning*	\$ -
TOTAL FUNDING:	\$ 7,324,427.47

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the Legislatives Estimates Report.

**Utah State-Supported Minimum School Program
Charter School Summary
FY 2024 Legislative Estimates**

Recipient: Paradigm High

WPU Value:	\$4,280		
Recipient ID:	9C	WPUs	Amount Generated

1. BASIC SCHOOL PROGRAMS:

A. REGULAR BASIC SCHOOL PROGRAMS

Grades K-12	377.315	\$ 1,614,214.71
Professional Staff	27.347	\$ 117,044.19
Foreign Exchange Students*	1.000	\$ 4,280.00

B. RESTRICTED BASIC SCHOOL PROGRAM

Special Education - Add-On	70.192	\$ 300,420.31
Special Education - Self-Contained	2.206	\$ 9,439.78
Special Education - Pre-School	-	\$ -
Special Education - Extended Year	0.528	\$ 2,259.00
Special Education - Impact Aid	1.280	\$ 5,477.16
Special Education - EYSE*	-	\$ -
Career & Technical Education - Add-On*	-	\$ -
Students At-Risk - Add-on	10.280	\$ 43,998.40
Class Size Reduction	8.277	\$ 35,425.20
TOTAL BASIC SCHOOL PROGRAM (A thru B):	498.424	\$ 2,132,558.75

2. RELATED TO BASIC PROGRAM

Rural School Transportation Reimbursement*	\$ -
Charter School Local Replacement	\$ 1,090,564.00
Charter School Funding Base Program	\$ 40,135.00
Flexible Allocation - WPU Distribution	\$ 943.07
Students At-Risk - Gang Prevention and Intervention*	\$ -
Youth-in-Custody*	\$ -
Enhancement for Accelerated Students*	\$ -
Concurrent Enrollment*	\$ -
Title 1 Schools in Improvement - Paraeducators*	\$ -
Early Literacy Program*	\$ -
English Language Learner Software Grants*	\$ -
Educator Salary Adjustments	\$ 267,182.86
Teacher Salary Supplement*	\$ -
Teacher Supplies and Materials	\$ 3,827.00
Effective Teachers in High Poverty Schools*	\$ -
Elementary School Counselor Program*	\$ -
Grants for Professional Learning*	\$ -
Educator Professional Time*	\$ 49,284.39
School LAND Trust Program*	\$ 50,205.66
Teacher and Student Success Program*	\$ 115,957.82
Student Health & Counseling Support Program*	\$ 35,412.37
Beverly Taylor Sorenson Arts*	\$ -
Digital Teaching and Learning*	\$ -
TOTAL FUNDING:	\$ 3,786,070.92

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the Legislatives Estimates Report.

**Utah State-Supported Minimum School Program
Charter School Summary
FY 2024 Legislative Estimates**

Recipient: Renaissance

WPU Value:	\$4,280		
Recipient ID:	1D	WPUs	Amount Generated

1. BASIC SCHOOL PROGRAMS:

A. REGULAR BASIC SCHOOL PROGRAMS

Grades K-12	663.426	\$	2,837,928.70
Professional Staff	40.928	\$	175,171.60
Foreign Exchange Students*	-	\$	-

B. RESTRICTED BASIC SCHOOL PROGRAM

Special Education - Add-On	129.059	\$	552,373.81
Special Education - Self-Contained	8.289	\$	35,476.44
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.873	\$	3,738.32
Special Education - Impact Aid	1.735	\$	7,426.66
Special Education - EYSE*	-	\$	-
Career & Technical Education - Add-On*	-	\$	-
Students At-Risk - Add-on	13.920	\$	59,577.60
Class Size Reduction	68.778	\$	294,368.24
TOTAL BASIC SCHOOL PROGRAM (A thru B):	927.009	\$	3,966,061.38

2. RELATED TO BASIC PROGRAM

Rural School Transportation Reimbursement*	\$	-
Charter School Local Replacement	\$	2,371,741.00
Charter School Funding Base Program	\$	87,285.00
Flexible Allocation - WPU Distribution	\$	1,754.00
Students At-Risk - Gang Prevention and Intervention*	\$	-
Youth-in-Custody*	\$	-
Enhancement for Accelerated Students*	\$	-
Concurrent Enrollment*	\$	-
Title 1 Schools in Improvement - Paraeducators*	\$	-
Early Literacy Program*	\$	29,027.50
English Language Learner Software Grants*	\$	-
Educator Salary Adjustments	\$	496,021.09
Teacher Salary Supplement*	\$	-
Teacher Supplies and Materials	\$	7,438.99
Effective Teachers in High Poverty Schools*	\$	-
Elementary School Counselor Program*	\$	-
Grants for Professional Learning*	\$	-
Educator Professional Time*	\$	79,013.21
School LAND Trust Program*	\$	111,118.00
Teacher and Student Success Program*	\$	181,383.47
Student Health & Counseling Support Program*	\$	48,045.25
Beverly Taylor Sorenson Arts*	\$	-
Digital Teaching and Learning*	\$	-
TOTAL FUNDING:	\$	7,378,888.88

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the Legislatives Estimates Report.

**Utah State-Supported Minimum School Program
Charter School Summary
FY 2024 Legislative Estimates**

Recipient: Channing Hall

WPU Value:	\$4,280		
Recipient ID:	2D	WPUs	Amount Generated

1. BASIC SCHOOL PROGRAMS:

A. REGULAR BASIC SCHOOL PROGRAMS

Grades K-12	506.856	\$	2,168,209.35
Professional Staff	33.157	\$	141,911.34
Foreign Exchange Students*	-	\$	-

B. RESTRICTED BASIC SCHOOL PROGRAM

Special Education - Add-On	68.437	\$	292,908.87
Special Education - Self-Contained	1.189	\$	5,088.44
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.804	\$	3,442.46
Special Education - Impact Aid	1.388	\$	5,941.33
Special Education - EYSE*	-	\$	-
Career & Technical Education - Add-On*	1.170	\$	5,012.00
Students At-Risk - Add-on	13.700	\$	58,636.00
Class Size Reduction	53.629	\$	229,531.61
TOTAL BASIC SCHOOL PROGRAM (A thru B):	680.330	\$	2,910,681.40

2. RELATED TO BASIC PROGRAM

Rural School Transportation Reimbursement*	\$	-
Charter School Local Replacement	\$	1,665,531.00
Charter School Funding Base Program	\$	61,295.00
Flexible Allocation - WPU Distribution	\$	1,287.26
Students At-Risk - Gang Prevention and Intervention*	\$	-
Youth-in-Custody*	\$	-
Enhancement for Accelerated Students*	\$	-
Concurrent Enrollment*	\$	-
Title 1 Schools in Improvement - Paraeducators*	\$	-
Early Literacy Program*	\$	20,982.83
English Language Learner Software Grants*	\$	-
Educator Salary Adjustments	\$	381,840.16
Teacher Salary Supplement*	\$	-
Teacher Supplies and Materials	\$	5,773.45
Effective Teachers in High Poverty Schools*	\$	-
Elementary School Counselor Program*	\$	-
Grants for Professional Learning*	\$	-
Educator Professional Time*	\$	61,942.45
School LAND Trust Program*	\$	82,181.02
Teacher and Student Success Program*	\$	132,492.63
Student Health & Counseling Support Program*	\$	42,043.88
Beverly Taylor Sorenson Arts*	\$	-
Digital Teaching and Learning*	\$	-
TOTAL FUNDING:	\$	5,366,051.08

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the Legislatives Estimates Report.

**Utah State-Supported Minimum School Program
Charter School Summary
FY 2024 Legislative Estimates**

Recipient: Spectrum

WPU Value:	\$4,280		
Recipient ID:	3D	WPUs	Amount Generated

1. BASIC SCHOOL PROGRAMS:

A. REGULAR BASIC SCHOOL PROGRAMS

Grades K-12	1,162.412	\$	4,972,001.21
Professional Staff	73.052	\$	312,660.70
Foreign Exchange Students*	-	\$	-

B. RESTRICTED BASIC SCHOOL PROGRAM

Special Education - Add-On	3,448.062	\$	14,757,705.76
Special Education - Self-Contained	405.883	\$	1,737,180.67
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	6.080	\$	26,020.64
Special Education - Impact Aid	27.872	\$	119,290.78
Special Education - EYSE*	-	\$	-
Career & Technical Education - Add-On*	50.850	\$	217,617.00
Students At-Risk - Add-on	51.060	\$	218,536.80
Class Size Reduction	65.193	\$	279,026.18
TOTAL BASIC SCHOOL PROGRAM (A thru B):	5,290.464	\$	22,640,039.74

2. RELATED TO BASIC PROGRAM

Rural School Transportation Reimbursement*	\$	-
Charter School Local Replacement	\$	4,874,725.00
Charter School Funding Base Program	\$	179,400.00
Flexible Allocation - WPU Distribution	\$	10,010.12
Students At-Risk - Gang Prevention and Intervention*	\$	-
Youth-in-Custody*	\$	-
Enhancement for Accelerated Students*	\$	-
Concurrent Enrollment*	\$	-
Title 1 Schools in Improvement - Paraeducators*	\$	-
Early Literacy Program*	\$	166,349.68
English Language Learner Software Grants*	\$	-
Educator Salary Adjustments	\$	1,820,339.20
Teacher Salary Supplement*	\$	-
Teacher Supplies and Materials	\$	23,647.77
Effective Teachers in High Poverty Schools*	\$	-
Elementary School Counselor Program*	\$	-
Grants for Professional Learning*	\$	-
Educator Professional Time*	\$	331,185.82
School LAND Trust Program*	\$	225,997.80
Teacher and Student Success Program*	\$	1,046,715.49
Student Health & Counseling Support Program*	\$	71,870.68
Beverly Taylor Sorenson Arts*	\$	-
Digital Teaching and Learning*	\$	-
TOTAL FUNDING:	\$	31,390,281.30

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the Legislatives Estimates Report.

**Utah State-Supported Minimum School Program
Charter School Summary
FY 2024 Legislative Estimates**

Recipient: Syracuse Arts

WPU Value:	\$4,280		
Recipient ID:	4D	WPUs	Amount Generated

1. BASIC SCHOOL PROGRAMS:

A. REGULAR BASIC SCHOOL PROGRAMS

Grades K-12	1,584.933	\$	6,780,033.39
Professional Staff	135.669	\$	580,663.68
Foreign Exchange Students*	-	\$	-

B. RESTRICTED BASIC SCHOOL PROGRAM

Special Education - Add-On	497.231	\$	2,128,149.76
Special Education - Self-Contained	11.472	\$	49,101.11
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	1.750	\$	7,492.11
Special Education - Impact Aid	6.138	\$	26,271.82
Special Education - EYSE*	-	\$	-
Career & Technical Education - Add-On*	6.780	\$	28,996.00
Students At-Risk - Add-on	38.200	\$	163,496.00
Class Size Reduction	147.473	\$	631,182.49
TOTAL BASIC SCHOOL PROGRAM (A thru B):	2,429.647	\$	10,395,386.36

2. RELATED TO BASIC PROGRAM

Rural School Transportation Reimbursement*	\$	-
Charter School Local Replacement	\$	5,437,194.00
Charter School Funding Base Program	\$	200,100.00
Flexible Allocation - WPU Distribution	\$	4,597.15
Students At-Risk - Gang Prevention and Intervention*	\$	-
Youth-in-Custody*	\$	-
Enhancement for Accelerated Students*	\$	-
Concurrent Enrollment*	\$	-
Title 1 Schools in Improvement - Paraeducators*	\$	-
Early Literacy Program*	\$	80,593.78
English Language Learner Software Grants*	\$	-
Educator Salary Adjustments	\$	1,102,525.12
Teacher Salary Supplement*	\$	-
Teacher Supplies and Materials	\$	15,658.39
Effective Teachers in High Poverty Schools*	\$	-
Elementary School Counselor Program*	\$	-
Grants for Professional Learning*	\$	-
Educator Professional Time*	\$	178,432.23
School LAND Trust Program*	\$	251,751.71
Teacher and Student Success Program*	\$	471,590.41
Student Health & Counseling Support Program*	\$	77,211.89
Beverly Taylor Sorenson Arts*	\$	-
Digital Teaching and Learning*	\$	-
TOTAL FUNDING:	\$	18,215,041.04

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the Legislatives Estimates Report.

**Utah State-Supported Minimum School Program
Charter School Summary
FY 2024 Legislative Estimates**

Recipient: George Washington

WPU Value:	\$4,280		
Recipient ID:	5D	WPUs	Amount Generated

1. BASIC SCHOOL PROGRAMS:

A. REGULAR BASIC SCHOOL PROGRAMS

Grades K-12	890.193	\$	3,808,019.52
Professional Staff	61.385	\$	262,728.01
Foreign Exchange Students*	-	\$	-

B. RESTRICTED BASIC SCHOOL PROGRAM

Special Education - Add-On	124.243	\$	531,760.96
Special Education - Self-Contained	7.917	\$	33,883.33
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.917	\$	3,923.24
Special Education - Impact Aid	1.952	\$	8,355.00
Special Education - EYSE*	-	\$	-
Career & Technical Education - Add-On*	6.070	\$	25,965.00
Students At-Risk - Add-on	28.820	\$	123,349.60
Class Size Reduction	91.946	\$	393,529.78
TOTAL BASIC SCHOOL PROGRAM (A thru B):	1,213.443	\$	5,191,514.43

2. RELATED TO BASIC PROGRAM

Rural School Transportation Reimbursement*	\$	-
Charter School Local Replacement	\$	3,118,574.00
Charter School Funding Base Program	\$	114,770.00
Flexible Allocation - WPU Distribution	\$	2,295.96
Students At-Risk - Gang Prevention and Intervention*	\$	-
Youth-in-Custody*	\$	-
Enhancement for Accelerated Students*	\$	-
Concurrent Enrollment*	\$	-
Title 1 Schools in Improvement - Paraeducators*	\$	-
Early Literacy Program*	\$	41,668.98
English Language Learner Software Grants*	\$	-
Educator Salary Adjustments	\$	525,376.40
Teacher Salary Supplement*	\$	-
Teacher Supplies and Materials	\$	7,377.49
Effective Teachers in High Poverty Schools*	\$	-
Elementary School Counselor Program*	\$	-
Grants for Professional Learning*	\$	-
Educator Professional Time*	\$	86,877.95
School LAND Trust Program*	\$	145,118.94
Teacher and Student Success Program*	\$	231,048.76
Student Health & Counseling Support Program*	\$	55,096.86
Beverly Taylor Sorenson Arts*	\$	-
Digital Teaching and Learning*	\$	-
TOTAL FUNDING:	\$	9,519,719.77

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the Legislatives Estimates Report.

**Utah State-Supported Minimum School Program
Charter School Summary
FY 2024 Legislative Estimates**

Recipient: Noah Webster

WPU Value:	\$4,280		
Recipient ID:	6D	WPUs	Amount Generated

1. BASIC SCHOOL PROGRAMS:

A. REGULAR BASIC SCHOOL PROGRAMS

Grades K-12	454.399	\$	1,943,754.97
Professional Staff	30.066	\$	128,681.78
Foreign Exchange Students*	-	\$	-

B. RESTRICTED BASIC SCHOOL PROGRAM

Special Education - Add-On	68.232	\$	292,031.55
Special Education - Self-Contained	1.967	\$	8,417.33
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.796	\$	3,405.48
Special Education - Impact Aid	1.345	\$	5,755.66
Special Education - EYSE*	-	\$	-
Career & Technical Education - Add-On*	-	\$	-
Students At-Risk - Add-on	29.780	\$	127,458.40
Class Size Reduction	50.093	\$	214,400.13
TOTAL BASIC SCHOOL PROGRAM (A thru B):	636.677	\$	2,723,905.29

2. RELATED TO BASIC PROGRAM

Rural School Transportation Reimbursement*	\$	-
Charter School Local Replacement	\$	1,687,405.00
Charter School Funding Base Program	\$	62,100.00
Flexible Allocation - WPU Distribution	\$	1,204.66
Students At-Risk - Gang Prevention and Intervention*	\$	-
Youth-in-Custody*	\$	-
Enhancement for Accelerated Students*	\$	-
Concurrent Enrollment*	\$	-
Title 1 Schools in Improvement - Paraeducators*	\$	-
Early Literacy Program*	\$	24,627.50
English Language Learner Software Grants*	\$	-
Educator Salary Adjustments	\$	276,947.86
Teacher Salary Supplement*	\$	-
Teacher Supplies and Materials	\$	4,039.06
Effective Teachers in High Poverty Schools*	\$	-
Elementary School Counselor Program*	\$	-
Grants for Professional Learning*	\$	-
Educator Professional Time*	\$	46,631.50
School LAND Trust Program*	\$	77,695.79
Teacher and Student Success Program*	\$	123,048.15
Student Health & Counseling Support Program*	\$	41,113.67
Beverly Taylor Sorenson Arts*	\$	-
Digital Teaching and Learning*	\$	-
TOTAL FUNDING:	\$	5,068,718.49

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the Legislatives Estimates Report.

**Utah State-Supported Minimum School Program
Charter School Summary
FY 2024 Legislative Estimates**

Recipient: Salt Lake SPA

WPU Value:	\$4,280		
Recipient ID:	7D	WPUs	Amount Generated

1. BASIC SCHOOL PROGRAMS:

A. REGULAR BASIC SCHOOL PROGRAMS

Grades K-12	238.388	\$ 1,019,898.20
Professional Staff	17.879	\$ 76,522.67
Foreign Exchange Students*	-	\$ -

B. RESTRICTED BASIC SCHOOL PROGRAM

Special Education - Add-On	30.760	\$ 131,652.69
Special Education - Self-Contained	-	\$ -
Special Education - Pre-School	-	\$ -
Special Education - Extended Year	0.528	\$ 2,259.00
Special Education - Impact Aid	0.455	\$ 1,949.50
Special Education - EYSE*	-	\$ -
Career & Technical Education - Add-On*	26.820	\$ 114,787.00
Students At-Risk - Add-on	7.780	\$ 33,298.40
Class Size Reduction	-	\$ -
TOTAL BASIC SCHOOL PROGRAM (A thru B):	322.611	\$ 1,380,367.46

2. RELATED TO BASIC PROGRAM

Rural School Transportation Reimbursement*	\$ -
Charter School Local Replacement	\$ 634,339.00
Charter School Funding Base Program	\$ 40,000.00
Flexible Allocation - WPU Distribution	\$ 610.41
Students At-Risk - Gang Prevention and Intervention*	\$ -
Youth-in-Custody*	\$ -
Enhancement for Accelerated Students*	\$ -
Concurrent Enrollment*	\$ -
Title 1 Schools in Improvement - Paraeducators*	\$ -
Early Literacy Program*	\$ -
English Language Learner Software Grants*	\$ -
Educator Salary Adjustments	\$ 151,465.82
Teacher Salary Supplement*	\$ -
Teacher Supplies and Materials	\$ 2,214.31
Effective Teachers in High Poverty Schools*	\$ -
Elementary School Counselor Program*	\$ -
Grants for Professional Learning*	\$ -
Educator Professional Time*	\$ 28,512.77
School LAND Trust Program*	\$ 47,448.56
Teacher and Student Success Program*	\$ 65,525.63
Student Health & Counseling Support Program*	\$ 31,061.38
Beverly Taylor Sorenson Arts*	\$ -
Digital Teaching and Learning*	\$ -
TOTAL FUNDING:	\$ 2,381,545.34

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the Legislatives Estimates Report.

**Utah State-Supported Minimum School Program
Charter School Summary
FY 2024 Legislative Estimates**

Recipient: Open Classroom

WPU Value:	\$4,280		
Recipient ID:	8D	WPUs	Amount Generated

1. BASIC SCHOOL PROGRAMS:

A. REGULAR BASIC SCHOOL PROGRAMS

Grades K-12	262.630	\$	1,123,482.43
Professional Staff	28.452	\$	121,772.56
Foreign Exchange Students*	-	\$	-

B. RESTRICTED BASIC SCHOOL PROGRAM

Special Education - Add-On	53.196	\$	227,677.67
Special Education - Self-Contained	2.006	\$	8,583.78
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.528	\$	2,259.00
Special Education - Impact Aid	0.954	\$	4,084.66
Special Education - EYSE*	-	\$	-
Career & Technical Education - Add-On*	4.670	\$	20,000.00
Students At-Risk - Add-on	15.460	\$	66,168.80
Class Size Reduction	26.858	\$	114,952.87
TOTAL BASIC SCHOOL PROGRAM (A thru B):	394.753	\$	1,688,981.77

2. RELATED TO BASIC PROGRAM

Rural School Transportation Reimbursement*	\$	-
Charter School Local Replacement	\$	896,824.00
Charter School Funding Base Program	\$	40,000.00
Flexible Allocation - WPU Distribution	\$	746.91
Students At-Risk - Gang Prevention and Intervention*	\$	-
Youth-in-Custody*	\$	-
Enhancement for Accelerated Students*	\$	-
Concurrent Enrollment*	\$	-
Title 1 Schools in Improvement - Paraeducators*	\$	-
Early Literacy Program*	\$	14,233.17
English Language Learner Software Grants*	\$	-
Educator Salary Adjustments	\$	185,024.06
Teacher Salary Supplement*	\$	-
Teacher Supplies and Materials	\$	2,773.19
Effective Teachers in High Poverty Schools*	\$	-
Elementary School Counselor Program*	\$	-
Grants for Professional Learning*	\$	-
Educator Professional Time*	\$	29,659.61
School LAND Trust Program*	\$	47,448.56
Teacher and Student Success Program*	\$	76,792.84
Student Health & Counseling Support Program*	\$	33,581.96
Beverly Taylor Sorenson Arts*	\$	-
Digital Teaching and Learning*	\$	-
TOTAL FUNDING:	\$	3,016,066.06

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the Legislatives Estimates Report.

**Utah State-Supported Minimum School Program
Charter School Summary
FY 2024 Legislative Estimates**

Recipient: Canyon Rim

WPU Value:	\$4,280		
Recipient ID:	9D	WPUs	Amount Generated

1. BASIC SCHOOL PROGRAMS:

A. REGULAR BASIC SCHOOL PROGRAMS

Grades K-12	457.308	\$ 1,956,239.03
Professional Staff	35.697	\$ 152,782.20
Foreign Exchange Students*	-	\$ -

B. RESTRICTED BASIC SCHOOL PROGRAM

Special Education - Add-On	56.924	\$ 243,633.21
Special Education - Self-Contained	2.000	\$ 8,560.00
Special Education - Pre-School	-	\$ -
Special Education - Extended Year	0.714	\$ 3,054.14
Special Education - Impact Aid	0.933	\$ 3,991.83
Special Education - EYSE*	-	\$ -
Career & Technical Education - Add-On*	-	\$ -
Students At-Risk - Add-on	9.460	\$ 40,488.80
Class Size Reduction	48.515	\$ 207,643.73
TOTAL BASIC SCHOOL PROGRAM (A thru B):	611.549	\$ 2,616,392.93

2. RELATED TO BASIC PROGRAM

Rural School Transportation Reimbursement*	\$ -
Charter School Local Replacement	\$ 1,624,908.00
Charter School Funding Base Program	\$ 59,800.00
Flexible Allocation - WPU Distribution	\$ 1,157.12
Students At-Risk - Gang Prevention and Intervention*	\$ -
Youth-in-Custody*	\$ -
Enhancement for Accelerated Students*	\$ -
Concurrent Enrollment*	\$ -
Title 1 Schools in Improvement - Paraeducators*	\$ -
Early Literacy Program*	\$ 18,782.17
English Language Learner Software Grants*	\$ -
Educator Salary Adjustments	\$ 237,684.24
Teacher Salary Supplement*	\$ -
Teacher Supplies and Materials	\$ 3,518.03
Effective Teachers in High Poverty Schools*	\$ -
Elementary School Counselor Program*	\$ -
Grants for Professional Learning*	\$ -
Educator Professional Time*	\$ 41,302.66
School LAND Trust Program*	\$ 75,091.46
Teacher and Student Success Program*	\$ 119,858.55
Student Health & Counseling Support Program*	\$ 40,573.55
Beverly Taylor Sorenson Arts*	\$ -
Digital Teaching and Learning*	\$ -
TOTAL FUNDING:	\$ 4,839,068.71

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the Legislatives Estimates Report.

**Utah State-Supported Minimum School Program
Charter School Summary
FY 2024 Legislative Estimates**

Recipient: Guadalupe Schools

WPU Value:	\$4,280		
Recipient ID:	1E	WPUs	Amount Generated

1. BASIC SCHOOL PROGRAMS:

A. REGULAR BASIC SCHOOL PROGRAMS

Grades K-12	253.182	\$	1,083,048.61
Professional Staff	20.345	\$	87,076.66
Foreign Exchange Students*	-	\$	-

B. RESTRICTED BASIC SCHOOL PROGRAM

Special Education - Add-On	29.958	\$	128,221.59
Special Education - Self-Contained	1.767	\$	7,561.33
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.528	\$	2,259.00
Special Education - Impact Aid	0.434	\$	1,856.67
Special Education - EYSE*	-	\$	-
Career & Technical Education - Add-On*	-	\$	-
Students At-Risk - Add-on	32.140	\$	151,476.71
Class Size Reduction	26.519	\$	113,502.97
TOTAL BASIC SCHOOL PROGRAM (A thru B):	364.873	\$	1,575,003.53

2. RELATED TO BASIC PROGRAM

Rural School Transportation Reimbursement*	\$	-
Charter School Local Replacement	\$	806,205.00
Charter School Funding Base Program	\$	40,000.00
Flexible Allocation - WPU Distribution	\$	690.38
Students At-Risk - Gang Prevention and Intervention*	\$	-
Youth-in-Custody*	\$	-
Enhancement for Accelerated Students*	\$	-
Concurrent Enrollment*	\$	-
Title 1 Schools in Improvement - Paraeducators*	\$	-
Early Literacy Program*	\$	20,899.00
English Language Learner Software Grants*	\$	-
Educator Salary Adjustments	\$	185,452.77
Teacher Salary Supplement*	\$	-
Teacher Supplies and Materials	\$	2,732.40
Effective Teachers in High Poverty Schools*	\$	-
Elementary School Counselor Program*	\$	-
Grants for Professional Learning*	\$	-
Educator Professional Time*	\$	32,543.19
School LAND Trust Program*	\$	47,448.56
Teacher and Student Success Program*	\$	69,056.84
Student Health & Counseling Support Program*	\$	33,581.96
Beverly Taylor Sorenson Arts*	\$	-
Digital Teaching and Learning*	\$	-
TOTAL FUNDING:	\$	2,813,613.63

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the Legislatives Estimates Report.

**Utah State-Supported Minimum School Program
Charter School Summary
FY 2024 Legislative Estimates**

Recipient: Karl G. Maeser

WPU Value:	\$4,280		
Recipient ID:	2E	WPUs	Amount Generated

1. BASIC SCHOOL PROGRAMS:

A. REGULAR BASIC SCHOOL PROGRAMS

Grades K-12	682.853	\$ 2,921,365.79
Professional Staff	47.086	\$ 201,529.48
Foreign Exchange Students*	-	\$ -

B. RESTRICTED BASIC SCHOOL PROGRAM

Special Education - Add-On	64.866	\$ 277,628.12
Special Education - Self-Contained	3.000	\$ 12,840.00
Special Education - Pre-School	-	\$ -
Special Education - Extended Year	0.735	\$ 3,146.59
Special Education - Impact Aid	1.041	\$ 4,456.00
Special Education - EYSE*	-	\$ -
Career & Technical Education - Add-On*	-	\$ -
Students At-Risk - Add-on	9.600	\$ 41,088.00
Class Size Reduction	19.090	\$ 81,703.32
TOTAL BASIC SCHOOL PROGRAM (A thru B):	828.272	\$ 3,543,757.30

2. RELATED TO BASIC PROGRAM

Rural School Transportation Reimbursement*	\$ -
Charter School Local Replacement	\$ 1,940,516.00
Charter School Funding Base Program	\$ 71,415.00
Flexible Allocation - WPU Distribution	\$ 1,567.18
Students At-Risk - Gang Prevention and Intervention*	\$ -
Youth-in-Custody*	\$ -
Enhancement for Accelerated Students*	\$ -
Concurrent Enrollment*	\$ -
Title 1 Schools in Improvement - Paraeducators*	\$ -
Early Literacy Program*	\$ -
English Language Learner Software Grants*	\$ -
Educator Salary Adjustments	\$ 430,591.42
Teacher Salary Supplement*	\$ -
Teacher Supplies and Materials	\$ 6,524.65
Effective Teachers in High Poverty Schools*	\$ -
Elementary School Counselor Program*	\$ -
Grants for Professional Learning*	\$ -
Educator Professional Time*	\$ 69,744.58
School LAND Trust Program*	\$ 90,138.69
Teacher and Student Success Program*	\$ 162,561.61
Student Health & Counseling Support Program*	\$ 43,694.26
Beverly Taylor Sorenson Arts*	\$ -
Digital Teaching and Learning*	\$ -
TOTAL FUNDING:	\$ 6,360,510.69

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the Legislatives Estimates Report.

**Utah State-Supported Minimum School Program
Charter School Summary
FY 2024 Legislative Estimates**

Recipient: C.S. Lewis Academy

WPU Value:	\$4,280		
Recipient ID:	3E	WPUs	Amount Generated

1. BASIC SCHOOL PROGRAMS:

A. REGULAR BASIC SCHOOL PROGRAMS

Grades K-12	259.695	\$	1,110,912.24
Professional Staff	15.808	\$	67,656.17
Foreign Exchange Students*	-	\$	-

B. RESTRICTED BASIC SCHOOL PROGRAM

Special Education - Add-On	62.207	\$	266,245.90
Special Education - Self-Contained	4.822	\$	20,639.11
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.727	\$	3,109.61
Special Education - Impact Aid	0.998	\$	4,270.33
Special Education - EYSE*	-	\$	-
Career & Technical Education - Add-On*	-	\$	-
Students At-Risk - Add-on	24.960	\$	106,828.80
Class Size Reduction	27.087	\$	115,933.00
TOTAL BASIC SCHOOL PROGRAM (A thru B):	396.303	\$	1,695,595.16

2. RELATED TO BASIC PROGRAM

Rural School Transportation Reimbursement*	\$	-
Charter School Local Replacement	\$	915,573.00
Charter School Funding Base Program	\$	40,000.00
Flexible Allocation - WPU Distribution	\$	749.85
Students At-Risk - Gang Prevention and Intervention*	\$	-
Youth-in-Custody*	\$	-
Enhancement for Accelerated Students*	\$	-
Concurrent Enrollment*	\$	-
Title 1 Schools in Improvement - Paraeducators*	\$	-
Early Literacy Program*	\$	17,080.89
English Language Learner Software Grants*	\$	-
Educator Salary Adjustments	\$	136,868.75
Teacher Salary Supplement*	\$	-
Teacher Supplies and Materials	\$	2,039.11
Effective Teachers in High Poverty Schools*	\$	-
Elementary School Counselor Program*	\$	-
Grants for Professional Learning*	\$	-
Educator Professional Time*	\$	24,222.02
School LAND Trust Program*	\$	47,448.56
Teacher and Student Success Program*	\$	76,696.05
Student Health & Counseling Support Program*	\$	33,731.99
Beverly Taylor Sorenson Arts*	\$	-
Digital Teaching and Learning*	\$	-
TOTAL FUNDING:	\$	2,990,005.38

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the Legislatives Estimates Report.

**Utah State-Supported Minimum School Program
Charter School Summary
FY 2024 Legislative Estimates**

Recipient: Dual Immersion Academy

WPU Value:	\$4,280		
Recipient ID:	4E	WPUs	Amount Generated

1. BASIC SCHOOL PROGRAMS:

A. REGULAR BASIC SCHOOL PROGRAMS

Grades K-12	405.912	\$	1,736,361.01
Professional Staff	20.296	\$	86,865.15
Foreign Exchange Students*	-	\$	-

B. RESTRICTED BASIC SCHOOL PROGRAM

Special Education - Add-On	56.962	\$	243,795.45
Special Education - Self-Contained	3.606	\$	15,431.78
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.722	\$	3,091.12
Special Education - Impact Aid	0.976	\$	4,177.50
Special Education - EYSE*	-	\$	-
Career & Technical Education - Add-On*	-	\$	-
Students At-Risk - Add-on	44.140	\$	188,919.20
Class Size Reduction	44.087	\$	188,691.81
TOTAL BASIC SCHOOL PROGRAM (A thru B):	576.700	\$	2,467,333.02

2. RELATED TO BASIC PROGRAM

Rural School Transportation Reimbursement*	\$	-
Charter School Local Replacement	\$	1,359,298.00
Charter School Funding Base Program	\$	50,025.00
Flexible Allocation - WPU Distribution	\$	1,091.18
Students At-Risk - Gang Prevention and Intervention*	\$	-
Youth-in-Custody*	\$	-
Enhancement for Accelerated Students*	\$	-
Concurrent Enrollment*	\$	-
Title 1 Schools in Improvement - Paraeducators*	\$	-
Early Literacy Program*	\$	21,317.40
English Language Learner Software Grants*	\$	-
Educator Salary Adjustments	\$	185,024.06
Teacher Salary Supplement*	\$	-
Teacher Supplies and Materials	\$	2,773.19
Effective Teachers in High Poverty Schools*	\$	-
Elementary School Counselor Program*	\$	-
Grants for Professional Learning*	\$	-
Educator Professional Time*	\$	39,546.15
School LAND Trust Program*	\$	68,146.58
Teacher and Student Success Program*	\$	108,564.87
Student Health & Counseling Support Program*	\$	39,133.22
Beverly Taylor Sorenson Arts*	\$	-
Digital Teaching and Learning*	\$	-
TOTAL FUNDING:	\$	4,342,252.67

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the Legislatives Estimates Report.

**Utah State-Supported Minimum School Program
Charter School Summary
FY 2024 Legislative Estimates**

Recipient: Edith Bowen

WPU Value:	\$4,280		
Recipient ID:	5E	WPUs	Amount Generated

1. BASIC SCHOOL PROGRAMS:

A. REGULAR BASIC SCHOOL PROGRAMS

Grades K-12	317.218	\$	1,356,976.07
Professional Staff	32.945	\$	141,005.20
Foreign Exchange Students*	-	\$	-

B. RESTRICTED BASIC SCHOOL PROGRAM

Special Education - Add-On	60.355	\$	258,320.34
Special Education - Self-Contained	5.722	\$	24,491.11
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.800	\$	3,423.97
Special Education - Impact Aid	1.366	\$	5,848.50
Special Education - EYSE*	-	\$	-
Career & Technical Education - Add-On*	-	\$	-
Students At-Risk - Add-on	13.500	\$	57,780.00
Class Size Reduction	33.167	\$	141,953.56
TOTAL BASIC SCHOOL PROGRAM (A thru B):	465.074	\$	1,989,798.75

2. RELATED TO BASIC PROGRAM

Rural School Transportation Reimbursement*	\$	-
Charter School Local Replacement	\$	1,118,687.00
Charter School Funding Base Program	\$	41,170.00
Flexible Allocation - WPU Distribution	\$	879.97
Students At-Risk - Gang Prevention and Intervention*	\$	-
Youth-in-Custody*	\$	-
Enhancement for Accelerated Students*	\$	-
Concurrent Enrollment*	\$	-
Title 1 Schools in Improvement - Paraeducators*	\$	-
Early Literacy Program*	\$	16,243.15
English Language Learner Software Grants*	\$	-
Educator Salary Adjustments	\$	234,731.37
Teacher Salary Supplement*	\$	-
Teacher Supplies and Materials	\$	3,344.14
Effective Teachers in High Poverty Schools*	\$	-
Elementary School Counselor Program*	\$	-
Grants for Professional Learning*	\$	-
Educator Professional Time*	\$	38,722.27
School LAND Trust Program*	\$	51,941.88
Teacher and Student Success Program*	\$	88,971.85
Student Health & Counseling Support Program*	\$	35,772.45
Beverly Taylor Sorenson Arts*	\$	-
Digital Teaching and Learning*	\$	-
TOTAL FUNDING:	\$	3,620,262.83

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the Legislatives Estimates Report.

**Utah State-Supported Minimum School Program
Charter School Summary
FY 2024 Legislative Estimates**

Recipient: Gateway Preparatory

WPU Value:	\$4,280		
Recipient ID:	7E	WPUs	Amount Generated

1. BASIC SCHOOL PROGRAMS:

A. REGULAR BASIC SCHOOL PROGRAMS

Grades K-12	606.071	\$	2,592,603.85
Professional Staff	46.644	\$	199,637.32
Foreign Exchange Students*	-	\$	-

B. RESTRICTED BASIC SCHOOL PROGRAM

Special Education - Add-On	139.033	\$	595,061.88
Special Education - Self-Contained	23.144	\$	99,058.22
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	1.094	\$	4,681.39
Special Education - Impact Aid	2.841	\$	12,161.16
Special Education - EYSE*	-	\$	-
Career & Technical Education - Add-On*	1.260	\$	5,409.00
Students At-Risk - Add-on	42.380	\$	181,386.40
Class Size Reduction	62.132	\$	265,926.89
TOTAL BASIC SCHOOL PROGRAM (A thru B):	924.600	\$	3,955,926.12

2. RELATED TO BASIC PROGRAM

Rural School Transportation Reimbursement*	\$	-
Charter School Local Replacement	\$	2,109,256.00
Charter School Funding Base Program	\$	77,625.00
Flexible Allocation - WPU Distribution	\$	1,749.44
Students At-Risk - Gang Prevention and Intervention*	\$	-
Youth-in-Custody*	\$	-
Enhancement for Accelerated Students*	\$	-
Concurrent Enrollment*	\$	-
Title 1 Schools in Improvement - Paraeducators*	\$	-
Early Literacy Program*	\$	40,456.51
English Language Learner Software Grants*	\$	-
Educator Salary Adjustments	\$	398,832.97
Teacher Salary Supplement*	\$	-
Teacher Supplies and Materials	\$	5,627.94
Effective Teachers in High Poverty Schools*	\$	-
Elementary School Counselor Program*	\$	-
Grants for Professional Learning*	\$	-
Educator Professional Time*	\$	64,707.39
School LAND Trust Program*	\$	99,832.57
Teacher and Student Success Program*	\$	176,009.48
Student Health & Counseling Support Program*	\$	45,704.72
Beverly Taylor Sorenson Arts*	\$	-
Digital Teaching and Learning*	\$	-
TOTAL FUNDING:	\$	6,975,728.13

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the Legislatives Estimates Report.

**Utah State-Supported Minimum School Program
Charter School Summary
FY 2024 Legislative Estimates**

Recipient: Merit College Preparatory

WPU Value:	\$4,280		
Recipient ID:	8E	WPUs	Amount Generated

1. BASIC SCHOOL PROGRAMS:

A. REGULAR BASIC SCHOOL PROGRAMS

Grades K-12	461.089	\$	1,972,532.42
Professional Staff	27.430	\$	117,399.27
Foreign Exchange Students*	2.000	\$	8,560.00

B. RESTRICTED BASIC SCHOOL PROGRAM

Special Education - Add-On	141.554	\$	605,851.83
Special Education - Self-Contained	5.778	\$	24,728.89
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	1.007	\$	4,311.56
Special Education - Impact Aid	2.408	\$	10,304.50
Special Education - EYSE*	-	\$	-
Career & Technical Education - Add-On*	39.220	\$	167,843.00
Students At-Risk - Add-on	22.940	\$	98,183.20
Class Size Reduction	11.479	\$	49,131.30
TOTAL BASIC SCHOOL PROGRAM (A thru B):	714.905	\$	3,058,845.98

2. RELATED TO BASIC PROGRAM

Rural School Transportation Reimbursement*	\$	-
Charter School Local Replacement	\$	1,440,544.00
Charter School Funding Base Program	\$	53,015.00
Flexible Allocation - WPU Distribution	\$	1,352.68
Students At-Risk - Gang Prevention and Intervention*	\$	-
Youth-in-Custody*	\$	-
Enhancement for Accelerated Students*	\$	-
Concurrent Enrollment*	\$	-
Title 1 Schools in Improvement - Paraeducators*	\$	-
Early Literacy Program*	\$	-
English Language Learner Software Grants*	\$	-
Educator Salary Adjustments	\$	303,699.48
Teacher Salary Supplement*	\$	-
Teacher Supplies and Materials	\$	4,629.59
Effective Teachers in High Poverty Schools*	\$	-
Elementary School Counselor Program*	\$	-
Grants for Professional Learning*	\$	-
Educator Professional Time*	\$	51,410.00
School LAND Trust Program*	\$	67,133.79
Teacher and Student Success Program*	\$	138,729.73
Student Health & Counseling Support Program*	\$	38,923.17
Beverly Taylor Sorenson Arts*	\$	-
Digital Teaching and Learning*	\$	-
TOTAL FUNDING:	\$	5,158,283.41

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the Legislatives Estimates Report.

**Utah State-Supported Minimum School Program
Charter School Summary
FY 2024 Legislative Estimates**

Recipient: Providence Hall

WPU Value:	\$4,280		
Recipient ID:	9E	WPUs	Amount Generated

1. BASIC SCHOOL PROGRAMS:

A. REGULAR BASIC SCHOOL PROGRAMS

Grades K-12	2,121.270	\$ 9,074,740.11
Professional Staff	149.658	\$ 640,536.04
Foreign Exchange Students*	6.000	\$ 25,680.00

B. RESTRICTED BASIC SCHOOL PROGRAM

Special Education - Add-On	487.174	\$ 2,085,102.73
Special Education - Self-Contained	11.672	\$ 49,957.11
Special Education - Pre-School	-	\$ -
Special Education - Extended Year	1.699	\$ 7,270.21
Special Education - Impact Aid	5.878	\$ 25,157.82
Special Education - EYSE*	-	\$ -
Career & Technical Education - Add-On*	59.730	\$ 255,648.00
Students At-Risk - Add-on	48.720	\$ 208,521.60
Class Size Reduction	138.597	\$ 593,196.27
TOTAL BASIC SCHOOL PROGRAM (A thru B):	3,030.397	\$ 12,965,809.89

2. RELATED TO BASIC PROGRAM

Rural School Transportation Reimbursement*	\$ -
Charter School Local Replacement	\$ 6,712,122.00
Charter School Funding Base Program	\$ 214,800.00
Flexible Allocation - WPU Distribution	\$ 5,733.83
Students At-Risk - Gang Prevention and Intervention*	\$ -
Youth-in-Custody*	\$ -
Enhancement for Accelerated Students*	\$ -
Concurrent Enrollment*	\$ -
Title 1 Schools in Improvement - Paraeducators*	\$ -
Early Literacy Program*	\$ 100,640.69
English Language Learner Software Grants*	\$ -
Educator Salary Adjustments	\$ 1,534,144.54
Teacher Salary Supplement*	\$ -
Teacher Supplies and Materials	\$ 20,745.39
Effective Teachers in High Poverty Schools*	\$ -
Elementary School Counselor Program*	\$ -
Grants for Professional Learning*	\$ -
Educator Professional Time*	\$ 241,119.47
School LAND Trust Program*	\$ 310,783.14
Teacher and Student Success Program*	\$ 594,040.12
Student Health & Counseling Support Program*	\$ 89,454.68
Beverly Taylor Sorenson Arts*	\$ -
Digital Teaching and Learning*	\$ -
TOTAL FUNDING:	\$ 22,789,393.75

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the Legislative Estimates Report.

**Utah State-Supported Minimum School Program
Charter School Summary
FY 2024 Legislative Estimates**

Recipient: Quest Academy

WPU Value:	\$4,280		
Recipient ID:	1F	WPUs	Amount Generated

1. BASIC SCHOOL PROGRAMS:

A. REGULAR BASIC SCHOOL PROGRAMS

Grades K-12	909.532	\$	3,890,760.72
Professional Staff	55.061	\$	235,659.79
Foreign Exchange Students*	-	\$	-

B. RESTRICTED BASIC SCHOOL PROGRAM

Special Education - Add-On	222.211	\$	951,064.93
Special Education - Self-Contained	10.456	\$	44,749.78
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.528	\$	2,259.00
Special Education - Impact Aid	3.058	\$	13,089.49
Special Education - EYSE*	-	\$	-
Career & Technical Education - Add-On*	1.410	\$	6,024.00
Students At-Risk - Add-on	25.440	\$	108,883.20
Class Size Reduction	85.286	\$	365,025.34
TOTAL BASIC SCHOOL PROGRAM (A thru B):	1,312.982	\$	5,617,516.25

2. RELATED TO BASIC PROGRAM

Rural School Transportation Reimbursement*	\$	-
Charter School Local Replacement	\$	3,162,322.00
Charter School Funding Base Program	\$	116,380.00
Flexible Allocation - WPU Distribution	\$	2,484.30
Students At-Risk - Gang Prevention and Intervention*	\$	-
Youth-in-Custody*	\$	-
Enhancement for Accelerated Students*	\$	-
Concurrent Enrollment*	\$	-
Title 1 Schools in Improvement - Paraeducators*	\$	-
Early Literacy Program*	\$	43,454.54
English Language Learner Software Grants*	\$	-
Educator Salary Adjustments	\$	519,511.51
Teacher Salary Supplement*	\$	-
Teacher Supplies and Materials	\$	7,824.79
Effective Teachers in High Poverty Schools*	\$	-
Elementary School Counselor Program*	\$	-
Grants for Professional Learning*	\$	-
Educator Professional Time*	\$	87,688.64
School LAND Trust Program*	\$	147,433.90
Teacher and Student Success Program*	\$	261,507.12
Student Health & Counseling Support Program*	\$	55,576.97
Beverly Taylor Sorenson Arts*	\$	-
Digital Teaching and Learning*	\$	-
TOTAL FUNDING:	\$	10,021,700.02

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the Legislatives Estimates Report.

**Utah State-Supported Minimum School Program
Charter School Summary
FY 2024 Legislative Estimates**

Recipient: Rockwell HS

WPU Value:	\$4,280		
Recipient ID:	2F	WPUs	Amount Generated

1. BASIC SCHOOL PROGRAMS:

A. REGULAR BASIC SCHOOL PROGRAMS

Grades K-12	289.787	\$ 1,239,796.94
Professional Staff	16.481	\$ 70,538.35
Foreign Exchange Students*	3.000	\$ 12,840.00

B. RESTRICTED BASIC SCHOOL PROGRAM

Special Education - Add-On	77.061	\$ 329,821.66
Special Education - Self-Contained	0.289	\$ 1,236.44
Special Education - Pre-School	-	\$ -
Special Education - Extended Year	0.787	\$ 3,368.49
Special Education - Impact Aid	1.301	\$ 5,570.00
Special Education - EYSE*	-	\$ -
Career & Technical Education - Add-On*	11.090	\$ 47,462.00
Students At-Risk - Add-on	10.100	\$ 43,228.00
Class Size Reduction	5.092	\$ 21,792.64
TOTAL BASIC SCHOOL PROGRAM (A thru B):	414.989	\$ 1,775,654.52

2. RELATED TO BASIC PROGRAM

Rural School Transportation Reimbursement*	\$ -
Charter School Local Replacement	\$ 774,956.00
Charter School Funding Base Program	\$ 40,000.00
Flexible Allocation - WPU Distribution	\$ 785.20
Students At-Risk - Gang Prevention and Intervention*	\$ -
Youth-in-Custody*	\$ -
Enhancement for Accelerated Students*	\$ -
Concurrent Enrollment*	\$ -
Title 1 Schools in Improvement - Paraeducators*	\$ -
Early Literacy Program*	\$ -
English Language Learner Software Grants*	\$ -
Educator Salary Adjustments	\$ 139,415.24
Teacher Salary Supplement*	\$ -
Teacher Supplies and Materials	\$ 2,106.32
Effective Teachers in High Poverty Schools*	\$ -
Elementary School Counselor Program*	\$ -
Grants for Professional Learning*	\$ -
Educator Professional Time*	\$ 35,116.98
School LAND Trust Program*	\$ 47,448.56
Teacher and Student Success Program*	\$ 81,904.88
Student Health & Counseling Support Program*	\$ 32,381.68
Beverly Taylor Sorenson Arts*	\$ -
Digital Teaching and Learning*	\$ -
TOTAL FUNDING:	\$ 2,929,769.38

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the Legislatives Estimates Report.

**Utah State-Supported Minimum School Program
Charter School Summary
FY 2024 Legislative Estimates**

Recipient: Venture

WPU Value:	\$4,280		
Recipient ID:	3F	WPUs	Amount Generated

1. BASIC SCHOOL PROGRAMS:

A. REGULAR BASIC SCHOOL PROGRAMS

Grades K-12	798.732	\$ 3,417,015.22
Professional Staff	59.793	\$ 255,915.90
Foreign Exchange Students*	1.000	\$ 4,280.00

B. RESTRICTED BASIC SCHOOL PROGRAM

Special Education - Add-On	159.244	\$ 681,562.68
Special Education - Self-Contained	-	\$ -
Special Education - Pre-School	-	\$ -
Special Education - Extended Year	0.528	\$ 2,259.00
Special Education - Impact Aid	3.362	\$ 14,389.16
Special Education - EYSE*	-	\$ -
Career & Technical Education - Add-On*	-	\$ -
Students At-Risk - Add-on	29.740	\$ 127,287.20
Class Size Reduction	41.804	\$ 178,923.09
TOTAL BASIC SCHOOL PROGRAM (A thru B):	1,094.202	\$ 4,681,632.25

2. RELATED TO BASIC PROGRAM

Rural School Transportation Reimbursement*	\$ -
Charter School Local Replacement	\$ 2,431,113.00
Charter School Funding Base Program	\$ 89,470.00
Flexible Allocation - WPU Distribution	\$ 2,070.35
Students At-Risk - Gang Prevention and Intervention*	\$ -
Youth-in-Custody*	\$ -
Enhancement for Accelerated Students*	\$ -
Concurrent Enrollment*	\$ -
Title 1 Schools in Improvement - Paraeducators*	\$ -
Early Literacy Program*	\$ 36,363.87
English Language Learner Software Grants*	\$ -
Educator Salary Adjustments	\$ 457,371.07
Teacher Salary Supplement*	\$ -
Teacher Supplies and Materials	\$ 6,782.89
Effective Teachers in High Poverty Schools*	\$ -
Elementary School Counselor Program*	\$ -
Grants for Professional Learning*	\$ -
Educator Professional Time*	\$ 83,129.30
School LAND Trust Program*	\$ 112,564.84
Teacher and Student Success Program*	\$ 213,298.61
Student Health & Counseling Support Program*	\$ 48,345.32
Beverly Taylor Sorenson Arts*	\$ -
Digital Teaching and Learning*	\$ -
TOTAL FUNDING:	\$ 8,162,141.50

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the Legislatives Estimates Report.

**Utah State-Supported Minimum School Program
Charter School Summary
FY 2024 Legislative Estimates**

Recipient: Center for Science Ed.

WPU Value:	\$4,280		
Recipient ID:	4F	WPUs	Amount Generated

1. BASIC SCHOOL PROGRAMS:

A. REGULAR BASIC SCHOOL PROGRAMS

Grades K-12	388.256	\$ 1,661,051.58
Professional Staff	41.530	\$ 177,746.88
Foreign Exchange Students*	2.000	\$ 8,560.00

B. RESTRICTED BASIC SCHOOL PROGRAM

Special Education - Add-On	62.873	\$ 269,094.53
Special Education - Self-Contained	5.700	\$ 24,396.00
Special Education - Pre-School	-	\$ -
Special Education - Extended Year	0.528	\$ 2,259.00
Special Education - Impact Aid	1.323	\$ 5,662.83
Special Education - EYSE*	-	\$ -
Career & Technical Education - Add-On*	4.670	\$ 20,000.00
Students At-Risk - Add-on	22.540	\$ 96,471.20
Class Size Reduction	-	\$ -
TOTAL BASIC SCHOOL PROGRAM (A thru B):	529.419	\$ 2,265,242.03

2. RELATED TO BASIC PROGRAM

Rural School Transportation Reimbursement*	\$ -
Charter School Local Replacement	\$ 1,065,565.00
Charter School Funding Base Program	\$ 40,000.00
Flexible Allocation - WPU Distribution	\$ 1,001.72
Students At-Risk - Gang Prevention and Intervention*	\$ -
Youth-in-Custody*	\$ -
Enhancement for Accelerated Students*	\$ -
Concurrent Enrollment*	\$ -
Title 1 Schools in Improvement - Paraeducators*	\$ -
Early Literacy Program*	\$ -
English Language Learner Software Grants*	\$ -
Educator Salary Adjustments	\$ 255,544.83
Teacher Salary Supplement*	\$ -
Teacher Supplies and Materials	\$ 3,822.10
Effective Teachers in High Poverty Schools*	\$ -
Elementary School Counselor Program*	\$ -
Grants for Professional Learning*	\$ -
Educator Professional Time*	\$ 42,166.08
School LAND Trust Program*	\$ 49,482.23
Teacher and Student Success Program*	\$ 108,221.92
Student Health & Counseling Support Program*	\$ 35,262.34
Beverly Taylor Sorenson Arts*	\$ -
Digital Teaching and Learning*	\$ -
TOTAL FUNDING:	\$ 3,866,308.25

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the Legislatives Estimates Report.

**Utah State-Supported Minimum School Program
Charter School Summary
FY 2024 Legislative Estimates**

Recipient: Utah Virtual Academy

WPU Value:	\$4,280		
Recipient ID:	5F	WPUs	Amount Generated

1. BASIC SCHOOL PROGRAMS:

A. REGULAR BASIC SCHOOL PROGRAMS

Grades K-12	1,731.108	\$	7,405,555.59
Professional Staff	131.676	\$	563,575.37
Foreign Exchange Students*	-	\$	-

B. RESTRICTED BASIC SCHOOL PROGRAM

Special Education - Add-On	489.254	\$	2,094,006.36
Special Education - Self-Contained	36.917	\$	158,003.33
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	2.204	\$	9,433.72
Special Education - Impact Aid	8.416	\$	36,019.32
Special Education - EYSE*	-	\$	-
Career & Technical Education - Add-On*	83.830	\$	358,808.00
Students At-Risk - Add-on	89.920	\$	384,857.60
Class Size Reduction	80.650	\$	345,184.11
TOTAL BASIC SCHOOL PROGRAM (A thru B):	2,653.975	\$	11,355,443.41

2. RELATED TO BASIC PROGRAM

Rural School Transportation Reimbursement*	\$	-
Charter School Local Replacement	\$	5,562,187.00
Charter School Funding Base Program	\$	204,700.00
Flexible Allocation - WPU Distribution	\$	5,021.60
Students At-Risk - Gang Prevention and Intervention*	\$	-
Youth-in-Custody*	\$	-
Enhancement for Accelerated Students*	\$	-
Concurrent Enrollment*	\$	-
Title 1 Schools in Improvement - Paraeducators*	\$	-
Early Literacy Program*	\$	120,154.28
English Language Learner Software Grants*	\$	-
Educator Salary Adjustments	\$	1,312,544.50
Teacher Salary Supplement*	\$	-
Teacher Supplies and Materials	\$	19,703.32
Effective Teachers in High Poverty Schools*	\$	-
Elementary School Counselor Program*	\$	-
Grants for Professional Learning*	\$	-
Educator Professional Time*	\$	209,350.73
School LAND Trust Program*	\$	259,564.69
Teacher and Student Success Program*	\$	601,187.95
Student Health & Counseling Support Program*	\$	78,832.26
Beverly Taylor Sorenson Arts*	\$	-
Digital Teaching and Learning*	\$	-
TOTAL FUNDING:	\$	19,728,689.74

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the Legislatives Estimates Report.

**Utah State-Supported Minimum School Program
Charter School Summary
FY 2024 Legislative Estimates**

Recipient: The Early Light Academy

WPU Value:	\$4,280		
Recipient ID:	6F	WPUs	Amount Generated

1. BASIC SCHOOL PROGRAMS:

A. REGULAR BASIC SCHOOL PROGRAMS

Grades K-12	906.053	\$	3,875,961.01
Professional Staff	56.653	\$	242,476.30
Foreign Exchange Students*	-	\$	-

B. RESTRICTED BASIC SCHOOL PROGRAM

Special Education - Add-On	195.691	\$	837,557.95
Special Education - Self-Contained	4.411	\$	18,879.56
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	1.098	\$	4,699.88
Special Education - Impact Aid	2.863	\$	12,253.99
Special Education - EYSE*	-	\$	-
Career & Technical Education - Add-On*	6.070	\$	25,965.00
Students At-Risk - Add-on	19.300	\$	82,604.00
Class Size Reduction	82.138	\$	351,550.71
TOTAL BASIC SCHOOL PROGRAM (A thru B):	1,274.277	\$	5,451,948.40

2. RELATED TO BASIC PROGRAM

Rural School Transportation Reimbursement*	\$	-
Charter School Local Replacement	\$	3,037,329.00
Charter School Funding Base Program	\$	111,780.00
Flexible Allocation - WPU Distribution	\$	2,411.07
Students At-Risk - Gang Prevention and Intervention*	\$	-
Youth-in-Custody*	\$	-
Enhancement for Accelerated Students*	\$	-
Concurrent Enrollment*	\$	-
Title 1 Schools in Improvement - Paraeducators*	\$	-
Early Literacy Program*	\$	40,921.18
English Language Learner Software Grants*	\$	-
Educator Salary Adjustments	\$	594,827.06
Teacher Salary Supplement*	\$	-
Teacher Supplies and Materials	\$	8,362.79
Effective Teachers in High Poverty Schools*	\$	-
Elementary School Counselor Program*	\$	-
Grants for Professional Learning*	\$	-
Educator Professional Time*	\$	101,444.11
School LAND Trust Program*	\$	140,633.71
Teacher and Student Success Program*	\$	245,274.60
Student Health & Counseling Support Program*	\$	54,166.64
Beverly Taylor Sorenson Arts*	\$	-
Digital Teaching and Learning*	\$	-
TOTAL FUNDING:	\$	9,789,098.57

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the Legislatives Estimates Report.

**Utah State-Supported Minimum School Program
Charter School Summary
FY 2024 Legislative Estimates**

Recipient: Excelsior Academy

WPU Value:	\$4,280		
Recipient ID:	7F	WPUs	Amount Generated

1. BASIC SCHOOL PROGRAMS:

A. REGULAR BASIC SCHOOL PROGRAMS

Grades K-12	1,191.371	\$	5,096,272.62
Professional Staff	69.752	\$	298,539.54
Foreign Exchange Students*	-	\$	-

B. RESTRICTED BASIC SCHOOL PROGRAM

Special Education - Add-On	388.057	\$	1,660,883.10
Special Education - Self-Contained	24.861	\$	106,405.56
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.528	\$	2,259.00
Special Education - Impact Aid	4.143	\$	17,731.16
Special Education - EYSE*	-	\$	-
Career & Technical Education - Add-On*	-	\$	-
Students At-Risk - Add-on	35.500	\$	151,940.00
Class Size Reduction	126.170	\$	540,007.03
TOTAL BASIC SCHOOL PROGRAM (A thru B):	1,840.382	\$	7,874,038.00

2. RELATED TO BASIC PROGRAM

Rural School Transportation Reimbursement*	\$	-
Charter School Local Replacement	\$	4,356,005.00
Charter School Funding Base Program	\$	160,310.00
Flexible Allocation - WPU Distribution	\$	3,482.20
Students At-Risk - Gang Prevention and Intervention*	\$	-
Youth-in-Custody*	\$	-
Enhancement for Accelerated Students*	\$	-
Concurrent Enrollment*	\$	-
Title 1 Schools in Improvement - Paraeducators*	\$	-
Early Literacy Program*	\$	61,313.92
English Language Learner Software Grants*	\$	-
Educator Salary Adjustments	\$	767,361.53
Teacher Salary Supplement*	\$	-
Teacher Supplies and Materials	\$	11,342.00
Effective Teachers in High Poverty Schools*	\$	-
Elementary School Counselor Program*	\$	-
Grants for Professional Learning*	\$	-
Educator Professional Time*	\$	123,561.95
School LAND Trust Program*	\$	202,269.48
Teacher and Student Success Program*	\$	367,005.95
Student Health & Counseling Support Program*	\$	66,949.56
Beverly Taylor Sorenson Arts*	\$	-
Digital Teaching and Learning*	\$	-
TOTAL FUNDING:	\$	13,993,639.59

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the Legislatives Estimates Report.

**Utah State-Supported Minimum School Program
Charter School Summary
FY 2024 Legislative Estimates**

Recipient: Hawthorn Academy

WPU Value:	\$4,280		
Recipient ID:	8F	WPUs	Amount Generated

1. BASIC SCHOOL PROGRAMS:

A. REGULAR BASIC SCHOOL PROGRAMS

Grades K-12	1,214.108	\$ 5,193,691.64
Professional Staff	87.728	\$ 375,475.93
Foreign Exchange Students*	-	\$ -

B. RESTRICTED BASIC SCHOOL PROGRAM

Special Education - Add-On	341.735	\$ 1,462,624.58
Special Education - Self-Contained	1.839	\$ 7,870.44
Special Education - Pre-School	-	\$ -
Special Education - Extended Year	1.232	\$ 5,273.12
Special Education - Impact Aid	3.535	\$ 15,131.83
Special Education - EYSE*	-	\$ -
Career & Technical Education - Add-On*	6.090	\$ 26,064.00
Students At-Risk - Add-on	44.880	\$ 192,086.40
Class Size Reduction	118.559	\$ 507,431.79
TOTAL BASIC SCHOOL PROGRAM (A thru B):	1,819.706	\$ 7,785,649.74

2. RELATED TO BASIC PROGRAM

Rural School Transportation Reimbursement*	\$ -
Charter School Local Replacement	\$ 4,184,139.00
Charter School Funding Base Program	\$ 153,985.00
Flexible Allocation - WPU Distribution	\$ 3,443.08
Students At-Risk - Gang Prevention and Intervention*	\$ -
Youth-in-Custody*	\$ -
Enhancement for Accelerated Students*	\$ -
Concurrent Enrollment*	\$ -
Title 1 Schools in Improvement - Paraeducators*	\$ -
Early Literacy Program*	\$ 63,102.67
English Language Learner Software Grants*	\$ -
Educator Salary Adjustments	\$ 828,311.08
Teacher Salary Supplement*	\$ -
Teacher Supplies and Materials	\$ 12,298.02
Effective Teachers in High Poverty Schools*	\$ -
Elementary School Counselor Program*	\$ -
Grants for Professional Learning*	\$ -
Educator Professional Time*	\$ 132,440.06
School LAND Trust Program*	\$ 194,745.86
Teacher and Student Success Program*	\$ 362,715.98
Student Health & Counseling Support Program*	\$ 65,389.20
Beverly Taylor Sorenson Arts*	\$ -
Digital Teaching and Learning*	\$ -
TOTAL FUNDING:	\$ 13,786,219.68

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the Legislatives Estimates Report.

**Utah State-Supported Minimum School Program
Charter School Summary
FY 2024 Legislative Estimates**

Recipient: Mountain Heights Academy

WPU Value:	\$4,280		
Recipient ID:	9F	WPUs	Amount Generated

1. BASIC SCHOOL PROGRAMS:

A. REGULAR BASIC SCHOOL PROGRAMS

Grades K-12	1,148.055	\$	4,911,727.31
Professional Staff	94.901	\$	406,177.54
Foreign Exchange Students*	-	\$	-

B. RESTRICTED BASIC SCHOOL PROGRAM

Special Education - Add-On	171.727	\$	734,989.55
Special Education - Self-Contained	1.244	\$	5,326.22
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	1.336	\$	5,716.92
Special Education - Impact Aid	4.056	\$	17,359.83
Special Education - EYSE*	-	\$	-
Career & Technical Education - Add-On*	-	\$	-
Students At-Risk - Add-on	18.320	\$	78,409.60
Class Size Reduction	22.774	\$	97,471.34
TOTAL BASIC SCHOOL PROGRAM (A thru B):	1,462.413	\$	6,257,178.31

2. RELATED TO BASIC PROGRAM

Rural School Transportation Reimbursement*	\$	-
Charter School Local Replacement	\$	3,037,329.00
Charter School Funding Base Program	\$	111,780.00
Flexible Allocation - WPU Distribution	\$	2,767.04
Students At-Risk - Gang Prevention and Intervention*	\$	-
Youth-in-Custody*	\$	-
Enhancement for Accelerated Students*	\$	-
Concurrent Enrollment*	\$	-
Title 1 Schools in Improvement - Paraeducators*	\$	-
Early Literacy Program*	\$	-
English Language Learner Software Grants*	\$	-
Educator Salary Adjustments	\$	851,054.80
Teacher Salary Supplement*	\$	-
Teacher Supplies and Materials	\$	12,192.07
Effective Teachers in High Poverty Schools*	\$	-
Elementary School Counselor Program*	\$	-
Grants for Professional Learning*	\$	-
Educator Professional Time*	\$	133,862.07
School LAND Trust Program*	\$	140,923.08
Teacher and Student Success Program*	\$	289,313.03
Student Health & Counseling Support Program*	\$	54,226.66
Beverly Taylor Sorenson Arts*	\$	-
Digital Teaching and Learning*	\$	-
TOTAL FUNDING:	\$	10,890,626.05

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the Legislatives Estimates Report.

**Utah State-Supported Minimum School Program
Charter School Summary
FY 2024 Legislative Estimates**

Recipient: Jefferson Academy

WPU Value:	\$4,280		
Recipient ID:	1G	WPUs	Amount Generated

1. BASIC SCHOOL PROGRAMS:

A. REGULAR BASIC SCHOOL PROGRAMS

Grades K-12	513.999	\$	2,198,731.91
Professional Staff	33.368	\$	142,813.93
Foreign Exchange Students*	-	\$	-

B. RESTRICTED BASIC SCHOOL PROGRAM

Special Education - Add-On	78.298	\$	335,114.62
Special Education - Self-Contained	7.972	\$	34,121.11
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.852	\$	3,645.87
Special Education - Impact Aid	1.627	\$	6,962.50
Special Education - EYSE*	-	\$	-
Career & Technical Education - Add-On*	-	\$	-
Students At-Risk - Add-on	12.940	\$	55,383.20
Class Size Reduction	56.795	\$	243,082.59
TOTAL BASIC SCHOOL PROGRAM (A thru B):	705.850	\$	3,019,855.72

2. RELATED TO BASIC PROGRAM

Rural School Transportation Reimbursement*	\$	-
Charter School Local Replacement	\$	1,937,391.00
Charter School Funding Base Program	\$	71,300.00
Flexible Allocation - WPU Distribution	\$	1,335.54
Students At-Risk - Gang Prevention and Intervention*	\$	-
Youth-in-Custody*	\$	-
Enhancement for Accelerated Students*	\$	-
Concurrent Enrollment*	\$	-
Title 1 Schools in Improvement - Paraeducators*	\$	-
Early Literacy Program*	\$	23,859.10
English Language Learner Software Grants*	\$	-
Educator Salary Adjustments	\$	316,350.13
Teacher Salary Supplement*	\$	-
Teacher Supplies and Materials	\$	4,689.95
Effective Teachers in High Poverty Schools*	\$	-
Elementary School Counselor Program*	\$	-
Grants for Professional Learning*	\$	-
Educator Professional Time*	\$	52,398.65
School LAND Trust Program*	\$	85,508.77
Teacher and Student Success Program*	\$	138,771.95
Student Health & Counseling Support Program*	\$	42,734.04
Beverly Taylor Sorenson Arts*	\$	-
Digital Teaching and Learning*	\$	-
TOTAL FUNDING:	\$	5,694,194.85

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the Legislatives Estimates Report.

**Utah State-Supported Minimum School Program
Charter School Summary
FY 2024 Legislative Estimates**

Recipient: Vista at Entrada

WPU Value:	\$4,280		
Recipient ID:	2G	WPUs	Amount Generated

1. BASIC SCHOOL PROGRAMS:

A. REGULAR BASIC SCHOOL PROGRAMS

Grades K-12	1,028.893	\$ 4,401,435.14
Professional Staff	71.514	\$ 306,079.26
Foreign Exchange Students*	-	\$ -

B. RESTRICTED BASIC SCHOOL PROGRAM

Special Education - Add-On	165.767	\$ 709,482.78
Special Education - Self-Contained	1.461	\$ 6,253.56
Special Education - Pre-School	-	\$ -
Special Education - Extended Year	1.033	\$ 4,422.51
Special Education - Impact Aid	2.538	\$ 10,861.50
Special Education - EYSE*	-	\$ -
Career & Technical Education - Add-On*	4.670	\$ 20,000.00
Students At-Risk - Add-on	49.000	\$ 209,720.00
Class Size Reduction	96.291	\$ 412,124.45
TOTAL BASIC SCHOOL PROGRAM (A thru B):	1,421.167	\$ 6,080,379.21

2. RELATED TO BASIC PROGRAM

Rural School Transportation Reimbursement*	\$ -
Charter School Local Replacement	\$ 3,499,803.00
Charter School Funding Base Program	\$ 128,800.00
Flexible Allocation - WPU Distribution	\$ 2,689.00
Students At-Risk - Gang Prevention and Intervention*	\$ -
Youth-in-Custody*	\$ -
Enhancement for Accelerated Students*	\$ -
Concurrent Enrollment*	\$ -
Title 1 Schools in Improvement - Paraeducators*	\$ -
Early Literacy Program*	\$ 55,209.31
English Language Learner Software Grants*	\$ -
Educator Salary Adjustments	\$ 584,713.13
Teacher Salary Supplement*	\$ -
Teacher Supplies and Materials	\$ 8,702.91
Effective Teachers in High Poverty Schools*	\$ -
Elementary School Counselor Program*	\$ -
Grants for Professional Learning*	\$ -
Educator Professional Time*	\$ 92,851.06
School LAND Trust Program*	\$ 161,034.28
Teacher and Student Success Program*	\$ 271,667.84
Student Health & Counseling Support Program*	\$ 58,397.61
Beverly Taylor Sorenson Arts*	\$ -
Digital Teaching and Learning*	\$ -
TOTAL FUNDING:	\$ 10,944,247.35

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the Legislatives Estimates Report.

**Utah State-Supported Minimum School Program
Charter School Summary
FY 2024 Legislative Estimates**

Recipient: Bear River CS

WPU Value:	\$4,280		
Recipient ID:	3G	WPUs	Amount Generated

1. BASIC SCHOOL PROGRAMS:

A. REGULAR BASIC SCHOOL PROGRAMS

Grades K-12	148.055	\$ 633,335.96
Professional Staff	8.417	\$ 36,024.64
Foreign Exchange Students*	-	\$ -

B. RESTRICTED BASIC SCHOOL PROGRAM

Special Education - Add-On	37.268	\$ 159,508.53
Special Education - Self-Contained	1.000	\$ 4,280.00
Special Education - Pre-School	-	\$ -
Special Education - Extended Year	0.528	\$ 2,259.00
Special Education - Impact Aid	0.629	\$ 2,692.17
Special Education - EYSE*	-	\$ -
Career & Technical Education - Add-On*	-	\$ -
Students At-Risk - Add-on	9.320	\$ 39,889.60
Class Size Reduction	15.084	\$ 64,558.54
TOTAL BASIC SCHOOL PROGRAM (A thru B):	220.301	\$ 942,548.44

2. RELATED TO BASIC PROGRAM

Rural School Transportation Reimbursement*	\$ -
Charter School Local Replacement	\$ 531,220.00
Charter School Funding Base Program	\$ 40,000.00
Flexible Allocation - WPU Distribution	\$ 416.83
Students At-Risk - Gang Prevention and Intervention*	\$ -
Youth-in-Custody*	\$ -
Enhancement for Accelerated Students*	\$ -
Concurrent Enrollment*	\$ -
Title 1 Schools in Improvement - Paraeducators*	\$ -
Early Literacy Program*	\$ 7,802.26
English Language Learner Software Grants*	\$ -
Educator Salary Adjustments	\$ 138,473.93
Teacher Salary Supplement*	\$ -
Teacher Supplies and Materials	\$ 1,835.20
Effective Teachers in High Poverty Schools*	\$ -
Elementary School Counselor Program*	\$ -
Grants for Professional Learning*	\$ -
Educator Professional Time*	\$ 24,139.63
School LAND Trust Program*	\$ 47,448.56
Teacher and Student Success Program*	\$ 43,096.31
Student Health & Counseling Support Program*	\$ 30,101.16
Beverly Taylor Sorenson Arts*	\$ -
Digital Teaching and Learning*	\$ -
TOTAL FUNDING:	\$ 1,807,082.32

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the Legislatives Estimates Report.

**Utah State-Supported Minimum School Program
Charter School Summary
FY 2024 Legislative Estimates**

Recipient: Maria Montessori

WPU Value:	\$4,280		
Recipient ID:	4G	WPUs	Amount Generated

1. BASIC SCHOOL PROGRAMS:

A. REGULAR BASIC SCHOOL PROGRAMS

Grades K-12	348.423	\$ 1,490,490.59
Professional Staff	19.964	\$ 85,447.74
Foreign Exchange Students*	-	\$ -

B. RESTRICTED BASIC SCHOOL PROGRAM

Special Education - Add-On	136.923	\$ 586,031.64
Special Education - Self-Contained	3.456	\$ 14,789.78
Special Education - Pre-School	-	\$ -
Special Education - Extended Year	0.882	\$ 3,775.31
Special Education - Impact Aid	1.779	\$ 7,612.33
Special Education - EYSE*	-	\$ -
Career & Technical Education - Add-On*	-	\$ -
Students At-Risk - Add-on	12.300	\$ 52,644.00
Class Size Reduction	33.289	\$ 142,478.79
TOTAL BASIC SCHOOL PROGRAM (A thru B):	557.015	\$ 2,383,270.19

2. RELATED TO BASIC PROGRAM

Rural School Transportation Reimbursement*	\$ -
Charter School Local Replacement	\$ 1,156,185.00
Charter School Funding Base Program	\$ 42,550.00
Flexible Allocation - WPU Distribution	\$ 1,053.93
Students At-Risk - Gang Prevention and Intervention*	\$ -
Youth-in-Custody*	\$ -
Enhancement for Accelerated Students*	\$ -
Concurrent Enrollment*	\$ -
Title 1 Schools in Improvement - Paraeducators*	\$ -
Early Literacy Program*	\$ 19,789.90
English Language Learner Software Grants*	\$ -
Educator Salary Adjustments	\$ 222,589.89
Teacher Salary Supplement*	\$ -
Teacher Supplies and Materials	\$ 3,336.06
Effective Teachers in High Poverty Schools*	\$ -
Elementary School Counselor Program*	\$ -
Grants for Professional Learning*	\$ -
Educator Professional Time*	\$ 35,001.64
School LAND Trust Program*	\$ 54,835.57
Teacher and Student Success Program*	\$ 105,204.76
Student Health & Counseling Support Program*	\$ 36,372.59
Beverly Taylor Sorenson Arts*	\$ -
Digital Teaching and Learning*	\$ -
TOTAL FUNDING:	\$ 4,060,189.53

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the Legislatives Estimates Report.

**Utah State-Supported Minimum School Program
Charter School Summary
FY 2024 Legislative Estimates**

Recipient: Canyon Grove Academy

WPU Value:	\$4,280		
Recipient ID:	5G	WPUs	Amount Generated

1. BASIC SCHOOL PROGRAMS:

A. REGULAR BASIC SCHOOL PROGRAMS

Grades K-12	542.436	\$	2,320,317.90
Professional Staff	34.575	\$	147,979.01
Foreign Exchange Students*	-	\$	-

B. RESTRICTED BASIC SCHOOL PROGRAM

Special Education - Add-On	103.101	\$	441,270.32
Special Education - Self-Contained	1.239	\$	5,302.44
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.800	\$	3,423.97
Special Education - Impact Aid	1.366	\$	5,848.50
Special Education - EYSE*	-	\$	-
Career & Technical Education - Add-On*	-	\$	-
Students At-Risk - Add-on	13.200	\$	56,496.00
Class Size Reduction	59.615	\$	255,152.73
TOTAL BASIC SCHOOL PROGRAM (A thru B):	756.332	\$	3,235,790.86

2. RELATED TO BASIC PROGRAM

Rural School Transportation Reimbursement*	\$	-
Charter School Local Replacement	\$	2,024,886.00
Charter School Funding Base Program	\$	74,520.00
Flexible Allocation - WPU Distribution	\$	1,431.06
Students At-Risk - Gang Prevention and Intervention*	\$	-
Youth-in-Custody*	\$	-
Enhancement for Accelerated Students*	\$	-
Concurrent Enrollment*	\$	-
Title 1 Schools in Improvement - Paraeducators*	\$	-
Early Literacy Program*	\$	25,395.33
English Language Learner Software Grants*	\$	-
Educator Salary Adjustments	\$	289,060.93
Teacher Salary Supplement*	\$	-
Teacher Supplies and Materials	\$	4,359.12
Effective Teachers in High Poverty Schools*	\$	-
Elementary School Counselor Program*	\$	-
Grants for Professional Learning*	\$	-
Educator Professional Time*	\$	51,034.31
School LAND Trust Program*	\$	94,768.60
Teacher and Student Success Program*	\$	149,776.89
Student Health & Counseling Support Program*	\$	44,654.48
Beverly Taylor Sorenson Arts*	\$	-
Digital Teaching and Learning*	\$	-
TOTAL FUNDING:	\$	5,995,677.58

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the Legislatives Estimates Report.

**Utah State-Supported Minimum School Program
Charter School Summary
FY 2024 Legislative Estimates**

Recipient: Weilenmann School

WPU Value:	\$4,280		
Recipient ID:	6G	WPUs	Amount Generated

1. BASIC SCHOOL PROGRAMS:

A. REGULAR BASIC SCHOOL PROGRAMS

Grades K-12	467.074	\$ 1,998,006.19
Professional Staff	38.682	\$ 165,558.04
Foreign Exchange Students*	-	\$ -

B. RESTRICTED BASIC SCHOOL PROGRAM

Special Education - Add-On	51.925	\$ 222,240.67
Special Education - Self-Contained	5.000	\$ 21,400.00
Special Education - Pre-School	-	\$ -
Special Education - Extended Year	0.727	\$ 3,109.61
Special Education - Impact Aid	0.998	\$ 4,270.33
Special Education - EYSE*	-	\$ -
Career & Technical Education - Add-On*	-	\$ -
Students At-Risk - Add-on	6.320	\$ 31,311.78
Class Size Reduction	47.852	\$ 204,805.82
TOTAL BASIC SCHOOL PROGRAM (A thru B):	618.577	\$ 2,650,702.45

2. RELATED TO BASIC PROGRAM

Rural School Transportation Reimbursement*	\$ -
Charter School Local Replacement	\$ 1,671,781.00
Charter School Funding Base Program	\$ 61,525.00
Flexible Allocation - WPU Distribution	\$ 1,170.41
Students At-Risk - Gang Prevention and Intervention*	\$ -
Youth-in-Custody*	\$ -
Enhancement for Accelerated Students*	\$ -
Concurrent Enrollment*	\$ -
Title 1 Schools in Improvement - Paraeducators*	\$ -
Early Literacy Program*	\$ 18,027.56
English Language Learner Software Grants*	\$ -
Educator Salary Adjustments	\$ 418,609.58
Teacher Salary Supplement*	\$ -
Teacher Supplies and Materials	\$ 6,042.77
Effective Teachers in High Poverty Schools*	\$ -
Elementary School Counselor Program*	\$ -
Grants for Professional Learning*	\$ -
Educator Professional Time*	\$ 71,781.21
School LAND Trust Program*	\$ 77,406.42
Teacher and Student Success Program*	\$ 121,382.22
Student Health & Counseling Support Program*	\$ 41,053.66
Beverly Taylor Sorenson Arts*	\$ -
Digital Teaching and Learning*	\$ -
TOTAL FUNDING:	\$ 5,139,482.27

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the Legislatives Estimates Report.

**Utah State-Supported Minimum School Program
Charter School Summary
FY 2024 Legislative Estimates**

Recipient: Summit Academy HS

WPU Value:	\$4,280		
Recipient ID:	7G	WPUs	Amount Generated

1. BASIC SCHOOL PROGRAMS:

A. REGULAR BASIC SCHOOL PROGRAMS

Grades K-12	589.286	\$ 2,521,126.08
Professional Staff	33.015	\$ 141,303.47
Foreign Exchange Students*	2.000	\$ 8,560.00

B. RESTRICTED BASIC SCHOOL PROGRAM

Special Education - Add-On	107.342	\$ 459,423.74
Special Education - Self-Contained	-	\$ -
Special Education - Pre-School	-	\$ -
Special Education - Extended Year	0.528	\$ 2,259.00
Special Education - Impact Aid	1.844	\$ 7,890.83
Special Education - EYSE*	-	\$ -
Career & Technical Education - Add-On*	89.550	\$ 383,255.00
Students At-Risk - Add-on	13.400	\$ 57,352.00
Class Size Reduction	-	\$ -
TOTAL BASIC SCHOOL PROGRAM (A thru B):	836.965	\$ 3,581,170.12

2. RELATED TO BASIC PROGRAM

Rural School Transportation Reimbursement*	\$ -
Charter School Local Replacement	\$ 1,584,286.00
Charter School Funding Base Program	\$ 58,305.00
Flexible Allocation - WPU Distribution	\$ 1,583.63
Students At-Risk - Gang Prevention and Intervention*	\$ -
Youth-in-Custody*	\$ -
Enhancement for Accelerated Students*	\$ -
Concurrent Enrollment*	\$ -
Title 1 Schools in Improvement - Paraeducators*	\$ -
Early Literacy Program*	\$ -
English Language Learner Software Grants*	\$ -
Educator Salary Adjustments	\$ 338,161.72
Teacher Salary Supplement*	\$ -
Teacher Supplies and Materials	\$ 5,066.45
Effective Teachers in High Poverty Schools*	\$ -
Elementary School Counselor Program*	\$ -
Grants for Professional Learning*	\$ -
Educator Professional Time*	\$ 60,584.70
School LAND Trust Program*	\$ 73,789.29
Teacher and Student Success Program*	\$ 172,635.58
Student Health & Counseling Support Program*	\$ 40,303.49
Beverly Taylor Sorenson Arts*	\$ -
Digital Teaching and Learning*	\$ -
TOTAL FUNDING:	\$ 5,915,885.97

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the Legislatives Estimates Report.

**Utah State-Supported Minimum School Program
Charter School Summary
FY 2024 Legislative Estimates**

Recipient: Good Foundations

WPU Value:	\$4,280		
Recipient ID:	8G	WPUs	Amount Generated

1. BASIC SCHOOL PROGRAMS:

A. REGULAR BASIC SCHOOL PROGRAMS

Grades K-12	355.659	\$	1,521,358.48
Professional Staff	30.231	\$	129,388.74
Foreign Exchange Students*	-	\$	-

B. RESTRICTED BASIC SCHOOL PROGRAM

Special Education - Add-On	91.607	\$	392,078.75
Special Education - Self-Contained	4.739	\$	20,282.44
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.830	\$	3,553.41
Special Education - Impact Aid	1.518	\$	6,498.33
Special Education - EYSE*	-	\$	-
Career & Technical Education - Add-On*	-	\$	-
Students At-Risk - Add-on	19.880	\$	85,086.40
Class Size Reduction	39.512	\$	169,109.77
TOTAL BASIC SCHOOL PROGRAM (A thru B):	543.977	\$	2,327,356.32

2. RELATED TO BASIC PROGRAM

Rural School Transportation Reimbursement*	\$	-
Charter School Local Replacement	\$	1,343,674.00
Charter School Funding Base Program	\$	49,450.00
Flexible Allocation - WPU Distribution	\$	1,029.26
Students At-Risk - Gang Prevention and Intervention*	\$	-
Youth-in-Custody*	\$	-
Enhancement for Accelerated Students*	\$	-
Concurrent Enrollment*	\$	-
Title 1 Schools in Improvement - Paraeducators*	\$	-
Early Literacy Program*	\$	20,354.29
English Language Learner Software Grants*	\$	-
Educator Salary Adjustments	\$	252,335.14
Teacher Salary Supplement*	\$	-
Teacher Supplies and Materials	\$	3,588.83
Effective Teachers in High Poverty Schools*	\$	-
Elementary School Counselor Program*	\$	-
Grants for Professional Learning*	\$	-
Educator Professional Time*	\$	41,193.91
School LAND Trust Program*	\$	62,359.19
Teacher and Student Success Program*	\$	104,882.79
Student Health & Counseling Support Program*	\$	37,932.95
Beverly Taylor Sorenson Arts*	\$	-
Digital Teaching and Learning*	\$	-
TOTAL FUNDING:	\$	4,244,156.67

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the Legislatives Estimates Report.

**Utah State-Supported Minimum School Program
Charter School Summary
FY 2024 Legislative Estimates**

Recipient: Utah Connections

WPU Value:	\$4,280		
Recipient ID:	2H	WPUs	Amount Generated

1. BASIC SCHOOL PROGRAMS:

A. REGULAR BASIC SCHOOL PROGRAMS

Grades K-12	1,044.052	\$	4,466,470.93
Professional Staff	76.887	\$	329,078.12
Foreign Exchange Students*	-	\$	-

B. RESTRICTED BASIC SCHOOL PROGRAM

Special Education - Add-On	108.667	\$	465,096.43
Special Education - Self-Contained	44.244	\$	189,366.22
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.528	\$	2,259.00
Special Education - Impact Aid	2.277	\$	9,747.50
Special Education - EYSE*	-	\$	-
Career & Technical Education - Add-On*	-	\$	-
Students At-Risk - Add-on	34.900	\$	149,372.00
Class Size Reduction	58.635	\$	250,958.96
TOTAL BASIC SCHOOL PROGRAM (A thru B):	1,370.191	\$	5,862,349.16

2. RELATED TO BASIC PROGRAM

Rural School Transportation Reimbursement*	\$	-
Charter School Local Replacement	\$	3,315,438.00
Charter School Funding Base Program	\$	122,015.00
Flexible Allocation - WPU Distribution	\$	2,592.55
Students At-Risk - Gang Prevention and Intervention*	\$	-
Youth-in-Custody*	\$	-
Enhancement for Accelerated Students*	\$	-
Concurrent Enrollment*	\$	-
Title 1 Schools in Improvement - Paraeducators*	\$	-
Early Literacy Program*	\$	53,071.80
English Language Learner Software Grants*	\$	-
Educator Salary Adjustments	\$	473,159.97
Teacher Salary Supplement*	\$	-
Teacher Supplies and Materials	\$	7,073.26
Effective Teachers in High Poverty Schools*	\$	-
Elementary School Counselor Program*	\$	-
Grants for Professional Learning*	\$	-
Educator Professional Time*	\$	79,685.49
School LAND Trust Program*	\$	149,748.86
Teacher and Student Success Program*	\$	281,119.87
Student Health & Counseling Support Program*	\$	56,057.08
Beverly Taylor Sorenson Arts*	\$	-
Digital Teaching and Learning*	\$	-
TOTAL FUNDING:	\$	10,402,311.03

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the Legislatives Estimates Report.

**Utah State-Supported Minimum School Program
Charter School Summary
FY 2024 Legislative Estimates**

Recipient: Endeavor Hall

WPU Value:	\$4,280		
Recipient ID:	3H	WPUs	Amount Generated

1. BASIC SCHOOL PROGRAMS:

A. REGULAR BASIC SCHOOL PROGRAMS

Grades K-12	246.616	\$	1,054,935.22
Professional Staff	16.889	\$	72,282.78
Foreign Exchange Students*	-	\$	-

B. RESTRICTED BASIC SCHOOL PROGRAM

Special Education - Add-On	50.353	\$	215,511.71
Special Education - Self-Contained	9.706	\$	41,539.78
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.679	\$	2,906.20
Special Education - Impact Aid	0.759	\$	3,249.17
Special Education - EYSE*	-	\$	-
Career & Technical Education - Add-On*	-	\$	-
Students At-Risk - Add-on	27.680	\$	118,470.40
Class Size Reduction	25.623	\$	109,666.46
TOTAL BASIC SCHOOL PROGRAM (A thru B):	378.305	\$	1,618,561.73

2. RELATED TO BASIC PROGRAM

Rural School Transportation Reimbursement*	\$	-
Charter School Local Replacement	\$	903,074.00
Charter School Funding Base Program	\$	40,000.00
Flexible Allocation - WPU Distribution	\$	715.79
Students At-Risk - Gang Prevention and Intervention*	\$	-
Youth-in-Custody*	\$	-
Enhancement for Accelerated Students*	\$	-
Concurrent Enrollment*	\$	-
Title 1 Schools in Improvement - Paraeducators*	\$	-
Early Literacy Program*	\$	18,375.44
English Language Learner Software Grants*	\$	-
Educator Salary Adjustments	\$	166,725.70
Teacher Salary Supplement*	\$	-
Teacher Supplies and Materials	\$	2,446.93
Effective Teachers in High Poverty Schools*	\$	-
Elementary School Counselor Program*	\$	-
Grants for Professional Learning*	\$	-
Educator Professional Time*	\$	32,955.13
School LAND Trust Program*	\$	47,448.56
Teacher and Student Success Program*	\$	75,903.05
Student Health & Counseling Support Program*	\$	33,731.99
Beverly Taylor Sorenson Arts*	\$	-
Digital Teaching and Learning*	\$	-
TOTAL FUNDING:	\$	2,939,938.31

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the Legislatives Estimates Report.

**Utah State-Supported Minimum School Program
Charter School Summary
FY 2024 Legislative Estimates**

Recipient: HighMark CS

WPU Value:	\$4,280		
Recipient ID:	5H	WPUs	Amount Generated

1. BASIC SCHOOL PROGRAMS:

A. REGULAR BASIC SCHOOL PROGRAMS

Grades K-12	638.408	\$	2,731,023.66
Professional Staff	41.680	\$	178,391.29
Foreign Exchange Students*	-	\$	-

B. RESTRICTED BASIC SCHOOL PROGRAM

Special Education - Add-On	79.241	\$	339,152.31
Special Education - Self-Contained	1.911	\$	8,179.56
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.865	\$	3,701.34
Special Education - Impact Aid	1.692	\$	7,241.00
Special Education - EYSE*	-	\$	-
Career & Technical Education - Add-On*	1.360	\$	5,826.00
Students At-Risk - Add-on	6.600	\$	41,521.43
Class Size Reduction	53.802	\$	230,271.83
TOTAL BASIC SCHOOL PROGRAM (A thru B):	825.559	\$	3,545,308.42

2. RELATED TO BASIC PROGRAM

Rural School Transportation Reimbursement*	\$	-
Charter School Local Replacement	\$	2,124,880.00
Charter School Funding Base Program	\$	78,200.00
Flexible Allocation - WPU Distribution	\$	1,562.05
Students At-Risk - Gang Prevention and Intervention*	\$	-
Youth-in-Custody*	\$	-
Enhancement for Accelerated Students*	\$	-
Concurrent Enrollment*	\$	-
Title 1 Schools in Improvement - Paraeducators*	\$	-
Early Literacy Program*	\$	24,544.69
English Language Learner Software Grants*	\$	-
Educator Salary Adjustments	\$	399,978.86
Teacher Salary Supplement*	\$	-
Teacher Supplies and Materials	\$	5,872.63
Effective Teachers in High Poverty Schools*	\$	-
Elementary School Counselor Program*	\$	-
Grants for Professional Learning*	\$	-
Educator Professional Time*	\$	64,262.49
School LAND Trust Program*	\$	98,530.41
Teacher and Student Success Program*	\$	164,182.89
Student Health & Counseling Support Program*	\$	45,434.66
Beverly Taylor Sorenson Arts*	\$	-
Digital Teaching and Learning*	\$	-
TOTAL FUNDING:	\$	6,552,757.09

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the Legislatives Estimates Report.

**Utah State-Supported Minimum School Program
Charter School Summary
FY 2024 Legislative Estimates**

Recipient: Promontory School

WPU Value:	\$4,280		
Recipient ID:	6H	WPUs	Amount Generated

1. BASIC SCHOOL PROGRAMS:

A. REGULAR BASIC SCHOOL PROGRAMS

Grades K-12	387.062	\$	1,655,728.36
Professional Staff	19.922	\$	85,267.53
Foreign Exchange Students*	-	\$	-

B. RESTRICTED BASIC SCHOOL PROGRAM

Special Education - Add-On	82.507	\$	353,130.97
Special Education - Self-Contained	-	\$	-
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.878	\$	3,756.82
Special Education - Impact Aid	1.757	\$	7,519.50
Special Education - EYSE*	-	\$	-
Career & Technical Education - Add-On*	-	\$	-
Students At-Risk - Add-on	21.800	\$	93,304.00
Class Size Reduction	41.311	\$	176,810.54
TOTAL BASIC SCHOOL PROGRAM (A thru B):	555.237	\$	2,375,517.72

2. RELATED TO BASIC PROGRAM

Rural School Transportation Reimbursement*	\$	-
Charter School Local Replacement	\$	1,403,046.00
Charter School Funding Base Program	\$	51,635.00
Flexible Allocation - WPU Distribution	\$	1,050.57
Students At-Risk - Gang Prevention and Intervention*	\$	-
Youth-in-Custody*	\$	-
Enhancement for Accelerated Students*	\$	-
Concurrent Enrollment*	\$	-
Title 1 Schools in Improvement - Paraeducators*	\$	-
Early Literacy Program*	\$	21,216.70
English Language Learner Software Grants*	\$	-
Educator Salary Adjustments	\$	249,231.14
Teacher Salary Supplement*	\$	-
Teacher Supplies and Materials	\$	3,751.96
Effective Teachers in High Poverty Schools*	\$	-
Elementary School Counselor Program*	\$	-
Grants for Professional Learning*	\$	-
Educator Professional Time*	\$	43,665.54
School LAND Trust Program*	\$	64,963.52
Teacher and Student Success Program*	\$	110,235.92
Student Health & Counseling Support Program*	\$	38,473.07
Beverly Taylor Sorenson Arts*	\$	-
Digital Teaching and Learning*	\$	-
TOTAL FUNDING:	\$	4,362,787.14

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the Legislatives Estimates Report.

**Utah State-Supported Minimum School Program
Charter School Summary
FY 2024 Legislative Estimates**

Recipient: Pacific Heritage Acad.

WPU Value:	\$4,280		
Recipient ID:	7H	WPUs	Amount Generated

1. BASIC SCHOOL PROGRAMS:

A. REGULAR BASIC SCHOOL PROGRAMS

Grades K-12	289.874	\$	1,240,028.41
Professional Staff	26.352	\$	112,787.31
Foreign Exchange Students*	-	\$	-

B. RESTRICTED BASIC SCHOOL PROGRAM

Special Education - Add-On	43.380	\$	185,667.60
Special Education - Self-Contained	-	\$	-
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.679	\$	2,906.20
Special Education - Impact Aid	0.759	\$	3,249.17
Special Education - EYSE*	-	\$	-
Career & Technical Education - Add-On*	-	\$	-
Students At-Risk - Add-on	34.700	\$	148,516.00
Class Size Reduction	29.508	\$	126,293.64
TOTAL BASIC SCHOOL PROGRAM (A thru B):	425.253	\$	1,819,448.33

2. RELATED TO BASIC PROGRAM

Rural School Transportation Reimbursement*	\$	-
Charter School Local Replacement	\$	990,569.00
Charter School Funding Base Program	\$	40,000.00
Flexible Allocation - WPU Distribution	\$	804.62
Students At-Risk - Gang Prevention and Intervention*	\$	-
Youth-in-Custody*	\$	-
Enhancement for Accelerated Students*	\$	-
Concurrent Enrollment*	\$	-
Title 1 Schools in Improvement - Paraeducators*	\$	-
Early Literacy Program*	\$	21,892.54
English Language Learner Software Grants*	\$	-
Educator Salary Adjustments	\$	128,414.16
Teacher Salary Supplement*	\$	-
Teacher Supplies and Materials	\$	1,957.54
Effective Teachers in High Poverty Schools*	\$	-
Elementary School Counselor Program*	\$	-
Grants for Professional Learning*	\$	-
Educator Professional Time*	\$	31,307.37
School LAND Trust Program*	\$	47,448.56
Teacher and Student Success Program*	\$	81,765.92
Student Health & Counseling Support Program*	\$	34,482.16
Beverly Taylor Sorenson Arts*	\$	-
Digital Teaching and Learning*	\$	-
TOTAL FUNDING:	\$	3,198,090.21

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the Legislatives Estimates Report.

**Utah State-Supported Minimum School Program
Charter School Summary
FY 2024 Legislative Estimates**

Recipient: Valley Academy

WPU Value:	\$4,280		
Recipient ID:	8H	WPUs	Amount Generated

1. BASIC SCHOOL PROGRAMS:

A. REGULAR BASIC SCHOOL PROGRAMS

Grades K-12	483.084	\$ 2,066,537.26
Professional Staff	30.070	\$ 128,701.00
Foreign Exchange Students*	-	\$ -

B. RESTRICTED BASIC SCHOOL PROGRAM

Special Education - Add-On	92.613	\$ 396,383.51
Special Education - Self-Contained	-	\$ -
Special Education - Pre-School	-	\$ -
Special Education - Extended Year	0.528	\$ 2,259.00
Special Education - Impact Aid	1.540	\$ 6,591.16
Special Education - EYSE*	-	\$ -
Career & Technical Education - Add-On*	1.180	\$ 5,032.00
Students At-Risk - Add-on	31.180	\$ 133,450.40
Class Size Reduction	49.643	\$ 212,472.03
TOTAL BASIC SCHOOL PROGRAM (A thru B):	689.838	\$ 2,951,426.37

2. RELATED TO BASIC PROGRAM

Rural School Transportation Reimbursement*	\$ -
Charter School Local Replacement	\$ 1,562,412.00
Charter School Funding Base Program	\$ 57,500.00
Flexible Allocation - WPU Distribution	\$ 1,305.25
Students At-Risk - Gang Prevention and Intervention*	\$ -
Youth-in-Custody*	\$ -
Enhancement for Accelerated Students*	\$ -
Concurrent Enrollment*	\$ -
Title 1 Schools in Improvement - Paraeducators*	\$ -
Early Literacy Program*	\$ 26,223.35
English Language Learner Software Grants*	\$ -
Educator Salary Adjustments	\$ 299,505.94
Teacher Salary Supplement*	\$ -
Teacher Supplies and Materials	\$ 4,307.90
Effective Teachers in High Poverty Schools*	\$ -
Elementary School Counselor Program*	\$ -
Grants for Professional Learning*	\$ -
Educator Professional Time*	\$ 56,696.00
School LAND Trust Program*	\$ 76,827.68
Teacher and Student Success Program*	\$ 132,674.33
Student Health & Counseling Support Program*	\$ 40,933.63
Beverly Taylor Sorenson Arts*	\$ -
Digital Teaching and Learning*	\$ -
TOTAL FUNDING:	\$ 5,209,812.45

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the Legislatives Estimates Report.

**Utah State-Supported Minimum School Program
Charter School Summary
FY 2024 Legislative Estimates**

Recipient: UT International Charter

WPU Value:	\$4,280		
Recipient ID:	11	WPUs	Amount Generated

1. BASIC SCHOOL PROGRAMS:

A. REGULAR BASIC SCHOOL PROGRAMS

Grades K-12	303.121	\$	1,296,885.25
Professional Staff	24.146	\$	103,346.48
Foreign Exchange Students*	-	\$	-

B. RESTRICTED BASIC SCHOOL PROGRAM

Special Education - Add-On	16.131	\$	69,041.43
Special Education - Self-Contained	1.400	\$	5,992.00
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.567	\$	2,425.42
Special Education - Impact Aid	0.195	\$	835.50
Special Education - EYSE*	-	\$	-
Career & Technical Education - Add-On*	-	\$	-
Students At-Risk - Add-on	13.560	\$	156,820.08
Class Size Reduction	6.846	\$	29,299.71
TOTAL BASIC SCHOOL PROGRAM (A thru B):	365.966	\$	1,664,645.88

2. RELATED TO BASIC PROGRAM

Rural School Transportation Reimbursement*	\$	-
Charter School Local Replacement	\$	596,841.00
Charter School Funding Base Program	\$	40,000.00
Flexible Allocation - WPU Distribution	\$	692.45
Students At-Risk - Gang Prevention and Intervention*	\$	-
Youth-in-Custody*	\$	-
Enhancement for Accelerated Students*	\$	-
Concurrent Enrollment*	\$	-
Title 1 Schools in Improvement - Paraeducators*	\$	-
Early Literacy Program*	\$	-
English Language Learner Software Grants*	\$	-
Educator Salary Adjustments	\$	206,426.42
Teacher Salary Supplement*	\$	-
Teacher Supplies and Materials	\$	3,099.44
Effective Teachers in High Poverty Schools*	\$	-
Elementary School Counselor Program*	\$	-
Grants for Professional Learning*	\$	-
Educator Professional Time*	\$	36,708.71
School LAND Trust Program*	\$	47,448.56
Teacher and Student Success Program*	\$	78,696.94
Student Health & Counseling Support Program*	\$	32,081.61
Beverly Taylor Sorenson Arts*	\$	-
Digital Teaching and Learning*	\$	-
TOTAL FUNDING:	\$	2,706,641.02

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the Legislatives Estimates Report.

**Utah State-Supported Minimum School Program
Charter School Summary
FY 2024 Legislative Estimates**

Recipient: Esperanza Elementary

WPU Value:	\$4,280		
Recipient ID:	21	WPUs	Amount Generated

1. BASIC SCHOOL PROGRAMS:

A. REGULAR BASIC SCHOOL PROGRAMS

Grades K-12	469.087	\$	2,006,634.70
Professional Staff	33.570	\$	143,680.17
Foreign Exchange Students*	-	\$	-

B. RESTRICTED BASIC SCHOOL PROGRAM

Special Education - Add-On	66.959	\$	286,583.69
Special Education - Self-Contained	0.633	\$	2,710.67
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.744	\$	3,183.58
Special Education - Impact Aid	1.085	\$	4,641.66
Special Education - EYSE*	-	\$	-
Career & Technical Education - Add-On*	-	\$	-
Students At-Risk - Add-on	37.260	\$	159,472.80
Class Size Reduction	49.117	\$	210,222.04
TOTAL BASIC SCHOOL PROGRAM (A thru B):	658.455	\$	2,817,129.30

2. RELATED TO BASIC PROGRAM

Rural School Transportation Reimbursement*	\$	-
Charter School Local Replacement	\$	1,640,533.00
Charter School Funding Base Program	\$	60,375.00
Flexible Allocation - WPU Distribution	\$	1,245.87
Students At-Risk - Gang Prevention and Intervention*	\$	-
Youth-in-Custody*	\$	-
Enhancement for Accelerated Students*	\$	-
Concurrent Enrollment*	\$	-
Title 1 Schools in Improvement - Paraeducators*	\$	-
Early Literacy Program*	\$	40,597.73
English Language Learner Software Grants*	\$	-
Educator Salary Adjustments	\$	244,737.96
Teacher Salary Supplement*	\$	-
Teacher Supplies and Materials	\$	3,588.83
Effective Teachers in High Poverty Schools*	\$	-
Elementary School Counselor Program*	\$	-
Grants for Professional Learning*	\$	-
Educator Professional Time*	\$	42,841.66
School LAND Trust Program*	\$	76,538.31
Teacher and Student Success Program*	\$	126,092.28
Student Health & Counseling Support Program*	\$	40,873.62
Beverly Taylor Sorenson Arts*	\$	-
Digital Teaching and Learning*	\$	-
TOTAL FUNDING:	\$	5,094,553.56

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the Legislatives Estimates Report.

**Utah State-Supported Minimum School Program
Charter School Summary
FY 2024 Legislative Estimates**

Recipient: Leadership Learning

WPU Value:	\$4,280		
Recipient ID:	31	WPUs	Amount Generated

1. BASIC SCHOOL PROGRAMS:

A. REGULAR BASIC SCHOOL PROGRAMS

Grades K-12	741.174	\$	3,170,495.66
Professional Staff	45.124	\$	193,129.82
Foreign Exchange Students*	-	\$	-

B. RESTRICTED BASIC SCHOOL PROGRAM

Special Education - Add-On	251.315	\$	1,075,628.69
Special Education - Self-Contained	8.533	\$	36,522.67
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.968	\$	4,145.14
Special Education - Impact Aid	2.212	\$	9,469.00
Special Education - EYSE*	-	\$	-
Career & Technical Education - Add-On*	-	\$	-
Students At-Risk - Add-on	44.080	\$	188,662.40
Class Size Reduction	78.555	\$	336,215.89
TOTAL BASIC SCHOOL PROGRAM (A thru B):	1,171.962	\$	5,014,269.27

2. RELATED TO BASIC PROGRAM

Rural School Transportation Reimbursement*	\$	-
Charter School Local Replacement	\$	2,671,725.00
Charter School Funding Base Program	\$	98,325.00
Flexible Allocation - WPU Distribution	\$	2,217.48
Students At-Risk - Gang Prevention and Intervention*	\$	-
Youth-in-Custody*	\$	-
Enhancement for Accelerated Students*	\$	-
Concurrent Enrollment*	\$	-
Title 1 Schools in Improvement - Paraeducators*	\$	-
Early Literacy Program*	\$	49,040.80
English Language Learner Software Grants*	\$	-
Educator Salary Adjustments	\$	526,831.43
Teacher Salary Supplement*	\$	-
Teacher Supplies and Materials	\$	7,745.51
Effective Teachers in High Poverty Schools*	\$	-
Elementary School Counselor Program*	\$	-
Grants for Professional Learning*	\$	-
Educator Professional Time*	\$	89,812.60
School LAND Trust Program*	\$	125,152.43
Teacher and Student Success Program*	\$	227,263.74
Student Health & Counseling Support Program*	\$	50,955.91
Beverly Taylor Sorenson Arts*	\$	-
Digital Teaching and Learning*	\$	-
TOTAL FUNDING:	\$	8,863,339.18

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the Legislatives Estimates Report.

**Utah State-Supported Minimum School Program
Charter School Summary
FY 2024 Legislative Estimates**

Recipient: Mana Academy

WPU Value:	\$4,280		
Recipient ID:	4I	WPUs	Amount Generated

1. BASIC SCHOOL PROGRAMS:

A. REGULAR BASIC SCHOOL PROGRAMS

Grades K-12	279.079	\$ 1,193,865.81
Professional Staff	14.443	\$ 61,817.43
Foreign Exchange Students*	-	\$ -

B. RESTRICTED BASIC SCHOOL PROGRAM

Special Education - Add-On	29.096	\$ 124,532.20
Special Education - Self-Contained	-	\$ -
Special Education - Pre-School	-	\$ -
Special Education - Extended Year	0.528	\$ 2,259.00
Special Education - Impact Aid	0.347	\$ 1,485.33
Special Education - EYSE*	-	\$ -
Career & Technical Education - Add-On*	-	\$ -
Students At-Risk - Add-on	35.560	\$ 152,196.80
Class Size Reduction	22.080	\$ 94,500.42
TOTAL BASIC SCHOOL PROGRAM (A thru B):	381.134	\$ 1,630,656.99

2. RELATED TO BASIC PROGRAM

Rural School Transportation Reimbursement*	\$ -
Charter School Local Replacement	\$ 915,573.00
Charter School Funding Base Program	\$ 40,000.00
Flexible Allocation - WPU Distribution	\$ 721.15
Students At-Risk - Gang Prevention and Intervention*	\$ -
Youth-in-Custody*	\$ -
Enhancement for Accelerated Students*	\$ -
Concurrent Enrollment*	\$ -
Title 1 Schools in Improvement - Paraeducators*	\$ -
Early Literacy Program*	\$ 22,695.13
English Language Learner Software Grants*	\$ -
Educator Salary Adjustments	\$ 120,733.46
Teacher Salary Supplement*	\$ -
Teacher Supplies and Materials	\$ 1,758.36
Effective Teachers in High Poverty Schools*	\$ -
Elementary School Counselor Program*	\$ -
Grants for Professional Learning*	\$ -
Educator Professional Time*	\$ 20,620.02
School LAND Trust Program*	\$ 47,448.56
Teacher and Student Success Program*	\$ 74,933.00
Student Health & Counseling Support Program*	\$ 33,912.03
Beverly Taylor Sorenson Arts*	\$ -
Digital Teaching and Learning*	\$ -
TOTAL FUNDING:	\$ 2,909,051.71

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the Legislatives Estimates Report.

**Utah State-Supported Minimum School Program
Charter School Summary
FY 2024 Legislative Estimates**

Recipient: Voyage Academy

WPU Value:	\$4,280		
Recipient ID:	51	WPUs	Amount Generated

1. BASIC SCHOOL PROGRAMS:

A. REGULAR BASIC SCHOOL PROGRAMS

Grades K-12	446.893	\$	1,911,659.54
Professional Staff	30.074	\$	128,715.19
Foreign Exchange Students*	-	\$	-

B. RESTRICTED BASIC SCHOOL PROGRAM

Special Education - Add-On	70.215	\$	300,521.92
Special Education - Self-Contained	0.211	\$	903.56
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.856	\$	3,664.36
Special Education - Impact Aid	1.648	\$	7,055.33
Special Education - EYSE*	-	\$	-
Career & Technical Education - Add-On*	-	\$	-
Students At-Risk - Add-on	16.920	\$	72,417.60
Class Size Reduction	48.344	\$	206,912.75
TOTAL BASIC SCHOOL PROGRAM (A thru B):	615.162	\$	2,631,850.26

2. RELATED TO BASIC PROGRAM

Rural School Transportation Reimbursement*	\$	-
Charter School Local Replacement	\$	1,640,533.00
Charter School Funding Base Program	\$	60,375.00
Flexible Allocation - WPU Distribution	\$	1,163.95
Students At-Risk - Gang Prevention and Intervention*	\$	-
Youth-in-Custody*	\$	-
Enhancement for Accelerated Students*	\$	-
Concurrent Enrollment*	\$	-
Title 1 Schools in Improvement - Paraeducators*	\$	-
Early Literacy Program*	\$	22,014.33
English Language Learner Software Grants*	\$	-
Educator Salary Adjustments	\$	250,568.79
Teacher Salary Supplement*	\$	-
Teacher Supplies and Materials	\$	3,772.35
Effective Teachers in High Poverty Schools*	\$	-
Elementary School Counselor Program*	\$	-
Grants for Professional Learning*	\$	-
Educator Professional Time*	\$	43,047.63
School LAND Trust Program*	\$	75,525.51
Teacher and Student Success Program*	\$	121,824.82
Student Health & Counseling Support Program*	\$	40,663.57
Beverly Taylor Sorenson Arts*	\$	-
Digital Teaching and Learning*	\$	-
TOTAL FUNDING:	\$	4,891,339.21

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the Legislatives Estimates Report.

**Utah State-Supported Minimum School Program
Charter School Summary
FY 2024 Legislative Estimates**

Recipient: WSU Charter School

WPU Value:	\$4,280		
Recipient ID:	71	WPUs	Amount Generated

1. BASIC SCHOOL PROGRAMS:

A. REGULAR BASIC SCHOOL PROGRAMS

Grades K-12	-	\$ -
Professional Staff	-	\$ -
Foreign Exchange Students*	-	\$ -

B. RESTRICTED BASIC SCHOOL PROGRAM

Special Education - Add-On	-	\$ -
Special Education - Self-Contained	-	\$ -
Special Education - Pre-School	-	\$ -
Special Education - Extended Year	-	\$ -
Special Education - Impact Aid	-	\$ -
Special Education - EYSE*	-	\$ -
Career & Technical Education - Add-On*	-	\$ -
Students At-Risk - Add-on	-	\$ -
Class Size Reduction	-	\$ -
TOTAL BASIC SCHOOL PROGRAM (A thru B):	-	\$ -

2. RELATED TO BASIC PROGRAM

Rural School Transportation Reimbursement*	\$ -
Charter School Local Replacement	\$ -
Charter School Funding Base Program	\$ -
Flexible Allocation - WPU Distribution	\$ -
Students At-Risk - Gang Prevention and Intervention*	\$ -
Youth-in-Custody*	\$ -
Enhancement for Accelerated Students*	\$ -
Concurrent Enrollment*	\$ -
Title 1 Schools in Improvement - Paraeducators*	\$ -
Early Literacy Program*	\$ -
English Language Learner Software Grants*	\$ -
Educator Salary Adjustments	\$ -
Teacher Salary Supplement*	\$ -
Teacher Supplies and Materials	\$ -
Effective Teachers in High Poverty Schools*	\$ -
Elementary School Counselor Program*	\$ -
Grants for Professional Learning*	\$ -
Educator Professional Time*	\$ -
School LAND Trust Program*	\$ -
Teacher and Student Success Program*	\$ -
Student Health & Counseling Support Program*	\$ -
Beverly Taylor Sorenson Arts*	\$ -
Digital Teaching and Learning*	\$ -
TOTAL FUNDING:	\$ -

*This program requires LEA action before funds can be received or spent.
USB E staff contact info can be found in the Legislative Estimates Report.

**Utah State-Supported Minimum School Program
Charter School Summary
FY 2024 Legislative Estimates**

Recipient: Winter Sports School

WPU Value:	\$4,280		
Recipient ID:	81	WPUs	Amount Generated

1. BASIC SCHOOL PROGRAMS:

A. REGULAR BASIC SCHOOL PROGRAMS

Grades K-12	125.519	\$	537,012.52
Professional Staff	9.623	\$	41,187.06
Foreign Exchange Students*	-	\$	-

B. RESTRICTED BASIC SCHOOL PROGRAM

Special Education - Add-On	5.159	\$	22,081.09
Special Education - Self-Contained	-	\$	-
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.528	\$	2,259.00
Special Education - Impact Aid	0.065	\$	278.50
Special Education - EYSE*	-	\$	-
Career & Technical Education - Add-On*	4.670	\$	20,000.00
Students At-Risk - Add-on	5.000	\$	21,400.00
Class Size Reduction	-	\$	-
TOTAL BASIC SCHOOL PROGRAM (A thru B):	150.564	\$	644,218.16

2. RELATED TO BASIC PROGRAM

Rural School Transportation Reimbursement*	\$	-
Charter School Local Replacement	\$	331,231.00
Charter School Funding Base Program	\$	40,000.00
Flexible Allocation - WPU Distribution	\$	284.88
Students At-Risk - Gang Prevention and Intervention*	\$	-
Youth-in-Custody*	\$	-
Enhancement for Accelerated Students*	\$	-
Concurrent Enrollment*	\$	-
Title 1 Schools in Improvement - Paraeducators*	\$	-
Early Literacy Program*	\$	-
English Language Learner Software Grants*	\$	-
Educator Salary Adjustments	\$	82,383.65
Teacher Salary Supplement*	\$	-
Teacher Supplies and Materials	\$	1,210.90
Effective Teachers in High Poverty Schools*	\$	-
Elementary School Counselor Program*	\$	-
Grants for Professional Learning*	\$	-
Educator Professional Time*	\$	15,174.19
School LAND Trust Program*	\$	47,448.56
Teacher and Student Success Program*	\$	30,564.65
Student Health & Counseling Support Program*	\$	28,150.72
Beverly Taylor Sorenson Arts*	\$	-
Digital Teaching and Learning*	\$	-
TOTAL FUNDING:	\$	1,220,666.71

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the Legislatives Estimates Report.

**Utah State-Supported Minimum School Program
Charter School Summary
FY 2024 Legislative Estimates**

Recipient: Utah Career Path HS

WPU Value:	\$4,280		
Recipient ID:	9I	WPUs	Amount Generated

1. BASIC SCHOOL PROGRAMS:

A. REGULAR BASIC SCHOOL PROGRAMS

Grades K-12	213.982	\$	915,476.83
Professional Staff	14.509	\$	62,097.29
Foreign Exchange Students*	-	\$	-

B. RESTRICTED BASIC SCHOOL PROGRAM

Special Education - Add-On	52.236	\$	223,569.02
Special Education - Self-Contained	2.944	\$	12,602.22
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.740	\$	3,165.09
Special Education - Impact Aid	1.063	\$	4,548.83
Special Education - EYSE*	-	\$	-
Career & Technical Education - Add-On*	-	\$	-
Students At-Risk - Add-on	6.980	\$	29,874.40
Class Size Reduction	-	\$	-
TOTAL BASIC SCHOOL PROGRAM (A thru B):	292.453	\$	1,251,333.68

2. RELATED TO BASIC PROGRAM

Rural School Transportation Reimbursement*	\$	-
Charter School Local Replacement	\$	540,595.00
Charter School Funding Base Program	\$	40,000.00
Flexible Allocation - WPU Distribution	\$	553.35
Students At-Risk - Gang Prevention and Intervention*	\$	-
Youth-in-Custody*	\$	-
Enhancement for Accelerated Students*	\$	-
Concurrent Enrollment*	\$	-
Title 1 Schools in Improvement - Paraeducators*	\$	-
Early Literacy Program*	\$	-
English Language Learner Software Grants*	\$	-
Educator Salary Adjustments	\$	148,618.98
Teacher Salary Supplement*	\$	-
Teacher Supplies and Materials	\$	2,113.00
Effective Teachers in High Poverty Schools*	\$	-
Elementary School Counselor Program*	\$	-
Grants for Professional Learning*	\$	-
Educator Professional Time*	\$	25,891.19
School LAND Trust Program*	\$	47,448.56
Teacher and Student Success Program*	\$	57,146.59
Student Health & Counseling Support Program*	\$	30,461.24
Beverly Taylor Sorenson Arts*	\$	-
Digital Teaching and Learning*	\$	-
TOTAL FUNDING:	\$	2,144,161.61

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the Legislatives Estimates Report.

**Utah State-Supported Minimum School Program
Charter School Summary
FY 2024 Legislative Estimates**

Recipient: Ascent Academies

WPU Value:	\$4,280		
Recipient ID:	2J	WPUs	Amount Generated

1. BASIC SCHOOL PROGRAMS:

A. REGULAR BASIC SCHOOL PROGRAMS

Grades K-12	2,350.574	\$	10,055,179.75
Professional Staff	157.278	\$	673,150.63
Foreign Exchange Students*	-	\$	-

B. RESTRICTED BASIC SCHOOL PROGRAM

Special Education - Add-On	999.641	\$	4,278,465.59
Special Education - Self-Contained	21.667	\$	92,733.33
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	2.152	\$	9,211.82
Special Education - Impact Aid	8.155	\$	34,905.32
Special Education - EYSE*	-	\$	-
Career & Technical Education - Add-On*	3.560	\$	15,234.00
Students At-Risk - Add-on	112.220	\$	480,301.60
Class Size Reduction	233.335	\$	998,673.22
TOTAL BASIC SCHOOL PROGRAM (A thru B):	3,888.583	\$	16,637,855.27

2. RELATED TO BASIC PROGRAM

Rural School Transportation Reimbursement*	\$	-
Charter School Local Replacement	\$	8,249,535.00
Charter School Funding Base Program	\$	264,000.00
Flexible Allocation - WPU Distribution	\$	7,357.61
Students At-Risk - Gang Prevention and Intervention*	\$	-
Youth-in-Custody*	\$	-
Enhancement for Accelerated Students*	\$	-
Concurrent Enrollment*	\$	-
Title 1 Schools in Improvement - Paraeducators*	\$	-
Early Literacy Program*	\$	134,892.45
English Language Learner Software Grants*	\$	-
Educator Salary Adjustments	\$	1,737,577.27
Teacher Salary Supplement*	\$	-
Teacher Supplies and Materials	\$	24,428.83
Effective Teachers in High Poverty Schools*	\$	-
Elementary School Counselor Program*	\$	-
Grants for Professional Learning*	\$	-
Educator Professional Time*	\$	281,431.82
School LAND Trust Program*	\$	382,739.15
Teacher and Student Success Program*	\$	729,539.20
Student Health & Counseling Support Program*	\$	104,188.04
Beverly Taylor Sorenson Arts*	\$	-
Digital Teaching and Learning*	\$	-
TOTAL FUNDING:	\$	28,553,544.64

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the Legislatives Estimates Report.

**Utah State-Supported Minimum School Program
Charter School Summary
FY 2024 Legislative Estimates**

Recipient: Dixie Montesorri Academy

WPU Value:	\$4,280		
Recipient ID:	3J	WPUs	Amount Generated

1. BASIC SCHOOL PROGRAMS:

A. REGULAR BASIC SCHOOL PROGRAMS

Grades K-12	198.893	\$	850,807.26
Professional Staff	9.223	\$	39,473.81
Foreign Exchange Students*	-	\$	-

B. RESTRICTED BASIC SCHOOL PROGRAM

Special Education - Add-On	73.158	\$	313,114.56
Special Education - Self-Contained	5.061	\$	21,661.56
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.735	\$	3,146.59
Special Education - Impact Aid	1.041	\$	4,456.00
Special Education - EYSE*	-	\$	-
Career & Technical Education - Add-On*	-	\$	-
Students At-Risk - Add-on	14.860	\$	63,600.80
Class Size Reduction	20.573	\$	88,051.43
TOTAL BASIC SCHOOL PROGRAM (A thru B):	323.544	\$	1,384,312.01

2. RELATED TO BASIC PROGRAM

Rural School Transportation Reimbursement*	\$	-
Charter School Local Replacement	\$	718,710.00
Charter School Funding Base Program	\$	40,000.00
Flexible Allocation - WPU Distribution	\$	612.18
Students At-Risk - Gang Prevention and Intervention*	\$	-
Youth-in-Custody*	\$	-
Enhancement for Accelerated Students*	\$	-
Concurrent Enrollment*	\$	-
Title 1 Schools in Improvement - Paraeducators*	\$	-
Early Literacy Program*	\$	12,468.67
English Language Learner Software Grants*	\$	-
Educator Salary Adjustments	\$	136,173.17
Teacher Salary Supplement*	\$	-
Teacher Supplies and Materials	\$	2,028.50
Effective Teachers in High Poverty Schools*	\$	-
Elementary School Counselor Program*	\$	-
Grants for Professional Learning*	\$	-
Educator Professional Time*	\$	32,024.14
School LAND Trust Program*	\$	47,448.56
Teacher and Student Success Program*	\$	62,556.55
Student Health & Counseling Support Program*	\$	31,811.55
Beverly Taylor Sorenson Arts*	\$	-
Digital Teaching and Learning*	\$	-
TOTAL FUNDING:	\$	2,468,145.34

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the Legislatives Estimates Report.

**Utah State-Supported Minimum School Program
Charter School Summary
FY 2024 Legislative Estimates**

Recipient: Mountain West Montessori

WPU Value:	\$4,280		
Recipient ID:	5J	WPUs	Amount Generated

1. BASIC SCHOOL PROGRAMS:

A. REGULAR BASIC SCHOOL PROGRAMS

Grades K-12	401.621	\$	1,718,013.78
Professional Staff	26.340	\$	112,735.66
Foreign Exchange Students*	-	\$	-

B. RESTRICTED BASIC SCHOOL PROGRAM

Special Education - Add-On	75.938	\$	325,012.77
Special Education - Self-Contained	3.311	\$	14,171.56
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.869	\$	3,719.83
Special Education - Impact Aid	1.714	\$	7,333.83
Special Education - EYSE*	-	\$	-
Career & Technical Education - Add-On*	5.820	\$	24,893.00
Students At-Risk - Add-on	12.840	\$	54,955.20
Class Size Reduction	39.605	\$	169,508.01
TOTAL BASIC SCHOOL PROGRAM (A thru B):	568.058	\$	2,430,343.65

2. RELATED TO BASIC PROGRAM

Rural School Transportation Reimbursement*	\$	-
Charter School Local Replacement	\$	1,453,043.00
Charter School Funding Base Program	\$	53,475.00
Flexible Allocation - WPU Distribution	\$	1,074.83
Students At-Risk - Gang Prevention and Intervention*	\$	-
Youth-in-Custody*	\$	-
Enhancement for Accelerated Students*	\$	-
Concurrent Enrollment*	\$	-
Title 1 Schools in Improvement - Paraeducators*	\$	-
Early Literacy Program*	\$	19,055.87
English Language Learner Software Grants*	\$	-
Educator Salary Adjustments	\$	291,500.80
Teacher Salary Supplement*	\$	-
Teacher Supplies and Materials	\$	4,265.81
Effective Teachers in High Poverty Schools*	\$	-
Elementary School Counselor Program*	\$	-
Grants for Professional Learning*	\$	-
Educator Professional Time*	\$	46,549.11
School LAND Trust Program*	\$	66,989.10
Teacher and Student Success Program*	\$	113,671.79
Student Health & Counseling Support Program*	\$	38,893.17
Beverly Taylor Sorenson Arts*	\$	-
Digital Teaching and Learning*	\$	-
TOTAL FUNDING:	\$	4,518,862.13

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the Legislatives Estimates Report.

**Utah State-Supported Minimum School Program
Charter School Summary
FY 2024 Legislative Estimates**

Recipient: Scholar Academy

WPU Value:	\$4,280		
Recipient ID:	6J	WPUs	Amount Generated

1. BASIC SCHOOL PROGRAMS:

A. REGULAR BASIC SCHOOL PROGRAMS

Grades K-12	597.105	\$ 2,554,276.46
Professional Staff	42.386	\$ 181,411.01
Foreign Exchange Students*	-	\$ -

B. RESTRICTED BASIC SCHOOL PROGRAM

Special Education - Add-On	93.609	\$ 400,646.34
Special Education - Self-Contained	0.711	\$ 3,043.56
Special Education - Pre-School	-	\$ -
Special Education - Extended Year	0.528	\$ 2,259.00
Special Education - Impact Aid	2.169	\$ 9,283.33
Special Education - EYSE*	-	\$ -
Career & Technical Education - Add-On*	1.250	\$ 5,369.00
Students At-Risk - Add-on	30.080	\$ 128,742.40
Class Size Reduction	61.888	\$ 264,881.66
TOTAL BASIC SCHOOL PROGRAM (A thru B):	829.725	\$ 3,549,912.76

2. RELATED TO BASIC PROGRAM

Rural School Transportation Reimbursement*	\$ -
Charter School Local Replacement	\$ 2,081,133.00
Charter School Funding Base Program	\$ 76,590.00
Flexible Allocation - WPU Distribution	\$ 1,569.93
Students At-Risk - Gang Prevention and Intervention*	\$ -
Youth-in-Custody*	\$ -
Enhancement for Accelerated Students*	\$ -
Concurrent Enrollment*	\$ -
Title 1 Schools in Improvement - Paraeducators*	\$ -
Early Literacy Program*	\$ 30,875.59
English Language Learner Software Grants*	\$ -
Educator Salary Adjustments	\$ 354,905.95
Teacher Salary Supplement*	\$ -
Teacher Supplies and Materials	\$ 5,315.54
Effective Teachers in High Poverty Schools*	\$ -
Elementary School Counselor Program*	\$ -
Grants for Professional Learning*	\$ -
Educator Professional Time*	\$ 58,676.60
School LAND Trust Program*	\$ 96,360.14
Teacher and Student Success Program*	\$ 158,488.60
Student Health & Counseling Support Program*	\$ 44,984.55
Beverly Taylor Sorenson Arts*	\$ -
Digital Teaching and Learning*	\$ -
TOTAL FUNDING:	\$ 6,458,812.67

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the Legislatives Estimates Report.

**Utah State-Supported Minimum School Program
Charter School Summary
FY 2024 Legislative Estimates**

Recipient: Greenwood

WPU Value:	\$4,280		
Recipient ID:	7J	WPUs	Amount Generated

1. BASIC SCHOOL PROGRAMS:

A. REGULAR BASIC SCHOOL PROGRAMS

Grades K-12	329.976	\$ 1,411,559.58
Professional Staff	22.102	\$ 94,597.16
Foreign Exchange Students*	-	\$ -

B. RESTRICTED BASIC SCHOOL PROGRAM

Special Education - Add-On	69.468	\$ 297,324.13
Special Education - Self-Contained	-	\$ -
Special Education - Pre-School	-	\$ -
Special Education - Extended Year	0.873	\$ 3,738.32
Special Education - Impact Aid	1.735	\$ 7,426.66
Special Education - EYSE*	-	\$ -
Career & Technical Education - Add-On*	-	\$ -
Students At-Risk - Add-on	25.440	\$ 108,883.20
Class Size Reduction	33.767	\$ 144,522.63
TOTAL BASIC SCHOOL PROGRAM (A thru B):	483.362	\$ 2,068,051.68

2. RELATED TO BASIC PROGRAM

Rural School Transportation Reimbursement*	\$ -
Charter School Local Replacement	\$ 1,109,313.00
Charter School Funding Base Program	\$ 40,825.00
Flexible Allocation - WPU Distribution	\$ 914.57
Students At-Risk - Gang Prevention and Intervention*	\$ -
Youth-in-Custody*	\$ -
Enhancement for Accelerated Students*	\$ -
Concurrent Enrollment*	\$ -
Title 1 Schools in Improvement - Paraeducators*	\$ -
Early Literacy Program*	\$ 20,272.32
English Language Learner Software Grants*	\$ -
Educator Salary Adjustments	\$ 283,474.91
Teacher Salary Supplement*	\$ -
Teacher Supplies and Materials	\$ 4,159.78
Effective Teachers in High Poverty Schools*	\$ -
Elementary School Counselor Program*	\$ -
Grants for Professional Learning*	\$ -
Educator Professional Time*	\$ 48,114.48
School LAND Trust Program*	\$ 53,244.04
Teacher and Student Success Program*	\$ 91,451.07
Student Health & Counseling Support Program*	\$ 36,042.52
Beverly Taylor Sorenson Arts*	\$ -
Digital Teaching and Learning*	\$ -
TOTAL FUNDING:	\$ 3,755,863.37

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the Legislatives Estimates Report.

**Utah State-Supported Minimum School Program
Charter School Summary
FY 2024 Legislative Estimates**

Recipient: Terra Academy

WPU Value:	\$4,280		
Recipient ID:	8J	WPUs	Amount Generated

1. BASIC SCHOOL PROGRAMS:

A. REGULAR BASIC SCHOOL PROGRAMS

Grades K-12	603.010	\$	2,579,589.99
Professional Staff	46.052	\$	197,100.47
Foreign Exchange Students*	-	\$	-

B. RESTRICTED BASIC SCHOOL PROGRAM

Special Education - Add-On	114.604	\$	490,503.10
Special Education - Self-Contained	15.617	\$	66,839.33
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.528	\$	2,259.00
Special Education - Impact Aid	2.494	\$	10,675.83
Special Education - EYSE*	-	\$	-
Career & Technical Education - Add-On*	1.170	\$	4,992.00
Students At-Risk - Add-on	20.800	\$	89,024.00
Class Size Reduction	41.464	\$	177,463.95
TOTAL BASIC SCHOOL PROGRAM (A thru B):	845.738	\$	3,618,447.67

2. RELATED TO BASIC PROGRAM

Rural School Transportation Reimbursement*	\$	-
Charter School Local Replacement	\$	2,018,636.00
Charter School Funding Base Program	\$	74,290.00
Flexible Allocation - WPU Distribution	\$	281,499.72
Students At-Risk - Gang Prevention and Intervention*	\$	-
Youth-in-Custody*	\$	-
Enhancement for Accelerated Students*	\$	-
Concurrent Enrollment*	\$	-
Title 1 Schools in Improvement - Paraeducators*	\$	-
Early Literacy Program*	\$	30,416.23
English Language Learner Software Grants*	\$	-
Educator Salary Adjustments	\$	321,554.90
Teacher Salary Supplement*	\$	-
Teacher Supplies and Materials	\$	4,815.72
Effective Teachers in High Poverty Schools*	\$	-
Elementary School Counselor Program*	\$	-
Grants for Professional Learning*	\$	-
Educator Professional Time*	\$	53,603.16
School LAND Trust Program*	\$	93,466.44
Teacher and Student Success Program*	\$	165,581.63
Student Health & Counseling Support Program*	\$	44,384.42
Beverly Taylor Sorenson Arts*	\$	-
Digital Teaching and Learning*	\$	-
TOTAL FUNDING:	\$	6,706,695.89

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the Legislatives Estimates Report.

**Utah State-Supported Minimum School Program
Charter School Summary
FY 2024 Legislative Estimates**

Recipient: Lumen Scholar Institute

WPU Value:	\$4,280		
Recipient ID:	9J	WPUs	Amount Generated

1. BASIC SCHOOL PROGRAMS:

A. REGULAR BASIC SCHOOL PROGRAMS

Grades K-12	398.729	\$	1,705,797.73
Professional Staff	29.288	\$	125,352.04
Foreign Exchange Students*	-	\$	-

B. RESTRICTED BASIC SCHOOL PROGRAM

Special Education - Add-On	103.022	\$	440,934.37
Special Education - Self-Contained	1.000	\$	4,280.00
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.813	\$	3,479.44
Special Education - Impact Aid	1.432	\$	6,127.00
Special Education - EYSE*	-	\$	-
Career & Technical Education - Add-On*	-	\$	-
Students At-Risk - Add-on	10.000	\$	42,800.00
Class Size Reduction	21.830	\$	93,431.08
TOTAL BASIC SCHOOL PROGRAM (A thru B):	566.114	\$	2,422,201.66

2. RELATED TO BASIC PROGRAM

Rural School Transportation Reimbursement*	\$	-
Charter School Local Replacement	\$	1,171,809.00
Charter School Funding Base Program	\$	43,125.00
Flexible Allocation - WPU Distribution	\$	1,071.15
Students At-Risk - Gang Prevention and Intervention*	\$	-
Youth-in-Custody*	\$	-
Enhancement for Accelerated Students*	\$	-
Concurrent Enrollment*	\$	-
Title 1 Schools in Improvement - Paraeducators*	\$	-
Early Literacy Program*	\$	17,001.31
English Language Learner Software Grants*	\$	-
Educator Salary Adjustments	\$	377,346.33
Teacher Salary Supplement*	\$	-
Teacher Supplies and Materials	\$	5,657.63
Effective Teachers in High Poverty Schools*	\$	-
Elementary School Counselor Program*	\$	-
Grants for Professional Learning*	\$	-
Educator Professional Time*	\$	60,442.99
School LAND Trust Program*	\$	55,269.63
Teacher and Student Success Program*	\$	102,330.42
Student Health & Counseling Support Program*	\$	36,462.61
Beverly Taylor Sorenson Arts*	\$	-
Digital Teaching and Learning*	\$	-
TOTAL FUNDING:	\$	4,292,717.73

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the Legislatives Estimates Report.

**Utah State-Supported Minimum School Program
Charter School Summary
FY 2024 Legislative Estimates**

Recipient: Vanguard Academy

WPU Value:	\$4,280		
Recipient ID:	1K	WPUs	Amount Generated

1. BASIC SCHOOL PROGRAMS:

A. REGULAR BASIC SCHOOL PROGRAMS

Grades K-12	590.286	\$	2,525,347.32
Professional Staff	42.398	\$	181,461.74
Foreign Exchange Students*	-	\$	-

B. RESTRICTED BASIC SCHOOL PROGRAM

Special Education - Add-On	27.751	\$	118,774.59
Special Education - Self-Contained	-	\$	-
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.631	\$	2,702.80
Special Education - Impact Aid	0.521	\$	2,228.00
Special Education - EYSE*	-	\$	-
Career & Technical Education - Add-On*	55.750	\$	238,597.00
Students At-Risk - Add-on	41.100	\$	175,908.00
Class Size Reduction	20.840	\$	89,195.12
TOTAL BASIC SCHOOL PROGRAM (A thru B):	779.277	\$	3,334,214.57

2. RELATED TO BASIC PROGRAM

Rural School Transportation Reimbursement*	\$	-
Charter School Local Replacement	\$	1,568,662.00
Charter School Funding Base Program	\$	57,730.00
Flexible Allocation - WPU Distribution	\$	1,474.47
Students At-Risk - Gang Prevention and Intervention*	\$	-
Youth-in-Custody*	\$	-
Enhancement for Accelerated Students*	\$	-
Concurrent Enrollment*	\$	-
Title 1 Schools in Improvement - Paraeducators*	\$	-
Early Literacy Program*	\$	-
English Language Learner Software Grants*	\$	-
Educator Salary Adjustments	\$	318,916.57
Teacher Salary Supplement*	\$	-
Teacher Supplies and Materials	\$	4,861.56
Effective Teachers in High Poverty Schools*	\$	-
Elementary School Counselor Program*	\$	-
Grants for Professional Learning*	\$	-
Educator Professional Time*	\$	51,907.62
School LAND Trust Program*	\$	77,840.47
Teacher and Student Success Program*	\$	156,283.36
Student Health & Counseling Support Program*	\$	41,143.68
Beverly Taylor Sorenson Arts*	\$	-
Digital Teaching and Learning*	\$	-
TOTAL FUNDING:	\$	5,613,034.30

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the Legislatives Estimates Report.

**Utah State-Supported Minimum School Program
Charter School Summary
FY 2024 Legislative Estimates**

Recipient: Utah Military Academy

WPU Value:	\$4,280		
Recipient ID:	2K	WPUs	Amount Generated

1. BASIC SCHOOL PROGRAMS:

A. REGULAR BASIC SCHOOL PROGRAMS

Grades K-12	968.785	\$	4,144,577.86
Professional Staff	71.134	\$	304,451.92
Foreign Exchange Students*	-	\$	-

B. RESTRICTED BASIC SCHOOL PROGRAM

Special Education - Add-On	424.832	\$	1,818,282.03
Special Education - Self-Contained	4.967	\$	21,257.33
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	1.223	\$	5,236.14
Special Education - Impact Aid	3.492	\$	14,946.16
Special Education - EYSE*	-	\$	-
Career & Technical Education - Add-On*	-	\$	-
Students At-Risk - Add-on	36.400	\$	155,792.00
Class Size Reduction	27.262	\$	116,682.05
TOTAL BASIC SCHOOL PROGRAM (A thru B):	1,538.096	\$	6,581,225.49

2. RELATED TO BASIC PROGRAM

Rural School Transportation Reimbursement*	\$	-
Charter School Local Replacement	\$	2,831,091.00
Charter School Funding Base Program	\$	104,190.00
Flexible Allocation - WPU Distribution	\$	2,910.24
Students At-Risk - Gang Prevention and Intervention*	\$	-
Youth-in-Custody*	\$	-
Enhancement for Accelerated Students*	\$	-
Concurrent Enrollment*	\$	-
Title 1 Schools in Improvement - Paraeducators*	\$	-
Early Literacy Program*	\$	-
English Language Learner Software Grants*	\$	-
Educator Salary Adjustments	\$	555,394.53
Teacher Salary Supplement*	\$	-
Teacher Supplies and Materials	\$	8,229.84
Effective Teachers in High Poverty Schools*	\$	-
Elementary School Counselor Program*	\$	-
Grants for Professional Learning*	\$	-
Educator Professional Time*	\$	120,055.52
School LAND Trust Program*	\$	131,952.62
Teacher and Student Success Program*	\$	319,599.48
Student Health & Counseling Support Program*	\$	52,366.23
Beverly Taylor Sorenson Arts*	\$	-
Digital Teaching and Learning*	\$	-
TOTAL FUNDING:	\$	10,707,014.95

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the Legislatives Estimates Report.

**Utah State-Supported Minimum School Program
Charter School Summary
FY 2024 Legislative Estimates**

Recipient: Roots Charter School

WPU Value:	\$4,280		
Recipient ID:	3K	WPUs	Amount Generated

1. BASIC SCHOOL PROGRAMS:

A. REGULAR BASIC SCHOOL PROGRAMS

Grades K-12	258.762	\$	1,107,071.93
Professional Staff	14.032	\$	60,056.55
Foreign Exchange Students*	-	\$	-

B. RESTRICTED BASIC SCHOOL PROGRAM

Special Education - Add-On	59.618	\$	255,163.33
Special Education - Self-Contained	0.978	\$	4,184.89
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.528	\$	2,259.00
Special Education - Impact Aid	1.432	\$	6,127.00
Special Education - EYSE*	-	\$	-
Career & Technical Education - Add-On*	21.310	\$	91,218.00
Students At-Risk - Add-on	19.220	\$	82,261.60
Class Size Reduction	-	\$	-
TOTAL BASIC SCHOOL PROGRAM (A thru B):	375.878	\$	1,608,342.31

2. RELATED TO BASIC PROGRAM

Rural School Transportation Reimbursement*	\$	-
Charter School Local Replacement	\$	574,968.00
Charter School Funding Base Program	\$	40,000.00
Flexible Allocation - WPU Distribution	\$	711.20
Students At-Risk - Gang Prevention and Intervention*	\$	-
Youth-in-Custody*	\$	-
Enhancement for Accelerated Students*	\$	-
Concurrent Enrollment*	\$	-
Title 1 Schools in Improvement - Paraeducators*	\$	-
Early Literacy Program*	\$	-
English Language Learner Software Grants*	\$	-
Educator Salary Adjustments	\$	136,975.11
Teacher Salary Supplement*	\$	-
Teacher Supplies and Materials	\$	2,088.05
Effective Teachers in High Poverty Schools*	\$	-
Elementary School Counselor Program*	\$	-
Grants for Professional Learning*	\$	-
Educator Professional Time*	\$	25,128.28
School LAND Trust Program*	\$	47,448.56
Teacher and Student Success Program*	\$	73,781.08
Student Health & Counseling Support Program*	\$	31,421.46
Beverly Taylor Sorenson Arts*	\$	-
Digital Teaching and Learning*	\$	-
TOTAL FUNDING:	\$	2,540,864.05

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the Legislatives Estimates Report.

**Utah State-Supported Minimum School Program
Charter School Summary
FY 2024 Legislative Estimates**

Recipient: Athenian eAcademy

WPU Value:	\$4,280		
Recipient ID:	4K	WPUs	Amount Generated

1. BASIC SCHOOL PROGRAMS:

A. REGULAR BASIC SCHOOL PROGRAMS

Grades K-12	456.156	\$	1,951,331.84
Professional Staff	28.399	\$	121,547.42
Foreign Exchange Students*	-	\$	-

B. RESTRICTED BASIC SCHOOL PROGRAM

Special Education - Add-On	113.481	\$	485,700.71
Special Education - Self-Contained	2.761	\$	11,817.56
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.973	\$	4,163.63
Special Education - Impact Aid	2.234	\$	9,561.83
Special Education - EYSE*	-	\$	-
Career & Technical Education - Add-On*	-	\$	-
Students At-Risk - Add-on	26.440	\$	113,163.20
Class Size Reduction	47.248	\$	202,221.49
TOTAL BASIC SCHOOL PROGRAM (A thru B):	677.692	\$	2,899,507.69

2. RELATED TO BASIC PROGRAM

Rural School Transportation Reimbursement*	\$	-
Charter School Local Replacement	\$	1,584,286.00
Charter School Funding Base Program	\$	58,305.00
Flexible Allocation - WPU Distribution	\$	1,282.27
Students At-Risk - Gang Prevention and Intervention*	\$	-
Youth-in-Custody*	\$	-
Enhancement for Accelerated Students*	\$	-
Concurrent Enrollment*	\$	-
Title 1 Schools in Improvement - Paraeducators*	\$	-
Early Literacy Program*	\$	21,750.17
English Language Learner Software Grants*	\$	-
Educator Salary Adjustments	\$	260,564.39
Teacher Salary Supplement*	\$	-
Teacher Supplies and Materials	\$	3,854.81
Effective Teachers in High Poverty Schools*	\$	-
Elementary School Counselor Program*	\$	-
Grants for Professional Learning*	\$	-
Educator Professional Time*	\$	51,171.07
School LAND Trust Program*	\$	73,355.24
Teacher and Student Success Program*	\$	146,755.06
Student Health & Counseling Support Program*	\$	40,213.47
Beverly Taylor Sorenson Arts*	\$	-
Digital Teaching and Learning*	\$	-
TOTAL FUNDING:	\$	5,141,045.16

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the Legislatives Estimates Report.

**Utah State-Supported Minimum School Program
Charter School Summary
FY 2024 Legislative Estimates**

Recipient: Wasatch Waldorf Academy

WPU Value:	\$4,280		
Recipient ID:	5K	WPUs	Amount Generated

1. BASIC SCHOOL PROGRAMS:

A. REGULAR BASIC SCHOOL PROGRAMS

Grades K-12	542.747	\$	2,321,689.30
Professional Staff	26.193	\$	112,105.43
Foreign Exchange Students*	-	\$	-

B. RESTRICTED BASIC SCHOOL PROGRAM

Special Education - Add-On	101.805	\$	435,726.14
Special Education - Self-Contained	4.183	\$	17,904.67
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.968	\$	4,145.14
Special Education - Impact Aid	2.212	\$	9,469.00
Special Education - EYSE*	-	\$	-
Career & Technical Education - Add-On*	-	\$	-
Students At-Risk - Add-on	16.100	\$	68,908.00
Class Size Reduction	57.869	\$	247,679.02
TOTAL BASIC SCHOOL PROGRAM (A thru B):	752.079	\$	3,217,626.70

2. RELATED TO BASIC PROGRAM

Rural School Transportation Reimbursement*	\$	-
Charter School Local Replacement	\$	1,981,138.00
Charter School Funding Base Program	\$	72,910.00
Flexible Allocation - WPU Distribution	\$	1,423.01
Students At-Risk - Gang Prevention and Intervention*	\$	-
Youth-in-Custody*	\$	-
Enhancement for Accelerated Students*	\$	-
Concurrent Enrollment*	\$	-
Title 1 Schools in Improvement - Paraeducators*	\$	-
Early Literacy Program*	\$	24,827.59
English Language Learner Software Grants*	\$	-
Educator Salary Adjustments	\$	371,866.01
Teacher Salary Supplement*	\$	-
Teacher Supplies and Materials	\$	5,342.46
Effective Teachers in High Poverty Schools*	\$	-
Elementary School Counselor Program*	\$	-
Grants for Professional Learning*	\$	-
Educator Professional Time*	\$	61,955.64
School LAND Trust Program*	\$	91,874.91
Teacher and Student Success Program*	\$	151,313.94
Student Health & Counseling Support Program*	\$	44,054.34
Beverly Taylor Sorenson Arts*	\$	-
Digital Teaching and Learning*	\$	-
TOTAL FUNDING:	\$	6,024,332.59

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the Legislatives Estimates Report.

**Utah State-Supported Minimum School Program
Charter School Summary
FY 2024 Legislative Estimates**

Recipient: Franklin Discovery Academy

WPU Value:	\$4,280		
Recipient ID:	6K	WPUs	Amount Generated

1. BASIC SCHOOL PROGRAMS:

A. REGULAR BASIC SCHOOL PROGRAMS

Grades K-12	566.399	\$	2,422,871.65
Professional Staff	29.126	\$	124,659.94
Foreign Exchange Students*	-	\$	-

B. RESTRICTED BASIC SCHOOL PROGRAM

Special Education - Add-On	100.380	\$	429,627.29
Special Education - Self-Contained	2.333	\$	9,986.67
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.528	\$	2,259.00
Special Education - Impact Aid	2.234	\$	9,561.83
Special Education - EYSE*	-	\$	-
Career & Technical Education - Add-On*	-	\$	-
Students At-Risk - Add-on	22.160	\$	94,844.80
Class Size Reduction	60.698	\$	259,785.33
TOTAL BASIC SCHOOL PROGRAM (A thru B):	783.859	\$	3,353,596.51

2. RELATED TO BASIC PROGRAM

Rural School Transportation Reimbursement*	\$	-
Charter School Local Replacement	\$	1,999,887.00
Charter School Funding Base Program	\$	73,600.00
Flexible Allocation - WPU Distribution	\$	1,483.14
Students At-Risk - Gang Prevention and Intervention*	\$	-
Youth-in-Custody*	\$	-
Enhancement for Accelerated Students*	\$	-
Concurrent Enrollment*	\$	-
Title 1 Schools in Improvement - Paraeducators*	\$	-
Early Literacy Program*	\$	29,572.62
English Language Learner Software Grants*	\$	-
Educator Salary Adjustments	\$	346,506.18
Teacher Salary Supplement*	\$	-
Teacher Supplies and Materials	\$	4,903.65
Effective Teachers in High Poverty Schools*	\$	-
Elementary School Counselor Program*	\$	-
Grants for Professional Learning*	\$	-
Educator Professional Time*	\$	61,049.37
School LAND Trust Program*	\$	95,347.34
Teacher and Student Success Program*	\$	151,948.91
Student Health & Counseling Support Program*	\$	44,774.50
Beverly Taylor Sorenson Arts*	\$	-
Digital Teaching and Learning*	\$	-
TOTAL FUNDING:	\$	6,162,669.22

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the Legislatives Estimates Report.

**Utah State-Supported Minimum School Program
Charter School Summary
FY 2024 Legislative Estimates**

Recipient: Wallace Stegner Academy

WPU Value:	\$4,280		
Recipient ID:	7K	WPUs	Amount Generated

1. BASIC SCHOOL PROGRAMS:

A. REGULAR BASIC SCHOOL PROGRAMS

Grades K-12	1,235.703	\$	5,286,117.45
Professional Staff	57.646	\$	246,723.33
Foreign Exchange Students*	-	\$	-

B. RESTRICTED BASIC SCHOOL PROGRAM

Special Education - Add-On	309.825	\$	1,326,052.47
Special Education - Self-Contained	3.406	\$	14,575.78
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	1.197	\$	5,125.19
Special Education - Impact Aid	3.362	\$	14,389.16
Special Education - EYSE*	-	\$	-
Career & Technical Education - Add-On*	-	\$	-
Students At-Risk - Add-on	109.940	\$	470,543.20
Class Size Reduction	126.203	\$	540,150.49
TOTAL BASIC SCHOOL PROGRAM (A thru B):	1,847.282	\$	7,903,677.06

2. RELATED TO BASIC PROGRAM

Rural School Transportation Reimbursement*	\$	-
Charter School Local Replacement	\$	4,196,639.00
Charter School Funding Base Program	\$	154,445.00
Flexible Allocation - WPU Distribution	\$	3,495.25
Students At-Risk - Gang Prevention and Intervention*	\$	-
Youth-in-Custody*	\$	-
Enhancement for Accelerated Students*	\$	-
Concurrent Enrollment*	\$	-
Title 1 Schools in Improvement - Paraeducators*	\$	-
Early Literacy Program*	\$	85,254.09
English Language Learner Software Grants*	\$	-
Educator Salary Adjustments	\$	638,757.38
Teacher Salary Supplement*	\$	-
Teacher Supplies and Materials	\$	9,453.30
Effective Teachers in High Poverty Schools*	\$	-
Elementary School Counselor Program*	\$	-
Grants for Professional Learning*	\$	-
Educator Professional Time*	\$	108,751.91
School LAND Trust Program*	\$	194,745.86
Teacher and Student Success Program*	\$	337,283.87
Student Health & Counseling Support Program*	\$	65,389.20
Beverly Taylor Sorenson Arts*	\$	-
Digital Teaching and Learning*	\$	-
TOTAL FUNDING:	\$	13,697,891.93

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the Legislatives Estimates Report.

**Utah State-Supported Minimum School Program
Charter School Summary
FY 2024 Legislative Estimates**

Recipient: American Academy of Innovation

WPU Value:	\$4,280		
Recipient ID:	8K	WPUs	Amount Generated

1. BASIC SCHOOL PROGRAMS:

A. REGULAR BASIC SCHOOL PROGRAMS

Grades K-12	464.541	\$	1,987,421.37
Professional Staff	24.585	\$	105,222.29
Foreign Exchange Students*	-	\$	-

B. RESTRICTED BASIC SCHOOL PROGRAM

Special Education - Add-On	61.631	\$	263,779.68
Special Education - Self-Contained	-	\$	-
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.528	\$	2,259.00
Special Education - Impact Aid	1.974	\$	8,447.83
Special Education - EYSE*	-	\$	-
Career & Technical Education - Add-On*	34.780	\$	148,846.00
Students At-Risk - Add-on	12.680	\$	54,270.40
Class Size Reduction	13.994	\$	59,893.80
TOTAL BASIC SCHOOL PROGRAM (A thru B):	614.712	\$	2,630,140.36

2. RELATED TO BASIC PROGRAM

Rural School Transportation Reimbursement*	\$	-
Charter School Local Replacement	\$	1,278,053.00
Charter School Funding Base Program	\$	47,035.00
Flexible Allocation - WPU Distribution	\$	1,163.10
Students At-Risk - Gang Prevention and Intervention*	\$	-
Youth-in-Custody*	\$	-
Enhancement for Accelerated Students*	\$	-
Concurrent Enrollment*	\$	-
Title 1 Schools in Improvement - Paraeducators*	\$	-
Early Literacy Program*	\$	-
English Language Learner Software Grants*	\$	-
Educator Salary Adjustments	\$	289,499.48
Teacher Salary Supplement*	\$	-
Teacher Supplies and Materials	\$	4,282.13
Effective Teachers in High Poverty Schools*	\$	-
Elementary School Counselor Program*	\$	-
Grants for Professional Learning*	\$	-
Educator Professional Time*	\$	48,015.62
School LAND Trust Program*	\$	59,031.44
Teacher and Student Success Program*	\$	120,590.92
Student Health & Counseling Support Program*	\$	37,242.79
Beverly Taylor Sorenson Arts*	\$	-
Digital Teaching and Learning*	\$	-
TOTAL FUNDING:	\$	4,515,053.84

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the Legislatives Estimates Report.

**Utah State-Supported Minimum School Program
Charter School Summary
FY 2024 Legislative Estimates**

Recipient: St. George Academy

WPU Value:	\$4,280		
Recipient ID:	9K	WPUs	Amount Generated

1. BASIC SCHOOL PROGRAMS:

A. REGULAR BASIC SCHOOL PROGRAMS

Grades K-12	247.218	\$	1,057,647.29
Professional Staff	14.147	\$	60,550.25
Foreign Exchange Students*	4.000	\$	17,120.00

B. RESTRICTED BASIC SCHOOL PROGRAM

Special Education - Add-On	49.629	\$	212,413.54
Special Education - Self-Contained	-	\$	-
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.731	\$	3,128.10
Special Education - Impact Aid	1.019	\$	4,363.16
Special Education - EYSE*	-	\$	-
Career & Technical Education - Add-On*	-	\$	-
Students At-Risk - Add-on	8.000	\$	34,240.00
Class Size Reduction	3.827	\$	16,378.84
TOTAL BASIC SCHOOL PROGRAM (A thru B):	328.571	\$	1,405,841.19

2. RELATED TO BASIC PROGRAM

Rural School Transportation Reimbursement*	\$	-
Charter School Local Replacement	\$	696,836.00
Charter School Funding Base Program	\$	40,000.00
Flexible Allocation - WPU Distribution	\$	621.69
Students At-Risk - Gang Prevention and Intervention*	\$	-
Youth-in-Custody*	\$	-
Enhancement for Accelerated Students*	\$	-
Concurrent Enrollment*	\$	-
Title 1 Schools in Improvement - Paraeducators*	\$	-
Early Literacy Program*	\$	-
English Language Learner Software Grants*	\$	-
Educator Salary Adjustments	\$	208,650.01
Teacher Salary Supplement*	\$	-
Teacher Supplies and Materials	\$	3,141.86
Effective Teachers in High Poverty Schools*	\$	-
Elementary School Counselor Program*	\$	-
Grants for Professional Learning*	\$	-
Educator Professional Time*	\$	34,059.12
School LAND Trust Program*	\$	47,448.56
Teacher and Student Success Program*	\$	72,900.36
Student Health & Counseling Support Program*	\$	31,661.52
Beverly Taylor Sorenson Arts*	\$	-
Digital Teaching and Learning*	\$	-
TOTAL FUNDING:	\$	2,541,160.30

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the Legislatives Estimates Report.

**Utah State-Supported Minimum School Program
Charter School Summary
FY 2024 Legislative Estimates**

Recipient: Athlos Academy

WPU Value:	\$4,280		
Recipient ID:	1L	WPUs	Amount Generated

1. BASIC SCHOOL PROGRAMS:

A. REGULAR BASIC SCHOOL PROGRAMS

Grades K-12	434.355	\$	1,858,114.46
Professional Staff	23.502	\$	100,588.91
Foreign Exchange Students*	-	\$	-

B. RESTRICTED BASIC SCHOOL PROGRAM

Special Education - Add-On	115.308	\$	493,517.92
Special Education - Self-Contained	0.489	\$	2,092.44
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.826	\$	3,534.92
Special Education - Impact Aid	1.497	\$	6,405.50
Special Education - EYSE*	-	\$	-
Career & Technical Education - Add-On*	5.710	\$	24,456.00
Students At-Risk - Add-on	24.420	\$	104,517.60
Class Size Reduction	43.036	\$	184,193.83
TOTAL BASIC SCHOOL PROGRAM (A thru B):	649.142	\$	2,777,421.58

2. RELATED TO BASIC PROGRAM

Rural School Transportation Reimbursement*	\$	-
Charter School Local Replacement	\$	1,453,043.00
Charter School Funding Base Program	\$	53,475.00
Flexible Allocation - WPU Distribution	\$	1,228.25
Students At-Risk - Gang Prevention and Intervention*	\$	-
Youth-in-Custody*	\$	-
Enhancement for Accelerated Students*	\$	-
Concurrent Enrollment*	\$	-
Title 1 Schools in Improvement - Paraeducators*	\$	-
Early Literacy Program*	\$	22,037.76
English Language Learner Software Grants*	\$	-
Educator Salary Adjustments	\$	237,909.16
Teacher Salary Supplement*	\$	-
Teacher Supplies and Materials	\$	3,588.83
Effective Teachers in High Poverty Schools*	\$	-
Elementary School Counselor Program*	\$	-
Grants for Professional Learning*	\$	-
Educator Professional Time*	\$	49,103.14
School LAND Trust Program*	\$	66,844.42
Teacher and Student Success Program*	\$	127,101.46
Student Health & Counseling Support Program*	\$	38,863.16
Beverly Taylor Sorenson Arts*	\$	-
Digital Teaching and Learning*	\$	-
TOTAL FUNDING:	\$	4,830,615.75

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the Legislatives Estimates Report.

**Utah State-Supported Minimum School Program
Charter School Summary
FY 2024 Legislative Estimates**

Recipient: CCID

WPU Value:	\$4,280		
Recipient ID:	2L	WPUs	Amount Generated

1. BASIC SCHOOL PROGRAMS:

A. REGULAR BASIC SCHOOL PROGRAMS

Grades K-12	398.202	\$ 1,703,376.88
Professional Staff	22.569	\$ 96,593.87
Foreign Exchange Students*	-	\$ -

B. RESTRICTED BASIC SCHOOL PROGRAM

Special Education - Add-On	120.832	\$ 517,159.11
Special Education - Self-Contained	1.078	\$ 4,612.89
Special Education - Pre-School	-	\$ -
Special Education - Extended Year	0.528	\$ 2,259.00
Special Education - Impact Aid	1.822	\$ 7,798.00
Special Education - EYSE*	-	\$ -
Career & Technical Education - Add-On*	-	\$ -
Students At-Risk - Add-on	20.160	\$ 86,284.80
Class Size Reduction	42.365	\$ 181,320.16
TOTAL BASIC SCHOOL PROGRAM (A thru B):	607.555	\$ 2,599,404.71

2. RELATED TO BASIC PROGRAM

Rural School Transportation Reimbursement*	\$ -
Charter School Local Replacement	\$ 1,449,918.00
Charter School Funding Base Program	\$ 53,360.00
Flexible Allocation - WPU Distribution	\$ 1,149.56
Students At-Risk - Gang Prevention and Intervention*	\$ -
Youth-in-Custody*	\$ -
Enhancement for Accelerated Students*	\$ -
Concurrent Enrollment*	\$ -
Title 1 Schools in Improvement - Paraeducators*	\$ -
Early Literacy Program*	\$ 22,474.71
English Language Learner Software Grants*	\$ -
Educator Salary Adjustments	\$ 200,734.05
Teacher Salary Supplement*	\$ -
Teacher Supplies and Materials	\$ 2,965.35
Effective Teachers in High Poverty Schools*	\$ -
Elementary School Counselor Program*	\$ -
Grants for Professional Learning*	\$ -
Educator Professional Time*	\$ 35,591.54
School LAND Trust Program*	\$ 67,133.79
Teacher and Student Success Program*	\$ 126,025.94
Student Health & Counseling Support Program*	\$ 38,923.17
Beverly Taylor Sorenson Arts*	\$ -
Digital Teaching and Learning*	\$ -
TOTAL FUNDING:	\$ 4,597,680.82

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the Legislatives Estimates Report.

**Utah State-Supported Minimum School Program
Charter School Summary
FY 2024 Legislative Estimates**

Recipient: Leadership Academy of Utah

WPU Value:	\$4,280		
Recipient ID:	3L	WPUs	Amount Generated

1. BASIC SCHOOL PROGRAMS:

A. REGULAR BASIC SCHOOL PROGRAMS

Grades K-12	507.257	\$	2,170,119.71
Professional Staff	31.344	\$	134,151.28
Foreign Exchange Students*	-	\$	-

B. RESTRICTED BASIC SCHOOL PROGRAM

Special Education - Add-On	46.803	\$	200,318.83
Special Education - Self-Contained	1.000	\$	4,280.00
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.666	\$	2,850.73
Special Education - Impact Aid	0.694	\$	2,970.67
Special Education - EYSE*	-	\$	-
Career & Technical Education - Add-On*	-	\$	-
Students At-Risk - Add-on	12.300	\$	52,644.00
Class Size Reduction	15.526	\$	66,451.28
TOTAL BASIC SCHOOL PROGRAM (A thru B):	615.591	\$	2,633,786.51

2. RELATED TO BASIC PROGRAM

Rural School Transportation Reimbursement*	\$	-
Charter School Local Replacement	\$	1,468,667.00
Charter School Funding Base Program	\$	54,050.00
Flexible Allocation - WPU Distribution	\$	1,164.76
Students At-Risk - Gang Prevention and Intervention*	\$	-
Youth-in-Custody*	\$	-
Enhancement for Accelerated Students*	\$	-
Concurrent Enrollment*	\$	-
Title 1 Schools in Improvement - Paraeducators*	\$	-
Early Literacy Program*	\$	-
English Language Learner Software Grants*	\$	-
Educator Salary Adjustments	\$	261,541.12
Teacher Salary Supplement*	\$	-
Teacher Supplies and Materials	\$	3,986.93
Effective Teachers in High Poverty Schools*	\$	-
Elementary School Counselor Program*	\$	-
Grants for Professional Learning*	\$	-
Educator Professional Time*	\$	40,271.82
School LAND Trust Program*	\$	68,146.58
Teacher and Student Success Program*	\$	127,709.94
Student Health & Counseling Support Program*	\$	39,133.22
Beverly Taylor Sorenson Arts*	\$	-
Digital Teaching and Learning*	\$	-
TOTAL FUNDING:	\$	4,698,457.87

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the Legislatives Estimates Report.

**Utah State-Supported Minimum School Program
Charter School Summary
FY 2024 Legislative Estimates**

Recipient: Ignite Entrepreneurship Academy

WPU Value:	\$4,280		
Recipient ID:	5L	WPUs	Amount Generated

1. BASIC SCHOOL PROGRAMS:

A. REGULAR BASIC SCHOOL PROGRAMS

Grades K-12	451.402	\$	1,930,951.44
Professional Staff	27.212	\$	116,466.51
Foreign Exchange Students*	-	\$	-

B. RESTRICTED BASIC SCHOOL PROGRAM

Special Education - Add-On	71.609	\$	306,485.31
Special Education - Self-Contained	5.100	\$	21,828.00
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.839	\$	3,590.39
Special Education - Impact Aid	1.562	\$	6,684.00
Special Education - EYSE*	-	\$	-
Career & Technical Education - Add-On*	1.070	\$	4,575.00
Students At-Risk - Add-on	5.400	\$	34,078.88
Class Size Reduction	48.035	\$	205,588.64
TOTAL BASIC SCHOOL PROGRAM (A thru B):	612.228	\$	2,630,248.16

2. RELATED TO BASIC PROGRAM

Rural School Transportation Reimbursement*	\$	-
Charter School Local Replacement	\$	1,606,160.00
Charter School Funding Base Program	\$	59,110.00
Flexible Allocation - WPU Distribution	\$	1,158.40
Students At-Risk - Gang Prevention and Intervention*	\$	-
Youth-in-Custody*	\$	-
Enhancement for Accelerated Students*	\$	-
Concurrent Enrollment*	\$	-
Title 1 Schools in Improvement - Paraeducators*	\$	-
Early Literacy Program*	\$	17,464.47
English Language Learner Software Grants*	\$	-
Educator Salary Adjustments	\$	226,352.68
Teacher Salary Supplement*	\$	-
Teacher Supplies and Materials	\$	3,355.88
Effective Teachers in High Poverty Schools*	\$	-
Elementary School Counselor Program*	\$	-
Grants for Professional Learning*	\$	-
Educator Professional Time*	\$	38,840.91
School LAND Trust Program*	\$	75,814.88
Teacher and Student Success Program*	\$	122,429.08
Student Health & Counseling Support Program*	\$	40,723.58
Beverly Taylor Sorenson Arts*	\$	-
Digital Teaching and Learning*	\$	-
TOTAL FUNDING:	\$	4,821,658.05

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the Legislatives Estimates Report.

**Utah State-Supported Minimum School Program
Charter School Summary
FY 2024 Legislative Estimates**

Recipient: Bonneville Academy

WPU Value:	\$4,280		
Recipient ID:	6L	WPUs	Amount Generated

1. BASIC SCHOOL PROGRAMS:

A. REGULAR BASIC SCHOOL PROGRAMS

Grades K-12	387.132	\$	1,656,078.81
Professional Staff	22.918	\$	98,089.77
Foreign Exchange Students*	-	\$	-

B. RESTRICTED BASIC SCHOOL PROGRAM

Special Education - Add-On	78.548	\$	336,186.74
Special Education - Self-Contained	6.078	\$	26,012.89
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.765	\$	3,276.04
Special Education - Impact Aid	1.193	\$	5,105.83
Special Education - EYSE*	-	\$	-
Career & Technical Education - Add-On*	-	\$	-
Students At-Risk - Add-on	14.860	\$	63,600.80
Class Size Reduction	40.461	\$	173,174.95
TOTAL BASIC SCHOOL PROGRAM (A thru B):	551.956	\$	2,361,525.82

2. RELATED TO BASIC PROGRAM

Rural School Transportation Reimbursement*	\$	-
Charter School Local Replacement	\$	1,362,423.00
Charter School Funding Base Program	\$	50,140.00
Flexible Allocation - WPU Distribution	\$	1,044.36
Students At-Risk - Gang Prevention and Intervention*	\$	-
Youth-in-Custody*	\$	-
Enhancement for Accelerated Students*	\$	-
Concurrent Enrollment*	\$	-
Title 1 Schools in Improvement - Paraeducators*	\$	-
Early Literacy Program*	\$	19,479.76
English Language Learner Software Grants*	\$	-
Educator Salary Adjustments	\$	149,816.52
Teacher Salary Supplement*	\$	-
Teacher Supplies and Materials	\$	2,283.80
Effective Teachers in High Poverty Schools*	\$	-
Elementary School Counselor Program*	\$	-
Grants for Professional Learning*	\$	-
Educator Professional Time*	\$	32,937.00
School LAND Trust Program*	\$	61,346.39
Teacher and Student Success Program*	\$	134,691.33
Student Health & Counseling Support Program*	\$	37,722.90
Beverly Taylor Sorenson Arts*	\$	-
Digital Teaching and Learning*	\$	-
TOTAL FUNDING:	\$	4,213,410.88

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the Legislatives Estimates Report.

**Utah State-Supported Minimum School Program
Charter School Summary
FY 2024 Legislative Estimates**

Recipient: Ivy Preparatory Academy

WPU Value:	\$4,280		
Recipient ID:	7L	WPUs	Amount Generated

1. BASIC SCHOOL PROGRAMS:

A. REGULAR BASIC SCHOOL PROGRAMS

Grades K-12	353.530	\$	1,512,291.86
Professional Staff	16.086	\$	68,846.50
Foreign Exchange Students*	-	\$	-

B. RESTRICTED BASIC SCHOOL PROGRAM

Special Education - Add-On	53.452	\$	228,773.40
Special Education - Self-Contained	6.033	\$	25,822.67
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.528	\$	2,259.00
Special Education - Impact Aid	0.868	\$	3,713.33
Special Education - EYSE*	-	\$	-
Career & Technical Education - Add-On*	-	\$	-
Students At-Risk - Add-on	24.800	\$	106,144.00
Class Size Reduction	36.952	\$	158,154.38
TOTAL BASIC SCHOOL PROGRAM (A thru B):	492.248	\$	2,106,005.14

2. RELATED TO BASIC PROGRAM

Rural School Transportation Reimbursement*	\$	-
Charter School Local Replacement	\$	1,253,054.00
Charter School Funding Base Program	\$	46,115.00
Flexible Allocation - WPU Distribution	\$	931.39
Students At-Risk - Gang Prevention and Intervention*	\$	-
Youth-in-Custody*	\$	-
Enhancement for Accelerated Students*	\$	-
Concurrent Enrollment*	\$	-
Title 1 Schools in Improvement - Paraeducators*	\$	-
Early Literacy Program*	\$	20,562.87
English Language Learner Software Grants*	\$	-
Educator Salary Adjustments	\$	307,713.08
Teacher Salary Supplement*	\$	-
Teacher Supplies and Materials	\$	4,460.75
Effective Teachers in High Poverty Schools*	\$	-
Elementary School Counselor Program*	\$	-
Grants for Professional Learning*	\$	-
Educator Professional Time*	\$	48,963.08
School LAND Trust Program*	\$	59,176.12
Teacher and Student Success Program*	\$	92,579.36
Student Health & Counseling Support Program*	\$	37,272.80
Beverly Taylor Sorenson Arts*	\$	-
Digital Teaching and Learning*	\$	-
TOTAL FUNDING:	\$	3,976,833.58

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the Legislatives Estimates Report.

**Utah State-Supported Minimum School Program
Charter School Summary
FY 2024 Legislative Estimates**

Recipient: REAL Salt Lake Academy High

WPU Value:	\$4,280		
Recipient ID:	8L	WPUs	Amount Generated

1. BASIC SCHOOL PROGRAMS:

A. REGULAR BASIC SCHOOL PROGRAMS

Grades K-12	441.704	\$	1,889,740.87
Professional Staff	28.897	\$	123,680.84
Foreign Exchange Students*	8.000	\$	34,240.00

B. RESTRICTED BASIC SCHOOL PROGRAM

Special Education - Add-On	58.189	\$	249,049.31
Special Education - Self-Contained	-	\$	-
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.528	\$	2,259.00
Special Education - Impact Aid	0.586	\$	2,506.50
Special Education - EYSE*	-	\$	-
Career & Technical Education - Add-On*	23.140	\$	99,031.00
Students At-Risk - Add-on	8.680	\$	37,150.40
Class Size Reduction	-	\$	-
TOTAL BASIC SCHOOL PROGRAM (A thru B):	569.724	\$	2,437,657.92

2. RELATED TO BASIC PROGRAM

Rural School Transportation Reimbursement*	\$	-
Charter School Local Replacement	\$	937,447.00
Charter School Funding Base Program	\$	40,000.00
Flexible Allocation - WPU Distribution	\$	1,077.98
Students At-Risk - Gang Prevention and Intervention*	\$	-
Youth-in-Custody*	\$	-
Enhancement for Accelerated Students*	\$	-
Concurrent Enrollment*	\$	-
Title 1 Schools in Improvement - Paraeducators*	\$	-
Early Literacy Program*	\$	-
English Language Learner Software Grants*	\$	-
Educator Salary Adjustments	\$	215,416.07
Teacher Salary Supplement*	\$	-
Teacher Supplies and Materials	\$	3,189.16
Effective Teachers in High Poverty Schools*	\$	-
Elementary School Counselor Program*	\$	-
Grants for Professional Learning*	\$	-
Educator Professional Time*	\$	39,298.99
School LAND Trust Program*	\$	54,401.52
Teacher and Student Success Program*	\$	121,757.19
Student Health & Counseling Support Program*	\$	36,282.57
Beverly Taylor Sorenson Arts*	\$	-
Digital Teaching and Learning*	\$	-
TOTAL FUNDING:	\$	3,886,528.40

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the Legislatives Estimates Report.

**Utah State-Supported Minimum School Program
Charter School Summary
FY 2024 Legislative Estimates**

Recipient: Advantage Arts Academy

WPU Value:	\$4,280		
Recipient ID:	1M	WPUs	Amount Generated

1. BASIC SCHOOL PROGRAMS:

A. REGULAR BASIC SCHOOL PROGRAMS

Grades K-12	295.490	\$	1,264,031.80
Professional Staff	9.273	\$	39,689.92
Foreign Exchange Students*	-	\$	-

B. RESTRICTED BASIC SCHOOL PROGRAM

Special Education - Add-On	44.712	\$	191,367.08
Special Education - Self-Contained	0.744	\$	3,186.22
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.528	\$	2,259.00
Special Education - Impact Aid	0.954	\$	4,084.66
Special Education - EYSE*	-	\$	-
Career & Technical Education - Add-On*	-	\$	-
Students At-Risk - Add-on	15.040	\$	64,371.20
Class Size Reduction	31.456	\$	134,632.95
TOTAL BASIC SCHOOL PROGRAM (A thru B):	398.198	\$	1,703,622.84

2. RELATED TO BASIC PROGRAM

Rural School Transportation Reimbursement*	\$	-
Charter School Local Replacement	\$	1,034,317.00
Charter School Funding Base Program	\$	40,000.00
Flexible Allocation - WPU Distribution	\$	753.43
Students At-Risk - Gang Prevention and Intervention*	\$	-
Youth-in-Custody*	\$	-
Enhancement for Accelerated Students*	\$	-
Concurrent Enrollment*	\$	-
Title 1 Schools in Improvement - Paraeducators*	\$	-
Early Literacy Program*	\$	14,748.74
English Language Learner Software Grants*	\$	-
Educator Salary Adjustments	\$	223,815.84
Teacher Salary Supplement*	\$	-
Teacher Supplies and Materials	\$	3,201.40
Effective Teachers in High Poverty Schools*	\$	-
Elementary School Counselor Program*	\$	-
Grants for Professional Learning*	\$	-
Educator Professional Time*	\$	35,632.73
School LAND Trust Program*	\$	48,035.38
Teacher and Student Success Program*	\$	80,712.66
Student Health & Counseling Support Program*	\$	34,962.27
Beverly Taylor Sorenson Arts*	\$	-
Digital Teaching and Learning*	\$	-
TOTAL FUNDING:	\$	3,219,802.28

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the Legislatives Estimates Report.

**Utah State-Supported Minimum School Program
Charter School Summary
FY 2024 Legislative Estimates**

Recipient: Bridge Elementary

WPU Value:	\$4,280		
Recipient ID:	3M	WPUs	Amount Generated

1. BASIC SCHOOL PROGRAMS:

A. REGULAR BASIC SCHOOL PROGRAMS

Grades K-12	479.530	\$	2,051,322.78
Professional Staff	31.571	\$	135,124.32
Foreign Exchange Students*	-	\$	-

B. RESTRICTED BASIC SCHOOL PROGRAM

Special Education - Add-On	107.475	\$	459,993.56
Special Education - Self-Contained	6.744	\$	28,866.22
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	1.012	\$	4,330.05
Special Education - Impact Aid	2.429	\$	10,397.33
Special Education - EYSE*	-	\$	-
Career & Technical Education - Add-On*	-	\$	-
Students At-Risk - Add-on	27.340	\$	117,015.20
Class Size Reduction	50.049	\$	214,208.04
TOTAL BASIC SCHOOL PROGRAM (A thru B):	706.151	\$	3,021,257.51

2. RELATED TO BASIC PROGRAM

Rural School Transportation Reimbursement*	\$	-
Charter School Local Replacement	\$	1,718,653.00
Charter School Funding Base Program	\$	63,250.00
Flexible Allocation - WPU Distribution	\$	1,336.11
Students At-Risk - Gang Prevention and Intervention*	\$	-
Youth-in-Custody*	\$	-
Enhancement for Accelerated Students*	\$	-
Concurrent Enrollment*	\$	-
Title 1 Schools in Improvement - Paraeducators*	\$	-
Early Literacy Program*	\$	25,777.45
English Language Learner Software Grants*	\$	-
Educator Salary Adjustments	\$	263,527.91
Teacher Salary Supplement*	\$	-
Teacher Supplies and Materials	\$	3,847.55
Effective Teachers in High Poverty Schools*	\$	-
Elementary School Counselor Program*	\$	-
Grants for Professional Learning*	\$	-
Educator Professional Time*	\$	41,747.55
School LAND Trust Program*	\$	77,117.05
Teacher and Student Success Program*	\$	125,551.64
Student Health & Counseling Support Program*	\$	40,993.64
Beverly Taylor Sorenson Arts*	\$	-
Digital Teaching and Learning*	\$	-
TOTAL FUNDING:	\$	5,383,059.41

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the Legislatives Estimates Report.

**Utah State-Supported Minimum School Program
Charter School Summary
FY 2024 Legislative Estimates**

Recipient: Mountain Sunrise Academy

WPU Value:	\$4,280		
Recipient ID:	4M	WPUs	Amount Generated

1. BASIC SCHOOL PROGRAMS:

A. REGULAR BASIC SCHOOL PROGRAMS

Grades K-12	424.039	\$	1,813,873.24
Professional Staff	20.536	\$	87,892.16
Foreign Exchange Students*	-	\$	-

B. RESTRICTED BASIC SCHOOL PROGRAM

Special Education - Add-On	114.051	\$	488,139.29
Special Education - Self-Contained	0.683	\$	2,924.67
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.528	\$	2,259.00
Special Education - Impact Aid	1.475	\$	6,312.66
Special Education - EYSE*	-	\$	-
Career & Technical Education - Add-On*	-	\$	-
Students At-Risk - Add-on	8.460	\$	36,208.80
Class Size Reduction	45.976	\$	196,778.35
TOTAL BASIC SCHOOL PROGRAM (A thru B):	615.748	\$	2,634,388.16

2. RELATED TO BASIC PROGRAM

Rural School Transportation Reimbursement*	\$	-
Charter School Local Replacement	\$	1,574,911.00
Charter School Funding Base Program	\$	57,960.00
Flexible Allocation - WPU Distribution	\$	1,165.06
Students At-Risk - Gang Prevention and Intervention*	\$	-
Youth-in-Custody*	\$	-
Enhancement for Accelerated Students*	\$	-
Concurrent Enrollment*	\$	-
Title 1 Schools in Improvement - Paraeducators*	\$	-
Early Literacy Program*	\$	18,680.66
English Language Learner Software Grants*	\$	-
Educator Salary Adjustments	\$	219,374.19
Teacher Salary Supplement*	\$	-
Teacher Supplies and Materials	\$	3,344.14
Effective Teachers in High Poverty Schools*	\$	-
Elementary School Counselor Program*	\$	-
Grants for Professional Learning*	\$	-
Educator Professional Time*	\$	42,017.78
School LAND Trust Program*	\$	73,355.24
Teacher and Student Success Program*	\$	114,278.86
Student Health & Counseling Support Program*	\$	40,213.47
Beverly Taylor Sorenson Arts*	\$	-
Digital Teaching and Learning*	\$	-
TOTAL FUNDING:	\$	4,779,688.56

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the Legislatives Estimates Report.

**Utah State-Supported Minimum School Program
Charter School Summary
FY 2024 Legislative Estimates**

Recipient: Career Academy of Utah

WPU Value:	\$4,280		
Recipient ID:	7M	WPUs	Amount Generated

1. BASIC SCHOOL PROGRAMS:

A. REGULAR BASIC SCHOOL PROGRAMS

Grades K-12	59.580	\$	254,874.40
Professional Staff	3.202	\$	13,706.38
Foreign Exchange Students*	-	\$	-

B. RESTRICTED BASIC SCHOOL PROGRAM

Special Education - Add-On	6.400	\$	27,392.00
Special Education - Self-Contained	-	\$	-
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.528	\$	2,259.00
Special Education - Impact Aid	0.304	\$	1,299.67
Special Education - EYSE*	-	\$	-
Career & Technical Education - Add-On*	-	\$	-
Students At-Risk - Add-on	8.200	\$	35,096.00
Class Size Reduction	6.009	\$	25,718.77
TOTAL BASIC SCHOOL PROGRAM (A thru B):	84.223	\$	360,346.22

2. RELATED TO BASIC PROGRAM

Rural School Transportation Reimbursement*	\$	-
Charter School Local Replacement	\$	199,989.00
Charter School Funding Base Program	\$	40,000.00
Flexible Allocation - WPU Distribution	\$	159.36
Students At-Risk - Gang Prevention and Intervention*	\$	-
Youth-in-Custody*	\$	-
Enhancement for Accelerated Students*	\$	-
Concurrent Enrollment*	\$	-
Title 1 Schools in Improvement - Paraeducators*	\$	-
Early Literacy Program*	\$	2,384.77
English Language Learner Software Grants*	\$	-
Educator Salary Adjustments	\$	117,712.98
Teacher Salary Supplement*	\$	-
Teacher Supplies and Materials	\$	1,794.41
Effective Teachers in High Poverty Schools*	\$	-
Elementary School Counselor Program*	\$	-
Grants for Professional Learning*	\$	-
Educator Professional Time*	\$	18,125.32
School LAND Trust Program*	\$	47,448.56
Teacher and Student Success Program*	\$	16,454.27
Student Health & Counseling Support Program*	\$	26,920.44
Beverly Taylor Sorenson Arts*	\$	-
Digital Teaching and Learning*	\$	-
TOTAL FUNDING:	\$	831,335.33

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the Legislatives Estimates Report.

Value of WPU:		\$4,280	Utah State Supported Minimum School Program			
Voted Local Levy:		0.000000	District Summary			
Board Local Levy:		0.000000	FY 2024 Legislative Estimates			
Adjusted Assessed Valuation:		\$ 55,427,471,006				
Collection Rate:		93.98%	Alpine 1			
Basic Program Tax Rate:		0.001400				
Basic Levy Estimate:		\$ 72,927,032		Local & State	Less Local	State
Basic Levy Revenue Required:		\$ 72,927,032		Amount		Support
Recapture:		\$ -	WPU's	Generated	Amount	Amount
Charter School Levy Local Revenue:		\$ 3,554,668				
I: BASIC SCHOOL PROGRAMS:						
A: REGULAR BASIC SCHOOL PROGRAMS						
Grades K-12		81,197.260	\$347,524,274	\$72,927,032	\$274,597,242	
Nec. Existent Small Schools		0.000	\$0	\$0	\$0	
Professional Staff		6,843.936	\$29,292,046	\$0	\$29,292,046	
Foreign Exchange Students*		55.000	\$235,400	\$0	\$235,400	
B. RESTRICTED BASIC SCHOOL PROGRAM						
Special Education - Add-On		9,779.161	\$41,854,811	\$0	\$41,854,811	
Special Education - Self-Contained		1,578.778	\$6,757,169	\$0	\$6,757,169	
Special Education - Pre-School		1,653.750	\$7,078,050	\$0	\$7,078,050	
Special Education - Extended Year		43.054	\$184,271	\$0	\$184,271	
Special Education - Impact Aid		213.495	\$913,758	\$0	\$913,758	
Special Education - EYSE*		.000	\$0	\$0	\$0	
Career & Technical Education - Add-On*		3,567.380	\$15,268,380	\$0	\$15,268,380	
Students At-Risk - Add-on		1,921.240	\$8,222,907	\$0	\$8,222,907	
Class Size Reduction		5,305.336	\$22,706,840	\$0	\$22,706,840	
TOTAL BASIC SCHOOL PROGRAM (A and B)			112,158.390	\$480,037,906	\$72,927,032	\$407,110,874
C. RELATED TO BASIC PROGRAM, ETC.						
Pupil Transportation*			\$14,345,158	\$0	\$14,345,158	
Rural School District Transportation Grants*			\$0	\$0	\$0	
Rural School Transportation Reimbursement*			\$0	\$0	\$0	
Flexible Allocation - WPU Distribution			\$212,216	\$0	\$212,216	
Students At-Risk - Gang Prevention and Intervention*			\$0	\$0	\$0	
Youth-in-Custody*			\$0	\$0	\$0	
Adult Education*			\$556,584	\$0	\$556,584	
Adult Education - Corrections Institutions*			\$0	\$0	\$0	
Enhancement for Accelerated Students*			\$0	\$0	\$0	
Concurrent Enrollment*			\$0	\$0	\$0	
Title I Schools in Improvement - Paraeducators*			\$0	\$0	\$0	
Early Literacy Program*			\$5,405,860	\$3,748,522	\$1,657,338	
English Language Learner Software Grants*			\$0	\$0	\$0	
Educator Salary Adjustments			\$43,453,843	\$0	\$43,453,843	
Teacher Salary Supplement*			\$0	\$0	\$0	
Teacher Supplies and Materials			\$603,365	\$0	\$603,365	
Effective Teachers in High Poverty Schools*			\$0	\$0	\$0	
Elementary School Counselor Program*			\$0	\$0	\$0	
Grants for Professional Learning*			\$0	\$0	\$0	
Educator Professional Time*			\$7,010,624	\$0	\$7,010,624	
School LAND Trust Program*			\$11,753,458	\$0	\$11,753,458	
Teacher and Student Success Program*			\$21,918,316	\$0	\$21,918,316	
Student Health & Counseling Support Program*			\$2,565,559	\$0	\$2,565,559	
Dual Immersion*			\$0	\$0	\$0	
Beverley Taylor Sorenson Elementary Arts*			\$0	\$0	\$0	
Digital Teaching and Learning*			\$0	\$0	\$0	
II: LEEWAY PROGRAMS						
Voted Local Levy Program, Min. Basic Growth, and Local Levy Growth			\$117,780,188	\$72,175,702	\$45,604,486	
Board Local Levy Program, Min. Basic Growth, and Local Levy Growth			\$29,445,047	\$24,236,416	\$5,208,631	
TOTAL:			\$735,088,124	\$173,087,672	\$562,000,452	
III: OTHER STATE PROGRAMS						Total
A. Capital Outlay						
Capital Outlay Foundation						\$0
Foundation Guarantee Min. Basic Growth						\$0
Enrollment Growth						\$256,355
Enrollment Growth Min. Basic Growth						\$508,965
TOTAL:						\$765,320
TOTAL STATE SUPPORT FUNDING						\$562,765,772

*This program requires LEA action before funds can be received or spent. USBE staff contact info can be found in the Legislatives Estimates Report.

Value of WPU:	\$4,280	Utah State Supported Minimum School Program		
Voted Local Levy:	0.000000	District Summary		
Board Local Levy:	0.000000	FY 2024 Legislative Estimates		
Adjusted Assessed Valuation:	\$ 1,567,745,004	Beaver 2		
Collection Rate:	94.08%			
Basic Program Tax Rate:	0.001400			
Basic Levy Estimate:	\$ 2,064,908			
Basic Levy Revenue Required:	\$ 2,064,908			
Recapture:	\$ -			
Charter School Levy Local Revenue:	\$ 6,462			
I: BASIC SCHOOL PROGRAMS:				
A: REGULAR BASIC SCHOOL PROGRAMS				
Grades K-12	1,467.581	\$6,281,245	\$2,064,908	\$4,216,337
Nec. Existent Small Schools	579.333	\$2,671,345	\$0	\$2,671,345
Professional Staff	171.688	\$734,825	\$0	\$734,825
Foreign Exchange Students*	0.000	\$0	\$0	\$0
B. RESTRICTED BASIC SCHOOL PROGRAM				
Special Education - Add-On	231.093	\$989,076	\$0	\$989,076
Special Education - Self-Contained	19.711	\$84,364	\$0	\$84,364
Special Education - Pre-School	32.340	\$138,415	\$0	\$138,415
Special Education - Extended Year	1.599	\$6,845	\$0	\$6,845
Special Education - Impact Aid	5.379	\$23,023	\$0	\$23,023
Special Education - EYSE*	.000	\$0	\$0	\$0
Career & Technical Education - Add-On*	144.790	\$619,705	\$0	\$619,705
Students At-Risk - Add-on	75.960	\$325,109	\$0	\$325,109
Class Size Reduction	94.757	\$405,560	\$0	\$405,560
TOTAL BASIC SCHOOL PROGRAM (A and B)	2,824.231	\$12,279,512	\$2,064,908	\$10,214,604
C. RELATED TO BASIC PROGRAM, ETC.				
Pupil Transportation*		\$276,739	\$0	\$276,739
Rural School District Transportation Grants*		\$0	\$0	\$0
Rural School Transportation Reimbursement*		\$0	\$0	\$0
Flexible Allocation - WPU Distribution		\$940,032	\$0	\$940,032
Students At-Risk - Gang Prevention and Intervention*		\$0	\$0	\$0
Youth-in-Custody*		\$0	\$0	\$0
Adult Education*		\$42,351	\$0	\$42,351
Adult Education - Corrections Institutions*		\$254,550	\$0	\$254,550
Enhancement for Accelerated Students*		\$0	\$0	\$0
Concurrent Enrollment*		\$0	\$0	\$0
Title I Schools in Improvement - Paraeducators*		\$0	\$0	\$0
Early Literacy Program*		\$216,641	\$166,013	\$50,628
English Language Learner Software Grants*		\$0	\$0	\$0
Educator Salary Adjustments		\$1,001,555	\$0	\$1,001,555
Teacher Salary Supplement*		\$0	\$0	\$0
Teacher Supplies and Materials		\$14,644	\$0	\$14,644
Effective Teachers in High Poverty Schools*		\$0	\$0	\$0
Elementary School Counselor Program*		\$0	\$0	\$0
Grants for Professional Learning*		\$0	\$0	\$0
Educator Professional Time*		\$163,836	\$0	\$163,836
School LAND Trust Program*		\$423,128	\$0	\$423,128
Teacher and Student Success Program*		\$550,760	\$0	\$550,760
Student Health & Counseling Support Program*		\$70,220	\$0	\$70,220
Dual Immersion*		\$0	\$0	\$0
Beverley Taylor Sorenson Elementary Arts*		\$0	\$0	\$0
Digital Teaching and Learning*		\$0	\$0	\$0
II: LEEWAY PROGRAMS				
Voted Local Levy Program, Min. Basic Growth, and Local Levy Growth		\$1,723,842	\$1,367,899	\$355,943
Board Local Levy Program, Min. Basic Growth, and Local Levy Growth		\$1,983,345	\$1,678,340	\$305,005
TOTAL:		\$19,941,155	\$5,277,160	\$14,663,995
III: OTHER STATE PROGRAMS				Total
A. Capital Outlay				
Capital Outlay Foundation				\$0
Foundation Guarantee Min. Basic Growth				\$0
Enrollment Growth				\$0
Enrollment Growth Min. Basic Growth				\$0
TOTAL:				\$0
TOTAL STATE SUPPORT FUNDING				\$14,663,995

*This program requires LEA action before funds can be received or spent. USBE staff contact info can be found in the Legislatives Estimates Report.

Value of WPU:	\$4,280	Utah State Supported Minimum School Program		
Voted Local Levy:	0.000000	District Summary		
Board Local Levy:	0.000000	FY 2024 Legislative Estimates		
Adjusted Assessed Valuation:	\$ 6,875,515,129	Box Elder 3		
Collection Rate:	96.27%			
Basic Program Tax Rate:	0.001400			
Basic Levy Estimate:	\$ 9,266,682			
Basic Levy Revenue Required:	\$ 9,266,682			
Recapture:	\$ -			
Charter School Levy Local Revenue:	\$ 396,278			
I: BASIC SCHOOL PROGRAMS:				
A: REGULAR BASIC SCHOOL PROGRAMS				
Grades K-12	11,999.762	\$51,358,980	\$9,266,682	\$42,092,298
Nec. Existent Small Schools	252.952	\$1,082,634	\$0	\$1,082,634
Professional Staff	1,053.786	\$4,510,206	\$0	\$4,510,206
Foreign Exchange Students*	4.000	\$17,120	\$0	\$17,120
B. RESTRICTED BASIC SCHOOL PROGRAM				
Special Education - Add-On	1,535.027	\$6,569,914	\$0	\$6,569,914
Special Education - Self-Contained	202.267	\$865,701	\$0	\$865,701
Special Education - Pre-School	327.810	\$1,403,027	\$0	\$1,403,027
Special Education - Extended Year	7.579	\$32,437	\$0	\$32,437
Special Education - Impact Aid	35.398	\$151,504	\$0	\$151,504
Special Education - EYSE*	.000	\$0	\$0	\$0
Career & Technical Education - Add-On*	672.890	\$2,879,983	\$0	\$2,879,983
Students At-Risk - Add-on	406.600	\$1,740,248	\$0	\$1,740,248
Class Size Reduction	784.675	\$3,358,408	\$0	\$3,358,408
TOTAL BASIC SCHOOL PROGRAM (A and B)		17,282.746	\$73,970,162	\$9,266,682
C. RELATED TO BASIC PROGRAM, ETC.				
Pupil Transportation*		\$4,671,907	\$0	\$4,671,907
Rural School District Transportation Grants*		\$0	\$0	\$0
Rural School Transportation Reimbursement*		\$0	\$0	\$0
Flexible Allocation - WPU Distribution		\$32,701	\$0	\$32,701
Students At-Risk - Gang Prevention and Intervention*		\$0	\$0	\$0
Youth-in-Custody*		\$0	\$0	\$0
Adult Education*		\$241,811	\$0	\$241,811
Adult Education - Corrections Institutions*		\$10,303	\$0	\$10,303
Enhancement for Accelerated Students*		\$0	\$0	\$0
Concurrent Enrollment*		\$0	\$0	\$0
Title I Schools in Improvement - Paraeducators*		\$0	\$0	\$0
Early Literacy Program*		\$917,040	\$617,131	\$299,909
English Language Learner Software Grants*		\$0	\$0	\$0
Educator Salary Adjustments		\$6,851,985	\$0	\$6,851,985
Teacher Salary Supplement*		\$0	\$0	\$0
Teacher Supplies and Materials		\$97,451	\$0	\$97,451
Effective Teachers in High Poverty Schools*		\$0	\$0	\$0
Elementary School Counselor Program*		\$0	\$0	\$0
Grants for Professional Learning*		\$0	\$0	\$0
Educator Professional Time*		\$1,125,236	\$0	\$1,125,236
School LAND Trust Program*		\$1,887,937	\$0	\$1,887,937
Teacher and Student Success Program*		\$3,354,979	\$0	\$3,354,979
Student Health & Counseling Support Program*		\$395,224	\$0	\$395,224
Dual Immersion*		\$0	\$0	\$0
Beverley Taylor Sorenson Elementary Arts*		\$0	\$0	\$0
Digital Teaching and Learning*		\$0	\$0	\$0
II: LEEWAY PROGRAMS				
Voted Local Levy Program, Min. Basic Growth, and Local Levy Growth		\$6,805,865	\$4,035,864	\$2,770,001
Board Local Levy Program, Min. Basic Growth, and Local Levy Growth		\$15,880,351	\$10,934,948	\$4,945,403
TOTAL:		\$116,242,952	\$24,854,625	\$91,388,327
III: OTHER STATE PROGRAMS				Total
A. Capital Outlay				
Capital Outlay Foundation				\$0
Foundation Guarantee Min. Basic Growth				\$0
Enrollment Growth				\$34,682
Enrollment Growth Min. Basic Growth				\$68,858
TOTAL:				\$103,540
TOTAL STATE SUPPORT FUNDING				\$91,491,867

*This program requires LEA action before funds can be received or spent. USBE staff contact info can be found in the Legislatives Estimates Report.

Value of WPU:	\$4,280	Utah State Supported Minimum School Program District Summary FY 2024 Legislative Estimates		
Voted Local Levy:	0.000000			
Board Local Levy:	0.000000			
Adjusted Assessed Valuation:	\$ 10,092,564,209			
Collection Rate:	96.95%	Cache 4		
Basic Program Tax Rate:	0.001400			
Basic Levy Estimate:	\$ 13,698,637	Local & State	Less Local	State
Basic Levy Revenue Required:	\$ 13,698,637	Amount	Amount	Support
Recapture:	\$ -	Generated		Amount
Charter School Levy Local Revenue:	\$ 415,108	WPU's		
I: BASIC SCHOOL PROGRAMS:				
A: REGULAR BASIC SCHOOL PROGRAMS				
Grades K-12	19,141.483	\$81,925,548	\$13,698,637	\$68,226,911
Nec. Existent Small Schools	0.000	\$0	\$0	\$0
Professional Staff	1,702.801	\$7,287,987	\$0	\$7,287,987
Foreign Exchange Students*	21.000	\$89,880	\$0	\$89,880
B. RESTRICTED BASIC SCHOOL PROGRAM				
Special Education - Add-On	2,404.769	\$10,292,413	\$0	\$10,292,413
Special Education - Self-Contained	316.533	\$1,354,763	\$0	\$1,354,763
Special Education - Pre-School	576.240	\$2,466,307	\$0	\$2,466,307
Special Education - Extended Year	11.800	\$50,503	\$0	\$50,503
Special Education - Impact Aid	56.589	\$242,202	\$0	\$242,202
Special Education - EYSE*	.000	\$0	\$0	\$0
Career & Technical Education - Add-On*	1,000.980	\$4,284,184	\$0	\$4,284,184
Students At-Risk - Add-on	668.480	\$2,861,094	\$0	\$2,861,094
Class Size Reduction	1,217.761	\$5,212,017	\$0	\$5,212,017
TOTAL BASIC SCHOOL PROGRAM (A and B)		27,118.436	\$116,066,898	\$13,698,637
C. RELATED TO BASIC PROGRAM, ETC.				
Pupil Transportation*		\$7,844,215	\$0	\$7,844,215
Rural School District Transportation Grants*		\$0	\$0	\$0
Rural School Transportation Reimbursement*		\$0	\$0	\$0
Flexible Allocation - WPU Distribution		\$51,311	\$0	\$51,311
Students At-Risk - Gang Prevention and Intervention*		\$0	\$0	\$0
Youth-in-Custody*		\$0	\$0	\$0
Adult Education*		\$119,089	\$0	\$119,089
Adult Education - Corrections Institutions*		\$14,569	\$0	\$14,569
Enhancement for Accelerated Students*		\$0	\$0	\$0
Concurrent Enrollment*		\$0	\$0	\$0
Title I Schools in Improvement - Paraeducators*		\$0	\$0	\$0
Early Literacy Program*		\$1,243,950	\$734,385	\$509,565
English Language Learner Software Grants*		\$0	\$0	\$0
Educator Salary Adjustments		\$10,810,417	\$0	\$10,810,417
Teacher Salary Supplement*		\$0	\$0	\$0
Teacher Supplies and Materials		\$151,501	\$0	\$151,501
Effective Teachers in High Poverty Schools*		\$0	\$0	\$0
Elementary School Counselor Program*		\$0	\$0	\$0
Grants for Professional Learning*		\$0	\$0	\$0
Educator Professional Time*		\$1,730,556	\$0	\$1,730,556
School LAND Trust Program*		\$2,887,784	\$0	\$2,887,784
Teacher and Student Success Program*		\$5,288,740	\$0	\$5,288,740
Student Health & Counseling Support Program*		\$617,065	\$0	\$617,065
Dual Immersion*		\$0	\$0	\$0
Beverley Taylor Sorenson Elementary Arts*		\$0	\$0	\$0
Digital Teaching and Learning*		\$0	\$0	\$0
II: LEEWAY PROGRAMS				
Voted Local Levy Program, Min. Basic Growth, and Local Levy Growth		\$28,477,620	\$11,271,191	\$17,206,429
Board Local Levy Program, Min. Basic Growth, and Local Levy Growth		\$7,119,405	\$4,314,943	\$2,804,462
TOTAL:		\$182,423,120	\$30,019,156	\$152,403,964
III: OTHER STATE PROGRAMS				Total
A. Capital Outlay				
Capital Outlay Foundation				\$264,272
Foundation Guarantee Min. Basic Growth				\$314,337
Enrollment Growth				\$75,990
Enrollment Growth Min. Basic Growth				\$150,870
TOTAL:				\$805,469
TOTAL STATE SUPPORT FUNDING				\$153,209,433

*This program requires LEA action before funds can be received or spent. USBE staff contact info can be found in the Legislatives Estimates Report.

Value of WPU:		\$4,280	Utah State Supported Minimum School Program		
Voted Local Levy:		0.000000	District Summary		
Board Local Levy:		0.000000	FY 2024 Legislative Estimates		
Adjusted Assessed Valuation:		\$ 2,455,011,211			
Collection Rate:		89.94%	Carbon 5		
Basic Program Tax Rate:		0.001400			
Basic Levy Estimate:		\$ 3,091,252			
Basic Levy Revenue Required:		\$ 3,091,252			
Recapture:		\$ -			
Charter School Levy Local Revenue:		\$ 322,448			
I: BASIC SCHOOL PROGRAMS:					
A: REGULAR BASIC SCHOOL PROGRAMS					
Grades K-12		3,240.710	\$13,870,238	\$3,091,252	\$10,778,986
Nec. Existent Small Schools		204.001	\$1,088,883	\$0	\$1,088,883
Professional Staff		291.064	\$1,245,754	\$0	\$1,245,754
Foreign Exchange Students*		0.000	\$0	\$0	\$0
B. RESTRICTED BASIC SCHOOL PROGRAM					
Special Education - Add-On		627.828	\$2,687,103	\$0	\$2,687,103
Special Education - Self-Contained		67.178	\$287,521	\$0	\$287,521
Special Education - Pre-School		113.190	\$484,453	\$0	\$484,453
Special Education - Extended Year		3.124	\$13,372	\$0	\$13,372
Special Education - Impact Aid		13.036	\$55,793	\$0	\$55,793
Special Education - EYSE*		.000	\$0	\$0	\$0
Career & Technical Education - Add-On*		144.580	\$618,805	\$0	\$618,805
Students At-Risk - Add-on		158.620	\$678,894	\$0	\$678,894
Class Size Reduction		209.121	\$895,039	\$0	\$895,039
TOTAL BASIC SCHOOL PROGRAM (A and B)			5,072.452	\$21,925,855	\$3,091,252 \$18,834,603
C. RELATED TO BASIC PROGRAM, ETC.					
Pupil Transportation*			\$1,342,765	\$0	\$1,342,765
Rural School District Transportation Grants*			\$0	\$0	\$0
Rural School Transportation Reimbursement*			\$0	\$0	\$0
Flexible Allocation - WPU Distribution			\$1,688,341	\$0	\$1,688,341
Students At-Risk - Gang Prevention and Intervention*			\$0	\$0	\$0
Youth-in-Custody*			\$0	\$0	\$0
Adult Education*			\$102,013	\$0	\$102,013
Adult Education - Corrections Institutions*			\$0	\$0	\$0
Enhancement for Accelerated Students*			\$0	\$0	\$0
Concurrent Enrollment*			\$0	\$0	\$0
Title I Schools in Improvement - Paraeducators*			\$0	\$0	\$0
Early Literacy Program*			\$284,992	\$195,379	\$89,613
English Language Learner Software Grants*			\$0	\$0	\$0
Educator Salary Adjustments			\$2,180,726	\$0	\$2,180,726
Teacher Salary Supplement*			\$0	\$0	\$0
Teacher Supplies and Materials			\$31,337	\$0	\$31,337
Effective Teachers in High Poverty Schools*			\$0	\$0	\$0
Elementary School Counselor Program*			\$0	\$0	\$0
Grants for Professional Learning*			\$0	\$0	\$0
Educator Professional Time*			\$361,358	\$0	\$361,358
School LAND Trust Program*			\$670,215	\$0	\$670,215
Teacher and Student Success Program*			\$984,053	\$0	\$984,053
Student Health & Counseling Support Program*			\$125,043	\$0	\$125,043
Dual Immersion*			\$0	\$0	\$0
Beverley Taylor Sorenson Elementary Arts*			\$0	\$0	\$0
Digital Teaching and Learning*			\$0	\$0	\$0
II: LEEWAY PROGRAMS					
Voted Local Levy Program, Min. Basic Growth, and Local Levy Growth			\$3,808,557	\$2,152,754	\$1,655,803
Board Local Levy Program, Min. Basic Growth, and Local Levy Growth			\$2,849,759	\$2,089,337	\$760,422
TOTAL:			\$36,355,014	\$7,528,722	\$28,826,292
III: OTHER STATE PROGRAMS					Total
A. Capital Outlay					
Capital Outlay Foundation					\$65,263
Foundation Guarantee Min. Basic Growth					\$77,627
Enrollment Growth					\$0
Enrollment Growth Min. Basic Growth					\$0
TOTAL:					\$142,890
TOTAL STATE SUPPORT FUNDING					\$28,969,182

*This program requires LEA action before funds can be received or spent. USBE staff contact info can be found in the Legislatives Estimates Report.

Value of WPU:		\$4,280	Utah State Supported Minimum School Program		
Voted Local Levy:		0.000000	District Summary		
Board Local Levy:		0.000000	FY 2024 Legislative Estimates		
Adjusted Assessed Valuation:		\$ 453,800,269			
Collection Rate:		96.45%	Daggett 6		
Basic Program Tax Rate:		0.001400			
Basic Levy Estimate:		\$ 612,767			
Basic Levy Revenue Required:		\$ 612,767			
Recapture:		\$ -			
Charter School Levy Local Revenue:		\$ -			
I: BASIC SCHOOL PROGRAMS:					
A: REGULAR BASIC SCHOOL PROGRAMS					
Grades K-12			167.239	\$715,784	\$612,767 \$103,017
Nec. Existent Small Schools			377.191	\$1,614,377	\$0 \$1,614,377
Professional Staff			37.265	\$159,492	\$0 \$159,492
Foreign Exchange Students*			0.000	\$0	\$0 \$0
B. RESTRICTED BASIC SCHOOL PROGRAM					
Special Education - Add-On			26.330	\$112,692	\$0 \$112,692
Special Education - Self-Contained			3.567	\$15,265	\$0 \$15,265
Special Education - Pre-School			1.470	\$6,292	\$0 \$6,292
Special Education - Extended Year			0.636	\$2,721	\$0 \$2,721
Special Education - Impact Aid			0.542	\$2,321	\$0 \$2,321
Special Education - EYSE*			.000	\$0	\$0 \$0
Career & Technical Education - Add-On*			50.970	\$218,143	\$0 \$218,143
Students At-Risk - Add-on			8.600	\$36,808	\$0 \$36,808
Class Size Reduction			9.808	\$41,979	\$0 \$41,979
TOTAL BASIC SCHOOL PROGRAM (A and B)			683.618	\$2,925,874	\$612,767 \$2,313,107
C. RELATED TO BASIC PROGRAM, ETC.					
Pupil Transportation*				\$187,900	\$0 \$187,900
Rural School District Transportation Grants*				\$0	\$0 \$0
Rural School Transportation Reimbursement*				\$0	\$0 \$0
Flexible Allocation - WPU Distribution				\$227,539	\$0 \$227,539
Students At-Risk - Gang Prevention and Intervention*				\$0	\$0 \$0
Youth-in-Custody*				\$0	\$0 \$0
Adult Education*				\$23,371	\$0 \$23,371
Adult Education - Corrections Institutions*				\$0	\$0 \$0
Enhancement for Accelerated Students*				\$0	\$0 \$0
Concurrent Enrollment*				\$0	\$0 \$0
Title I Schools in Improvement - Paraeducators*				\$0	\$0 \$0
Early Literacy Program*				\$64,179	\$35,331 \$28,848
English Language Learner Software Grants*				\$0	\$0 \$0
Educator Salary Adjustments				\$221,484	\$0 \$221,484
Teacher Salary Supplement*				\$0	\$0 \$0
Teacher Supplies and Materials				\$3,339	\$0 \$3,339
Effective Teachers in High Poverty Schools*				\$0	\$0 \$0
Elementary School Counselor Program*				\$0	\$0 \$0
Grants for Professional Learning*				\$0	\$0 \$0
Educator Professional Time*				\$37,302	\$0 \$37,302
School LAND Trust Program*				\$243,255	\$0 \$243,255
Teacher and Student Success Program*				\$137,866	\$0 \$137,866
Student Health & Counseling Support Program*				\$30,311	\$0 \$30,311
Dual Immersion*				\$0	\$0 \$0
Beverley Taylor Sorenson Elementary Arts*				\$0	\$0 \$0
Digital Teaching and Learning*				\$0	\$0 \$0
II: LEEWAY PROGRAMS					
Voted Local Levy Program, Min. Basic Growth, and Local Levy Growth				\$0	\$0
Board Local Levy Program, Min. Basic Growth, and Local Levy Growth				\$977,075	\$977,075
TOTAL:				\$5,079,495	\$1,625,173 \$3,454,322
III: OTHER STATE PROGRAMS					Total
A. Capital Outlay					
Capital Outlay Foundation					\$22,837
Foundation Guarantee Min. Basic Growth					\$27,163
Enrollment Growth					\$0
Enrollment Growth Min. Basic Growth					\$0
TOTAL:					\$50,000
TOTAL STATE SUPPORT FUNDING					\$3,504,322

*This program requires LEA action before funds can be received or spent. USBE staff contact info can be found in the Legislatives Estimates Report.

Value of WPU:	\$4,280	Utah State Supported Minimum School Program District Summary FY 2024 Legislative Estimates		
Voted Local Levy:	0.000000			
Board Local Levy:	0.000000			
Adjusted Assessed Valuation:	\$ 43,620,571,459			
Collection Rate:	94.86%	Davis 7		
Basic Program Tax Rate:	0.001400			
Basic Levy Estimate:	\$ 57,929,864	Local & State	Less Local	State
Basic Levy Revenue Required:	\$ 57,929,864	Amount		Support
Recapture:	\$ -	Generated	Amount	Amount
Charter School Levy Local Revenue:	\$ 3,481,295			
I: BASIC SCHOOL PROGRAMS:				
A: REGULAR BASIC SCHOOL PROGRAMS				
Grades K-12	69,094.661	\$295,725,151	\$57,929,864	\$237,795,287
Nec. Existent Small Schools	0.000	\$0	\$0	\$0
Professional Staff	6,520.356	\$27,907,124	\$0	\$27,907,124
Foreign Exchange Students*	34.000	\$145,520	\$0	\$145,520
B. RESTRICTED BASIC SCHOOL PROGRAM				
Special Education - Add-On	9,551.585	\$40,880,785	\$0	\$40,880,785
Special Education - Self-Contained	870.867	\$3,727,309	\$0	\$3,727,309
Special Education - Pre-School	1,189.230	\$5,089,904	\$0	\$5,089,904
Special Education - Extended Year	43.292	\$185,288	\$0	\$185,288
Special Education - Impact Aid	214.688	\$918,864	\$0	\$918,864
Special Education - EYSE*	.000	\$0	\$0	\$0
Career & Technical Education - Add-On*	3,083.840	\$13,198,814	\$0	\$13,198,814
Students At-Risk - Add-on	1,362.760	\$5,832,613	\$0	\$5,832,613
Class Size Reduction	4,391.416	\$18,795,260	\$0	\$18,795,260
TOTAL BASIC SCHOOL PROGRAM (A and B)		96,356.695	\$412,406,632	\$57,929,864
C. RELATED TO BASIC PROGRAM, ETC.				
Pupil Transportation*		\$11,189,521	\$0	\$11,189,521
Rural School District Transportation Grants*		\$0	\$0	\$0
Rural School Transportation Reimbursement*		\$0	\$0	\$0
Flexible Allocation - WPU Distribution		\$182,317	\$0	\$182,317
Students At-Risk - Gang Prevention and Intervention*		\$0	\$0	\$0
Youth-in-Custody*		\$0	\$0	\$0
Adult Education*		\$1,365,458	\$0	\$1,365,458
Adult Education - Corrections Institutions*		\$27,451	\$0	\$27,451
Enhancement for Accelerated Students*		\$0	\$0	\$0
Concurrent Enrollment*		\$0	\$0	\$0
Title I Schools in Improvement - Paraeducators*		\$0	\$0	\$0
Early Literacy Program*		\$4,349,291	\$3,133,816	\$1,215,475
English Language Learner Software Grants*		\$0	\$0	\$0
Educator Salary Adjustments		\$39,952,314	\$0	\$39,952,314
Teacher Salary Supplement*		\$0	\$0	\$0
Teacher Supplies and Materials		\$567,055	\$0	\$567,055
Effective Teachers in High Poverty Schools*		\$0	\$0	\$0
Elementary School Counselor Program*		\$0	\$0	\$0
Grants for Professional Learning*		\$0	\$0	\$0
Educator Professional Time*		\$6,403,326	\$0	\$6,403,326
School LAND Trust Program*		\$9,897,798	\$0	\$9,897,798
Teacher and Student Success Program*		\$19,088,312	\$0	\$19,088,312
Student Health & Counseling Support Program*		\$2,172,409	\$0	\$2,172,409
Dual Immersion*		\$0	\$0	\$0
Beverley Taylor Sorenson Elementary Arts*		\$0	\$0	\$0
Digital Teaching and Learning*		\$0	\$0	\$0
II: LEEWAY PROGRAMS				
Voted Local Levy Program, Min. Basic Growth, and Local Levy Growth		\$101,186,129	\$55,628,374	\$45,557,755
Board Local Levy Program, Min. Basic Growth, and Local Levy Growth		\$25,296,532	\$18,076,062	\$7,220,470
TOTAL:		\$634,084,545	\$134,768,116	\$499,316,429
III: OTHER STATE PROGRAMS				Total
A. Capital Outlay				
Capital Outlay Foundation				\$0
Foundation Guarantee Min. Basic Growth				\$0
Enrollment Growth				\$0
Enrollment Growth Min. Basic Growth				\$0
TOTAL:				\$0
TOTAL STATE SUPPORT FUNDING				\$499,316,429

*This program requires LEA action before funds can be received or spent. USBE staff contact info can be found in the Legislatives Estimates Report.

Value of WPU:	\$4,280	Utah State Supported Minimum School Program		
Voted Local Levy:	0.000000	District Summary		
Board Local Levy:	0.000000	FY 2024 Legislative Estimates		
Adjusted Assessed Valuation:	\$ 3,401,246,059	Duchesne 8		
Collection Rate:	95.02%			
Basic Program Tax Rate:	0.001400			
Basic Levy Estimate:	\$ 4,524,610	Local & State	Less Local	State
Basic Levy Revenue Required:	\$ 4,524,610	Amount	Amount	Support
Recapture:	\$ -	WPU's		Amount
Charter School Levy Local Revenue:	\$ 162,869			
I: BASIC SCHOOL PROGRAMS:				
A: REGULAR BASIC SCHOOL PROGRAMS				
Grades K-12	5,118.516	\$21,907,249	\$4,524,610	\$17,382,639
Nec. Existent Small Schools	675.751	\$2,892,214	\$0	\$2,892,214
Professional Staff	451.052	\$1,930,503	\$0	\$1,930,503
Foreign Exchange Students*	4.000	\$17,120	\$0	\$17,120
B. RESTRICTED BASIC SCHOOL PROGRAM				
Special Education - Add-On	1,050.713	\$4,497,050	\$0	\$4,497,050
Special Education - Self-Contained	125.006	\$535,024	\$0	\$535,024
Special Education - Pre-School	142.590	\$610,285	\$0	\$610,285
Special Education - Extended Year	5.263	\$22,526	\$0	\$22,526
Special Education - Impact Aid	23.772	\$101,745	\$0	\$101,745
Special Education - EYSE*	.000	\$0	\$0	\$0
Career & Technical Education - Add-On*	353.210	\$1,511,742	\$0	\$1,511,742
Students At-Risk - Add-on	224.200	\$959,576	\$0	\$959,576
Class Size Reduction	328.787	\$1,407,210	\$0	\$1,407,210
TOTAL BASIC SCHOOL PROGRAM (A and B)		8,502.860	\$36,392,244	\$4,524,610
C. RELATED TO BASIC PROGRAM, ETC.				
Pupil Transportation*		\$1,951,316	\$0	\$1,951,316
Rural School District Transportation Grants*		\$0	\$0	\$0
Rural School Transportation Reimbursement*		\$0	\$0	\$0
Flexible Allocation - WPU Distribution		\$2,830,136	\$0	\$2,830,136
Students At-Risk - Gang Prevention and Intervention*		\$0	\$0	\$0
Youth-in-Custody*		\$0	\$0	\$0
Adult Education*		\$153,546	\$0	\$153,546
Adult Education - Corrections Institutions*		\$13,682	\$0	\$13,682
Enhancement for Accelerated Students*		\$0	\$0	\$0
Concurrent Enrollment*		\$0	\$0	\$0
Title I Schools in Improvement - Paraeducators*		\$0	\$0	\$0
Early Literacy Program*		\$410,802	\$298,144	\$112,658
English Language Learner Software Grants*		\$0	\$0	\$0
Educator Salary Adjustments		\$3,348,529	\$0	\$3,348,529
Teacher Salary Supplement*		\$0	\$0	\$0
Teacher Supplies and Materials		\$47,650	\$0	\$47,650
Effective Teachers in High Poverty Schools*		\$0	\$0	\$0
Elementary School Counselor Program*		\$0	\$0	\$0
Grants for Professional Learning*		\$0	\$0	\$0
Educator Professional Time*		\$558,921	\$0	\$558,921
School LAND Trust Program*		\$925,823	\$0	\$925,823
Teacher and Student Success Program*		\$1,631,556	\$0	\$1,631,556
Student Health & Counseling Support Program*		\$181,756	\$0	\$181,756
Dual Immersion*		\$0	\$0	\$0
Beverley Taylor Sorenson Elementary Arts*		\$0	\$0	\$0
Digital Teaching and Learning*		\$0	\$0	\$0
II: LEEWAY PROGRAMS				
Voted Local Levy Program, Min. Basic Growth, and Local Levy Growth		\$8,991,463	\$5,102,275	\$3,889,188
Board Local Levy Program, Min. Basic Growth, and Local Levy Growth		\$2,247,866	\$1,450,597	\$797,269
TOTAL:		\$59,685,290	\$11,375,626	\$48,309,664
III: OTHER STATE PROGRAMS				Total
A. Capital Outlay				
Capital Outlay Foundation				\$0
Foundation Guarantee Min. Basic Growth				\$0
Enrollment Growth				\$4,908
Enrollment Growth Min. Basic Growth				\$9,744
TOTAL:				\$14,652
TOTAL STATE SUPPORT FUNDING				\$48,324,316

*This program requires LEA action before funds can be received or spent. USBE staff contact info can be found in the Legislatives Estimates Report.

Value of WPU:	\$4,280	Utah State Supported Minimum School Program		
Voted Local Levy:	0.000000	District Summary		
Board Local Levy:	0.000000	FY 2024 Legislative Estimates		
Adjusted Assessed Valuation:	\$ 2,290,483,674	Emery 9		
Collection Rate:	97.23%			
Basic Program Tax Rate:	0.001400			
Basic Levy Estimate:	\$ 3,117,852	Local & State	Less Local	State
Basic Levy Revenue Required:	\$ 3,117,852	Amount	Amount	Support
Recapture:	\$ -	WPU's		Amount
Charter School Levy Local Revenue:	\$ 54,313			
I: BASIC SCHOOL PROGRAMS:				
A: REGULAR BASIC SCHOOL PROGRAMS				
Grades K-12	2,017.220	\$8,633,701	\$3,117,852	\$5,515,849
Nec. Existent Small Schools	541.675	\$2,534,129	\$0	\$2,534,129
Professional Staff	233.923	\$1,001,189	\$0	\$1,001,189
Foreign Exchange Students*	0.000	\$0	\$0	\$0
B. RESTRICTED BASIC SCHOOL PROGRAM				
Special Education - Add-On	396.498	\$1,697,010	\$0	\$1,697,010
Special Education - Self-Contained	28.039	\$120,006	\$0	\$120,006
Special Education - Pre-School	76.440	\$327,163	\$0	\$327,163
Special Education - Extended Year	2.459	\$10,525	\$0	\$10,525
Special Education - Impact Aid	9.695	\$41,496	\$0	\$41,496
Special Education - EYSE*	.000	\$0	\$0	\$0
Career & Technical Education - Add-On*	180.140	\$770,990	\$0	\$770,990
Students At-Risk - Add-on	118.340	\$506,495	\$0	\$506,495
Class Size Reduction	127.750	\$546,769	\$0	\$546,769
TOTAL BASIC SCHOOL PROGRAM (A and B)		3,732.179	\$16,189,473	\$3,117,852
C. RELATED TO BASIC PROGRAM, ETC.				
Pupil Transportation*		\$696,370	\$0	\$696,370
Rural School District Transportation Grants*		\$0	\$0	\$0
Rural School Transportation Reimbursement*		\$0	\$0	\$0
Flexible Allocation - WPU Distribution		\$1,242,238	\$0	\$1,242,238
Students At-Risk - Gang Prevention and Intervention*		\$0	\$0	\$0
Youth-in-Custody*		\$0	\$0	\$0
Adult Education*		\$37,396	\$0	\$37,396
Adult Education - Corrections Institutions*		\$10,488	\$0	\$10,488
Enhancement for Accelerated Students*		\$0	\$0	\$0
Concurrent Enrollment*		\$0	\$0	\$0
Title I Schools in Improvement - Paraeducators*		\$0	\$0	\$0
Early Literacy Program*		\$330,482	\$267,554	\$62,928
English Language Learner Software Grants*		\$0	\$0	\$0
Educator Salary Adjustments		\$1,451,194	\$0	\$1,451,194
Teacher Salary Supplement*		\$0	\$0	\$0
Teacher Supplies and Materials		\$20,811	\$0	\$20,811
Effective Teachers in High Poverty Schools*		\$0	\$0	\$0
Elementary School Counselor Program*		\$0	\$0	\$0
Grants for Professional Learning*		\$0	\$0	\$0
Educator Professional Time*		\$254,282	\$0	\$254,282
School LAND Trust Program*		\$501,298	\$0	\$501,298
Teacher and Student Success Program*		\$740,714	\$0	\$740,714
Student Health & Counseling Support Program*		\$87,564	\$0	\$87,564
Dual Immersion*		\$0	\$0	\$0
Beverley Taylor Sorenson Elementary Arts*		\$0	\$0	\$0
Digital Teaching and Learning*		\$0	\$0	\$0
II: LEEWAY PROGRAMS				
Voted Local Levy Program, Min. Basic Growth, and Local Levy Growth		\$3,919,184	\$3,726,473	\$192,711
Board Local Levy Program, Min. Basic Growth, and Local Levy Growth		\$979,796	\$931,610	\$48,186
TOTAL:		\$26,461,290	\$8,043,489	\$18,417,801
III: OTHER STATE PROGRAMS				Total
A. Capital Outlay				
Capital Outlay Foundation				\$0
Foundation Guarantee Min. Basic Growth				\$0
Enrollment Growth				\$0
Enrollment Growth Min. Basic Growth				\$0
TOTAL:				\$0
TOTAL STATE SUPPORT FUNDING				\$18,417,801

*This program requires LEA action before funds can be received or spent. USBE staff contact info can be found in the Legislatives Estimates Report.

Value of WPU:	\$4,280	Utah State Supported Minimum School Program District Summary FY 2024 Legislative Estimates		
Voted Local Levy:	0.000000			
Board Local Levy:	0.000000			
Adjusted Assessed Valuation:	\$ 807,036,566			
Collection Rate:	92.89%	Garfield 10		
Basic Program Tax Rate:	0.001400			
Basic Levy Estimate:	\$ 1,049,519	Local & State	Less Local	State
Basic Levy Revenue Required:	\$ 1,049,519	Amount	Amount	Support
Recapture:	\$ -	WPU's	Generated	Amount
Charter School Levy Local Revenue:	\$ 1,570			
I: BASIC SCHOOL PROGRAMS:				
A: REGULAR BASIC SCHOOL PROGRAMS				
Grades K-12	1,189.862	\$5,092,610	\$1,049,519	\$4,043,091
Nec. Existent Small Schools	891.085	\$4,005,643	\$0	\$4,005,643
Professional Staff	181.313	\$776,020	\$0	\$776,020
Foreign Exchange Students*	0.000	\$0	\$0	\$0
B. RESTRICTED BASIC SCHOOL PROGRAM				
Special Education - Add-On	144.481	\$618,377	\$0	\$618,377
Special Education - Self-Contained	11.822	\$50,599	\$0	\$50,599
Special Education - Pre-School	13.230	\$56,624	\$0	\$56,624
Special Education - Extended Year	1.128	\$4,829	\$0	\$4,829
Special Education - Impact Aid	3.015	\$12,904	\$0	\$12,904
Special Education - EYSE*	.000	\$0	\$0	\$0
Career & Technical Education - Add-On*	137.340	\$587,821	\$0	\$587,821
Students At-Risk - Add-on	51.980	\$222,474	\$0	\$222,474
Class Size Reduction	84.709	\$362,556	\$0	\$362,556
TOTAL BASIC SCHOOL PROGRAM (A and B)		2,709.965	\$11,790,457	\$1,049,519
C. RELATED TO BASIC PROGRAM, ETC.				
Pupil Transportation*		\$209,758	\$0	\$209,758
Rural School District Transportation Grants*		\$0	\$0	\$0
Rural School Transportation Reimbursement*		\$0	\$0	\$0
Flexible Allocation - WPU Distribution		\$901,999	\$0	\$901,999
Students At-Risk - Gang Prevention and Intervention*		\$0	\$0	\$0
Youth-in-Custody*		\$0	\$0	\$0
Adult Education*		\$144,146	\$0	\$144,146
Adult Education - Corrections Institutions*		\$25,659	\$0	\$25,659
Enhancement for Accelerated Students*		\$0	\$0	\$0
Concurrent Enrollment*		\$0	\$0	\$0
Title I Schools in Improvement - Paraeducators*		\$0	\$0	\$0
Early Literacy Program*		\$142,637	\$78,472	\$64,165
English Language Learner Software Grants*		\$0	\$0	\$0
Educator Salary Adjustments		\$752,531	\$0	\$752,531
Teacher Salary Supplement*		\$0	\$0	\$0
Teacher Supplies and Materials		\$11,101	\$0	\$11,101
Effective Teachers in High Poverty Schools*		\$0	\$0	\$0
Elementary School Counselor Program*		\$0	\$0	\$0
Grants for Professional Learning*		\$0	\$0	\$0
Educator Professional Time*		\$126,703	\$0	\$126,703
School LAND Trust Program*		\$387,424	\$0	\$387,424
Teacher and Student Success Program*		\$529,822	\$0	\$529,822
Student Health & Counseling Support Program*		\$62,298	\$0	\$62,298
Dual Immersion*		\$0	\$0	\$0
Beverley Taylor Sorenson Elementary Arts*		\$0	\$0	\$0
Digital Teaching and Learning*		\$0	\$0	\$0
II: LEEWAY PROGRAMS				
Voted Local Levy Program, Min. Basic Growth, and Local Levy Growth		\$2,845,761	\$1,353,763	\$1,491,998
Board Local Levy Program, Min. Basic Growth, and Local Levy Growth		\$711,440	\$408,387	\$303,053
TOTAL:		\$18,641,736	\$2,890,141	\$15,751,595
III: OTHER STATE PROGRAMS				Total
A. Capital Outlay				
Capital Outlay Foundation				\$0
Foundation Guarantee Min. Basic Growth				\$0
Enrollment Growth				\$28,139
Enrollment Growth Min. Basic Growth				\$55,866
TOTAL:				\$84,005
TOTAL STATE SUPPORT FUNDING				\$15,835,600

*This program requires LEA action before funds can be received or spent. USBE staff contact info can be found in the Legislatives Estimates Report.

Value of WPU:	\$4,280	Utah State Supported Minimum School Program		
Voted Local Levy:	0.000000	District Summary		
Board Local Levy:	0.000000	FY 2024 Legislative Estimates		
Adjusted Assessed Valuation:	\$ 2,858,005,943	Grand 11		
Collection Rate:	96.11%			
Basic Program Tax Rate:	0.001400			
Basic Levy Estimate:	\$ 3,845,561	Local & State	Less Local	State
Basic Levy Revenue Required:	\$ 3,845,561	Amount	Amount	Support
Recapture:	\$ -	WPU's		Amount
Charter School Levy Local Revenue:	\$ 144,379			
I: BASIC SCHOOL PROGRAMS:				
A: REGULAR BASIC SCHOOL PROGRAMS				
Grades K-12	1,396.361	\$5,976,427	\$3,845,561	\$2,130,866
Nec. Existent Small Schools	129.349	\$745,412	\$0	\$745,412
Professional Staff	129.320	\$553,489	\$0	\$553,489
Foreign Exchange Students*	0.000	\$0	\$0	\$0
B. RESTRICTED BASIC SCHOOL PROGRAM				
Special Education - Add-On	211.636	\$905,804	\$0	\$905,804
Special Education - Self-Contained	11.711	\$50,124	\$0	\$50,124
Special Education - Pre-School	27.930	\$119,540	\$0	\$119,540
Special Education - Extended Year	1.478	\$6,327	\$0	\$6,327
Special Education - Impact Aid	4.772	\$20,423	\$0	\$20,423
Special Education - EYSE*	.000	\$0	\$0	\$0
Career & Technical Education - Add-On*	138.340	\$592,114	\$0	\$592,114
Students At-Risk - Add-on	73.920	\$316,378	\$0	\$316,378
Class Size Reduction	88.524	\$378,884	\$0	\$378,884
TOTAL BASIC SCHOOL PROGRAM (A and B)		2,213.341	\$9,664,922	\$3,845,561
C. RELATED TO BASIC PROGRAM, ETC.				
Pupil Transportation*		\$478,498	\$0	\$478,498
Rural School District Transportation Grants*		\$0	\$0	\$0
Rural School Transportation Reimbursement*		\$0	\$0	\$0
Flexible Allocation - WPU Distribution		\$736,700	\$0	\$736,700
Students At-Risk - Gang Prevention and Intervention*		\$0	\$0	\$0
Youth-in-Custody*		\$0	\$0	\$0
Adult Education*		\$111,944	\$0	\$111,944
Adult Education - Corrections Institutions*		\$10,647	\$0	\$10,647
Enhancement for Accelerated Students*		\$0	\$0	\$0
Concurrent Enrollment*		\$0	\$0	\$0
Title I Schools in Improvement - Paraeducators*		\$0	\$0	\$0
Early Literacy Program*		\$294,027	\$246,750	\$47,277
English Language Learner Software Grants*		\$0	\$0	\$0
Educator Salary Adjustments		\$976,635	\$0	\$976,635
Teacher Salary Supplement*		\$0	\$0	\$0
Teacher Supplies and Materials		\$13,967	\$0	\$13,967
Effective Teachers in High Poverty Schools*		\$0	\$0	\$0
Elementary School Counselor Program*		\$0	\$0	\$0
Grants for Professional Learning*		\$0	\$0	\$0
Educator Professional Time*		\$168,800	\$0	\$168,800
School LAND Trust Program*		\$413,390	\$0	\$413,390
Teacher and Student Success Program*		\$432,946	\$0	\$432,946
Student Health & Counseling Support Program*		\$68,060	\$0	\$68,060
Dual Immersion*		\$0	\$0	\$0
Beverley Taylor Sorenson Elementary Arts*		\$0	\$0	\$0
Digital Teaching and Learning*		\$0	\$0	\$0
II: LEEWAY PROGRAMS				
Voted Local Levy Program, Min. Basic Growth, and Local Levy Growth		\$2,892,803	\$2,892,803	\$0
Board Local Levy Program, Min. Basic Growth, and Local Levy Growth		\$2,928,144	\$2,928,144	\$0
TOTAL:		\$19,191,483	\$9,913,258	\$9,278,225
III: OTHER STATE PROGRAMS				Total
A. Capital Outlay				
Capital Outlay Foundation				\$0
Foundation Guarantee Min. Basic Growth				\$0
Enrollment Growth				\$0
Enrollment Growth Min. Basic Growth				\$0
TOTAL:				\$0
TOTAL STATE SUPPORT FUNDING				\$9,278,225

*This program requires LEA action before funds can be received or spent. USBE staff contact info can be found in the Legislatives Estimates Report.

Value of WPU:	\$4,280	Utah State Supported Minimum School Program District Summary FY 2024 Legislative Estimates		
Voted Local Levy:	0.000000			
Board Local Levy:	0.000000			
Adjusted Assessed Valuation:	\$ 47,956,153,622			
Collection Rate:	97.56%	Granite	12	
Basic Program Tax Rate:	0.001400			
Basic Levy Estimate:	\$ 65,500,433	Local & State	Less Local	State
Basic Levy Revenue Required:	\$ 65,500,433	Amount	Amount	Support
Recapture:	\$ -	Generated		Amount
Charter School Levy Local Revenue:	\$ 6,102,849			
I: BASIC SCHOOL PROGRAMS:				
A: REGULAR BASIC SCHOOL PROGRAMS				
Grades K-12	56,314.538	\$241,026,221	\$65,500,433	\$175,525,788
Nec. Existent Small Schools	0.000	\$0	\$0	\$0
Professional Staff	5,543.932	\$23,728,030	\$0	\$23,728,030
Foreign Exchange Students*	21.000	\$89,880	\$0	\$89,880
B. RESTRICTED BASIC SCHOOL PROGRAM				
Special Education - Add-On	7,730.495	\$33,086,517	\$0	\$33,086,517
Special Education - Self-Contained	1,356.567	\$5,806,105	\$0	\$5,806,105
Special Education - Pre-School	1,031.940	\$4,416,703	\$0	\$4,416,703
Special Education - Extended Year	35.865	\$153,501	\$0	\$153,501
Special Education - Impact Aid	177.403	\$759,283	\$0	\$759,283
Special Education - EYSE*	.000	\$0	\$0	\$0
Career & Technical Education - Add-On*	2,505.930	\$10,725,362	\$0	\$10,725,362
Students At-Risk - Add-on	3,570.320	\$15,280,970	\$0	\$15,280,970
Class Size Reduction	3,525.009	\$15,087,037	\$0	\$15,087,037
TOTAL BASIC SCHOOL PROGRAM (A and B)	81,812.999	\$350,159,609	\$65,500,433	\$284,659,176
C. RELATED TO BASIC PROGRAM, ETC.				
Pupil Transportation*		\$8,654,646	\$0	\$8,654,646
Rural School District Transportation Grants*		\$0	\$0	\$0
Rural School Transportation Reimbursement*		\$0	\$0	\$0
Flexible Allocation - WPU Distribution		\$154,799	\$0	\$154,799
Students At-Risk - Gang Prevention and Intervention*		\$0	\$0	\$0
Youth-in-Custody*		\$0	\$0	\$0
Adult Education*		\$2,767,340	\$0	\$2,767,340
Adult Education - Corrections Institutions*		\$0	\$0	\$0
Enhancement for Accelerated Students*		\$0	\$0	\$0
Concurrent Enrollment*		\$0	\$0	\$0
Title I Schools in Improvement - Paraeducators*		\$0	\$0	\$0
Early Literacy Program*		\$5,015,225	\$3,866,265	\$1,148,960
English Language Learner Software Grants*		\$0	\$0	\$0
Educator Salary Adjustments		\$36,878,823	\$0	\$36,878,823
Teacher Salary Supplement*		\$0	\$0	\$0
Teacher Supplies and Materials		\$514,287	\$0	\$514,287
Effective Teachers in High Poverty Schools*		\$0	\$0	\$0
Elementary School Counselor Program*		\$0	\$0	\$0
Grants for Professional Learning*		\$0	\$0	\$0
Educator Professional Time*		\$5,896,153	\$0	\$5,896,153
School LAND Trust Program*		\$8,215,249	\$0	\$8,215,249
Teacher and Student Success Program*		\$16,102,266	\$0	\$16,102,266
Student Health & Counseling Support Program*		\$1,799,034	\$0	\$1,799,034
Dual Immersion*		\$0	\$0	\$0
Beverley Taylor Sorenson Elementary Arts*		\$0	\$0	\$0
Digital Teaching and Learning*		\$0	\$0	\$0
II: LEEWAY PROGRAMS				
Voted Local Levy Program, Min. Basic Growth, and Local Levy Growth		\$63,253,661	\$40,435,155	\$22,818,506
Board Local Levy Program, Min. Basic Growth, and Local Levy Growth		\$44,137,954	\$40,982,520	\$3,155,434
TOTAL:		\$543,549,046	\$150,784,373	\$392,764,673
III: OTHER STATE PROGRAMS				
A. Capital Outlay				Total
Capital Outlay Foundation				\$0
Foundation Guarantee Min. Basic Growth				\$0
Enrollment Growth				\$0
Enrollment Growth Min. Basic Growth				\$0
TOTAL:				\$0
TOTAL STATE SUPPORT FUNDING				\$392,764,673

*This program requires LEA action before funds can be received or spent. USBE staff contact info can be found in the Legislatives Estimates Report.

Value of WPU:		\$4,280	Utah State Supported Minimum School Program		
Voted Local Levy:		0.000000	District Summary		
Board Local Levy:		0.000000	FY 2024 Legislative Estimates		
Adjusted Assessed Valuation:		\$ 7,569,414,628			
Collection Rate:		93.19%	Iron 13		
Basic Program Tax Rate:		0.001400			
Basic Levy Estimate:		\$ 9,875,512	Local & State	Less Local	State
Basic Levy Revenue Required:		\$ 9,875,512	Amount	Amount	Support
Recapture:		\$ -	WPU's	Generated	Amount
Charter School Levy Local Revenue:		\$ 262,678			
I: BASIC SCHOOL PROGRAMS:					
A: REGULAR BASIC SCHOOL PROGRAMS					
Grades K-12		12,454.648	\$53,305,894	\$9,875,512	\$43,430,382
Nec. Existent Small Schools		249.157	\$1,066,392	\$0	\$1,066,392
Professional Staff		1,120.701	\$4,796,600	\$0	\$4,796,600
Foreign Exchange Students*		3.000	\$12,840	\$0	\$12,840
B. RESTRICTED BASIC SCHOOL PROGRAM					
Special Education - Add-On		1,437.605	\$6,152,950	\$0	\$6,152,950
Special Education - Self-Contained		118.633	\$507,751	\$0	\$507,751
Special Education - Pre-School		246.960	\$1,056,989	\$0	\$1,056,989
Special Education - Extended Year		6.615	\$28,314	\$0	\$28,314
Special Education - Impact Aid		30.561	\$130,802	\$0	\$130,802
Special Education - EYSE*		.000	\$0	\$0	\$0
Career & Technical Education - Add-On*		407.380	\$1,743,583	\$0	\$1,743,583
Students At-Risk - Add-on		464.380	\$1,987,546	\$0	\$1,987,546
Class Size Reduction		853.956	\$3,654,932	\$0	\$3,654,932
TOTAL BASIC SCHOOL PROGRAM (A and B)		17,393.596	\$74,444,593	\$9,875,512	\$64,569,081
C. RELATED TO BASIC PROGRAM, ETC.					
Pupil Transportation*			\$2,293,492	\$0	\$2,293,492
Rural School District Transportation Grants*			\$0	\$0	\$0
Rural School Transportation Reimbursement*			\$0	\$0	\$0
Flexible Allocation - WPU Distribution			\$32,911	\$0	\$32,911
Students At-Risk - Gang Prevention and Intervention*			\$0	\$0	\$0
Youth-in-Custody*			\$0	\$0	\$0
Adult Education*			\$85,549	\$0	\$85,549
Adult Education - Corrections Institutions*			\$10,743	\$0	\$10,743
Enhancement for Accelerated Students*			\$0	\$0	\$0
Concurrent Enrollment*			\$0	\$0	\$0
Title I Schools in Improvement - Paraeducators*			\$0	\$0	\$0
Early Literacy Program*			\$876,432	\$539,180	\$337,252
English Language Learner Software Grants*			\$0	\$0	\$0
Educator Salary Adjustments			\$5,964,244	\$0	\$5,964,244
Teacher Salary Supplement*			\$0	\$0	\$0
Teacher Supplies and Materials			\$83,437	\$0	\$83,437
Effective Teachers in High Poverty Schools*			\$0	\$0	\$0
Elementary School Counselor Program*			\$0	\$0	\$0
Grants for Professional Learning*			\$0	\$0	\$0
Educator Professional Time*			\$957,170	\$0	\$957,170
School LAND Trust Program*			\$1,899,162	\$0	\$1,899,162
Teacher and Student Success Program*			\$3,269,092	\$0	\$3,269,092
Student Health & Counseling Support Program*			\$397,715	\$0	\$397,715
Dual Immersion*			\$0	\$0	\$0
Beverley Taylor Sorenson Elementary Arts*			\$0	\$0	\$0
Digital Teaching and Learning*			\$0	\$0	\$0
II: LEEWAY PROGRAMS					
Voted Local Levy Program, Min. Basic Growth, and Local Levy Growth			\$9,132,737	\$4,699,332	\$4,433,405
Board Local Levy Program, Min. Basic Growth, and Local Levy Growth			\$13,276,717	\$9,137,500	\$4,139,217
TOTAL:			\$112,723,994	\$24,251,524	\$88,472,470
III: OTHER STATE PROGRAMS					Total
A. Capital Outlay					
Capital Outlay Foundation					\$0
Foundation Guarantee Min. Basic Growth					\$0
Enrollment Growth					\$235,333
Enrollment Growth Min. Basic Growth					\$467,227
TOTAL:					\$702,560
TOTAL STATE SUPPORT FUNDING					\$89,175,030

*This program requires LEA action before funds can be received or spent. USBE staff contact info can be found in the Legislatives Estimates Report.

Value of WPU:	\$4,280	Utah State Supported Minimum School Program District Summary FY 2024 Legislative Estimates		
Voted Local Levy:	0.000000			
Board Local Levy:	0.000000			
Adjusted Assessed Valuation:	\$ 43,568,349,315			
Collection Rate:	97.98%	Jordan	14	
Basic Program Tax Rate:	0.001400			
Basic Levy Estimate:	\$ 59,763,576	Local & State	Less Local	State
Basic Levy Revenue Required:	\$ 59,763,576	Amount	Amount	Support
Recapture:	\$ -	Generated		Amount
Charter School Levy Local Revenue:	\$ 4,336,372			
I: BASIC SCHOOL PROGRAMS:				
A: REGULAR BASIC SCHOOL PROGRAMS				
Grades K-12	54,891.169	\$234,934,201	\$59,763,576	\$175,170,625
Nec. Existent Small Schools	0.000	\$0	\$0	\$0
Professional Staff	4,644.124	\$19,876,851	\$0	\$19,876,851
Foreign Exchange Students*	24.000	\$102,720	\$0	\$102,720
B. RESTRICTED BASIC SCHOOL PROGRAM				
Special Education - Add-On	7,544.814	\$32,291,803	\$0	\$32,291,803
Special Education - Self-Contained	1,178.672	\$5,044,717	\$0	\$5,044,717
Special Education - Pre-School	1,221.570	\$5,228,320	\$0	\$5,228,320
Special Education - Extended Year	35.372	\$151,393	\$0	\$151,393
Special Education - Impact Aid	174.930	\$748,700	\$0	\$748,700
Special Education - EYSE*	.000	\$0	\$0	\$0
Career & Technical Education - Add-On*	2,276.170	\$9,741,985	\$0	\$9,741,985
Students At-Risk - Add-on	1,250.180	\$5,350,770	\$0	\$5,350,770
Class Size Reduction	3,500.791	\$14,983,386	\$0	\$14,983,386
TOTAL BASIC SCHOOL PROGRAM (A and B)		76,741.792	\$328,454,846	\$59,763,576
C. RELATED TO BASIC PROGRAM, ETC.				
Pupil Transportation*		\$11,946,641	\$0	\$11,946,641
Rural School District Transportation Grants*		\$0	\$0	\$0
Rural School Transportation Reimbursement*		\$0	\$0	\$0
Flexible Allocation - WPU Distribution		\$145,204	\$0	\$145,204
Students At-Risk - Gang Prevention and Intervention*		\$0	\$0	\$0
Youth-in-Custody*		\$0	\$0	\$0
Adult Education*		\$919,260	\$0	\$919,260
Adult Education - Corrections Institutions*		\$0	\$0	\$0
Enhancement for Accelerated Students*		\$0	\$0	\$0
Concurrent Enrollment*		\$0	\$0	\$0
Title I Schools in Improvement - Paraeducators*		\$0	\$0	\$0
Early Literacy Program*		\$3,967,801	\$3,001,674	\$966,127
English Language Learner Software Grants*		\$0	\$0	\$0
Educator Salary Adjustments		\$34,160,350	\$0	\$34,160,350
Teacher Salary Supplement*		\$0	\$0	\$0
Teacher Supplies and Materials		\$463,291	\$0	\$463,291
Effective Teachers in High Poverty Schools*		\$0	\$0	\$0
Elementary School Counselor Program*		\$0	\$0	\$0
Grants for Professional Learning*		\$0	\$0	\$0
Educator Professional Time*		\$5,602,150	\$0	\$5,602,150
School LAND Trust Program*		\$8,040,245	\$0	\$8,040,245
Teacher and Student Success Program*		\$15,122,362	\$0	\$15,122,362
Student Health & Counseling Support Program*		\$1,760,265	\$0	\$1,760,265
Dual Immersion*		\$0	\$0	\$0
Beverley Taylor Sorenson Elementary Arts*		\$0	\$0	\$0
Digital Teaching and Learning*		\$0	\$0	\$0
II: LEEWAY PROGRAMS				
Voted Local Levy Program, Min. Basic Growth, and Local Levy Growth		\$80,588,105	\$72,154,011	\$8,434,094
Board Local Levy Program, Min. Basic Growth, and Local Levy Growth		\$20,147,026	\$17,732,640	\$2,414,386
TOTAL:		\$511,317,546	\$152,651,901	\$358,665,645
III: OTHER STATE PROGRAMS				
A. Capital Outlay				
Capital Outlay Foundation				\$0
Foundation Guarantee Min. Basic Growth				\$0
Enrollment Growth				\$121,879
Enrollment Growth Min. Basic Growth				\$241,977
TOTAL:				\$363,856
TOTAL STATE SUPPORT FUNDING				\$359,029,501

*This program requires LEA action before funds can be received or spent. USBE staff contact info can be found in the Legislatives Estimates Report.

Value of WPU:	\$4,280	Utah State Supported Minimum School Program District Summary FY 2024 Legislative Estimates		
Voted Local Levy:	0.000000			
Board Local Levy:	0.000000			
Adjusted Assessed Valuation:	\$ 1,728,907,057			
Collection Rate:	94.66%	Juab 15		
Basic Program Tax Rate:	0.001400			
Basic Levy Estimate:	\$ 2,291,217	Local & State	Less Local	State
Basic Levy Revenue Required:	\$ 2,291,217	Amount	Amount	Support
Recapture:	\$ -	WPU's	Generated	Amount
Charter School Levy Local Revenue:	\$ 21,352			
I: BASIC SCHOOL PROGRAMS:				
A: REGULAR BASIC SCHOOL PROGRAMS				
Grades K-12	2,577.997	\$11,033,828	\$2,291,217	\$8,742,611
Nec. Existent Small Schools	0.000	\$215,760	\$0	\$215,760
Professional Staff	207.665	\$888,805	\$0	\$888,805
Foreign Exchange Students*	0.000	\$0	\$0	\$0
B. RESTRICTED BASIC SCHOOL PROGRAM				
Special Education - Add-On	332.458	\$1,422,921	\$0	\$1,422,921
Special Education - Self-Contained	47.083	\$201,517	\$0	\$201,517
Special Education - Pre-School	47.040	\$201,331	\$0	\$201,331
Special Education - Extended Year	0.528	\$2,259	\$0	\$2,259
Special Education - Impact Aid	7.830	\$33,513	\$0	\$33,513
Special Education - EYSE*	.000	\$0	\$0	\$0
Career & Technical Education - Add-On*	178.770	\$765,136	\$0	\$765,136
Students At-Risk - Add-on	69.400	\$297,032	\$0	\$297,032
Class Size Reduction	167.265	\$715,893	\$0	\$715,893
TOTAL BASIC SCHOOL PROGRAM (A and B)		3,636.036	\$15,777,995	\$2,291,217
C. RELATED TO BASIC PROGRAM, ETC.				
Pupil Transportation*		\$627,723	\$0	\$627,723
Rural School District Transportation Grants*		\$0	\$0	\$0
Rural School Transportation Reimbursement*		\$0	\$0	\$0
Flexible Allocation - WPU Distribution		\$1,210,237	\$0	\$1,210,237
Students At-Risk - Gang Prevention and Intervention*		\$0	\$0	\$0
Youth-in-Custody*		\$0	\$0	\$0
Adult Education*		\$39,973	\$0	\$39,973
Adult Education - Corrections Institutions*		\$10,011	\$0	\$10,011
Enhancement for Accelerated Students*		\$0	\$0	\$0
Concurrent Enrollment*		\$0	\$0	\$0
Title I Schools in Improvement - Paraeducators*		\$0	\$0	\$0
Early Literacy Program*		\$221,294	\$145,522	\$75,772
English Language Learner Software Grants*		\$0	\$0	\$0
Educator Salary Adjustments		\$1,501,498	\$0	\$1,501,498
Teacher Salary Supplement*		\$0	\$0	\$0
Teacher Supplies and Materials		\$20,850	\$0	\$20,850
Effective Teachers in High Poverty Schools*		\$0	\$0	\$0
Elementary School Counselor Program*		\$0	\$0	\$0
Grants for Professional Learning*		\$0	\$0	\$0
Educator Professional Time*		\$244,331	\$0	\$244,331
School LAND Trust Program*		\$585,148	\$0	\$585,148
Teacher and Student Success Program*		\$708,747	\$0	\$708,747
Student Health & Counseling Support Program*		\$106,168	\$0	\$106,168
Dual Immersion*		\$0	\$0	\$0
Beverley Taylor Sorenson Elementary Arts*		\$0	\$0	\$0
Digital Teaching and Learning*		\$0	\$0	\$0
II: LEEWAY PROGRAMS				
Voted Local Levy Program, Min. Basic Growth, and Local Levy Growth		\$940,251	\$520,116	\$420,135
Board Local Levy Program, Min. Basic Growth, and Local Levy Growth		\$3,832,595	\$2,836,595	\$996,000
TOTAL:		\$25,826,821	\$5,793,450	\$20,033,371
III: OTHER STATE PROGRAMS				Total
A. Capital Outlay				
Capital Outlay Foundation				\$0
Foundation Guarantee Min. Basic Growth				\$0
Enrollment Growth				\$4,090
Enrollment Growth Min. Basic Growth				\$8,120
TOTAL:				\$12,210
TOTAL STATE SUPPORT FUNDING				\$20,045,581

*This program requires LEA action before funds can be received or spent. USBE staff contact info can be found in the Legislatives Estimates Report.

Value of WPU:	\$4,280	Utah State Supported Minimum School Program		
Voted Local Levy:	0.000000	District Summary		
Board Local Levy:	0.000000	FY 2024 Legislative Estimates		
Adjusted Assessed Valuation:	\$ 2,563,564,060	Kane 16		
Collection Rate:	89.15%			
Basic Program Tax Rate:	0.001400			
Basic Levy Estimate:	\$ 3,199,584			
Basic Levy Revenue Required:	\$ 3,199,584			
Recapture:	\$ -			
Charter School Levy Local Revenue:	\$ 6,514			
I: BASIC SCHOOL PROGRAMS:				
A: REGULAR BASIC SCHOOL PROGRAMS				
Grades K-12	1,384.642	\$5,926,270	\$3,199,584	\$2,726,686
Nec. Existent Small Schools	765.726	\$3,469,109	\$0	\$3,469,109
Professional Staff	202.391	\$866,235	\$0	\$866,235
Foreign Exchange Students*	1.000	\$4,280	\$0	\$4,280
B. RESTRICTED BASIC SCHOOL PROGRAM				
Special Education - Add-On	216.420	\$926,276	\$0	\$926,276
Special Education - Self-Contained	17.678	\$75,661	\$0	\$75,661
Special Education - Pre-School	32.340	\$138,415	\$0	\$138,415
Special Education - Extended Year	1.357	\$5,809	\$0	\$5,809
Special Education - Impact Aid	4.164	\$17,824	\$0	\$17,824
Special Education - EYSE*	.000	\$0	\$0	\$0
Career & Technical Education - Add-On*	137.230	\$587,332	\$0	\$587,332
Students At-Risk - Add-on	55.960	\$239,509	\$0	\$239,509
Class Size Reduction	90.931	\$389,183	\$0	\$389,183
TOTAL BASIC SCHOOL PROGRAM (A and B)		2,909.839	\$12,645,903	\$3,199,584
C. RELATED TO BASIC PROGRAM, ETC.				
Pupil Transportation*		\$510,447	\$0	\$510,447
Rural School District Transportation Grants*		\$0	\$0	\$0
Rural School Transportation Reimbursement*		\$0	\$0	\$0
Flexible Allocation - WPU Distribution		\$968,526	\$0	\$968,526
Students At-Risk - Gang Prevention and Intervention*		\$0	\$0	\$0
Youth-in-Custody*		\$0	\$0	\$0
Adult Education*		\$176,464	\$0	\$176,464
Adult Education - Corrections Institutions*		\$46,457	\$0	\$46,457
Enhancement for Accelerated Students*		\$0	\$0	\$0
Concurrent Enrollment*		\$0	\$0	\$0
Title I Schools in Improvement - Paraeducators*		\$0	\$0	\$0
Early Literacy Program*		\$209,464	\$166,874	\$42,590
English Language Learner Software Grants*		\$0	\$0	\$0
Educator Salary Adjustments		\$868,751	\$0	\$868,751
Teacher Salary Supplement*		\$0	\$0	\$0
Teacher Supplies and Materials		\$12,275	\$0	\$12,275
Effective Teachers in High Poverty Schools*		\$0	\$0	\$0
Elementary School Counselor Program*		\$0	\$0	\$0
Grants for Professional Learning*		\$0	\$0	\$0
Educator Professional Time*		\$141,213	\$0	\$141,213
School LAND Trust Program*		\$411,903	\$0	\$411,903
Teacher and Student Success Program*		\$568,619	\$0	\$568,619
Student Health & Counseling Support Program*		\$67,730	\$0	\$67,730
Dual Immersion*		\$0	\$0	\$0
Beverley Taylor Sorenson Elementary Arts*		\$0	\$0	\$0
Digital Teaching and Learning*		\$0	\$0	\$0
II: LEEWAY PROGRAMS				
Voted Local Levy Program, Min. Basic Growth, and Local Levy Growth		\$1,850,873	\$1,850,873	\$0
Board Local Levy Program, Min. Basic Growth, and Local Levy Growth		\$2,823,867	\$2,823,867	\$0
TOTAL:		\$21,302,492	\$8,041,198	\$13,261,294
III: OTHER STATE PROGRAMS				Total
A. Capital Outlay				
Capital Outlay Foundation				\$0
Foundation Guarantee Min. Basic Growth				\$0
Enrollment Growth				\$0
Enrollment Growth Min. Basic Growth				\$0
TOTAL:				\$0
TOTAL STATE SUPPORT FUNDING				\$13,261,294

*This program requires LEA action before funds can be received or spent. USBE staff contact info can be found in the Legislatives Estimates Report.

Value of WPU:	\$4,280	Utah State Supported Minimum School Program District Summary FY 2024 Legislative Estimates		
Voted Local Levy:	0.000000			
Board Local Levy:	0.000000			
Adjusted Assessed Valuation:	\$ 2,732,228,928			
Collection Rate:	97.57%	Millard	17	
Basic Program Tax Rate:	0.001400			
Basic Levy Estimate:	\$ 3,732,170	Local & State	Less Local	State
Basic Levy Revenue Required:	\$ 3,732,170	Amount	Amount	Support
Recapture:	\$ -	WPU's	Generated	Amount
Charter School Levy Local Revenue:	\$ 30,625			
I: BASIC SCHOOL PROGRAMS:				
A: REGULAR BASIC SCHOOL PROGRAMS				
Grades K-12	3,091.123	\$13,230,006	\$3,732,170	\$9,497,836
Nec. Existent Small Schools	342.621	\$1,682,176	\$0	\$1,682,176
Professional Staff	307.549	\$1,316,309	\$0	\$1,316,309
Foreign Exchange Students*	0.000	\$0	\$0	\$0
B. RESTRICTED BASIC SCHOOL PROGRAM				
Special Education - Add-On	534.665	\$2,288,366	\$0	\$2,288,366
Special Education - Self-Contained	33.528	\$143,499	\$0	\$143,499
Special Education - Pre-School	63.210	\$270,539	\$0	\$270,539
Special Education - Extended Year	2.770	\$11,856	\$0	\$11,856
Special Education - Impact Aid	11.257	\$48,180	\$0	\$48,180
Special Education - EYSE*	.000	\$0	\$0	\$0
Career & Technical Education - Add-On*	226.280	\$968,470	\$0	\$968,470
Students At-Risk - Add-on	152.400	\$652,272	\$0	\$652,272
Class Size Reduction	204.434	\$874,979	\$0	\$874,979
TOTAL BASIC SCHOOL PROGRAM (A and B)		4,969.837	\$21,486,652	\$3,732,170
C. RELATED TO BASIC PROGRAM, ETC.				
Pupil Transportation*		\$1,316,775	\$0	\$1,316,775
Rural School District Transportation Grants*		\$0	\$0	\$0
Rural School Transportation Reimbursement*		\$0	\$0	\$0
Flexible Allocation - WPU Distribution		\$1,654,186	\$0	\$1,654,186
Students At-Risk - Gang Prevention and Intervention*		\$0	\$0	\$0
Youth-in-Custody*		\$0	\$0	\$0
Adult Education*		\$49,685	\$0	\$49,685
Adult Education - Corrections Institutions*		\$17,241	\$0	\$17,241
Enhancement for Accelerated Students*		\$0	\$0	\$0
Concurrent Enrollment*		\$0	\$0	\$0
Title I Schools in Improvement - Paraeducators*		\$0	\$0	\$0
Early Literacy Program*		\$371,244	\$301,840	\$69,404
English Language Learner Software Grants*		\$0	\$0	\$0
Educator Salary Adjustments		\$1,887,823	\$0	\$1,887,823
Teacher Salary Supplement*		\$0	\$0	\$0
Teacher Supplies and Materials		\$27,504	\$0	\$27,504
Effective Teachers in High Poverty Schools*		\$0	\$0	\$0
Elementary School Counselor Program*		\$0	\$0	\$0
Grants for Professional Learning*		\$0	\$0	\$0
Educator Professional Time*		\$313,365	\$0	\$313,365
School LAND Trust Program*		\$641,274	\$0	\$641,274
Teacher and Student Success Program*		\$953,765	\$0	\$953,765
Student Health & Counseling Support Program*		\$118,621	\$0	\$118,621
Dual Immersion*		\$0	\$0	\$0
Beverley Taylor Sorenson Elementary Arts*		\$0	\$0	\$0
Digital Teaching and Learning*		\$0	\$0	\$0
II: LEEWAY PROGRAMS				
Voted Local Levy Program, Min. Basic Growth, and Local Levy Growth		\$2,606,189	\$2,144,780	\$461,409
Board Local Levy Program, Min. Basic Growth, and Local Levy Growth		\$3,917,438	\$3,358,376	\$559,062
TOTAL:		\$35,361,762	\$9,537,166	\$25,824,596
III: OTHER STATE PROGRAMS				
A. Capital Outlay				
Capital Outlay Foundation				\$0
Foundation Guarantee Min. Basic Growth				\$0
Enrollment Growth				\$12,024
Enrollment Growth Min. Basic Growth				\$23,873
TOTAL:				\$35,897
TOTAL STATE SUPPORT FUNDING				\$25,860,493

*This program requires LEA action before funds can be received or spent. USBE staff contact info can be found in the Legislatives Estimates Report.

Value of WPU:	\$4,280	Utah State Supported Minimum School Program		
Voted Local Levy:	0.000000	District Summary		
Board Local Levy:	0.000000	FY 2024 Legislative Estimates		
Adjusted Assessed Valuation:	\$ 2,071,651,216	Morgan 18		
Collection Rate:	90.29%			
Basic Program Tax Rate:	0.001400			
Basic Levy Estimate:	\$ 2,618,691			
Basic Levy Revenue Required:	\$ 2,618,691			
Recapture:	\$ -			
Charter School Levy Local Revenue:	\$ 43,649			
I: BASIC SCHOOL PROGRAMS:				
A: REGULAR BASIC SCHOOL PROGRAMS				
Grades K-12	3,201.615	\$13,702,912	\$2,618,691	\$11,084,221
Nec. Existent Small Schools	0.000	\$215,760	\$0	\$215,760
Professional Staff	267.920	\$1,146,696	\$0	\$1,146,696
Foreign Exchange Students*	0.000	\$0	\$0	\$0
B. RESTRICTED BASIC SCHOOL PROGRAM				
Special Education - Add-On	371.421	\$1,589,681	\$0	\$1,589,681
Special Education - Self-Contained	27.217	\$116,487	\$0	\$116,487
Special Education - Pre-School	48.510	\$207,623	\$0	\$207,623
Special Education - Extended Year	2.256	\$9,656	\$0	\$9,656
Special Education - Impact Aid	8.676	\$37,133	\$0	\$37,133
Special Education - EYSE*	.000	\$0	\$0	\$0
Career & Technical Education - Add-On*	200.060	\$856,256	\$0	\$856,256
Students At-Risk - Add-on	35.800	\$153,224	\$0	\$153,224
Class Size Reduction	200.082	\$856,350	\$0	\$856,350
TOTAL BASIC SCHOOL PROGRAM (A and B)		4,363.557	\$18,891,778	\$2,618,691
C. RELATED TO BASIC PROGRAM, ETC.				
Pupil Transportation*		\$946,894	\$0	\$946,894
Rural School District Transportation Grants*		\$0	\$0	\$0
Rural School Transportation Reimbursement*		\$0	\$0	\$0
Flexible Allocation - WPU Distribution		\$1,452,389	\$0	\$1,452,389
Students At-Risk - Gang Prevention and Intervention*		\$0	\$0	\$0
Youth-in-Custody*		\$0	\$0	\$0
Adult Education*		\$41,770	\$0	\$41,770
Adult Education - Corrections Institutions*		\$0	\$0	\$0
Enhancement for Accelerated Students*		\$0	\$0	\$0
Concurrent Enrollment*		\$0	\$0	\$0
Title I Schools in Improvement - Paraeducators*		\$0	\$0	\$0
Early Literacy Program*		\$213,392	\$145,373	\$68,019
English Language Learner Software Grants*		\$0	\$0	\$0
Educator Salary Adjustments		\$1,839,325	\$0	\$1,839,325
Teacher Salary Supplement*		\$0	\$0	\$0
Teacher Supplies and Materials		\$26,618	\$0	\$26,618
Effective Teachers in High Poverty Schools*		\$0	\$0	\$0
Elementary School Counselor Program*		\$0	\$0	\$0
Grants for Professional Learning*		\$0	\$0	\$0
Educator Professional Time*		\$314,573	\$0	\$314,573
School LAND Trust Program*		\$664,265	\$0	\$664,265
Teacher and Student Success Program*		\$870,787	\$0	\$870,787
Student Health & Counseling Support Program*		\$123,722	\$0	\$123,722
Dual Immersion*		\$0	\$0	\$0
Beverley Taylor Sorenson Elementary Arts*		\$0	\$0	\$0
Digital Teaching and Learning*		\$0	\$0	\$0
II: LEEWAY PROGRAMS				
Voted Local Levy Program, Min. Basic Growth, and Local Levy Growth		\$0	\$0	\$0
Board Local Levy Program, Min. Basic Growth, and Local Levy Growth		\$5,727,831	\$4,096,538	\$1,631,293
TOTAL:		\$31,113,344	\$6,860,602	\$24,252,742
III: OTHER STATE PROGRAMS				Total
A. Capital Outlay				
Capital Outlay Foundation				\$0
Foundation Guarantee Min. Basic Growth				\$0
Enrollment Growth				\$7,853
Enrollment Growth Min. Basic Growth				\$15,590
TOTAL:				\$23,443
TOTAL STATE SUPPORT FUNDING				\$24,276,185

*This program requires LEA action before funds can be received or spent. USBE staff contact info can be found in the Legislatives Estimates Report.

Value of WPU:	\$4,280	Utah State Supported Minimum School Program		
Voted Local Levy:	0.000000	District Summary		
Board Local Levy:	0.000000	FY 2024 Legislative Estimates		
Adjusted Assessed Valuation:	\$ 19,143,919,026	Nebo 19		
Collection Rate:	92.61%			
Basic Program Tax Rate:	0.001400			
Basic Levy Estimate:	\$ 24,820,857	Local & State	Less Local	State
Basic Levy Revenue Required:	\$ 24,820,857	Amount	Amount	Support
Recapture:	\$ -	Generated		Amount
Charter School Levy Local Revenue:	\$ 1,452,057			
I: BASIC SCHOOL PROGRAMS:				
A: REGULAR BASIC SCHOOL PROGRAMS				
Grades K-12	34,888.797	\$149,324,049	\$24,820,857	\$124,503,192
Nec. Existent Small Schools	0.000	\$0	\$0	\$0
Professional Staff	3,140.050	\$13,439,412	\$0	\$13,439,412
Foreign Exchange Students*	17.000	\$72,760	\$0	\$72,760
B. RESTRICTED BASIC SCHOOL PROGRAM				
Special Education - Add-On	5,225.954	\$22,367,082	\$0	\$22,367,082
Special Education - Self-Contained	823.622	\$3,525,103	\$0	\$3,525,103
Special Education - Pre-School	837.900	\$3,586,212	\$0	\$3,586,212
Special Education - Extended Year	22.640	\$96,899	\$0	\$96,899
Special Education - Impact Aid	111.010	\$475,121	\$0	\$475,121
Special Education - EYSE*	.000	\$0	\$0	\$0
Career & Technical Education - Add-On*	1,742.090	\$7,456,128	\$0	\$7,456,128
Students At-Risk - Add-on	958.620	\$4,102,894	\$0	\$4,102,894
Class Size Reduction	2,284.791	\$9,778,906	\$0	\$9,778,906
TOTAL BASIC SCHOOL PROGRAM (A and B)		50,052.474	\$214,224,566	\$24,820,857
C. RELATED TO BASIC PROGRAM, ETC.				
Pupil Transportation*		\$8,962,276	\$0	\$8,962,276
Rural School District Transportation Grants*		\$0	\$0	\$0
Rural School Transportation Reimbursement*		\$0	\$0	\$0
Flexible Allocation - WPU Distribution		\$94,705	\$0	\$94,705
Students At-Risk - Gang Prevention and Intervention*		\$0	\$0	\$0
Youth-in-Custody*		\$0	\$0	\$0
Adult Education*		\$315,604	\$0	\$315,604
Adult Education - Corrections Institutions*		\$0	\$0	\$0
Enhancement for Accelerated Students*		\$0	\$0	\$0
Concurrent Enrollment*		\$0	\$0	\$0
Title I Schools in Improvement - Paraeducators*		\$0	\$0	\$0
Early Literacy Program*		\$2,080,206	\$1,268,286	\$811,920
English Language Learner Software Grants*		\$0	\$0	\$0
Educator Salary Adjustments		\$20,143,352	\$0	\$20,143,352
Teacher Salary Supplement*		\$0	\$0	\$0
Teacher Supplies and Materials		\$277,023	\$0	\$277,023
Effective Teachers in High Poverty Schools*		\$0	\$0	\$0
Elementary School Counselor Program*		\$0	\$0	\$0
Grants for Professional Learning*		\$0	\$0	\$0
Educator Professional Time*		\$3,214,838	\$0	\$3,214,838
School LAND Trust Program*		\$5,119,011	\$0	\$5,119,011
Teacher and Student Success Program*		\$9,690,008	\$0	\$9,690,008
Student Health & Counseling Support Program*		\$1,112,118	\$0	\$1,112,118
Dual Immersion*		\$0	\$0	\$0
Beverley Taylor Sorenson Elementary Arts*		\$0	\$0	\$0
Digital Teaching and Learning*		\$0	\$0	\$0
II: LEEWAY PROGRAMS				
Voted Local Levy Program, Min. Basic Growth, and Local Levy Growth		\$42,705,916	\$24,945,226	\$17,760,690
Board Local Levy Program, Min. Basic Growth, and Local Levy Growth		\$22,995,494	\$13,814,291	\$9,181,203
TOTAL:		\$330,935,117	\$64,848,660	\$266,086,457
III: OTHER STATE PROGRAMS				Total
A. Capital Outlay				
Capital Outlay Foundation				\$3,666,743
Foundation Guarantee Min. Basic Growth				\$4,361,398
Enrollment Growth				\$233,125
Enrollment Growth Min. Basic Growth				\$462,843
TOTAL:				\$8,724,109
TOTAL STATE SUPPORT FUNDING				\$274,810,566

*This program requires LEA action before funds can be received or spent. USBE staff contact info can be found in the Legislatives Estimates Report.

Value of WPU:	\$4,280	Utah State Supported Minimum School Program		
Voted Local Levy:	0.000000	District Summary		
Board Local Levy:	0.000000	FY 2024 Legislative Estimates		
Adjusted Assessed Valuation:	\$ 1,376,453,090	North Sanpete 20		
Collection Rate:	92.08%			
Basic Program Tax Rate:	0.001400			
Basic Levy Estimate:	\$ 1,774,413			
Basic Levy Revenue Required:	\$ 1,774,413			
Recapture:	\$ -			
Charter School Levy Local Revenue:	\$ 5,015			
I: BASIC SCHOOL PROGRAMS:				
A: REGULAR BASIC SCHOOL PROGRAMS				
Grades K-12	2,435.585	\$10,424,303	\$1,774,413	\$8,649,890
Nec. Existent Small Schools	68.289	\$508,038	\$0	\$508,038
Professional Staff	232.565	\$995,378	\$0	\$995,378
Foreign Exchange Students*	0.000	\$0	\$0	\$0
B. RESTRICTED BASIC SCHOOL PROGRAM				
Special Education - Add-On	366.740	\$1,569,646	\$0	\$1,569,646
Special Education - Self-Contained	31.933	\$136,675	\$0	\$136,675
Special Education - Pre-School	67.620	\$289,414	\$0	\$289,414
Special Education - Extended Year	2.252	\$9,637	\$0	\$9,637
Special Education - Impact Aid	8.654	\$37,040	\$0	\$37,040
Special Education - EYSE*	.000	\$0	\$0	\$0
Career & Technical Education - Add-On*	186.270	\$797,244	\$0	\$797,244
Students At-Risk - Add-on	148.920	\$637,378	\$0	\$637,378
Class Size Reduction	155.220	\$664,342	\$0	\$664,342
TOTAL BASIC SCHOOL PROGRAM (A and B)		3,704.048	\$16,069,095	\$1,774,413
C. RELATED TO BASIC PROGRAM, ETC.				
Pupil Transportation*		\$906,566	\$0	\$906,566
Rural School District Transportation Grants*		\$0	\$0	\$0
Rural School Transportation Reimbursement*		\$0	\$0	\$0
Flexible Allocation - WPU Distribution		\$1,232,875	\$0	\$1,232,875
Students At-Risk - Gang Prevention and Intervention*		\$0	\$0	\$0
Youth-in-Custody*		\$0	\$0	\$0
Adult Education*		\$36,237	\$0	\$36,237
Adult Education - Corrections Institutions*		\$0	\$0	\$0
Enhancement for Accelerated Students*		\$0	\$0	\$0
Concurrent Enrollment*		\$0	\$0	\$0
Title I Schools in Improvement - Paraeducators*		\$0	\$0	\$0
Early Literacy Program*		\$206,412	\$100,937	\$105,475
English Language Learner Software Grants*		\$0	\$0	\$0
Educator Salary Adjustments		\$1,517,005	\$0	\$1,517,005
Teacher Salary Supplement*		\$0	\$0	\$0
Teacher Supplies and Materials		\$21,972	\$0	\$21,972
Effective Teachers in High Poverty Schools*		\$0	\$0	\$0
Elementary School Counselor Program*		\$0	\$0	\$0
Grants for Professional Learning*		\$0	\$0	\$0
Educator Professional Time*		\$252,008	\$0	\$252,008
School LAND Trust Program*		\$562,022	\$0	\$562,022
Teacher and Student Success Program*		\$717,001	\$0	\$717,001
Student Health & Counseling Support Program*		\$101,037	\$0	\$101,037
Dual Immersion*		\$0	\$0	\$0
Beverley Taylor Sorenson Elementary Arts*		\$0	\$0	\$0
Digital Teaching and Learning*		\$0	\$0	\$0
II: LEEWAY PROGRAMS				
Voted Local Levy Program, Min. Basic Growth, and Local Levy Growth		\$3,889,679	\$1,652,087	\$2,237,592
Board Local Levy Program, Min. Basic Growth, and Local Levy Growth		\$972,420	\$584,032	\$388,388
TOTAL:		\$26,484,329	\$4,111,469	\$22,372,860
III: OTHER STATE PROGRAMS				Total
A. Capital Outlay				
Capital Outlay Foundation				\$0
Foundation Guarantee Min. Basic Growth				\$0
Enrollment Growth				\$2,209
Enrollment Growth Min. Basic Growth				\$4,385
TOTAL:				\$6,594
TOTAL STATE SUPPORT FUNDING				\$22,379,454

*This program requires LEA action before funds can be received or spent. USBE staff contact info can be found in the Legislatives Estimates Report.

Value of WPU:	\$4,280	Utah State Supported Minimum School Program		
Voted Local Levy:	0.000000	District Summary		
Board Local Levy:	0.000000	FY 2024 Legislative Estimates		
Adjusted Assessed Valuation:	\$ 3,389,030,467	North Summit 21		
Collection Rate:	94.25%			
Basic Program Tax Rate:	0.001400			
Basic Levy Estimate:	\$ 4,471,826			
Basic Levy Revenue Required:	\$ 4,471,826			
Recapture:	\$ -			
Charter School Levy Local Revenue:	\$ 51,500			
I: BASIC SCHOOL PROGRAMS:				
A: REGULAR BASIC SCHOOL PROGRAMS				
Grades K-12	985.640	\$4,218,537	\$4,218,537	\$0
Nec. Existent Small Schools	323.920	\$1,578,179	\$253,289	\$1,324,890
Professional Staff	121.447	\$519,794	\$0	\$519,794
Foreign Exchange Students*	0.000	\$0	\$0	\$0
B. RESTRICTED BASIC SCHOOL PROGRAM				
Special Education - Add-On	144.127	\$616,863	\$0	\$616,863
Special Education - Self-Contained	10.783	\$46,153	\$0	\$46,153
Special Education - Pre-School	20.580	\$88,082	\$0	\$88,082
Special Education - Extended Year	1.223	\$5,236	\$0	\$5,236
Special Education - Impact Aid	3.492	\$14,946	\$0	\$14,946
Special Education - EYSE*	.000	\$0	\$0	\$0
Career & Technical Education - Add-On*	112.720	\$482,425	\$0	\$482,425
Students At-Risk - Add-on	26.400	\$112,992	\$0	\$112,992
Class Size Reduction	65.559	\$280,591	\$0	\$280,591
TOTAL BASIC SCHOOL PROGRAM (A and B)		1,815.891	\$7,963,798	\$4,471,826
C. RELATED TO BASIC PROGRAM, ETC.				
Pupil Transportation*		\$529,886	\$0	\$529,886
Rural School District Transportation Grants*		\$0	\$0	\$0
Rural School Transportation Reimbursement*		\$0	\$0	\$0
Flexible Allocation - WPU Distribution		\$3,436	\$0	\$3,436
Students At-Risk - Gang Prevention and Intervention*		\$0	\$0	\$0
Youth-in-Custody*		\$0	\$0	\$0
Adult Education*		\$31,450	\$0	\$31,450
Adult Education - Corrections Institutions*		\$0	\$0	\$0
Enhancement for Accelerated Students*		\$0	\$0	\$0
Concurrent Enrollment*		\$0	\$0	\$0
Title I Schools in Improvement - Paraeducators*		\$0	\$0	\$0
Early Literacy Program*		\$233,844	\$198,004	\$35,840
English Language Learner Software Grants*		\$0	\$0	\$0
Educator Salary Adjustments		\$689,025	\$0	\$689,025
Teacher Salary Supplement*		\$0	\$0	\$0
Teacher Supplies and Materials		\$9,918	\$0	\$9,918
Effective Teachers in High Poverty Schools*		\$0	\$0	\$0
Elementary School Counselor Program*		\$0	\$0	\$0
Grants for Professional Learning*		\$0	\$0	\$0
Educator Professional Time*		\$116,579	\$0	\$116,579
School LAND Trust Program*		\$358,076	\$0	\$358,076
Teacher and Student Success Program*		\$359,545	\$0	\$359,545
Student Health & Counseling Support Program*		\$55,787	\$0	\$55,787
Dual Immersion*		\$0	\$0	\$0
Beverley Taylor Sorenson Elementary Arts*		\$0	\$0	\$0
Digital Teaching and Learning*		\$0	\$0	\$0
II: LEEWAY PROGRAMS				
Voted Local Levy Program, Min. Basic Growth, and Local Levy Growth		\$410,673	\$410,673	\$0
Board Local Levy Program, Min. Basic Growth, and Local Levy Growth		\$6,173,326	\$6,173,326	\$0
TOTAL:		\$16,935,343	\$11,253,829	\$5,681,514
III: OTHER STATE PROGRAMS				Total
A. Capital Outlay				
Capital Outlay Foundation				\$0
Foundation Guarantee Min. Basic Growth				\$0
Enrollment Growth				\$0
Enrollment Growth Min. Basic Growth				\$0
TOTAL:				\$0
TOTAL STATE SUPPORT FUNDING				\$5,681,514

*This program requires LEA action before funds can be received or spent. USBE staff contact info can be found in the Legislatives Estimates Report.

Value of WPU:		\$4,280	Utah State Supported Minimum School Program		
Voted Local Levy:		0.000000	District Summary		
Board Local Levy:		0.000000	FY 2024 Legislative Estimates		
Adjusted Assessed Valuation:		\$ 31,727,105,271			
Collection Rate:		94.90%	Park City 22		
Basic Program Tax Rate:		0.001400			
Basic Levy Estimate:		\$ 42,152,632			
Basic Levy Revenue Required:		\$ 42,152,632			
Recapture:		\$ 17,922,043			
Charter School Levy Local Revenue:		\$ 564,656			
I: BASIC SCHOOL PROGRAMS:					
A: REGULAR BASIC SCHOOL PROGRAMS					
Grades K-12		4,216.763	\$18,047,747	\$18,047,747	\$0
Nec. Existent Small Schools		0.000	\$0	\$0	\$0
Professional Staff		443.927	\$1,900,006	\$1,900,006	\$0
Foreign Exchange Students*		3.000	\$12,840	\$12,840	\$0
B. RESTRICTED BASIC SCHOOL PROGRAM					
Special Education - Add-On		438.474	\$1,876,668	\$1,876,668	\$0
Special Education - Self-Contained		45.561	\$195,002	\$195,002	\$0
Special Education - Pre-School		23.520	\$100,666	\$100,666	\$0
Special Education - Extended Year		2.221	\$9,508	\$9,508	\$0
Special Education - Impact Aid		8.502	\$36,391	\$36,391	\$0
Special Education - EYSE*		.000	\$0	\$0	\$0
Career & Technical Education - Add-On*		129.690	\$555,075	\$555,075	\$0
Students At-Risk - Add-on		93.900	\$401,892	\$401,892	\$0
Class Size Reduction		255.561	\$1,093,801	\$1,093,801	\$0
TOTAL BASIC SCHOOL PROGRAM (A and B)			5,661.119	\$24,229,596	\$24,229,596 \$0
C. RELATED TO BASIC PROGRAM, ETC.					
Pupil Transportation*			\$1,615,940	\$0	\$1,615,940
Rural School District Transportation Grants*			\$0	\$0	\$0
Rural School Transportation Reimbursement*			\$0	\$0	\$0
Flexible Allocation - WPU Distribution			\$10,711	\$0	\$10,711
Students At-Risk - Gang Prevention and Intervention*			\$0	\$0	\$0
Youth-in-Custody*			\$0	\$0	\$0
Adult Education*			\$76,975	\$0	\$76,975
Adult Education - Corrections Institutions*			\$12,147	\$0	\$12,147
Enhancement for Accelerated Students*			\$0	\$0	\$0
Concurrent Enrollment*			\$0	\$0	\$0
Title I Schools in Improvement - Paraeducators*			\$0	\$0	\$0
Early Literacy Program*			\$2,101,187	\$2,073,472	\$27,715
English Language Learner Software Grants*			\$0	\$0	\$0
Educator Salary Adjustments			\$3,590,320	\$0	\$3,590,320
Teacher Salary Supplement*			\$0	\$0	\$0
Teacher Supplies and Materials			\$49,046	\$0	\$49,046
Effective Teachers in High Poverty Schools*			\$0	\$0	\$0
Elementary School Counselor Program*			\$0	\$0	\$0
Grants for Professional Learning*			\$0	\$0	\$0
Educator Professional Time*			\$584,749	\$0	\$584,749
School LAND Trust Program*			\$807,622	\$0	\$807,622
Teacher and Student Success Program*			\$1,137,725	\$0	\$1,137,725
Student Health & Counseling Support Program*			\$155,530	\$0	\$155,530
Dual Immersion*			\$0	\$0	\$0
Beverley Taylor Sorenson Elementary Arts*			\$0	\$0	\$0
Digital Teaching and Learning*			\$0	\$0	\$0
II: LEEWAY PROGRAMS					
Voted Local Levy Program, Min. Basic Growth, and Local Levy Growth			\$22,288,480	\$22,288,480	\$0
Board Local Levy Program, Min. Basic Growth, and Local Levy Growth			\$27,921,431	\$27,921,431	\$0
TOTAL:			\$84,581,459	\$76,512,979	\$8,068,480
III: OTHER STATE PROGRAMS					Total
A. Capital Outlay					
Capital Outlay Foundation					\$0
Foundation Guarantee Min. Basic Growth					\$0
Enrollment Growth					\$0
Enrollment Growth Min. Basic Growth					\$0
TOTAL:					\$0
TOTAL STATE SUPPORT FUNDING					\$8,068,480

*This program requires LEA action before funds can be received or spent. USBE staff contact info can be found in the Legislatives Estimates Report.

Value of WPU:	\$4,280	Utah State Supported Minimum School Program District Summary FY 2024 Legislative Estimates		
Voted Local Levy:	0.000000			
Board Local Levy:	0.000000			
Adjusted Assessed Valuation:	\$ 177,116,058			
Collection Rate:	87.86%	Piute 23		
Basic Program Tax Rate:	0.001400			
Basic Levy Estimate:	\$ 217,860	Local & State	Less Local	State
Basic Levy Revenue Required:	\$ 217,860	Amount	Amount	Support
Recapture:	\$ -	WPU's	Generated	Amount
Charter School Levy Local Revenue:	\$ 1,283			
I: BASIC SCHOOL PROGRAMS:				
A: REGULAR BASIC SCHOOL PROGRAMS				
Grades K-12	256.345	\$1,097,156	\$217,860	\$879,296
Nec. Existent Small Schools	415.972	\$1,780,359	\$0	\$1,780,359
Professional Staff	59.961	\$256,633	\$0	\$256,633
Foreign Exchange Students*	0.000	\$0	\$0	\$0
B. RESTRICTED BASIC SCHOOL PROGRAM				
Special Education - Add-On	52.770	\$225,854	\$0	\$225,854
Special Education - Self-Contained	1.000	\$4,280	\$0	\$4,280
Special Education - Pre-School	5.880	\$25,166	\$0	\$25,166
Special Education - Extended Year	0.718	\$3,073	\$0	\$3,073
Special Education - Impact Aid	0.954	\$4,085	\$0	\$4,085
Special Education - EYSE*	.000	\$0	\$0	\$0
Career & Technical Education - Add-On*	84.410	\$361,274	\$0	\$361,274
Students At-Risk - Add-on	20.700	\$88,596	\$0	\$88,596
Class Size Reduction	13.940	\$59,662	\$0	\$59,662
TOTAL BASIC SCHOOL PROGRAM (A and B)		912.650	\$3,906,138	\$217,860
C. RELATED TO BASIC PROGRAM, ETC.				
Pupil Transportation*		\$196,806	\$0	\$196,806
Rural School District Transportation Grants*		\$0	\$0	\$0
Rural School Transportation Reimbursement*		\$0	\$0	\$0
Flexible Allocation - WPU Distribution		\$303,771	\$0	\$303,771
Students At-Risk - Gang Prevention and Intervention*		\$0	\$0	\$0
Youth-in-Custody*		\$0	\$0	\$0
Adult Education*		\$0	\$0	\$0
Adult Education - Corrections Institutions*		\$0	\$0	\$0
Enhancement for Accelerated Students*		\$0	\$0	\$0
Concurrent Enrollment*		\$0	\$0	\$0
Title I Schools in Improvement - Paraeducators*		\$0	\$0	\$0
Early Literacy Program*		\$62,140	\$15,246	\$46,894
English Language Learner Software Grants*		\$0	\$0	\$0
Educator Salary Adjustments		\$295,177	\$0	\$295,177
Teacher Salary Supplement*		\$0	\$0	\$0
Teacher Supplies and Materials		\$4,422	\$0	\$4,422
Effective Teachers in High Poverty Schools*		\$0	\$0	\$0
Elementary School Counselor Program*		\$0	\$0	\$0
Grants for Professional Learning*		\$0	\$0	\$0
Educator Professional Time*		\$49,925	\$0	\$49,925
School LAND Trust Program*		\$254,481	\$0	\$254,481
Teacher and Student Success Program*		\$184,839	\$0	\$184,839
Student Health & Counseling Support Program*		\$32,802	\$0	\$32,802
Dual Immersion*		\$0	\$0	\$0
Beverley Taylor Sorenson Elementary Arts*		\$0	\$0	\$0
Digital Teaching and Learning*		\$0	\$0	\$0
II: LEEWAY PROGRAMS				
Voted Local Levy Program, Min. Basic Growth, and Local Levy Growth		\$958,365	\$298,970	\$659,395
Board Local Levy Program, Min. Basic Growth, and Local Levy Growth		\$239,591	\$74,716	\$164,875
TOTAL:		\$6,488,457	\$606,792	\$5,881,665
III: OTHER STATE PROGRAMS				Total
A. Capital Outlay				
Capital Outlay Foundation				\$91,347
Foundation Guarantee Min. Basic Growth				\$108,653
Enrollment Growth				\$0
Enrollment Growth Min. Basic Growth				\$0
TOTAL:				\$200,000
TOTAL STATE SUPPORT FUNDING				\$6,081,665

*This program requires LEA action before funds can be received or spent. USBE staff contact info can be found in the Legislatives Estimates Report.

Value of WPU:		\$4,280	Utah State Supported Minimum School Program		
Voted Local Levy:		0.000000	District Summary		
Board Local Levy:		0.000000	FY 2024 Legislative Estimates		
Adjusted Assessed Valuation:		\$ 2,264,638,895			
Collection Rate:		95.52%	Rich 24		
Basic Program Tax Rate:		0.001400			
Basic Levy Estimate:		\$ 3,028,456			
Basic Levy Revenue Required:		\$ 3,028,456			
Recapture:		\$ -			
Charter School Levy Local Revenue:		\$ 5,871			
I: BASIC SCHOOL PROGRAMS:					
A: REGULAR BASIC SCHOOL PROGRAMS					
Grades K-12			497.440	\$2,129,045	\$2,129,045 \$0
Nec. Existent Small Schools			463.541	\$2,151,796	\$899,411 \$1,252,385
Professional Staff			87.498	\$374,491	\$0 \$374,491
Foreign Exchange Students*			0.000	\$0	\$0 \$0
B. RESTRICTED BASIC SCHOOL PROGRAM					
Special Education - Add-On			105.712	\$452,447	\$0 \$452,447
Special Education - Self-Contained			5.250	\$22,470	\$0 \$22,470
Special Education - Pre-School			7.350	\$31,458	\$0 \$31,458
Special Education - Extended Year			0.951	\$4,071	\$0 \$4,071
Special Education - Impact Aid			2.126	\$9,098	\$0 \$9,098
Special Education - EYSE*			.000	\$0	\$0 \$0
Career & Technical Education - Add-On*			39.510	\$169,115	\$0 \$169,115
Students At-Risk - Add-on			25.300	\$108,284	\$0 \$108,284
Class Size Reduction			32.576	\$139,424	\$0 \$139,424
TOTAL BASIC SCHOOL PROGRAM (A and B)			1,267.254	\$5,591,699	\$3,028,456 \$2,563,243
C. RELATED TO BASIC PROGRAM, ETC.					
Pupil Transportation*				\$375,727	\$0 \$375,727
Rural School District Transportation Grants*				\$0	\$0 \$0
Rural School Transportation Reimbursement*				\$0	\$0 \$0
Flexible Allocation - WPU Distribution				\$421,799	\$0 \$421,799
Students At-Risk - Gang Prevention and Intervention*				\$0	\$0 \$0
Youth-in-Custody*				\$0	\$0 \$0
Adult Education*				\$0	\$0 \$0
Adult Education - Corrections Institutions*				\$0	\$0 \$0
Enhancement for Accelerated Students*				\$0	\$0 \$0
Concurrent Enrollment*				\$0	\$0 \$0
Title I Schools in Improvement - Paraeducators*				\$0	\$0 \$0
Early Literacy Program*				\$174,858	\$142,174 \$32,684
English Language Learner Software Grants*				\$0	\$0 \$0
Educator Salary Adjustments				\$421,452	\$0 \$421,452
Teacher Salary Supplement*				\$0	\$0 \$0
Teacher Supplies and Materials				\$5,949	\$0 \$5,949
Effective Teachers in High Poverty Schools*				\$0	\$0 \$0
Elementary School Counselor Program*				\$0	\$0 \$0
Grants for Professional Learning*				\$0	\$0 \$0
Educator Professional Time*				\$69,535	\$0 \$69,535
School LAND Trust Program*				\$288,426	\$0 \$288,426
Teacher and Student Success Program*				\$246,440	\$0 \$246,440
Student Health & Counseling Support Program*				\$40,333	\$0 \$40,333
Dual Immersion*				\$0	\$0 \$0
Beverley Taylor Sorenson Elementary Arts*				\$0	\$0 \$0
Digital Teaching and Learning*				\$0	\$0 \$0
II: LEEWAY PROGRAMS					
Voted Local Levy Program, Min. Basic Growth, and Local Levy Growth				\$1,983,997	\$1,983,997 \$0
Board Local Levy Program, Min. Basic Growth, and Local Levy Growth				\$1,768,032	\$1,768,032 \$0
TOTAL:				\$11,388,247	\$6,922,659 \$4,465,588
III: OTHER STATE PROGRAMS					Total
A. Capital Outlay					
Capital Outlay Foundation					\$22,837
Foundation Guarantee Min. Basic Growth					\$27,163
Enrollment Growth					\$0
Enrollment Growth Min. Basic Growth					\$0
TOTAL:					\$50,000
TOTAL STATE SUPPORT FUNDING					\$4,515,588

*This program requires LEA action before funds can be received or spent. USBE staff contact info can be found in the Legislatives Estimates Report.

Value of WPU:	\$4,280	Utah State Supported Minimum School Program		
Voted Local Levy:	0.000000	District Summary		
Board Local Levy:	0.000000	FY 2024 Legislative Estimates		
Adjusted Assessed Valuation:	\$ 985,410,546	San Juan 25		
Collection Rate:	91.16%			
Basic Program Tax Rate:	0.001400			
Basic Levy Estimate:	\$ 1,257,620	Local & State	Less Local	State
Basic Levy Revenue Required:	\$ 1,257,620	Amount	Amount	Support
Recapture:	\$ -	WPU's		Amount
Charter School Levy Local Revenue:	\$ 7,193			
I: BASIC SCHOOL PROGRAMS:				
A: REGULAR BASIC SCHOOL PROGRAMS				
Grades K-12	2,779.400	\$11,895,831	\$1,257,620	\$10,638,211
Nec. Existent Small Schools	1,152.504	\$5,148,477	\$0	\$5,148,477
Professional Staff	362.543	\$1,551,686	\$0	\$1,551,686
Foreign Exchange Students*	0.000	\$0	\$0	\$0
B. RESTRICTED BASIC SCHOOL PROGRAM				
Special Education - Add-On	432.590	\$1,851,484	\$0	\$1,851,484
Special Education - Self-Contained	44.144	\$188,938	\$0	\$188,938
Special Education - Pre-School	45.570	\$195,040	\$0	\$195,040
Special Education - Extended Year	2.537	\$10,858	\$0	\$10,858
Special Education - Impact Aid	10.086	\$43,167	\$0	\$43,167
Special Education - EYSE*	.000	\$0	\$0	\$0
Career & Technical Education - Add-On*	277.430	\$1,187,417	\$0	\$1,187,417
Students At-Risk - Add-on	326.420	\$1,397,078	\$0	\$1,397,078
Class Size Reduction	183.520	\$785,467	\$0	\$785,467
TOTAL BASIC SCHOOL PROGRAM (A and B)	5,616.744	\$24,255,443	\$1,257,620	\$22,997,823
C. RELATED TO BASIC PROGRAM, ETC.				
Pupil Transportation*		\$1,679,735	\$0	\$1,679,735
Rural School District Transportation Grants*		\$0	\$0	\$0
Rural School Transportation Reimbursement*		\$0	\$0	\$0
Flexible Allocation - WPU Distribution		\$1,869,506	\$0	\$1,869,506
Students At-Risk - Gang Prevention and Intervention*		\$0	\$0	\$0
Youth-in-Custody*		\$0	\$0	\$0
Adult Education*		\$247,967	\$0	\$247,967
Adult Education - Corrections Institutions*		\$45,224	\$0	\$45,224
Enhancement for Accelerated Students*		\$0	\$0	\$0
Concurrent Enrollment*		\$0	\$0	\$0
Title I Schools in Improvement - Paraeducators*		\$0	\$0	\$0
Early Literacy Program*		\$281,369	\$89,463	\$191,906
English Language Learner Software Grants*		\$0	\$0	\$0
Educator Salary Adjustments		\$2,185,527	\$0	\$2,185,527
Teacher Salary Supplement*		\$0	\$0	\$0
Teacher Supplies and Materials		\$30,618	\$0	\$30,618
Effective Teachers in High Poverty Schools*		\$0	\$0	\$0
Elementary School Counselor Program*		\$0	\$0	\$0
Grants for Professional Learning*		\$0	\$0	\$0
Educator Professional Time*		\$367,071	\$0	\$367,071
School LAND Trust Program*		\$608,951	\$0	\$608,951
Teacher and Student Success Program*		\$1,095,373	\$0	\$1,095,373
Student Health & Counseling Support Program*		\$111,450	\$0	\$111,450
Dual Immersion*		\$0	\$0	\$0
Beverley Taylor Sorenson Elementary Arts*		\$0	\$0	\$0
Digital Teaching and Learning*		\$0	\$0	\$0
II: LEEWAY PROGRAMS				
Voted Local Levy Program, Min. Basic Growth, and Local Levy Growth		\$5,898,188	\$1,597,877	\$4,300,311
Board Local Levy Program, Min. Basic Growth, and Local Levy Growth		\$1,474,547	\$486,820	\$987,727
TOTAL:		\$40,150,969	\$3,431,780	\$36,719,189
III: OTHER STATE PROGRAMS				Total
A. Capital Outlay				
Capital Outlay Foundation				\$329,643
Foundation Guarantee Min. Basic Growth				\$392,093
Enrollment Growth				\$0
Enrollment Growth Min. Basic Growth				\$0
TOTAL:				\$721,736
TOTAL STATE SUPPORT FUNDING				\$37,440,925

*This program requires LEA action before funds can be received or spent. USBE staff contact info can be found in the Legislatives Estimates Report.

Value of WPU:	\$4,280	Utah State Supported Minimum School Program District Summary FY 2024 Legislative Estimates		
Voted Local Levy:	0.000000			
Board Local Levy:	0.000000			
Adjusted Assessed Valuation:	\$ 2,351,455,404			
Collection Rate:	91.15%	Sevier	26	
Basic Program Tax Rate:	0.001400			
Basic Levy Estimate:	\$ 3,000,692	Local & State	Less Local	State
Basic Levy Revenue Required:	\$ 3,000,692	Amount	Amount	Support
Recapture:	\$ -	WPU's	Generated	Amount
Charter School Levy Local Revenue:	\$ 38,414			
I: BASIC SCHOOL PROGRAMS:				
A: REGULAR BASIC SCHOOL PROGRAMS				
Grades K-12	4,458.894	\$19,084,066	\$3,000,692	\$16,083,374
Nec. Existent Small Schools	594.922	\$2,762,026	\$0	\$2,762,026
Professional Staff	537.273	\$2,299,527	\$0	\$2,299,527
Foreign Exchange Students*	4.000	\$17,120	\$0	\$17,120
B. RESTRICTED BASIC SCHOOL PROGRAM				
Special Education - Add-On	631.322	\$2,702,059	\$0	\$2,702,059
Special Education - Self-Contained	56.367	\$241,249	\$0	\$241,249
Special Education - Pre-School	117.600	\$503,328	\$0	\$503,328
Special Education - Extended Year	3.690	\$15,795	\$0	\$15,795
Special Education - Impact Aid	15.877	\$67,954	\$0	\$67,954
Special Education - EYSE*	.000	\$0	\$0	\$0
Career & Technical Education - Add-On*	388.900	\$1,664,485	\$0	\$1,664,485
Students At-Risk - Add-on	205.740	\$880,567	\$0	\$880,567
Class Size Reduction	290.160	\$1,241,883	\$0	\$1,241,883
TOTAL BASIC SCHOOL PROGRAM (A and B)		7,304.745	\$31,480,059	\$3,000,692
C. RELATED TO BASIC PROGRAM, ETC.				
Pupil Transportation*		\$1,170,552	\$0	\$1,170,552
Rural School District Transportation Grants*		\$0	\$0	\$0
Rural School Transportation Reimbursement*		\$0	\$0	\$0
Flexible Allocation - WPU Distribution		\$2,431,349	\$0	\$2,431,349
Students At-Risk - Gang Prevention and Intervention*		\$0	\$0	\$0
Youth-in-Custody*		\$0	\$0	\$0
Adult Education*		\$40,389	\$0	\$40,389
Adult Education - Corrections Institutions*		\$22,501	\$0	\$22,501
Enhancement for Accelerated Students*		\$0	\$0	\$0
Concurrent Enrollment*		\$0	\$0	\$0
Title I Schools in Improvement - Paraeducators*		\$0	\$0	\$0
Early Literacy Program*		\$319,368	\$188,443	\$130,925
English Language Learner Software Grants*		\$0	\$0	\$0
Educator Salary Adjustments		\$2,711,261	\$0	\$2,711,261
Teacher Salary Supplement*		\$0	\$0	\$0
Teacher Supplies and Materials		\$39,095	\$0	\$39,095
Effective Teachers in High Poverty Schools*		\$0	\$0	\$0
Elementary School Counselor Program*		\$0	\$0	\$0
Grants for Professional Learning*		\$0	\$0	\$0
Educator Professional Time*		\$444,416	\$0	\$444,416
School LAND Trust Program*		\$836,428	\$0	\$836,428
Teacher and Student Success Program*		\$1,413,011	\$0	\$1,413,011
Student Health & Counseling Support Program*		\$161,921	\$0	\$161,921
Dual Immersion*		\$0	\$0	\$0
Beverley Taylor Sorenson Elementary Arts*		\$0	\$0	\$0
Digital Teaching and Learning*		\$0	\$0	\$0
II: LEEWAY PROGRAMS				
Voted Local Levy Program, Min. Basic Growth, and Local Levy Growth		\$6,266,097	\$2,386,626	\$3,879,471
Board Local Levy Program, Min. Basic Growth, and Local Levy Growth		\$3,322,422	\$1,707,898	\$1,614,524
TOTAL:		\$50,658,869	\$7,283,659	\$43,375,210
III: OTHER STATE PROGRAMS				Total
A. Capital Outlay				
Capital Outlay Foundation				\$69,880
Foundation Guarantee Min. Basic Growth				\$83,118
Enrollment Growth				\$1,227
Enrollment Growth Min. Basic Growth				\$2,436
TOTAL:				\$156,661
TOTAL STATE SUPPORT FUNDING				\$43,531,871

*This program requires LEA action before funds can be received or spent. USBE staff contact info can be found in the Legislatives Estimates Report.

Value of WPU:	\$4,280	Utah State Supported Minimum School Program		
Voted Local Levy:	0.000000	District Summary		
Board Local Levy:	0.000000	FY 2024 Legislative Estimates		
Adjusted Assessed Valuation:	\$ 1,207,744,471	South Sanpete 27		
Collection Rate:	92.55%			
Basic Program Tax Rate:	0.001400			
Basic Levy Estimate:	\$ 1,564,875	Local & State	Less Local	State
Basic Levy Revenue Required:	\$ 1,564,875	Amount	Amount	Support
Recapture:	\$ -	WPU's		Amount
Charter School Levy Local Revenue:	\$ 20,608			
I: BASIC SCHOOL PROGRAMS:				
A: REGULAR BASIC SCHOOL PROGRAMS				
Grades K-12	3,093.562	\$13,240,447	\$1,564,875	\$11,675,572
Nec. Existent Small Schools	269.883	\$1,370,858	\$0	\$1,370,858
Professional Staff	325.604	\$1,393,584	\$0	\$1,393,584
Foreign Exchange Students*	3.000	\$12,840	\$0	\$12,840
B. RESTRICTED BASIC SCHOOL PROGRAM				
Special Education - Add-On	477.178	\$2,042,320	\$0	\$2,042,320
Special Education - Self-Contained	27.406	\$117,296	\$0	\$117,296
Special Education - Pre-School	64.680	\$276,830	\$0	\$276,830
Special Education - Extended Year	2.520	\$10,784	\$0	\$10,784
Special Education - Impact Aid	54.153	\$231,773	\$0	\$231,773
Special Education - EYSE*	.000	\$0	\$0	\$0
Career & Technical Education - Add-On*	262.570	\$1,123,786	\$0	\$1,123,786
Students At-Risk - Add-on	160.840	\$688,395	\$0	\$688,395
Class Size Reduction	197.146	\$843,784	\$0	\$843,784
TOTAL BASIC SCHOOL PROGRAM (A and B)		4,938.542	\$21,352,697	\$19,787,822
C. RELATED TO BASIC PROGRAM, ETC.				
Pupil Transportation*		\$699,478	\$0	\$699,478
Rural School District Transportation Grants*		\$0	\$0	\$0
Rural School Transportation Reimbursement*		\$0	\$0	\$0
Flexible Allocation - WPU Distribution		\$1,643,769	\$0	\$1,643,769
Students At-Risk - Gang Prevention and Intervention*		\$0	\$0	\$0
Youth-in-Custody*		\$0	\$0	\$0
Adult Education*		\$78,200	\$0	\$78,200
Adult Education - Corrections Institutions*		\$1,546,188	\$0	\$1,546,188
Enhancement for Accelerated Students*		\$0	\$0	\$0
Concurrent Enrollment*		\$0	\$0	\$0
Title I Schools in Improvement - Paraeducators*		\$0	\$0	\$0
Early Literacy Program*		\$229,861	\$86,337	\$143,524
English Language Learner Software Grants*		\$0	\$0	\$0
Educator Salary Adjustments		\$2,127,553	\$0	\$2,127,553
Teacher Salary Supplement*		\$0	\$0	\$0
Teacher Supplies and Materials		\$30,364	\$0	\$30,364
Effective Teachers in High Poverty Schools*		\$0	\$0	\$0
Elementary School Counselor Program*		\$0	\$0	\$0
Grants for Professional Learning*		\$0	\$0	\$0
Educator Professional Time*		\$347,133	\$0	\$347,133
School LAND Trust Program*		\$650,605	\$0	\$650,605
Teacher and Student Success Program*		\$987,286	\$0	\$987,286
Student Health & Counseling Support Program*		\$120,692	\$0	\$120,692
Dual Immersion*		\$0	\$0	\$0
Beverley Taylor Sorenson Elementary Arts*		\$0	\$0	\$0
Digital Teaching and Learning*		\$0	\$0	\$0
II: LEEWAY PROGRAMS				
Voted Local Levy Program, Min. Basic Growth, and Local Levy Growth		\$5,186,035	\$1,544,135	\$3,641,900
Board Local Levy Program, Min. Basic Growth, and Local Levy Growth		\$1,296,509	\$498,580	\$797,929
TOTAL:		\$36,296,370	\$3,693,927	\$32,602,443
III: OTHER STATE PROGRAMS				Total
A. Capital Outlay				
Capital Outlay Foundation				\$861,115
Foundation Guarantee Min. Basic Growth				\$1,024,251
Enrollment Growth				\$0
Enrollment Growth Min. Basic Growth				\$0
TOTAL:				\$1,885,366
TOTAL STATE SUPPORT FUNDING				\$34,487,809

*This program requires LEA action before funds can be received or spent. USBE staff contact info can be found in the Legislatives Estimates Report.

Value of WPU:	\$4,280	Utah State Supported Minimum School Program		
Voted Local Levy:	0.000000	District Summary		
Board Local Levy:	0.000000	FY 2024 Legislative Estimates		
Adjusted Assessed Valuation:	\$ 5,432,881,668	South Summit 28		
Collection Rate:	94.72%			
Basic Program Tax Rate:	0.001400			
Basic Levy Estimate:	\$ 7,204,436			
Basic Levy Revenue Required:	\$ 7,204,436			
Recapture:	\$ -			
Charter School Levy Local Revenue:	\$ 121,971			
I: BASIC SCHOOL PROGRAMS:				
A: REGULAR BASIC SCHOOL PROGRAMS				
Grades K-12	1,658.021	\$7,096,329	\$7,096,329	\$0
Nec. Existent Small Schools	287.407	\$1,421,901	\$108,107	\$1,313,794
Professional Staff	183.843	\$786,846	\$0	\$786,846
Foreign Exchange Students*	0.000	\$0	\$0	\$0
B. RESTRICTED BASIC SCHOOL PROGRAM				
Special Education - Add-On	192.941	\$825,785	\$0	\$825,785
Special Education - Self-Contained	11.522	\$49,315	\$0	\$49,315
Special Education - Pre-School	16.170	\$69,208	\$0	\$69,208
Special Education - Extended Year	1.249	\$5,347	\$0	\$5,347
Special Education - Impact Aid	3.622	\$15,503	\$0	\$15,503
Special Education - EYSE*	.000	\$0	\$0	\$0
Career & Technical Education - Add-On*	208.700	\$893,240	\$0	\$893,240
Students At-Risk - Add-on	43.820	\$187,550	\$0	\$187,550
Class Size Reduction	103.112	\$441,317	\$0	\$441,317
TOTAL BASIC SCHOOL PROGRAM (A and B)		2,710.407	\$11,792,341	\$7,204,436
C. RELATED TO BASIC PROGRAM, ETC.				
Pupil Transportation*		\$399,403	\$0	\$399,403
Rural School District Transportation Grants*		\$0	\$0	\$0
Rural School Transportation Reimbursement*		\$0	\$0	\$0
Flexible Allocation - WPU Distribution		\$5,128	\$0	\$5,128
Students At-Risk - Gang Prevention and Intervention*		\$0	\$0	\$0
Youth-in-Custody*		\$0	\$0	\$0
Adult Education*		\$32,522	\$0	\$32,522
Adult Education - Corrections Institutions*		\$0	\$0	\$0
Enhancement for Accelerated Students*		\$0	\$0	\$0
Concurrent Enrollment*		\$0	\$0	\$0
Title I Schools in Improvement - Paraeducators*		\$0	\$0	\$0
Early Literacy Program*		\$340,938	\$303,121	\$37,817
English Language Learner Software Grants*		\$0	\$0	\$0
Educator Salary Adjustments		\$1,129,913	\$0	\$1,129,913
Teacher Salary Supplement*		\$0	\$0	\$0
Teacher Supplies and Materials		\$16,051	\$0	\$16,051
Effective Teachers in High Poverty Schools*		\$0	\$0	\$0
Elementary School Counselor Program*		\$0	\$0	\$0
Grants for Professional Learning*		\$0	\$0	\$0
Educator Professional Time*		\$185,766	\$0	\$185,766
School LAND Trust Program*		\$445,037	\$0	\$445,037
Teacher and Student Success Program*		\$524,723	\$0	\$524,723
Student Health & Counseling Support Program*		\$75,081	\$0	\$75,081
Dual Immersion*		\$0	\$0	\$0
Beverley Taylor Sorenson Elementary Arts*		\$0	\$0	\$0
Digital Teaching and Learning*		\$0	\$0	\$0
II: LEEWAY PROGRAMS				
Voted Local Levy Program, Min. Basic Growth, and Local Levy Growth		\$3,253,350	\$3,253,350	\$0
Board Local Levy Program, Min. Basic Growth, and Local Levy Growth		\$7,751,806	\$7,751,806	\$0
TOTAL:		\$25,952,059	\$18,512,713	\$7,439,346
III: OTHER STATE PROGRAMS				Total
A. Capital Outlay				
Capital Outlay Foundation				\$0
Foundation Guarantee Min. Basic Growth				\$0
Enrollment Growth				\$0
Enrollment Growth Min. Basic Growth				\$0
TOTAL:				\$0
TOTAL STATE SUPPORT FUNDING				\$7,439,346

*This program requires LEA action before funds can be received or spent. USBE staff contact info can be found in the Legislatives Estimates Report.

Value of WPU:		\$4,280	Utah State Supported Minimum School Program		
Voted Local Levy:		0.000000	District Summary		
Board Local Levy:		0.000000	FY 2024 Legislative Estimates		
Adjusted Assessed Valuation:		\$ 117,095,749			
Collection Rate:		83.96%	Tintic 29		
Basic Program Tax Rate:		0.001400			
Basic Levy Estimate:		\$ 137,639			
Basic Levy Revenue Required:		\$ 137,639			
Recapture:		\$ -			
Charter School Levy Local Revenue:		\$ 450			
I: BASIC SCHOOL PROGRAMS:					
A: REGULAR BASIC SCHOOL PROGRAMS					
Grades K-12			255.494	\$1,093,515	\$137,639 \$955,876
Nec. Existent Small Schools			440.459	\$1,885,163	\$0 \$1,885,163
Professional Staff			55.830	\$238,952	\$0 \$238,952
Foreign Exchange Students*			0.000	\$0	\$0 \$0
B. RESTRICTED BASIC SCHOOL PROGRAM					
Special Education - Add-On			21.251	\$90,955	\$0 \$90,955
Special Education - Self-Contained			3.100	\$13,268	\$0 \$13,268
Special Education - Pre-School			2.940	\$12,583	\$0 \$12,583
Special Education - Extended Year			0.701	\$2,999	\$0 \$2,999
Special Education - Impact Aid			0.868	\$3,713	\$0 \$3,713
Special Education - EYSE*			.000	\$0	\$0 \$0
Career & Technical Education - Add-On*			70.520	\$301,835	\$0 \$301,835
Students At-Risk - Add-on			13.700	\$113,170	\$0 \$113,170
Class Size Reduction			15.444	\$66,099	\$0 \$66,099
TOTAL BASIC SCHOOL PROGRAM (A and B)			880.307	\$3,822,252	\$137,639 \$3,684,613
C. RELATED TO BASIC PROGRAM, ETC.					
Pupil Transportation*			\$97,144	\$0	\$97,144
Rural School District Transportation Grants*			\$0	\$0	\$0
Rural School Transportation Reimbursement*			\$0	\$0	\$0
Flexible Allocation - WPU Distribution			\$293,006	\$0	\$293,006
Students At-Risk - Gang Prevention and Intervention*			\$0	\$0	\$0
Youth-in-Custody*			\$0	\$0	\$0
Adult Education*			\$34,130	\$0	\$34,130
Adult Education - Corrections Institutions*			\$0	\$0	\$0
Enhancement for Accelerated Students*			\$0	\$0	\$0
Concurrent Enrollment*			\$0	\$0	\$0
Title I Schools in Improvement - Paraeducators*			\$0	\$0	\$0
Early Literacy Program*			\$54,371	\$8,723	\$45,648
English Language Learner Software Grants*			\$0	\$0	\$0
Educator Salary Adjustments			\$225,701	\$0	\$225,701
Teacher Salary Supplement*			\$0	\$0	\$0
Teacher Supplies and Materials			\$3,303	\$0	\$3,303
Effective Teachers in High Poverty Schools*			\$0	\$0	\$0
Elementary School Counselor Program*			\$0	\$0	\$0
Grants for Professional Learning*			\$0	\$0	\$0
Educator Professional Time*			\$43,666	\$0	\$43,666
School LAND Trust Program*			\$253,669	\$0	\$253,669
Teacher and Student Success Program*			\$174,051	\$0	\$174,051
Student Health & Counseling Support Program*			\$32,622	\$0	\$32,622
Dual Immersion*			\$0	\$0	\$0
Beverley Taylor Sorenson Elementary Arts*			\$0	\$0	\$0
Digital Teaching and Learning*			\$0	\$0	\$0
II: LEEWAY PROGRAMS					
Voted Local Levy Program, Min. Basic Growth, and Local Levy Growth			\$924,404	\$201,127	\$723,277
Board Local Levy Program, Min. Basic Growth, and Local Levy Growth			\$231,101	\$50,275	\$180,826
TOTAL:			\$6,189,420	\$397,764	\$5,791,656
III: OTHER STATE PROGRAMS					Total
A. Capital Outlay					
Capital Outlay Foundation					\$91,347
Foundation Guarantee Min. Basic Growth					\$108,653
Enrollment Growth					\$3,272
Enrollment Growth Min. Basic Growth					\$6,496
TOTAL:					\$209,768
TOTAL STATE SUPPORT FUNDING					\$6,001,424

*This program requires LEA action before funds can be received or spent. USBE staff contact info can be found in the Legislatives Estimates Report.

Value of WPU:		\$4,280	Utah State Supported Minimum School Program		
Voted Local Levy:		0.000000	District Summary		
Board Local Levy:		0.000000	FY 2024 Legislative Estimates		
Adjusted Assessed Valuation:		\$ 7,956,469,674			
Collection Rate:		91.21%	Tooele 30		
Basic Program Tax Rate:		0.001400			
Basic Levy Estimate:		\$ 10,159,934	Local & State	Less Local	State
Basic Levy Revenue Required:		\$ 10,159,934	Amount	Amount	Support
Recapture:		\$ -	WPU's	Generated	Amount
Charter School Levy Local Revenue:		\$ 789,846			
I: BASIC SCHOOL PROGRAMS:					
A: REGULAR BASIC SCHOOL PROGRAMS					
Grades K-12		23,595.541	\$100,988,916	\$10,159,934	\$90,828,982
Nec. Existent Small Schools		512.081	\$2,191,708	\$0	\$2,191,708
Professional Staff		2,118.060	\$9,065,298	\$0	\$9,065,298
Foreign Exchange Students*		15.000	\$64,200	\$0	\$64,200
B. RESTRICTED BASIC SCHOOL PROGRAM					
Special Education - Add-On		2,050.874	\$8,777,742	\$0	\$8,777,742
Special Education - Self-Contained		232.644	\$995,718	\$0	\$995,718
Special Education - Pre-School		230.790	\$987,781	\$0	\$987,781
Special Education - Extended Year		11.688	\$50,023	\$0	\$50,023
Special Education - Impact Aid		56.025	\$239,788	\$0	\$239,788
Special Education - EYSE*		.000	\$0	\$0	\$0
Career & Technical Education - Add-On*		946.050	\$4,049,074	\$0	\$4,049,074
Students At-Risk - Add-on		573.660	\$2,455,265	\$0	\$2,455,265
Class Size Reduction		1,584.012	\$6,779,572	\$0	\$6,779,572
TOTAL BASIC SCHOOL PROGRAM (A and B)		31,926.425	\$136,645,085	\$10,159,934	\$126,485,151
C. RELATED TO BASIC PROGRAM, ETC.					
Pupil Transportation*			\$3,399,202	\$0	\$3,399,202
Rural School District Transportation Grants*			\$0	\$0	\$0
Rural School Transportation Reimbursement*			\$0	\$0	\$0
Flexible Allocation - WPU Distribution			\$60,408	\$0	\$60,408
Students At-Risk - Gang Prevention and Intervention*			\$0	\$0	\$0
Youth-in-Custody*			\$0	\$0	\$0
Adult Education*			\$221,146	\$0	\$221,146
Adult Education - Corrections Institutions*			\$10,196	\$0	\$10,196
Enhancement for Accelerated Students*			\$0	\$0	\$0
Concurrent Enrollment*			\$0	\$0	\$0
Title I Schools in Improvement - Paraeducators*			\$0	\$0	\$0
Early Literacy Program*			\$1,227,519	\$589,120	\$638,399
English Language Learner Software Grants*			\$0	\$0	\$0
Educator Salary Adjustments			\$9,273,459	\$0	\$9,273,459
Teacher Salary Supplement*			\$0	\$0	\$0
Teacher Supplies and Materials			\$133,853	\$0	\$133,853
Effective Teachers in High Poverty Schools*			\$0	\$0	\$0
Elementary School Counselor Program*			\$0	\$0	\$0
Grants for Professional Learning*			\$0	\$0	\$0
Educator Professional Time*			\$1,538,477	\$0	\$1,538,477
School LAND Trust Program*			\$3,557,233	\$0	\$3,557,233
Teacher and Student Success Program*			\$6,215,714	\$0	\$6,215,714
Student Health & Counseling Support Program*			\$740,003	\$0	\$740,003
Dual Immersion*			\$0	\$0	\$0
Beverley Taylor Sorenson Elementary Arts*			\$0	\$0	\$0
Digital Teaching and Learning*			\$0	\$0	\$0
II: LEEWAY PROGRAMS					
Voted Local Levy Program, Min. Basic Growth, and Local Levy Growth			\$33,526,800	\$12,715,212	\$20,811,588
Board Local Levy Program, Min. Basic Growth, and Local Levy Growth			\$8,381,700	\$3,338,573	\$5,043,127
TOTAL:			\$204,930,795	\$26,802,839	\$178,127,956
III: OTHER STATE PROGRAMS					Total
A. Capital Outlay					
Capital Outlay Foundation					\$7,079,943
Foundation Guarantee Min. Basic Growth					\$8,421,218
Enrollment Growth					\$508,784
Enrollment Growth Min. Basic Growth					\$1,010,134
TOTAL:					\$17,020,079
TOTAL STATE SUPPORT FUNDING					\$195,148,035

*This program requires LEA action before funds can be received or spent. USBE staff contact info can be found in the Legislatives Estimates Report.

Value of WPU:		\$4,280	Utah State Supported Minimum School Program		
Voted Local Levy:		0.000000	District Summary		
Board Local Levy:		0.000000	FY 2024 Legislative Estimates		
Adjusted Assessed Valuation:		\$ 4,735,439,296			
Collection Rate:		96.79%	Uintah 31		
Basic Program Tax Rate:		0.001400			
Basic Levy Estimate:		\$ 6,416,804	Local & State	Less Local	State
Basic Levy Revenue Required:		\$ 6,416,804	Amount	Amount	Support
Recapture:		\$ -	WPU's	Generated	Amount
Charter School Levy Local Revenue:		\$ 551,793			
I: BASIC SCHOOL PROGRAMS:					
A: REGULAR BASIC SCHOOL PROGRAMS					
Grades K-12			6,489,500	\$27,775,062	\$6,416,804 \$21,358,258
Nec. Existent Small Schools			145,417	\$622,385	\$0 \$622,385
Professional Staff			567,611	\$2,429,376	\$0 \$2,429,376
Foreign Exchange Students*			6,000	\$25,680	\$0 \$25,680
B. RESTRICTED BASIC SCHOOL PROGRAM					
Special Education - Add-On			1,091,241	\$4,670,510	\$0 \$4,670,510
Special Education - Self-Contained			138,100	\$591,068	\$0 \$591,068
Special Education - Pre-School			158,760	\$679,493	\$0 \$679,493
Special Education - Extended Year			5,030	\$21,527	\$0 \$21,527
Special Education - Impact Aid			22,601	\$96,732	\$0 \$96,732
Special Education - EYSE*			.000	\$0	\$0 \$0
Career & Technical Education - Add-On*			296,690	\$1,269,831	\$0 \$1,269,831
Students At-Risk - Add-on			299,000	\$1,279,720	\$0 \$1,279,720
Class Size Reduction			433,202	\$1,854,105	\$0 \$1,854,105
TOTAL BASIC SCHOOL PROGRAM (A and B)			9,653.152	\$41,315,489	\$6,416,804 \$34,898,685
C. RELATED TO BASIC PROGRAM, ETC.					
Pupil Transportation*				\$3,385,292	\$0 \$3,385,292
Rural School District Transportation Grants*				\$0	\$0 \$0
Rural School Transportation Reimbursement*				\$0	\$0 \$0
Flexible Allocation - WPU Distribution				\$3,213,005	\$0 \$3,213,005
Students At-Risk - Gang Prevention and Intervention*				\$0	\$0 \$0
Youth-in-Custody*				\$0	\$0 \$0
Adult Education*				\$281,072	\$0 \$281,072
Adult Education - Corrections Institutions*				\$74,918	\$0 \$74,918
Enhancement for Accelerated Students*				\$0	\$0 \$0
Concurrent Enrollment*				\$0	\$0 \$0
Title I Schools in Improvement - Paraeducators*				\$0	\$0 \$0
Early Literacy Program*				\$583,185	\$473,914 \$109,271
English Language Learner Software Grants*				\$0	\$0 \$0
Educator Salary Adjustments				\$3,599,235	\$0 \$3,599,235
Teacher Salary Supplement*				\$0	\$0 \$0
Teacher Supplies and Materials				\$49,356	\$0 \$49,356
Effective Teachers in High Poverty Schools*				\$0	\$0 \$0
Elementary School Counselor Program*				\$0	\$0 \$0
Grants for Professional Learning*				\$0	\$0 \$0
Educator Professional Time*				\$603,132	\$0 \$603,132
School LAND Trust Program*				\$1,142,887	\$0 \$1,142,887
Teacher and Student Success Program*				\$1,861,988	\$0 \$1,861,988
Student Health & Counseling Support Program*				\$229,917	\$0 \$229,917
Dual Immersion*				\$0	\$0 \$0
Beverley Taylor Sorenson Elementary Arts*				\$0	\$0 \$0
Digital Teaching and Learning*				\$0	\$0 \$0
II: LEEWAY PROGRAMS					
Voted Local Levy Program, Min. Basic Growth, and Local Levy Growth				\$0	\$0 \$0
Board Local Levy Program, Min. Basic Growth, and Local Levy Growth				\$12,671,199	\$9,964,116 \$2,707,083
TOTAL:				\$69,010,675	\$16,854,834 \$52,155,841
III: OTHER STATE PROGRAMS					Total
A. Capital Outlay					
Capital Outlay Foundation					\$0
Foundation Guarantee Min. Basic Growth					\$0
Enrollment Growth					\$0
Enrollment Growth Min. Basic Growth					\$0
TOTAL:					\$0
TOTAL STATE SUPPORT FUNDING					\$52,155,841

*This program requires LEA action before funds can be received or spent. USBE staff contact info can be found in the Legislatives Estimates Report.

Value of WPU:	\$4,280	Utah State Supported Minimum School Program		
Voted Local Levy:	0.000000	District Summary		
Board Local Levy:	0.000000	FY 2024 Legislative Estimates		
Adjusted Assessed Valuation:	\$ 13,708,673,532	Wasatch 32		
Collection Rate:	94.45%			
Basic Program Tax Rate:	0.001400			
Basic Levy Estimate:	\$ 18,126,979			
Basic Levy Revenue Required:	\$ 18,126,979			
Recapture:	\$ -			
Charter School Levy Local Revenue:	\$ 553,751			
I: BASIC SCHOOL PROGRAMS:				
A: REGULAR BASIC SCHOOL PROGRAMS				
Grades K-12	8,856.662	\$37,906,512	\$18,126,979	\$19,779,533
Nec. Existent Small Schools	0.000	\$0	\$0	\$0
Professional Staff	831.174	\$3,557,426	\$0	\$3,557,426
Foreign Exchange Students*	5.000	\$21,400	\$0	\$21,400
B. RESTRICTED BASIC SCHOOL PROGRAM				
Special Education - Add-On	668.828	\$2,862,585	\$0	\$2,862,585
Special Education - Self-Contained	69.750	\$298,530	\$0	\$298,530
Special Education - Pre-School	82.320	\$352,330	\$0	\$352,330
Special Education - Extended Year	3.785	\$16,202	\$0	\$16,202
Special Education - Impact Aid	16.354	\$69,996	\$0	\$69,996
Special Education - EYSE*	.000	\$0	\$0	\$0
Career & Technical Education - Add-On*	390.360	\$1,670,735	\$0	\$1,670,735
Students At-Risk - Add-on	238.860	\$1,022,321	\$0	\$1,022,321
Class Size Reduction	595.293	\$2,547,854	\$0	\$2,547,854
TOTAL BASIC SCHOOL PROGRAM (A and B)		11,758.386	\$50,325,891	\$18,126,979
C. RELATED TO BASIC PROGRAM, ETC.				
Pupil Transportation*		\$1,815,456	\$0	\$1,815,456
Rural School District Transportation Grants*		\$0	\$0	\$0
Rural School Transportation Reimbursement*		\$0	\$0	\$0
Flexible Allocation - WPU Distribution		\$3,913,723	\$0	\$3,913,723
Students At-Risk - Gang Prevention and Intervention*		\$0	\$0	\$0
Youth-in-Custody*		\$0	\$0	\$0
Adult Education*		\$62,014	\$0	\$62,014
Adult Education - Corrections Institutions*		\$15,580	\$0	\$15,580
Enhancement for Accelerated Students*		\$0	\$0	\$0
Concurrent Enrollment*		\$0	\$0	\$0
Title I Schools in Improvement - Paraeducators*		\$0	\$0	\$0
Early Literacy Program*		\$912,110	\$821,907	\$90,203
English Language Learner Software Grants*		\$0	\$0	\$0
Educator Salary Adjustments		\$4,933,672	\$0	\$4,933,672
Teacher Salary Supplement*		\$0	\$0	\$0
Teacher Supplies and Materials		\$69,848	\$0	\$69,848
Effective Teachers in High Poverty Schools*		\$0	\$0	\$0
Elementary School Counselor Program*		\$0	\$0	\$0
Grants for Professional Learning*		\$0	\$0	\$0
Educator Professional Time*		\$808,058	\$0	\$808,058
School LAND Trust Program*		\$1,408,503	\$0	\$1,408,503
Teacher and Student Success Program*		\$2,247,145	\$0	\$2,247,145
Student Health & Counseling Support Program*		\$288,850	\$0	\$288,850
Dual Immersion*		\$0	\$0	\$0
Beverley Taylor Sorenson Elementary Arts*		\$0	\$0	\$0
Digital Teaching and Learning*		\$0	\$0	\$0
II: LEEWAY PROGRAMS				
Voted Local Levy Program, Min. Basic Growth, and Local Levy Growth		\$16,385,438	\$16,385,438	\$0
Board Local Levy Program, Min. Basic Growth, and Local Levy Growth		\$5,422,161	\$5,422,161	\$0
TOTAL:		\$88,608,449	\$40,756,485	\$47,851,964
III: OTHER STATE PROGRAMS				Total
A. Capital Outlay				
Capital Outlay Foundation				\$0
Foundation Guarantee Min. Basic Growth				\$0
Enrollment Growth				\$134,721
Enrollment Growth Min. Basic Growth				\$267,474
TOTAL:				\$402,195
TOTAL STATE SUPPORT FUNDING				\$48,254,159

*This program requires LEA action before funds can be received or spent. USBE staff contact info can be found in the Legislatives Estimates Report.

Value of WPU:	\$4,280	Utah State Supported Minimum School Program		
Voted Local Levy:	0.000000	District Summary		
Board Local Levy:	0.000000	FY 2024 Legislative Estimates		
Adjusted Assessed Valuation:	\$ 38,982,125,747	Washington 33		
Collection Rate:	94.59%			
Basic Program Tax Rate:	0.001400			
Basic Levy Estimate:	\$ 51,622,470			
Basic Levy Revenue Required:	\$ 51,622,470			
Recapture:	\$ -			
Charter School Levy Local Revenue:	\$ 1,359,547			
I: BASIC SCHOOL PROGRAMS:				
A: REGULAR BASIC SCHOOL PROGRAMS				
Grades K-12	33,928.099	\$145,212,262	\$51,622,470	\$93,589,792
Nec. Existent Small Schools	369.029	\$1,579,442	\$0	\$1,579,442
Professional Staff	3,300.520	\$14,126,227	\$0	\$14,126,227
Foreign Exchange Students*	4.000	\$17,120	\$0	\$17,120
B. RESTRICTED BASIC SCHOOL PROGRAM				
Special Education - Add-On	4,549.958	\$19,473,822	\$0	\$19,473,822
Special Education - Self-Contained	447.633	\$1,915,871	\$0	\$1,915,871
Special Education - Pre-School	679.140	\$2,906,719	\$0	\$2,906,719
Special Education - Extended Year	22.165	\$94,865	\$0	\$94,865
Special Education - Impact Aid	108.624	\$464,909	\$0	\$464,909
Special Education - EYSE*	.000	\$0	\$0	\$0
Career & Technical Education - Add-On*	1,606.190	\$6,874,466	\$0	\$6,874,466
Students At-Risk - Add-on	1,151.500	\$4,928,420	\$0	\$4,928,420
Class Size Reduction	2,121.963	\$9,082,001	\$0	\$9,082,001
TOTAL BASIC SCHOOL PROGRAM (A and B)		48,288.821	\$206,676,124	\$51,622,470
C. RELATED TO BASIC PROGRAM, ETC.				
Pupil Transportation*		\$5,082,983	\$0	\$5,082,983
Rural School District Transportation Grants*		\$0	\$0	\$0
Rural School Transportation Reimbursement*		\$0	\$0	\$0
Flexible Allocation - WPU Distribution		\$91,368	\$0	\$91,368
Students At-Risk - Gang Prevention and Intervention*		\$0	\$0	\$0
Youth-in-Custody*		\$0	\$0	\$0
Adult Education*		\$487,571	\$0	\$487,571
Adult Education - Corrections Institutions*		\$21,344	\$0	\$21,344
Enhancement for Accelerated Students*		\$0	\$0	\$0
Concurrent Enrollment*		\$0	\$0	\$0
Title I Schools in Improvement - Paraeducators*		\$0	\$0	\$0
Early Literacy Program*		\$2,790,571	\$2,378,958	\$411,613
English Language Learner Software Grants*		\$0	\$0	\$0
Educator Salary Adjustments		\$20,076,650	\$0	\$20,076,650
Teacher Salary Supplement*		\$0	\$0	\$0
Teacher Supplies and Materials		\$284,041	\$0	\$284,041
Effective Teachers in High Poverty Schools*		\$0	\$0	\$0
Elementary School Counselor Program*		\$0	\$0	\$0
Grants for Professional Learning*		\$0	\$0	\$0
Educator Professional Time*		\$3,205,782	\$0	\$3,205,782
School LAND Trust Program*		\$5,172,297	\$0	\$5,172,297
Teacher and Student Success Program*		\$9,338,490	\$0	\$9,338,490
Student Health & Counseling Support Program*		\$1,123,940	\$0	\$1,123,940
Dual Immersion*		\$0	\$0	\$0
Beverley Taylor Sorenson Elementary Arts*		\$0	\$0	\$0
Digital Teaching and Learning*		\$0	\$0	\$0
II: LEEWAY PROGRAMS				
Voted Local Levy Program, Min. Basic Growth, and Local Levy Growth		\$43,327,743	\$43,327,743	\$0
Board Local Levy Program, Min. Basic Growth, and Local Levy Growth		\$37,053,745	\$37,053,745	\$0
TOTAL:		\$334,732,649	\$134,382,916	\$200,349,733
III: OTHER STATE PROGRAMS				Total
A. Capital Outlay				
Capital Outlay Foundation				\$0
Foundation Guarantee Min. Basic Growth				\$0
Enrollment Growth				\$224,045
Enrollment Growth Min. Basic Growth				\$444,816
TOTAL:				\$668,861
TOTAL STATE SUPPORT FUNDING				\$201,018,594

*This program requires LEA action before funds can be received or spent. USBE staff contact info can be found in the Legislatives Estimates Report.

Value of WPU:	\$4,280	Utah State Supported Minimum School Program District Summary FY 2024 Legislative Estimates		
Voted Local Levy:	0.000000			
Board Local Levy:	0.000000			
Adjusted Assessed Valuation:	\$ 506,179,135			
Collection Rate:	96.77%	Wayne 34		
Basic Program Tax Rate:	0.001400			
Basic Levy Estimate:	\$ 685,761	Local & State	Less Local	State
Basic Levy Revenue Required:	\$ 685,761	Amount	Amount	Support
Recapture:	\$ -	WPU's	Generated	Amount
Charter School Levy Local Revenue:	\$ 5,412			
I: BASIC SCHOOL PROGRAMS:				
A: REGULAR BASIC SCHOOL PROGRAMS				
Grades K-12	431.514	\$1,846,879	\$685,761	\$1,161,118
Nec. Existent Small Schools	496.799	\$2,126,301	\$0	\$2,126,301
Professional Staff	77.307	\$330,874	\$0	\$330,874
Foreign Exchange Students*	0.000	\$0	\$0	\$0
B. RESTRICTED BASIC SCHOOL PROGRAM				
Special Education - Add-On	85.968	\$367,943	\$0	\$367,943
Special Education - Self-Contained	2.000	\$8,560	\$0	\$8,560
Special Education - Pre-School	16.170	\$69,208	\$0	\$69,208
Special Education - Extended Year	0.843	\$3,609	\$0	\$3,609
Special Education - Impact Aid	1.583	\$6,777	\$0	\$6,777
Special Education - EYSE*	.000	\$0	\$0	\$0
Career & Technical Education - Add-On*	92.010	\$393,799	\$0	\$393,799
Students At-Risk - Add-on	26.560	\$115,447	\$0	\$115,447
Class Size Reduction	27.752	\$118,778	\$0	\$118,778
TOTAL BASIC SCHOOL PROGRAM (A and B)		1,258.506	\$5,388,175	\$685,761
C. RELATED TO BASIC PROGRAM, ETC.				
Pupil Transportation*		\$195,002	\$0	\$195,002
Rural School District Transportation Grants*		\$0	\$0	\$0
Rural School Transportation Reimbursement*		\$0	\$0	\$0
Flexible Allocation - WPU Distribution		\$418,888	\$0	\$418,888
Students At-Risk - Gang Prevention and Intervention*		\$0	\$0	\$0
Youth-in-Custody*		\$0	\$0	\$0
Adult Education*		\$0	\$0	\$0
Adult Education - Corrections Institutions*		\$0	\$0	\$0
Enhancement for Accelerated Students*		\$0	\$0	\$0
Concurrent Enrollment*		\$0	\$0	\$0
Title I Schools in Improvement - Paraeducators*		\$0	\$0	\$0
Early Literacy Program*		\$87,383	\$48,002	\$39,381
English Language Learner Software Grants*		\$0	\$0	\$0
Educator Salary Adjustments		\$365,078	\$0	\$365,078
Teacher Salary Supplement*		\$0	\$0	\$0
Teacher Supplies and Materials		\$5,011	\$0	\$5,011
Effective Teachers in High Poverty Schools*		\$0	\$0	\$0
Elementary School Counselor Program*		\$0	\$0	\$0
Grants for Professional Learning*		\$0	\$0	\$0
Educator Professional Time*		\$61,797	\$0	\$61,797
School LAND Trust Program*		\$278,554	\$0	\$278,554
Teacher and Student Success Program*		\$247,222	\$0	\$247,222
Student Health & Counseling Support Program*		\$38,143	\$0	\$38,143
Dual Immersion*		\$0	\$0	\$0
Beverley Taylor Sorenson Elementary Arts*		\$0	\$0	\$0
Digital Teaching and Learning*		\$0	\$0	\$0
II: LEEWAY PROGRAMS				
Voted Local Levy Program, Min. Basic Growth, and Local Levy Growth		\$1,139,842	\$750,323	\$389,519
Board Local Levy Program, Min. Basic Growth, and Local Levy Growth		\$343,605	\$226,503	\$117,102
TOTAL:		\$8,568,700	\$1,710,589	\$6,858,111
III: OTHER STATE PROGRAMS				Total
A. Capital Outlay				
Capital Outlay Foundation				\$45,674
Foundation Guarantee Min. Basic Growth				\$54,326
Enrollment Growth				\$164
Enrollment Growth Min. Basic Growth				\$325
TOTAL:				\$100,489
TOTAL STATE SUPPORT FUNDING				\$6,958,600

*This program requires LEA action before funds can be received or spent. USBE staff contact info can be found in the Legislatives Estimates Report.

Value of WPU:		\$4,280	Utah State Supported Minimum School Program		
Voted Local Levy:		0.000000	District Summary		
Board Local Levy:		0.000000	FY 2024 Legislative Estimates		
Adjusted Assessed Valuation:		\$ 24,743,360,455			
Collection Rate:		94.86%	Weber 35		
Basic Program Tax Rate:		0.001400			
Basic Levy Estimate:		\$ 32,860,172	Local & State	Less Local	State
Basic Levy Revenue Required:		\$ 32,860,172	Amount	Amount	Support
Recapture:		\$ -	WPU's	Generated	Amount
Charter School Levy Local Revenue:		\$ 1,147,754			
I: BASIC SCHOOL PROGRAMS:					
A: REGULAR BASIC SCHOOL PROGRAMS					
Grades K-12		31,502.444	\$134,830,460	\$32,860,172	\$101,970,288
Nec. Existent Small Schools		112.199	\$480,213	\$0	\$480,213
Professional Staff		2,966.389	\$12,696,143	\$0	\$12,696,143
Foreign Exchange Students*		22.000	\$94,160	\$0	\$94,160
B. RESTRICTED BASIC SCHOOL PROGRAM					
Special Education - Add-On		4,890.287	\$20,930,429	\$0	\$20,930,429
Special Education - Self-Contained		466.944	\$1,998,522	\$0	\$1,998,522
Special Education - Pre-School		508.620	\$2,176,894	\$0	\$2,176,894
Special Education - Extended Year		20.808	\$89,058	\$0	\$89,058
Special Education - Impact Aid		101.813	\$435,759	\$0	\$435,759
Special Education - EYSE*		.000	\$0	\$0	\$0
Career & Technical Education - Add-On*		1,787.720	\$7,651,428	\$0	\$7,651,428
Students At-Risk - Add-on		873.780	\$3,739,778	\$0	\$3,739,778
Class Size Reduction		2,009.225	\$8,599,482	\$0	\$8,599,482
TOTAL BASIC SCHOOL PROGRAM (A and B)		45,262.229	\$193,722,326	\$32,860,172	\$160,862,154
C. RELATED TO BASIC PROGRAM, ETC.					
Pupil Transportation*			\$8,108,306	\$0	\$8,108,306
Rural School District Transportation Grants*			\$0	\$0	\$0
Rural School Transportation Reimbursement*			\$0	\$0	\$0
Flexible Allocation - WPU Distribution			\$85,641	\$0	\$85,641
Students At-Risk - Gang Prevention and Intervention*			\$0	\$0	\$0
Youth-in-Custody*			\$0	\$0	\$0
Adult Education*			\$920,351	\$0	\$920,351
Adult Education - Corrections Institutions*			\$0	\$0	\$0
Enhancement for Accelerated Students*			\$0	\$0	\$0
Concurrent Enrollment*			\$0	\$0	\$0
Title I Schools in Improvement - Paraeducators*			\$0	\$0	\$0
Early Literacy Program*			\$2,235,711	\$1,624,351	\$611,360
English Language Learner Software Grants*			\$0	\$0	\$0
Educator Salary Adjustments			\$18,276,173	\$0	\$18,276,173
Teacher Salary Supplement*			\$0	\$0	\$0
Teacher Supplies and Materials			\$261,985	\$0	\$261,985
Effective Teachers in High Poverty Schools*			\$0	\$0	\$0
Elementary School Counselor Program*			\$0	\$0	\$0
Grants for Professional Learning*			\$0	\$0	\$0
Educator Professional Time*			\$2,955,038	\$0	\$2,955,038
School LAND Trust Program*			\$4,622,401	\$0	\$4,622,401
Teacher and Student Success Program*			\$8,905,737	\$0	\$8,905,737
Student Health & Counseling Support Program*			\$1,001,933	\$0	\$1,001,933
Dual Immersion*			\$0	\$0	\$0
Beverley Taylor Sorenson Elementary Arts*			\$0	\$0	\$0
Digital Teaching and Learning*			\$0	\$0	\$0
II: LEEWAY PROGRAMS					
Voted Local Levy Program, Min. Basic Growth, and Local Levy Growth			\$31,518,813	\$26,243,831	\$5,274,982
Board Local Levy Program, Min. Basic Growth, and Local Levy Growth			\$27,894,595	\$23,755,925	\$4,138,670
TOTAL:			\$300,509,010	\$84,484,279	\$216,024,731
III: OTHER STATE PROGRAMS					Total
A. Capital Outlay					
Capital Outlay Foundation					\$0
Foundation Guarantee Min. Basic Growth					\$0
Enrollment Growth					\$0
Enrollment Growth Min. Basic Growth					\$0
TOTAL:					\$0
TOTAL STATE SUPPORT FUNDING					\$216,024,731

*This program requires LEA action before funds can be received or spent. USBE staff contact info can be found in the Legislatives Estimates Report.

Value of WPU:	\$4,280	Utah State Supported Minimum School Program		
Voted Local Levy:	0.000000	District Summary		
Board Local Levy:	0.000000	FY 2024 Legislative Estimates		
Adjusted Assessed Valuation:	\$ 41,649,770,925	Salt Lake 36		
Collection Rate:	97.96%			
Basic Program Tax Rate:	0.001400			
Basic Levy Estimate:	\$ 57,120,162	Local & State	Less Local	State
Basic Levy Revenue Required:	\$ 57,120,162	Amount	Amount	Support
Recapture:	\$ -	WPU's		Amount
Charter School Levy Local Revenue:	\$ 3,293,506			
I: BASIC SCHOOL PROGRAMS:				
A: REGULAR BASIC SCHOOL PROGRAMS				
Grades K-12	18,632.410	\$79,746,713	\$57,120,162	\$22,626,551
Nec. Existent Small Schools	0.000	\$0	\$0	\$0
Professional Staff	2,103.043	\$9,001,024	\$0	\$9,001,024
Foreign Exchange Students*	11.000	\$47,080	\$0	\$47,080
B. RESTRICTED BASIC SCHOOL PROGRAM				
Special Education - Add-On	2,836.519	\$12,140,300	\$0	\$12,140,300
Special Education - Self-Contained	600.011	\$2,568,048	\$0	\$2,568,048
Special Education - Pre-School	173.460	\$742,409	\$0	\$742,409
Special Education - Extended Year	11.796	\$50,485	\$0	\$50,485
Special Education - Impact Aid	56.568	\$242,109	\$0	\$242,109
Special Education - EYSE*	.000	\$0	\$0	\$0
Career & Technical Education - Add-On*	787.320	\$3,369,721	\$0	\$3,369,721
Students At-Risk - Add-on	1,212.780	\$5,190,698	\$0	\$5,190,698
Class Size Reduction	1,140.462	\$4,881,177	\$0	\$4,881,177
TOTAL BASIC SCHOOL PROGRAM (A and B)		27,565.369	\$117,979,764	\$57,120,162
C. RELATED TO BASIC PROGRAM, ETC.				
Pupil Transportation*		\$3,926,522	\$0	\$3,926,522
Rural School District Transportation Grants*		\$0	\$0	\$0
Rural School Transportation Reimbursement*		\$0	\$0	\$0
Flexible Allocation - WPU Distribution		\$52,157	\$0	\$52,157
Students At-Risk - Gang Prevention and Intervention*		\$0	\$0	\$0
Youth-in-Custody*		\$0	\$0	\$0
Adult Education*		\$2,286,775	\$0	\$2,286,775
Adult Education - Corrections Institutions*		\$1,095,540	\$0	\$1,095,540
Enhancement for Accelerated Students*		\$0	\$0	\$0
Concurrent Enrollment*		\$0	\$0	\$0
Title I Schools in Improvement - Paraeducators*		\$0	\$0	\$0
Early Literacy Program*		\$4,009,187	\$3,612,094	\$397,093
English Language Learner Software Grants*		\$0	\$0	\$0
Educator Salary Adjustments		\$14,038,867	\$0	\$14,038,867
Teacher Salary Supplement*		\$0	\$0	\$0
Teacher Supplies and Materials		\$192,069	\$0	\$192,069
Effective Teachers in High Poverty Schools*		\$0	\$0	\$0
Elementary School Counselor Program*		\$0	\$0	\$0
Grants for Professional Learning*		\$0	\$0	\$0
Educator Professional Time*		\$2,284,021	\$0	\$2,284,021
School LAND Trust Program*		\$2,849,645	\$0	\$2,849,645
Teacher and Student Success Program*		\$5,452,632	\$0	\$5,452,632
Student Health & Counseling Support Program*		\$608,603	\$0	\$608,603
Dual Immersion*		\$0	\$0	\$0
Beverley Taylor Sorenson Elementary Arts*		\$0	\$0	\$0
Digital Teaching and Learning*		\$0	\$0	\$0
II: LEEWAY PROGRAMS				
Voted Local Levy Program, Min. Basic Growth, and Local Levy Growth		\$23,184,805	\$23,184,805	\$0
Board Local Levy Program, Min. Basic Growth, and Local Levy Growth		\$54,751,130	\$54,751,130	\$0
TOTAL:		\$232,711,717	\$138,668,191	\$94,043,526
III: OTHER STATE PROGRAMS				Total
A. Capital Outlay				
Capital Outlay Foundation				\$0
Foundation Guarantee Min. Basic Growth				\$0
Enrollment Growth				\$0
Enrollment Growth Min. Basic Growth				\$0
TOTAL:				\$0
TOTAL STATE SUPPORT FUNDING				\$94,043,526

*This program requires LEA action before funds can be received or spent. USBE staff contact info can be found in the Legislatives Estimates Report.

Value of WPU:	\$4,280	Utah State Supported Minimum School Program		
Voted Local Levy:	0.000000	District Summary		
Board Local Levy:	0.000000	FY 2024 Legislative Estimates		
Adjusted Assessed Valuation:	\$ 9,540,720,857	Ogden 37		
Collection Rate:	95.87%			
Basic Program Tax Rate:	0.001400			
Basic Levy Estimate:	\$ 12,805,365	Local & State	Less Local	State
Basic Levy Revenue Required:	\$ 12,805,365	Amount	Amount	Support
Recapture:	\$ -	WPU's		Amount
Charter School Levy Local Revenue:	\$ 1,371,389			
I: BASIC SCHOOL PROGRAMS:				
A: REGULAR BASIC SCHOOL PROGRAMS				
Grades K-12	9,822.275	\$42,039,338	\$12,805,365	\$29,233,973
Nec. Existent Small Schools	0.000	\$0	\$0	\$0
Professional Staff	822.501	\$3,520,302	\$0	\$3,520,302
Foreign Exchange Students*	6.000	\$25,680	\$0	\$25,680
B. RESTRICTED BASIC SCHOOL PROGRAM				
Special Education - Add-On	1,482.895	\$6,346,792	\$0	\$6,346,792
Special Education - Self-Contained	297.544	\$1,273,490	\$0	\$1,273,490
Special Education - Pre-School	147.000	\$629,160	\$0	\$629,160
Special Education - Extended Year	6.693	\$28,646	\$0	\$28,646
Special Education - Impact Aid	30.952	\$132,473	\$0	\$132,473
Special Education - EYSE*	.000	\$0	\$0	\$0
Career & Technical Education - Add-On*	414.380	\$1,773,558	\$0	\$1,773,558
Students At-Risk - Add-on	660.840	\$2,828,395	\$0	\$2,828,395
Class Size Reduction	623.756	\$2,669,675	\$0	\$2,669,675
TOTAL BASIC SCHOOL PROGRAM (A and B)		14,314.836	\$61,267,509	\$12,805,365
C. RELATED TO BASIC PROGRAM, ETC.				
Pupil Transportation*		\$1,556,206	\$0	\$1,556,206
Rural School District Transportation Grants*		\$0	\$0	\$0
Rural School Transportation Reimbursement*		\$0	\$0	\$0
Flexible Allocation - WPU Distribution		\$27,085	\$0	\$27,085
Students At-Risk - Gang Prevention and Intervention*		\$0	\$0	\$0
Youth-in-Custody*		\$0	\$0	\$0
Adult Education*		\$338,828	\$0	\$338,828
Adult Education - Corrections Institutions*		\$0	\$0	\$0
Enhancement for Accelerated Students*		\$0	\$0	\$0
Concurrent Enrollment*		\$0	\$0	\$0
Title I Schools in Improvement - Paraeducators*		\$0	\$0	\$0
Early Literacy Program*		\$1,044,285	\$700,032	\$344,253
English Language Learner Software Grants*		\$0	\$0	\$0
Educator Salary Adjustments		\$7,355,193	\$0	\$7,355,193
Teacher Salary Supplement*		\$0	\$0	\$0
Teacher Supplies and Materials		\$98,774	\$0	\$98,774
Effective Teachers in High Poverty Schools*		\$0	\$0	\$0
Elementary School Counselor Program*		\$0	\$0	\$0
Grants for Professional Learning*		\$0	\$0	\$0
Educator Professional Time*		\$1,195,950	\$0	\$1,195,950
School LAND Trust Program*		\$1,605,010	\$0	\$1,605,010
Teacher and Student Success Program*		\$2,856,469	\$0	\$2,856,469
Student Health & Counseling Support Program*		\$332,450	\$0	\$332,450
Dual Immersion*		\$0	\$0	\$0
Beverley Taylor Sorenson Elementary Arts*		\$0	\$0	\$0
Digital Teaching and Learning*		\$0	\$0	\$0
II: LEEWAY PROGRAMS				
Voted Local Levy Program, Min. Basic Growth, and Local Levy Growth		\$15,032,273	\$14,055,405	\$976,868
Board Local Levy Program, Min. Basic Growth, and Local Levy Growth		\$3,914,950	\$3,914,950	\$0
TOTAL:		\$96,624,982	\$31,475,752	\$65,149,230
III: OTHER STATE PROGRAMS				Total
A. Capital Outlay				
Capital Outlay Foundation				\$0
Foundation Guarantee Min. Basic Growth				\$0
Enrollment Growth				\$0
Enrollment Growth Min. Basic Growth				\$0
TOTAL:				\$0
TOTAL STATE SUPPORT FUNDING				\$65,149,230

*This program requires LEA action before funds can be received or spent. USBE staff contact info can be found in the Legislatives Estimates Report.

Value of WPU:		\$4,280	Utah State Supported Minimum School Program		
Voted Local Levy:		0.000000	District Summary		
Board Local Levy:		0.000000	FY 2024 Legislative Estimates		
Adjusted Assessed Valuation:		\$ 11,334,887,905			
Collection Rate:		93.65%	Provo 38		
Basic Program Tax Rate:		0.001400			
Basic Levy Estimate:		\$ 14,861,172			
Basic Levy Revenue Required:		\$ 14,861,172			
Recapture:		\$ -			
Charter School Levy Local Revenue:		\$ 983,410			
I: BASIC SCHOOL PROGRAMS:					
A: REGULAR BASIC SCHOOL PROGRAMS					
Grades K-12			13,426.965	\$57,467,411	\$14,861,172 \$42,606,239
Nec. Existent Small Schools			0.000	\$0	\$0 \$0
Professional Staff			1,055.491	\$4,517,502	\$0 \$4,517,502
Foreign Exchange Students*			12.000	\$51,360	\$0 \$51,360
B. RESTRICTED BASIC SCHOOL PROGRAM					
Special Education - Add-On			1,929.152	\$8,256,770	\$0 \$8,256,770
Special Education - Self-Contained			244.767	\$1,047,601	\$0 \$1,047,601
Special Education - Pre-School			239.610	\$1,025,531	\$0 \$1,025,531
Special Education - Extended Year			8.344	\$35,710	\$0 \$35,710
Special Education - Impact Aid			39.237	\$167,935	\$0 \$167,935
Special Education - EYSE*			.000	\$0	\$0 \$0
Career & Technical Education - Add-On*			557.340	\$2,385,394	\$0 \$2,385,394
Students At-Risk - Add-on			620.200	\$2,654,456	\$0 \$2,654,456
Class Size Reduction			841.019	\$3,599,563	\$0 \$3,599,563
TOTAL BASIC SCHOOL PROGRAM (A and B)			18,974.125	\$81,209,233	\$14,861,172 \$66,348,061
C. RELATED TO BASIC PROGRAM, ETC.					
Pupil Transportation*				\$1,544,282	\$0 \$1,544,282
Rural School District Transportation Grants*				\$0	\$0 \$0
Rural School Transportation Reimbursement*				\$0	\$0 \$0
Flexible Allocation - WPU Distribution				\$35,901	\$0 \$35,901
Students At-Risk - Gang Prevention and Intervention*				\$0	\$0 \$0
Youth-in-Custody*				\$0	\$0 \$0
Adult Education*				\$666,152	\$0 \$666,152
Adult Education - Corrections Institutions*				\$0	\$0 \$0
Enhancement for Accelerated Students*				\$0	\$0 \$0
Concurrent Enrollment*				\$0	\$0 \$0
Title I Schools in Improvement - Paraeducators*				\$0	\$0 \$0
Early Literacy Program*				\$1,020,501	\$806,171 \$214,330
English Language Learner Software Grants*				\$0	\$0 \$0
Educator Salary Adjustments				\$8,541,801	\$0 \$8,541,801
Teacher Salary Supplement*				\$0	\$0 \$0
Teacher Supplies and Materials				\$116,487	\$0 \$116,487
Effective Teachers in High Poverty Schools*				\$0	\$0 \$0
Elementary School Counselor Program*				\$0	\$0 \$0
Grants for Professional Learning*				\$0	\$0 \$0
Educator Professional Time*				\$1,373,996	\$0 \$1,373,996
School LAND Trust Program*				\$2,060,236	\$0 \$2,060,236
Teacher and Student Success Program*				\$3,636,692	\$0 \$3,636,692
Student Health & Counseling Support Program*				\$433,453	\$0 \$433,453
Dual Immersion*				\$0	\$0 \$0
Beverley Taylor Sorenson Elementary Arts*				\$0	\$0 \$0
Digital Teaching and Learning*				\$0	\$0 \$0
II: LEEWAY PROGRAMS					
Voted Local Levy Program, Min. Basic Growth, and Local Levy Growth				\$13,623,789	\$7,127,399 \$6,496,390
Board Local Levy Program, Min. Basic Growth, and Local Levy Growth				\$11,282,589	\$10,642,645 \$639,944
TOTAL:				\$125,545,112	\$33,437,387 \$92,107,725
III: OTHER STATE PROGRAMS					Total
A. Capital Outlay					
Capital Outlay Foundation					\$0
Foundation Guarantee Min. Basic Growth					\$0
Enrollment Growth					\$0
Enrollment Growth Min. Basic Growth					\$0
TOTAL:					\$0
TOTAL STATE SUPPORT FUNDING					\$92,107,725

*This program requires LEA action before funds can be received or spent. USBE staff contact info can be found in the Legislatives Estimates Report.

Value of WPU:		\$4,280	Utah State Supported Minimum School Program		
Voted Local Levy:		0.000000	District Summary		
Board Local Levy:		0.000000	FY 2024 Legislative Estimates		
Adjusted Assessed Valuation:		\$ 4,633,975,068			
Collection Rate:		97.58%	Logan 39		
Basic Program Tax Rate:		0.001400			
Basic Levy Estimate:		\$ 6,330,566			
Basic Levy Revenue Required:		\$ 6,330,566			
Recapture:		\$ -			
Charter School Levy Local Revenue:		\$ 716,330			
I: BASIC SCHOOL PROGRAMS:					
A: REGULAR BASIC SCHOOL PROGRAMS					
Grades K-12			5,002.496	\$21,410,685	\$6,330,566 \$15,080,119
Nec. Existent Small Schools			0.000	\$0	\$0 \$0
Professional Staff			390.051	\$1,669,417	\$0 \$1,669,417
Foreign Exchange Students*			7.000	\$29,960	\$0 \$29,960
B. RESTRICTED BASIC SCHOOL PROGRAM					
Special Education - Add-On			743.785	\$3,183,401	\$0 \$3,183,401
Special Education - Self-Contained			79.050	\$338,334	\$0 \$338,334
Special Education - Pre-School			155.820	\$666,910	\$0 \$666,910
Special Education - Extended Year			3.816	\$16,331	\$0 \$16,331
Special Education - Impact Aid			16.506	\$70,646	\$0 \$70,646
Special Education - EYSE*			.000	\$0	\$0 \$0
Career & Technical Education - Add-On*			199.370	\$853,324	\$0 \$853,324
Students At-Risk - Add-on			333.440	\$1,427,123	\$0 \$1,427,123
Class Size Reduction			343.936	\$1,472,044	\$0 \$1,472,044
TOTAL BASIC SCHOOL PROGRAM (A and B)			7,275.270	\$31,138,175	\$6,330,566 \$24,807,609
C. RELATED TO BASIC PROGRAM, ETC.					
Pupil Transportation*				\$1,161,725	\$0 \$1,161,725
Rural School District Transportation Grants*				\$0	\$0 \$0
Rural School Transportation Reimbursement*				\$0	\$0 \$0
Flexible Allocation - WPU Distribution				\$13,766	\$0 \$13,766
Students At-Risk - Gang Prevention and Intervention*				\$0	\$0 \$0
Youth-in-Custody*				\$0	\$0 \$0
Adult Education*				\$0	\$0 \$0
Adult Education - Corrections Institutions*				\$0	\$0 \$0
Enhancement for Accelerated Students*				\$0	\$0 \$0
Concurrent Enrollment*				\$0	\$0 \$0
Title I Schools in Improvement - Paraeducators*				\$0	\$0 \$0
Early Literacy Program*				\$482,917	\$364,822 \$118,095
English Language Learner Software Grants*				\$0	\$0 \$0
Educator Salary Adjustments				\$3,309,081	\$0 \$3,309,081
Teacher Salary Supplement*				\$0	\$0 \$0
Teacher Supplies and Materials				\$46,267	\$0 \$46,267
Effective Teachers in High Poverty Schools*				\$0	\$0 \$0
Elementary School Counselor Program*				\$0	\$0 \$0
Grants for Professional Learning*				\$0	\$0 \$0
Educator Professional Time*				\$530,742	\$0 \$530,742
School LAND Trust Program*				\$914,869	\$0 \$914,869
Teacher and Student Success Program*				\$1,422,180	\$0 \$1,422,180
Student Health & Counseling Support Program*				\$179,325	\$0 \$179,325
Dual Immersion*				\$0	\$0 \$0
Beverley Taylor Sorenson Elementary Arts*				\$0	\$0 \$0
Digital Teaching and Learning*				\$0	\$0 \$0
II: LEEWAY PROGRAMS					
Voted Local Levy Program, Min. Basic Growth, and Local Levy Growth				\$7,639,921	\$4,919,487 \$2,720,434
Board Local Levy Program, Min. Basic Growth, and Local Levy Growth				\$1,968,770	\$1,968,770 \$0
TOTAL:				\$48,807,738	\$13,583,645 \$35,224,093
III: OTHER STATE PROGRAMS					Total
A. Capital Outlay					
Capital Outlay Foundation					\$0
Foundation Guarantee Min. Basic Growth					\$0
Enrollment Growth					\$0
Enrollment Growth Min. Basic Growth					\$0
TOTAL:					\$0
TOTAL STATE SUPPORT FUNDING					\$35,224,093

*This program requires LEA action before funds can be received or spent. USBE staff contact info can be found in the Legislatives Estimates Report.

Value of WPU:	\$4,280	Utah State Supported Minimum School Program District Summary FY 2024 Legislative Estimates		
Voted Local Levy:	0.000000			
Board Local Levy:	0.000000			
Adjusted Assessed Valuation:	\$ 6,375,537,670			
Collection Rate:	97.81%	Murray 40		
Basic Program Tax Rate:	0.001400			
Basic Levy Estimate:	\$ 8,730,279	Local & State	Less Local	State
Basic Levy Revenue Required:	\$ 8,730,279	Amount	Amount	Support
Recapture:	\$ -	Generated		Amount
Charter School Levy Local Revenue:	\$ 288,222			
I: BASIC SCHOOL PROGRAMS:				
A: REGULAR BASIC SCHOOL PROGRAMS				
Grades K-12	5,602.880	\$23,980,327	\$8,730,279	\$15,250,048
Nec. Existent Small Schools	0.000	\$0	\$0	\$0
Professional Staff	560.700	\$2,399,796	\$0	\$2,399,796
Foreign Exchange Students*	6.000	\$25,680	\$0	\$25,680
B. RESTRICTED BASIC SCHOOL PROGRAM				
Special Education - Add-On	879.264	\$3,763,250	\$0	\$3,763,250
Special Education - Self-Contained	74.983	\$320,929	\$0	\$320,929
Special Education - Pre-School	63.210	\$270,539	\$0	\$270,539
Special Education - Extended Year	4.446	\$19,031	\$0	\$19,031
Special Education - Impact Aid	19.673	\$84,200	\$0	\$84,200
Special Education - EYSE*	.000	\$0	\$0	\$0
Career & Technical Education - Add-On*	258.030	\$1,104,352	\$0	\$1,104,352
Students At-Risk - Add-on	220.040	\$941,771	\$0	\$941,771
Class Size Reduction	360.012	\$1,540,853	\$0	\$1,540,853
TOTAL BASIC SCHOOL PROGRAM (A and B)		8,049.238	\$34,450,728	\$8,730,279
C. RELATED TO BASIC PROGRAM, ETC.				
Pupil Transportation*		\$666,528	\$0	\$666,528
Rural School District Transportation Grants*		\$0	\$0	\$0
Rural School Transportation Reimbursement*		\$0	\$0	\$0
Flexible Allocation - WPU Distribution		\$15,230	\$0	\$15,230
Students At-Risk - Gang Prevention and Intervention*		\$0	\$0	\$0
Youth-in-Custody*		\$0	\$0	\$0
Adult Education*		\$0	\$0	\$0
Adult Education - Corrections Institutions*		\$0	\$0	\$0
Enhancement for Accelerated Students*		\$0	\$0	\$0
Concurrent Enrollment*		\$0	\$0	\$0
Title I Schools in Improvement - Paraeducators*		\$0	\$0	\$0
Early Literacy Program*		\$624,015	\$535,021	\$88,994
English Language Learner Software Grants*		\$0	\$0	\$0
Educator Salary Adjustments		\$3,649,047	\$0	\$3,649,047
Teacher Salary Supplement*		\$0	\$0	\$0
Teacher Supplies and Materials		\$49,175	\$0	\$49,175
Effective Teachers in High Poverty Schools*		\$0	\$0	\$0
Elementary School Counselor Program*		\$0	\$0	\$0
Grants for Professional Learning*		\$0	\$0	\$0
Educator Professional Time*		\$595,245	\$0	\$595,245
School LAND Trust Program*		\$999,395	\$0	\$999,395
Teacher and Student Success Program*		\$1,609,690	\$0	\$1,609,690
Student Health & Counseling Support Program*		\$198,079	\$0	\$198,079
Dual Immersion*		\$0	\$0	\$0
Beverley Taylor Sorenson Elementary Arts*		\$0	\$0	\$0
Digital Teaching and Learning*		\$0	\$0	\$0
II: LEEWAY PROGRAMS				
Voted Local Levy Program, Min. Basic Growth, and Local Levy Growth		\$8,491,427	\$8,491,427	\$0
Board Local Levy Program, Min. Basic Growth, and Local Levy Growth		\$2,677,642	\$2,677,642	\$0
TOTAL:		\$54,026,201	\$20,434,369	\$33,591,832
III: OTHER STATE PROGRAMS				Total
A. Capital Outlay				
Capital Outlay Foundation				\$0
Foundation Guarantee Min. Basic Growth				\$0
Enrollment Growth				\$0
Enrollment Growth Min. Basic Growth				\$0
TOTAL:				\$0
TOTAL STATE SUPPORT FUNDING				\$33,591,832

*This program requires LEA action before funds can be received or spent. USBE staff contact info can be found in the Legislatives Estimates Report.

Value of WPU:	\$4,280	Utah State Supported Minimum School Program		
Voted Local Levy:	0.000000	District Summary		
Board Local Levy:	0.000000	FY 2024 Legislative Estimates		
Adjusted Assessed Valuation:	\$ 37,067,273,288	Canyons 42		
Collection Rate:	97.85%			
Basic Program Tax Rate:	0.001400			
Basic Levy Estimate:	\$ 50,778,458			
Basic Levy Revenue Required:	\$ 50,778,458			
Recapture:	\$ -			
Charter School Levy Local Revenue:	\$ 2,495,620			
I: BASIC SCHOOL PROGRAMS:				
A: REGULAR BASIC SCHOOL PROGRAMS				
Grades K-12	31,852.634	\$136,329,273	\$50,778,458	\$85,550,815
Nec. Existent Small Schools	0.000	\$0	\$0	\$0
Professional Staff	2,721.435	\$11,647,743	\$0	\$11,647,743
Foreign Exchange Students*	20.000	\$85,600	\$0	\$85,600
B. RESTRICTED BASIC SCHOOL PROGRAM				
Special Education - Add-On	3,941.425	\$16,869,300	\$0	\$16,869,300
Special Education - Self-Contained	555.256	\$2,376,494	\$0	\$2,376,494
Special Education - Pre-School	502.740	\$2,151,727	\$0	\$2,151,727
Special Education - Extended Year	18.609	\$79,646	\$0	\$79,646
Special Education - Impact Aid	142.276	\$608,939	\$0	\$608,939
Special Education - EYSE*	.000	\$0	\$0	\$0
Career & Technical Education - Add-On*	1,309.130	\$5,603,063	\$0	\$5,603,063
Students At-Risk - Add-on	1,101.020	\$4,712,366	\$0	\$4,712,366
Class Size Reduction	1,988.114	\$8,509,128	\$0	\$8,509,128
TOTAL BASIC SCHOOL PROGRAM (A and B)		44,152.639	\$188,973,279	\$50,778,458
C. RELATED TO BASIC PROGRAM, ETC.				
Pupil Transportation*		\$8,481,117	\$0	\$8,481,117
Rural School District Transportation Grants*		\$0	\$0	\$0
Rural School Transportation Reimbursement*		\$0	\$0	\$0
Flexible Allocation - WPU Distribution		\$83,541	\$0	\$83,541
Students At-Risk - Gang Prevention and Intervention*		\$0	\$0	\$0
Youth-in-Custody*		\$0	\$0	\$0
Adult Education*		\$717,965	\$0	\$717,965
Adult Education - Corrections Institutions*		\$0	\$0	\$0
Enhancement for Accelerated Students*		\$0	\$0	\$0
Concurrent Enrollment*		\$0	\$0	\$0
Title I Schools in Improvement - Paraeducators*		\$0	\$0	\$0
Early Literacy Program*		\$3,298,027	\$2,980,997	\$317,030
English Language Learner Software Grants*		\$0	\$0	\$0
Educator Salary Adjustments		\$20,286,569	\$0	\$20,286,569
Teacher Salary Supplement*		\$0	\$0	\$0
Teacher Supplies and Materials		\$271,028	\$0	\$271,028
Effective Teachers in High Poverty Schools*		\$0	\$0	\$0
Elementary School Counselor Program*		\$0	\$0	\$0
Grants for Professional Learning*		\$0	\$0	\$0
Educator Professional Time*		\$3,250,968	\$0	\$3,250,968
School LAND Trust Program*		\$4,676,093	\$0	\$4,676,093
Teacher and Student Success Program*		\$8,600,921	\$0	\$8,600,921
Student Health & Counseling Support Program*		\$1,013,215	\$0	\$1,013,215
Dual Immersion*		\$0	\$0	\$0
Beverley Taylor Sorenson Elementary Arts*		\$0	\$0	\$0
Digital Teaching and Learning*		\$0	\$0	\$0
II: LEEWAY PROGRAMS				
Voted Local Levy Program, Min. Basic Growth, and Local Levy Growth		\$46,365,593	\$46,258,997	\$106,596
Board Local Levy Program, Min. Basic Growth, and Local Levy Growth		\$15,496,973	\$15,496,973	\$0
TOTAL:		\$301,515,289	\$115,515,425	\$185,999,864
III: OTHER STATE PROGRAMS				Total
A. Capital Outlay				
Capital Outlay Foundation				\$0
Foundation Guarantee Min. Basic Growth				\$0
Enrollment Growth				\$0
Enrollment Growth Min. Basic Growth				\$0
TOTAL:				\$0
TOTAL STATE SUPPORT FUNDING				\$185,999,864

*This program requires LEA action before funds can be received or spent. USBE staff contact info can be found in the Legislatives Estimates Report.

Minimum School Program Updates

UASBO Spring Conference

April 23, 2023

FY 2023

- Tax Year 2022-2023 Property Taxes
 - State Funding Implications
 - K-12 Programs
 - Voted and Board Local Levy Programs

Property Tax Revenues - Comparing TY22 to TY21

<u>ID</u>	<u>District</u>	TY22 Total (W/o Forest or Inv. Int.)	TY21 Total (W/o Forest or Inv. Int.)	Change	% Chng.
1	Alpine	\$ 303,700,292	\$ 275,635,443	\$ 28,064,849	10.2%
2	Beaver	\$ 8,920,826.43	\$ 9,343,730	\$ (422,904)	-4.5%
3	Box Elder	\$ 43,221,892.29	\$ 41,630,004	\$ 1,591,889	3.8%
4	Cache	\$ 59,054,719.81	\$ 54,344,426	\$ 4,710,294	8.7%
5	Carbon	\$ 24,047,013.19	\$ 13,407,698	\$ 10,639,316	79.4%
6	Dagget	\$ 1,928,921.86	\$ 1,766,975	\$ 161,947	9.2%
7	Davis	\$ 267,389,123.93	\$ 249,699,234	\$ 17,689,890	7.1%
8	Duchesne	\$ 28,623,408.37	\$ 24,846,721	\$ 3,776,687	15.2%
9	Emery	\$ 19,932,399.38	\$ 18,548,273	\$ 1,384,126	7.5%
10	Garfield	\$ 5,643,207.23	\$ 5,081,063	\$ 562,144	11.1%
11	Grand	\$ 19,893,711.69	\$ 18,806,435	\$ 1,087,277	5.8%
12	Granite	\$ 288,607,808.01	\$ 267,674,447	\$ 20,933,361	7.8%
13	Iron	\$ 35,179,438.59	\$ 29,540,818	\$ 5,638,620	19.1%
14	Jordan	\$ 243,863,187.47	\$ 188,127,046	\$ 55,736,141	29.6%
15	Juab	\$ 11,386,190.06	\$ 11,546,164	\$ (159,974)	-1.4%
16	Kane	\$ 10,751,615.92	\$ 9,578,544	\$ 1,173,072	12.2%
17	Millard	\$ 18,839,264.82	\$ 18,476,245	\$ 363,020	2.0%
18	Morgan	\$ 17,376,481.91	\$ 14,384,948	\$ 2,991,534	20.8%
19	Nebo	\$ 137,788,345.89	\$ 119,701,582	\$ 18,086,764	15.1%
20	North Sanpete	\$ 8,245,783.10	\$ 7,325,913	\$ 919,870	12.6%

Property Tax Revenues - Comparing TY22 to TY21

<u>ID</u>	<u>District</u>	TY22 Total (W/o Forest or Inv. Int.)	TY21 Total (W/o Forest or Inv. Int.)	Change	% Chng.
21	North Summit	\$ 11,392,749.95	\$ 9,935,001	\$ 1,457,749	14.7%
22	Park City	\$ 108,008,643.84	\$ 87,269,389	\$ 20,739,254	23.8%
23	Piute	\$ 847,808.00	\$ 792,988	\$ 54,820	6.9%
24	Rich	\$ 7,735,103.00	\$ 6,204,819	\$ 1,530,284	24.7%
25	San Juan	\$ 6,996,306.00	\$ 7,041,054	\$ (44,748)	-0.6%
26	Sevier	\$ 15,008,443.38	\$ 14,532,861	\$ 475,583	3.3%
27	South Sanpete	\$ 9,379,800.97	\$ 8,202,064	\$ 1,177,737	14.4%
28	South Summit	\$ 20,223,088.40	\$ 17,334,643	\$ 2,888,445	16.7%
29	Tintic	\$ 791,997.84	\$ 864,822	\$ (72,824)	-8.4%
30	Tooele	\$ 62,450,320.47	\$ 57,159,320	\$ 5,291,000	9.3%
31	Uintah	\$ 31,544,462.40	\$ 30,620,827	\$ 923,635	3.0%
32	Wasatch	\$ 80,930,161.56	\$ 71,406,400	\$ 9,523,762	13.3%
33	Washington	\$ 184,810,181.36	\$ 158,029,292	\$ 26,780,889	16.9%
34	Wayne	\$ 3,240,470.09	\$ 2,267,786	\$ 972,684	42.9%
35	Weber	\$ 124,750,166.88	\$ 98,457,219	\$ 26,292,948	26.7%
36	Salt Lake	\$ 173,649,751.81	\$ 161,003,140	\$ 12,646,612	7.9%
37	Ogden	\$ 63,486,065.76	\$ 54,249,295	\$ 9,236,771	17.0%
38	Provo	\$ 74,395,872.99	\$ 57,173,080	\$ 17,222,793	30.1%
39	Logan	\$ 30,740,374.86	\$ 28,993,612	\$ 1,746,763	6.0%
40	Murray	\$ 31,490,713.08	\$ 29,196,377	\$ 2,294,336	7.9%
42	Canyons	\$ 215,457,345.20	\$ 191,400,148	\$ 24,057,197	12.6%
	Total	\$ 2,811,723,460	\$ 2,471,599,843	\$ 340,123,616	13.8%



K-12 State Aid

- Basic levy collections compared to projections
- Implications for K-12 state aid payments

FY23 Basic Levy Collections

ID	District	Projected	Actual	Difference	%
1	Alpine	\$ 77,800,573	\$ 88,501,126	\$ 10,700,553	12.1%
2	Beaver	\$ 2,451,934	\$ 2,505,901	\$ 53,967	2.2%
3	Box Elder	\$ 10,804,057	\$ 11,676,626	\$ 872,569	7.5%
4	Cache	\$ 14,988,388	\$ 16,811,718	\$ 1,823,330	10.8%
5	Carbon	\$ 3,469,673	\$ 5,506,746	\$ 2,037,073	37.0%
6	Dagget	\$ 686,723	\$ 730,532	\$ 43,809	6.0%
7	Davis	\$ 62,581,336	\$ 69,464,827	\$ 6,883,491	9.9%
8	Duchesne	\$ 5,180,325	\$ 5,763,056	\$ 582,731	10.1%
9	Emery	\$ 3,584,841	\$ 3,821,765	\$ 236,924	6.2%
10	Garfield	\$ 1,223,626	\$ 1,478,835	\$ 255,209	17.3%
11	Grand	\$ 4,414,077	\$ 4,700,960	\$ 286,883	6.1%
12	Granite	\$ 71,733,689	\$ 76,628,110	\$ 4,894,421	6.4%
13	Iron	\$ 10,871,666	\$ 11,906,665	\$ 1,034,999	8.7%
14	Jordan	\$ 62,963,658	\$ 68,665,755	\$ 5,702,097	8.3%
15	Juab	\$ 2,548,766	\$ 2,769,025	\$ 220,259	8.0%
16	Kane	\$ 3,495,433	\$ 4,249,203	\$ 753,770	17.7%
17	Millard	\$ 4,328,236	\$ 4,712,669	\$ 384,433	8.2%
18	Morgan	\$ 2,895,007	\$ 3,541,321	\$ 646,314	18.3%
19	Nebo	\$ 26,482,222	\$ 30,297,664	\$ 3,815,442	12.6%
20	North Sanpete	\$ 1,973,111	\$ 2,253,811	\$ 280,700	12.5%

FY23 Basic Levy Collections

ID	District	Projected	Actual	Difference	%
21	North Summit	\$ 4,626,180	\$ 4,929,498	\$ 303,318	6.2%
22	Park City	\$ 44,718,750	\$ 49,167,892	\$ 4,449,142	9.0%
23	Piute	\$ 251,706	\$ 295,232	\$ 43,526	14.7%
24	Rich	\$ 3,090,540	\$ 3,276,510	\$ 185,970	5.7%
25	San Juan	\$ 1,473,791	\$ 1,674,572	\$ 200,781	12.0%
26	Sevier	\$ 3,543,621	\$ 4,100,885	\$ 557,264	13.6%
27	South Sanpete	\$ 1,625,055	\$ 1,936,445	\$ 311,390	16.1%
28	South Summit	\$ 7,457,090	\$ 7,896,134	\$ 439,044	5.6%
29	Tintic	\$ 165,731	\$ 208,673	\$ 42,942	20.6%
30	Tooele	\$ 11,902,327	\$ 13,480,717	\$ 1,578,390	11.7%
31	Uintah	\$ 7,327,920	\$ 7,910,056	\$ 582,136	7.4%
32	Wasatch	\$ 18,785,415	\$ 20,247,861	\$ 1,462,446	7.2%
33	Washington	\$ 54,291,517	\$ 60,313,398	\$ 6,021,881	10.0%
34	Wayne	\$ 787,530	\$ 916,654	\$ 129,124	14.1%
35	Weber	\$ 34,364,015	\$ 37,689,699	\$ 3,325,684	8.8%
36	Salt Lake	\$ 62,614,325	\$ 67,119,651	\$ 4,505,326	6.7%
37	Ogden	\$ 13,066,226	\$ 15,193,247	\$ 2,127,021	14.0%
38	Provo	\$ 15,962,640	\$ 17,005,947	\$ 1,043,307	6.1%
39	Logan	\$ 7,075,989	\$ 8,122,697	\$ 1,046,708	12.9%
40	Murray	\$ 9,499,027	\$ 10,275,066	\$ 776,039	7.6%
42	Canyons	\$ 55,161,176	\$ 59,441,472	\$ 4,280,296	7.2%
	Total	\$732,267,912	\$807,188,618	\$ 74,920,706	9.3%

Show:

Budget Information

FTEs, Vehicles, WPU, etc.

Sources of Finance	2019 Actual	2020 Actual	2021 Actual	2022 Actual	2023 Appropriated	2023 Rev. Approp	2024 Appropriated
Income Tax Fund	1,524,669,500	1,577,045,900	1,587,687,800	0	0	0	0
Income Tax Fund, One-Time	0	9,802,500	44,080,400	0	0	0	0
Uniform School Fund	27,500,000	32,500,000	25,500,000	1,692,714,900	1,794,221,600	1,794,221,600	1,880,931,700
Uniform School Fund, One-Time	10,000,000	(3,000,000)	994,200	20,505,800	0	50,000,000	0
Local Revenue	462,841,100	509,484,600	557,252,600	628,364,800	679,251,300	805,251,300	736,074,400
Transfers	0	(3,814,800)	(6,503,500)	0	0	0	(126,000,000)
Beginning Nonlapsing	2,681,600	9,012,300	6,503,500	0	0	0	126,000,000
Closing Nonlapsing	(9,012,300)	(6,503,500)	0	0	0	(126,000,000)	0
Total	2,018,679,900	2,124,527,000	2,215,515,000	2,341,585,500	2,473,472,900	2,523,472,900	2,617,006,100

FY23 State Aid Comparisons

ID	District	Projected (Feb. 2023)	Final (Apr. 2023)	Difference	%
1	Alpine	\$ 243,313,267	\$ 232,612,715	\$ (10,700,553)	-4.6%
2	Beaver	\$ 3,347,733	\$ 3,293,766	\$ (53,967)	-1.6%
3	Box Elder	\$ 36,368,222	\$ 35,495,653	\$ (872,569)	-2.5%
4	Cache	\$ 60,812,217	\$ 58,988,888	\$ (1,823,330)	-3.1%
5	Carbon	\$ 9,267,399	\$ 7,230,326	\$ (2,037,073)	-28.2%
6	Dagget	\$ 20,419	\$ -	\$ (20,419)	-100.0%
7	Davis	\$ 215,434,363	\$ 208,550,872	\$ (6,883,491)	-3.3%
8	Duchesne	\$ 14,472,157	\$ 13,889,426	\$ (582,731)	-4.2%
9	Emery	\$ 4,522,458	\$ 4,285,534	\$ (236,924)	-5.5%
10	Garfield	\$ 3,435,236	\$ 3,180,026	\$ (255,209)	-8.0%
11	Grand	\$ 1,111,035	\$ 824,152	\$ (286,883)	-34.8%
12	Granite	\$ 153,297,858	\$ 148,403,438	\$ (4,894,421)	-3.3%
13	Iron	\$ 36,316,481	\$ 35,281,482	\$ (1,034,999)	-2.9%
14	Jordan	\$ 157,248,492	\$ 151,546,395	\$ (5,702,097)	-3.8%
15	Juab	\$ 7,500,849	\$ 7,280,590	\$ (220,259)	-3.0%
16	Kane	\$ 1,906,815	\$ 1,153,045	\$ (753,770)	-65.4%
17	Millard	\$ 7,681,008	\$ 7,296,575	\$ (384,433)	-5.3%
18	Morgan	\$ 10,059,618	\$ 9,413,304	\$ (646,314)	-6.9%
19	Nebo	\$ 111,093,730	\$ 107,278,288	\$ (3,815,442)	-3.6%
20	North Sanpete	\$ 7,666,716	\$ 7,386,016	\$ (280,700)	-3.8%

FY23 State Aid Comparisons

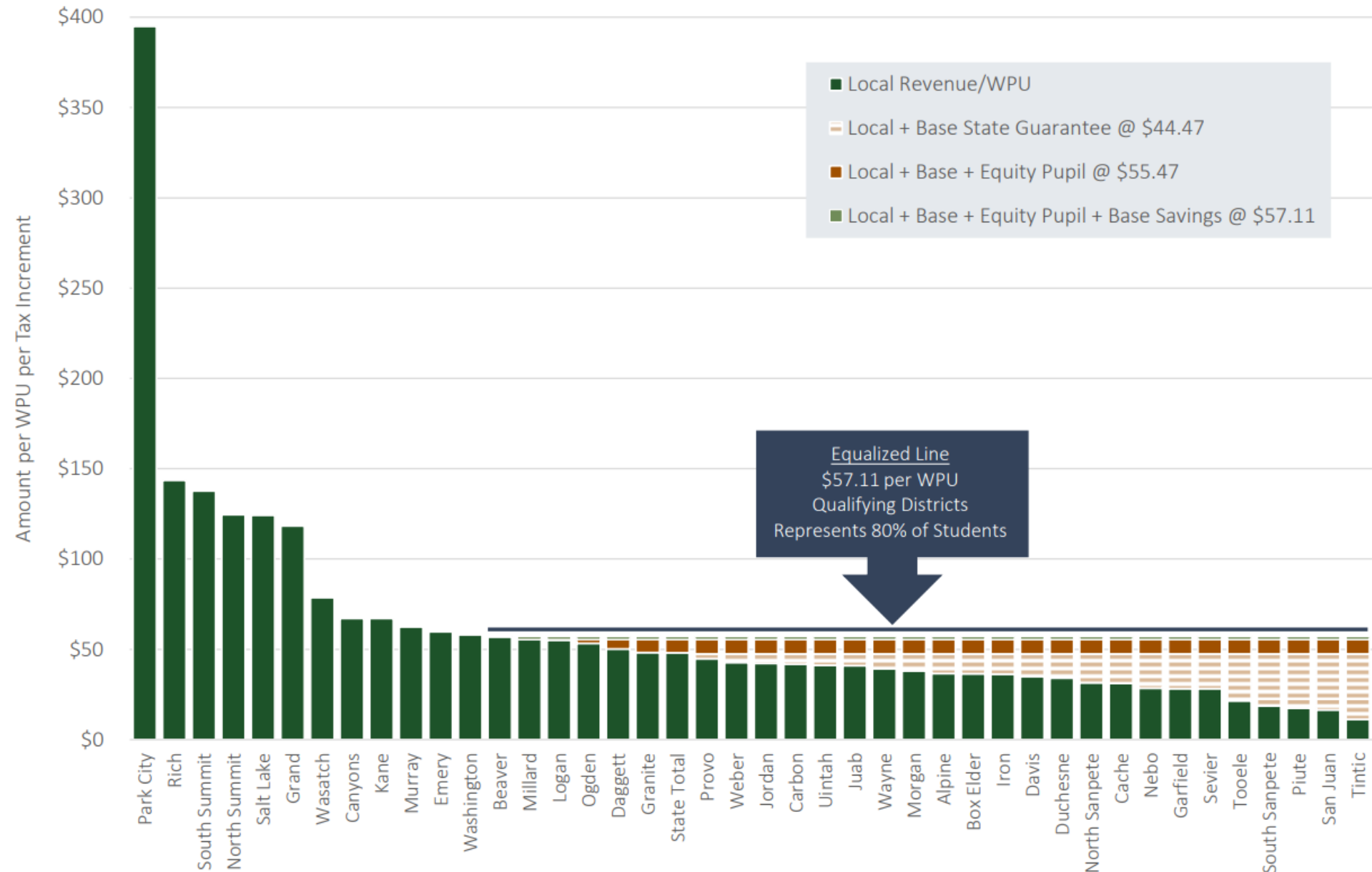
ID	District	Projected (Feb. 2023)	Final (Apr. 2023)	Difference	%
21	North Summit	\$ -	\$ -	\$ -	0.0%
22	Park City	\$ -	\$ -	\$ -	0.0%
23	Piute	\$ 849,973	\$ 806,447	\$ (43,526)	-5.4%
24	Rich	\$ -	\$ -	\$ -	0.0%
25	San Juan	\$ 9,418,880	\$ 9,218,098	\$ (200,781)	-2.2%
26	Sevier	\$ 13,895,991	\$ 13,338,727	\$ (557,264)	-4.2%
27	South Sanpete	\$ 10,533,270	\$ 10,221,880	\$ (311,390)	-3.0%
28	South Summit	\$ -	\$ -	\$ -	0.0%
29	Tintic	\$ 828,958	\$ 786,015	\$ (42,942)	-5.5%
30	Tooele	\$ 80,091,083	\$ 78,512,693	\$ (1,578,390)	-2.0%
31	Uintah	\$ 18,163,847	\$ 17,581,711	\$ (582,136)	-3.3%
32	Wasatch	\$ 15,093,201	\$ 13,630,755	\$ (1,462,446)	-10.7%
33	Washington	\$ 78,482,876	\$ 72,460,995	\$ (6,021,881)	-8.3%
34	Wayne	\$ 915,896	\$ 786,772	\$ (129,124)	-16.4%
35	Weber	\$ 90,796,742	\$ 87,471,057	\$ (3,325,684)	-3.8%
36	Salt Lake	\$ 11,574,500	\$ 7,069,173	\$ (4,505,326)	-63.7%
37	Ogden	\$ 26,132,067	\$ 24,005,046	\$ (2,127,021)	-8.9%
38	Provo	\$ 35,956,118	\$ 34,912,810	\$ (1,043,307)	-3.0%
39	Logan	\$ 12,783,724	\$ 11,737,016	\$ (1,046,708)	-8.9%
40	Murray	\$ 13,262,237	\$ 12,486,198	\$ (776,039)	-6.2%
42	Canyons	\$ 71,217,674	\$ 66,937,378	\$ (4,280,296)	-6.4%
	Total	\$1,574,873,108	\$1,505,353,265	\$ (69,519,843)	-4.6%

Voted and Board Local Levy Programs (V&B)

- Explain the V&B calculations
- Final estimates compared to Midyear Updates
- V&B projected ending balance
- Funding distributions from ending balance
- Statutory change on distributing V&B ending balance

Voted & Board Local Levy Programs - State Guarantee Rate

Estimated Local Property Tax Revenue Generated per Tax Increment [Rate of 0.0001]
for Each Weighted Pupil Unit [WPU] & State Guarantee Impact to Equalize per WPU Revenue Yield
Fiscal Year 2023



V&B – Calculating local contribution amounts

53F-2-601 – Increments Guaranteed

- (2) (a) (i) In addition to the revenue collected from the imposition of a voted local levy or a board local levy, the state shall guarantee that a school district receives, subject to Subsections (2)(b)(ii)(C) and (3)(a), for each guaranteed local levy increment, an amount sufficient to guarantee for a fiscal year that begins on July 1, 2018, \$43.10 per weighted pupil unit.
- (ii) Except as provided in Subsection (2)(b)(ii), the number of local levy increments that are subject to the guarantee amount described in Subsection (2)(a)(i) are:
- (A) for a board local levy, the first four local levy increments a local school board imposes under the board local levy; and
 - (B) for a voted local levy, the first 16 local levy increments a local school board imposes under the voted local levy.

V&B – Calculating local contribution amounts

53F-2-601 – Increments Guaranteed

- (b) (i) Subject to future budget constraints and Subsection (2)(c), the Legislature shall annually appropriate money from the Local Levy Growth Account established in Section 53F-9-305 for purposes described in Subsection (2)(b)(ii).
- (ii) The state board shall, for a fiscal year beginning on or after July 1, 2018, and subject to Subsection (2)(c), allocate funds appropriated under Subsection (2)(b)(i) and the amount described in Subsection (3)(c) in the following order of priority by increasing:
- (A) by up to four increments the number of voted local levy guaranteed local levy increments above 16;
 - (B) by up to 16 increments the number of board local levy guaranteed local levy increments above four; and
 - (C) the guaranteed amount described in Subsection (2)(a)(i).
- (c) The number of guaranteed local levy increments under this Subsection (2) for a school district may not exceed 20 guaranteed local levy increments, regardless of whether the guaranteed local levy increments are from the imposition of a voted local levy, a board local levy, or a combination of the two.

V&B – Calculating local contribution amounts

53F-2-601 – Increments Guaranteed

	A	B	C	D	
4		Held Harmless	Held Harmless	Priorities Up to	
5		Guarantee Rate	Guarantee Rate	20 Increments	
6		Board	Voted	1P/2P	
7	District	<i>Capped at .0004</i>	<i>Capped at .0016</i>	<i>Capped at .002</i>	<i>To</i>
8	1 Alpine	0.0004	0.001600		0.0
9	2 Beaver	0.0004	0.000930	0.000670	0.0
0	3 Box Elder	0.0004	0.000600	0.001000	0.0
1	4 Cache	0.0004	0.001600	-	0.0
2	5 Carbon	0.0004	0.001144	0.000456	0.0
3	6 Daggett	0.0004	-	0.001600	0.0
4	7 Davis	0.0004	0.001600		0.0

V&B – Explaining the calculations

53F-2-601 – Guarantee Rate

- (3) (a) The guarantee described in Subsection (2)(a)(i) is indexed each year to the value of the weighted pupil unit by making the value of the guarantee equal to .011962 times the value of the prior year's weighted pupil unit.
- (b) The guarantee shall increase by .0005 times the value of the prior year's weighted pupil unit for each year subject to the Legislature appropriating funds for an increase in the guarantee.

C52



fx

$$=ROUND((0.011962*3809)+(0.0005*3809),2)$$

	A	B	C	D	E
1					
2		TY22	TY22	TY22	
3		2022-2023	2022-2023	2022-2023	FY23MSP
4		Board	5 year	Board Levy	Total WPU's
5		Local Levy	Held Harmless	Held Harmless	Less FES
6		Tax Rate	Rate	Guarantee Rate	
7		1	2	3	4
8	District			<i>Capped at .0004</i>	
9	Totals	0.001329	0.001868	0.0004	807,439.733
10					
11					
12	Per WPU Guarantee amount:		\$ 47.47	by changing this cell	
13	<i>Per 53F-2-601(3)</i>				
14					

V&B – Calculating local contribution amounts

53F-2-601 – Guarantee Rate

- (b) (i) Subject to future budget constraints and Subsection (2)(c), the Legislature shall annually appropriate money from the Local Levy Growth Account established in Section 53F-9-305 for purposes described in Subsection (2)(b)(ii).
- (ii) The state board shall, for a fiscal year beginning on or after July 1, 2018, and subject to Subsection (2)(c), allocate funds appropriated under Subsection (2)(b)(i) and the amount described in Subsection (3)(c) in the following order of priority by increasing:
 - (A) by up to four increments the number of voted local levy guaranteed local levy increments above 16;
 - (B) by up to 16 increments the number of board local levy guaranteed local levy increments above four; and
 - (C) the guaranteed amount described in Subsection (2)(a)(i).
- (c) The number of guaranteed local levy increments under this Subsection (2) for a school district may not exceed 20 guaranteed local levy increments, regardless of whether the guaranteed local levy increments are from the imposition of a voted local levy, a board local levy, or a combination of the two.

V&B – Explaining the calculations

53F-2-601 – Guarantee Rate

9	42 Canyons	0.001260	0.001807	
0	Totals	0.001329	0.001868	
1				
2	Per WPU Guarantee amount:		\$ 57.11	by c
3				
4				



V&B – Explaining the calculations

53F-2-601 – Guarantee Amount

Total Guarantee = WPU's X Guarantee Rate X # of Increments

V&B – Explaining the calculations

	TY22 2022-2023 Board Local Levy Tax Rate	TY22 2022-2023 5 year Held Harmless Rate	TY22 2022-2023 Board Levy Held Harmless Guarantee Rate	FY23MSP Total WPU's Less FES	
	1	2	3	4	
District			<i>Capped at .0004</i>		
1 Alpine	0.000484	0.001105	0.0004	109,866.765	
2 Beaver	0.001719	0.001795	0.0004	2,763.064	
3 Box Elder	0.001959	0.002469	0.0004	16,810.413	
4 Cache	0.000865	0.001403	0.0004	26,562.524	
5 Carbon	0.002337	0.003031	0.0004	4,933.290	

V&B – Explaining the calculations

53F-2-601 – Guarantee Amount

VOTED AND BOARD LOCAL LEVIES COMBINED							
		Combined	Local	State	Min. Basic Growth	Local Levy Growth	
		2021	Funds	Funds	SB97	HB293	TOTAL
ID	Local Education Agency	Rates	766,188,200	99,560,500	56,250,000	108,461,300	1,030,460,000
		TAX RATE	DOLLARS	DOLLARS	DOLLARS	DOLLARS	DOLLARS
1	Alpine	0.001732	88,286,837	11,839,572	8,352,070	17,011,340	125,489,819
2	Beaver	0.002589	2,942,765	90,628	-	122,578	3,155,972
3	Box Elder	0.002477	13,556,760	1,010,162	1,037,105	3,607,106	19,211,133
4	Cache	0.001910	14,705,165	5,336,674	6,047,872	4,250,004	30,339,715
5	Carbon	0.003219	5,793,417	92,556	-	190,509	6,076,482

Total Guarantee = WPU's X Guarantee Rate X # of Increments

26,562.524 X 57.11 X 20 Increments = \$30,339,715

V&B – Explaining the calculations

53F-2-601 – Hold-Harmless Rates

- (4) (a) The amount of state guarantee money that a school district would otherwise be entitled to receive under this section may not be reduced for the sole reason that the school district's board local levy or voted local levy is reduced as a consequence of changes in the certified tax rate under Section 59-2-924 pursuant to changes in property valuation.
- (b) Subsection (4)(a) applies for a period of five years following a change in the certified tax rate as described in Subsection (4)(a).

V&B – Explaining the calculations

53F-2-601 – Hold-Harmless Rates

								FY23 Voted
	District	2018	2019	2020	2021	2022		Held Harmless
1	ALPINE	0.001188	0.001188	0.001600	0.001600	0.001248		0.001600
2	BEAVER	0.000930	0.000924	0.000925	0.000908	0.000870		0.000930
3	BOX ELDER	0.000578	0.000600	0.000568	0.000600	0.000518		0.000600
4	CACHE	0.001345	0.001600	0.001515	0.001347	0.001045		0.001600
5	CARBON	0.001108	0.001144	0.001132	0.001024	0.000882		0.001144
6	DAGGETT				-	-		-
7	DAVIS	0.000935	0.000880	0.000854	0.001600	0.001268		0.001600

V&B – Explaining the calculations

53F-2-601 – Hold-Harmless Rates

	A	B	C	D	E	F	G	H	I	J
4		Held Harmless	Held Harmless	Priorities Up to						
5		Guarantee Rate	Guarantee Rate	20 Increments						
6		Board	Voted	1P/2P						
7	District	<i>Capped at .0004</i>	<i>Capped at .0016</i>	<i>Capped at .002</i>	Total	Rates for Local Contributions				
8	1 Alpine	0.0004	0.001600	-	0.002000	Board	Voted	1P/2P		
9	2 Beaver	0.0004	0.000930	0.000670	0.002000	0.0004	0.001248	-		
0	3 Box Elder	0.0004	0.000600	0.001000	0.002000	0.0004	0.000870	0.000670		
1	4 Cache	0.0004	0.001600	-	0.002000	0.0004	0.000518	0.001000		
2	5 Carbon	0.0004	0.001144	0.000456	0.002000	0.0004	0.001045	-		
3	6 Daggett	0.0004	-	0.001600	0.002000	0.0004	0.000882	0.000456		
						0.0004	-	0.001600		

V&B – Explaining the calculations

53F-2-601 – Local Contribution Amounts

	A	B	C	D	E	F	G	H	I	J
4		Held Harmless	Held Harmless	Priorities Up to						
5		Guarantee Rate	Guarantee Rate	20 Increments						
6		Board	Voted	1P/2P						
7	District	<i>Capped at .0004</i>	<i>Capped at .0016</i>	<i>Capped at .002</i>	<i>Total</i>	Rates for Local Contributions				
						<i>Board</i>	<i>Voted</i>	<i>1P/2P</i>		
8	1 Alpine	0.0004	0.001600	-	0.002000	0.0004	0.001248	-		
9	2 Beaver	0.0004	0.000930	0.000670	0.002000	0.0004	0.000870	0.000670		
0	3 Box Elder	0.0004	0.000600	0.001000	0.002000	0.0004	0.000518	0.001000		
1	4 Cache	0.0004	0.001600	-	0.002000	0.0004	0.001045	-		
2	5 Carbon	0.0004	0.001144	0.000456	0.002000	0.0004	0.000882	0.000456		
3	6 Daggett	0.0004	-	0.001600	0.002000	0.0004	-	0.001600		

V&B – Explaining the calculations

53F-2-601 – Local Contribution Amounts

District	Rates for Local Contributions			Local Contribution Amounts				Total Collections	Total Rates
	Board	Voted	1P/2P	Board	Voted	1P/2P	Total		
1 Alpine	0.0004	0.001248	-	\$ 21,428,844	\$ 66,857,993	\$ -	\$ 88,286,837	\$ 303,700,292	0.005669
2 Beaver	0.0004	0.000870	0.000670	\$ 606,756	\$ 1,319,694	\$ 1,016,316	\$ 2,942,765	\$ 8,920,826	0.005881
3 Box Elder	0.0004	0.000518	0.001000	\$ 2,827,270	\$ 3,661,315	\$ 7,068,175	\$ 13,556,760	\$ 43,221,892	0.006115
4 Cache	0.0004	0.001045	-	\$ 4,070,634	\$ 10,634,531	\$ -	\$ 14,705,165	\$ 59,054,720	0.005803
5 Carbon	0.0004	0.000882	0.000456	\$ 1,333,353	\$ 2,940,042	\$ 1,520,022	\$ 5,793,417	\$ 24,047,013	0.007214
6 Daggett	0.0004	-	0.001600	\$ 176,884	\$ -	\$ 707,537	\$ 884,421	\$ 1,928,922	0.004362

V&B – Explaining the calculations

53F-2-601 – Local Contribution Amounts

18.0%

District	Rates for Local Contributions			Local Contribution Amounts				Total Collections	Total Rates
	Board	Voted	1P/2P	Board	Voted	1P/2P	Total		
1 Alpine	0.0004	0.001248	-	\$ 21,428,844	\$ 66,857,993	\$ -	\$ 88,286,837	\$ 303,700,292	0.005669
2 Beaver	0.0004	0.000870	0.000670	\$ 606,756	\$ 1,319,694	\$ 1,016,316	\$ 2,942,765	\$ 8,920,826	0.005881
3 Box Elder	0.0004	0.000518	0.001000	\$ 2,827,270	\$ 5,61,315	\$ 7,068,175	\$ 13,556,760	\$ 43,221,892	0.006115
4 Cache	0.0004	0.001045	-	\$ 4,070,634	\$ 10,634,531	\$ -	\$ 14,705,165	\$ 59,054,720	0.005803
5 Carbon	0.0004	0.000882	0.000456	\$ 1,333,353	\$ 2,940,042	\$ 1,520,022	\$ 5,793,417	\$ 24,047,013	0.007214
6 Daggett	0.0004	-	0.001600	\$ 176,884	\$ -	\$ 707,537	\$ 884,421	\$ 1,928,922	0.004362

6.9%

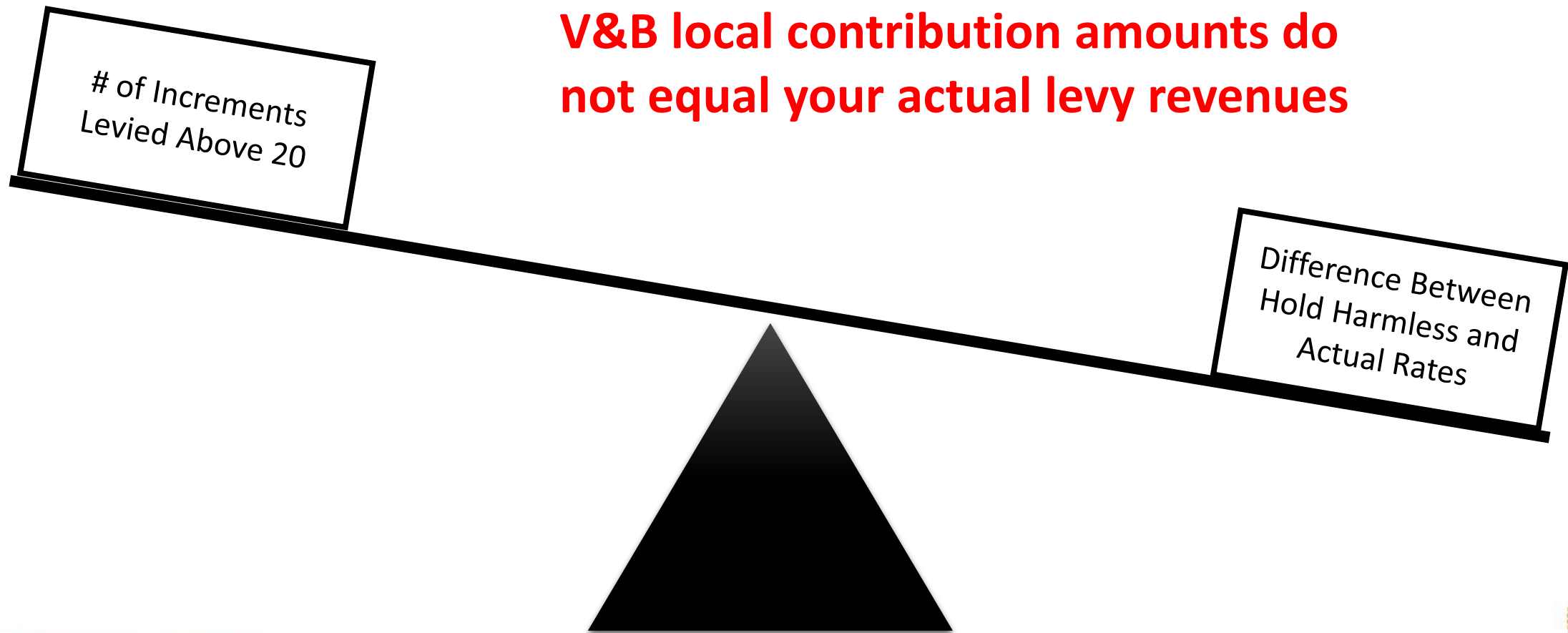
V&B – Explaining the calculations

53F-2-601 – Local Contribution Amounts

		VOTED AND BOARD LOCAL LEVIES COMBINED					
		Combined	Local	State	Min. Basic Growth	Local Levy Growth	
		2021	Funds	Funds	SB97	HB293	TOTAL
ID	Local Education Agency	Rates	766,188,200	99,560,500	56,250,000	108,461,300	1,030,460,000
		TAX RATE	DOLLARS	DOLLARS	DOLLARS	DOLLARS	DOLLARS
1	Alpine	0.001732	88,286,837	11,839,572	8,352,070	17,011,340	125,489,819
2	Beaver	0.002589	2,942,765	90,628	-	122,578	3,155,972
3	Box Elder	0.002477	13,556,760	1,010,162	1,037,105	3,607,106	19,211,133
4	Cache	0.001910	14,705,165	5,336,674	6,047,872	4,250,004	30,339,715
5	Carbon	0.003219	5,793,417	92,556	-	190,509	6,076,482

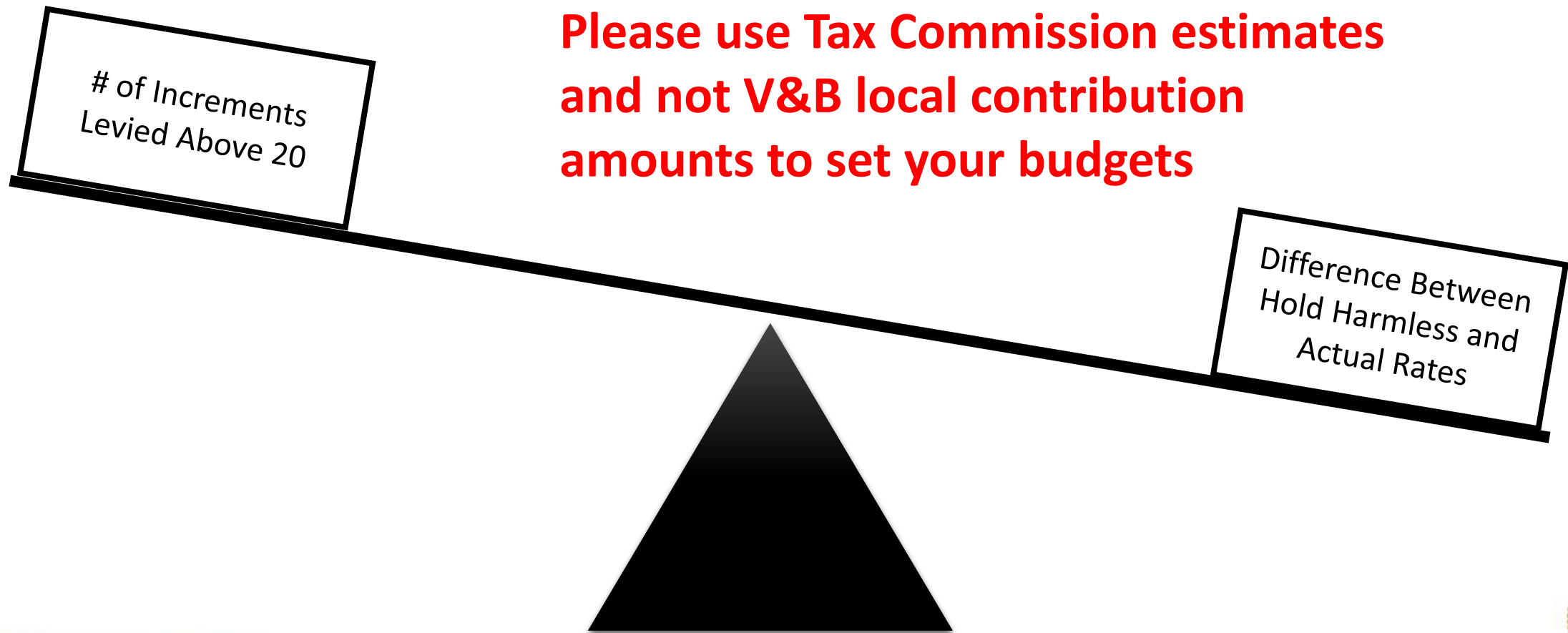
V&B – Explaining the calculations

53F-2-601 – Local Contribution Amounts



V&B – Explaining the calculations

53F-2-601 – Local Contribution Amounts



Voted and Board Local Levy Program

ID	LEA	V&B Program - Local Revenues	Actual Local Revenues	Difference	% Difference	2022 Tax Rate	HH Tax Rate	Difference	% Difference
1	Alpine	\$ 88,286,837	\$ 92,786,895	\$ 4,500,057	4.8%	0.001732	0.002705	0.000973	56.2%
2	Beaver	\$ 2,942,765	\$ 3,927,227	\$ 984,461	25.1%	0.002589	0.002725	0.000136	5.3%
3	Box Elder	\$ 13,556,760	\$ 17,507,870	\$ 3,951,110	22.6%	0.002477	0.003069	0.000592	23.9%
4	Cache	\$ 14,705,165	\$ 19,437,276	\$ 4,732,112	24.3%	0.001910	0.003003	0.001093	57.2%
5	Carbon	\$ 5,793,417	\$ 10,730,155	\$ 4,936,738	46.0%	0.003219	0.004175	0.000956	29.7%
6	Daggett	\$ 884,421	\$ 710,632	\$ (173,789)	-24.5%	0.001607	0.002109	0.000502	31.2%
7	Davis	\$ 70,137,609	\$ 114,162,836	\$ 44,025,226	38.6%	0.002715	0.003682	0.000967	35.6%
8	Duchesne	\$ 6,387,503	\$ 9,042,276	\$ 2,654,773	29.4%	0.002592	0.003285	0.000693	26.7%
9	Emery	\$ 4,626,834	\$ 8,679,940	\$ 4,053,106	46.7%	0.003752	0.003853	0.000101	2.7%
10	Garfield	\$ 1,790,358	\$ 2,152,010	\$ 361,652	16.8%	0.002404	0.004272	0.001868	77.7%
11	Grand	\$ 5,691,235	\$ 8,388,880	\$ 2,697,645	32.2%	0.002948	0.003378	0.000430	14.6%
12	Granite	\$ 75,746,794	\$ 112,808,452	\$ 37,061,658	32.9%	0.002432	0.003531	0.001099	45.2%
13	Iron	\$ 12,692,274	\$ 10,573,292	\$ (2,118,983)	-20.0%	0.001467	0.001963	0.000496	33.8%
14	Jordan	\$ 83,130,454	\$ 105,825,068	\$ 22,694,614	21.4%	0.002546	0.002546	-	0.0%
15	Juab	\$ 3,184,714	\$ 3,875,294	\$ 690,580	17.8%	0.002312	0.002859	0.000547	23.7%
16	Kane	\$ 4,462,692	\$ 4,797,073	\$ 334,380	7.0%	0.001865	0.002585	0.000720	38.6%
17	Millard	\$ 5,614,124	\$ 8,968,905	\$ 3,354,781	37.4%	0.003144	0.003274	0.000130	4.1%
18	Morgan	\$ 4,287,314	\$ 4,246,584	\$ (40,729)	-1.0%	0.001981	0.002350	0.000369	18.6%
19	Nebo	\$ 36,679,980	\$ 47,298,835	\$ 10,618,854	22.5%	0.002579	0.003116	0.000537	20.8%
20	North Sanpete	\$ 2,084,639	\$ 3,173,344	\$ 1,088,705	34.3%	0.002326	0.003446	0.001120	48.2%

Voted and Board Local Levy Program

ID	LEA	V&B Program - Local Revenues	Actual Local Revenues	Difference	% Difference	2022 Tax Rate	HH Tax Rate	Difference	% Difference
1	Alpine	\$ 88,286,837	\$ 92,786,895	\$ 4,500,057	4.8%	0.001732	0.002705	0.000973	56.2%
2	Beaver	\$ 2,942,765	\$ 3,927,227	\$ 984,461	25.1%	0.002589	0.002725	0.000136	5.3%
3	Box Elder	\$ 13,556,760	\$ 17,507,870	\$ 3,951,110	22.6%	0.002477	0.003069	0.000592	23.9%
4	Cache	\$ 14,705,165	\$ 19,437,276	\$ 4,732,112	24.3%	0.001910	0.003003	0.001093	57.2%
5	Carbon	\$ 5,793,417	\$ 10,730,155	\$ 4,936,738	46.0%	0.003219	0.004175	0.000956	29.7%
6	Daggett	\$ 884,421	\$ 710,632	\$ (173,789)	-24.5%	0.001607	0.002109	0.000502	31.2%
7	Davis	\$ 70,137,609	\$ 114,162,836	\$ 44,025,226	38.6%	0.002715	0.003682	0.000967	35.6%
8	Duchesne	\$ 6,387,503	\$ 9,042,276	\$ 2,654,773	29.4%	0.002592	0.003285	0.000693	26.7%
9	Emery	\$ 4,626,834	\$ 8,679,940	\$ 4,053,106	46.7%	0.003752	0.003853	0.000101	2.7%
10	Garfield	\$ 1,790,358	\$ 2,152,010	\$ 361,652	16.8%	0.002404	0.004272	0.001868	77.7%
11	Grand	\$ 5,691,235	\$ 8,388,880	\$ 2,697,645	32.2%	0.002948	0.003378	0.000430	14.6%
12	Granite	\$ 75,746,794	\$ 112,808,452	\$ 37,061,658	32.9%	0.002432	0.003531	0.001099	45.2%
13	Iron	\$ 12,692,274	\$ 10,573,292	\$ (2,118,983)	-20.0%	0.001467	0.001963	0.000496	33.8%
14	Jordan	\$ 83,130,454	\$ 105,825,068	\$ 22,694,614	21.4%	0.002546	0.002546	-	0.0%
15	Juab	\$ 3,184,714	\$ 3,875,294	\$ 690,580	17.8%	0.002312	0.002859	0.000547	23.7%
16	Kane	\$ 4,462,692	\$ 4,797,073	\$ 334,380	7.0%	0.001865	0.002585	0.000720	38.6%
17	Millard	\$ 5,614,124	\$ 8,968,905	\$ 3,354,781	37.4%	0.003144	0.003274	0.000130	4.1%
18	Morgan	\$ 4,287,314	\$ 4,246,584	\$ (40,729)	-1.0%	0.001981	0.002350	0.000369	18.6%
19	Nebo	\$ 36,679,980	\$ 47,298,835	\$ 10,618,854	22.5%	0.002579	0.003116	0.000537	20.8%
20	North Sanpete	\$ 2,084,639	\$ 3,173,344	\$ 1,088,705	34.3%	0.002326	0.003446	0.001120	48.2%

Voted and Board Local Levy Program

ID	LEA	V&B Program - Local Revenues	Actual Local Revenues	Difference	% Difference	2022 Tax Rate	HH Tax Rate	Difference	% Difference
21	North Summit	\$ 5,693,391	\$ 4,455,049	\$ (1,238,342)	-27.8%	0.001493	0.002655	0.001162	77.8%
22	Park City	\$ 46,489,254	\$ 51,429,853	\$ 4,940,599	9.6%	0.001728	0.002558	0.000830	48.0%
23	Piute	\$ 357,423	\$ 358,674	\$ 1,251	0.3%	0.002007	0.002007	-	0.0%
24	Rich	\$ 3,201,143	\$ 3,464,929	\$ 263,787	7.6%	0.001747	0.002438	0.000691	39.6%
25	San Juan	\$ 2,027,327	\$ 2,291,893	\$ 264,566	11.5%	0.002261	0.003779	0.001518	67.1%
26	Sevier	\$ 4,120,744	\$ 5,644,922	\$ 1,524,179	27.0%	0.002274	0.003107	0.000833	36.6%
27	South Sanpete	\$ 1,931,756	\$ 2,816,754	\$ 884,997	31.4%	0.002403	0.003298	0.000895	37.2%
28	South Summit	\$ 9,559,484	\$ 8,398,007	\$ (1,161,477)	-13.8%	0.001757	0.002925	0.001168	66.5%
29	Tintic	\$ 252,631	\$ 340,167	\$ 87,537	25.7%	0.002693	0.003624	0.000931	34.6%
30	Tooele	\$ 16,320,481	\$ 24,366,478	\$ 8,045,997	33.0%	0.002986	0.003968	0.000982	32.9%
31	Uintah	\$ 9,576,340	\$ 12,755,684	\$ 3,179,345	24.9%	0.002664	0.003071	0.000407	15.3%
32	Wasatch	\$ 19,708,572	\$ 34,257,126	\$ 14,548,554	42.5%	0.002795	0.003925	0.001130	40.4%
33	Washington	\$ 69,659,784	\$ 52,244,838	\$ (17,414,946)	-33.3%	0.001431	0.002383	0.000952	66.5%
34	Wayne	\$ 997,665	\$ 996,556	\$ (1,110)	-0.1%	0.001796	0.001798	0.000002	0.1%
35	Weber	\$ 45,629,176	\$ 40,655,596	\$ (4,973,580)	-12.2%	0.001782	0.002215	0.000433	24.3%
36	Salt Lake	\$ 73,173,421	\$ 81,461,804	\$ 8,288,383	10.2%	0.002005	0.002532	0.000527	26.3%
37	Ogden	\$ 17,161,379	\$ 24,196,992	\$ 7,035,614	29.1%	0.002631	0.003436	0.000805	30.6%
38	Provo	\$ 15,369,176	\$ 25,148,626	\$ 9,779,449	38.9%	0.002443	0.003184	0.000741	30.3%
39	Logan	\$ 6,883,641	\$ 12,592,147	\$ 5,708,505	45.3%	0.002561	0.004100	0.001539	60.1%
40	Murray	\$ 10,380,802	\$ 14,989,654	\$ 4,608,852	30.7%	0.002410	0.003314	0.000904	37.5%
42	Canyons	\$ 57,246,599	\$ 88,190,707	\$ 30,944,108	35.1%	0.002451	0.003407	0.000956	39.0%
	Total	\$ 858,426,077	\$ 1,080,149,299	\$ 221,723,221	20.5%				

V&B – Explaining the calculations

53F-2-601 – Amount of State Aid

VOTED AND BOARD LOCAL LEVIES COMBINED							
ID	Local Education Agency	Combined 2021 Rates	Local Funds 766,188,200	State Funds 99,560,500	Min. Basic Growth SB97 56,250,000	Local Levy Growth HB293 108,461,300	TOTAL 1,030,460,000
		TAX RATE	DOLLARS	DOLLARS	DOLLARS	DOLLARS	DOLLARS
1	Alpine	0.001732	88,286,837	11,839,572	8,352,070	17,011,340	125,489,819
2	Beaver	0.002589	2,942,765	90,628	-	122,578	3,155,972
3	Box Elder	0.002477	13,556,760	1,010,162	1,037,105	3,607,106	19,211,133
4	Cache	0.001910	14,705,165	5,336,674	6,047,872	4,250,004	30,339,715
5	Carbon	0.003219	5,793,417	92,556	-	190,509	6,076,482

Total Guarantee – Local Contribution Amount = State Aid

$$\text{\$30,339,715} - \text{\$14,705,165} = \text{\$15,634,550}$$

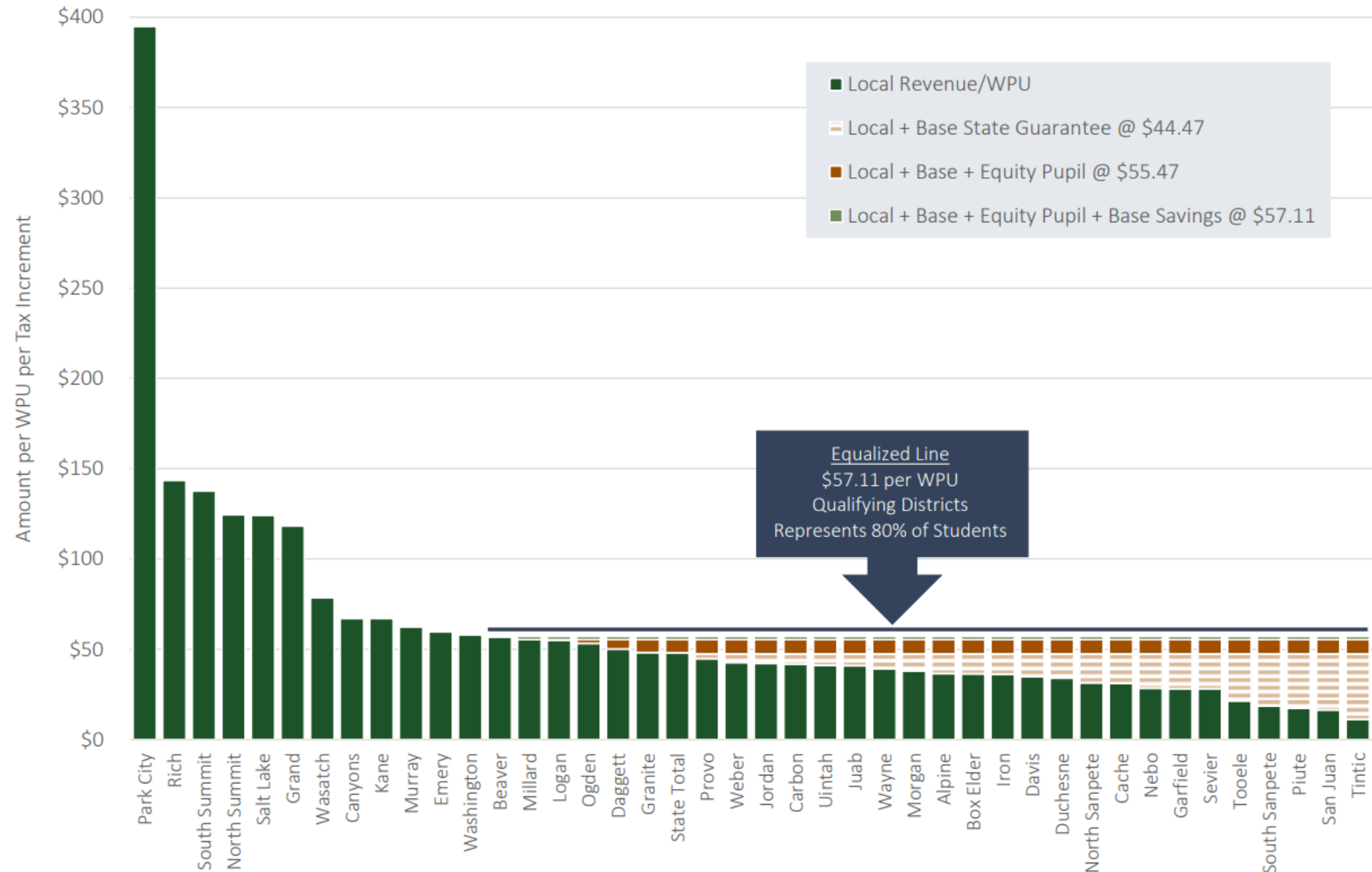
$$\text{\$5,336,674} + \text{\$6,047,872} + \text{\$4,250,004} = \text{\$15,634,550}$$

Voted and Board Local Levy Programs (V&B)

- Explain the V&B calculations
- Final estimates compared to Midyear Updates
- V&B projected ending balance
- Funding distributions from ending balance
- Statutory change on distributing V&B ending balance

Voted & Board Local Levy Programs - State Guarantee Rate

Estimated Local Property Tax Revenue Generated per Tax Increment [Rate of 0.0001]
for Each Weighted Pupil Unit [WPU] & State Guarantee Impact to Equalize per WPU Revenue Yield
Fiscal Year 2023



FY23 V&B State Aid Comparisons

ID	District	FY23 V&B Total State MY Update	FY23 V&B Total State Final	Change	% Chng.
1	Alpine	\$ 54,473,828	\$ 37,202,982	\$ (17,270,846)	-31.7%
2	Beaver	\$ 17,591	\$ 213,206	\$ 195,616	1112.0%
3	Box Elder	\$ 6,993,527	\$ 5,654,373	\$ (1,339,154)	-19.1%
4	Cache	\$ 17,604,937	\$ 15,634,550	\$ (1,970,387)	-11.2%
5	Carbon	\$ 1,897,244	\$ 283,066	\$ (1,614,179)	-85.1%
6	Daggett	\$ 34,964	\$ -	\$ (34,964)	-100.0%
7	Davis	\$ 52,658,658	\$ 38,961,017	\$ (13,697,641)	-26.0%
8	Duchesne	\$ 4,031,118	\$ 2,943,775	\$ (1,087,342)	-27.0%
9	Emery	\$ -	\$ -	\$ -	0.0%
10	Garfield	\$ 1,396,367	\$ 1,243,062	\$ (153,305)	-11.0%
11	Grand	\$ -	\$ -	\$ -	0.0%
12	Granite	\$ 25,776,647	\$ 16,657,659	\$ (9,118,988)	-35.4%
13	Iron	\$ 7,436,919	\$ 5,673,089	\$ (1,763,829)	-23.7%
14	Jordan	\$ 20,345,968	\$ 3,379,768	\$ (16,966,200)	-83.4%
15	Juab	\$ 1,199,992	\$ 868,587	\$ (331,405)	-27.6%
16	Kane	\$ 83,988	\$ -	\$ (83,988)	-100.0%
17	Millard	\$ 71,072	\$ -	\$ (71,072)	-100.0%
18	Morgan	\$ 1,629,991	\$ 693,699	\$ (936,292)	-57.4%
19	Nebo	\$ 27,197,742	\$ 18,858,267	\$ (8,339,474)	-30.7%
20	North Sanpete	\$ 2,227,991	\$ 2,021,050	\$ (206,941)	-9.3%

FY23 V&B State Aid Comparisons

ID	District	FY23 V&B Total State MY Update	FY23 V&B Total State Final	Change	% Chng.
21	North Summit	\$ -	\$ -	\$ -	0.0%
22	Park City	\$ -	\$ -	\$ -	0.0%
23	Piute	\$ 708,942	\$ 698,913	\$ (10,029)	-1.4%
24	Rich	\$ -	\$ -	\$ -	0.0%
25	San Juan	\$ 4,502,681	\$ 4,239,139	\$ (263,541)	-5.9%
26	Sevier	\$ 4,594,001	\$ 3,954,363	\$ (639,638)	-13.9%
27	South Sanpete	\$ 4,056,587	\$ 3,701,763	\$ (354,824)	-8.7%
28	South Summit	\$ -	\$ -	\$ -	0.0%
29	Tintic	\$ 796,433	\$ 742,825	\$ (53,608)	-6.7%
30	Tooele	\$ 22,392,927	\$ 19,236,625	\$ (3,156,302)	-14.1%
31	Uintah	\$ 2,552,295	\$ 1,095,988	\$ (1,456,307)	-57.1%
32	Wasatch	\$ -	\$ -	\$ -	0.0%
33	Washington	\$ -	\$ -	\$ -	0.0%
34	Wayne	\$ 351,631	\$ 273,073	\$ (78,558)	-22.3%
35	Weber	\$ 12,257,698	\$ 5,261,193	\$ (6,996,505)	-57.1%
36	Salt Lake	\$ -	\$ -	\$ -	0.0%
37	Ogden	\$ 1,898,375	\$ -	\$ (1,898,375)	-100.0%
38	Provo	\$ 7,628,900	\$ 5,426,307	\$ (2,202,593)	-28.9%
39	Logan	\$ 2,286,565	\$ 1,594,721	\$ (691,844)	-30.3%
40	Murray	\$ 542,817	\$ -	\$ (542,817)	-100.0%
42	Canyons	\$ 2,636,052	\$ -	\$ (2,636,052)	-100.0%
	TOTAL	\$ 292,284,444	\$ 196,513,062	\$ (95,771,382)	-32.8%

	-	-	-	-
	-	-	-	-
	\$ 118,158,936	\$ 154,133,381	\$ 10,829,389	\$ 164,962,770
Total		\$ 858,426,077.47	\$ 196,513,061.75	set cell
Total		\$ 858,426,077.47	\$ 125,007,628.34	
Funds to Increase Guar. Rate			103,907,685.90	
SB142 Funds to Increase			35,356,485.76	
			\$ 264,271,800.00	to value
		Unallocated	\$ 67,758,738.25	

HB 2, Section 7 (Amends 53F-2-601)

406 or after July 1 of the previous fiscal year and before December 2 of the previous fiscal year.
407 (6) (a) If a voted and board local levy funding balance exists for the prior fiscal year,
408 the state board shall~~[(i) use]~~ distribute the voted and board local levy funding balance ~~[to~~
409 ~~increase the value of the state guarantee per weighted pupil unit described in Subsection (3)(a)~~
410 ~~in the current fiscal year; and]~~, using the calculations for distribution of program balances for
411 the fiscal year in which the balance occurs, to qualifying school districts in a one-time payment
412 during the first quarter of the current fiscal year.
413 ~~[(ii) distribute guaranteed local levy increment funds to school districts based on the~~
414 ~~increased value of the state guarantee per weighted pupil unit described in Subsection~~
415 ~~(6)(a)(i).]~~
416 (b) The state board shall report action taken under Subsection (6)(a) to the Office of the
417 Legislative Fiscal Analyst and the Governor's Office of Planning and Budget.

FY23 V&B State Aid Comparisons

ID	District	FY23 V&B Total State MY Update	FY23 V&B State Final	FY23 V&B Ending Balance Distribution	FY23 V&B State Total	Change	% Chng.
1	Alpine	\$ 54,473,828	\$ 37,202,982	\$ 11,644,764	\$ 48,847,746	\$ (5,626,082)	-10.3%
2	Beaver	\$ 17,591	\$ 213,206	\$ 292,857	\$ 506,063	\$ 488,472	2776.9%
3	Box Elder	\$ 6,993,527	\$ 5,654,373	\$ 1,782,687	\$ 7,437,060	\$ 443,533	6.3%
4	Cache	\$ 17,604,937	\$ 15,634,550	\$ 2,815,358	\$ 18,449,909	\$ 844,971	4.8%
5	Carbon	\$ 1,897,244	\$ 283,066	\$ 299,087	\$ 582,152	\$ (1,315,092)	-69.3%
6	Daggett	\$ 34,964	\$ -	\$ -	\$ -	\$ (34,964)	-100.0%
7	Davis	\$ 52,658,658	\$ 38,961,017	\$ 10,123,752	\$ 49,084,769	\$ (3,573,889)	-6.8%
8	Duchesne	\$ 4,031,118	\$ 2,943,775	\$ 865,891	\$ 3,809,667	\$ (221,451)	-5.5%
9	Emery	\$ -	\$ -	\$ 22,203	\$ 22,203	\$ 22,203	0.0%
10	Garfield	\$ 1,396,367	\$ 1,243,062	\$ 281,485	\$ 1,524,547	\$ 128,180	9.2%
11	Grand	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%
12	Granite	\$ 25,776,647	\$ 16,657,659	\$ 8,295,795	\$ 24,953,454	\$ (823,193)	-3.2%
13	Iron	\$ 7,436,919	\$ 5,673,089	\$ 1,704,205	\$ 7,377,294	\$ (59,625)	-0.8%
14	Jordan	\$ 20,345,968	\$ 3,379,768	\$ 8,027,672	\$ 11,407,441	\$ (8,938,528)	-43.9%
15	Juab	\$ 1,199,992	\$ 868,587	\$ 376,124	\$ 1,244,711	\$ 44,719	3.7%
16	Kane	\$ 83,988	\$ -	\$ -	\$ -	\$ (83,988)	-100.0%
17	Millard	\$ 71,072	\$ -	\$ 336,813	\$ 336,813	\$ 265,742	373.9%
18	Morgan	\$ 1,629,991	\$ 693,699	\$ 462,211	\$ 1,155,909	\$ (474,081)	-29.1%
19	Nebo	\$ 27,197,742	\$ 18,858,267	\$ 5,153,643	\$ 24,011,911	\$ (3,185,831)	-11.7%
20	North Sanpete	\$ 2,227,991	\$ 2,021,050	\$ 380,985	\$ 2,402,035	\$ 174,044	7.8%

FY23 V&B State Aid Comparisons

ID	District	FY23 V&B Total State MY Update	FY23 V&B State Final	FY23 V&B Ending Balance Distribution	FY23 V&B State Total	Change	% Chng.
21	North Summit	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%
22	Park City	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%
23	Piute	\$ 708,942	\$ 698,913	\$ 98,022	\$ 796,936	\$ 87,993	12.4%
24	Rich	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%
25	San Juan	\$ 4,502,681	\$ 4,239,139	\$ 581,494	\$ 4,820,633	\$ 317,952	7.1%
26	Sevier	\$ 4,594,001	\$ 3,954,363	\$ 749,325	\$ 4,703,688	\$ 109,688	2.4%
27	South Sanpete	\$ 4,056,587	\$ 3,701,763	\$ 522,760	\$ 4,224,523	\$ 167,936	4.1%
28	South Summit	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%
29	Tintic	\$ 796,433	\$ 742,825	\$ 92,373	\$ 835,198	\$ 38,765	4.9%
30	Tooele	\$ 22,392,927	\$ 19,236,625	\$ 3,299,504	\$ 22,536,129	\$ 143,202	0.6%
31	Uintah	\$ 2,552,295	\$ 1,095,988	\$ 990,333	\$ 2,086,321	\$ (465,974)	-18.3%
32	Wasatch	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%
33	Washington	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%
34	Wayne	\$ 351,631	\$ 273,073	\$ 117,918	\$ 390,991	\$ 39,360	11.2%
35	Weber	\$ 12,257,698	\$ 5,261,193	\$ 4,722,346	\$ 9,983,539	\$ (2,274,159)	-18.6%
36	Salt Lake	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%
37	Ogden	\$ 1,898,375	\$ -	\$ 807,264	\$ 807,264	\$ (1,091,111)	-57.5%
38	Provo	\$ 7,628,900	\$ 5,426,307	\$ 1,929,706	\$ 7,356,013	\$ (272,887)	-3.6%
39	Logan	\$ 2,286,565	\$ 1,594,721	\$ 604,241	\$ 2,198,962	\$ (87,603)	-3.8%
40	Murray	\$ 542,817	\$ -	\$ 160,905	\$ 160,905	\$ (381,912)	-70.4%
42	Canyons	\$ 2,636,052	\$ -	\$ 217,016	\$ 217,016	\$ (2,419,035)	-91.8%
	TOTAL	\$ 292,284,444	\$ 196,513,062	\$ 67,758,738	\$ 264,271,800	\$ (28,012,644)	-9.6%



Voted and Board Local Levy Program

District		Midyear Update			Final Estimates				Comparisons	
ID	LEA	Total State - MY Update	Local Revenues - (Tax Commission)	Total V&B Funding	Total State - Final Estimates	V&B Ending Balance Distribution	Actual Local Revenues	Total V&B Funding - Final	Difference	% Difference
1	Alpine	\$ 54,473,828	\$ 78,968,670	\$ 133,442,498	\$ 37,202,982	\$ 11,644,764	\$ 92,786,895	\$ 141,634,641	\$ 8,192,143	6.1%
2	Beaver	\$ 17,591	\$ 3,839,681	\$ 3,857,272	\$ 213,206	\$ 292,857	\$ 3,927,227	\$ 4,433,290	\$ 576,018	14.9%
3	Box Elder	\$ 6,993,527	\$ 15,846,387	\$ 22,839,914	\$ 5,654,373	\$ 1,782,687	\$ 17,507,870	\$ 24,944,930	\$ 2,105,016	9.2%
4	Cache	\$ 17,604,937	\$ 16,957,202	\$ 34,562,139	\$ 15,634,550	\$ 2,815,358	\$ 19,437,276	\$ 37,887,185	\$ 3,325,046	9.6%
5	Carbon	\$ 1,897,244	\$ 6,491,986	\$ 8,389,230	\$ 283,066	\$ 299,087	\$ 10,730,155	\$ 11,312,307	\$ 2,923,077	34.8%
6	Daggett	\$ 34,964	\$ 668,017	\$ 702,981	\$ -	\$ -	\$ 710,632	\$ 710,632	\$ 7,652	1.1%
7	Davis	\$ 52,658,658	\$ 100,387,737	\$ 153,046,395	\$ 38,961,017	\$ 10,123,752	\$ 114,162,836	\$ 163,247,605	\$ 10,201,210	6.7%
8	Duchesne	\$ 4,031,118	\$ 7,977,449	\$ 12,008,567	\$ 2,943,775	\$ 865,891	\$ 9,042,276	\$ 12,851,943	\$ 843,376	7.0%
9	Emery	\$ -	\$ 8,094,102	\$ 8,094,102	\$ -	\$ 22,203	\$ 8,679,940	\$ 8,702,143	\$ 608,041	7.5%
10	Garfield	\$ 1,396,367	\$ 1,779,146	\$ 3,175,513	\$ 1,243,062	\$ 281,485	\$ 2,152,010	\$ 3,676,557	\$ 501,044	15.8%
11	Grand	\$ -	\$ 7,711,542	\$ 7,711,542	\$ -	\$ -	\$ 8,388,880	\$ 8,388,880	\$ 677,338	8.8%
12	Granite	\$ 25,776,647	\$ 101,738,280	\$ 127,514,927	\$ 16,657,659	\$ 8,295,795	\$ 112,808,452	\$ 137,761,906	\$ 10,246,979	8.0%
13	Iron	\$ 7,436,919	\$ 9,417,284	\$ 16,854,203	\$ 5,673,089	\$ 1,704,205	\$ 10,573,292	\$ 17,950,586	\$ 1,096,383	6.5%
14	Jordan	\$ 20,345,968	\$ 93,192,327	\$ 113,538,295	\$ 3,379,768	\$ 8,027,672	\$ 105,825,068	\$ 117,232,509	\$ 3,694,214	3.3%
15	Juab	\$ 1,199,992	\$ 3,830,864	\$ 5,030,856	\$ 868,587	\$ 376,124	\$ 3,875,294	\$ 5,120,004	\$ 89,149	1.8%
16	Kane	\$ 83,988	\$ 3,931,304	\$ 4,015,292	\$ -	\$ -	\$ 4,797,073	\$ 4,797,073	\$ 781,781	19.5%
17	Millard	\$ 71,072	\$ 8,205,832	\$ 8,276,904	\$ -	\$ 336,813	\$ 8,968,905	\$ 9,305,718	\$ 1,028,814	12.4%
18	Morgan	\$ 1,629,991	\$ 3,431,249	\$ 5,061,240	\$ 693,699	\$ 462,211	\$ 4,246,584	\$ 5,402,493	\$ 341,254	6.7%
19	Nebo	\$ 27,197,742	\$ 40,220,270	\$ 67,418,012	\$ 18,858,267	\$ 5,153,643	\$ 47,298,835	\$ 71,310,745	\$ 3,892,734	5.8%
20	North Sanpete	\$ 2,227,991	\$ 2,839,035	\$ 5,067,026	\$ 2,021,050	\$ 380,985	\$ 3,173,344	\$ 5,575,379	\$ 508,353	10.0%

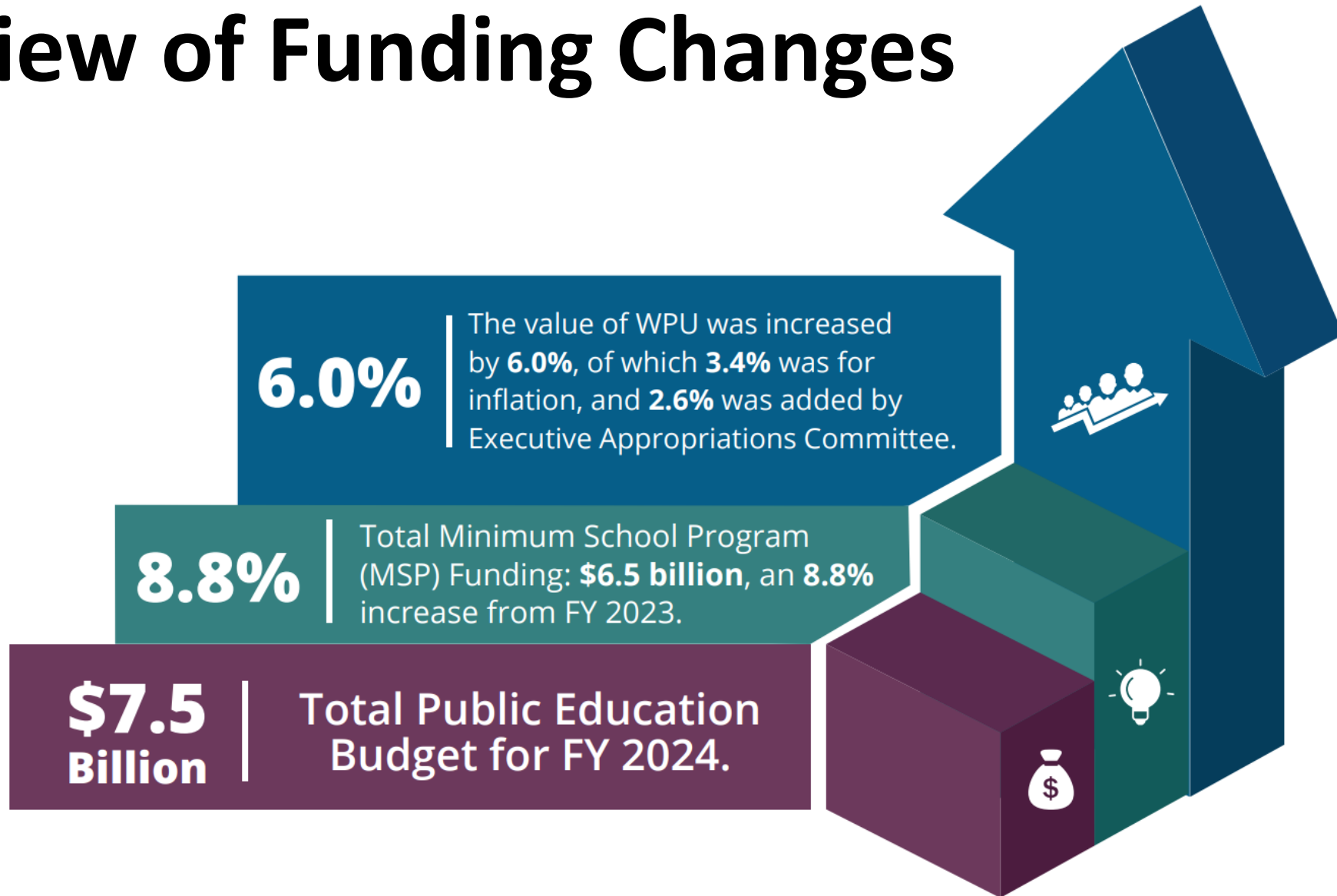
Voted and Board Local Levy Program

District		Midyear Update			Final Estimates				Comparisons	
ID	LEA	Total State - MY Update	Local Revenues - (Tax Commission)	Total V&B Funding	Total State - Final Estimates	V&B Ending Balance Distribution	Actual Local Revenues	Total V&B Funding - Final	Difference	% Difference
21	North Summit	\$ -	\$ 4,136,118	\$ 4,136,118	\$ -	\$ -	\$ 4,455,049	\$ 4,455,049	\$ 318,931	7.7%
22	Park City	\$ -	\$ 46,207,570	\$ 46,207,570	\$ -	\$ -	\$ 51,429,853	\$ 51,429,853	\$ 5,222,283	11.3%
23	Piute	\$ 708,942	\$ 304,729	\$ 1,013,671	\$ 698,913	\$ 98,022	\$ 358,674	\$ 1,155,610	\$ 141,939	14.0%
24	Rich	\$ -	\$ 3,253,298	\$ 3,253,298	\$ -	\$ -	\$ 3,464,929	\$ 3,464,929	\$ 211,631	6.5%
25	San Juan	\$ 4,502,681	\$ 2,007,281	\$ 6,509,962	\$ 4,239,139	\$ 581,494	\$ 2,291,893	\$ 7,112,526	\$ 602,564	9.3%
26	Sevier	\$ 4,594,001	\$ 4,843,522	\$ 9,437,523	\$ 3,954,363	\$ 749,325	\$ 5,644,922	\$ 10,348,611	\$ 911,088	9.7%
27	South Sanpete	\$ 4,056,587	\$ 2,345,116	\$ 6,401,703	\$ 3,701,763	\$ 522,760	\$ 2,816,754	\$ 7,041,277	\$ 639,573	10.0%
28	South Summit	\$ -	\$ 7,809,180	\$ 7,809,180	\$ -	\$ -	\$ 8,398,007	\$ 8,398,007	\$ 588,827	7.5%
29	Tintic	\$ 796,433	\$ 270,167	\$ 1,066,600	\$ 742,825	\$ 92,373	\$ 340,167	\$ 1,175,366	\$ 108,765	10.2%
30	Tooele	\$ 22,392,927	\$ 20,908,324	\$ 43,301,251	\$ 19,236,625	\$ 3,299,504	\$ 24,366,478	\$ 46,902,607	\$ 3,601,356	8.3%
31	Uintah	\$ 2,552,295	\$ 11,271,334	\$ 13,823,629	\$ 1,095,988	\$ 990,333	\$ 12,755,684	\$ 14,842,005	\$ 1,018,377	7.4%
32	Wasatch	\$ -	\$ 31,418,947	\$ 31,418,947	\$ -	\$ -	\$ 34,257,126	\$ 34,257,126	\$ 2,838,179	9.0%
33	Washington	\$ -	\$ 45,845,440	\$ 45,845,440	\$ -	\$ -	\$ 52,244,838	\$ 52,244,838	\$ 6,399,398	14.0%
34	Wayne	\$ 351,631	\$ 852,363	\$ 1,203,994	\$ 273,073	\$ 117,918	\$ 996,556	\$ 1,387,546	\$ 183,552	15.2%
35	Weber	\$ 12,257,698	\$ 36,285,903	\$ 48,543,601	\$ 5,261,193	\$ 4,722,346	\$ 40,655,596	\$ 50,639,135	\$ 2,095,534	4.3%
36	Salt Lake	\$ -	\$ 73,226,863	\$ 73,226,863	\$ -	\$ -	\$ 81,461,804	\$ 81,461,804	\$ 8,234,941	11.2%
37	Ogden	\$ 1,898,375	\$ 20,992,159	\$ 22,890,534	\$ -	\$ 807,264	\$ 24,196,992	\$ 25,004,256	\$ 2,113,722	9.2%
38	Provo	\$ 7,628,900	\$ 22,686,000	\$ 30,314,900	\$ 5,426,307	\$ 1,929,706	\$ 25,148,626	\$ 32,504,639	\$ 2,189,739	7.2%
39	Logan	\$ 2,286,565	\$ 10,344,136	\$ 12,630,701	\$ 1,594,721	\$ 604,241	\$ 12,592,147	\$ 14,791,109	\$ 2,160,408	17.1%
40	Murray	\$ 542,817	\$ 13,616,039	\$ 14,158,856	\$ -	\$ 160,905	\$ 14,989,654	\$ 15,150,559	\$ 991,703	7.0%
42	Canyons	\$ 2,636,052	\$ 79,669,618	\$ 82,305,670	\$ -	\$ 217,016	\$ 88,190,707	\$ 88,407,723	\$ 6,102,054	7.4%
	Total	\$ 292,284,444	\$ 953,822,471	\$ 1,246,106,915	\$ 196,513,062	\$ 67,758,738	\$ 1,080,149,299	\$ 1,344,421,099	\$ 98,314,184	

FY 2024

- Overview of Funding Changes
- Program Specific Details
 - Educator Salary Adjustments
 - Full-Day Kindergarten
 - Voted and Board Local Levy Programs
 - Teacher and Student Success Act (TSSA)
 - Flexible Allocation – WPU Distribution
 - SOEP Small Schools Funding

Overview of Funding Changes



MSP FY 2023/FY 2024 Comparison

A. Basic School Program

Program	FY 23 Base WPU	Appropriation \$ Value	Total FY 24 WPU	Appropriation \$ Value	Growth
Kindergarten	26,667	107,681,300	40,052	171,424,100	59.2%
Grades 1-12	612,549	2,523,472,900	611,450	2,617,006,100	3.7%
Foreign Exchange Students	387	1,562,800	398	1,703,600	9.0%
Necessarily Existent Small Schools	10,708	47,976,800	10,708	49,430,200	3.0%
Professional Staff	57,387	231,728,700	57,118	244,465,100	5.5%
Enrollment Growth Contingency	0	13,945,600	0	19,101,000	37.0%

B. Restricted School Program

Program	FY 23 Base WPU	Appropriation \$ Value	Total FY 24 WPU	Appropriation \$ Value	Growth
Special Education - Regular - Add-on WPU	90,265	364,490,100	93,579	400,518,100	9.9%
Special Education - Regular - Self-Contained	11,189	45,181,200	11,334	48,509,600	7.4%
Special Education - Pre-School	11,372	45,920,100	11,372	48,672,200	6.0%
Special Education - Extended Year Program	460	1,857,500	460	1,968,800	6.0%
Special Education - Impact Aid	2,072	8,366,600	2,072	8,868,100	6.0%
Extended Year for Special Educators	909	3,670,500	909	3,890,600	6.0%
Students At-Risk - Add-on	19,016	77,169,300	23,102	99,463,100	28.9%
CTE - District Add-on	29,257	118,139,800	29,257	125,220,000	6.0%
Class Size Reduction	42,604	172,035,100	42,604	182,345,100	6.0%

MSP FY 2023/FY 2024 Comparison

A. Basic School Program

Program	FY 23 Base WPU	Appropriation \$ Value	Total FY 24 WPU	Appropriation \$ Value	Growth
Kindergarten	26,667	107,681,300	40,052	171,424,100	59.2%
Grades 1-12	612,549	2,523,472,900	611,450	2,617,006,100	3.7%
Foreign Exchange Students	387	1,562,800	398	1,703,600	9.0%
Necessarily Existent Small Schools	10,708	47,976,800	10,708	49,430,200	3.0%
Professional Staff	57,387	231,728,700	57,118	244,465,100	5.5%
Enrollment Growth Contingency	0	13,945,600	0	19,101,000	37.0%

B. Restricted School Program

Program	FY 23 Base WPU	Appropriation \$ Value	Total FY 24 WPU	Appropriation \$ Value	Growth
Special Education - Regular - Add-on WPUs	90,265	364,490,100	93,579	400,518,100	9.9%
Special Education - Regular - Self-Contained	11,189	45,181,200	11,334	48,509,600	7.4%
Special Education - Pre-School	11,372	45,920,100	11,372	48,672,200	6.0%
Special Education - Extended Year Program	460	1,857,500	460	1,968,800	6.0%
Special Education - Impact Aid	2,072	8,366,600	2,072	8,868,100	6.0%
Extended Year for Special Educators	909	3,670,500	909	3,890,600	6.0%
Students At-Risk - Add-on	19,016	77,169,300	23,102	99,463,100	28.9%
CTE - District Add-on	29,257	118,139,800	29,257	125,220,000	6.0%
Class Size Reduction	42,604	172,035,100	42,604	182,345,100	6.0%

MSP FY 2023/FY 2024 Comparison

B. Related to Basic School Programs: General

Program	FY 23 Appropriation \$ Value	Total FY 24 Appropriation \$ Value	Growth
Pupil Transportation - To & From School	117,446,900	130,493,700	11.1%
Pupil Transportation - Rural Transportation Grants	1,000,000	1,000,000	0.0%
Pupil Transportation - Rural School Reimbursement	500,000	500,000	0.0%
Charter School Local Replacement	245,250,600	247,138,000	0.8%
Charter School Funding Base Program	8,015,000	9,740,000	21.5%
Flexible Allocation - WPU Distribution	0	31,767,000	

MSP FY 2023/FY 2024 Comparison

B. Related to Basic School Programs: General

Program	FY 23 Appropriation \$ Value	Total FY 24 Appropriation \$ Value	Growth
Pupil Transportation - To & From School	117,446,900	130,493,700	11.1%
Pupil Transportation - Rural Transportation Grants	1,000,000	1,000,000	0.0%
Pupil Transportation - Rural School Reimbursement	500,000	500,000	0.0%
Charter School Local Replacement	245,250,600	247,138,000	0.8%
Charter School Funding Base Program	8,015,000	9,740,000	21.5%
Flexible Allocation - WPU Distribution	0	31,767,000	

MSP FY 2023/FY 2024 Comparison

B. Related to Basic School Programs: Focus Populations

Program	FY 23 Appropriation \$ Value	Total FY 24 Appropriation \$ Value	Growth
Students At-Risk - Gang Prevention and Intervention	3,246,400	2,381,200	-26.7%
Youth-in-Custody	29,675,900	31,456,500	6.0%
Adult Education	16,678,200	17,678,900	6.0%
Enhancement for Accelerated Students	6,451,500	6,838,600	6.0%
Concurrent Enrollment	15,525,700	17,708,000	14.1%
Title I Schools in Improvement - Paraeducators	750,000	300,000	-60.0%
Early Literacy Program	14,550,000	14,550,000	0.0%
Early Intervention	36,655,000	0	-100.0%
Special Education Intensive Services	1,000,000	0	-100.0%
English Language Learner Software Grants	5,400,000	5,000,000	-7.4%

MSP FY 2023/FY 2024 Comparison

B. Related to Basic School Programs: Focus Populations

Program	FY 23 Appropriation \$ Value	Total FY 24 Appropriation \$ Value	Growth
Students At-Risk - Gang Prevention and Intervention	3,246,400	2,381,200	-26.7%
Youth-in-Custody	29,675,900	31,456,500	6.0%
Adult Education	16,678,200	17,678,900	6.0%
Enhancement for Accelerated Students	6,451,500	6,838,600	6.0%
Concurrent Enrollment	15,525,700	17,708,000	14.1%
Title I Schools in Improvement - Paraeducators	750,000	300,000	-60.0%
Early Literacy Program	14,550,000	14,550,000	0.0%
Early Intervention	36,655,000	0	-100.0%
Special Education Intensive Services	1,000,000	0	-100.0%
English Language Learner Software Grants	5,400,000	5,000,000	-7.4%

MSP FY 2023/FY 2024 Comparison

B. Related to Basic School Programs: Educator Supports

Program	FY 23 Appropriation \$ Value	Total FY 24 Appropriation \$ Value	Growth
Educator Salary Adjustments	194,181,800	391,096,200	101.4%
Teacher Salary Supplement	22,266,100	23,092,100	3.7%
Teacher Supplies & Materials	5,500,000	5,500,000	0.0%
Effective Teachers in High Poverty Schools	951,000	801,000	-15.8%
Elementary School Counselor Program	2,384,400	2,100,000	-11.9%
Grants for Professional Learning	3,935,000	3,935,000	0.0%
Grow Your Own Teacher and Counselor Program	0	7,150,000	
Educator Professional Time	64,000,000	64,000,000	0.0%

MSP FY 2023/FY 2024 Comparison

B. Related to Basic School Programs: Educator Supports

Program	FY 23 Appropriation \$ Value	Total FY 24 Appropriation \$ Value	Growth
Educator Salary Adjustments	194,181,800	391,096,200	101.4%
Teacher Salary Supplement	22,266,100	23,092,100	3.7%
Teacher Supplies & Materials	5,500,000	5,500,000	0.0%
Effective Teachers in High Poverty Schools	951,000	801,000	-15.8%
Elementary School Counselor Program	2,384,400	2,100,000	-11.9%
Grants for Professional Learning	3,935,000	3,935,000	0.0%
Grow Your Own Teacher and Counselor Program	0	7,150,000	
Educator Professional Time	64,000,000	64,000,000	0.0%

MSP FY 2023/FY 2024 Comparison

B. Related to Basic School Programs: Statewide Initiatives

Program	FY 23 Appropriation \$ Value	Total FY 24 Appropriation \$ Value	Growth
School LAND Trust Program	95,929,900	101,803,300	6.1%
Teacher and Student Success Program	155,886,800	182,800,400	17.3%
Student Health and Counseling Support Program	29,550,000	25,480,000	-13.8%
School Library Books & Electronic Resources	765,000	0	-100.0%
Matching Fund for School Nurses	1,002,400	0	-100.0%
Dual Immersion	5,030,000	7,367,000	46.5%
Beverley Taylor Sorenson Arts Learning Program	17,080,000	21,945,000	28.5%
Digital Teaching & Learning Program	21,852,400	19,852,400	-9.2%
Public Education Capital and Technology	91,500,000	0	-100.0%
Total Related to Basic Programs:	\$1,213,960,000	\$1,373,474,300	13.1%

MSP FY 2023/FY 2024 Comparison

B. Related to Basic School Programs: Statewide Initiatives

Program	FY 23 Appropriation \$ Value	Total FY 24 Appropriation \$ Value	Growth
School LAND Trust Program	95,929,900	101,803,300	6.1%
Teacher and Student Success Program	155,886,800	182,800,400	17.3%
Student Health and Counseling Support Program	29,550,000	25,480,000	-13.8%
School Library Books & Electronic Resources	765,000	0	-100.0%
Matching Fund for School Nurses	1,002,400	0	-100.0%
Dual Immersion	5,030,000	7,367,000	46.5%
Beverley Taylor Sorenson Arts Learning Program	17,080,000	21,945,000	28.5%
Digital Teaching & Learning Program	21,852,400	19,852,400	-9.2%
Public Education Capital and Technology	91,500,000	0	-100.0%
Total Related to Basic Programs:	\$1,213,960,000	\$1,373,474,300	13.1%

MSP FY 2023/FY 2024 Comparison

C. Voted & Board Local Levy Programs

Program	FY 23 Appropriation \$ Value	Total FY 24 Appropriation \$ Value	Growth
Board Local Levy Program	612,526,800	743,320,100	21.4%
Voted Local Levy Program	406,724,000	467,782,700	15.0%
C. Subtotal	\$1,019,250,800	\$1,211,102,800	18.8%

Grand Total: \$5,996,438,300 \$6,607,162,900 10.2%

Educator Salary Adjustments

EDUCATOR SALARY ADJUSTMENTS REPORT				BENEFITS*			
Legislative Estimates - FY24							

Educator Salary Adjustments

EDUCATOR SALARY ADJUSTMENTS REPORT							
Legislative Estimates - FY24							
					BENEFITS*		
					Retirement	22.19%	
					Workers Comp	0.79%	
					Social Security	6.20%	
					Medicare	1.45%	
					Total:	30.63%	
		Eligible FTEs	Eligible FTEs	Unsatisfactory Ratings	Adjustment Amount	Adjustment Amount	Total
	Award Amount	\$ -	\$ 4,200				
Recipient ID	District_Name	Sum of FTE2008	Sum of FTE2009		-	\$ 5,486.46	\$ 5,486.46
1	Alpine District	4,210.5	3,999.5	0	\$ -	\$ 21,942,855	\$ 21,942,855
2	Beaver District	96.9	92.3	0	\$ -	\$ 506,126	\$ 506,126
3	Box Elder District	660.9	631.9	0	\$ -	\$ 3,466,839	\$ 3,466,839
4	Cache District	1,035.9	999.7	0	\$ -	\$ 5,484,777	\$ 5,484,777

Educator Salary Adjustments

Principals

- \$2,500 – Stipend
- \$3,104 – Stipend Plus Benefits

Educators

- \$8,400 – Stipend
- \$10,701 – Stipend Plus Benefits

Educator Salary Adjustments

Home2023 General SessionS.B. 183

S.B. 183 Educator Salary Amendments

Bill Text

Status

Hearings/Debate

Enrolled

Printer Friendly

1

2

3

4

5

6

7

8

9

S.B. 183

EDUCATOR SALARY AMENDMENTS

2023 GENERAL SESSION

STATE OF UTAH

Chief Sponsor: Evan J. Vickers

House Sponsor: Steven J. Lund

Cosponsors:
Nate Blouin
Luz Escamilla
Don L. Ipson

Bill Sponsor:



Sen. Vickers, Evan J.

Floor Sponsor:



Rep. Lund, Steven J.

CoSponsor(s):

Blouin, N.

Ipson, D.

Kwan, K.

Owens, D.R.

Plumb, J.

Sandall, S.

Winterton, R.

Escamilla, L.

Johnson, J.

Millner, A.

Pitcher, S.

Riebe, K.

Wilson, C.

Starting in FY25, ESA stipend amounts will increase by the prior year’s increase in the WPU value (6% for FY25).

Full-Day Kindergarten (FDK)

H.B. 477 Full-day Kindergarten Amendments

Bill Text		Status	Hearings/Debate										
Enrolled		H.B. 477	Bill Sponsor:  Rep. Spendlove, Robert M. Floor Sponsor:  Sen. Cullimore, Kirk A.										
Printer Friendly 													
1	FULL-DAY KINDERGARTEN AMENDMENTS												
2	2023 GENERAL SESSION												
3	STATE OF UTAH												
4	Chief Sponsor: Robert M. Spendlove												
5	Senate Sponsor: Kirk A. Cullimore												
6	Cosponsors: CoSponsor(s):<table><tr><td>Albrecht, C.</td><td>Bennion, G.</td></tr><tr><td>Briscoe, J.</td><td>Clancy, T.</td></tr><tr><td>Dailey-Provost, J.</td><td>Dunnigan, J.</td></tr><tr><td>Eliason, S.</td><td>Elison, J.</td></tr><tr><td>Garner, B.</td><td>Gwynn, M.</td></tr></table>			Albrecht, C.	Bennion, G.	Briscoe, J.	Clancy, T.	Dailey-Provost, J.	Dunnigan, J.	Eliason, S.	Elison, J.	Garner, B.	Gwynn, M.
Albrecht, C.	Bennion, G.												
Briscoe, J.	Clancy, T.												
Dailey-Provost, J.	Dunnigan, J.												
Eliason, S.	Elison, J.												
Garner, B.	Gwynn, M.												



Full-Day Kindergarten (FDK)

HB 477

- Repeals OEK and FDK funding
- Changes K Weights
 - Districts
 - 1.0 for FDK students
 - Charters
 - 0.9 for FDK students
 - 0.55 for all other Kindergarten students

Full-Day Kindergarten (FDK)

99 ~~[(2)]~~ (3)(a) Except as provided in Subsection (3)(b), for a fiscal year beginning on or
100 after July 1, 2023, the number of weighted pupil units for kindergarten students shall be
101 computed by adding the average daily membership of all pupils of the school district or charter
102 school enrolled in kindergarten.

103 (b) The number of weighted pupil units is computed by ~~[adding]~~ multiplying the
104 ~~average daily membership [of all pupils of the school district or charter school enrolled in~~
105 ~~kindergarten and multiplying the total]~~ for the number of students who are enrolled in
106 kindergarten for less than the equivalent length of the schedule for grades 1 through 3, based on
107 the October 1 data described in Section [53F-2-302](#), by .55.

Full-Day Kindergarten (FDK)

		K ADM			K Base WPU	
ID	District	FY 2022	Est. FY 2023	Est. FY 2024	FY 2023	FY 2024
1	Alpine	6,125.8	5,598.01	6,077.11	3,078.908	3,342.409
2	Beaver	119.0	102.0	99.0	56.100	54.450
3	Box Elder	913.1	824.8	846.6	453.639	465.648
4	Cache	1,365.9	1,286.2	1,341.3	707.424	737.712
5	Carbon	238.3	199.8	196.1	109.893	107.830
6	Daggett	12.3	8.5	7.6	4.673	4.154
7	Davis	4,827.6	4,265.6	4,563.9	2,346.098	2,510.172
8	Duchesne	343.6	345.6	357.1	190.054	196.389
9	Emery	132.5	136.4	134.4	75.015	73.936

Full-Day Kindergarten (FDK)

E5 ✕ ✓ *fx* $=(D5+C5)*23$

	A	B	C	D	E	F	G	H	I	J	K	L	M
	LEA Info		FY24 FDK Projections (Submitted Fall 2022)			FY 2023 Enrollments					Calculated Results		
	LEA ID	LEA	# of existing FDK classes in SY 22-23 to replace funding	# of FDK classes planning to add in SY 23-24	Projected FDK Students	Missing Code	Extended Day	Full Day	Half Day	Total	Higher of Projected FDK or FY2023 Full Day Enrollments/Capped at CDC Projection	K enrollments - CDC Projections	% FDK
1	1	Alpine	22	90	2,576	2		1,009	5,168	6,179	2,576	6,229	41%
2	2	Beaver	4	2	138		2	99	5	106	99	99	100%
3	3	Box Elder	16	11	621		212	298	384	894	621	853	73%
4	4	Cache	17	7	552	35	793	524		1,352	552	1,364	40%
5	5	Carbon	11	-	253			136	93	229	209	209	100%
6	6	Daggett	-	-	-		10			10	-	8	0%

Full-Day Kindergarten (FDK)

AE4									
=IF(AA4<Z4,Q4,R4)+AD4									
	A	B	Z	AA	AB	AC	AD	AE	AF
1									
2			Total K-12 WPU		Prior Year Plus Growth K-12 WPU	FDK WPU		Final K-12 WPU FY2024	
3	ID	District	FY 2023	FY 2024	FY 2024	Est. FDK ADM	FDK WPU	K	1-12
4	1	Alpine	79,522.992	80,066.327	80,066.327	2,513.2	1,130.933	4,473.342	76,723.918
5	2	Beaver	1,423.031	1,390.248	1,423.031	99.0	44.550	100.650	1,366.931
6	3	Box Elder	11,682.090	11,722.397	11,722.397	616.4	277.364	743.013	11,256.749
7	4	Cache	18,771.819	18,897.218	18,897.218	542.8	244.265	981.977	18,159.507
8	5	Carbon	3,145.795	3,152.485	3,152.485	196.1	88.224	196.054	3,044.656
9	6	Daggett	167.239	155.108	167.239	-	-	4.673	162.566
10	7	Davis	68,140.692	67,303.076	68,140.692	2,119.9	953.969	3,300.067	65,794.594
11	8	Duchesne	4,866.885	4,957.834	4,957.834	357.1	160.682	357.072	4,761.445
12	9	Emery	1,956.727	1,905.365	1,956.727	134.4	60.493	135.508	1,881.711
13	10	Garfield	1,140.939	1,124.546	1,140.939	108.7	48.924	109.750	1,080.112

Full-Day Kindergarten (FDK)

For the Midyear Update:

FDK Funding =

% FDK on October 1 X FY24 ADM Projections X 0.45 WPU

Full-Day Kindergarten (FDK)

Enrollment Growth Savings for Kindergarten Transfer

This item uses \$19,101,000 ongoing savings from lower enrollment growth costs in FY 2024 to provide an enrollment growth contingency for Kindergarten. This supports the transition of the WPU weighting for Kindergarten from 0.55 to 1.0 by allowing the State Board of Education to draw on these funds should actual WPUs for students be higher than estimated.

Priority
One-time: *
Ongoing: *

Show: Statewide Enrollment Growth Contingency

Financing Source		[?]	Request	Priority	H.B. 2	Funded
Uniform School Fund	One-time		\$0	\$0	\$0	\$0
	Ongoing		\$19,101,000	\$0	\$19,101,000	\$19,101,000
Total	One-time		\$0	\$0	\$0	\$0
	Ongoing		\$19,101,000	\$0	\$19,101,000	\$19,101,000



Voted and Board Local Levy Programs

FY24 Guarantee Rate:

48	40 Murray	0.001141	0.001528
49	42 Canyons	0.001260	0.001807
50	Totals	0.001329	0.001865
51			
52	Per WPU Guarantee amount:		\$ 65.63
53			
54			



Voted and Board Local Levy Programs

Overview **Issues** Background Financials

Funding Items

Show amount: Requested Prioritized **Funded**

Show all ☐

Priority		Description	One-Time	Ongoing
1x	Ong			
Filter				
7	3	At-Risk Students WPU Weighting Increase	\$0	\$3,166,800
		Current Year Ongoing Appropriation	\$0	\$1,030,460,000
		Minimum School Program Risk Balancing	(\$50,000,000)	\$0
		Nonlapsing Balances	\$38,790,800	\$0
	2	Public Education Funding Equalization (SB0083)	\$0	\$19,092,000
		Statutory Enrollment Growth	\$0	\$158,384,000
Total			(\$11,209,200)	\$1,211,102,800

Voted and Board Local Levy Programs

S.B. 83 Public Education Funding Equalization

Bill Text

Status

Hearings/Debate

Enrolled

Printer Friendly

1

PUBLIC EDUCATION FUNDING EQUALIZATION

2

2023 GENERAL SESSION

3

STATE OF UTAH

4

Chief Sponsor: Lincoln Fillmore

5

House Sponsor: Norman K Thurston

6

S.B. 83

Bill Sponsor:

Floor Sponsor:



Sen. Fillmore,
Lincoln



Rep. Thurston,
Norman K

Drafting Attorney: Mike Curtis

Fiscal Analyst: Ben Leishman

Bill Tracking

UTAH STATE BOARD OF EDUCATION

The logo of the Utah State Board of Education, featuring a circular seal with a torch in the center and the words "UTAH STATE BOARD OF EDUCATION" around the perimeter.

Page 817 of 1939

Voted and Board Local Levy Programs

55 Budget.

56 (3) If the Executive Appropriations Committee includes in the public education base
57 budget or the final public education budget an increase in the value of the WPU in excess of

58 the amounts described in Subsection (1)(a), the Executive Appropriations Committee shall also
59 include an appropriation to the Local Levy Growth Account established in Section 53F-9-305
60 in an amount equivalent to at least 0.5% of the total amount appropriated for WPUs in the
61 relevant budget.

Above the inflation factor

Voted and Board Local Levy Programs

State Government

UCA36-12-13(2)(c)

Revenues	FY 2023	FY 2024	FY 2025
Local Levy Growth Account	\$0	\$19,092,000	\$19,092,000
Total Revenues	\$0	\$19,092,000	\$19,092,000

Should the Executive Appropriations Committee include certain excess funding in the public education budget as described in this bill, enactment of this bill may transfer \$19,092,000 from the Uniform School Fund into the Income Tax Fund Restricted - Local Levy Growth Account based on the total cost of weighted pupil units (WPUs) in the Public Education Base Budget as provided in the bill.



Voted and Board Local Levy Programs

SB 1

959	<u>PUBLIC EDUCATION</u>	
960	<u>STATE BOARD OF EDUCATION - MINIMUM SCHOOL PROGRAM</u>	
961	<u>ITEM 23 To State Board of Education - Minimum School Program - Basic School Program</u>	
962	<u>From Uniform School Fund</u>	<u>3,086,473,300</u>
963	<u>From Local Revenue</u>	<u>731,890,200</u>

$$\text{\$3,086,473,300} + \text{\$731,890,200} = \text{\$3,818,363,500}$$

$$\text{\$3,818,363,500} \times 0.5\% = \text{\$19,091,818}$$

Teacher and Student Success Act (TSSA)

53F-2-416. Appropriation and distribution for the Teacher and Student Success Program.

- (1) The terms defined in Section 53G-7-1301 apply to this section.
- (2) Subject to future budget constraints, the Legislature shall annually appropriate money from the Teacher and Student Success Account described in Section 53F-9-306 to the state board for the Teacher and Student Success Program.
- (3) Except as provided in Subsection (5)(a), the state board shall calculate an amount to distribute to an LEA that is the product of:
 - (a) the percentage of weighted pupil units in the LEA compared to the total number of weighted pupil units for all LEAs in the state; and
 - (b) the amount of the appropriation described in Subsection (2), less the amount calculated, in accordance with state board rule, for:
 - (i) an LEA that is in the LEA's first year of operation; and
 - (ii) the Utah Schools for the Deaf and the Blind.

Teacher and Student Success Act (TSSA)

R277-927-3. Program Requirements and Board Distribution of Program Money.

(4) For purposes of calculating the formula described in Subsection 53F-2-416(3),

"weighted pupil units" means:

(a) for a school district or charter school:

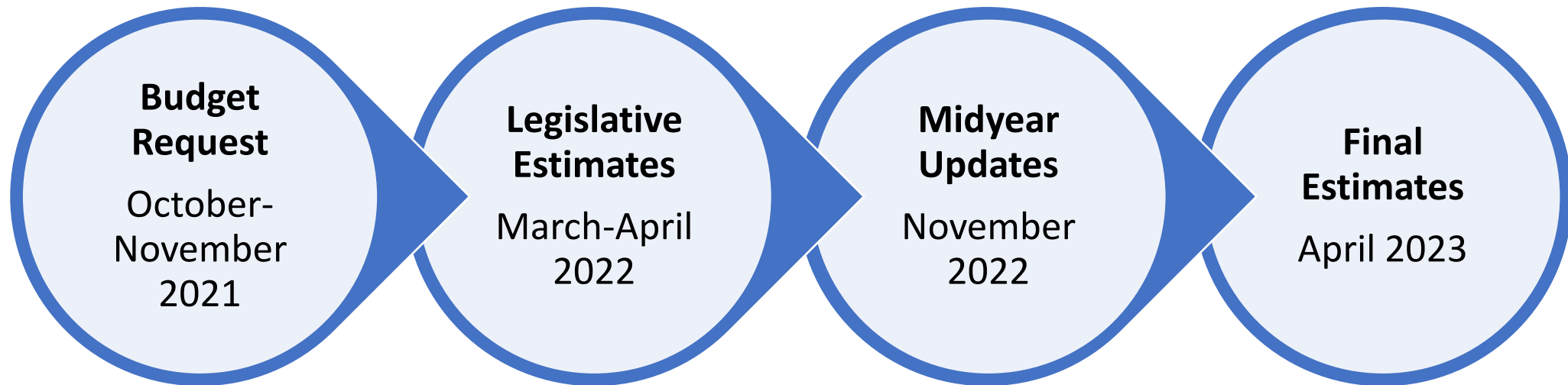
(i) the weighted pupil units for the current year budget request for the minimum school basic program; minus

(ii) the weighted pupil units allocated to LEAs for foreign exchange students; and

(b) for the Utah Schools for the Deaf and Blind, USDB's prior year October 1 headcount multiplied by two.

Teacher and Student Success Act (TSSA)

FY 2023 Minimum School Program Process



Teacher and Student Success Act (TSSA)

WPUs based on projections



WPUs based on actuals



Comparing TSSA Distribution Methodologies

	Budget Request WPU's	Legislative Estimates WPU's	Midyear Update WPU's	Prior Year WPU's
Pros	• Allocations are stable • No changes needed to rule	• Allocations are stable • Legislative changes are included	• Allocations reflect actual students • Legislative changes are included	• Allocations are stable • Allocations reflect actual students • Legislative changes are included
Cons	• Allocations: • Do not reflect actual students • Do not reflect legislative changes • Are not currently reported to LEAs	• Allocations do not reflect actual students • The term "Legislative Estimates" is not defined in rule	• Allocations change during the year, increasing uncertainty and administrative burdens on LEAs	• Allocations are based on prior year students • Growing LEAs must wait a year for allocations to reflect growth

◀———— Current Year WPU's ———▶

Teacher and Student Success Act (TSSA)

R277-927-3. Program Requirements and Board Distribution of Program Money.

69 (4) For purposes of calculating the formula described in Subsection [53F-2-416\(3\)](#),

70 "weighted pupil units" means:

71 (a) for ~~[a school district or charter school]~~ an existing LEA:

72 (i) the weighted pupil units for the ~~[current]~~ prior year ~~[budget request]~~ for the
73 minimum school basic program; minus

74 (ii) the weighted pupil units allocated ~~[to LEAs]~~ for foreign exchange students; and

Teacher and Student Success Act (TSSA)

Teacher and Student Success Act Program Allocations - FY2024						
LEA ID	LEA	Total WPUs	Less Foreign Exchange	Total Adjusted WPUs	Total	\$ Per WPU
1	Alpine	109,850.084	43.000	109,807.084	\$ 21,918,316	199.61
2	Beaver	2,759.217	-	2,759.217	\$ 550,760	199.61
3	Box Elder	16,815.881	8.000	16,807.881	\$ 3,354,979	199.61
4	Cache	26,514.700	19.000	26,495.700	\$ 5,288,740	199.61
5	Carbon	4,937.939	8.000	4,929.939	\$ 984,053	199.61
6	Daggett	690.687	-	690.687	\$ 137,866	199.61
7	Davis	95,665.239	36.000	95,629.239	\$ 19,088,312	199.61
8	Duchesne	8,176.821	3.000	8,173.821	\$ 1,631,556	199.61

TSSA allocations will not change again in FY 2024.

Flexible Allocation – WPU Distribution

- Reallocated Funding - \$1,767,000
 - School Library Books and Electronic Resources
 - Matching Fund for School Nurses
- Funding to 4th-6th Class County Schools - \$30 million
 - LEAs located within counties with a population less than 40,000

Flexible allocation amounts will be updated to reflect updated WPUs in the Midyear Updates

SOEP Small High School Support

Statewide Online Education Program Support - Small High Schools, Home, and Private School Students

Priority
One-time: **11**
Ongoing:

The Statewide Online Education Program (SOEP) lacks sufficient funding for services to Small Schools (53F-4-518), disincentivizing disclosure of opportunities to students; relative to small budgets, instructional costs of participation disincentive participation by LEAs wary of lowering class size and heightening per-pupil instructional costs more broadly. Provides additional funding for the Statewide Online Education Program for Small Schools (public schools enrolling less than 1,000 pupils including high school students).

Show: **Statewide** Statewide Online Education Program Subsidy

Financing Source		②	Request	Priority	Base	H.B. 2	Funded
Public Education Economic Stabilization Restricted Account	One-time		\$0	\$0	\$0	\$3,200,000	\$3,200,000
	Ongoing		\$0	\$0	\$0	\$0	\$0
Income Tax Fund	One-time		\$0	\$7,212,300	\$0	\$0	\$0
	Ongoing		\$4,559,400	\$0	\$0	\$0	\$0
Total			\$0	\$7,212,300	\$0	\$3,200,000	\$3,200,000



SOEP Small High School Support

Small High School Support

Overview

Issues

Background

Financials

Funding Items

Show amount:

Requested

Prioritized

Funded

Show all

Priority					
1x	Ong	Description		One-Time	Ongoing
Q Filter					
*	*	SOEP Program Split		\$681,600	\$776,200
	1	WPU Value Increase - Discretionary Adjustment		\$0	\$19,100
Total				\$681,600	\$795,300



MSP Contacts

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Questions?



UTAH STATE BOARD OF EDUCATION

Subject:

ACTION: R277-110, Educator Salary Adjustment (Amendment)

Agenda item type:

Action Item

Recommended Action:

That the Committee approves R277-110, Draft 1, on first reading and forward to the Board for approval on second and final reading.

Background:

Amendments related to the passage of HB 215 during the 2023 Legislative Session.

Staff will present R277-110, Draft 1, for consideration and approval.

Authorizing, and Implemented or Interpreted Law: Art X Sec 3; 53E-3-401(4); 53F-2-405(5)

Contact:

Name:	Angie Stallings	Sam Urie
Title:	Deputy Superintendent of Policy	School Finance Director
Phone:	801-538-7550	801-538-7667
Email:	angie.stallings@schools.utah.gov	Sam.urie@schools.utah.gov

Attachments:

1. R277-110 - Draft 1 - May 2023 Committee Final

R277. Education, Administration.

R277-110. Educator Salary Adjustment.

R277-110-1. Authority and Purpose.

(1) This rule is authorized by:

(a) Utah Constitution [Article X, Section 3](#), which vests general control and supervision over public education in the Board;

(b) Subsection [53E-3-401](#)(4), which allows the Board to make rules to execute the Board's duties and responsibilities under the Utah Constitution and state law; and

(c) Subsection [53F-2-405](#)(5), which authorizes the Board to make rules to administer the educator salary adjustment program.

(2) The purpose of this rule is to outline a consistent method for enacting educator salary adjustments in accordance with Section [53F-2-405](#).

R277-110-2. Definitions.

(1) "Educator" has the same meaning as defined in Subsection [53F-2-405](#)(1).

(2) "Educator Salary Adjustment" or "Adjustment" means funds allocated by the Board to an LEA in accordance with Subsection [53F-2-405](#)(3).

(3) "LEA" includes, for purposes of this rule, the Utah Schools for the Deaf and the Blind.

(4) "USIMS" has the same meaning as defined in Subsection [R277-312-2](#)(6).

R277-110-3. Procedures.

(1) An LEA shall:

(a)(i) have employee evaluation procedures consistent with [Title 53G, Chapter 11, Part 5](#), School District and Utah Schools for the Deaf and the Blind Employee Requirements; or

(ii) if an LEA is exempt from the requirements of Subsection (1)(a)(i), have employee evaluation procedures in place to receive funds under Section [53F-2-405](#);

29 (b) put the adjustment appropriation into the LEA's salary schedule each year
30 that funds are appropriated by the Legislature;

31 (c) ensure the amount of the adjustment is the same for each eligible full-time-
32 equivalent educator position in the LEA;

33 (d) ensure that each eligible employee who is not a full-time educator receives a
34 proportional salary adjustment based on the number of hours the employee works in the
35 employee's current assignment as an educator; and

36 (e) ensure that each educator who receives an adjustment has not received [a
37 ~~satisfactory or above job performance~~an unsatisfactory rating ~~[in]~~on the educator's
38 three most recent evaluations as described in Subsection 53F-2-405(4)(c).~~concluded~~
39 ~~in the school year prior to the year for which the adjustment is made.]~~

40 (2) Notwithstanding Subsection (1)(e), an LEA may grant an adjustment to a
41 new hire who has successfully completed the position hiring process and been selected
42 for an educator position.

43 (3) Once an educator qualifies for an adjustment in a designated school year,
44 the adjustment becomes an ongoing part of the educator's salary.

45 (4)(a) Beginning July 1, 2023, an educator shall receive at least the amount
46 described in Subsection 53F-2-405(4)(a) for the educator salary adjustment.

47 (b) [An]Beginning July 1, 2024, an educator shall receive an annual adjustment
48 of ~~[\$4200]~~an amount equal to the amount described in Subsection 53F-2-405(4)(d)
49 based upon legislative funding allocations.

50 (c) The Superintendent shall distribute funds to LEAs for the educator salary
51 adjustment based on LEA educator data submitted by November 15.

52 (d) An LEA may be required to provide funding to meet benefit costs for
53 educators under this program.

54 (5) A school building level administrator shall receive an annual adjustment of
55 \$2500 and benefits as provided in Subsection 53F-2-405(7).

56 (6) Each LEA shall annually note on the appropriate salary schedule:

57 (a) the amount of the educator salary adjustment;

(b) the positions qualifying for the adjustment; and

(c) performance rating requirements in accordance with Subsection [53F-2-405\(4\)\(c\)](#).

(7) Each LEA shall annually maintain record of performance ratings for an educator receiving an adjustment in accordance with this rule.

(8)(a) The Superintendent shall remit to LEAs an estimated educator salary adjustment allotment through monthly bank transfers and allotment memos beginning in July of each year.

(b) The Superintendent shall adjust the allotment amount in November of each year to match the number of qualified educators in CACTUS or USIMS.

(9) An adjustment to CACTUS or USIMS made after November 15 may not count towards an LEA's amount for educator salary adjustments until the following year.

(10) An LEA may not include educator salary adjustments when calculating the weighted average compensation adjustment for non-administrative licensed staff.

(11) An LEA may not reduce or artificially limit an educator's salary to convert the salary supplement in this section into a windfall to the LEA.

(12) An LEA shall increase the total wage compensation of each educator, including salary and stipends, by at least \$4200 from the educator's compensation in fiscal year 2022-23.

(13) An LEA shall appropriately code educator salary and benefits provided through the educator salary adjustment to the educator salary adjustment program code in accordance with Rule [R277-113](#) and the LEA's program accounting policy.

KEY: educators, salary adjustments

Date of Last Change: June 7, 2022

Notice of Continuation: April 15, 2022

Authorizing, and Implemented or Interpreted Law: [Art X Sec 3](#); [53E-3-401\(4\)](#); [53F-2-405\(5\)](#)

UTAH STATE BOARD OF EDUCATION

Subject:

ACTION: R277-619, Student Leadership Skills Development (Repeal)

Agenda item type:

Action Item

Recommended Action:

That the Committee repeal R277-619 on first reading and recommend the Board repeal the rule on second and final reading.

Background:

Program repealed from Utah Code in 2021. Also, Expiring July 13, 2023

Staff will present R277-619, Repeal, for consideration and approval.

Authorizing, and Implemented or Interpreted Law: Art X, Sec 3; 53E-3-401(4); 53F-2-508

Contact:

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Attachments:

1. R277-619 - Repeal - May 2023 Committee

R277. Education, Administration.

~~[R277-619. Student Leadership Skills Development.~~

~~R277-619-1. Authority and Purpose.~~

~~—— (1) This rule is authorized by:~~

~~—— (a) Utah Constitution Article X, Section 3, which vests general control and supervision over public education in the Board;~~

~~—— (b) Subsection 53E-3-401(4), which allows the Board to execute rules to carry out its duties and responsibilities under the Utah Constitution and state law; and~~

~~—— (c) Subsection 53F-2-508(4), which directs the Board to make rules for elementary school participation in this pilot grant program.~~

~~—— (2) The purpose of this rule is to provide criteria, procedures and timelines for the Board to designate schools and grant awards to facilitate elementary school participation in the pilot Student Leadership Skills Development program.~~

~~R277-619-2. Definitions.~~

~~—— (1) "Matching funds" means an amount of funds or services that shall be provided by an applicant in the Board application to meet the match requirement of Subsection 53F-2-508(5)(a) for first year applicants.~~

~~—— (2) "Student leadership skills development program" or "Program" means a program established in accordance with Section 53F-2-508 to develop students' behaviors and skills vital for learning and career success and that will enhance a school's learning environment.~~

~~R277-619-3. School Selection Criteria.~~

~~—— (1) An elementary school that includes any combination of grades K-6 may apply for program funds.~~

~~—— (2) An applicant school shall provide a completed application for its pilot program, which shall:~~

~~—— (a) indicate how the program will develop:~~

~~—— (i) communication skills;~~

~~—— (ii) teamwork skills;~~

~~—— (iii) interpersonal skills;~~

~~—— (iv) initiative and self-motivation;~~
~~—— (v) goal setting skills;~~
~~—— (vi) problem solving skills; and~~
~~—— (vii) creativity;~~
~~—— (b) estimate the number of students that will be served by the program;~~
~~—— (c) agree that the school will provide all data and information required by the Superintendent for evaluation and reporting purposes;~~
~~—— (d) explain how the school will provide matching funds as required under Subsection 53F-2-505(5)(a).~~
~~—— (d) provide additional information requested by the Superintendent on the application including selection criteria and assurances provided in Subsection 53F-2-508(5).~~

~~R277-619-4. School Selection and Criteria.~~

~~—— (1) The Superintendent shall set application and funding deadlines based on funding availability.~~
~~—— (2) The Superintendent shall screen all applications for compliance with all state laws, this Rule R277-619, and application requirements.~~
~~—— (3) The Superintendent may seek the participation and advice of an independent evaluating committee in recommending applications for funding.~~
~~—— (4) The Board shall make final school funding selections.~~
~~—— (5) Subject to legislative appropriation, the Board shall determine the final number of schools and amounts per school not to exceed \$10,000 per school for first year applicants and \$20,000 per school for second year applicants, based on the number and quality of applications.~~

~~KEY: students, leadership skills~~

~~Date of Enactment or Last Substantive Amendment: August 7, 2018~~

~~Notice of Continuation: July 13, 2018~~

~~Authorizing, and Implemented or Interpreted Law: Art X, Sec 3; 53E-3-401(4); 53F-2-508]~~

UTAH STATE BOARD OF EDUCATION

Subject:

ACTION: Updates to the Special Education Rules Manual incorporated by reference in R277-750 Education Programs for Students with Disabilities

Agenda item type:

Action Item

Recommended Action:

That the Committee approves updates to the special education rules incorporated by reference in R277-750, Draft 1, on first reading and forward to the Board for approval on second and final reading.

Background:

The 2023 Utah State Legislative Session passed House Bill 2 which required updates to the special education rules in the Maintenance of Effort section based on an LEA's ability to unrestrict a portion of its state special education funds.

As a result of the stakeholder feedback received on the work the USBE special education section has been doing to ensure the meaningful inclusion of students with disabilities in the least restrictive environment, two other minor changes are being proposed.

Special Education Directors were provided an opportunity for additional feedback at the Utah Special Education Directors Administrators' Meeting (USEAM) on April 27, 2023.

Staff will present Special Education Rules incorporated by reference in R277-750 Education Programs for Students with Disabilities.

Authorizing, and Implemented or Interpreted Law: Art X Sec 3; 53E-3-401(4); 53E-7-202.

Contact:

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Title:	Asst. Supt. of Student Support	Special Education UPIPS Coordinator
Phone:	801-538-7898	801-538-7866
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Attachments:

1. Abbreviated Summary of Proposed Updates USBE Special Education Rules Manual May 2023
2. Full Summary of Proposed Updates USBE Special Education Rules Manual May 2023
3. USBE SpEd Rules Manual Proposed Updates Redlined Version May 2023
4. Utah State Board of Education Special Education Rules (2022)

Abbreviated Summary of Proposed Updates to the Utah State Board of Education 2022 Special Education Rules (May 2023)

I. General Provisions

I.E.28 Definitions as Used in These SpEd Rules. Page 23

Inclusion changed to include **services and supports** instead of customized supports.

II. Identification, Location, and Evaluation

II.J.11.c.(5)(h)(ii) Categorical Definitions, Criteria, and Assessments. Page 76

(A) Consider whether the student's cognitive deficit **profile**, from standardized testing, includes both a normative and an intraindividual weakness...;

(B) Consider whether the student's cognitive deficit **profile**, from standardized testing, includes both a normative and an intraindividual strength ...; and....

III. Individualized Education Program (IEP) Development and Service Delivery

No updates

IV. Procedural Safeguards: Due Process Procedures for Parents and Students

IV.Q.5. Civil Action. Page 128

... the procedures must be exhausted to the same extent as would be required had the action been brought under Section 615 of the IDEA, **subject to the United States Supreme Court's decision in *Perez v. Sturgis Public Schools, et. al.*, 598 US__ (2023).**

V. Discipline Procedures

No updates

VI. Students with Disabilities in other Settings

No updates

VII. Preschool and Postsecondary Transitions

No updates

VIII. Responsibilities of the Utah State Board of Education

No updates

IX. Local Education Agency (LEA) Eligibility and Responsibilities

IX.B.6.b. Use of Part B Federal Funds by the LEA. Page 239

(a) An LEA may (UCA 53F-2-209):

(i) Use up to 35% of the LEA's state restricted funding for each state special education funding program listed in these SpEd Rules X.D-L to flexibly and without restriction respond to changing circumstances and student needs, and

(ii) Transfer fund balances between funds as necessary to flexibly expend funds as described in SpEd Rules IX.B.6.b.(a)(i).

(iii) An LEA may not:

(A) Expend the transferred funds for capital projects or improvements;

(B) Violate federal law or federal restrictions on the LEA's funds.

X. Special Education Funding

X.D.5. Special Education Add-On Calculation. Page 254

The formula is described in UCA 53F-2-307.

X.F.2. State Special Education Self-Contained Calculation. Page 255

The formula is number of self-contained ADM, pulled from the Self-Contained Resource Attendance Management (SCRAM) in the prior fiscal year, multiplied by the WPU value.

X.H.4. State Special Education Preschool Calculation. Page 255

The formula is based on the count of students with disabilities ages 3-5 enrolled in preschool and reported by the district in the December 1 UTREx submission.

- a. The current year (December 1) enrollment is multiplied by a factor of 1.47 to determine the number of WPU for the district.
- b. If the total WPU allocated for the State is different from the allocation amount, the difference is prorated across all districts.
- c. The Statewide Child Counts of the previous two years is limited to a growth rate of no greater than 8%. If the State enrollment exceeds 8%, funds will be distributed to each district based on their proportion of the total statewide enrollment of preschoolers ages 3-5, limited to 8%.

X.J.2. State Special Education Impact Aid Calculation. Page 256

The formula is the total allocation minus \$409,409 split between South Sanpete School District (\$188,977) and Salt Lake City School District (\$220,432) for the education of incarcerated students, then the remaining total is allocated based on each LEA's percentage enrollment of students with disabilities from the December 1 UTREx submission.

X.L.4. State Special Education Extended School Year (ESY) Calculation. Page 257

The formula is calculated using a base plus a distribution by population, from the December 1 UTREx submission.

- a. The base was established in 2010 and is \$2,259.
- b. Distribution by population is calculated for those LEAs who reported providing ESY services in the prior school year. The total current year enrollment of students with disabilities ages 3- 21 is multiplied by the total state enrollment of students with disabilities ages 3-21. This percentage is multiplied by the (total allocation minus base allocation) and distributed among participating LEAs.
- c. If the total WPU for the state is different from the allocation amount determined by formula, the difference is prorated across all LEAs.
- d. Estimates: Enrollment of students with disabilities for new LEAs is estimated at 10% of projected total enrollment.

X.N.7. State Extended Year Stipend for Special Educators (EYSE) Calculation. Page 258

The formula is described in UCA 53F-2-310.

X.O.4. State Special Education Special Education Intensive Services Allowable Use. Page 258

The formula is described in R277-752.

Full Summary of Proposed Updates to the Utah State Board of Education 2022 Special Education Rules Updates (May 2023)

I. General Provisions

I.E.28 Definitions as Used in These SpEd Rules.

Page 23

Inclusion means inclusion and acceptance of students with disabilities is ensuring each student is valued as a visible member of the school community with equal opportunities to contribute by creating conditions for active, meaningful participation with:

- a. Interaction and engagement age-appropriate peers;
- b. Systems that promote high expectations and learner agency for each student;
- c. Grade/age-appropriate core content standards, curricular materials, and resources; and
- d. Availability of ~~customized supports~~ **services and supports** including IEP-Team determined services across all educational settings, including extra-curricular activities,
 - 1) To the maximum extent possible and appropriate in the least restrictive environment.

II. Identification, Location, and Evaluation

II.J.11.c.(5)(h)(ii) Categorical Definitions, Criteria, and Assessments.

Page 76

If an LEA has identified PSW as its Alternative method, the group must:

- (A) Review data from multiple sources that examines the student's progress over time in the area(s) of concern when evidence-based instruction has been provided;
- (B) Identify the student's strengths and weaknesses that are evident in both the classroom and standardized assessment results;
- (C) Using standardized testing, determine a relationship between the student's cognitive processing delays and academic deficits exists;
- (D) Consider whether the student's cognitive deficit **profile**, from standardized testing, includes both a normative and an intraindividual weakness that is consistent with academic/classroom performance data;
- (E) Consider whether the student's cognitive deficit **profile**, from standardized testing, includes both a normative and an intraindividual strength that is consistent with academic/classroom performance data; and
- (F) Identify that a relationship between the student's cognitive weakness and academic/classroom performance is evident over time.

III. Individualized Education Program (IEP) Development and Service Delivery

No updates

IV. Procedural Safeguards: Due Process Procedures for Parents and Students

IV.Q.5. Civil Action.

Page 128

Nothing in this part restricts or limits the rights, procedures, and remedies available under the Constitution, the Americans with Disabilities Act of 1990, Title V of the Rehabilitation Act of 1973, or other Federal laws protecting the rights of students with disabilities, except that before the filing of a civil action under these laws seeking relief that is also available under the procedural safeguards of Part B of the IDEA, the procedures must be exhausted to the same extent as would

be required had the action been brought under Section 615 of the IDEA, **subject to the United States Supreme Court's decision in *Perez v. Sturgis Public Schools, et. al.*, 598 US__ (2023).**

V. Discipline Procedures

No updates

VI. Students with Disabilities in other Settings

No updates

VII. Preschool and Postsecondary Transitions

No updates

VIII. Responsibilities of the Utah State Board of Education

No updates

IX. Local Education Agency (LEA) Eligibility and Responsibilities

IX.B.6.b. Use of Part B Federal Funds by the LEA.

Page 239

Compliance standard.

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

(a) **An LEA may (UCA 53F-2-209):**

- (i) **Use up to 35% of the LEA's state restricted funding for each state special education funding program listed in these SpEd Rules X.D-L to flexibly and without restriction respond to changing circumstances and student needs, and**
- (ii) **Transfer fund balances between funds as necessary to flexibly expend funds as described in SpEd Rules IX.B.6.b.(a)(i).**
- (iii) **An LEA may not:**
 - (A) **Expend the transferred funds for capital projects or improvements;**
 - (B) **Violate federal law or federal restrictions on the LEA's funds.**

- (b) **An LEA that takes an action that this section authorizes shall ensure that the LEA continues to meet federal maintenance of effort requirements (UCA 53F-2-209).**

X. Special Education Funding

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Page 258

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X.O.4. State Special Education Special Education Intensive Services Allowable Use.

Page 258

The formula is described in R277-752.



SPECIAL EDUCATION RULES

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March 2023

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**State Superintendent
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INTRODUCTION

This document represents a revision of the previous Utah State Board of Education Special Education Rules (SpEd Rules), adopted by the Board in November 2022. These SpEd Rules provide requirements to which local educational agencies (LEAs), the Utah Schools for the Deaf and Blind (USDB), state-operated programs (including local juvenile and adult correctional facilities), and other public and private agencies providing publicly funded education and related services to students with disabilities must adhere.

These SpEd Rules are in compliance with the requirement outlined in the Individuals with Disabilities Education Act (IDEA) 2004 Regulations contained in 34 CFR § 300 and § 303 and updated with the applicable changes in the Every Student Succeeds Act (ESSA). Under the IDEA, the Utah State Board of Education (USBE) is responsible for ensuring the following things:

1. That the requirements of the IDEA are carried out, and
2. That each education program for students with disabilities administered within the State is under the general supervision of and meets the education standards of the USBE, including IDEA requirements.

These SpEd Rules are authorized by Utah Code Annotated (UCA) 53E-3-401(4), which allows the USBE to make rules to execute the USBE's duties and responsibilities under the Utah Constitution and State law and UCA 53E-3-501, which requires the USBE to establish rules governing services to children and youth with disabilities are incorporated by reference into the USBE Administrative Rules (Board Rules) by R277-750.

In addition to these disability-specific SpEd Rules, all other [USBE-approved Rules](#) apply for students with disabilities

In September 2019, the USBE adopted a Strategic Direction which includes four goals:

1. Early Learning: Each student starts strong through early grades with a foundation in literacy and numeracy;
2. Personalized Teaching & Learning: Each student and educator has access to personalized teaching and learning experiences;

3. Safe and Healthy Schools: Each student learns in a safe and healthy school environment; and
4. Effective Educators and Leaders: Each student is taught by effective educators who are supported by effective school leaders.

These SpEd Rules address not only the requirements of the IDEA (including updates in the ESSA), but also State-specific requirements (in alignment with Board Rules and the Strategic Direction) to ensure that Utah students with a disability receive a free appropriate public education (FAPE) while also being held to high expectations and successful outcomes through the receipt of high quality instruction. These SpEd Rules have gone through a thorough review process that included multiple opportunities for stakeholder engagement, resulting in this comprehensive document.

These SpEd Rules refer to “parent or student who is an adult.” This is to demonstrate that the rights afforded to a parent under the procedural safeguards of the IDEA transfer to a student with disabilities upon reaching age 18.

I. GENERAL PROVISIONS

I.A. PURPOSES (34 CFR § 300.1)

1. The primary purposes of these SpEd Rules, consistent with Utah Code Annotated (UCA) Title 53E, Chapter 7, Part 2, Special Education Program; and the Individuals with Disabilities Education Improvement Act (IDEA), as amended; are:
 - a. To ensure that all students with disabilities ages 3–21 in Utah, including students with disabilities who have been suspended or expelled from school and students who have not graduated from high school with a regular high school diploma, have available to them a free appropriate public education;
 - b. (FAPE) that emphasizes special education and related services, as specified on an Individualized Education Program (IEP) designed to meet their unique needs and prepare them for further education, employment, and independent living;
 - c. To ensure that the rights of students with disabilities and their parent(s) are protected;
 - d. To ensure that State standards are established for the provision of a FAPE to students with disabilities, as defined in these SpEd Rules;
 - e. To assess and ensure the effectiveness of efforts to educate students with disabilities; and
 - f. To provide a system for State reimbursement for disabilities program costs authorized under Utah school finance laws.

I.B. AUTHORITY

1. These SpEd Rules as authorized under Part B of the IDEA as amended (20 USC §1401 et. seq.), and its implementing regulations, 34 CFR § 300.1 et. seq., and UCA 53E-7-204 have been adopted by the USBE.

I.C. APPLICABILITY (34 CFR § 300.2)

1. These SpEd Rules are applicable to all public agencies within the State of Utah that are involved in the education of students with disabilities, including:
 - a. The Utah State Board of Education (USBE);
 - b. Local education agencies (LEAs) that are school districts and charter schools;
 - c. Other State agencies, such as the Department of Human Services;
 - d. Other State schools, such as the Utah Schools for the Deaf and the Blind; and
 - e. State and local juvenile and adult correctional facilities.
2. These SpEd Rules are binding on each public agency in Utah that provides special education and related services for students with disabilities, regardless of whether that agency is receiving funds under Part B. This includes private agencies serving students with disabilities using public funds.
3. Each public agency in the State shall ensure that a FAPE is available to any individual student with a disability, ages 3–21, who needs special education and related services, including students with disabilities who have been suspended or expelled from school and students who are advancing from grade to grade (34 CFR § 300.101(c)).
4. Each public agency in the State is responsible for ensuring that the rights and protections under these SpEd Rules are given to students with disabilities referred to or placed in private schools and facilities by that public agency, or placed in private schools by their parent(s), when FAPE is at issue.

I.D. AMENDMENTS

1. Any proposed changes in these SpEd Rules shall be in accordance with the provisions of the Utah Administrative Rulemaking Act (Utah Administrative Code R15-4, Administrative Rule Making Procedures).

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

1. *Adapted Physical Education* means specially designed physical education, as described in the student's IEP.

2. *Adaptive behavior* means the effectiveness or degree to which the individual meets the standards of personal independence and social responsibility expected of students of comparable age and cultural group.
3. *Alternate Achievement Standards, the Essential Elements*, are specific statements of knowledge and skills linked to the grade-level expectations identified in the Utah Core Standards for students with significant cognitive disabilities.
 - a. The purpose of the Essential Elements is to build a bridge from the content in the Utah Core Standards to grade-level academic expectations for students with the most significant cognitive disabilities by adapting the depth, breadth, and complexity of the Utah Core Standards against which students with significant cognitive disabilities will be measured.
 - b. Other alternate or modified academic achievement standards are prohibited.
4. *Assistive technology device* means any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a student with a disability. The term does not include a medical device that is surgically implanted, or the replacement of such a device.
5. *Assistive technology service* means any service that directly assists a student with a disability in the selection, acquisition, or use of an assistive technology device. The term includes:
 - a. Evaluating the needs of a student with a disability, including a functional evaluation of the student in the student's customary environment.
 - b. Purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices by students with disabilities.
 - c. Selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing assistive technology devices.
 - d. Coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs.
 - e. Training or technical assistance for a student with a disability or, if appropriate, that student's family.

- f. Training or technical assistance for professionals (including individuals providing education or rehabilitation services), employers, or other individuals who provide services to, employ, or are otherwise substantially involved in the major life functions of students with disabilities.
6. *Behavior Intervention Plan (BIP)* means a component of a student's educational program or IEP designed to address behaviors that interfere with the student's learning or that of others and behaviors that are inconsistent with school expectations, based on the results of a functional behavior assessment (FBA). A BIP, includes:
- a. A description of the student's strengths, interests, and reinforcer preferences;
 - b. An operational definition of the problem behavior, written clearly enough for an unfamiliar person to reliably measure the behavior's occurrence;
 - c. A replacement behavior the team will teach the student which matches the function of the problem behavior as determined by a functional behavior assessment (FBA);
 - d. Descriptions of antecedent strategies used to reduce the occurrence of the problem behavior and/or increase the occurrence of the replacement behavior;
 - e. Descriptions of reinforcing consequence strategies used to reward occurrences of the replacement behavior and/or other appropriate alternative behavior(s);
 - f. Description of intervention effectiveness data to be used to monitor the student's progress, including the type of data that will be collected and a schedule for ongoing collection and analysis of progress data;
 - g. The date the team will reconvene to review progress data;
 - h. The effective start date for the BIP and description of any necessary training and/or materials needed to implement the plan with fidelity by the start date;
 - i. Descriptions of reductive consequence strategies used in response to occurrences of the problem behavior; and

- j. If applicable, any safety protocols necessary to protect the student and/or others. Safety protocols must be immediately communicated to all team members including substitute teachers (e.g., additional supervision in specific routines, modified or alternative materials needed for safety).
7. *Career and Technical Education (CTE)* means organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring certification or licensure other than a baccalaureate or advanced degree.
8. *Charter school* (20 USC § 7221i; UCA 53G-5-404) means a public school that functions as an LEA, unless it is a school of an LEA, that:
- a. Is exempt from significant State or local rules that inhibit the flexible operation and management of public schools, but not from any rules relating to the other requirements of this paragraph;
 - b. Is created by a developer as a public school, or is adapted by a developer from an existing public school, and is operated under public supervision and direction;
 - c. Operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency, provides a program of elementary or secondary education, or both;
 - d. Is nonsectarian in its programs, admissions policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious institution;
 - e. Does not charge tuition;
 - f. Complies with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Part B of the IDEA;
 - g. Is a school to which parent(s) choose to send their students, and that admits students on the basis of a lottery, if more students apply for admission than can be accommodated;

- h. Agrees to comply with the same Federal and State audit requirements as do other elementary schools and secondary schools in the State, unless such requirements are specifically waived for the purpose of this program;
 - i. Meets all applicable Federal, State, and local health and safety requirements;
 - j. Operates in accordance with State law, including but not limited to UCA 53G-5-404; and
 - k. Has a written performance contract with the authorized public chartering agency in the State that includes a description of how student performance will be measured in charter schools pursuant to State assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public chartering agency and the charter school.
9. *Consent* means that:
- a. The parent or student who is an adult has been fully informed of all information relevant to the activity for which consent is sought, in the parent's or student's, who is an adult, native language, or other mode of communication.
 - b. The parent or student who is an adult understands and agrees in writing to the carrying out of the activity for which the parent's or student's, who is an adult consent is sought, and the consent describes that activity and lists the records (if any) that will be released and to whom.
 - c. The parent or student who is an adult understands that the granting of consent is voluntary on the part of the parent or student who is an adult and may be revoked at any time. If a parent or student who is an adult revokes consent, that revocation is not retroactive (i.e., it does not negate an action that has occurred after the consent was given and before the consent was revoked).
 - d. If the parent or student who is an adult revokes consent in writing for the student's receipt of special education and related services, the public agency is not required to amend the student's education records to remove any references to the student's receipt of special education and related services because of the revocation of consent.

10. *Co-teaching* means an instructional arrangement in which a licensed general education teacher and a licensed special education teacher deliver core instruction to all students along with specially designed instruction to students with disabilities in a single learning environment. Co-teaching partnerships require educators to make joint instructional decisions and share responsibility and accountability for the learning of all the students (students with disabilities and students who are nondisabled) in the class.
11. *Day, business day, and school day* mean:
- a. *Day* means a calendar day unless otherwise indicated as a business day or a school day;
 - b. *Business day* means a day on or between Monday through Friday, except for a day that is a Federal and State holidays; and
 - c. *School day* means any day, including a partial day, on which students are in attendance at school for instructional purposes, and has the same meaning for all students in school, including students with and without disabilities.
 - d. *Shortened school day*, as used in these Rules, means a student's school day is reduced solely by school personnel in response to the student's behavior for disciplinary purposes, rather than the student's IEP Team or placement team, for that student to receive FAPE. In general, the use of informal removals to address a student's behavior, if implemented repeatedly throughout the school year, could constitute a disciplinary removal from the current placement.
12. *Discipline* means the consequences a school imposes on a student who violates a school's code of student conduct or rules as determined by school personnel. The term *discipline* as used in these SpEd Rules does not include the use of corporal punishment which is prohibited by UCA 53G-8-302.
13. *Elementary school* means a nonprofit institutional day or residential school, including a public elementary charter school, that provides elementary education, as determined under State law.
14. *English learner* or *EL Student* means a student who is learning English as a second language. (Board Rules R277-404).

15. *Equipment* means machinery, utilities, built-in equipment, and any necessary enclosures or structures to house the machinery, utilities or equipment; and all other items necessary for the functioning of a particular facility as a facility for the provision of educational services, including items such as instructional equipment and necessary furniture; printed, published and audiovisual instructional materials; telecommunications, sensory and other technological aids and devices; and books, periodicals, documents, and other related materials.
16. *Evaluation* means procedures used in accordance with these SpEd Rules to determine whether a student has a disability under the IDEA, and the nature and extent of the special education and related services that the student needs.
17. *Evidence-based instruction* means activities that have a research-based rationale but lack direct empirical support—provided, that is, that they are accompanied by “ongoing efforts to examine the effects” of the activity on important student outcomes.
18. *Extended school year (ESY) services* means special education and related services that:
 - a. Are provided to a student with a disability:
 - (1) Beyond the normal school year of the LEA;
 - (2) In accordance with the student’s IEP;
 - (3) At no cost to the parent(s) of the student with a disability or to the student with a disability who is an adult, and
 - b. Meet the standards of the USBE (34 CFR § 300.106).
19. *Federal administrative responsibilities* means any administrative responsibility or obligation established or imposed under Part B of the IDEA and its implementing regulations or under the General Education Provisions Act (GEPA) or its implementing regulations (20 USC § 1401 et. seq.; 34 CFR § 300, 34 CFR § 76).
20. *Free appropriate public education (FAPE)* means special education and related services that:

- a. Are provided at public expense, under public supervision and direction, and without charge;
- b. Meet the standards of the USBE and Part B of the IDEA;
- c. Include preschool, elementary school, and secondary school education in Utah; and
- d. Are provided in conformity with an IEP that meets the requirements of Part B of the IDEA and these SpEd Rules.

21. *Functional behavior assessment (FBA)* is a systematic process used to understand the function and purpose of a student's specific, interfering behavior and factors that contribute to the behavior's occurrence and non-occurrence for the purpose of developing effective positive behavioral interventions, supports, and other strategies to mitigate or eliminate the interfering behavior.

- a. FBA must involve direct observation of the student engaging in the problem behavior, with descriptive information recorded about the behavior, its antecedents, and its consequences. FBA may also involve methods of indirect assessment, including:
 - (1) Interview measures designed to yield information about the function of the student's problem behavior conducted with the parent(s)/guardian(s), teacher(s), related service providers, other school staff familiar with the student's behaviors, and/or the student;
 - (2) Checklist measures designed to yield information about the function of the student's problem behavior conducted with the parent(s)/guardian(s), teacher(s), related service providers, other school staff familiar with the student's behaviors, and/or the student; and
 - (3) Review of relevant student records regarding patterns of behavior, previous interventions, and/or other information which may be analyzed to develop a hypothesis about the function of the problem behavior.
- b. FBA should produce four main results:

- (1) Baseline data on the problem behavior's occurrence using an appropriate quantitative measure such as frequency, duration, latency, percent of opportunities, and/or rating scale.
 - (2) Data gathered from direct observation (and, if applicable, indirect assessment) that includes:
 - (a) An operational definition of the problem behavior, written clearly enough for an unfamiliar person to reliably measure the behavior's occurrence,
 - (b) Descriptions of the antecedent events that reliably precede the problem behavior,
 - (c) Descriptions of the consequent events that reliably follow the behavior.
 - (3) Description of the possible function(s) of the problem behavior determined by analyzing all information obtained during the assessment.
 - (4) A hypothesis statement summarizing the following features of the problem behavior:
 - (a) Antecedents,
 - (b) Operational definition of the problem behavior,
 - (c) Reinforcing consequences, and
 - (d) The function(s) maintaining the behavior.
- c. FBA should facilitate the development of a Behavior Intervention Plan (BIP).
22. *Functional Performance* means activities and skills that are not considered academic or related to a student's academic achievement as measured on Statewide achievement tests. Functional Performance includes areas such as behavioral and mental health factors that impact the involvement and progress by a student with a disability in the general education curriculum.
23. *General curriculum* means the same grade-level core curriculum as that provided for students who are nondisabled (i.e., the Utah Core Standards).

24. *IDEA* means the Individuals with Disabilities Education Improvement Act as amended (20 USC § 1401 et. seq.), and its implementing regulations (34 CFR § 300 et. seq.). Part B of the IDEA applies to students ages 3–21 and Part C of the IDEA (early intervention) applies to children ages 0–2 and is implemented by 34 CFR § 303.
25. *Include* means that the items named are not all of the possible items that are covered, whether like or unlike the ones named.
26. *Individualized Education Program (IEP)* means a written statement for a student with a disability that is developed, reviewed, and revised in accordance with Part B of the IDEA and these SpEd Rules.
27. *IEP Team* means a group of individuals that is responsible for developing, reviewing, or revising an IEP for a student with a disability. The required team members are the parent of the student or a student who is an adult, an LEA representative, not less than one general education teacher of the student (if the student is, or may be, participating in the general education environment), not less than one special education teacher of the student or, where appropriate, not less than one special education provider of the student, and a person who can interpret the instructional implications of evaluation results, who may be a member of the team listed above. For students of postsecondary transition age, the student must be invited to attend (34 CFR § 300.321).
28. *Inclusion* means inclusion and acceptance of students with disabilities is ensuring each student is valued as a visible member of the school community with equal opportunities to contribute by creating conditions for active, meaningful participation with:
- Interaction and engagement age-appropriate peers;
 - Systems that promote high expectations and learner agency for each student;
 - Grade/age-appropriate core content standards, curricular materials, and resources; and
 - Availability of customized supports **services and supports** including IEP-Team determined services across all educational settings, including extra-curricular activities,

- (1) To the maximum extent possible and appropriate in the least restrictive environment.
29. *Individualized Family Service Plan (IFSP)* means the individualized plan of services for eligible children and their families under Part C (early intervention ages 0–2) of the IDEA.
30. *Interim alternative educational setting (IAES)* means an appropriate setting determined by the student’s IEP Team or a hearing officer in which the student is placed for no more than 45 school days. This setting enables the student to continue to receive educational services so as to enable them to participate in the general education curriculum (although in another setting) and progress toward meeting the goals set out in the IEP. As appropriate, the setting includes provision of an FBA, and behavioral intervention services and modifications to address the behavior violation so that it does not recur.
31. *Least restrictive environment (LRE)* means that, to the maximum extent appropriate, students with disabilities, including students in public or private institutions or other care facilities, are educated with students who are not disabled. Special classes, separate schooling, or other removal of students with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.
32. *Local education agency (LEA)* means the Utah school districts, the Utah Schools for the Deaf and the Blind (USDB), and all Utah public charter schools that are established under State law that are not schools of an LEA.
33. *Multi-tiered System of Supports (MTSS)* means a comprehensive continuum or framework for implementing systemic, evidence-based practices to maximize student achievement in academics and behavior in preparation for and leading to College and Career Readiness. The MTSS model includes Universal, Targeted, and Intensive levels of support. Universal (Tier One) represents those supports provided to all students. Tier One practices should be implemented with fidelity prior to addressing practices for Tier Two or Three. Targeted (Tier Two) represents additional supports provided to remediate or accelerate student success. Intensive (Tier Three) represents individually-responsive supports that are intended to further remediate or accelerate student success and do not necessarily equate to special education services. Individually-

responsive supports, designed to achieve rapid response, are developed based on individual need through data-based instructional decision making but may be provided in a small group or individual format. Tier Two and Three supports are provided in addition to, not in place of, Tier One instruction.

34. *Native language* means:

- a. When used with respect to an individual with limited English proficiency, the language normally used by that individual; or, in the case of a student who is not an adult, the language normally used by the parent(s) of the student in all direct contact with a student, including evaluation of the student; the language normally used by the student in the home or learning environment.
- b. For an individual with deafness or blindness, or for an individual with no written language, the mode of communication is that normally used by the individual (such as sign language, braille, or oral communication).

35. *Paraeducator* means a school employee who has been trained and who works under the supervision of teachers or other professionally-licensed or certified practitioners to support and assist in providing instruction and other services to students. Paraeducators are sometimes referred to as paraprofessionals (Board Rules R277-324).

36. *Parent* means a biological or adoptive parent; a guardian, but not the State if the student is a ward of the State; a person acting in the place of a parent of a student (such as a grandparent, stepparent, or other relative) with whom the student lives; a person who is legally responsible for the student's welfare; an adult with power of attorney or other legal authority to make educational decisions, or a surrogate parent who has been appointed in accordance with these SpEd Rules.

- a. In accordance with State law, a foster parent may act as a parent under Part B of the IDEA if the following four conditions are met:
 - (1) The biological or adoptive parent's authority to make educational decisions on the student's behalf has been extinguished under State law.
 - (2) The foster parent has an ongoing, long-term parental relationship with the student.

- (3) The foster parent is willing to make the educational decisions required of parent(s) under these SpEd Rules.
 - (4) The foster parent has no interest that would conflict with the interests of the student. The biological or adoptive parent, when attempting to act as the parent and when more than one party is qualified to act as a parent, must be presumed to be the parent unless said parent does not have legal authority to make educational decisions for the student. If a judicial decree or order identifies a specific person or persons to act as the “parent” of a student or to make educational decisions on behalf of a student, then such person or persons shall be determined to be the parent for purposes of these SpEd Rules.
37. *Personally identifiable information (PII)* means information which must be maintained securely and which includes:
- a. The name of the student, the student’s parent, or other family member.
 - b. The address of the student.
 - c. A personal identifier, such as the student’s social security number or student number.
 - d. A list of personal characteristics or other information that would make it possible to identify the student with reasonable certainty.
38. *Physical education* means the development of:
- a. Physical and motor fitness.
 - b. Fundamental motor skills and patterns.
 - c. Skills in aquatics, dance, and individual and group games and sports (including intramural and lifetime sports).
 - d. Physical education includes specialized physical education, adapted physical education, movement education, and motor development.
39. *Postsecondary Transition services* means a coordinated set of activities for a student with a disability that:
- a. Is designed to exist within a results-oriented process, and is focused on improving the academic and functional achievement of the student with a

disability to facilitate the student's movement from school to post-school activities, including postsecondary education, vocational education, competitive integrated employment (including supported employment), continuing and adult education, adult services, independent living, or full community participation;

- b. Is based on the individual student's needs, taking into account the student's strengths, preferences, and interests; and includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives and, if appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.
- c. May be special education, if provided as specially designed instruction, or a related service, if required to assist a student with a disability to benefit from special education.

40. *Qualified eye care professional* means a licensed ophthalmologist or licensed optometrist.

41. *Qualified health professional* means an individual who has the requisite training and licensure and functions in the role of providing medical information to the school evaluation group consistent with the individual's professional license. This person could be the student's physician, nurse, or other healthcare professional.

42. *Qualified mental health professional* means an individual who has the requisite training and licensure and functions in the role of providing developmental and mental health information to the school evaluation group consistent with the individual's professional license. This person could be the student's psychologist, school psychologist or social worker.

43. *Qualified personnel* means personnel who have met USBE-approved or USBE-recognized certification, licensing, registration, paraeducator qualification standards, or other comparable requirements that apply to the area in which the individuals are providing special education or related services.

44. *Regular high school diploma* means a standard high school diploma that is fully aligned with State standards. A regular high school diploma may not be aligned to alternate academic achievement standards (i.e., Essential Elements).

45. *Related services* means transportation and such developmental, corrective, and other supportive services as are required to assist a student with a disability to benefit from special education, and include speech language pathology and audiology services; interpreting services; psychological services; physical and occupational therapy; recreation, including therapeutic recreation; early identification and assessment of disabilities in students; counseling services, including rehabilitation counseling; orientation and mobility services; and medical services for diagnostic or evaluation purposes. Related services also include school health services, school nurse services, social work services in schools, and parent counseling and training.
- a. Exception: services that apply to students with surgically implanted devices, including cochlear implants.
 - b. Related services do not include a medical device that is surgically implanted, the optimization of that device's functioning (e.g., mapping), maintenance of that device, or the replacement of that device.
 - c. Nothing in this section:
 - (1) Limits the right of a student with a surgically implanted device (e.g., cochlear implant) to receive related services that are determined by the IEP Team to be necessary for the student to receive a FAPE.
 - (2) Limits the responsibility of a public agency to appropriately monitor and maintain medical devices that are needed to maintain the health and safety of the student, including breathing, nutrition, or operation of other bodily functions, while the student is transported to and from school or is at school; or
 - (3) Prevents the routine checking of an external component of a surgically implanted device to make sure it is functioning properly.
 - d. The related services are defined as follows:
 - (1) *Audiology* means services provided by or supervised by a qualified audiologist and includes:
 - (a) Identification of students with hearing loss;

- (b) Determination of the range, nature, and degree of hearing loss, including referral for medical or other professional attention for the habilitation of hearing;
 - (c) Provision of habilitative activities, such as language habilitation, auditory training, speech reading (lip-reading), hearing evaluation, and speech conservation;
 - (d) Creation and administration of programs for prevention of hearing loss;
 - (e) Counseling and guidance of students, parent(s), and teachers regarding hearing loss; and
 - (f) Determination of students' needs for group and individual amplification, selecting and fitting an appropriate aid, and evaluating the effectiveness of amplification.
- (2) *Counseling services* means services provided by qualified social workers, school psychologists, school counselors, or other qualified personnel consistent with Board Rules R277-313.
- (3) *Early identification and assessment of disabilities in students* means the implementation of a formal plan for identifying a disability as early as possible in a student's life.
- (4) *Interpreting services* means services provided by qualified personnel and includes, with respect to students who are deaf or hard of hearing, oral transliteration services, cued language transliteration services, sign language transliteration and interpreting services, and transcription services, such as communication access real-time translation (CART), C-Print, and TypeWell; and special interpreting services for students who are deafblind.
- (5) *Medical services* mean services provided by a licensed physician to determine a student's medically-related disability that results in the student's need for special education and related services.
- (6) *Occupational therapy* means services provided by or supervised by a qualified occupational therapist, and includes:

- (a) Improving, developing, or restoring functions impaired or lost through illness, injury, or deprivation;
 - (b) Improving ability to perform tasks for independent functioning if functions are impaired or lost; and
 - (c) Preventing, through early intervention, initial or further impairment or loss of function.
- (7) *Orientation and mobility services* means services provided to students with blindness or visual impairment by qualified personnel to enable those students to attain systematic orientation to and safe movement within their environments in school, home, and community, and includes teaching students the following, as appropriate:
- (a) Spatial and environmental concepts and use of information received by the senses (such as sound, temperature and vibrations) to establish, maintain, or regain orientation and line of travel (e.g., using sound at a traffic light to cross the street);
 - (b) To use the long cane or a service animal to supplement visual travel skills or as a tool for safely negotiating the environment for students with no available travel vision;
 - (c) To understand and use remaining vision and distance low vision aids; and
 - (d) Other concepts, techniques, and tools.
- (8) *Parent counseling and training* means assisting parent(s) in understanding the special needs of their student, providing parent(s) with information about child development, and helping parent(s) to acquire the necessary skills that will allow them to support the implementation of their student's IEP.
- (9) *Physical therapy* means services provided by or supervised by a qualified physical therapist.
- (10) *Psychological services* means services provided by a qualified psychologist or school psychologist and include:

- (a) Administering psychological and educational tests, and other assessment procedures;
- (b) Interpreting assessment results;
- (c) Obtaining, integrating, and interpreting information about student behavior and conditions relating to learning;
- (d) Consulting with other staff members in planning school programs to meet the special educational needs of students as indicated by psychological tests, interviews, direct observation, and behavioral evaluations;
- (e) Planning and managing a program of psychological services, including psychological counseling for students and parent(s); and
- (f) Assisting in developing positive behavior intervention strategies.

(11) *Recreation* includes:

- (a) Assessment of leisure function;
- (b) Therapeutic recreation services;
- (c) Recreation programs in schools and community agencies; and
- (d) Leisure education.

(12) *Rehabilitation counseling services* means services provided by qualified personnel in individual or group sessions that focus specifically on career development, employment preparation, achieving independence, and integration in the workplace and community of a student with a disability. The term also includes vocational rehabilitation services provided to a student with a disability by vocational rehabilitation programs funded under the Rehabilitation Act of 1973, as amended (29 USC § 701 et seq.).

(13) *School health services* and *school nurse services* means health services that are designed to enable a student with a disability to receive a FAPE as described in the student's IEP. School nurse services are services provided by a qualified school nurse. School health services

are services that may be provided by either a qualified school nurse or other qualified person.

(14)*Social work services* in schools include:

- (a) Preparing a social or developmental history on a student with a disability;
- (b) Group and individual counseling with the student and family;
- (c) Working in partnership with parent(s) or student who is an adult and others on those problems in a student's living situation (home, school, and community) that affect the student's adjustment in school;
- (d) Mobilizing school and community resources to enable the student to learn as effectively as possible in the student's educational program; and
- (e) Assisting in developing positive behavior intervention strategies.

(15)*Speech language pathology services* means services provided by or under the supervision of a qualified speech language pathologist and include:

- (a) Identification of students with speech or language impairments;
- (b) Diagnosis and appraisal of specific speech or language impairments;
- (c) Referral for medical or other professional attention necessary for the habilitation of speech or language impairments;
- (d) Provision of speech and language services for the habilitation or prevention of communicative impairments; and
- (e) Counseling and guidance of parent(s) or student who is an adult, students, and teachers regarding speech and language impairments.

(16)*Transportation* includes:

- (a) Travel to and from school and between schools;
- (b) Travel in and around school buildings; and

- (c) Specialized equipment (such as special or adapted buses, lifts, and ramps), if required to provide special transportation for a student with a disability.

46. *Science of Reading* means a corpus of objective investigation and accumulation of reliable evidence about how humans learn to read and how reading should be taught. The evidence-based elements the science of reading has identified include: oral language skills, concepts of print, phonological awareness, phonemic awareness, alphabet letters and sounds, phonics, morphological analysis, spelling, fluency, vocabulary development, background knowledge, comprehension strategies, text discussion, and writing.

47. *Scientifically-based research* means research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs, and includes research that:

- a. Employs systematic, empirical methods that draw on observation or experiment;
- b. Involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;
- c. Relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;
- d. Is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment experiments, or other designs to the extent that those designs contain within-condition or across-condition controls;
- e. Ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings; and

- f. Has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.
48. *Secondary school* means a nonprofit institutional day or residential school, including a public secondary charter school, that provides secondary education, as determined under State law, except that it does not include any education beyond grade 12. Board Rules R277-410 requires schools with grades nine and above to be accredited.
49. *Service animal* (UCA 62A-5b-1024) means any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability. The work or tasks performed must be directly related to the handler's disability. Emotional support animals are not service animals.
50. *Special education* means specially designed instruction, at no cost to the parent(s) or the student who is an adult, to meet the unique needs of a student with a disability, including instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings; and instruction in physical education. The term includes speech language pathology services and may include other related services, travel training, and applied technology education, if they meet the definition of special education. Special education services are services provided to the student, and do not include consultation between teachers or monitoring a student's grades or work completion.
- a. *At no cost* means that all specially designed instruction is provided without charge but does not preclude incidental fees that are normally charged to students who are nondisabled or their parent(s) as part of the regular education program.
51. *Specially designed instruction (SDI)* means adapting, as appropriate to the needs of a student who is eligible under these SpEd Rules, the content, methodology, or delivery of instruction in order to:
- a. Address the unique needs of the student that result from the student's disability; and
 - b. Ensure access of the student to the general curriculum, so that the student can meet the educational standards within the jurisdiction of the LEA that apply to all students.

52. *Speech-Language Technician* is a license area of concentration connected to an associate or professional license as outlined in Board Rules R277-301.
53. *State educational agency (SEA)* means the staff of the Utah State Board of Education.
54. *Student with a disability* means a student, ages 3–21, evaluated in accordance with these SpEd Rules as having autism, a speech or language impairment, deafblindness, an emotional-behavioral disability, a hearing loss including deafness, an intellectual disability, multiple disabilities, an orthopedic impairment, an other health impairment, a specific learning disability, a traumatic brain injury, a visual impairment including blindness, or a student ages 3–8 (until the student's ninth birthday) experiencing developmental delays whose disability affects the student's educational performance and who, by reason thereof, needs special education and related services.
- a. If it is determined, through an appropriate evaluation under these SpEd Rules, that a student has one of the disabilities identified above, but the student only needs related services and not special education (defined as specially designed instruction), the student is not a student with a disability who is eligible under these SpEd Rules.
 - b. If, consistent with the definition of special education under these SpEd Rules I.E.50, the related service required by the student is considered special education rather than a related service under these SpEd Rules, the student would be determined to be a student with a disability.
55. *Student Experiencing Homelessness* means an individual who lacks a fixed, regular, and adequate nighttime residence (McKinney-Vento Homeless Assistance Act, 42 USC § 11434a; Board Rules R277-616), including:
- a. Children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;

- b. Children and youth who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
 - c. Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;
 - d. Migratory children who qualify as experiencing homelessness because they are living in circumstances described above; and
 - e. Unaccompanied youth—that is, a youth not in the physical custody of a parent or guardian.
56. *Student who is an adult* means a student who is 18 years of age and older whose educational rights have not been legally transferred to another adult through guardianship, power of attorney, or other means.
57. *Supplementary aids and services* means aids, services, and other supports that are provided in regular education classes or other education-related settings to enable students with disabilities to be educated with students who are nondisabled to the maximum extent appropriate in accordance with these SpEd Rules, including the LRE requirements (SpEd Rules III.P.–S.).
58. *Travel training* means instruction, as appropriate, to students with significant cognitive disabilities, and any other students with disabilities who require this instruction, to enable them to:
- a. Develop an awareness of the environment in which they live.
 - b. Learn the skills necessary to move effectively and safely from place to place within that environment (e.g., in school, in the home, at work, and in the community).
59. *Ward of the State* means a child who, as determined by the state where the child resides, is a foster child, a ward of the state, or in the custody of a public child welfare agency. The definition of Ward of the State does not include a foster child who has a foster parent who meets the definition of a parent in SpEd Rule I.E.33. above.

II. IDENTIFICATION, LOCATION, AND EVALUATION

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

1. In accordance with the requirements of Part B of the IDEA and with these SpEd Rules, each LEA and USDB shall develop policies and procedures to ensure that all students with disabilities residing within the jurisdiction of the LEA, including students with disabilities birth through 21 years of age and those attending private schools, regardless of the severity of their disability, and who are in need of special education and related services, are identified, located, and evaluated. The policies and procedures shall include a practical method for determining which students are currently receiving needed special education and related services and provide a process to reevaluate those who are found eligible within the three-year timeframe.
2. The requirements of this section apply to:
 - a. Highly mobile students with disabilities (such as students who are migrant and experiencing homelessness) (34 CFR § 300.111(c)(2)).
 - b. Students who have been suspended or expelled from school (34 CFR § 300.101(a)).
 - c. Students who have not graduated from high school with a regular high school diploma (34 CFR § 300.102(a)(3)(iii)).
 - d. Students who are suspected of being a student with a disability under these SpEd Rules and who are in need of special education and related services, even though they are advancing from grade to grade (34 CFR § 300.111(c)(1)).
 - e. Students who are homeschooled and students enrolled in private schools within the school district's boundaries.
 - f. Students in State custody/care.
 - g. Students in nursing homes.
3. Public charter schools are responsible for child find for students enrolled in their own school and have no responsibility for child find for students in

private schools. Charter schools may not refer enrolled students to the local school district for child find.

4. The determination that a student is a “student with a disability” under these SpEd Rules must be made on an individual basis, by a group made up of the parent or student who is an adult and school personnel determined by the student’s LEA.
5. Major components of the child find system include:
 - a. LEA implementation, coordination, and tracking of child find activities and students identified, including students who are home schooled and students enrolled in private schools within the school district’s jurisdiction (34 CFR § 300.131).
 - b. USBE staff provision of ongoing technical assistance to LEAs, private schools, and other State agencies in implementing the child find system.
 - c. Implementation of the statewide data collection system for reporting student information, including Federal student count (34 CFR §§ 300.132, 300.640–641) and the data requirements found in these SpEd Rules VI.B.3., which includes that:
 - (1) Each school district must maintain in its records, and provide to the USBE staff annually, the following information related to parentally placed or student who is an adult nonprofit private school students:
 - (a) The number of students evaluated and reevaluated within three years;
 - (b) The number of students determined to be students with disabilities; and
 - (c) The number of students served.
 - d. School district collaboration and coordination with State and Local Department of Health, which has responsibility for providing early intervention services for infants and toddlers with disabilities, ages birth through two, under Part C of the IDEA (Interagency Agreement).

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

II.B. REFERRAL (34 CFR § 300.301).

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

II.C. PARENTAL CONSENT (34 CFR § 300.300).

1. Parental consent for initial evaluation.
 - a. The LEA proposing to conduct an initial evaluation to determine if a student qualifies as a student with a disability under these SpEd Rules must, after providing prior written notice to the parent or student who is an adult, obtain informed consent, consistent with these SpEd Rules I.E.9, from the parent of the student or the student who is an adult before conducting the evaluation.
 - (1) Consent from a parent or student who is an adult for initial evaluation must not be construed as consent for initial provision of special education and related services.
 - (2) The LEA must make reasonable efforts to obtain informed consent from the parent or student who is an adult for an initial evaluation to determine whether the student is a student with a disability.

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- (3) When conducting psychological evaluations, the LEA must implement the parental or student who is an adult consent requirements of UCA 53E-9-203 (Student Privacy and Data Protection).
 - b. For initial evaluations only, if the student is a ward of the State and is not residing with the student's parent(s), the LEA is not required to obtain informed consent from the parent for an initial evaluation to determine whether the student is a student with a disability if:
 - (1) Despite reasonable efforts to do so, the LEA cannot discover the whereabouts of the parent(s) of the student;
 - (2) The rights of the parent(s) of the student have been terminated in accordance with State law; or
 - (3) The rights of the parent (s) to make educational decisions have been subrogated by a judge in accordance with State law and consent for an initial evaluation has been given by an individual appointed by the judge to represent the student.
 - c. If the parent(s) of a student or a student who is an adult enrolled in public school or seeking to be enrolled in public school does not provide consent for initial evaluation, or fails to respond to a request to provide consent, the LEA may, but is not required to, pursue the initial evaluation of the student by utilizing the procedural safeguards or the due process procedures in Section IV of these SpEd Rules.
 - (1) The LEA does not violate its obligation under the child find provisions of these SpEd Rules if it declines to pursue the evaluation by utilizing the procedural safeguards or the due process procedures.
2. Parental consent for services.
 - a. An LEA that is responsible for making a FAPE available to a student with a disability must obtain informed consent from the parent(s) of the student or student who is an adult before the initial provision of special education and related services to the student.
 - b. An LEA must make reasonable efforts to obtain informed consent from the parent(s) or student who is an adult for the initial provision of special education and related services to the eligible student with disabilities.

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- c. If the parent(s) of a student or student who is an adult fails to respond to a request for, or refuses to consent to, the initial provision of special education and related services, the LEA:
 - (1) May not use the procedures in of these SpEd Rules IV., including the mediation procedures or the due process procedures, in order to obtain agreement or a ruling that the services may be provided to the student;
 - (2) Will not be considered to be in violation of the requirement to make available a FAPE to the student for the failure to provide the student with the special education and related services for which the LEA requests consent; and
 - (3) Is not required to convene an IEP Team meeting or develop an IEP for the student for the special education and related services for which the LEA requests such consent.
- d. If, at any time subsequent to the initial provision of special education and related services, the parent(s) of a student or student who is an adult revokes consent in writing for the continued provision of special education and related services, the LEA:
 - (1) May not continue to provide special education and related services to the student but must provide prior written notice in accordance with these SpEd Rules IV.D. before ceasing the provision of special education and related services;
 - (2) May not use the procedures in these SpEd Rules IV., including the mediation procedures or the due process procedures, in order to obtain agreement or a ruling that the services may be provided to the student;
 - (3) Will not be considered to be in violation of the requirement to make available a FAPE to the student for the failure to provide the student with the special education and related services for which the LEA requests consent; and
 - (4) Is not required to convene an IEP Team meeting or develop an IEP for the student for the special education and related services for which the LEA requests such consent (34 CFR § 300.300).

3. Parental consent for reevaluations.

- a. Each LEA must obtain informed parental or student who is an adult consent prior to conducting any reevaluation of a student with a disability.
- b. If the parent or student who is an adult refuse to consent to the reevaluation, the LEA may, but is not required to, pursue the reevaluation by using the dispute resolution procedures provided in the procedural safeguards, and including mediation or due process procedures.
- c. The LEA does not violate its obligation under child find if it declines to pursue the reevaluation.
- d. The informed parental or student who is an adult consent need not be obtained if the LEA can demonstrate that:
 - (1) It made reasonable efforts to obtain such consent; and
 - (2) The student's parent or the student who is an adult has failed to respond.

4. Other consent requirements.

- a. Parental or student who is an adult consent is not required before:
 - (1) Reviewing existing data as part of an evaluation or a reevaluation; or
 - (2) Administering a test or other evaluation that is administered to all students unless consent is required for all students before administration of that test or evaluation.
- b. An LEA may not use a parent's or student who is an adult's refusal to consent to one service or activity under these SpEd Rules II.C.1., II.C.2., or II.C.3., to deny the parent or student any other service, benefit, or activity of the LEA, except as required by this part.
- c. If a parent of a student or an student who is an adult who is home schooled or placed in a private school by the parent(s) or student who is an adult at their own expense does not provide consent for the initial evaluation or the reevaluation, or the parent or student who is an adult fails to respond to a request to provide consent, the LEA may not use the consent override procedures (described in these SpEd Rules II.C.1.c.,

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II.C.3.), and the LEA is not required to consider the student as eligible for special education and related services.

- d. To meet the reasonable efforts requirement in these SpEd Rules II.C.1.a.2., II.C.1.b.1., II.C.2.b., and II.C.3.d.1., the LEA must document its attempts to obtain parental or student who is an adult consent using the procedures in these SpEd Rules III.G.3.
- e. Unless parent(s) or the student who is an adult revoke consent for special education and related services or refuse consent for initial placement, disagreements regarding the provision of IEP services should be resolved by the IEP Team and result in a completed IEP which includes all components necessary for the provision of FAPE.

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

- 1. Each LEA must conduct a full and individual initial evaluation to determine whether a student is a “student with a disability” under Part B of the IDEA and these SpEd Rules, and to determine the educational needs of the student.
- 2. The initial evaluation:
 - a. Must be conducted within 45 school days of receiving parental or student who is an adult consent for the evaluation, unless:
 - (1) The initial evaluation is requested by the Division of Child and Family Services (DCFS) and the LEA obtains appropriate consent for the evaluation, in which case an LEA shall provide an initial special education evaluation to an individual who enters DCFS custody if DCFS suspects the individual may be an eligible student within 30 days after the day on which DCFS makes the request (UCA 53E-7-207).
 - (a) An LEA may refuse to conduct an evaluation described in these SpEd Rules II.D.2.a.(1) if the LEA reviews the relevant data regarding the individual and, within ten days after the day on which the LEA received the request described in these SpEd Rules II.D.2.a.(1), gives the DCFS prior written notice of refusal to evaluate.
 - b. Must consist of procedures to determine:

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- (1) If the student is a student with a disability; and
 - (2) The educational needs of the student.
3. The timeframe shall not apply to an LEA if:
 - a. The parent of a student repeatedly fails or refuses to produce the student for the evaluation; or
 - b. The student who is an adult repeatedly fails or refuses to participate in evaluation activities; or
 - c. A student enrolls in a school served by the LEA after the relevant timeframe has begun, and prior to a determination by the student's previous LEA as to whether the student is a student with a disability.
 - d. The exception in these SpEd Rules II.D.3.c. applies only if the subsequent LEA is making sufficient progress to ensure a prompt completion of the evaluation, and the parent or student who is an adult and subsequent LEA agree to a specific time when the evaluation will be completed.

II.E. SCREENING FOR INSTRUCTIONAL PURPOSES (34 CFR § 300.302).

1. The screening of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation shall not be considered to be an evaluation for eligibility for special education and related services. Results of screenings should be considered by the LEA for child find purposes.

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

1. Each LEA shall establish and implement procedures that meet the evaluation requirements of Part B of the IDEA and these SpEd Rules as follows:
 - a. In conducting the evaluation, the LEA must:
 - (1) Use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the student, including information provided by a parent or student who is an adult, that may assist in determining:
 - (a) Whether the student is a student with a disability; and

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

producer of the assessments and the Standards for Educational and Psychological Testing (AERA, APA, NCME, 2014).

- (i) LEAs must ensure and document that all evaluators meet the assessment publishers' administrator/interpreter/user requirements, (e.g., appropriate degree, higher education coursework in tests and measures, and supervised clinical experiences/practica).
- (ii) LEAs shall provide documentation to USBE staff upon request.

(5) The LEA must ensure that:

- (a) Assessments and other evaluation materials include those tailored to assess specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient.
- (b) Assessments are selected and administered so as best to ensure that if an assessment is administered to a student with impaired sensory, manual, or speaking skills, the assessment results accurately reflect the student's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills (unless those skills are the factors that the test purports to measure).
- (c) The administration of psychological testing and the evaluation or assessment of personal characteristics, such as intelligence (e.g., cognitive, IQ), personality, abilities, interests, aptitudes, and neuropsychological functioning are only administered and interpreted by personnel who have been trained and fully meet the administrator/ interpreter/user qualifications of the test publisher (e.g., appropriate degree, higher education coursework in tests and measures, and supervised clinical experiences/practica).
- (d) The student is assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social

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and emotional status, general intelligence, academic performance, communicative status, and motor abilities.

- (e) Assessments of students with disabilities who transfer from one LEA to another LEA in the same school year are coordinated with those students' prior and subsequent schools, as necessary and as expeditiously as possible, to ensure prompt completion of full evaluations.
 - (f) In evaluating each student with a disability, the evaluation is sufficiently comprehensive to identify all the student's special education and related services needs, whether or not commonly linked to the disability category in which the student has been classified.
 - (g) Assessment tools and strategies provide relevant information that directly assists persons in determining the educational needs of the student are provided.
- b. The USDB is available to LEAs for assessments of students with visual impairment and hearing loss, as well as professional learning on appropriate administration of assessments, and procedures to ensure appropriate interpretation of assessments (Board Rules R277-800-7).

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

- 1. An LEA must ensure that a reevaluation of each student with a disability is conducted:
 - a. If the LEA determines that the educational or related services needs, including improved academic achievement and functional performance, of the student warrant a reevaluation; or
 - b. If the student's parents or student who is an adult or teacher requests a reevaluation.
- 2. A reevaluation:
 - a. May occur not more than once a year, unless the parents or student who is an adult and the LEA agree otherwise; and

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- b. Must occur at least once every three years, unless the parents or adult student and the LEA agree that a reevaluation is unnecessary as there are data available to continue eligibility and determine the educational needs of the student. When the parents or student who is an adult and LEA agree that a reevaluation is unnecessary, the group must document data reviewed and used in an evaluation report and complete an eligibility determination.

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

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

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measurable annual goals set out in the IEP of the student and to participate, as appropriate, in the general education curriculum.

2. The IEP Team and other qualified professionals, as appropriate, may conduct its review of existing data without a meeting.
3. The LEA must administer such assessments and other evaluation measures as may be needed to produce the data needed to determine continuing eligibility.
4. If the IEP Team and other qualified professionals, as appropriate, determine that no additional data are needed to determine whether the student continues to be a student with a disability and to determine the student's educational needs, the LEA must notify the student's parent(s) or student who is an adult of:
 - a. That determination and the reasons for the determination; and
 - b. The right of the parent(s) or student who is an adult to request an assessment to determine whether the student continues to be a student with a disability, and to determine the student's educational needs.
5. The LEA is not required to conduct the assessment for reevaluation described in these SpEd Rules II.H.4.b unless requested to do so by the student's parent(s) or the student who is an adult.
6. Evaluations before change in eligibility.
 - a. An LEA must evaluate a student with a disability before determining that the student is no longer a student with a disability.
 - b. The evaluation is not required before the termination of a student's eligibility due to graduation from secondary school with a regular diploma, or due to exceeding the age eligibility for FAPE under State law (i.e., age 22).
 - c. For a student whose eligibility terminates due to graduation from secondary school with a regular high school diploma or due to exceeding the age eligibility for FAPE under State law, an LEA must provide the student with a summary of the student's academic achievement and functional performance, which shall include recommendations on how to assist the student in meeting the student's postsecondary goals.

II.I. DETERMINATION OF ELIGIBILITY (34 CFR § 300.306).

1. Upon completion of the administration of assessments and other evaluation measures, a group of qualified professionals and the parents of the student or the student who is an adult determine eligibility under Part B of the IDEA and these SpEd Rules, including:
 - a. Whether that student is a student with a disability, and
 - b. The educational needs of the student.
2. The LEA shall provide the parents or adult student with a copy of the evaluation report and the documentation of determination of eligibility.
3. A student must not be determined to be a student with a disability:
 - a. If the determinant factor for that determination is:
 - (1) Lack of appropriate instruction in the science of reading, including the essential components of reading instruction (explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency including oral reading skills, and reading comprehension strategies) (20 USC 6368(3));
 - (2) Lack of appropriate instruction in mathematics; or
 - (3) Limited English proficiency; and
 - b. If the student does not otherwise meet the eligibility criteria.
4. Procedures for determining eligibility and educational need.
 - a. In interpreting evaluation data for the purpose of determining if a student is a student with a disability and the educational needs of the student, each LEA must:
 - (1) Draw upon information from a variety of sources, such as aptitude and achievement tests, parent or student who is an adult input, teacher recommendations, physical condition, social or cultural background, and adaptive behavior; and
 - (2) Ensure that information obtained from all of these sources is documented and carefully considered.

- b. If a determination is made that a student has a disability and needs special education and related services, an IEP must be developed for the student within 30 calendar days.

II.J. CATEGORICAL DEFINITIONS, CRITERIA, AND ASSESSMENTS (34 CFR § 300.8; 34 CFR § 300.304 34 CFR § 300.306).

- 1. This section specifies the criteria and evaluation procedures, by category, for determining eligibility for a student with disabilities under Part B of the IDEA and these SpEd Rules
- 2. Autism.
 - a. Definition.
 - (1) *Autism* is a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three, that adversely affects a student's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences.
 - (a) Autism does not apply if a student's educational performance is adversely affected primarily because the student has an emotional-behavioral disability or an intellectual disability, as defined in these SpEd Rules.
 - (b) A student who manifests the characteristics of autism after age three could be identified as having autism if the group determines that the student meets the definition of autism under these SpEd Rules.
 - b. Eligibility Criteria.
 - (1) A group of qualified professionals and the student's parent(s) or student who is an adult determine eligibility as defined above.
 - (2) The autism must adversely affect the student's educational performance.

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- (3) The student with autism must require special education and related services.
- (4) The group must determine that autism is the student's primary disability, although the student may exhibit characteristics of other disability conditions such as an emotional-behavioral disability or intellectual disability.
- (5) To be eligible under this category, the student must exhibit significant impairments in verbal and/or nonverbal communication and social interaction. The student may also exhibit engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, difficulty with emotional regulation, and unusual responses to sensory experiences.
 - (a) Significant impairment in social interaction includes, but is not limited to:
 - (i) Failure to use appropriate nonverbal behaviors such as eye contact, facial expression, body postures, and other social gestures.
 - (ii) Failure to develop peer relationships appropriate to developmental level.
 - (iii) A lack of spontaneous initiation to share interests, enjoyment, or achievements with other people.
 - (b) Significant impairment in communication includes, but is not limited to:
 - (i) Delay in or lack of spoken language with no attempt to communicate through alternate modes such as gesture or mime.
 - (ii) In individuals who have reached expected developmental speech milestones:
 - (A) An inability to initiate or sustain a conversation with others.

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- (B) An inability to use conventions of social communication or pragmatics.
- (iii) Stereotyped and repetitive use of language or peculiar language.
- (iv) Lack of varied, spontaneous make-believe play, or social imitative play, appropriate to development level.
- (c) Significant restricted, repetitive, and stereotyped patterns of behavior, interests, and activities includes, but is not limited to:
 - (i) Restricted patterns that are atypical either in intensity or focus.
 - (ii) Rigid adherence to specific, nonfunctional routines or rituals.
 - (iii) Stereotyped and repetitive motor mannerisms (e.g., hand or finger flapping or twisting, or complex whole-body movement).
 - (iv) Persistent preoccupation with people, events, or objects.
- (d) Unusual resistance to environmental change or change in daily routines includes, but is not limited to, resistance to:
 - (i) New adults or students in the classroom setting, such as substitute teachers.
 - (ii) Changes in the arrangement of furniture.
 - (iii) Changes in the daily schedule of activities.
- (e) Unusual responses to sensory experiences include, but are not limited to, unusual or extreme responses to:
 - (i) Sudden loud noises or high-pitched sounds.
 - (ii) Rough or highly textured surfaces or clothes touching the skin.
 - (iii) Bright light or significant intermittent changes in lighting.
 - (iv) Strong or unfamiliar tastes or smells.

(f) The requirements of these SpEd Rules II.I must be met.

c. Evaluation.

- (1) Multiple measures (formal and informal), including an autism checklist/rating scale, must be used to assess intellectual, academic, communicative, social, and adaptive functioning.
- (2) The student's prior medical history from a qualified health professional, regarding any specific syndromes, health concerns, medication, and developmental history from either a qualified health professional or qualified mental health professional, must be on record regarding any information deemed necessary for planning the student's education program.

(3) The requirements of these SpEd Rules II.D.–H. must be met.

3. Deafblindness.

a. Definition.

- (1) *Deafblindness* means associated hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for students with deafness or students with blindness.

b. Eligibility Criteria.

- (1) While there must be prior documentation by qualified health professionals that a student has associated hearing and visual impairments the combination of which meet the definition above, only a group of qualified professionals and the student's parent(s) or student who is an adult determine eligibility as defined above.
- (2) The deafblindness must adversely affect the student's educational performance.
- (3) The student with deafblindness must require special education and related services.

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- (4) The group must determine that deafblindness is the student's primary disability, although the student may have other disabling conditions in addition to the vision and hearing losses.
 - (5) A combination of the following must exist:
 - (a) Vision impairment including one or both of the following:
 - (i) Visual impairment that, with or without correction, adversely affects a student's ability to access visual information and to develop visual skills for educational performance. This may include partial/low vision or blindness.
 - (ii) Functional blindness, where the physical structures of the eye may be functioning, but the student does not attend to, examine, utilize, or accurately process visual information. This may include cortical visual impairment or central visual impairment.
 - (b) Hearing loss that must include one or both of the following:
 - (i) Hearing loss that, with or without amplification, adversely affects a student's ability to access auditory information and the development of language and communication for educational performance. This may include hard of hearing or deafness.
 - (ii) Functional hearing loss (abnormal auditory perception), where parts of the auditory system may be functioning, but the student does not attend to, respond to, localize, utilize, or accurately process auditory information. This may include cortical deafness, auditory processing disorders, or auditory neuropathy/dyssynchrony (which is an impairment of the auditory nerve, where parts of the auditory system may be functioning, but there is a problem sending the sound from the ear to the brain).
 - (6) The requirements of these SpEd Rules II.I. must be met.
- c. Evaluation.

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- (1) Multiple measures (formal and informal) must be used to assess vision and hearing and all areas of suspected deficits. The evaluation must include and take into consideration the impact of the combined vision and hearing losses. Evaluation must be both clinical and functional assessment.
 - (2) Areas of evaluation must include:
 - (a) Audiological evaluation.
 - (i) Clinical—Audiological testing may include:
 - (A) Audiological testing yielding threshold results; aided threshold evaluations yielding aided threshold results; speech audiometric tests yielding speech discrimination scores and speech reception thresholds; and proper functioning, fitting, and follow-up of hearing aids.
 - (B) Otoacoustic Emission Testing (OAE).
 - (C) Auditory Brainstem Response (ABR) testing.
 - (ii) Functional assessment of auditory abilities.
 - (b) Vision evaluation.
 - (i) Ophthalmological testing.
 - (A) Clinical assessment of visual acuity, visual field, fixation and movement, refractive errors, and health of the eye structure.
 - (B) Additional diagnostic tests such as Visual Evoked Response (VER), Magnetic Resonance Imaging (MRI), and Electroretinogram (ERG).
 - (ii) Functional assessment of visual abilities.
- d. Educational Evaluation.
- (1) Other areas of evaluation to consider, as appropriate, include:
 - (a) Language and communication needs.

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- (b) Current and future needs for instruction in braille or the use of braille.
- (c) Orientation and Mobility (O&M) needs.
- (d) Accommodations and modifications necessary for the student to be able to access the general curriculum and other activities.
- (e) Assistive technology needs.

(2) The requirements of these SpEd Rules II.D.–H. must be met.

4. Developmental Delay.

a. Definition.

- (1) In a student ages 3–8 *developmental delay* means a significant delay in one or more of the following areas: physical/motor development, cognitive development, communication development, social/emotional development, or adaptive development. The delay must adversely affect a student's educational performance.
- (2) LEAs that choose to use the classification of developmental delay must conform to the State's definition of developmental delay, including the age range adopted by the State, and the requirement that the LEA conduct a full and individual initial evaluation.

b. Eligibility Criteria.

- (1) A group of qualified professionals and the student's parent(s) determine eligibility as defined above.
- (2) The developmental delay must adversely affect the student's educational performance.
- (3) The student with a developmental delay must require special education and related services.
- (4) The group must determine that the student's primary disability is developmental delay, and not one of the other disability categories. If the student meets the criteria of any other disability category the student must be classified in that specific disability.

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- (5) Students who are eligible for services include students who have been determined to have a significant delay or deficit in one or more of the following areas:
 - (a) Cognitive development.
 - (b) Physical/motor development.
 - (c) Communication development.
 - (d) Social/emotional development.
 - (e) Adaptive development.
 - (6) Significant delays are defined as:
 - (a) 1.5 standard deviations below the mean, or at or below the seventh percentile in three areas of development.
 - (b) 2.0 standard deviations below the mean, or at or below the second percentile in two areas of development.
 - (c) 2.5 standard deviations below the mean, or at or below the first percentile in one area of development.
 - (7) The requirements of these SpEd Rules II.I must be met.
- c. Evaluation.
- (1) Multiple measures (formal and informal) must be used to assess the area(s) of suspected delay.
 - (2) Assessments selected must be appropriate for students ages 3–8.
 - (3) The requirements of these SpEd Rules II.D.–H. must be met.
5. Emotional-Behavioral Disability.
- a. Definition.
- (1) *Emotional behavioral disability* means a condition exhibiting one or more of the following characteristics over a long period of time (i.e., at least 45 school days) and to a marked degree (e.g., frequency, duration, or intensity of the student's behavior in comparison to the behavior of peers) that adversely affects a student's educational performance:

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- (a) An inability to learn (e.g., insufficient progress towards meeting age or grade level academic standards) that cannot be explained by intellectual, sensory, or health factors.
 - (b) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
 - (c) Inappropriate types of behavior or feelings under normal circumstances.
 - (d) A general pervasive mood of unhappiness, depression, or anxiety.
 - (e) A tendency to develop physical symptoms or fears associated with personal or school problems.
- (2) *Emotional-behavioral disability* includes schizophrenia. The term does not apply to students who are socially maladjusted, unless it is determined that they have an emotional-behavioral disability. A student may not be identified as having an emotional-behavioral disability if common disciplinary problem behaviors, such as truancy, smoking, or breaking school conduct rules, are the sole criteria for determining the existence of an emotional-behavioral disability.
- (3) *Emotional-behavioral disability* is a term that covers the following two types of behavioral difficulties, which are not mutually exclusive, and which may adversely affect a student's educational performance.
- (a) *Externalizing* refers to behavior problems that are directed outwardly by the student toward the social environment, and usually involve behavioral excesses.
 - (b) *Internalizing* refers to a class of behavior problems that are directed inwardly, and often involve behavioral deficits.
- b. Eligibility Criteria.
- (1) A group of qualified professionals and the student's parent(s) or student who is an adult determine eligibility as defined above.
 - (2) The emotional-behavioral disability must adversely affect the student's educational performance.

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- (3) The student with the emotional behavioral disability must require special education and related services.
 - (4) The group must determine that an emotional-behavioral disability is the primary disability.
 - (5) Before classifying a student as having an emotional-behavioral disability, the group must determine that all of the following conditions are met:
 - (a) The observable emotional and/or behavioral responses of concern occur in an academic setting in school and at least one nonacademic setting;
 - (b) The observable emotional and/or behavioral responses of concern are significantly different from same-age peers in terms of frequency, intensity, and/or setting;
 - (c) The observable emotional and/or behavioral responses of concern are not primarily the result of:
 - (i) Intellectual disability;
 - (ii) Vision impairment, hearing loss, or other medical conditions;
 - (iii) Inappropriate classroom management;
 - (iv) Cultural factors;
 - (v) Environmental or economic disadvantage; or
 - (vi) Limited English proficiency.
 - (d) A variety of documented evidence-based instructional and/or behavioral interventions were implemented, and the student remains unable to access education in a general education setting. Intervention documentation must include start and end dates.
 - (6) The requirements of these SpEd Rules II.I. must be met.
- c. Evaluation.

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- (1) Multiple measures (formal and informal) must be used to assess behavioral, social, and academic areas and must include the following:
 - (a) Documentation which demonstrates that the behavior that adversely affects the student's educational performance has been exhibited over a long period of time and to a marked degree.
 - (b) A functional behavior assessment (FBA) as defined in these SpEd Rules I.E.21 that evaluates the observable behaviors leading to the referral for the educational evaluation.
 - (c) A social and developmental history that may include, but is not limited to, the following:
 - (i) Communication skills,
 - (ii) Social interaction skills,
 - (iii) Responses to sensory experiences,
 - (iv) Relevant family and environmental information,
 - (v) Patterns of emotional adjustment, and
 - (vi) Unusual or atypical behaviors.
 - (d) Complete documentation in the student's records in each of the following areas:
 - (i) Academic performance as evidenced by achievement tests, classroom academic screenings and tests, report cards, cumulative records, statewide assessments, and other data.
 - (ii) Social/behavioral/adaptive checklists or rating scales which provide information regarding the student's past and present patterns of interaction with peers, family, teachers, adults, and others.
 - (iii) Behaviors for which the student is referred.
 - (e) The requirements of these SpEd Rules II.D.–H. must be met.
6. Hard of Hearing/Deafness.

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a. Definition.

- (1) *Hard of Hearing* is loss in hearing, whether permanent or fluctuating, that adversely affects a student's educational performance but that is not included under the definition of deafness.
- (2) *Deafness* is a hearing loss that is so severe that the student is impaired in processing linguistic information through hearing, with or without amplification, and that adversely affects a student's educational performance.

b. Eligibility Criteria.

- (1) A group of qualified professionals and the student's parent(s) or student who is an adult determine eligibility as defined above.
- (2) The hearing loss/deafness must adversely affect the student's educational performance.
- (3) The student with the hearing loss/deafness must require special education and related services.
- (4) The group must determine that the hearing loss/deafness is the primary disability.
- (5) Before classifying a student as having hearing loss/deafness, the group must:
 - (a) Take into account whether the type of deafness or hearing loss is conductive, sensorineural, or mixed; and
 - (b) Consider whether a central nervous system impairment, or central auditory processing disorder (which is an impairment of the auditory cortex, where parts of the auditory system may be functioning, but the student does not attend to, respond, localize, or accurately process information) is causing the student to appear as a student with a hearing loss or deafness.
- (6) The requirements of these SpEd Rules II.I. must be met.

c. Evaluation.

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- (1) Multiple measures (formal and informal) are required for a student suspected of having a hearing loss.
- (2) Areas of evaluation must include:
 - (a) Audiological evaluation, which may include:
 - (i) Audiological testing yielding threshold results; aided threshold evaluations yielding aided threshold results; speech audiometric tests yielding speech discrimination scores and speech reception thresholds; and proper functioning, fitting, and follow-up of hearing aids.
 - (ii) Otoacoustic Emission Testing (OAE).
 - (iii) Auditory Brainstem Response (ABR) testing.
 - (iv) Functional assessment of auditory abilities.
 - (b) Language growth and development (signed, spoken, or written) must be evaluated by qualified personnel using assessment instruments and procedures that are appropriate for the diagnosis and appraisal of the suspected hearing loss.
 - (i) Speech and language evaluation.
 - (ii) Speech intelligibility may be evaluated by phonetic evaluation, suprasegmental features (vocalization, vocal duration, vocal intensity, vocal pitch), and articulation of segmental features (vowels, diphthongs, consonants, blends).
 - (iii) Linguistic evaluation (vocalizations as specified in these SpEd Rules II.J.5.d.(1)(c)(i) above, within linguistic structure).
 - (iv) Language and communication mode.
 - (c) Academic achievement.
- (3) Other areas of evaluation to consider, as appropriate, include:
 - (a) Intellectual ability. When intellectual ability is assessed, results must be interpreted by qualified personnel.

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(b) Adaptive behavior, as gathered from parent(s) or adult student and school staff.

(4) The requirements of these SpEd Rules II.D.–H. must be met.

7. Intellectual Disability.

a. Definition.

(1) *Intellectual disability* means significantly subaverage general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a student's educational performance.

b. Eligibility Criteria.

(1) A group of qualified professionals and the student's parent(s) or student who is an adult determine eligibility as defined above.

(2) The intellectual disability must adversely affect the student's educational performance.

(3) The student with the intellectual disability must require special education and related services.

(4) The group must determine that an intellectual disability is the primary disability.

(5) Intellectual, academic, and adaptive assessment results demonstrate consistently low profiles across measures.

(6) The requirements of these SpEd Rules II.I. must be met.

c. Evaluation.

(1) Multiple measures (formal and informal) are required for a student suspected of having an intellectual disability, and must include:

(a) Intellectual evaluation.

(i) An individual test of intelligence must be administered by a qualified examiner as outlined in SpEd Rules II.F. Traditional approaches to assessing cognitive ability may be ineffective for some students who are suspected of having intellectual disabilities. Documentation must be provided which

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indicates significant subaverage intellectual functioning (generally two standard deviations) on the full-scale score.

- (ii) If scores (e.g., domain, cluster, and index) are significantly discrepant from each other, further evaluation must be conducted to determine the reason for the discrepancy and to ensure that the student is actually manifesting an intellectual disability.

- (b) Documentation of significant deficits in academic achievement as measured by achievement tests, classroom academic screenings and additional data (e.g., tests, report cards, cumulative records).

- (c) Documentation of significant deficits in adaptive behavior as measured by standardized and/or curriculum-based assessments must be gathered from parent(s) or the student who is an adult and school staff.

- (d) The requirements of these SpEd Rules II.D.–H. must be met.

8. Multiple Disabilities.

a. Definition.

- (1) *Multiple disabilities* means concomitant impairments (such as intellectual disability/blindness or intellectual disability/orthopedic impairment) that affect a student's educational performance. The combination of disabilities must cause such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. The multiple disabilities category does not include deafblindness.

b. Eligibility Criteria.

- (1) A group of qualified professionals and the student's parent(s) or student who is an adult determine eligibility as defined above. The group must identify the disabilities and ensure that the student meets the criteria for each of the multiple disabilities. Intellectual disabilities need not be one of the multiple disabilities identified.
- (2) The multiple disabilities must adversely affect the student's educational performance.

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- (3) The student with multiple disabilities must require special education and related services.
 - (4) The requirements of these SpEd Rules II.I. must be met.
- c. Evaluation.
- (1) Multiple measures (formal and informal) must be used to assess all areas of concern. Areas to be considered include cognitive ability, academic skills, adaptive skills, language and communication, social functioning (such as self-help and independent living skills), vocational skills, and sensory/motor skills.
 - (2) The evaluation process is determined by the group and must include a combination of tests, interviews with those familiar with the student, and observations conducted in settings familiar to the student.
 - (3) Cognitive ability must be assessed by a qualified examiner as outlined in SpEd Rules II.F. Traditional approaches to assessing cognitive ability may be ineffective for some students who are suspected of having multiple disabilities.
 - (4) The use of assisted and augmentative communication and motor systems must be considered during the evaluation and documented.
 - (5) The student's prior medical history, from a qualified health professional, must be on record if specific syndromes, special health problems (e.g., tracheotomy), medication, and long-term medical prognosis are a concern for the individual.
 - (6) The following sensory/motor areas must be considered for evaluation:
 - (a) Abnormal tactile or joint sensation,
 - (b) Abnormal muscle tone and movement,
 - (c) Lack of integration of primitive reflexes,
 - (d) Lack of balance or coordination,
 - (e) Organization of sequential motor movement,
 - (f) Motor skills, or

(g) A combination of any of the above.

(7) Where deficits in adaptive behavior are suspected, they must be measured and documented on standardized and/or curriculum-based assessments with input from parent(s) or student who is an adult and school staff.

(8) Vision and hearing must be assessed.

(9) The requirements of these SpEd Rules II.D.–H. must be met.

9. Orthopedic Impairment.

a. Definition.

(1) *Orthopedic impairment* means a severe orthopedic impairment that adversely affects a student's educational performance. The term includes impairments caused by a congenital anomaly, impairments caused by disease (e.g., poliomyelitis, bone tuberculosis), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures).

b. Eligibility Criteria.

(1) A group of qualified professionals and the student's parent(s) or the student who is an adult determine eligibility as defined above.

(2) The orthopedic impairment must adversely affect the student's educational performance.

(3) The student with the orthopedic impairment must require special education and related services.

(4) The group must determine that the orthopedic impairment is the student's primary disability.

(5) The requirements of these SpEd Rules II.I. must be met.

c. Evaluation.

(1) Multiple measures (formal and informal) must be used to assess all areas of the suspected deficits (e.g., educational, adaptive, behavioral, physical).

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(2) The student's prior medical history, from a qualified health professional, must be on record regarding any specific syndromes, health concerns, medication, and information deemed necessary for planning the student's educational program.

(3) The requirements of these SpEd Rules II.D.–H. must be met.

10. Other Health Impairment.

a. Definition.

(1) *Other health impairment* means having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, Tourette syndrome, HIV/AIDS, an acquired brain injury which may result from health problems such as an hypoxic event, encephalitis, meningitis, brain tumor, or stroke, and that adversely affects a student's educational performance.

b. Eligibility Criteria.

(1) A group of qualified professionals and the student's parent(s) or the student who is an adult determines eligibility as defined above.

(2) The health impairment must adversely affect the student's educational performance.

(3) The student with the health impairment must require special education and related services.

(4) The group must determine that the other health impairment is the student's primary disability.

(5) The requirements of these SpEd Rules II.I. must be met.

c. Evaluation.

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- (1) Multiple measures (formal and informal) must be used to assess all areas of suspected deficits (e.g., educational, adaptive, behavioral, physical).
- (2) The student's prior medical history, from a qualified health professional, must be on record regarding any specific syndromes, health concerns, medication, and information deemed necessary for planning the student's educational program. Each individual who provides health information may only provide information consistent with the parameters of the Utah professional licensure.
- (3) The requirements of these SpEd Rules II.D.–H. must be met.

11. Specific Learning Disabilities.

a. Definition (34 CFR § 300.8(C)(10)).

- (1) *Specific learning disabilities* means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia, that affects a student's educational performance.
- (2) *Specific learning disabilities* does not include learning problems that are primarily the result of visual, hearing, or motor disabilities; of intellectual disability; of emotional behavioral disability; or of environmental, cultural, or economic disadvantage.

b. Procedures for Identifying Students with Specific Learning Disabilities (34 CFR § 300.307).

- (1) An LEA may use one of the following methods for determining a student's eligibility under the specific learning disability category:
 - (a) A process based on the student's response to scientific, research-based intervention called the Response to Intervention (RtI) method which shows the student does not make sufficient progress to meet age or State-approved grade-level standards in one or more of the areas identified in these SpEd Rules

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II.J.10.b.(3)(a) (the group must refer to the USBE Specific Learning Disability Eligibility Guidelines when using this method).

(b) A Combination method of:

- (i) Rtl, as described in paragraph 11.b.(1)(a), and
- (ii) A discrepancy analysis which considers if the student's scores demonstrate a severe discrepancy between the student's intellectual ability and academic achievement in one or more of the areas identified in these SpEd Rules II.J.10.b.(3)(a) (the group must refer to the *USBE Specific Learning Disability Eligibility Guidelines* when using this method).

(c) An other alternative research-based procedures (e.g., Patterns of Strengths and Weaknesses [PSW]) approved by an LEA's school board and submitted to the USBE called the Alternative method that demonstrates the student does not make sufficient progress to meet State-approved age- or grade-level standards in one or more of the areas identified in these SpEd Rules II.J.10.b.(3)(a) (the group must refer to the USBE Specific Learning Disability Eligibility Guidelines when using this method).

(2) Additional group members (34 CFR § 300.308).

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

- (i) The student's regular teacher; or
- (ii) If the student does not have a regular teacher, a regular classroom teacher qualified to teach a student of the student's age; or
- (iii) For a student of less than school age; an individual qualified by the USBE to teach a student of the student's age; and
- (iv) At least one person qualified to conduct individual diagnostic examinations of students and interpret the

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results of those assessments (as per the publisher's assessment administration criteria), such as a school psychologist, speech language pathologist, reading teacher or reading specialist, or special education teacher.

(3) Determining the existence of a specific learning disability (34 CFR § 300.309).

(a) The group described may determine that a student has a specific learning disability if:

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

- (A) Oral expression;
- (B) Listening comprehension;
- (C) Written expression;
- (D) Basic reading skills;
- (E) Reading fluency skills;
- (F) Reading comprehension;
- (G) Mathematics calculation;
- (H) Mathematics problem solving.

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

- (A) A visual, hearing, or motor disability;
- (B) Intellectual disability;
- (C) Emotional-behavioral disability;
- (D) Cultural factors;
- (E) Environmental or economic disadvantage; or

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(F) Limited English proficiency.

- (b) The specific learning disability must adversely affect the student's educational performance.
- (c) The student with the specific learning disability must need special education and related services (34 CFR § 300.8(a)).
- (d) The group must determine that the specific learning disability is the student's primary disability.

c. Evaluation (34 CFR § 300.309(b)–(c)).

- (1) An evaluation must include a variety of assessment tools and strategies and cannot rely on any single procedure as the sole criterion.
- (2) To ensure that underachievement in a student suspected of having a specific learning disability is not due to lack of appropriate instruction in reading or math, the group must consider, as part of the evaluation:
 - (a) Data that demonstrate that prior to, or as a part of, the referral process, the student was provided appropriate instruction in regular education settings, delivered by qualified personnel; and
 - (b) Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the student's parent(s) or the student who is an adult.
- (3) The LEA must promptly request parental consent or consent of the adult student to evaluate the student to determine if the student needs special education and related services, and must adhere to the 45-school-day evaluation timeframe, unless extended by mutual written agreement of the student's parent(s) or student who is an adult and a group of qualified professionals:
 - (a) If, prior to a referral, a student has not made adequate progress after an appropriate period of time as determined by the LEA when provided appropriate instruction, and

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- (b) Whenever a student is referred for an evaluation.
- (4) Observation (34 CFR § 300.310(a)–(c)).
- (a) The LEA must ensure that the student is observed in the student's learning environment (including the regular classroom setting) to document the student's academic performance and behavior in the areas of concern.
 - (b) The group must decide to:
 - (i) Use information from an observation in routine classroom instruction and monitoring of the student's performance that was done before the student was referred for an evaluation; or
 - (ii) Have at least one member of the group conduct an observation of the student's academic performance in the regular classroom after the student has been referred for an evaluation and parental consent or consent of the student who is an adult is obtained.
 - (c) If the student is a home-schooled student, the LEA may determine how to conduct the observation and who will conduct it.
 - (d) In the case of a student of less than school age or who is out of school, a group member must observe the student in an environment appropriate for a student of that age.
- (5) Specific documentation for the eligibility determination (34 CFR § 300.311). The group's documentation of the determination of eligibility with a specific learning disability must contain a statement of:
- (a) Whether the student has a specific learning disability;
 - (b) The basis for making the determination, including an assurance that the determination has been made in accordance with SpEd Rules II.I.;

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

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- (vi) System supports (e.g., leadership, problem-solving, data management systems, coaching and collaboration, professional learning, and measures of fidelity) in place to ensure effective implementation; or
 - (vii) The instructional strategies used and the student-centered data collected.
- (g) Combination (RtI and discrepancy analysis). Does not make sufficient progress to meet State-approved age- or grade-level standards when using a process based on the student's response to scientific evidence-based interventions and considers scores that demonstrate a severe discrepancy between the student's academic achievement and intellectual ability in one or more of the areas of specific learning disability (the group must refer to the USBE Specific Learning Disability Eligibility Guidelines when using this method).
- (i) The group must document that the student's performance on a standardized, norm-referenced, individually administered achievement measure in the area of the suspected disability, and
 - (ii) That the student scored above the intellectual disability range on a standardized, norm-referenced, individually administered measure of intellectual ability, and
- (A) The comparison of the standard scores on the tests of achievement and intellectual ability using an LEA board-approved and USBE-reviewed discrepancy analysis. The group must document consideration of the discrepancy analysis and the group's determination of whether or not it represents a severe discrepancy.
- (h) Alternative. The use of other alternative research-based procedures (e.g., Patterns of Strengths and Weaknesses (PSW)) approved by an LEA's boards and submitted to the USBE.
- (i) The LEA uses a method that demonstrates the student does not make sufficient progress to meet State-approved age- or

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grade-level standards in one or more of the areas identified in these SpEd Rules II.J.10.b.(3)(a) when using a local school board-approved research-based process (the group must refer to the USBE Specific Learning Disability Eligibility Guidelines when using this method).

- (ii) If an LEA has identified PSW as its Alternative method, the group must:
 - (A) Review data from multiple sources that examines the student's progress over time in the area(s) of concern when evidence-based instruction has been provided;
 - (B) Identify the student's strengths and weaknesses that are evident in both the classroom and standardized assessment results;
 - (C) Using standardized testing, determine a relationship between the student's cognitive processing delays and academic deficits exists;
 - (D) Consider whether the student's cognitive deficit **profile**, from standardized testing, includes both a normative and an intraindividual weakness that is consistent with academic/classroom performance data;
 - (E) Consider whether the student's cognitive deficit **profile**, from standardized testing, includes both a normative and an intraindividual strength that is consistent with academic/classroom performance data; and
 - (F) Identify that a relationship between the student's cognitive weakness and academic/classroom performance is evident over time.
- (6) The determination of the group concerning the effects of a visual, hearing, or motor disability; intellectual disability; emotional-behavioral disability; cultural factors; environmental or economic disadvantage; or limited English proficiency on the student's achievement level;

- (7) The requirements of these SpEd Rules II.D.–H. must be met.
- (8) Each group member must certify in writing whether the report reflects the member's conclusion (§ 300.311(b)). If it does not reflect the member's conclusion, the group member must submit a separate statement presenting the member's conclusions.

12. Speech Language Impairment.

a. Definition.

- (1) *Speech or language impairment* means a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, that adversely affects a student's educational performance.

b. Eligibility Criteria.

- (1) A group of qualified professionals and the student's parent(s) or student who is an adult, including a qualified speech language pathologist (SLP), determines eligibility as defined above.
- (2) The speech or language impairment must adversely affect the student's educational performance.
- (3) The student with the speech or language impairment must require special education and related services.
- (4) A student who qualifies in disability categories other than that of speech or language impairment may qualify for speech or language impairment services; however, in order for the student to be classified as having a speech or language impairment, the group must determine that the speech or language impairment is the student's primary disability.
- (5) In order for a student whose primary home language is other than English to be eligible for classification with a speech or language impairment, the group (including an SLP) must determine that the speech or language impairment exists in the student's primary language and is not the result of the student learning English.

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- (6) The student with an Orofacial Myofunctional Disorder or OMD (formerly called Tongue Thrust) may be served only if there is an associated speech or language impairment.
- (7) Some students with mild hearing loss may be classified as having a speech or language impairment, if the manifestation of the disability is only as a speech or language impairment and the services of a teacher of the deaf and hard of hearing are not required.
- (8) The requirements of these SpEd Rules II.I. must be met.

c. Evaluation.

- (1) Multiple measures (formal and informal) are required for a student suspected of having a speech or language impairment (primary disability or requiring related services).
- (2) The student must be evaluated by a qualified SLP using assessment instruments and procedures appropriate for the determination and appraisal of a speech or language impairment.
- (3) Documentation must be provided indicating the student has an impairment in listening, reasoning, and/or speaking to such a degree where special education is needed.
- (4) For the student suspected of having an articulation-only speech sound impairment, the group shall consider the relationship of such an impairment to the use of phonological pattern errors and phonemic awareness.
- (5) A complete battery of assessments (e.g., intellectual, physical, or adaptive behavior) may not be needed to determine that a speech or language impairment exists. Needed assessments are determined by the group.
- (6) The requirements of these SpEd Rules II.D.–H. must be met.

13. Traumatic Brain Injury.

a. Definition.

- (1) *Traumatic brain injury* means an acquired injury to the brain caused by an external physical force, resulting in total or partial functional

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disability or psychosocial impairment, or both, that adversely affects a student's educational performance. Traumatic brain injury applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech, that affects a student's educational performance. Traumatic brain injury does not apply to brain injuries that are congenital or degenerative, or to brain injuries induced by birth trauma.

b. Eligibility Criteria.

- (1) While there must be prior documentation by a physician that a student has an acquired injury to the brain caused by an external physical force, a group of qualified professionals and the student's parent(s) or student who is an adult determine eligibility.
- (2) The traumatic brain injury must adversely affect the student's educational performance.
- (3) The student with the traumatic brain injury must require special education and related services.
- (4) The group must determine that traumatic brain injury is the student's primary disabling condition.
- (5) The requirements of these SpEd Rules II.I. must be met.

c. Evaluation.

- (1) Multiple measures (formal and informal) must be used to assess all areas of suspected deficits. Informal assessment and diagnostic teaching must be part of the full evaluation. Data gathered must include information on the student's developmental history and/or pre-injury learning and educational performance.
- (2) The student's prior medical history which may include a rehabilitative team evaluation, from a qualified health professional, must be on record regarding any specific syndromes, health concerns,

medication, and information deemed necessary for planning the student's education program.

(3) Although other evaluations could be considered, the following areas must be considered for evaluation:

- (a) Augmentative communication assistive service needs,
- (b) Self-help/adaptive behavior,
- (c) Academics,
- (d) Speech/language,
- (e) Social skills and classroom behavior,
- (f) Intellectual/cognitive,
- (g) Vocational (students in secondary settings), and
- (h) Gross/fine motor skills.

(4) The requirements of these SpEd Rules II.D.–H. must be met.

14. Visual Impairment (Including Blindness).

a. Definition.

- (1) *Visual impairment (including blindness)* means an impairment in vision that, even with correction, adversely affects a student's educational performance. The term includes both partial sight and blindness that adversely affects a student's educational performance.

b. Eligibility Criteria.

- (1) While the student's vision history, including a recent eye report (conducted within the previous three years) from a qualified eye care professional must be on record (unless the student has an unchanging vision condition), a group of qualified professionals and the student's parent(s) or student who is an adult determine eligibility as defined above.
- (2) The visual impairment must adversely affect the student's educational performance.

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- (3) The student with a visual impairment must require special education and related services.
 - (4) The group must determine that the visual impairment is the student's primary disability.
 - (5) The requirements of these SpEd Rules II.I. must be met.
- c. Evaluation.
- (1) Multiple measures (formal and informal) must be used to assess all areas of suspected deficits (e.g., educational, adaptive, behavioral, physical).
 - (2) A description of the student's visual impairment and visual capabilities must be on record from a qualified eye care professional.
 - (3) A licensed, endorsed teacher of the visually impaired must assess:
 - (a) The kind and extent of instruction needed, based on the student's present level of performance, including the functioning level of the student in adjusting to visual problems and gaining educational and social success.
 - (b) The student's current and future need for instruction in braille or the use of braille.
 - (4) An orientation and mobility (O&M) assessment, as conducted by a certified orientation and mobility specialist, must be considered if the student is determined to be blind or visually impaired.
 - (5) The group must consider whether other impairments interfere with the comprehension of visual and/or auditory stimuli (e.g., processing difficulties, reading disabilities).
 - (6) The requirements of these SpEd Rules II.D.–H. must be met.

III. IEP DEVELOPMENT AND SERVICE DELIVERY

III.A. INDIVIDUALIZED EDUCATION PROGRAM (IEP).

1. Each LEA and USDB shall develop policies and procedures for the implementation of these IEP requirements, including the Least Restrictive Environment (LRE) requirements, consistent with Part B of the IDEA and these SpEd Rules, as well as Board Rules R277-750, R277-800, and R277-801.

III.B. WHEN IEPs MUST BE IN EFFECT (34 CFR § 300.323).

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

III.C. STUDENTS WHO TRANSFER (34 CFR § 300.323).

1. Transfers within Utah.
 - a. In the case of a student with a disability with a current IEP who transfers from one LEA to another within the State within the same school year and enrolls in a new school, the LEA, in consultation with the parent(s) or student who is an adult, must provide a FAPE to the student, including services comparable to those described in the previously held IEP, until such time as the new LEA:
 - (1) Adopts the previously held IEP, or
 - (2) Develops, adopts, and implements a new IEP that is consistent with Federal regulations and these SpEd Rules.
 - b. The requirements of 34 CFR § 300.323 also apply for students transferring from an LEA placement to a local juvenile or adult correctional facility or temporary State placement for observation and assessment.
2. Transfers from out of State.
 - a. In the case of a student with a disability with a current IEP who transfers LEAs within the same school year, who enrolls in a new school, and who has an IEP that was in effect in another State, the LEA, in consultation with the parent(s) or student who is an adult, must provide the student with a FAPE, including services comparable to those described in the previously held IEP, until the new LEA:
 - (1) Conducts an evaluation, if determined to be necessary by the LEA; and
 - (2) Develops a new IEP, if appropriate, that is consistent with Federal and State law.
 - b. The evaluation for eligibility that may be conducted by the receiving LEA is considered an initial evaluation, not a reevaluation (71 Federal Register 4668-82).
3. To facilitate the transition for a student described above:
 - a. The new LEA in which the student enrolls must take reasonable steps to promptly obtain the student's records, including the IEP and supporting

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documents and any other records relating to the provision of special education or related services to the student, from the previous LEA in which the student was enrolled; and

- b. The previous LEA in which the student was enrolled must take reasonable steps to promptly respond to the request from the new LEA.
 - c. The LEA transferring the records must keep a copy of the records for at least three years after the transfer as outlined in Rule VIII.S.
4. Experiencing difficulty in obtaining the IEP from the previous LEA does not relieve the LEA where the student is currently enrolled of its obligation to have a current IEP in place for a student who is eligible.

III.D. LEA RESPONSIBILITY FOR IEP MEETINGS (34 CFR § 300.323(c)(1)).

1. Each LEA is responsible for initiating and conducting meetings for the purpose of developing, reviewing, and revising the IEP of a student with a disability age 3–21, consistent with these SpEd Rules.
2. A meeting to develop an IEP for a student who is eligible must be conducted within 30 calendar days of a determination that a student needs special education and related services.

III.E. IEP TEAM MEMBERSHIP (34 CFR § 300.321).

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

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- (2) Is knowledgeable about the general education curriculum; and
 - (3) Is knowledgeable about the availability of resources of the LEA.
 - (4) An LEA may designate an LEA member of the IEP Team to also serve as the LEA representative, if the above criteria are satisfied.
- e. A representative of USDB and the LEA of residence when the student's placement is at USDB, when the IEP Team is considering placement at USDB, or when the student receives 180 minutes or more of special education and/or related services from USDB.
 - f. An individual who can interpret the instructional implications of evaluation results, who may be a member of the team described in this section of these SpEd Rules;
 - g. At the discretion of the parent or student who is an adult or the LEA, other individuals who have knowledge or special expertise regarding the student, including related services personnel as appropriate; and
 - h. Whenever appropriate, the student with a disability.
 - i. The determination of knowledge or special expertise of any individual described in these SpEd Rules III.E.6 above must be made by the party (parents or student who is an adult or LEA) who invited the individual to be a member of the IEP Team.
 - j. If a purpose of the IEP Team meeting is consideration of the postsecondary goals for the student and the postsecondary transition services needed to assist the student in reaching those goals, the LEA must invite the student with a disability to attend the student's IEP meeting. If the student does not attend the IEP meeting, the LEA must take other steps to ensure that the student's preferences and interests are considered.
 - k. To the extent appropriate, with the written consent of the parents or student who is an adult, the LEA must invite a representative of any participating agency that is likely to be responsible for providing or paying for postsecondary transition services.
 - l. Signatures on an IEP denote participation of IEP Team members in the development of the IEP.

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

1. A required member of the IEP Team is not required to attend a particular IEP Team meeting, in whole or in part, if the parents of a student with a disability or student who is an adult and the LEA agree, in writing, that the attendance of the member is not necessary because the member's area of the curriculum or related services is not being modified or discussed in the meeting.
2. A required member of the IEP Team may be excused from attending an IEP meeting, in whole or in part, when the meeting involves a modification to or discussion of the member's area of the curriculum or related services, if:
 - a. The parents or student who is an adult, in writing, and the LEA consent to the excusal; and
 - b. The member submits, in writing, to the parents or student who is an adult and the IEP Team, input into the development of the IEP prior to the meeting.

III.G. PARENT PARTICIPATION (34 CFR § 300.322).

1. Each LEA must take steps to ensure that one or both of the parents of a student with a disability or the student who is an adult are present at each IEP meeting or are afforded the opportunity to participate, including:
 - a. Notifying parents or student who is an adult of the meeting early enough to ensure that they will have an opportunity to attend; and
 - b. Scheduling the meeting at a mutually agreed-on time and place.
2. If the parents or student who is an adult cannot attend, the LEA must use other methods to ensure participation of the parents or the student who is an adult, including individual or conference telephone calls. The parents of a student with a disability or the student who is an adult and an LEA may agree to use alternative means of meeting participation, such as video conferences and conference calls (34 CFR § 300.328).
3. A meeting may be conducted without a parent or the student who is an adult in attendance if the LEA is unable to convince the parent(s) or the student who is an adult that they should attend. In this case, the LEA must keep a record of its attempts to arrange a mutually agreed-on time and place, such as:

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- a. Detailed records of telephone calls made or attempted and the results of those calls;
 - b. Copies of correspondence sent to the parents or student who is an adult and any responses received; and
 - c. Detailed records of visits made to the parents' or student who is an adult home or place of employment and the results of those visits.
4. The LEA must take whatever action is necessary to ensure that the parent(s) or student who is an adult understands the proceedings of the IEP Team meeting, including arranging for an interpreter for parent(s) or student who is an adult with deafness or whose native language is other than English.
 - a. Under UCA 35A-13-604, an individual is required to be certified as an interpreter if that individual provides interpreter services for deaf and hard of hearing individuals.
 - b. An individual providing interpreting services other than those for deaf and hard of hearing individuals shall be trained.
5. The parent(s) of a student with a disability or student who is an adult are participants along with school personnel in developing, reviewing, and revising the IEP for their student. This is an active role in which the parent(s) or student who is an adult:
 - a. Provide critical information regarding the strengths of the student and express their concerns for enhancing the education of the student;
 - b. Participate in the discussion of the student's need for special education and related services, and supplementary aids and services; and
 - c. Join with other participants in deciding how the student will be involved and progress in the general curriculum, how the student will participate in State- and LEA-wide assessments, and what services the LEA will provide to the student and in what setting.
6. The LEA must give the parent(s) or adult student a copy of the student's IEP at no cost to the parent(s) or student who is an adult.

III.H. NOTICE OF MEETING (34 CFR § 300.322)

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

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

1. Development, review, and revision of the IEP.
 - a. In developing each student's IEP, the IEP Team must consider:
 - (1) The strengths of the student;

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- (2) The concerns of the parent(s) or adult student for enhancing the education of the student;
 - (3) The results of the initial or most recent evaluation of the student, and
 - (4) The academic, developmental, and functional needs of the student.
- b. The IEP Team, in conducting a meeting to develop, review and, if appropriate, revise a student's IEP, must consider the following special factors:
- (1) In the case of a student with limited English proficiency (LEP), consider the language needs of the student as those needs relate to the student's IEP;
 - (2) In the case of a student who is blind or visually impaired, provide for instruction in braille and the use of braille unless the IEP Team determines, after an evaluation of the student's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the student's future needs for instruction in braille or the use of braille), that instruction in braille or the use of braille is not appropriate for the student;
 - (a) Prior to determining whether a student who is blind should use braille as the primary reading mode, the student's IEP Team must be provided (through pertinent literature or discussions with competent braille users and educators, or both) with detailed information about the use and efficiency of braille as a reading medium, in order to make an informed choice as to the student's primary reading.
 - (3) Consider the communication needs of the student and, in the case of a student who is deaf or hard of hearing, consider the student's language and communication needs, opportunities for direct communication with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode;

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- (4) Consider whether the student needs assistive technology devices and services in school and on a case-by-case basis, in a student's home or other setting; and
- (5) In the case of a student whose behavior impedes the student's learning or that of others, consider the use of positive behavior interventions and supports, and other strategies (e.g., conduct a functional behavior assessment, develop a behavior intervention plan), to address that behavior.
 - (a) When making decisions on behavior interventions, the IEP Team must refer to the USBE Technical Assistance (TA) manual that outlines the Least Restrictive Behavior Interventions (LRBI) for information on research-based intervention procedures.
 - (i) Emergency safety interventions may only be included in an IEP as a planned intervention when the IEP Team agrees that less restrictive means which meet circumstances in Board Rules R277-608 have been attempted, an FBA has been conducted, and a BIP based on data analysis has been developed and implemented (Board Rules R277-609).
 - (b) The purpose of the LRBI related to the use of positive behavior supports and behavior interventions in schools is to:
 - (i) Protect the safety and well-being of all students;
 - (ii) Provide protection for students, teachers, other school personnel, and LEAs; and
 - (iii) Ensure that parent(s) or students who is an adult are involved in the consideration and selection of behavior interventions to be used.
 - (c) When an emergency situation occurs that requires the immediate use of an emergency safety intervention to protect the student or others from harm, the staff shall comply with requirements in Board Rules R277-609 with regards to time limitations and parental or student who is an adult notification.

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- (d) As appropriate, the student should receive an FBA and behavior intervention services and modifications that are designed to address the behavior (34 CFR § 300.530(d)(1)(ii)).
 - c. If, in considering the special factors described above, the IEP Team determines that a student needs a particular device or services for educational purposes (including an intervention, accommodation, or other program modification) in order for the student to receive a FAPE, the IEP Team must include a statement to that effect in the student's IEP.
 - d. A regular education teacher of a student with a disability, as a member of the IEP Team, must, to the extent appropriate, participate in the development of the IEP of the student, including the determination of:
 - (1) Appropriate positive behavior interventions and supports and other strategies for the student; and
 - (2) Supplementary aids and services, program modifications, and support for school personnel consistent with the IEP.
2. Changes to the IEP.
- a. In making changes to a student's IEP after the annual IEP Team meeting for a school year, the parent(s) of a student with a disability or student who is an adult and the LEA may agree not to convene an IEP meeting for the purposes of making those changes, and instead may develop a written document to amend or modify the student's current IEP.
 - (1) The LEA shall convene a meeting with the IEP Team regarding material or substantial changes to the IEP (e.g., the amount of service time, change in placement, termination of services).
 - b. Upon request, the parent(s) or student who is an adult must be provided with a revised copy of the IEP with the amendments incorporated.
 - c. If changes are made to the student's IEP through the amendment process, the LEA must ensure that the student's IEP Team is informed of those changes.
3. To the extent possible, the LEA must encourage the consolidation of reevaluation meetings and other IEP Team meetings for the student (34 CFR § 300.324(a)(5)).

4. Review and revision of the IEP.

a. Each LEA must ensure that the IEP Team:

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

III.J. DEFINITION OF THE INDIVIDUALIZED EDUCATION PROGRAM (IEP) (34 CFR § 300.320).

1. The term *individualized education program* (IEP) means a written statement for each student with a disability that is developed, reviewed, and revised in a meeting. The IEP is designed to meet the student's unique needs based on their disability, and prepare them for further education, employment, and independent living.
2. The IEP must include:
 - a. A statement of the student's present levels of academic achievement and functional performance (PLAAFP), including:
 - (1) How the student's disability affects the student's involvement and progress in the general education curriculum (i.e., the same grade-level curriculum as for students who are non-disabled); or
 - (2) For students in preschool, as appropriate, how the disability affects the student's participation in appropriate activities; and
 - (3) For students who are blind, the results obtained from a braille-related or braille skills assessment;
 - b. A statement of measurable annual goals , that describes what the student is reasonably expected to accomplish in a year and the conditions in which the goals will be performed, including academic and functional goals designed to:
 - (1) Meet the student's needs that result from the student's disability to enable the student to be involved in and make progress in the grade-level general education curriculum; and
 - (2) Meet each of the student's other educational needs that result from the student's disability;
 - c. For a student with a disability, ages 14 and older, an annual IEP goal related to the student's postsecondary transition service needs.
 - d. For eligible students with significant cognitive disabilities who will participate in grade-level alternate achievement standards (i.e., Essential Elements):

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- (1) Notification to the parent(s) or adult student that the student's academic achievement will be measured through an assessment of the grade-level Utah alternate achievement standards and how participation in such alternate achievement assessments may delay or otherwise affect the student from completing the requirements for a regular high school diploma; and
 - (2) A description of benchmarks or short-term objectives for each annual goal;
- e. A description of:
- (1) How the student's progress toward meeting the annual IEP goals will be measured; and
 - (2) When periodic reports to the parent(s) or adult student on the progress the student is making toward meeting the annual IEP goals (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards) will be provided;
- f. A statement of the special education and related services and supplementary aids and services (including assistive technology), based on peer-reviewed research to the extent practicable, to be provided to the student, or on behalf of the student, and a statement of the program modifications or supports for school personnel that will be provided to enable the student:
- (1) To advance appropriately toward attaining the annual goals;
 - (2) To be involved in and make progress in the grade-level general education curriculum, and to participate in extracurricular and other nonacademic activities; and
 - (3) To be educated and participate with other similar-aged students with disabilities and non-disabled students in the activities described in this section;
- g. An explanation of the extent, if any, to which the student will not participate with similar-aged non-disabled students in the regular education environment and in the activities described in this section;
- h. A statement of:

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- (1) Any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the student on all grade-level State- and LEA-wide assessments; and
 - (2) If the IEP Team determines that the student must take an alternate assessment instead of a particular regular State- or LEA-wide assessment of student achievement, a statement of why:
 - (a) The student cannot participate in the regular assessment; and
 - (b) The particular alternate assessment selected is appropriate for the student; and
- i. The projected date for the beginning of the services and modifications, and the anticipated frequency, location, and duration of those services and modifications.
- j. A statement of school to post-school transition services.
 - (1) For a student with a disability, ages 14 and older, or younger if determined appropriate by the IEP Team, and updated annually thereafter, the IEP must include:
 - (a) Appropriate measurable postsecondary goals based upon age-appropriate postsecondary transition assessments related to training or education, employment, and, where appropriate, independent living skills; and
 - (b) The postsecondary transition services (including courses of study) needed to assist the student in reaching those goals.
- k. Transfer of rights at age of majority.
 - (1) Beginning not later than one year before the student reaches the age of majority (age 18 in Utah), the IEP must include a statement that the student has been informed of the student's rights under Part B of the IDEA that will transfer to the student on reaching the age of majority. The transfer of rights also occurs upon notification to the LEA that a student has married or become emancipated before age 18.
- l. Nothing in this section shall be construed to require that additional information be included in a student's IEP beyond what is explicitly

required in Section 614 of Part B of the IDEA, or require the IEP Team to include information under one component of a student's IEP that is already contained under another component of the student's IEP.

- m. IEP Teams should discuss and address, if appropriate, student participation in not only the grade-level Utah Core Standards, but other general education activities and courses (e.g., health and maturation, suicide prevention), as well as the Statewide Online Education Program (SOEP) or other online, distance, blended, or competency-based courses, as well as courses taken through Career and Technical Education (CTE) programs and concurrent enrollment. Students with disabilities may require special education and related services and accommodations for equitable participation, in conjunction with Part B of the IDEA, these Rules, and Board Rules R277-418, R277-713, and R277-726.

III.K. IEP AND SERVICES FOR PRESCHOOL STUDENTS AGES THREE THROUGH FIVE

1. IEP Development and Contents (34 CFR § 300.323):
 - a. In developing the IEP for a student with a disability age 3–5 or, at the discretion of the LEA, a two-year-old student with a disability who will turn age three during the school year, the IEP Team must consider the contents of an IFSP that contains the natural environments statement and an educational component that promotes school readiness and incorporates pre-literacy, language, and numeracy skills.
 - b. The IFSP may not serve as the IEP of the student.
 - c. The LEA must develop an IEP for the student in accordance with the procedures in these SpEd Rules.
2. Services for students with disabilities ages 3–5, served in preschool programs of the LEA, are to be provided consistent with these SpEd Rules including consideration of the continuum of alternative placement options (34 CFR § 300.124).
3. Preschool transition planning for students referred from Part C providers must be conducted consistent with the State's current interagency preschool transition agreement with Part C. This planning shall be implemented at least 90 calendar days, as required by Part C regulations 637(a)(9), before the

student is eligible for the preschool program under Part B of the IDEA in accordance with these SpEd Rules. Each LEA will participate in the preschool transition planning meeting arranged by the lead agency for the Part C program (34 CFR § 300.124).

4. Services for students age three.
 - a. By the eligible student's third birthday, the LEA must ensure that an IEP has been developed and is being implemented for the student (34 CFR § 300.124(b)).
 - b. If a student's third birthday occurs after the end of the school year, the LEA must ensure that an IEP has been developed, and the student's IEP Team shall determine the date in the next school year when services under the IEP will begin, except that the IEP Team may determine that extended school year services are needed outside the school year.
5. Students counted under the preschool program who are being served by Head Start must meet all of the requirements in these SpEd Rules, including the eligibility criteria and provision of a FAPE.

III.L. PHYSICAL EDUCATION (34 CFR § 300.108).

1. Physical education services, specially designed if necessary, must be made available to every student with a disability receiving a FAPE, unless the LEA enrolls students without disabilities and does not provide physical education to students without disabilities in the same grades.
2. Each student with a disability must be afforded the opportunity to participate in the regular physical education program available to students who are nondisabled unless:
 - a. The student is enrolled full time in a separate facility; or
 - b. The student needs specially designed physical education, as prescribed in the student's IEP.
3. If specially designed physical education (e.g., adapted physical education) is prescribed in a student's IEP, the LEA responsible for the education of that student must provide the services directly or make arrangements for those services to be provided through other public or private programs.

4. The LEA responsible for the education of a student with a disability who is enrolled in a separate facility must ensure that the student receives appropriate physical education services.

III.M. ASSISTIVE TECHNOLOGY (34 CFR § 300.105 AND BOARD RULES R277-495).

1. Each LEA must ensure that assistive technology devices or assistive technology services, or both, are made available to a student with a disability if required as a part of the student's:
 - a. Special education,
 - b. Related services, or
 - c. Supplementary aids and services.
2. On a case-by-case basis, the use of school-purchased assistive technology devices in a student's home or in other settings is required if the student's IEP Team determines that the student needs access to those devices in order to receive a FAPE.

III.N. EXTENDED SCHOOL YEAR (ESY) SERVICES (34 CFR § 300.106 AND BOARD RULES R277-751).

1. *Extended school year services* means special education and related services that:
 - a. Are provided to an eligible student with a disability:
 - (1) Beyond the normal school year of the LEA;
 - (2) In accordance with the student's IEP; and
 - (3) At no cost to the parent(s) of the student or student who is an adult; and
 - b. Meet the standards of the USBE in Board Rules R277-751.
2. Each LEA shall ensure that:
 - a. Extended school year services are available as necessary to provide FAPE, consistent with these SpEd Rules and considered for each individual student with a disability during an IEP, based upon a review of multiple data sources and factors.

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- b. ESY student programs are provided in the least restrictive environment.
- c. ESY teachers and paraeducators meet USBE's and IDEA requirements.
- 3. Extended school year services must be provided only if a student's IEP Team determines, on an individual basis, that the services are necessary for the provision of a FAPE to the student. The annual IEP shall reflect the IEP Team's decision regarding the need for ESY services.
 - a. Parent(s) or the student who is an adult shall be provided with prior written notice of proposal or refusal to provide ESY services.
 - b. If determined as eligible for ESY services, the IEP Team shall determine the appropriate ESY program, based on the student's individual needs.
 - c. ESY eligibility decisions and prior written notice of ESY programs shall be provided to parent(s) or student who is an adult in sufficient time to permit accessing dispute resolution options of the procedural safeguards, in the event of a dispute.
- 4. In implementing the requirements of this section, an LEA may not:
 - a. Limit extended school year services to particular categories of disability, age, or grade level;
 - b. Unilaterally limit the type, amount, or duration of those services; or
 - c. Limit data consideration by IEP Teams to only an analysis of regression and recoupment.

III.O. LEAST RESTRICTIVE ENVIRONMENT (LRE) (34 CFR § 300.114).

- 1. Each LEA must ensure that:
 - a. To the maximum extent appropriate, students with disabilities, including students in public or private institutions or other care facilities (e.g., nursing homes), are educated with similar-aged students who are nondisabled; and
 - b. Special classes, separate schooling, or other removal of students with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved

satisfactorily. In the case of a student who is deaf or hard of hearing, consideration of a special class or school may be the least restrictive environment in that it provides opportunities for direct communication and instruction in the student's language and communication mode with professional personnel and peers.

- c. LRE provisions apply to transition programs (i.e., preschool and postsecondary) and placement.
2. A state funding mechanism must not result in placements that violate the LRE requirements of these SpEd Rules III.P.–S.
3. A state must not use a funding mechanism by which the state distributes funds on the basis of the type of setting in which a student is served that will result in the failure to provide a student with a disability a FAPE according to the unique needs of the student, as described in the student's IEP.

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

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

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

1. Each LEA must ensure that a continuum of alternative placements is available to meet the needs of students with disabilities for special education and related services.
2. The continuum required must:
 - a. Include the following alternative placements for instruction:
 - (1) Regular classes,
 - (2) Special classes,
 - (3) Special schools,
 - (4) Home instruction, and
 - (5) Instruction in hospitals and institutions; and

- b. Make provision for supplementary services (such as resource room or itinerant instruction) to be provided in conjunction with regular class placement.

III.R. PLACEMENTS (34 CFR § 300.116).

1. In determining the educational placement of a student with a disability, including a preschool or postsecondary transition-aged student with a disability, each LEA must ensure that:
 - a. The placement decision:
 - (1) Is made by a group of persons, including the parent(s) or student who is an adult and other persons knowledgeable about the student, the meaning of the evaluation data, and the placement options; and
 - (2) Is made in conformity with the LRE provisions above.
 - b. The student's placement:
 - (1) Is determined at least annually;
 - (2) Is based on the student 's IEP; and
 - (3) Is as close as possible to the student 's home;
 - c. Unless the IEP of a student with a disability requires some other arrangement, the student is educated in the school that the student would attend if nondisabled;
 - d. In selecting the LRE, consideration is given to any potential harmful effect on the student or on the quality of services that the student needs; and
 - e. A student with a disability is not removed from education in age-appropriate regular classrooms solely because of needed modifications in the general education curriculum.

III.S. PARENTAL INVOLVEMENT IN PLACEMENT DECISIONS (34 CFR §§ 300.327, 300.501).

1. Each LEA shall ensure that the parent(s) of each student with a disability or adult student are members of any group that makes decisions on the educational placement of the parent's student or the student who is an adult (SpEd Rules IV.B).

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

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

1. In providing or arranging for the provision of nonacademic and extracurricular services and activities, including meals, recess periods, and the services and activities in these SpEd Rules III.V, each LEA must ensure that each student with a disability participates with students who are nondisabled in the extracurricular services and activities to the maximum extent appropriate to the needs of that student.
2. The LEA must ensure that each student with a disability has the supplementary aids and services determined by the student's IEP Team to be appropriate and necessary for the student to participate in nonacademic settings.
3. A student with a disability (under the age of 22 who has not graduated from high school with a regular high school diploma, whose IEP Team recommends participation) may not be denied the opportunity of participating in public school programs or extracurricular activities solely because of the student's age, unless the participation threatens the health or safety of the student. The school district or charter school, in cooperation with the Utah Department of Health, shall establish criteria used to determine the health and safety factor (UCA 53G-6-709).

III.U. NONACADEMIC SERVICES (34 CFR § 300.107).

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

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

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

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

1. Opportunity to examine records.
 - a. The parent(s) of a student with a disability or student who is an adult must be afforded, in accordance with these SpEd Rules, an opportunity to inspect and review all education records with respect to the identification, evaluation, and educational placement of the student and the provision of a FAPE to the student.
2. Parent participation in meetings.
 - a. The parent(s) of a student with a disability or student who is an adult must be afforded an opportunity to participate in meetings with respect to the identification, evaluation, and educational placement of the student and the provision of a FAPE to the student.
 - b. Each LEA must provide notice, consistent with these SpEd Rules, to ensure that parents of students with disabilities or adult students have the opportunity to participate in meetings.
 - c. A meeting does not include informal or unscheduled conversations involving LEA personnel and conversations on issues such as teaching methodology, lesson plans, or coordination of service provision. A meeting also does not include preparatory activities that LEA personnel engage in to develop a proposal or a response to a parent or student who is an adult proposal that will be discussed at a later meeting.
3. Parent involvement in placement decisions.

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- a. Each LEA must ensure that a parent of each student with a disability or student who is an adult is a member of any group that makes decisions on the educational placement of the parent's student (34 CFR § 300.327), including notifying the parent(s) or student who is an adult of the meeting early enough to ensure that they will have an opportunity to attend and scheduling the meeting at a mutually agreed-on time and place (34 CFR § 300.322(a)).
- b. The notice of meeting must indicate the purpose(s), time, and location of the meeting, who will be in attendance, and inform the parents or student who is an adult of their right to bring other individuals who have knowledge or special expertise about the student (34 CFR § 300.322(b)).
- c. If neither parent or the student who is an adult can participate in a meeting in which a decision is to be made relating to the educational placement of the student, the LEA must use other methods to ensure their participation, including individual or conference telephone calls or video conferencing.
- d. A placement decision may be made by a group without the involvement of a parent or student who is an adult if the LEA is unable to obtain the parents or student who is an adult participation in the decision. In this case, the LEA must have a record of its attempt to ensure their involvement.

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

1. Definitions.
 - a. *Independent educational evaluation* (IEE) means an evaluation conducted by a qualified examiner who is not employed by the LEA responsible for the education of the student in question.
 - b. *Public expense* means that the LEA either pays for the full cost of the evaluation or ensures that the evaluation is otherwise provided at no cost to the parent or student who is an adult.
2. Each LEA shall establish and implement policies and procedures related to independent educational evaluation that meet the requirements of Part B of the IDEA and these SpEd Rules.

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3. The following requirements must be addressed:
 - a. The parents of a student with a disability or student who is an adult have the right to obtain an IEE of the student at public expense if they disagree with an evaluation obtained by the LEA.
 - b. The LEA must provide to the parents or student who is an adult, upon request for an IEE, information about where an IEE may be obtained and the LEA criteria applicable for IEEs.
 - c. If a parent or student who is an adult requests an IEE at public expense, the LEA must, without unnecessary delay, either:
 - (1) File a request for a due process complaint and hearing to show that its evaluation is appropriate; or
 - (2) Ensure that an IEE is provided at public expense, unless the LEA demonstrates in a due process hearing that the evaluation obtained by the parent or student who is an adult did not meet LEA criteria.
 - d. If the LEA files a due process complaint and request for hearing, and the final decision is that the LEA's evaluation is appropriate, the parent or student who is an adult still has the right to an IEE, but not at public expense.
 - e. If a parent or student who is an adult requests an IEE, the LEA may ask for the parents' or student who is an adult's reason why there is an objection to the public evaluation. However, the explanation by the parent or student who is an adult may not be required and the LEA may not unreasonably delay either providing the IEE at public expense or requesting a due process hearing to defend the public evaluation.
 - f. A parent or student who is an adult is entitled to only one IEE at public expense each time the LEA conducts an evaluation with which the parent or adult student who is an adult disagrees.
 - g. If the parent or student who is an adult either obtains an IEE at public expense or shares an evaluation obtained at private expense with the LEA, the results of the evaluation:

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- (1) Must be considered by the LEA, in any decision made with respect to the provision of a FAPE to the student provided that the IEE meets LEA criteria; and
 - (2) May be presented by any party as evidence at a hearing on a due process complaint regarding that student.
- h. If a hearing officer requests an IEE as part of a due process hearing, the cost of the evaluation must be at public expense.
- i. If an IEE is at public expense, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, must be the same as the criteria that the LEA uses when it initiates an evaluation, to the extent those criteria are consistent with the parent's or student who is an adult right to an IEE.
- j. Except for the criteria described above, an LEA may not impose additional conditions or timelines related to obtaining an IEE at public expense.
4. An IEE conducted at the LEA's expense becomes the property of the LEA, in its entirety.

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

1. Prior written notice must be given to the parents of a student with a disability or student who is an adult a reasonable time before the LEA:
 - a. Proposes to initiate or change the identification, evaluation, or educational placement of the student or the provision of a FAPE to the student; or
 - b. Refuses to initiate or change the identification, evaluation, or educational placement of the student or the provision of a FAPE to the student.
2. The notice required must include:
 - a. A description of the action proposed or refused by the LEA;
 - b. An explanation of why the LEA proposes or refuses to take the action;
 - c. A description of each evaluation procedure, assessment, record, or report the LEA used as a basis for the proposed or refused action;
 - d. A statement that the parent(s) of a student with a disability or student who is an adult have protection under the procedural safeguards of Part B of

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the IDEA and, if this notice is not an initial referral for evaluation, the means by which a copy of a description of the procedural safeguards can be obtained;

- e. Sources for the parent(s) or student who is an adult to contact to obtain assistance in understanding the provisions of Part B of the IDEA;
- f. A description of other options that the IEP Team considered and the reasons why those options were rejected; and
- g. A description of other factors that are relevant to the LEA's proposal or refusal.

3. The notice must be:

- a. Written in language understandable to the general public; and
- b. Provided in the native language of the parent or student who is an adult or other mode of communication used by the parent or student who is an adult, unless it is clearly not feasible to do so.

(1) If the native language or other mode of communication of the parent or student who is an adult is not a written language, the LEA must take steps to ensure that:

- (a) The notice is translated orally or by other means to the parent or student who is an adult in the parent's or student who is an adult native language or other mode of communication;
- (b) The parent or student who is an adult understands the content of the notice; and
- (c) There is written evidence that the requirements above have been met.

IV.D. PROCEDURAL SAFEGUARDS NOTICE (34 CFR § 300.504).

- 1. A copy of the procedural safeguards available to the parent(s) of a student with a disability or student who is an adult must be given to the parent(s) or student who is an adult only one time a year, except that a copy also must be given to the parent(s) or student who is an adult:

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- a. Upon initial referral or parent or student who is an adult request for evaluation;
 - b. Upon receipt of the first State complaint or a due process complaint in that school year;
 - c. In accordance with the discipline procedures in 34 CFR § 300.530(h) and these SpEd Rules V.F.; and
 - d. Upon request by a parent or student who is an adult.
2. An LEA may place a current copy of the procedural safeguards notice on its website if a website exists.
3. The procedural safeguards notice must include a full explanation of all the procedural safeguards relating to:
 - a. Independent educational evaluations;
 - b. Prior written notice;
 - c. Parental or student who is an adult consent;
 - d. Access to educational records;
 - e. The opportunity to present and resolve complaints through the due process complaint and State complaint procedures, including:
 - (1) The time period in which to file a due process complaint or State complaint;
 - (2) The opportunity for the agency to resolve the due process hearing complaint or State complaint; and
 - (3) The difference between the due process complaint and the State complaint procedures, including the jurisdiction of each procedure, what issues may be raised, filing and decisional timelines, and relevant procedures;
 - f. The availability of mediation;
 - g. The student's placement during pendency of hearings on due process complaints;

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

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

- 1. The USBE has adopted procedures for resolving any State complaint under Part B of the IDEA and these SpEd Rules, including a State complaint filed by an organization or individual from another state. The State complaint must be filed with the USBE's State Director of Special Education in person, by U.S. Mail, or by fax, and include the name of the school district, charter, or other public agency in the State that provides special education and related services to students with disabilities ("LEA or other public agency") in which the alleged violation occurred. The party filing the complaint must also forward a copy to the LEA or other public agency. If the complainant(s) are unable to file in writing, they may contact the LEA or other public agency or State Director of Special Education for assistance.
 - a. Upon receipt of a State complaint by either the LEA (or other public agency) or the State Director of Special Education, the receiving party will

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notify the other agency within one business day, to ensure coordination of the process and copies received by both. The State complaint timeline begins when both parties have received copies.

- (1) Any State complaint submitted on a weekend, holiday, or other non-business day will be processed and considered received the following business day.
 - (2) Any State complaint received after 5:00 pm mountain time on a business day will be processed and considered received on the following business day.
- b. If a State complaint is filed by an organization or individual other than a parent or adult student on their own behalf, consent from a parent or adult student must be obtained before USBE may provide personally identifiable information about a student to a non-parent or non-adult student complainant as part of the State complaint decision. Consent must be written, dated, and signed by a parent or student who is an adult. 34 CFR §§ 99.30 and 300.622.
 - (1) If possible, personally identifiable information and other information relating to specific student(s) shall be redacted prior to issuing a decision to complainants who are not parents or student who is an adult unless USBE has received written consent to share such information in accordance with SpEd Rules.
 - (2) Because the State complaint resolution may likely involve a student's personally identifiable information, it may not be possible for the USBE's State complaint decision to be issued to a non-parent complainant if USBE does not receive parental consent to share such information. USBE will make this determination on a case-by-case basis but will not withhold relevant non-personally identifiable information from a complainant regarding the results of the USBE's State complaint resolution.
 - (3) Even if USBE is not able to issue a written decision to a complainant because of its personally identifiable nature, USBE still must ensure that it resolves the State complaint, issues a written decision to the parent of the student in question or the student who is an adult that addresses each allegation in the State complaint, and ensures timely

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implementation of its written decision, including, if appropriate, corrective actions to achieve compliance and remedies for the denial of appropriate services. 34 CFR §§ 300.152(b)(2) and 300.151(b).

2. The State complaint must include the following:
 - a. A statement that the LEA or other public agency has violated a requirement of Part B of the IDEA or these SpEd Rules.
 - b. The facts on which the statement is based.
 - c. The signature and contact information for the complainant.
 - d. If alleging violations with respect to a specific student:
 - (1) The name and address of the residence of the student;
 - (2) The name of the school the student is attending;
 - (3) In the case of a student experiencing homelessness, available contact information for the student and the name of the school the student is attending;
 - (4) A description of the nature of the problem of the student, including facts relating to the problem; and
 - (5) A proposed resolution of the problem to the extent known and available to the party at the time the complaint is received as described in these SpEd Rules IV.E.2.
 - e. The USBE may dismiss a submission purporting to be a State complaint that does not include all of the required content above in SpEd Rules IV.3.a.–d. In the event that the USBE dismisses a submission purporting to be a State complaint, the USBE will notify the complainant, LEA or other public agency, and parent(s) or student who is an adult (if not the complainant and contact information is available) in a notification within five business days of receipt of the submission. Notification will be in writing and sent via U.S. Mail, if possible. The written notification will specifically identify the missing required content and contain a statement that the written notification does not preclude the complainant from submitting a State complaint in the future that meets the requirements of Part B of the IDEA or these SpEd Rules.

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- (1) A lack of proposed resolution will not be grounds for USBE to dismiss a State complaint that meets the requirements as described in these SpEd Rules.
3. The State complaint must allege a violation that occurred not more than one year prior to the date that the complaint is received.
4. Nothing in the State complaint process limits the ability of the LEA or other public agency to attempt to resolve the alleged violation directly with the complainant; however, the State will continue to act on the submitted State complaint until a report is issued or the State complaint is withdrawn.
5. The State Director of Special Education shall resolve the State complaint within 60 calendar days from the date when both the USBE and LEA or other public agency have received copies unless exceptional circumstances exist. If an extension is necessary, the complainant and the LEA or other public agency shall be notified, in writing, by the USBE Special Education Services section. Within this time limit, the State Director of Special Education shall:
 - a. Carry out an independent on-site investigation, if the State Director of Special Education determines that such an investigation is necessary.
 - b. Give the complainant the opportunity to submit additional information, either orally or in writing, about the allegations in the State complaint.
 - c. Provide the LEA or other public agency with the opportunity to respond to the State complaint, including, at a minimum:
 - (1) At the discretion of the LEA or other public agency, a proposal to resolve the State complaint; and
 - (2) An opportunity for a parent or student who is an adult who has filed a State complaint and the LEA or other public agency to voluntarily engage in mediation (SpEd Rules IV.F.).
 - d. Review all relevant information and make a determination as to whether the LEA or other public agency is violating a requirement of Part B of the IDEA or of these SpEd Rules.
 - e. Issue a written decision to the complainant and, parent(s) or student who is an adult (if not the complainant and contact information is available)

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with a copy sent to the LEA or other public agency director, that addresses each allegation in the State complaint and contains:

- (1) Findings of fact and conclusions; and
 - (2) The reasons for the USBE's final decisions.
 - f. Permit an extension of the time limit under these SpEd Rules IV.E.5. only if:
 - (1) Exceptional circumstances exist with respect to a particular State complaint as determined on a case-by-case basis; or
 - (2) The complainant (if not the parent(s)), parent(s) or student who is an adult, and the LEA or public agency involved agree to extend the time to engage in mediation, or to engage in other alternative means of dispute resolution available in the State.
 - (a) Complainants who are not parents or student who is an adult may not request mediation.
 - (3) USBE will permit an extension of time in writing to the complainant (if not the parent(s)), parent(s) or student who is an adult, and the LEA or other public agency involved. The extension will be set for a date certain and will be documented in the State complaint decision (if any).
 - g. Determine procedures for the effective implementation of the USBE's final decision, if needed, including technical assistance activities, negotiations, and corrective actions to achieve compliance.
 - h. The State complaint decision issued by the USBE is the final action and is not subject to an appeal. If either party disagrees with the State complaint decision, their remedy is to file a due process hearing request provided that the aggrieved party has the right to file a due process complaint on the issue with which the party disagrees.
6. In resolving a State complaint in which it has found a failure to provide appropriate services, the USBE must address:
- a. How to remediate the denial of those services, including, as appropriate, the awarding of monetary reimbursement or other corrective action appropriate to the individual needs of the student.

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- b. Appropriate future provision of services for all students with disabilities.
7. If a State complaint is received that is also the subject of a due process hearing in accordance with these SpEd Rules, or contains multiple issues of which one or more are part of that due process hearing, the USBE must set aside any part of the State complaint that is being addressed in the due process hearing until its conclusion. Any issue in the State complaint that is not a part of the due process hearing must be resolved using the time limit and State complaint procedures described in this section.
- a. In the event that a State complaint or any part of a State complaint is set aside pending the outcome of a due process hearing as described above, the 60 calendar day timeline described in Rule IV.E.5. will pause on the date that USBE and LEA or other public agency both receive a copy of the due process complaint and request for hearing.
 - b. In the event that a related due process hearing request is withdrawn or otherwise dismissed without prejudice, the 60 calendar day timeline will recommence on the following business day, and the State complaint or issues previously set aside thereunder will be investigated and resolved within this adjusted 60 calendar day timeline.
8. If an issue is raised in a State complaint filed under this section that has previously been decided in a due process hearing involving the same parties, then the hearing decision is binding on that issue. The USBE must inform both parties of this fact. A State complaint alleging an LEA's failure to implement a due process decision; however, must be submitted directly to the State Director of Special Education and resolved by the USBE.
9. Parent(s) or student who is an adult and other interested individuals and organizations, including parent training and information centers, independent living centers, protection and advocacy agencies, professional organizations, and other appropriate entities, shall be informed about these procedures through:
- a. The procedural safeguards notice provided by LEAs.
 - b. Presentations and other training events by USBE staff conducted throughout the State.

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- c. Technical assistance provided to the public in-person, over email, or remotely to parent(s), student who are adults, and other interested individuals and organizations.

IV.F. MEDIATION (34 CFR § 300.506).

1. Each LEA, USBE, or other public agency that has the responsibility for the education of students with disabilities must ensure that procedures are established and implemented to allow parties to resolve disputes involving any matter under Part B of the IDEA and these SpEd Rules, including matters arising prior to the filing of a due process complaint, through a mediation process.
2. Parties to a mediation may include the LEA or other public agency and a parent or a student who is an adult to resolve disputes involving any matter under Part B of the IDEA or these SpEd Rules including matters arising prior to or in conjunction with the filing of a State complaint or due process hearing request.
3. Upon receipt of a request for mediation by the USBE, USBE will begin outreach efforts to notify the non-submitting party of the request within three business days.
 - a. Any request for mediation submitted on a weekend, holiday, or other non-business day will be processed and considered received the following business day.
 - b. Any request for mediation received after 5:00 pm mountain time on a business day will be processed and considered received on the following business day.
 - c. In the event that both parties agree to mediate, USBE will assign a mediator within five business days of the agreement to mediate.
4. The procedures must ensure that the mediation process:
 - a. Is voluntary on the part of the parties;
 - b. Is not used to deny or delay a parent's or student who is an adult's right to a hearing on the parent's or student who is an adult's due process complaint, or to deny any other rights afforded under Part B of the IDEA; and

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- c. Is conducted by a qualified and impartial mediator who is trained in effective mediation techniques.
5. An LEA or other public agency may establish procedures to offer to parent(s) or student who is an adult and schools that choose not to use the mediation process an opportunity to meet, at a time and location convenient to the parent(s) or student who is an adult, with a disinterested party who is under contract with an appropriate alternative dispute resolution entity, or a parent training and information center or community parent resource center in the State; and who would explain the benefits of, and encourage the use of, the mediation process to the parent or student who is an adult.
6. A mediator is a qualified and impartial individual who facilitates confidential discussions to achieve a resolution of the dispute that is mutually agreeable to the parties. The State Director of Special Education or designee maintains a list of individuals who are qualified mediators and knowledgeable in laws and regulations relating to the provision of special education and related services.
7. An individual who serves as a mediator:
 - a. May not be an employee of the USBE or the LEA or other public agency that is involved in the education or care of the student; and
 - b. Must not have a personal or professional interest that conflicts with the person's objectivity.
 - c. A person who otherwise qualifies as a mediator is not an employee of the USBE or the LEA or other public agency solely because the person is paid by the agency to serve as a mediator.
8. The State Director of Special Education or designee selects mediators on a random, rotational, or other impartial basis.
9. The USBE bears the cost of the mediation process, including the costs of meetings described in this section.
10. Each session in the mediation process must be scheduled in a timely manner and must be held in a location that is convenient to the parties to the dispute.
11. Discussions that occur during the mediation process must be confidential and may not be used as evidence in any subsequent due process hearing, State complaint, or civil proceeding of any federal court or State court.

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- a. Confidentiality is automatic and may not be altered or modified by parties to mediation conducted under Part B of the IDEA or these SpEd Rules.
 - b. This confidentiality requirement applies regardless of whether the parties resolve a dispute through the mediation process.
12. If the parties resolve a dispute through the mediation process, the parties must execute a legally binding agreement that:
 - a. Sets forth that resolution and that states that all discussions that occurred during the mediation process will remain confidential and may not be used as evidence in any subsequent due process hearing or civil proceeding arising from that dispute; and
 - b. Is signed by both the parent or student who is an adult and a representative of the LEA who has the authority to bind such agency.
13. A written, signed mediation agreement under this paragraph is enforceable in any State court of competent jurisdiction or in a district court of the United States.

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

1. The Utah Legislature finds that it is in the best interest of students with disabilities to provide for a prompt and fair final resolution of disputes which may arise over educational programs and rights and responsibilities of students with disabilities, their parent(s), and public schools (UCA 53E-7-208(1)).
2. Advocates and legal representation.
 - a. Persons with special expertise, including advocates, may assist or accompany either party to a due process hearing.
 - b. The parties may:
 - (1) Be represented by an attorney authorized to practice law in the State of Utah; or
 - (2) Represent themselves, also referred to as pro se representation (Utah Bar Rules 14-102-111, 14-802(c)(8)).

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3. A due process complaint (also referred to in these SpEd Rules and Part B of the IDEA as a “due process hearing request”) may be filed for matters related to the identification, evaluation, or educational placement of a student with a disability or the provision of FAPE to the student.
4. The due process complaint must allege a violation that occurred not more than two years before the date the parent or student who is an adult or LEA knew or should have known about the alleged action that forms the basis of the due process complaint, except:
 - a. If the parent or student who is an adult was prevented from filing a due process complaint due to specific misrepresentations by the LEA that it had resolved the problem forming the basis of the due process complaint; or
 - b. The LEA withheld information from the parent(s) or student who is an adult that was required under Part B of the IDEA to be provided to the parent(s).
5. The LEA must inform the parent or student who is an adult of any free or low-cost legal and other relevant services available in the area if:
 - a. The parent(s) or student who is an adult requests the information; or
 - b. The parent(s) or student who is an adult or the LEA requests a hearing under this section.

IV.H. DUE PROCESS COMPLAINT (34 CFR § 300.508).

1. The LEA must have procedures that require either party, or the attorney representing a party, to provide to the other party a due process complaint (which must remain confidential).
2. The party filing a due process complaint must also forward a copy of the due process complaint to the USBE State Director of Special Education in person, by U.S. Mail, or by fax.
3. The due process complaint must include:
 - a. The name of the student;
 - b. The address of the residence of the student;

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- c. The name of the school the student is attending;
 - d. In the case of a student or youth experiencing homelessness, available contact information for the student and the name of the school the student is attending;
 - e. A description of the nature of the problem of the student relating to the proposed or refused initiation or change, including facts relating to the problem; and
 - f. A proposed resolution of the problem to the extent known and available to the party at the time.
4. A party may not have a hearing on a due process complaint until the party, or the attorney representing the party, files a due process complaint that meets the requirements listed above.
5. The due process complaint required by this section must be deemed sufficient unless the party receiving the due process complaint notifies the hearing officer and the other party in writing, within 15 calendar days of receipt of the due process complaint, that the receiving party believes the due process complaint does not meet the requirements.
- a. Within five calendar days of receipt of notification that the due process complaint does not meet the requirements, the hearing officer must make a determination on the face of the due process complaint of whether the due process complaint meets the requirements and must immediately notify the parties in writing of that determination.
 - b. A party may amend its due process complaint only if:
 - (1) The other party consents in writing to the amendment and is given the opportunity to resolve the due process complaint through a resolution meeting; or
 - (2) The hearing officer grants permission, except that the hearing officer may only grant permission to amend at any time not later than five calendar days before the due process hearing begins.
 - c. If a party files an amended due process complaint, the timelines for the resolution meeting and the time period to resolve the complaint begin again with the filing of the amended due process complaint.

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6. If the LEA has not sent a prior written notice to the parent or student who is an adult regarding the subject matter contained in the parent's or student who is an adult's due process complaint, the LEA must, within ten calendar days of receiving the due process complaint, send to the parent or student who is an adult a response that includes:
 - a. An explanation of why the LEA proposed or refused to take the action raised in the due process complaint;
 - b. A description of other options that the IEP Team considered and the reasons why those options were rejected;
 - c. A description of each evaluation procedure, assessment, record, or report the LEA used as the basis for the proposed or refused action; and
 - d. A description of the other factors that are relevant to the LEA's proposed or refused action.
7. If an LEA has not sent prior written notice to the parent or student who is an adult regarding the subject matter of the parent's or student who is an adult's due process complaint until after the due process complaint is received, the LEA may still assert that the parent's or student who is an adult's due process complaint was insufficient, where appropriate.
8. The party receiving a due process complaint must, within ten days of receiving the due process complaint, send to the other party a response that specifically addresses the issues raised in the due process complaint.

IV.I. MODEL FORMS (34 CFR § 300.509).

1. The USBE staff has developed model forms to assist parent(s) or student who is an adult in filing a State complaint, a due process hearing complaint, and requesting mediation. These forms are available on the [USBE website](#). Parties are not required to use the State's model forms. Parent(s) or student who is an adult, public agencies, and other parties may use the appropriate State model form or another form or other document, so long as the form or document that is used meets, as appropriate, the content requirements for filing a due process complaint or the requirements for filing a State complaint.

IV.J. RESOLUTION PROCESS (34 CFR § 300.510).

1. Within 15 calendar days of receiving notice of the parent(s)' or students' who is an adult due process complaint, and prior to the initiation of a due process hearing, the LEA must convene a meeting with the parent(s) or student who is an adult and the relevant member or members of the IEP Team who have specific knowledge of the facts identified in the due process complaint that:
 - a. Includes a representative of the LEA who has decision-making authority on behalf of that agency; and
 - b. May not include an attorney of the LEA unless the parent or student who is an adult is accompanied by an attorney.
2. The purpose of the meeting is for the parent(s) of the student or student who is an adult to discuss the due process complaint and the facts that form the basis of the due process complaint, so that the LEA has the opportunity to resolve the dispute that is the basis for the due process complaint.
3. The resolution meeting need not be held if the parent(s) or student who is an adult and the LEA agree in writing to waive the meeting, or the parent(s) or student who is an adult and the LEA agree to use the mediation process.
4. The parent(s) or student who is an adult and the LEA determine the relevant members of the IEP Team to attend the meeting.
5. If the LEA has not resolved the due process complaint to the satisfaction of the parent(s) or student who is an adult within 30 calendar days of the receipt of the due process complaint, the due process hearing may occur. The timeline for issuing a final decision begins at the expiration of this 30-day period.
6. The LEA shall inform the hearing officer and State Director of Special Education (or designee) of all scheduled and completed resolution meetings to ensure compliance with the resolution timeline.
7. Except where the parties have jointly agreed to waive the resolution process or to use mediation, the failure of a parent or student who is an adult filing a due process complaint to participate in the resolution meeting will delay the timelines for the resolution process and due process hearing until the meeting is held.

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8. If the LEA is unable to obtain the participation of the parent or student who is an adult in the resolution meeting after reasonable efforts have been made (and documented), the LEA may, at the conclusion of the 30-day period, request that a hearing officer dismiss the parent(s)' or student who is an adult's due process complaint.
9. If the LEA fails to hold the resolution meeting within 15 days of receiving notice of a parent's or student who is an adult's due process complaint or fails to participate in the resolution meeting, the parent(s) or student who is an adult may seek the intervention of a hearing officer to begin the due process hearing timeline.
10. The 45-day timeline for the due process hearing starts the day after one of the following events:
 - a. Both parties agree in writing to waive the resolution meeting;
 - b. After either the mediation or resolution meeting starts, but before the end of the 30-day period, the parties agree in writing that no agreement is possible;
 - c. If both parties agree in writing to continue the mediation at the end of the 30-day resolution period, but later the parent or student who is an adult or LEA withdraws from the mediation process.
11. If a resolution to the dispute is reached at the meeting, the parties must execute a legally binding agreement that is signed by both the parent or student who is an adult and a representative of the LEA who has the authority to bind the LEA and that is enforceable in any State court of competent jurisdiction or in a district court of the United States.
12. If the parties execute an agreement, a party may void the agreement within three business days of the agreement's execution.

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

1. Whenever a due process complaint is filed, the parent(s) or student who is an adult or the LEA involved in the dispute must have an opportunity for an impartial due process hearing.

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2. The impartial due process hearing shall be conducted by the USBE. The State Director of Special Education or designee shall assign an impartial hearing officer on a random (rotational) basis, and in accordance with USBE procedures.
3. At a minimum, a hearing officer must:
 - a. Not be an employee of the USBE or the LEA that is involved in the education or care of the student; or
 - b. Not be a person having a personal or professional interest that conflicts with the person's objectivity in the hearing; and
 - c. Possess knowledge of, and the ability to understand, the provisions of Part B of the IDEA and these SpEd Rules, Federal and State regulations pertaining to Part B of the IDEA, and legal interpretations of Part B of the IDEA by Federal and State courts;
 - d. Possess the knowledge and ability to conduct hearings in accordance with appropriate, standard legal practice; and
 - e. Possess the knowledge and ability to render and write decisions in accordance with appropriate, standard legal practice.
4. A person who otherwise qualifies to conduct a hearing is not an employee of the agency solely because the person is paid by the agency to serve as a hearing officer.
5. The party requesting the due process hearing may not raise issues at the due process hearing that were not raised in the due process complaint, unless the other party agrees otherwise.
6. A parent or student who is an adult or LEA must request an impartial hearing on their due process complaint within two years of the date the parent or student who is an adult or LEA knew or should have known about the alleged action that forms the basis of the due process complaint.
7. Exceptions to the timeline.
 - a. The timeline described in these SpEd Rules IV.G.4. does not apply to a parent or student who is an adult if the parent or student who is an adult was prevented from filing a due process complaint due to:

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- (1) Specific misrepresentations by the LEA that it had resolved the problem forming the basis of the due process complaint; or
 - (2) The LEA's withholding of information from the parent or student who is an adult that was required to be provided to the parent or student who is an adult.
8. The State Director of Special Education shall monitor all due process hearings to ensure adherence to required procedures.

IV.L. HEARING RIGHTS (34 CFR § 300.512).

1. Any party to a hearing or an appeal of a due process hearing decision conducted pursuant to 34 CFR § 300.516 and these SpEd Rules IV.Q. has the right to:
 - a. Be accompanied and advised by counsel and by individuals with special knowledge or training with respect to the problems of students with disabilities except that;
 - (1) The parties may be represented by an attorney authorized to practice law in the State of Utah; or
 - (2) Represent themselves, also referred to as pro se representation (Utah Bar Rules 14-102-111, 14-802(c)(8)).
 - b. Present evidence and confront, cross-examine, and compel the attendance of witnesses;
 - c. Prohibit the introduction of any evidence at the hearing that has not been disclosed to that party at least five business days before the hearing;
 - d. Obtain a written or, at the option of the parent(s) or student who is an adult, electronic, verbatim record of the hearing; and
 - e. Obtain written or, at the option of the parent(s) or student who is an adult, electronic findings of facts and decisions.
2. At least five business days prior to a hearing, each party must disclose to all other parties all evaluations completed by that date and recommendations based on the offering party's evaluations that the party intends to use at the hearing.

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3. A hearing officer may bar any party from introducing the relevant evaluation or recommendation not disclosed at least five business days prior to the hearing at the hearing without the consent of the other party.
4. Parent(s) or student who is an adult involved in hearings must be given the right to:
 - a. Have the student who is the subject of the hearing present;
 - b. Open the hearing to the public; and
 - c. Have the record of the hearing and the findings of fact and decisions provided at no cost to parent(s) or student who is an adult.

IV.M. HEARING DECISIONS (34 CFR § 300.513).

1. A hearing officer's determination of whether the student received a FAPE must be based on substantive grounds.
2. In matters alleging a procedural violation, a hearing officer may find that a student did not receive a FAPE only if the procedural inadequacies:
 - a. Impeded the student's right to a FAPE;
 - b. Significantly impeded the parent's or student who is an adult's opportunity to participate in the decision-making process regarding the provision of a FAPE to the student; or
 - c. Caused a deprivation of educational benefit.
3. Nothing in these SpEd Rules IV.M.2. shall be construed to preclude a hearing officer from ordering an LEA to comply with procedural requirements.
4. A parent or student who is an adult has the right to file a separate due process complaint on an issue separate from a due process complaint already filed.
5. The State Director of Special Education or designee, after deleting any personally identifiable information, must:
 - a. Share the findings and decisions on the due process complaint with the Utah Special Education Advisory Panel (USEAP); and
 - b. Make those findings and decisions available to the public online.

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

1. A decision made in a due process hearing conducted pursuant to these SpEd Rules is final, unless a party to the hearing appeals the decision to a civil action under 34 CFR § 300.516 and these SpEd Rules IV.Q.

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

1. Notwithstanding the provisions for judicial enforcement of a written agreement reached as a result of mediation or a resolution meeting, there is nothing that would prevent the USBE from using other mechanisms to seek enforcement of that agreement, provided that use of those mechanisms is not mandatory and does not delay or deny a party the right to seek enforcement of the written agreement in a State court of competent jurisdiction or in a district court of the United States.

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

1. The State Director of Special Education or designee must ensure that not later than 45 calendar days after the expiration of the 30-calendar-day resolution period, or the adjusted time periods resulting from the resolution process:
 - a. A final decision is reached in the hearing, and
 - b. A copy of the decision is mailed to each of the parties.
2. A hearing officer may grant specific extensions of time at the request of either party.
3. Each hearing involving oral arguments must be conducted at a time and place that is reasonably convenient to the parent(s) and student involved.
4. Expedited due process hearings may be requested by either a parent or student who is an adult or an LEA in the following instances (34 CFR § 300.532):
 - a. The parent or student who is an adult disagrees with any disciplinary decision resulting in a placement (including the interim alternative educational setting [IAES]) decision, or the manifestation determination; or
 - b. The LEA believes that maintaining the current placement of a student following a disciplinary procedure in 34 CFR §§ 300.530 and 300.531 is substantially likely to result in injury to the student or others.

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5. Expedited due process hearings must occur within 20 days of the date the due process complaint is filed (in compliance with the due process complaint requirements of these SpEd Rules IV.J.). The hearing officer must make a determination within ten school days after the hearing.
 - a. Unless the parent(s) or student who is an adult and LEA agree in writing to waive the resolution meeting or agree to use the mediation process described in CFR § 300.506, a resolution meeting must occur within seven days of receiving notice of the expedited due process complaint; and the expedited due process hearing may proceed unless the matter has been resolved to the satisfaction of both parties within 15 days of the receipt of the expedited due process complaint.

IV.Q. CIVIL ACTION (34 CFR § 300.516).

1. Any party aggrieved by the findings and decision who does not have the right to an appeal, and any party aggrieved by the findings and decision, has the right to bring a civil action with respect to the complaint notice requesting a due process hearing. The action may be brought in any State court of competent jurisdiction or in a district court of the United States without regard to the amount in controversy.
2. A civil action may be filed in either State or Federal court; if appealed to State court, the appeal must be filed within 30 days of the date of the due process hearing decision. A Federal court may apply a similar time limit (UCA 53E-7-208(4)(a)).
3. In any civil action, the court receives the records of the administrative proceedings; hears additional evidence at the request of a party; and, basing its decision on the preponderance of the evidence, grants the relief that the court determines to be appropriate.
4. The district courts of the United States have jurisdiction of actions brought under the procedural safeguards of Part B of the IDEA without regard to the amount in controversy.
5. Nothing in this part restricts or limits the rights, procedures, and remedies available under the Constitution, the Americans with Disabilities Act of 1990, Title V of the Rehabilitation Act of 1973, or other Federal laws protecting the rights of students with disabilities, except that before the filing of a civil action

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under these laws seeking relief that is also available under the procedural safeguards of Part B of the IDEA, the procedures must be exhausted to the same extent as would be required had the action been brought under Section 615 of the IDEA, **subject to the United States Supreme Court's decision in *Perez v. Sturgis Public Schools, et. al.*, 598 US__ (2023).**

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

1. In any action or proceeding brought under procedural safeguards of Part B of the IDEA, the court, in its discretion, may award reasonable attorneys' fees as part of the costs:
 - a. To the prevailing party who is the parent of a student with a disability or the student who is an adult;
 - b. To a prevailing party who is the USBE or LEA against the attorney of a parent or student who is an adult who files a complaint or subsequent cause of action that is frivolous, unreasonable, or without foundation, or against the attorney of a parent or student who is an adult who continued to litigate after the litigation clearly became frivolous, unreasonable, or without foundation; or
 - c. To a prevailing USBE or LEA against the attorney of a parent or student who is an adult, or against the parent or student who is an adult, if the parent's or student's request for a due process hearing or subsequent cause of action was presented for any improper purpose, such as to harass, to cause unnecessary delay, or to needlessly increase the cost of litigation.
2. Funds under Part B of the IDEA may not be used to pay attorneys' fees or costs of a party related to any action or proceeding. An LEA may use funds under Part B of the IDEA for conducting an action or proceeding under the procedural safeguards of Part B of the IDEA.
3. A court awards reasonable attorneys' fees consistent with the following:
 - a. Fees awarded must be based on rates prevailing in the community in which the action or proceeding arose for the kind and quality of services furnished.
 - b. No bonus or multiplier may be used in calculating the fees awarded.

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- c. Attorneys' fees may not be awarded, and related costs may not be reimbursed, in any action or proceeding for services performed subsequent to the time of a written offer of settlement to a parent or student who is an adult if:
 - (1) The offer is made within the time prescribed by Rule 68 of the Federal Rules of Civil Procedure or, in the case of an administrative proceeding, at any time more than ten calendar days before the proceeding begins;
 - (2) The offer is not accepted within ten calendar days; and
 - (3) The court or administrative hearing officer finds that the relief finally obtained by the parent(s) or student who is an adult is not more favorable to the parent(s) or student who is an adult than the offer of settlement.
- 4. Attorneys' fees may not be awarded relating to any meeting of the IEP Team unless the meeting is convened as a result of an administrative proceeding or judicial action, or at the discretion of the State, for a mediation under CFR § 300.506.
- 5. A resolution meeting shall not be considered a meeting convened as a result of an administrative hearing or judicial action or an administrative hearing or judicial action for purposes of attorneys' fees in this section.
- 6. An award of attorneys' fees and related costs may be made to a parent or student who is an adult who is the prevailing party and who was substantially justified in rejecting the settlement offer.
- 7. The court reduces, accordingly, the amount of the attorneys' fees awarded, if the court finds that:
 - a. The parent(s) or student who is an adult, or the parent's or student who is an adult's attorney, during the course of the action or proceeding, unreasonably protracted the final resolution of the controversy;
 - b. The amount of the attorneys' fees otherwise authorized to be awarded unreasonably exceeds the hourly rate prevailing in the community for similar services by attorneys of reasonably comparable skill, reputation, and experience;

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- c. The time spent and legal services furnished were excessive considering the nature of the action or proceeding; or
 - d. The attorney representing the parent or student who is an adult did not provide to the LEA the appropriate information in the due process request notice.
8. If the parties fail to reach agreement on payment of attorneys' fees, then a party seeking recovery of attorneys' fees for a special education administrative action under 20 USC § 1415(i) may seek to file a court action within 30 days after issuance of due process decision (UCA 53E-7-208(4)(b)).
9. The above regulations regarding attorneys' fees do not apply in any action or proceeding if the court finds that the LEA unreasonably protracted the final resolution of the action or proceeding or there was a violation of the procedural safeguards of Part B of the IDEA.

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

- 1. During the pendency of any administrative or judicial proceeding regarding a request for a due process hearing, unless the LEA and the parent(s) of the student or student who is an adult agree otherwise, the student involved in the complaint must remain in the student's current educational placement.
- 2. If the complaint involves an application for initial admission to public school, the student, with the consent of the parent(s) or student who is an adult, must be placed in the public school until the completion of all the proceedings.
- 3. If the decision of a hearing officer in a due process hearing conducted by the USBE agrees with the student's parent(s) or adult student that a change of placement is appropriate, that placement must be treated as an agreement between the LEA and the parent(s) or student who is an adult.

IV.T. SURROGATE PARENTS (34 CFR § 300.519).

- 1. Each LEA must ensure that the rights of a student are protected when:
 - a. No parent (as defined under 34 CFR § 300.30 and these SpEd Rules I.E.34.) can be identified for a student under the age of majority;
 - b. The LEA, after reasonable efforts, cannot locate a parent for a student under the age of majority;

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

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

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

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

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

1. The USBE staff and LEAs take appropriate steps to ensure the protection of the confidentiality of any personally identifiable data, information, and records collected or maintained by the USBE staff and LEAs pursuant to Part B of the IDEA and Board Rules R277-487.
2. Definitions as used in these SpEd Rules (34 CFR § 300.611).
 - a. *Destruction* means physical destruction or removal of personal identifiers from information so that the information is no longer personally identifiable.
 - b. *Education records* means the type of records covered under the definition of “education records” in 34 CFR § 99, implementing regulations for the Family Educational Rights and Privacy Act of 1974, 20 USC § 1232g (FERPA).

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- c. *Participating agency* means any agency or institution that collects, maintains, or uses personally identifiable information, or from which information is obtained, under Part B of the IDEA.
- 3. Notice to parent(s) or student who is an adult (34 CFR § 300.612).
 - a. The USBE and LEA must give notice that is adequate to fully inform parent(s) or student who is an adult, including:
 - (1) A description of the extent that the notice is given in the native languages of the various population groups in the State;
 - (2) A description of the students on whom PII is maintained, the types of information sought, the methods the USBE intends to use in gathering the information (including the sources from whom information is gathered), and the uses to be made of the information;
 - (3) A summary of the policies and procedures that LEAs must follow regarding storage, disclosure to third parties, retention, and destruction of personally identifiable information; and
 - (4) A description of all of the rights of parents and students regarding this information, including the rights under FERPA.
- 4. Before any major identification, location, or evaluation activity, the notice must be published or announced in newspapers or other media, or both, with circulation adequate to notify parents or student who is an adult throughout the State and LEAs of the activity.
- 5. Access rights (34 CFR § 300.613).
 - a. Each LEA must permit parents or student who is an adult to inspect and review any education records relating to their student or themselves that are collected, maintained, or used by the LEA. The LEA must comply with a request without unnecessary delay and before any meeting regarding an IEP, or any hearing or resolution session, and in no case more than 45 calendar days after the request has been made.
 - b. The right to inspect and review education records under this section includes:

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- (1) The right to a response from the LEA to reasonable requests for explanations and interpretations of the records;
 - (2) The right to request that the LEA provide copies of the records containing the information if failure to provide those copies would effectively prevent the parent or student who is an adult from exercising the right to inspect and review the records; and
 - (3) The right to have a representative of the parent or student who is an adult inspect and review the records.
- c. An LEA may presume that the parent(s) or student who is an adult has authority to inspect and review records relating to the student unless the LEA has been advised that the parent(s) does not have the authority under applicable State law governing such matters as guardianship, separation, and divorce.
6. Record of access (34 CFR § 300.614).
 - a. Each LEA must keep a record of parties obtaining access to education records collected, maintained, or used under Part B of the IDEA and these SpEd Rules (except access by parents or student who is an adult and authorized employees of the LEA), including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records.
7. Records on more than one student (34 CFR § 300.615).
 - a. If any education record includes information on more than one student, the parent(s) of those students or the student who is an adult have the right to inspect and review only the information relating to their student or themselves or to be informed of that specific information.
8. List of types and locations of information (34 CFR § 300.616).
 - a. On request, the LEA must provide parents or student who is an adult with a list of the types and locations of education records collected, maintained, or used by the LEA.
9. Fees (34 CFR § 300.617).

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

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

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

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

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

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

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

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

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

13. Hearing procedures (34 CFR § 300.621).

- a. A hearing that challenges education records must be conducted according to the procedures under 34 CFR § 99.22 as described below. At a minimum, the LEA's hearing procedures must adhere to the following requirements:
 - (1) The LEA shall hold a within a reasonable period of time after the LEA receives the request. The parent(s) of the student or student who is an adult shall be given notice of the date, place, and time reasonably in advance of the hearing.
 - (2) The hearing may be conducted by any individual, including an official of the LEA, who does not have a direct interest in the outcome of the hearing.
 - (3) The parent(s) of the student or student who is an adult shall be afforded a full and fair opportunity to present evidence relevant to the issues raised and may be assisted or be represented by individuals of the parent's or adult student's choice, including an attorney at the parent's or student who is an adult's own expense.
 - (4) The LEA shall make its decision in writing within a reasonable period of time after the conclusion of the hearing.

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- (5) The decision of the LEA shall be based solely upon the evidence presented at the hearing and shall include a summary of the evidence and the reasons for the decision.

14. Consent for disclosure of PII (34 CFR § 300.622).

- a. Except as to disclosures addressed in referral to and action by law enforcement and judicial authorities, for which parental consent is not required by 34 CFR § 99, parental or adult student consent must be obtained before PII is:
 - (1) Disclosed to anyone other than officials of participating agencies collecting or using the information under Part B of the IDEA or these SpEd Rules: or
 - (2) Used for any purpose other than meeting a requirement of Part B of the IDEA or these SpEd Rules.
- b. An LEA may not release information from education records to participating agencies without parental or adult student consent unless authorized to do so by 34 CFR §§ 99.31 and 99.34 (FERPA):
 - (1) 34 CFR § 99.31 allows an LEA to disclose PII from the education records of a student without the written consent of the parent(s) of the student or student who is an adult, if the disclosure is:
 - (a) To other school officials, including teachers, within the LEA who have been determined by the LEA to have legitimate educational interests.
 - (b) To officials of another school or school site in which the student seeks or intends to enroll, subject to the requirements set forth in 34 CFR § 99.34 below.
 - (2) 34 CFR § 99.34 requires that an LEA transferring the education records of a student pursuant to 34 CFR § 99.34 above shall make a reasonable attempt to notify the parent of the student or student who is an adult of the transfer of records at the last known address of the parent or student who is an adult, except that the LEA does not have to provide any further notice of the transfer of records when:

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- (a) The transfer is initiated by the parent(s) or student who is an adult at the sending LEA.
 - (b) The LEA includes in its annual notice of procedural safeguards, that it is the policy of the LEA to forward education records on request to a school in which a student seeks or intends to enroll.
 - (c) The LEA transferring the records must keep a copy of the records for three years after the transfer.
- c. An LEA receiving PII from another educational agency or institution may make further disclosure of the information on behalf of the LEA without the prior written consent of the parent(s) or student who is an adult if the conditions of 34 CFR §§ 99.31 and 99.34 noted above are met, and if the educational agency informs the party to whom disclosure is made of these requirements.
 - d. If the parent(s) or student who is an adult refuses consent for the release of PII to a third party, then that party may proceed with statutory procedures in an effort to obtain the desired information.
 - e. Note: As authorized in 34 CFR § 99.31 (FERPA), Utah LEAs include in the annual procedural safeguards notice that it is their policy to forward educational records of a student with disabilities without parental or student who is an adult consent or notice to officials of another school or school district in which a student seeks or intends to enroll.

15. Safeguards (34 CFR § 300.623).

- a. Each LEA must protect the confidentiality of PII at collection, storage, disclosure, and destruction stages.
- b. One official at each LEA must assume responsibility for ensuring the confidentiality of any PII.
- c. All persons collecting or using PII must receive training or instruction regarding the State's policies and procedures in this section and 34 CFR § 99.
- d. Each LEA must maintain, for public inspection, a current listing of the names and positions of those employees within the LEA who may have access to PII on students with disabilities.

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

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

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

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

18. Enforcement (34 CFR § 300.626).

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- a. The confidentiality requirements of Part B of the IDEA are reviewed and approved as part of the LEA eligibility process.

19. U.S. Department of Education Use of PII (34 CFR § 300.627).

- a. If the U.S. Department of Education or its authorized representatives collect any PII regarding students with disabilities that is not subject to the Privacy Act of 1974, 5 USC § 552a, the Secretary of Education (Secretary hereafter) applies the applicable Federal statute, and the regulations implementing those provisions in 34 CFR § 5b.

V. DISCIPLINE PROCEDURES (34 CFR § 300.530).

V.A. DISCIPLINE PROCEDURES FOR STUDENTS WITH DISABILITIES

1. Consistent with the requirements of Part B of the IDEA and these SpEd Rules, each LEA shall establish, maintain, and implement policies and procedures for disciplining students with disabilities.

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

1. School personnel may consider any unique circumstances on a case-by-case basis when determining whether a change in placement, consistent with the other requirements of this section, is appropriate for a student with a disability who violates a code of student conduct.
2. School personnel may remove a student with a disability who violates a code of student conduct from the student's current placement to an appropriate interim alternative educational setting (IAES), another setting, or suspension, for not more than ten consecutive school days (to the same extent those alternatives are applied to students without disabilities), and for additional removals of not more than ten consecutive school days in that same school year for separate incidents of misconduct, (as long as those removals do not constitute a change of placement because of disciplinary removal as set forth in 34 CFR § 300.536 and these SpEd Rules V.D.).
3. After a student with a disability has been removed from the student's current placement for ten school days in the same school year, during any subsequent days of removal the LEA must provide services to the extent required under 34 CFR § 300.530(d) and these SpEd Rules V.C.
4. For disciplinary changes in placement that would exceed ten consecutive school days, if the behavior that gave rise to the violation of the school code is determined not to be a manifestation of the student's disability, school personnel may apply the relevant disciplinary procedures to students with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities, except after the tenth day of removal that constitutes a change in placement, the LEA must provide services

to the student and provided under 34 CFR § 300.530(d) and these SpEd Rules V.C.

V.C. SERVICES (34 CFR § 300.530(D)).

1. A student with a disability who is removed from the student's current placement must:
 - a. Continue to receive educational services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the student's IEP; and
 - b. Receive, as appropriate, an FBA, and behavior intervention services and modifications that are designed to address the behavior violation so that it does not recur.
2. The services may be provided in an IAES.
3. An LEA is only required to provide services during periods of removal to a student with a disability who has been removed from the student's current placement for ten school days or less in that school year if it also provides services to a student without disabilities who is similarly removed.
4. After a student with a disability has been removed from the student's current placement for ten school days in the same school year, if the current removal is for not more than ten consecutive school days and is not a change of placement under 34 CFR § 300.536 and these SpEd Rules V.D., school personnel, in consultation with at least one of the student's teachers, determine the extent to which services are needed, so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the student's IEP.
5. If the removal is a change of placement, the student's IEP Team determines appropriate services to be provided during the removal.

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

1. For purposes of removals of a student with a disability from the student's current educational placement, a change of placement occurs if:

- a. The removal is for more than ten consecutive school days, including shortened school days; or
 - b. The student has been subjected to a series of removals that constitute a pattern, including shortened school days:
 - (1) Because the series of removals total more than ten school days in a school year;
 - (2) Because the student's behavior is substantially similar to the student's behavior in previous incidents that resulted in the series of removals; and
 - (3) Because of such additional factors as the length of each removal, the total amount of time the student has been removed, and the proximity of the removals to one another.
2. As used in these SpEd Rules, shortened school days occur when a student's school day is reduced solely by school personnel in response to the student's behavior for disciplinary purposes, rather than the student's IEP team or placement team for that student to receive a FAPE.
- a. In general, the use of informal removals to address a student's behavior, if implemented repeatedly throughout the school year, could constitute a disciplinary removal from the current placement. Therefore, the discipline procedures in 34 CFR §§ 300.530 through 300.536 and these SpEd Rules V. would generally apply unless all three of the following factors are met:
 - (1) The student is afforded the opportunity to continue to appropriately participate in the general curriculum;
 - (2) The student continues to receive the services specified on the student's IEP; and
 - (3) The student continues to participate with nondisabled children to the extent they would have in their current placement. 71 Fed. Reg. 46715 (Aug. 14, 2006).
3. The LEA determines on a case-by-case basis whether a pattern of removals constitutes a change of placement. This determination is subject to review through due process and judicial proceedings.

V.E. MANIFESTATION DETERMINATION (34 CFR § 300.530(E–G, I)).

1. Within ten school days of any decision to change the placement of a student with a disability because of a violation of a code of student conduct, the LEA, the parent or adult student, and relevant members of the student's IEP Team (as determined by the parent or student who is an adult and the LEA) must review all relevant information in the student's file, including the student's IEP, any teacher observations, and any relevant information provided by the parent(s) or adult student to determine:
 - a. If the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability; or
 - b. If the conduct in question was the direct result of the LEA's failure to implement the IEP.
2. The conduct must be determined to be a manifestation of the student's disability if the LEA, the parent or student who is an adult, and relevant members of the student's IEP Team determine that:
 - a. The misconduct was caused by or had a direct and substantial relationship to the student's disability; or
 - b. The misconduct was the direct result of the LEA's failure to implement the IEP.
3. If the LEA, the parent or student who is an adult, and relevant members of the student's IEP Team determine that the misconduct was the direct result of the LEA's failure to implement the IEP, the LEA must take immediate steps to remedy those deficiencies.
4. If the LEA, the parent(s) or student who is an adult, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the student's disability, the IEP Team must:
 - a. Either:
 - (1) Conduct a functional behavior assessment (FBA), unless the LEA had conducted an FBA before the behavior that resulted in the change of placement occurred, and implement a BIP for the student; or

- (2) If a BIP has already been developed, review the BIP, and modify it, as necessary, to address the behavior;
 - b. And, unless the misconduct falls under the definition of special circumstances in these SpEd Rules V.E.5., return the student to the placement from which the student was removed, unless the parent or adult student and the LEA agree to a change of placement as part of the modification of the BIP.
5. Special circumstances.
- a. School personnel may remove a student to an IAES for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the student's disability, if the student:
 - (1) Carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function under the jurisdiction of the USBE or an LEA;
 - (2) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of the USBE or an LEA; or
 - (3) Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the USBE or an LEA.
 - b. Definitions.
 - (1) For purposes of this section, the following definitions apply:
 - (a) *Controlled substance* means a drug or other substance that cannot be distributed without a prescription, identified under schedules I, II, III, IV, or V in section 202(c) of the Controlled Substances Act (21 USC § 812(c)).
 - (b) *Illegal drug* means a controlled substance but does not include a drug controlled, possessed, or used under the supervision of a licensed health-care professional or one legally possessed or used under the Controlled Substances Act or under any other provision of Federal law (21 USC § 812).

- (c) *Serious bodily injury* means bodily injury that involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement, or protracted loss or impairment of the function of a bodily member, organ, or mental faculty (18 USC § 1365). Serious bodily injury does not include a cut, abrasion, bruise, burn, disfigurement, physical pain, illness, or impairment of the function of a bodily member, organ or mental faculty that is temporary (18 USC § 1365).
- (d) *Weapon* means a weapon, device, instrument, material, or substance, animate or inanimate, that is used for or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2.5 inches (18 USC § 930).

V.F. PROCEDURAL SAFEGUARDS NOTICE (34 CFR § 300.530(H)).

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

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

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

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

1. The parent(s) of a student with a disability or student who is an adult who disagrees with any decision regarding placement or the manifestation determination, or an LEA that believes that maintaining the current placement of the student is substantially likely to result in injury to the student or others, may appeal the decision by filing a due process hearing complaint and requesting a hearing.
2. Authority of hearing officer.

- a. A due process hearing officer hears and makes a determination regarding an appeal under SpEd Rules V.H.1.
 - b. In making the determination, the hearing officer may:
 - (1) Return the student with a disability to the placement from which the student was removed if the hearing officer determines that the removal was a violation of the discipline procedures under Part B of the IDEA or these SpEd Rules or that the student's behavior was a manifestation of the student's disability; or
 - (2) Order a change of placement of the student with a disability to an appropriate IAES for not more than 45 school days if the hearing officer determines that maintaining the current placement of the student is substantially likely to result in injury to the student or to others.
 - c. The appeal procedures may be repeated if the LEA believes that returning the student to the original placement is substantially likely to result in injury to the student or to others.
3. Expedited due process hearing.
- a. Whenever a hearing is requested, the parent(s) or student who is an adult or the LEA involved in the dispute must have an opportunity for an impartial due process hearing.
 - b. The LEA is responsible for arranging the expedited due process hearing with the State Director of Special Education, which must occur within 20 school days of the date the complaint requesting the hearing is filed. The hearing officer must make a determination within ten school days after the hearing.
 - c. Unless the parent(s) or student who is an adult and LEA agree in writing to waive the resolution meeting, or agree to use mediation:
 - (1) A resolution meeting must occur within seven calendar days of receiving notice of the due process complaint; and
 - (2) The due process hearing may proceed unless the matter has been resolved to the satisfaction of both parties within 15 calendar days of the receipt of the due process complaint.

- d. Parties may not mutually agree to extend the resolution period to resolve an expedited due process complaint. Therefore, when the parties have participated in a resolution meeting or engaged in mediation and the dispute has not been resolved to the satisfaction of both parties within 15 days of the receipt of the due process complaint, the expedited due process hearing may proceed.
- e. A hearing officer may not extend the timeline for making a determination in an expedited due process hearing.
- f. The decisions on expedited due process hearings are final, unless meeting the requirements of 34 CFR § 300.514(b) or 34 CFR § 300.516.

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

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

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

- 1. A student who has not been determined to be eligible for special education and related services under Part B of the IDEA, and who has engaged in behavior that violated a code of student conduct, may assert any of the protections provided for in this part if the LEA had knowledge that the student was a student with a disability before the behavior that precipitated the disciplinary action occurred.
- 2. An LEA must be deemed to have knowledge that a student is a student with a disability if, before the behavior that precipitated the disciplinary action occurred:
 - a. The parent(s) of the student or student who is an adult expressed concern in writing to supervisory or administrative personnel of the appropriate LEA, or a teacher of the student, that the student is in need of special education and related services;

- b. The parent(s) of the student or student who is an adult requested an evaluation of the student pursuant to 34 CFR §§ 300.300 through 300.311; or
 - c. The teacher of the student, or other personnel of the LEA, expressed specific concerns about a pattern of behavior demonstrated by the student directly to the director of special education of the LEA or to other supervisory personnel of the LEA.
3. An LEA would not be deemed to have knowledge that a student is a student with a disability if:
- a. The parent(s) of the student or the student who is an adult:
 - (1) Has not allowed an evaluation of the student pursuant to 34 CFR §§ 300.300 through 300.311; or
 - (2) Has refused services under this part; or
 - b. The student has been evaluated in accordance with 34 CFR §§ 300.300 through 300.311 and determined to not be a student with a disability under Part B of the IDEA.
4. If an LEA does not have knowledge that a student is a student with a disability prior to taking disciplinary measures against the student, the student may be subjected to the disciplinary measures applied to students without disabilities who engage in comparable behaviors.
- a. If a request is made for an evaluation of a student during the time period in which the student is subjected to disciplinary measures, the evaluation must be conducted in an expedited manner.
 - (1) Until the evaluation is completed, the student remains in the educational placement determined by school authorities, which can include suspension or expulsion without educational services.
 - (2) If the student is determined to be a student with a disability, taking into consideration information from the evaluation conducted by the LEA and information provided by the parent(s) or adult student, the LEA must provide special education and related services.

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

1. Nothing in Part B of the IDEA prohibits an LEA from reporting a crime committed by a student with a disability to appropriate authorities or prevents State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of Federal and State law to crimes committed by a student with a disability.
2. Transmittal of records.
 - a. An LEA reporting a crime committed by a student with a disability must ensure that copies of the special education and disciplinary records of the student are transmitted for consideration by the appropriate authorities to whom the LEA reports the crime.
 - b. An LEA reporting a crime under this section may transmit copies of the student's special education and disciplinary records only to the extent that the transmission is permitted by FERPA.

VI. STUDENTS WITH DISABILITIES IN OTHER SETTINGS

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

1. Developing IEPs.
 - a. Before an LEA places a student with a disability in, or refers a student to, a private school or facility, the LEA must initiate and conduct a meeting to develop an IEP for the student in accordance with Part B of the IDEA and these SpEd Rules.
 - b. The LEA must ensure that a representative of the private school or facility attends the meeting. If the representative cannot attend, the LEA must use other methods to ensure participation by the private school or facility, including individual or conference telephone calls or video conferencing
2. Reviewing and revising IEPs.
 - a. After a student with a disability is placed in a private school or facility, any meetings to review and revise the student's IEP may be initiated and conducted by the private school or facility at the discretion of the LEA.
 - b. If the private school or facility initiates and conducts these meetings, the LEA must ensure that the parent(s) or adult student and an LEA representative:
 - (1) Are involved in any decisions about the student's IEP; and
 - (2) Agree to any proposed changes in the IEP before those changes are implemented.
3. Even if a private school or facility implements a student's IEP, responsibility for compliance with this part remains with the LEA and the USBE.
4. Residential placement (34 CFR § 300.104).
 - a. If placement in a public or private residential program is necessary to provide special education and related services to a student with a disability, the program, including non-medical care and room and board, must be at no cost to the parent(s) of the student or student who is an adult.

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5. Students with disabilities in private schools placed or referred by public agencies (34 CFR §§ 300.145–147).
 - a. Only for students with disabilities who are or have been placed in or referred to a private school or facility by a public agency as a means of providing special education and related services, the USBE must:
 - (1) Ensure that a student with a disability who is placed in or referred to a private school or facility by a public agency:
 - (a) Is provided special education and related services:
 - (i) In conformance with an IEP that meets the requirements in Rule III.J; and
 - (ii) At no cost to the parent(s) or student who is an adult;
 - (b) Is provided an education that meets the standards that apply to education provided by the USBE and LEAs including the requirements of these SpEd Rules; and
 - (c) Has all the rights of a student with a disability who is served by a public agency.
 - b. Monitor compliance through procedures such as written reports, onsite visits, and parent or student who is an adult questionnaires;
 - c. Disseminate copies of applicable standards to each private school and facility to which a public agency has referred or placed a student with a disability; and
 - d. Provide an opportunity for those private schools and facilities to participate in the development and revision of State standards that apply to them.

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

1. *Parentally placed private school students with disabilities*, including students accessing the Carson Smith Scholarship and Special Needs Opportunity Scholarship Program, means students with disabilities enrolled by their parent(s) or a student who is an adult in private, including religious, schools or

facilities that meet the definition of elementary school or secondary school in Part B of the IDEA.

2. Definitions.

- a. *Elementary school* means a nonprofit institutional day or residential school, including a public elementary charter school, that provides elementary education, as determined under State law (34 CFR § 300.13).
- b. *Secondary school* means a nonprofit institutional day or residential school, including a public secondary charter school, that provides secondary education, as determined under State law, except that it does not include any education beyond grade 12 (34 CFR § 300.36). Grades nine and above must be accredited, in accordance with USBE Rule.

3. Child find for parentally placed or student who is an adult private school student with disabilities (34 CFR § 300.131).

- a. Each school district must locate, identify, and evaluate all students with disabilities who are enrolled by their parent(s), or student who is an adult, in private (either for-profit or nonprofit), including religious, elementary schools and secondary schools located in the area served by the school district.
- b. The school district child find process must be designed to ensure:
 - (1) The equitable participation of parentally placed or student who is an adult nonprofit private school student; and
 - (2) An accurate count of those students in nonprofit private schools.
- c. The school district must undertake activities similar to the activities undertaken for the school district's public school students.
 - (1) School districts may not require a private school to implement a response to intervention (RtI). District should consult with officials from private elementary schools or secondary schools on how to best implement evaluation criteria for identifying students with specific learning disabilities enrolled in private schools.
- d. The cost of carrying out the child find requirements in this section, including individual evaluations, may not be considered in determining if a

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school district has met its obligation under spending a proportionate share of funds under Part B of the IDEA to provide services to parentally placed or adult student nonprofit private school students.

- e. The child find process must be completed in a time period comparable to that for students attending public schools in the school district.
 - f. Each school district in which private (for-profit and nonprofit), including religious, elementary schools and secondary schools are located must, in carrying out the child find requirements in this section, include parentally placed or student who is an adult private school students who reside in a state other than the state in which the private schools that they attend are located.
 - g. Each school district, where private elementary schools or secondary schools are located is responsible for conducting reevaluations of student with disabilities enrolled by their parents in the private elementary school and secondary school located in the school district.
4. Basic requirements for provision of services for parentally placed or adult student nonprofit private school students with disabilities (34 CFR § 300.132).
- a. To the extent consistent with the number and location of students with disabilities who are enrolled by their parent(s), or a student who is an adult, in nonprofit private, including religious, elementary schools and secondary schools located in the area served by the school district, provision is made for the participation of those students in the program assisted or carried out under Part B of the IDEA by providing them with special education and related services, including direct services.
 - b. The school district must develop and implement a services plan for each nonprofit private school student with a disability who has been designated by the school district in which the private school is located to receive special education and related services.
 - c. Each school district must maintain in its records, and provide to the USBE staff annually, the following information related to parentally placed or student who is an adult nonprofit private school students, including that required under Rule II.A.(4)(c):

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- (1) The number of students evaluated and reevaluated within three years;
 - (2) The number of students determined to be students with disabilities; and
 - (3) The number of students served.
5. Expenditures (34 CFR § 300.133).
 - a. The proportionate share calculation must be based on the total number of students with disabilities who are enrolled in private elementary and secondary schools, including religious schools, located in the school district, whether or not the students or their parents reside in the school district. 34 C.F.R. §§ 300.132 and 300.133(a). Each school district must spend the following amounts on providing special education and related services (including direct services) to parentally-placed or student who is an adult private school student with disabilities:
 - (1) For students aged three through 22, an amount that is the same proportion of the school district's total subgrant under Section 611(f) of the IDEA as the number of private school student with disabilities aged three through 22 who are enrolled by their parents or student who is an adult in private, including religious, elementary schools and secondary schools located in the school district, is to the total number of student with disabilities in its jurisdiction aged three through 22.
 - (2) For student aged three through five, an amount that is the same proportion of the school district's total subgrant under Section 619(g) of the IDEA as the number of parentally-placed or student who is an adult private school student with disabilities aged three through five who are enrolled by their parents or student who is an adult in private, including religious, elementary schools located in the school district, is to the total number of student with disabilities in its jurisdiction aged three through five. Appendix B to 34 CFR § 300 provides an example of how to make this calculation.
 - b. All students who have been evaluated and found eligible for special education and related services—not solely those students who receive services through an IEP or services plan—must be included in the count to

calculate the proportionate share. See 34 C.F.R. §§ 300.132(c) and 300.133(c). As described in 34 C.F.R. § 300.133(a), each school district must determine the total number of private school students with disabilities who are enrolled by their parents or students who is an adult in private elementary and secondary schools located in the school district, and the total number of students with disabilities enrolled in public and private elementary and secondary schools located in the school district, in order to calculate the proportionate share of IDEA Part B funds that must be expended on equitable services.

- c. As specified in 34 CFR. § 300.131(a), each school district must locate, identify, and evaluate all students with disabilities who are enrolled by their parents or student who is an adult in private, including religious, elementary schools and secondary schools located in the school district. The number of parentally-placed or student who us an adult private school student with disabilities is used to determine the amount that the school district must spend on providing special education and related services to parentally-placed or student who is an adult private school student with disabilities in the next subsequent fiscal year. 34 CFR § 300.133(b) and (c)(2). Under 34 CFR § 300.300(d)(4), if a parent of a home-schooled student, student who is an adult being home-schooled, or parentally placed or student who is an adult private school student declines to consent to the initial evaluation or the reevaluation, the public agency may not use the mediation or due process procedures to seek to conduct the evaluation and, thus, may not include the student in the annual count of the number of parentally-placed or student who is an adult private school student with disabilities. If the school district evaluates a parentally-placed private or student who is an adult school student, subject to the consent of the parent or student who is an adult, and determines that the student qualifies as a student with a disability under the IDEA, but the parent or student who is an adult declines the offer of special education and related services, the school district still must include this student in the annual count of the number of parentally-placed or student who is an adult private school students with disabilities. 34 CFR § 300.133(c); see also 34 CFR § 300.132(c). A school district must include in its proportionate share calculation all eligible students with disabilities enrolled by their parents or student who is an adult in private,

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including religious, elementary and secondary schools located in the LEA, and also include those students whose parents or student who is an adult decline all publicly funded services and place their students with disabilities in a private school at their own expense.

- d. Each school district must spend the following on providing special education and related services (including direct services) to parentally placed or student who is an adult nonprofit private school student with disabilities:
 - (1) For students ages 3–21, an amount that is the same proportion of the school district's total subgrant under Section 611(f) of Part B of the IDEA as the number of private school students with disabilities ages 3–21 who are enrolled by their parent(s), or a student who is an adult, in nonprofit private, including religious, elementary schools and secondary schools located in the school district, is to the total number of students with disabilities in its jurisdiction ages 3–21.
 - (2) For students ages 3–5, an amount that is the same proportion of the school district's total subgrant under Section 619(g) of the Part B of the IDEA as the number of parentally placed private school students with disabilities ages 3–5 who are enrolled by their parent(s) in nonprofit private, including religious, elementary schools located in the school district, is to the total number of students with disabilities in its jurisdiction ages 3–5.
 - (a) Students ages 3–5 are considered to be parentally placed private school students with disabilities enrolled by their parent(s) in nonprofit private, including religious, elementary schools, if they are enrolled in a private school that meets the definition of elementary school in Rule VI.B.1.a.
 - (3) If a school district has not expended for equitable services all the required funds by the end of the fiscal year for which Congress appropriated the funds, the school district must obligate the remaining funds for special education and related services (including direct services) to parentally placed or student who is an adult nonprofit private school students with disabilities during a carryover period of one additional year.

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- (a) If a school district has not expended all the required funds by the end of the second fiscal year (carry over period), the school district may reallocate the funds to the general special education program for the remaining three months of the award.
 - e. In calculating the proportionate amount of Federal funds to be provided for parentally placed or student who is an adult nonprofit private school student with disabilities, the school district, after timely and meaningful consultation with representatives of private schools, must conduct a thorough and complete child find process to determine the number of parentally placed or student who is an adult, student with disabilities attending nonprofit private schools located in the school district.
 - f. Annual count of the number of parentally placed or student who is an adult private school student with disabilities.
 - (1) Each school district must:
 - (a) After timely and meaningful consultation with representatives of parentally placed or student who is an adult private school student with disabilities, determine the number of parentally placed or student who is an adult private school student with disabilities attending nonprofit private schools located in the school district; and
 - (b) Ensure the count is conducted on any date between October 1 and December 1, inclusive, of each year.
 - (2) The count must be used to determine the amount the LEA must spend on providing special education and related services to parentally placed or student who is an adult nonprofit private school student with disabilities in the subsequent fiscal year.
 - g. State and local funds may supplement, and in no case supplant, the proportionate amount of Federal funds required to be expended for parentally placed or student who is an adult nonprofit private school student with disabilities.
6. Consultation (34 CFR § 300.134).

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- a. To ensure timely and ongoing meaningful consultation, a school district must consult with nonprofit private school representatives and representatives of parent(s) of parentally placed or student who is an adult private school student with disabilities during the design and development of special education and related services for the students regarding the following:
 - (1) The child find process, including:
 - (a) How parentally placed or student who is an adult nonprofit private school student suspected of having a disability can participate equitably; and
 - (b) How the parent(s) or student who is an adult, teachers, and nonprofit private school officials will be informed of the process.
 - (2) The determination of the proportionate share of Federal funds available to serve parentally or student who is an adult placed nonprofit private school student with disabilities, including the determination of how the proportionate share of those funds was calculated.
 - (3) The consultation process among the school district, nonprofit private school officials, and representatives of parent(s) of parentally placed or student who is an adult private school student with disabilities, including how the process will operate throughout the school year to ensure that parentally placed, or student who is an adult, students with disabilities identified through the child find process can meaningfully participate in special education and related services.
 - (4) How, where, and by whom special education and related services will be provided for parentally placed or student who is an adult nonprofit private school student with disabilities, including a discussion of:
 - (a) The types of services, including direct services and alternate service delivery mechanisms (supplies, equipment, and professional learning for private school staff); and
 - (b) How special education and related services will be apportioned if funds are insufficient to serve all parentally placed or student who is an adult private school student; and

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- (c) How and when those decisions will be made;
 - (5) How, if the school district disagrees with the views of the nonprofit private school officials on the provision of services or the types of services (whether provided directly or through a contract), the school district will provide to the nonprofit private school officials a written explanation of the reasons why the school district chose not to provide services directly or through a contract.
7. Written affirmation (34 CFR § 300.135).
- a. When timely and meaningful consultation has occurred, the school district must obtain a written affirmation signed by the representatives of participating nonprofit private schools.
 - b. If the representatives do not provide the affirmation within a reasonable period of time, the school district must forward the documentation of the consultation process to the State Director of Special Education.
 - (1) Documentation may include meeting agendas, attendance sheets, signatures of participants at consultation meetings, written records regarding topics addressed and decisions made.
8. Compliance (34 CFR § 300.136).
- a. A nonprofit private school official has the right to submit a complaint to the State Director of Special Education that the school district:
 - (1) Did not engage in consultation that was meaningful and timely; or
 - (2) Did not give due consideration to the views of the nonprofit private school official.
 - b. Procedure.
 - (1) If the nonprofit private school official wishes to submit a complaint, the official must provide to the State Director of Special Education the basis of the noncompliance by the school district with the applicable nonprofit private school provisions in this part; and
 - (2) The school district must forward the appropriate documentation to the State Director of Special Education.

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- (3) If the nonprofit private school official is dissatisfied with the decision of the State Director of Special Education, the official may submit a complaint to the Secretary by providing the information on noncompliance described above; and the State Director of Special Education must forward the appropriate documentation to the Secretary.
9. Equitable services determined (34 CFR § 300.137).
 - a. No parentally placed or student who is an adult nonprofit private school student with a disability has an individual right to receive some or all the special education and related services the student would receive if enrolled in a public school.
 - b. Decisions about the services that will be provided to parentally placed or adult student nonprofit private school students with disabilities by school districts must be made in accordance with the consultation and proportionate share requirements.
 - c. The school district must make the final decisions with respect to the services to be provided to eligible parentally placed or student who is an adult nonprofit private school student with disabilities.
 - d. If a student with a disability is enrolled in a nonprofit religious or other private school by the student's parent(s) or student who is an adult and will receive special education or related services from a school district, the school district must:
 - (1) Initiate and conduct meetings to develop, review, and revise a services plan for the student; and
 - (2) Ensure that a representative of the religious or other nonprofit private school attends each meeting. If the representative cannot attend, the school district shall use other methods to ensure participation by the religious or other nonprofit private school, including individual or conference telephone calls.
10. Equitable services provided (34 CFR § 300.138).
 - a. The services provided to parentally placed or student who is an adult nonprofit private school student with disabilities must be provided by

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personnel meeting the same standards as personnel providing services in the public schools, except that private elementary school and secondary school teachers who are providing equitable services to parentally placed or student who is an adult private school student with disabilities do not have to meet the USBE and IDEA special education teacher requirements.

- b. Parentally placed or student who is an adult nonprofit private school students with disabilities may receive a different amount of services than students with disabilities in public schools.
- c. Services provided in accordance with a services plan.
 - (1) Each parentally placed or student who is an adult nonprofit private school student with a disability who has been designated to receive services must have a services plan that describes the specific special education and related services the school district will provide to the student in light of the services the school district has determined it will make available to parentally placed or adult student nonprofit private school students with disabilities.
 - (2) The services plan must, to the extent appropriate:
 - (a) Meet the same content requirements as the IEP, including access and progress in the general curriculum, or for a student ages 3–5, including access and progress in age-appropriate activities, with respect to the services provided; and
 - (b) Be developed, reviewed, and revised consistent with the IEP provisions in these SpEd Rules III.I.
- d. Provision of equitable services.
 - (1) Services must be provided:
 - (a) By employees of a school district; or
 - (b) Through contract by the school district with an individual, association, agency, organization, or other entity.
 - (2) Special education and related services provided to parentally placed or adult student nonprofit private school students with disabilities,

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including materials and equipment, must be secular, neutral, and non-ideological.

11. Location of services and transportation (34 CFR § 300.139).

- a. Services to parentally placed or student who is an adult nonprofit private school student with disabilities may be provided on the premises of private, including religious, schools, to the extent consistent with law.
- b. Transportation.
 - (1) If necessary for the student to benefit from or participate in the services provided under this part, a parentally placed or adult student nonprofit private school student with a disability must be provided transportation:
 - (a) From the student's school or the student's home to a site other than the private school; and
 - (b) From the service site to the private school, or to the student's home, depending on the timing of the services.
 - (2) School districts are not required to provide transportation from the student's home to the private school.
 - (3) The cost of the transportation may be included in calculating whether the school district has met the requirements for proportionate share spending.

12. Due process complaints, State complaints, and mediation (34 CFR § 300.140).

- a. Due process not applicable, except for child find.
 - (1) Except as provided in these SpEd Rules VI.B.11.b, the procedures in 34 CFR § 300.504 through 300.519 do not apply to complaints that a school district has failed to meet the requirements of Part B of the IDEA and these SpEd Rules, including the provision of services indicated on the student's services plan.
- b. Child find complaints to be filed with the school district in which the private school is located.

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- (1) The procedures in 34 CFR § 300.504 through 300.519 apply to complaints that a school district has failed to meet the child find requirements in Part B of the IDEA and these SpEd Rules.
- (2) Any due process complaint regarding the child find requirements as described in these SpEd Rules VI.B.11.b.(1) must be filed with the school district in which the private school is located, and a copy must be forwarded to the State Director of Special Education.
- (3) As provided in 34 CFR § 300.140(b), a parent or student who is an adult who has enrolled their student in a private school has the right to file a due process complaint, requesting a due process hearing, and to use the mediation procedures in 34 CFR § 300.506 regarding the child find requirements in 34 CFR § 300.131, including the requirements in 34 CFR §§ 300.300 through 300.311.

13. State complaints.

- a. Any complaint that a school district has failed to meet the requirements for provision of services, expenditures, consultation, written affirmation, determination of equitable services, location of services, due process and State complaints, funds not to benefit a private school, use of personnel, separate classes prohibited, and use of property, equipment, and supplies must be filed in accordance with the State complaint procedures described in these SpEd Rules IV.G.
- b. A complaint filed by a nonprofit private school official under the meaningful and timely consultation, or due consideration to views of private school official requirements, must be filed with the State Director of Special Education in accordance with the procedures in these SpEd Rules VI.B.7.b.

14. Requirement that funds not benefit a private school (34 CFR § 300.141).

- a. An LEA may not use funds provided under Section 611 or 619 of the IDEA to finance the existing level of instruction in a private school or to otherwise benefit the private school.
- b. The school district must use funds provided under Part B of the IDEA to meet the special education and related services needs of parentally placed

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or student who is an adult nonprofit private school student with disabilities, but not for meeting:

- (1) The needs of a private school; or
- (2) The general needs of the students enrolled in the private school.

15. Use of personnel (34 CFR § 300.142).

- a. A school district may use funds available under sections 611 and 619 of the IDEA to make public school personnel available in other than public facilities:
 - (1) To the extent necessary to provide services contained in service plans for parentally placed or student who is an adult nonprofit private school student with disabilities; and
 - (2) If those services are not normally provided by the private school.
- b. A school district may use funds available under sections 611 and 619 of the IDEA to pay for the services of an employee of a private school to provide services contained in service plans for parentally placed or student who is an adult nonprofit private school student with disabilities if:
 - (1) The employee performs the services outside of the employee's regular hours of duty; and
 - (2) The employee performs the services under public supervision and control.

16. Separate classes prohibited (34 CFR § 300.143).

- (1) An LEA may not use funds available under Section 611 or 619 of the IDEA for classes that are organized separately on the basis of school enrollment or religion of the students if:
 - b. The classes are at the same site; and
 - c. The classes include students enrolled in public schools and students enrolled in private schools.

17. Property, equipment, and supplies (34 CFR § 300.144).

- a. A school district must control and administer the funds used to provide special education and related services, and hold title to and administer

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materials, equipment, and property purchased with those funds for the uses and purposes provided in the IDEA.

- b. The school district may place equipment and supplies in a private school for the period of time needed for the Part B program.
- c. The school district must ensure the equipment and supplies placed in a private school:
 - (1) Are used only for Part B purposes; and
 - (2) Can be removed from the private school without remodeling the private school facility.
- d. The school district must remove equipment and supplies from a private school if:
 - (1) The equipment and supplies are no longer needed for Part B purposes; or
 - (2) Removal is necessary to avoid unauthorized use of the equipment and supplies for other than Part B purposes.
- e. No funds under Part B of the IDEA may be used for repairs, minor remodeling, or construction of private school facilities.

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

- 1. An LEA or USDB is not required to pay for the cost of education, including special education and related services, of a student with a disability at a private school or facility if that LEA or USDB made a FAPE available to the student and the parent(s) or student who is an adult elected to place the student in a private school or facility. However, the LEA or USDB must include that student in the population whose needs are addressed consistent with these SpEd Rules VI.B.
- 2. Disagreements between the parent(s) or student who is an adult and an LEA or USDB regarding the availability of a program appropriate for the student, and the question of financial reimbursement, are subject to the State complaint and due process procedures in these SpEd Rules IV.G.–R.

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

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- a. Must not be reduced or denied for failure to provide the notice if:
 - (1) The school prevented the parent(s) or student who is an adult from providing the notice;
 - (2) The parent(s) or student who is an adult had not received prior written notice of the notice requirement in these SpEd Rules VI.C.4.a–c; or
 - (3) Compliance with the notice requirements in these SpEd Rules VI.C.4.a.–c. would likely result in physical harm to the student; and
- b. May, in the discretion of the court or a hearing officer, not be reduced or denied for failure to provide this notice if:
 - (1) The parent(s) or student who is an adult are not literate or cannot write in English; or
 - (2) Compliance with these SpEd Rules VI.C.4.a.–c. would likely result in serious emotional harm to the student.

VI.D. STUDENTS WITH DISABILITIES ENROLLED IN HOME SCHOOL.

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

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- b. The school district is not required to consider the student as eligible for services.
- 4. Students enrolled in home school full time.
 - a. No student with a disability who is home schooled full time has an individual right to receive any of the special education and related services the student would receive if enrolled in a public school.
- 5. The LEA must make the final decision with respect to the services, if any, to be provided to eligible home-schooled students with disabilities.
- 6. The school district may develop a services plan for students who are home schooled with disabilities who are eligible for special education and related services under Part B of the IDEA and these SpEd Rules. The services plan shall describe the special education and related services, if any, the LEA will provide to the student, and must, to the extent appropriate:
 - a. Meet the IEP content requirements with respect to the services provided; and
 - b. Be developed, reviewed, and revised consistent with the IEP provisions in these SpEd Rules III.I.
- 7. The school district shall determine where and when any services specified in the services plan will be provided.
- 8. Dual enrollment (Board Rules R277-438 and UCA 53G-6-702).
 - a. A student with a disability who is simultaneously enrolled in both home school or private school and a public school is considered a student in dual enrollment.
 - b. A student with a disability seeking dual enrollment is entitled to special education and related services, under an IEP, for the time, or for the number of courses, the student is enrolled in the public school, based on the decision of the student's IEP Team. The IEP Team must consider the amount of time and courses needed for the provision of FAPE.
- 9. Home schools do not meet the definition of private schools (Board Rules R277-438).

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

1. Students with disabilities enrolled in Adult Education remain entitled to special education and related services until determined no longer meeting eligibility criteria, graduate with a regular high school diploma, or reach maximum age (i.e., age 22).
2. The responsibility for FAPE for students with disabilities enrolled in Adult Education classes remains with the school district of residence.

VI.F. STUDENTS WITH DISABILITIES ENROLLED IN VIRTUAL SETTINGS.

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

VI.G. APPLICABILITY OF PART B OF THE IDEA TO STATE AND LOCAL AGENCIES (34 CFR § 300.2).

1. The provisions of Part B of the IDEA and these SpEd Rules:
 - a. Apply to all political subdivisions of the State that are involved in the education of students with disabilities, including:
 - (1) The State educational agency (USBE).
 - (2) Local educational agencies (LEAs) and public charter schools that are not otherwise included as LEAs and are not a school of an LEA.
 - (3) Other State agencies and schools (such as the Department of Human Services and USDB).
 - (4) State and local juvenile and adult correctional facilities; and
 - b. Are binding on each educational and non-educational public agency in the State that provides special education and related services to students with

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disabilities, regardless of whether that agency is receiving funds under Part B of the IDEA.

VI.H. USBE RESPONSIBILITIES FOR STUDENTS WITH DISABILITIES IN PRIVATE INSTITUTIONS AND FACILITIES (34 CFR § 300.118).

1. The USBE must ensure the LRE requirements of Part B of the IDEA and these SpEd Rules are effectively implemented, including, if necessary, making arrangements with public and private institutions (such as a memorandum of agreement or special implementation procedures).
2. USBE responsibility for general supervision (34 CFR § 300.149).
 - a. The USBE is responsible for ensuring:
 - (1) The requirements of Part B of the IDEA are carried out; and
 - (2) Each educational program for students with disabilities administered within the State, including each program administered by any other State or local agency:
 - (a) Is under the general supervision of the persons responsible for educational programs for students with disabilities in the USBE; and
 - (b) Meets the educational standards of the USBE.
 - b. Part B of the IDEA does not limit the responsibility of agencies other than educational agencies for providing or paying some or all the costs of FAPE to students with disabilities in the State.
 - c. The Governor (or another individual pursuant to State law) may assign to any public agency in the State the responsibility of ensuring the requirements of Part B of the IDEA are met with respect to students with disabilities who are convicted as adults under State law and incarcerated in adult prisons (34 CFR § 300.149).

VI.I. METHODS AND PAYMENT FOR FAPE IN RESIDENTIAL FACILITIES AND PRIVATE SCHOOLS (34 CFR § 300.103).

1. Each state may use whatever state, local, Federal, and private sources of support are available in the State to meet the requirements of Part B of the

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IDEA. For example, if it is necessary to place a student with a disability in a residential facility or private school, a State could use joint agreements between the agencies involved for sharing the cost of that placement.

2. Nothing in this part relieves an insurer or similar third party from an otherwise valid obligation to provide or to pay for services provided to a student with a disability.
3. The USBE must ensure there is no delay in implementing a student's IEP, including any case in which the payment source for providing or paying for special education and related services to the student is being determined.
4. The USBE ensures that an interagency agreement is in effect between the noneducational public agency and the USBE, in order to ensure that special education and related services needed for FAPE are provided, including during the pendency of any interagency disputes (34 CFR § 300.154).

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

1. The obligation to make FAPE available, including special education and related services under Part B of the IDEA and these SpEd Rules, to all students with disabilities applies to students ages 18–21 who are incarcerated in adult prisons, with the following exceptions:
 - a. The requirements relating to participation of students with disabilities in State- and LEA-wide assessments.
 - b. The requirements in 34 CFR § 300.320(b) relating to postsecondary transition planning and postsecondary transition services with respect to students whose eligibility under Part B of the IDEA will end, because of their age, before they will be eligible to be released from prison based on consideration of their sentence and eligibility for early release.
2. The IEP Team of a student with a disability who is convicted as an adult under State law and incarcerated in an adult prison may modify the student's IEP or placement if the State has demonstrated a bona fide security or compelling penological interest that cannot otherwise be accommodated. The IEP and LRE requirements do not apply with respect to such modifications.

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3. Custodial status alone does not qualify an individual for services under the IDEA (Board Rules R277-709-5(2)).
4. Responsibility for the provision of FAPE resides with the school district in which the prison facility is located.

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

1. The obligation to make FAPE available in the LRE, including special education and related services under Part B of the IDEA and these SpEd Rules, applies to all students with disabilities in state custody/care.
2. All requirements of these SpEd Rules apply to students with disabilities in State custody/care, including child find, LRE, and continuum of alternative placements.
3. Special education programs provided through youth in custody programs shall be monitored, through UIPS monitoring visits.
4. The USBE will develop and implement a Memorandum of Understanding (MOU) with other State agencies responsible for placing students in State custody/care across LEAs or in private facilities. The MOU will address, at a minimum, payment for education and special education services, timelines for placement, and notification of LEAs of changes in placement, and assign responsibility for FAPE.
5. LEAs must develop and implement a MOU, policies, and procedures to address the process and timelines for interstate and intrastate transfers of students with disabilities in State custody/care, including the transfer of special education files, including the IEP, and the implementation of the IEP and provision of FAPE in the LRE, even in temporary placements.
 - a. The LEA transferring the records must keep a copy of the records for three years after the transfer.

VI.L. STUDENTS WITH DISABILITIES WHO RESIDE IN NURSING HOMES.

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

VII. PRESCHOOL AND POSTSECONDARY TRANSITIONS

VII.A. PRESCHOOL TRANSITION FROM PART C TO PART B OF THE IDEA.

1. At the beginning of each school year, each LEA must have an IEP in effect for each student with a disability ages 3–5 within its jurisdiction (34 CFR § 300.323).
2. The USBE and LEA must have in effect policies and procedures to ensure that (34 CFR § 300.124):
 - a. Students participating in early intervention programs assisted under Part C of the IDEA, and who will participate in preschool programs assisted under Part B of the IDEA, experience a smooth and effective transition to those preschool programs;
 - b. By the eligible student's third birthday, an IEP has been developed and is being implemented for the student;
 - c. If a student's third birthday occurs after the end of the school year, the student's IEP Team shall determine the date in the next school year when services under the IEP will begin, except that the IEP Team may determine that extended school year services are needed outside the school year; and
 - d. Each affected LEA will participate in preschool transition planning conferences arranged by the designated lead agency for Part C.
3. In developing the IEP for a student with a disability ages 3–5 or, at the discretion of the LEA, a student who is two-years-old with a disability who will turn age three during the school year, the IEP Team must consider the contents of an IFSP that contains the natural environments statement and an educational component that promotes school readiness and incorporates pre-literacy, language, and numeracy skills (34 CFR § 300.323).
4. In the case of a student who was previously served under Part C of the IDEA, an invitation to the initial IEP meeting must, at the request of the parent, be sent to the Part C service coordinator or other representatives of the Part C system to assist with the smooth transition of services (34 CFR § 300.321).

VII.B. POSTSECONDARY TRANSITION SERVICES—SCHOOL TO POST-SCHOOL.

1. Purpose (34 CFR § 300.1).
 - a. To ensure that all students with disabilities have available to them a FAPE that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living.
2. Definition (34 CFR § 300.43).
 - a. *Postsecondary Transition services* means a coordinated set of activities for a student with a disability that:
 - (1) Is designed to be within a results-oriented process that is focused on improving the academic and functional achievement of the student with a disability, to facilitate the student's movement from school to post-school activities, including postsecondary education, vocational education, competitive integrated employment (including supported employment), continuing and adult education, adult services, independent living, or full community participation;
 - (2) Is based on the individual student's needs, taking into account the student's strengths, preferences, and interests, and includes:
 - (a) Instruction;
 - (b) Related services;
 - (c) Community experiences;
 - (d) The development of employment and other post-school adult living objectives; and
 - (e) If appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.
 - b. Postsecondary Transition services for students with disabilities may be special education, if provided as specially designed instruction, or a related service, if required to assist a student with a disability to benefit from special education.
3. Parent or student who is an adult participation (34 CFR § 300.322).

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- a. For a student with a disability age 14 and older, or younger if determined appropriate by the IEP Team, the notice of meeting must indicate:
 - (1) That a purpose of the meeting will be the consideration of the postsecondary goals and postsecondary transition services for the student;
 - (2) That the LEA will invite the student; and
 - (3) Identify any other agency that will be invited, with the consent of the parent(s) or student who is an adult, to send a representative.
- 4. IEP Team (34 CFR § 300.321).
 - a. For an IEP Team meeting that includes as a purpose the development of a postsecondary transition plan:
 - (1) The LEA must invite the student with a disability to attend the student's IEP meeting if a purpose of the meeting will be the consideration of the postsecondary goals for the student and the postsecondary transition services needed to assist the student in reaching those goals.
 - (2) If the student does not attend the IEP meeting, the LEA must take other steps to ensure that the student's preferences and interests are considered.
 - (3) To the extent appropriate, with the consent of the parent(s) or adult student, the LEA must invite a representative of any participating agency that is likely to be responsible for providing or may be paying for postsecondary transition services.
- 5. Definition of IEP (34 CFR § 300.320(b)).
 - a. For a student with a disability, ages 14 and older, an annual IEP goal related to the student's postsecondary transition service needs.
 - b. Postsecondary transition services. For a student with a disability, ages 14 and older, or younger if determined appropriate by the IEP Team, and updated annually thereafter, the IEP must include:
 - (1) Realistic and reasonable measurable postsecondary goals based upon annual age-appropriate postsecondary transition assessments related

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to training or education, employment, and, where appropriate, independent living skills;

- (2) Postsecondary transition services (e.g., activities, experiences, specially designed instruction), that will reasonably enable the student to reach the postsecondary goals identified on the IEP;
 - (3) Multi-year courses of study that will reasonably enable the student to reach the postsecondary goals identified on the IEP;
 - (4) Evidence that the student was invited to the IEP Team meeting where transition services are to be discussed. If the student does not attend the IEP meeting, the IEP Team must take other steps to ensure the student's preferences and interests are considered;
 - (5) If appropriate, evidence that a representative of any participating agency that might be providing or paying for any postsecondary transition services was invited to the IEP Team meeting with written consent of the parent or adult student prior to the meeting; and
 - (6) Any modifications to graduation requirements, as permitted under Board Rules R277-700.
- c. Students with disabilities must have access to all school services related to college and career readiness planning and must be actively invited and included in school activities which address course planning (including online courses), graduation, and postsecondary education and employment (i.e., college week, scholarship opportunities, ACT, and concurrent enrollment) (Board Rules R277-462).
6. Transfer of rights at age of majority (34 CFR §§ 300.320(c), 300.520).
 - a. Not later than the student's 17th birthday, the IEP must include a dated statement, signed by the student, parent, and an LEA Representative, that the student and the student's parent(s) have been informed of parent's rights under Part B of the IDEA (i.e., Procedural Safeguards) that will transfer to the student on reaching the age of majority (i.e., age 18), except for a student with a disability who has been determined to be incompetent by a court.

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- b. All rights accorded to parents under Part B of the IDEA transfer to the student on the student's 18th birthday unless the IEP Team determines that:
 - (1) The parent has obtained legal guardianship, power of attorney, or conservatorship; or
 - (2) The student has married or become emancipated (in which case the rights transfer at that time).
 - c. All rights accorded to parents under Part B of the IDEA transfer to students who are incarcerated in an adult or juvenile State or local correctional institution.
 - d. When a student with a disability reaches the age of majority under State law (i.e., age 18) that applies to all students, except for a student with a disability who has been determined to be incompetent under State law, or the student with a disability marries or becomes emancipated:
 - (1) The LEA must provide any notice required by Part B of the IDEA to both the individual and the parent(s); and
 - (2) All other rights accorded to parents under Part B of the IDEA transfer to the student;
 - (3) All rights accorded to parents under Part B of the IDEA transfer to students who are incarcerated in an adult or juvenile State or local correctional institution; and
 - e. Whenever a state transfers rights, the LEA must notify the individual and the parent(s) of the transfer of rights within a reasonable time frame.
7. Termination of eligibility as a change of placement (34 CFR § 300.305).
- a. An evaluation is not required before the termination of a student's eligibility under this part due to graduation from secondary school with a regular high school diploma, or due to exceeding the age of eligibility for FAPE under Utah law.
 - b. For a student whose eligibility terminates due to graduation from secondary school with a regular diploma, or due to exceeding the age of eligibility for FAPE under Utah law, an LEA must provide the student with a

summary of the student's academic achievement and functional performance which shall include a statement of the student's postsecondary goals, recommendations on how to assist the student in meeting the student's postsecondary goals, and a statement of when and how accommodations were used for instruction and assessment.

- (1) The LEA develops the summary of student's academic achievement and functional performance with the IEP Team and additional individuals as appropriate (e.g., school counselors, CTE teachers, Pre-Employment Transition Service representatives).
 - c. Receipt of a general educational development (GED) credential does not end eligibility for FAPE.
8. Failure to meet postsecondary transition objectives (34 CFR § 300.324)
 - a. If a participating agency, other than the LEA, fails to provide the postsecondary transition services described in the IEP, the LEA must reconvene the IEP Team to identify alternative strategies to meet the postsecondary transition objectives for the student set out in the IEP.
 - b. Nothing relieves any participating agency, including a State vocational rehabilitation agency, of the responsibility to provide or pay for any postsecondary transition service that the agency would otherwise provide to students with disabilities who meet the eligibility criteria of that LEA (34 CFR § 300.324).
 - c. If any public agency other than an educational agency is otherwise obligated under Federal or State law, or assigned responsibility under State policy or an interagency agreement, to provide or pay for any services that are also considered special education or related services such as, but not limited to, services relating to assistive technology devices, assistive technology services, related services, supplementary aids and services, and postsecondary transition services, that are necessary for ensuring a FAPE to students with disabilities within the State, the public agency must fulfill that obligation or responsibility, either directly or through contract or other arrangement or as provided in an interagency agreement.
9. Students with disabilities in adult prisons (34 CFR § 300.324).

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- a. The requirements relating to postsecondary transition planning and postsecondary transition services do not apply with respect to those students whose eligibility under Part B of the IDEA will end, because of their age, before they will be eligible to be released from prison based on consideration of their sentence and eligibility for early release.
- b. The obligation to make FAPE available to all students with disabilities does not apply with respect to students ages 18–21 to the extent that State law does not require that special education and related services under Part B of the IDEA be provided to students with disabilities who, in the last educational placement prior to their incarceration in an adult correctional facility (34 CFR § 300.102):
 - (1) Were not actually identified as being a student with a disability; and
 - (2) Did not have an IEP under Part B of the IDEA.
- c. The exception does not apply to students with disabilities ages 18–21 who:
 - (1) Had been identified as a student with a disability and had received services in accordance with an IEP, but who left school prior to their incarceration; or
 - (2) Did not have an IEP in their last educational setting, but who had actually been identified as a student with a disability.

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

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

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given a reasonable time before the LEA proposed to terminate the student's eligibility under the IDEA by issuing the student a diploma (34 CFR § 300.503).

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

VII.D. TERMINATION OF SERVICES UPON REACHING AGE 22 (UCA 53E-7-201; BOARD RULES R277-419-2(23)(B)).

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

VII.E. USBE USE OF PART B FUNDS (34 CFR § 300.704).

1. The USBE may use funds from Part B of the IDEA for development and implementation of postsecondary transition programs, including coordination of services with agencies involved in supporting the postsecondary transition of students with disabilities to postsecondary activities.

VIII. RESPONSIBILITIES OF THE UTAH STATE BOARD OF EDUCATION

VIII.A. GENERAL SUPERVISORY AUTHORITY.

1. Authority and responsibility to make policy and set standards in the area of education of students with disabilities rests with the USBE by virtue of its constitutional mandate to provide general control and supervision of the public school system (Article X, Section 3) and by specific legislative enactment found in UCA 53E-7-202 through 53E-7-208. The statutes cited indicate an intended partnership arrangement between the USBE and LEAs. The statute provides for general supervision of educational programs for students with disabilities served by all LEAs and institutions concerned with the education of students with disabilities, as follows:
2. FAPE for eligible students (UCA 53E-7-202).
 - a. All students with disabilities, who are between the ages of 3 and 22 and have not graduated from high school with a regular diploma, are entitled to a FAPE.
 - (1) The USBE shall adopt rules consistent with applicable State and Federal law to implement this chapter.
 - b. The rules adopted by the USBE shall include the following:
 - (1) Appropriate and timely identification of students with disabilities.
 - (2) Diagnosis, evaluation, and classification by qualified personnel.
 - (3) Standards for classes and services.
 - (4) Provision for multi-district programs.
 - (5) Provision for delivery of service responsibilities.
 - (6) Certification/licensure and qualifications for instructional staff.
 - (7) Services for dual enrollment students attending public school on a part-time basis under UCA 53G-6-702.

- c. The USBE shall have general control and supervision over all educational programs for students within the State who have disabilities.
 - (1) Those programs must comply with the rules adopted by the USBE under this section.
- d. The USBE shall appoint a State Director of Special Education, who shall be qualified and experienced in the area of special education.
- e. The State Director of Special Education has the following duties and responsibilities:
 - (1) To assist the USBE and State Superintendent of Public Instruction in performing their duties under this chapter.
 - (2) To encourage and assist school districts and public charter schools and other authorized public agencies in the organization of programs for students with disabilities.
 - (3) To provide general supervision over all public programs offered through a public school, public agency, public institution, or private agency for students with disabilities.
 - (4) To cooperate with private schools and other private agencies concerned with educating and training students with disabilities.
 - (5) To coordinate all State programs for students with disabilities.

3. LEA special education program funding

- a. Each LEA shall provide, either singly or in cooperation with other school districts or public institutions, a FAPE for all students with disabilities who are residents of the district or enrolled in a public charter school. The program shall include necessary special facilities, instruction, and education-related services. The costs of an LEA's program, or share of a joint program, shall be paid from LEA funds.
- b. LEAs shall receive funds under UCA 53F-2-1, State Funding—Minimum School Program (MSP), and other applicable laws to provide special education services in accordance with these SpEd Rules.
- c. LEAs may, singly or in cooperation with other public entities, provide education and training for persons with disabilities who are younger than

3 or older than 22. The cost of such a program may be paid from fees, contributions, and other funds received by LEA for support of the program but may not be paid from public education funds.

- d. In order to obtain funds under Part B of the IDEA, the USBE must submit to the U.S. Department of Education, on behalf of the State of Utah as a whole, written policies and procedures governing the operation of special education programs and must comply with a series of Federal administrative requirements described in these SpEd Rules. Therefore, all provisions under Part B of the IDEA apply to each political subdivision of the State that is involved in the education of students with disabilities, irrespective of whether the subdivision receives any funds under Part B of the IDEA. This includes State and local juvenile and adult correctional facilities. The requirements of Part B of the IDEA and these SpEd Rules are binding on each LEA and other public agency that has direct or delegated authority to provide special education and related services in the State of Utah.

VIII.B. STATE ELIGIBILITY.

1. Eligibility for assistance (34 CFR § 300.100).
 - a. A state is eligible for assistance under Part B of the IDEA for a fiscal year if the state submits a plan that provides assurances to the Secretary that the state has in effect policies and procedures to ensure that the state meets the conditions in this section.
2. State eligibility for preschool (34 CFR § 300.804).
 - a. A state is eligible for a grant under Section 619 of the IDEA if the state is eligible under Section 612 of the IDEA to receive a grant under Part B of the IDEA; and makes FAPE available to all students with disabilities, ages 3–5, residing in the state.
3. Program options (34 CFR § 300.110).
 - a. The State must ensure that each LEA takes steps to ensure that its students with disabilities have available to them the variety of educational programs and services available to students who are nondisabled in the

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

4. Individualized education programs (IEP) (34 CFR § 300.112).
 - a. The State must ensure that an IEP is developed, reviewed, and revised for each student with a disability in accordance with these SpEd Rules III.
5. Technical assistance and training activities (34 CFR § 300.119).
 - a. USBE must carry out activities to ensure that teachers and administrators in all public agencies:
 - (1) Are fully informed about their responsibilities for implementing the least restrictive environment (LRE) requirements of Part B of the IDEA; and
 - (2) Are provided with technical assistance and training necessary to assist them in this effort.
6. Procedural safeguards (34 CFR § 300.121).
 - a. General.
 - (1) The State must have procedural safeguards in effect to ensure that each public agency in the State meets the requirements of 34 CFR §§ 300.500–300.536.
 - b. Procedural safeguards identified.
 - (1) Students with disabilities and their parent(s) must be afforded the procedural safeguards identified in these SpEd Rules IV.
7. Evaluation (34 CFR § 300.122).
 - a. Students with disabilities must be evaluated accordance with 34 CFR §§ 300.300–300.311 and these SpEd Rules II.
8. Confidentiality of PII (34 CFR § 300.123).
 - a. The State must have policies and procedures in effect to ensure that public agencies in the State comply with 34 CFR §§ 300.610–300.626 related to protecting the confidentiality of any PII collected, used, or maintained under Part B of the IDEA.

9. State responsibility regarding students in private schools (34 CFR § 300.129).
 - a. The State must have in effect policies and procedures that ensure that LEAs, and, if applicable, the USBE, meet the private school requirements in 34 CFR §§ 300.130–300.148.
10. USBE implementation of procedural safeguards (34 CFR § 300.150).
 - a. The USBE (and any agency assigned responsibility pursuant to 34 CFR § 300.149(d)) must have in effect procedures to inform each public agency of its responsibility for ensuring effective implementation of procedural safeguards for the students with disabilities served by that public agency.
11. Responsibility of USBE and other public agencies (34 CFR § 300.500).
 - a. USBE must ensure that each public agency establishes, maintains, and implements procedural safeguards that meet the requirements these SpEd Rules IV.
12. Overidentification and disproportionality (34 CFR § 300.173).
 - a. The State has in effect, consistent with the purposes of Part B and with Section 618(d) of the IDEA and these SpEd Rules II., policies and procedures designed to prevent the inappropriate overidentification or disproportionate representation by race and ethnicity of students as students with disabilities, including students with disabilities with a particular impairment.

VIII.C. STATE MONITORING AND ENFORCEMENT (34 CFR § 300.600).

1. The USBE staff must:
 - a. Monitor the implementation of Part B of the IDEA and these SpEd Rules;
 - b. Evaluate the standards and guidelines that establish the identifying criteria for disability classifications to assure strict compliance with those standards by LEAs (UCA 53F-2-307);
 - c. Make determinations annually about the performance of each LEA using the categories in 34 CFR § 300.603(b)(1);
 - d. Enforce implementation of Part B of the IDEA and these SpEd Rules using appropriate enforcement mechanisms, which must include, if applicable,

the enforcement mechanisms identified in 34 CFR § 300.604(a)(1) (technical assistance) and (a)(3) (conditions on funding of an LEA), (b)(2)(i) (a corrective action plan or improvement plan) and (b)(2)(v) (withholding funds, in whole or in part, by the USBE), and (c)(2) (withholding funds in whole or in part, by the USBE); and

- e. Report annually on the performance of the State and of each LEA and USDB under the IDEA (34 CFR §300.602).

- (1) The USBE will report annually to the public on the performance of each LEA and USDB located in the State on the targets in the State's Performance Plan (SPP) as soon as practicable but no later than 120 days following the State's submission of its Annual Performance Report (APR) to the Secretary.
 - (2) The USBE will make each of the following items available through public means (i.e., SPP, APR, and the State's annual reports on the performance of each LEA located in the State). In doing so, the State must, at a minimum, post the plan and reports on the USBE website, and distribute the plan and reports to the media and through public agencies.
- 2. In exercising its monitoring responsibilities under these SpEd Rules VIII.C.1, the State must ensure that when it identifies noncompliance with the requirements of this part by LEAs, the noncompliance is corrected as soon as possible, and in no case later than one year after the State's identification of the noncompliance.
- 3. The primary focus of the State's monitoring activities must be on:
 - a. Improving educational results and functional outcomes for all students with disabilities; and
 - b. Ensuring that public agencies meet the program requirements under Part B of the IDEA, with a particular emphasis on those requirements that are most closely related to improving educational results for students with disabilities.
- 4. As a part of its responsibilities, the USBE uses quantifiable indicators and such qualitative indicators as are needed to adequately measure performance in the priority areas, and the indicators established by the Secretary for the SPP.

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These indicators will be posted on the USBE website for the public and distributed to LEAs and public agencies.

5. As required by this section, the USBE staff monitors the public agencies located in the State, using quantifiable indicators in each of the following priority areas, and using such qualitative indicators as are needed to adequately measure performance in those areas:
 - a. Provision of a FAPE in the least restrictive environment (LRE).
 - b. General supervision, including child find, effective monitoring, the use of resolution meetings, mediation, and a system of preschool and postsecondary transition services.
 - c. Disproportionate representation of racial and ethnic groups in special education and related services, to the extent the representation is the result of inappropriate identification.
6. Monitoring activities for Least Restrictive Environment (LRE) (34 CFR § 300.120).
 - a. The USBE staff must carry out activities to ensure that the LRE requirements are implemented by each LEA.
 - b. If there is evidence that an LEA makes placements that are inconsistent with the LRE requirements, the USBE staff must:
 - (1) Review the LEA's justification for its actions; and
 - (2) Assist in planning and implementing any necessary corrective action.

VIII.D. USBE PROGRAM MONITORING.

1. The USBE staff is responsible for the monitoring and evaluation of all public agencies within the State of Utah involved in the education of students with disabilities, ages 3–21. Consistent with Federal efforts to create a monitoring system that focuses on program effectiveness and student results, the USBE staff has developed a model that emphasizes a systematic approach to improve and sustain the service delivery system and to positively affect student success. This monitoring system, Utah's Program Improvement Planning System (UPIPS), promotes a partnership between each LEA or other public agency and the USBE. UPIPS involves active strategic planning and continuous improvement within the framework of compliance.

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2. All LEAs are involved in the UPIPS monitoring system, as required under Part B of the IDEA, Board Rules R277-709, and Board Rules R277-114-3. The UPIPS system is revised periodically and goes through the process of stakeholder involvement and comment. UPIPS requirements:
 - a. Ensure a meaningful and continuous process that focuses on improving academic and social outcomes for students with disabilities by linking LEA data (including APR and dispute resolution data) to improvement efforts.
 - b. Ensure compliance with IDEA and these SpEd Rules.
 - c. Link program improvement activities with multi-year professional learning planning.
 - d. Support each LEA in the process of self-assessment, evaluation, implementation of corrective actions, if needed, and improvement of program effectiveness.
 - e. LEAs shall complete the required activities according to the timeline provided by the USBE staff.
 - f. All LEAs are provided with professional learning and details of all requirements.
 - g. Additional professional learning, technical assistance, and ongoing support for LEA staff in addressing the responsibilities and requirements is provided throughout the process, as needed. Details of the process and requirements of UPIPS are available on the [USBE website](#)
3. Results of the monitoring process are publicly available, upon request.

VIII.E. STATE PERFORMANCE PLANS AND DATA COLLECTION (34 CFR § 300.601).

1. In conformance with Federal requirements, the USBE has in place a SPP that evaluates the USBE's efforts to implement the requirements and purposes of Part B of the IDEA and describes how the USBE will improve such implementation.
 - a. The USBE has submitted the SPP to the Secretary for approval in accordance with the approval process.

- b. Each state must review its SPP at least once every six years and submit any amendments to the Secretary.
 - c. As part of the SPP, the USBE has established measurable and rigorous targets for the indicators established by the Secretary under the priority areas.
2. Data collection.
- a. The USBE must collect valid and reliable information as needed to report annually to the Secretary on the indicators established by the Secretary for the SPP.
 - b. The USBE, as permitted by the Secretary, collects data on specific indicators through USBE monitoring or sampling, and collects data on those indicators for each LEA at least once during the period of the SPP.
 - c. Nothing in Part B of the IDEA shall be construed to authorize the development of a nationwide database of PII on individuals involved in studies or other collections of data under Part B of the IDEA.
3. State use of targets and reporting (34 CFR § 300.602).
- a. The USBE uses the targets established in the SPP and the priority areas to analyze the performance of each LEA.
 - b. Public reporting and privacy.
 - (1) The USBE:
 - (a) Reports annually to the public on the performance of each LEA located in the State on the targets in the SPP as soon as practicable but no later than 120 days following the State's submission of its APR to the Secretary; and
 - (b) Makes each of the following items available through public means; the SPP; APR; and the State's annual reports on the performance of each LEA location in the State.
 - (2) In doing so, the State must, at a minimum, post the plan and reports on the USBE website, and distribute the plan and reports to the media and through public agencies.

VIII.F. PERFORMANCE GOALS AND INDICATORS (34 CFR § 300.157).

1. The USBE has established goals for the performance of students with disabilities in the State that:
 - a. Promote the purposes of these SpEd Rules I.A.;
 - b. Are the same as the State's objectives for progress by all students, including the State's objectives for progress by students with disabilities;
 - c. Address graduation rates and dropout rates; and
 - d. Are consistent, to the extent appropriate, with any other goals and academic standards for students established by the State.
2. The USBE has established performance indicators that the State will use to assess progress toward achieving those goals, including measurable annual objectives for progress by students with disabilities under the Elementary and Secondary Education Act (ESEA) currently titled the Every Student Succeeds Act (ESSA).
3. The USBE reports annually to the Secretary and the public on the progress of the State, and of students with disabilities in the State, toward meeting the goals established under these SpEd Rules VIII.F.1, which include elements of the reports required under Section 1111(h) of the ESEA.

VIII.G. SECRETARY'S REVIEW AND DETERMINATION REGARDING STATE PERFORMANCE (34 CFR § 300.603).

1. The Secretary annually reviews the USBE's submitted performance report.
2. Based on the information provided by the USBE in the State's APR, information obtained through monitoring visits, and any other public information made available, the Secretary determines if the USBE:
 - a. Meets the requirements and purposes of Part B of the IDEA;
 - b. Needs assistance in implementing the requirements of Part B of the IDEA;
 - c. Needs intervention in implementing the requirements of Part B of the IDEA; or
 - d. Needs substantial intervention in implementing the requirements of Part B of the IDEA.

3. Notice and opportunity for a hearing.
 - a. For such determinations, the Secretary provides reasonable notice and an opportunity for a hearing on those determinations.
 - b. The hearing consists of an opportunity to meet with the Assistant Secretary for Special Education and Rehabilitative Services to demonstrate why the Department should not make the determination described in these SpEd Rules VIII.G.2.
4. Enforcement (34 CFR § 300.604).
 - a. Needs assistance.
 - b. If the Secretary determines, for two consecutive years, that USBE needs assistance in implementing the requirements of Part B of the IDEA, the Secretary takes one or more of the following actions:
 - (1) Advises the State of available sources of technical assistance that may help USBE address the areas in which the USBE needs assistance, which may include assistance from the Office of Special Education Programs (OSEP), other offices of the Department of Education, other Federal agencies, technical assistance providers approved by the Secretary, and other federally funded nonprofit agencies, and requires the State to work with appropriate entities. Such technical assistance may include:
 - (a) The provision of advice by experts to address the areas in which the State needs assistance, including explicit plans for addressing the area for concern within a specified period of time;
 - (b) Assistance in identifying and implementing professional learning, instructional strategies, and methods of instruction that are based on scientifically-based research;
 - (c) Designating and using distinguished superintendents, principals, special education administrators, special education teachers, and other teachers to provide advice, technical assistance, and support; and,
 - (d) Devising additional approaches to providing technical assistance, such as collaborating with institutions of higher education,

educational service agencies, national centers of technical assistance supported under Part D of the IDEA, and private providers of scientifically-based technical assistance.

- (2) Directs the use of State-level section 611(e) funds on the area or areas in which the State needs assistance.
 - (3) Identifies the State as a high-risk grantee and imposes special conditions on the USBE grant under Part B of the IDEA.
- c. Needs intervention.
- (1) If the Secretary determines, for three or more consecutive years, that USBE needs intervention in implementing the requirements of Part B of the IDEA, the following shall apply:
 - (a) The Secretary may take any of the actions described in the “needs assistance” section above.
 - (b) The Secretary takes one or more of the following actions:
 - (i) Requires the USBE to prepare a corrective action plan or improvement plan if the Secretary determines that the USBE should be able to correct the problem within one year.
 - (ii) Requires the State to enter into a compliance agreement under Section 457 of the GEPA, as amended, 20 USC § 1221 et seq., if the Secretary has reason to believe that the USBE cannot correct the problem within one year.
 - (iii) For each year of the determination, withholds not less than 20 percent and not more than 50 percent of the USBE's funds under section 611 of the IDEA, until the Secretary determines the USBE has sufficiently addressed the areas in which the State needs intervention.
 - (iv) Seeks to recover funds under section 452 of GEPA.
 - (v) Withholds, in whole or in part, any further payments to the State under Part B of the IDEA.
 - (vi) Refers the matter for appropriate enforcement action, which may include referral to the Department of Justice.

d. Needs substantial intervention.

- (1) At any time that the Secretary determines that a State needs substantial intervention in implementing the requirements of Part B of the IDEA or that there is a substantial failure to comply with any condition of the USBE's or LEA's eligibility under Part B of the IDEA, the Secretary takes one or more of the following actions:
 - (a) Recovers funds under section 452 of GEPA.
 - (b) Withholds, in whole or in part, any further payments to the State under Part B of the IDEA.
 - (c) Refers the case to the Office of the Inspector General at the Department of Education.
 - (d) Refers the matter for appropriate enforcement action, which may include referral to the Department of Justice.

e. Report to Congress.

- (1) The Secretary reports to the Committee on Education and the Workforce of the House of Representatives and the Committee on Health, Education, Labor, and Pensions of the Senate within 30 days of taking enforcement action pursuant to needs assistance, needs intervention, and needs substantial intervention, on the specific action taken and the reasons why enforcement action was taken.

5. Withholding funds (34 CFR § 300.605).

- a. Prior to withholding any funds under Part B of the IDEA, the Secretary provides reasonable notice and an opportunity for a hearing to the USBE involved, pursuant to the procedures in 34 CFR §§ 300.1803–300.183.
- b. Pending the outcome of any hearing to withhold payments, the Secretary may suspend payments to a recipient, suspend the authority of the recipient to obligate funds under Part B of the IDEA, or both, after the recipient has been given reasonable notice and an opportunity to show cause why future payments or authority to obligate funds under Part B of the IDEA should not be suspended.
- c. Nature of withholding.

- (1) If the Secretary determines that it is appropriate to withhold further payments under 34 CFR § 300.604(b)(2) or (c)(2), the Secretary may determine:
 - (a) That the withholding will be limited to programs or projects, or portions of programs or projects, that affected the Secretary's determination; or
 - (b) That the USBE must not make further payments under Part B of the IDEA to specified State agencies or LEAs that caused or were involved in the Secretary's determination.
 - (2) Until the Secretary is satisfied that the condition that caused the initial withholding has been substantially rectified:
 - (a) Payments to the State under Part B of the IDEA must be withheld in whole or in part; and
 - (b) Payments by the USBE under Part B of the IDEA must be limited to State agencies and LEAs whose actions did not cause or were not involved in the Secretary's determination, as the case may be.
6. Public attention (34 CFR § 300.606).
 - a. Whenever a state receives notice that the Secretary is proposing to take or is taking an enforcement action, the state must, by means of a public notice, take such actions as may be necessary to notify the public within the state of the pendency of an action, including, at a minimum, by posting the notice on the USBE website and distributing the notice to the media and through public agencies (34 CFR § 300.604).
 7. Divided USBE responsibility for students convicted as adults (34 CFR § 300.607).
 - a. If responsibility for ensuring that the requirements of Part B of the IDEA are met with respect to students with disabilities who are convicted as adults under State law and incarcerated in adult prisons is assigned to an LEA rather than the USBE, and if the Secretary finds that the failure to comply substantially with the provisions of Part B of the IDEA are related to a failure by the LEA, the Secretary takes appropriate corrective action to ensure compliance with Part B of the IDEA, except that:

- (1) Any reduction or withholding of payments to the State must be proportionate to the total funds allotted under section 611 of the IDEA to the State as the number of eligible students with disabilities in adult prisons under the supervision of the other LEA is proportionate to the number of eligible individuals with disabilities in the State under the supervision of the USBE; and
- (2) Any withholding of funds under must be limited to the specific LEA or other public agency responsible for the failure to comply with Part B of the IDEA.

VIII.H. STATE ENFORCEMENT (34 CFR § 300.608).

1. If the USBE staff determines that an LEA is not meeting the requirements of Part B of the IDEA, including the targets in the SPP or has a determination level other than “meets requirements,” the USBE staff must prohibit the LEA from reducing the LEA's maintenance of effort for any fiscal year.
2. The Utah Results Driven Accountability (RDA) process includes annual LEA determinations, in alignment with the requirements applied to the annual Utah determination by the Secretary. Revisions to the RDA process, when needed, must be made through a public input and comment process, and posted on the USBE website.
3. Nothing in this subpart shall be construed to restrict a state from utilizing any other authority available to it to monitor and enforce the requirements of Part B of the IDEA.

VIII.I. USBE REPORTING REQUIREMENTS.

1. The USBE must annually report to the Secretary on the information required by section 618 of the IDEA at times specified by the Secretary, and the USBE must submit the report on forms provided by the Secretary (34 CFR § 300.640).
2. Annual report of students served—information required in the report (34 CFR § 300.641).
 - a. For purposes of the annual report required by section 618 of the IDEA and 34 CFR § 300.640, the State and the Secretary of the Interior must count and report the number of students with disabilities receiving special

education and related services on any date between October 1 and December 1 of each year.

- b. For the purpose of this reporting provision, a student's age is the student's actual age on the date of the child count.
 - c. The USBE may not report a student under more than one disability.
 - d. If a student with a disability has more than one disability, the USBE must report that student in accordance with the following procedure:
 - (1) If a student has only two disabilities and those disabilities are deafness and blindness, and the student is not reported as having a developmental delay, that student must be reported under the category "deafblindness."
 - (2) A student who has more than one disability and is not reported as having deafblindness or as having a developmental delay must be reported under the category "multiple disabilities."
3. Data reporting (34 CFR § 300.642).
- a. Protection of personally identifiable data.
 - (1) The data described in section 618(a) of the IDEA and in 34 CFR § 300.641 must be publicly reported by each state in a manner that does not result in disclosure of data identifiable to individual students.
 - b. Sampling.
 - (1) The Secretary may permit States and the Secretary of the Interior to obtain data in section 618(a) of the IDEA through sampling.
4. Annual report of students served—certification (34 CFR § 300.643).
- a. The USBE must include in its report a certification signed by an authorized official of the agency that the information provided under 34 CFR § 300.640 is an accurate and unduplicated count of students with disabilities receiving special education and related services on the dates in question.
5. Annual report of students served—criteria for counting students (34 CFR § 300.644).

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- a. The USBE may include in its report students with disabilities who are enrolled in a school or program that is operated or supported by a public agency, and that:
 - (1) Provides them with both special education and related services that meet State standards;
 - (2) Provides them only with special education, if a related service is not required, that meets State standards; or
 - (3) In the case of students with disabilities enrolled by their parent(s) or adult student in private schools, counts those students who are eligible under the IDEA and receive special education or related services or both that meet State standards under 34 CFR §§ 300.132–144.
6. Annual report of students served—other responsibilities of the USBE (34 CFR § 300.645).
 - a. In addition to meeting the other reporting requirements, the USBE must:
 - (1) Establish procedures to be used by LEAs and other educational institutions in counting the number of students with disabilities receiving special education and related services (e.g., Student Information System (SIS) and Utah eTranscript and Record Exchange [UTREx]);
 - (2) Set dates by which those agencies and institutions must report to the USBE to ensure that the State complies with 34 CFR § 300.640(a);
 - (3) Obtain certification from each agency and institution that an unduplicated and accurate count has been made;
 - (4) Aggregate the data from the count obtained from each agency and institution, and prepare the reports required under 34 CFR §§ 300.640–644; and
 - (5) Ensure that documentation is maintained that enables the State and the Secretary to audit the accuracy of the count.
7. Disproportionality (34 CFR § 300.646; 34 CFR § 300.647).

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- a. Each state that receives assistance under Part B of the IDEA must provide for the collection and examination of data to determine if significant disproportionality based on race and ethnicity is occurring in the state and the LEAs of the state with respect to:
 - (1) The identification of students as students with disabilities, including the identification of students as students with disabilities in accordance with a particular impairment described in section 602(3) of the IDEA;
 - (2) The placement in particular educational settings of these students; and
 - (3) The incidence, duration, and type of disciplinary actions, including suspensions and expulsions.
- b. Review and revision of policies, practices, and procedures. In the case of a determination of significant disproportionality with respect to the identification of students as students with disabilities, or the placement in particular educational settings of these students, in accordance with these SpEd Rules VIII.I.7.a, the USBE must:
 - (1) Provide for the annual review and, if appropriate, revision of the policies, procedures, and practices used in the identification or placement in particular education settings, including disciplinary removals, to ensure that the policies, procedures, and practices comply with the requirements of the IDEA.
 - (2) Require the LEA to publicly report on the revision of policies, practices, and procedures described under these SpEd Rules VIII.I.7.b.(1).
 - (3) Require any LEA identified under these SpEd Rules VIII.I.7.a to reserve the maximum amount (i.e., 15%) of funds under section 613(f) of the IDEA to provide comprehensive coordinated early intervening services to address factors contributing to the significant disproportionality.
 - (a) USBE shall not require any LEA that serves only students with disabilities identified under Rule VIII.I.7.a. to reserve funds to provide comprehensive coordinated early intervening services.

- (b) Nothing in this section authorizes USBE or an LEA to develop or implement policies, practices, or procedures that result in actions that violate the requirements of this part, including requirements related to child find and ensuring that a FAPE is available to all eligible students with disabilities.

VIII.J. PROVISION OF TECHNICAL ASSISTANCE (34 CFR § 300.704(b)(4)(i)).

1. Each LEA in the State may access technical assistance from the USBE staff in Special Education Services (SES).
 - a. The SES is responsible for establishing and maintaining communication links with all LEAs as well as offering technical assistance to support LEAs in providing appropriate special education services to students with disabilities.
 - b. The SES also assists LEA administrative and program staff in developing and delivering professional learning designed to provide personnel with the skills and competencies needed to work effectively with students with disabilities.
 - c. The SES staff assists LEAs in ensuring continued compliance with State and Federal special education law, including the resolution of allegations of noncompliance received under the State complaint, mediation, and due process hearing procedures.
2. The SES provides ongoing support to LEAs in response to newly emerging and long-term issues.

VIII.K. PERSONNEL QUALIFICATIONS (34 CFR § 300.156).

1. Consistent with the provisions of Part B of the IDEA, the USBE has established and maintains qualifications to ensure that personnel necessary to carry out the purposes of this part are appropriately and adequately prepared and trained, including that those personnel have the content knowledge and skills to serve students with disabilities.
2. The USBE's system for ensuring that personnel are appropriately and adequately prepared and trained includes conformance with USBE Administrative Rule.

3. Qualifications for special education teachers (34 CFR § 300.156; Board Rules R277-301).

- a. The USBE and IDEA established qualifications for each person employed as a public school special education teacher in the State who teaches in an elementary school, middle school, or secondary school.
- b. The qualifications established by USBE and IDEA ensure that each person employed as a public school special education teacher in the State who teaches in an elementary school, middle school, or secondary school:
 - (1) Has obtained full State certification as a special education teacher (including certification obtained through an alternate route to certification as a special educator, if such alternate route meets minimum requirements described in 34 CFR 200.56(a)(2)(ii)), or passed the State special education teacher licensing examination, and holds a license to teach in the State as a special education teacher;
 - (2) Has not had special education certification or licensure requirements waived on an emergency, temporary, or provisional basis; and
 - (3) Holds at least a bachelor's degree.
- c. A teacher will be considered to meet the standard of this section if that teacher is participating in an alternate route to special education certification program under which:
 - (1) The teacher:
 - (a) Receives high-quality professional development that is sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction, before and while teaching;
 - (b) Participates in a program of intensive supervision that consists of structured guidance and regular ongoing support for teachers or a teacher mentoring program;
 - (c) Assumes functions as a teacher only for a specified period of time not to exceed three years; and

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- (d) Demonstrates satisfactory progress toward full certification as prescribed by the State; and
 - (2) The State ensures, through its certification and licensure process, that the provisions of this section are met.
- d. An adapted physical education endorsement, attached to a general or special education license, is requirement for educators to teach adapted physical education.
- 4. Related services personnel and paraeducators (Board Rules R277-301, R277-306, and R277-324).
 - a. The qualifications include qualifications for related services personnel and paraeducators that:
 - (1) Are consistent with any State-approved or State-recognized certification, licensing, registration, or other comparable requirements that apply to the professional discipline in which those personnel are providing special education or related services; and
 - (2) Ensure that related services personnel who deliver services in their discipline or profession:
 - (a) Meet the requirements; and
 - (b) Have not had certification or licensure requirements waived on an emergency, temporary, or provisional basis; and
 - (3) Allow paraeducators and assistants who are appropriately trained and supervised, in accordance with State law, regulation, or written policy, in meeting the requirements of this part, to be used to assist in the provision of special education and related services under Part B of the IDEA to students with disabilities.
 - (4) Interpreters for the Deaf.
 - (a) Under UCA 35A-13-604, an individual is required to be certified as an interpreter if that individual provides interpreter services for students who are deaf and hard of hearing.
- 5. Notwithstanding any other individual right of action that a parent, student who is an adult, or student may maintain under this part, nothing in this part shall

be construed to create a right of action on behalf of an individual student or a class of students for the failure of the USBE or a particular, LEA, or other public agency employee to be highly qualified, or to prevent a parent or adult student from filing a State complaint or due process complaint about staff qualifications with the State Director of Special Education.

VIII.L. INTERAGENCY COLLABORATION.

1. It is the policy of this State that all agencies that provide services to persons with disabilities coordinate and ensure that services and supports are provided in a cost-effective manner. It is the intent of the legislature that services and supports provided be coordinated to meet the individual needs of persons with disabilities; and, within appropriations authorized by the legislature, the State Director of Special Education, the Director of the Utah State Office of Rehabilitation, the Executive Director of the Department of Human Services, and the Family Health Services Director within the Department of Health, or their designees, and the affected LEA, shall, to the extent possible, cooperatively develop a single coordinated education program, treatment services, and individual and family supports for students with disabilities entitled to a free appropriate education under UCA 62A-5a-105, who also require services from the Department of Human Services, the Department of Health, or the Utah State Office of Rehabilitation.
2. The Coordinating Council for People with Disabilities (CCPD) mandated by UCA 62A-5a-103 shall consist of:
 - a. The Director of the Division of Services for People with Disabilities within the Department of Human Services, or designee.
 - b. The Director of Family Health Services Programs, appointed under UCA 26-10-3, or designee.
 - c. The Director of the Utah State Office of Rehabilitation, or designee.
 - d. The State Director of Special Education, or designee.
 - e. The Director of the Division of Health Care Financing within the Department of Human Services, or designee.
 - f. The Director of the Division of Mental Health within the Department of Human Services, or designee.

- g. The Superintendent of Schools for the Deaf and the Blind, or designee.
 - h. A person with a disability, a family member of a person with a disability, or an advocate for persons with disabilities appointed by the members listed above.
- 3. The CCPD has authority, if local or individual efforts have failed, to coordinate the appropriate transition of persons with disabilities who receive services and support from one State agency to receive services and support from another State agency; coordinate policies governing the provision of services and support for persons with disabilities by State agencies; and consider issues regarding eligibility for services and support and, where possible, develop uniform eligibility standards for State agencies.
- 4. Utah's Administrative Procedures Act details the procedures by which issues of program and financial responsibility are determined and conflicts arising from interagency efforts are resolved. The Administrative Procedures Act also identifies procedures under which the LEAs and other public agencies may initiate proceedings in order to secure reimbursement from agencies that are parties to an agreed-upon education and treatment plan, or to otherwise implement the provisions of the agreement. CCPD is the State-level policy body responsible, under guidance of the Administrative Procedures Act and under mandate from the Omnibus Disability Services Act (1991), for:
 - a. Coordinating and ensuring that services and supports are provided in a cost-effective manner. It is the intent of the legislature that services and supports provided under this chapter be coordinated to meet the individual needs of persons with disabilities.
 - b. Whenever possible, regard an individual's personal choices concerning services and supports that are best suited to individual's needs and that promote the individual's independence, productivity, and integration in community life.
- 5. Methods of ensuring services (34 CFR § 300.154).
 - a. The Chief Executive Officer of a State or designee of that Officer must ensure that an interagency agreement or other mechanism for interagency coordination is in effect between each noneducational public agency and the USBE, in order to ensure that all services that are needed

to ensure FAPE are provided, including the provision of these services during the pendency of any dispute. All interagency agreements or mechanisms will include:

- (1) Policies and procedures for agencies to determine and identify the interagency coordination responsibilities of each agency to promote the coordination and timely and appropriate delivery of services described in this section, including the provision of these services during the pendency of any dispute.
 - (2) Identification of or a method for defining the financial responsibilities of each agency for providing services.
 - (a) The financial responsibility of each noneducational public agency obligated under Federal or State law, or assigned responsibility under State policy to provide or pay for any services that are also considered special education or related services, including the State Medicaid agency and other public insurers of students with disabilities, must precede the financial responsibility of the LEA, or the State agency responsible for developing the student's IEP.
 - (3) Procedures for resolving interagency disputes (including procedures under which LEAs may initiate proceedings) under the agreement or other mechanism to secure reimbursement from other agencies or otherwise implement the provisions of the agreement or mechanism (see Utah Administrative Procedures Act).
 - (4) The conditions, terms, and procedures under which an LEA must be reimbursed by other agencies.
 - (5) Procedures under which LEAs may initiate proceedings to secure reimbursement from agencies that are parties to the agreement or otherwise implement the agreement.
 - (6) Procedures for agencies to determine and identify the interagency coordination responsibilities of each agency to promote the coordination and timely and appropriate delivery of services.
6. Obligation of noneducational public agencies (34 CFR § 300.154(b)).

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- a. If any public agency other than an educational agency is otherwise obligated under Federal or State law, or assigned responsibility under State policy to provide or pay for any services that are also considered special education or related services as defined in these SpEd Rules (such as, but not limited to, related-services-described assistive technology devices and assistive technology services, supplementary aids and services, and postsecondary transition services) that are necessary for ensuring FAPE to students with disabilities within the State, the public agency must fulfill that obligation or responsibility, either directly or through contract or other arrangement.
 - b. A noneducational public agency described in this section may not disqualify an eligible service for Medicaid reimbursement because that service is provided in a school context.
 - c. If a public agency other than an educational agency fails to provide or pay for the special education and related services described in this section, the LEA (or State agency responsible for developing the student's IEP) must provide or pay for these services to the student in a timely manner. The LEA or State agency is authorized to claim reimbursement for the services from the noneducational public agency that failed to provide or pay for these services and that agency must reimburse the LEA or State agency in accordance with the terms of the interagency agreement or other mechanism described in this section.
7. Students with disabilities who are covered by public benefits or insurance (34 CFR § 300.154(d)).
- a. An LEA may use Medicaid or other public insurance benefits programs in which a student participates to provide or pay for services required under this section, as permitted under the public insurance program, except as provided in these SpEd Rules VIII.L.5.b.
 - b. With regard to services required to provide a FAPE to a student who is eligible as described in this section, the LEA:
 - (1) May not require parent(s) or student who is an adult to sign up for or enroll in public insurance programs in order for their student to receive a FAPE under Part B of the IDEA.

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- (2) May not require parent(s) or student who is an adult to incur an out-of-pocket expense, such as the payment of a deductible or co-pay amount incurred in filing a claim for services provided as described in this section, but may pay the cost that the parent or student who is an adult otherwise would be required to pay (SpEd Rules VIII.L.8).
- (3) May not use a student's benefits under a public insurance program if that use would:
 - (a) Decrease available lifetime coverage or any other insured benefit;
 - (b) Result in the family paying for services that would otherwise be covered by the public benefits or insurance program and that are required for the student outside of the time the student is in school;
 - (c) Increase premiums or lead to the discontinuation of benefits or insurance; or
 - (d) Risk loss of eligibility for home and community-based waivers, based on aggregate health-related expenditures.
- (4) Must obtain a one-time written consent from the parent or student who is an adult after providing the written notification described below, before accessing the student's or the parent's public benefits or insurance for the first time. This consent must specify the:
 - (a) PII that may be disclosed (e.g., records or information about services that may be provided to a particular student);
 - (b) Purpose of the disclosure (e.g., billing for services);
 - (c) Agency to which the disclosure may be made (e.g., Medicaid); and
 - (d) Parent or student who is an adult understands and agrees that the public agency may access the student's or parent's public benefits or insurance to pay for services.
- (5) Must provide written notification to the student's parents or student who is an adult before accessing the student's or the parent's public benefits or insurance for the first time and prior to obtaining the one-time parental or student who is an adult consent and annually

thereafter. The written notification must explain all of the protections available to parents or student who is an adult under Part B, to ensure that parents or student who is an adult are fully informed of their rights before a public agency can access their or their student's public benefits or insurance to pay for services under the IDEA. The notice must be written in a language understandable to the general public and in the native language of the parent or student who is an adult or other mode of communication used by the parents or student who is an adult, unless it is clearly not feasible to do so.

- (6) Notify parent(s) or student who is an adult that the parent's or student who is an adult's refusal to allow access to their public benefits or insurance does not relieve the LEA or other public agency of its responsibility to ensure that all required services are provided at no cost to the parents or student who is an adult.
8. Students with disabilities who are covered by private insurance (34 CFR § 300.154(e)).
 - a. With regard to services required to provide a FAPE to a student eligible as described in these SpEd Rules, an LEA may access a parent's or student's, who is an adult, private insurance proceeds only if the parent or student who is an adult provides consent. Each time the LEA proposes to access the parent's or student's, who is an adult, private insurance proceeds, it must:
 - (1) Obtain parental or student who is an adult consent.
 - (2) Inform the parent(s) or student who is an adult that their refusal to permit the LEA to access their private insurance does not relieve the LEA of its responsibility to ensure that all required services are provided at no cost to the parent(s) or student who is an adult.
9. Use of Part B funds.
 - a. If an LEA is unable to obtain parental or student who is an adult consent to use a parent's or student who is an adult's, private insurance, public benefits, or insurance when the parent or student who is an adult would incur a cost for a specified service required under these SpEd Rules to ensure FAPE, the LEA may use its Part B funds to pay for the service.

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- b. To avoid financial cost to parent(s) or student who is an adult who otherwise would consent to use private insurance, public benefits, or insurance if the parent or student who is an adult would incur a cost, the LEA may use its Part B funds to pay the cost the parent(s) or student who is an adult otherwise would have to pay to use the parent's or student's, who is an adult, benefits or insurance (e.g., the deductible or co-pay amounts).

10. Proceeds from public or private insurance.

- a. Proceeds from public or private benefits or insurance will not be treated as program income for purposes of 34 CFR § 80.25.
- b. If an LEA spends reimbursements from Federal funds (e.g., Medicaid) for services under these SpEd Rules, those funds will not be considered "State or local" funds for purposes of the maintenance of effort provisions in these SpEd Rules.

11. Nothing in this section should be construed to alter the requirements imposed on a State Medicaid agency, or any other agency administering a public benefits or insurance program by Federal statute, regulations, or policy under Title XIX or Title XXI of the Social Security Act, or any other public benefits or insurance program.

VIII.M. REPORTING ON SUSPENSION AND EXPULSION RATES (34 CFR § 300.170).

- 1. Through daily uploads, LEAs shall report to the USBE staff, through the UTREx reporting system, on the rates of long-term suspensions and expulsions of students with disabilities and students who are nondisabled, including data disaggregated by race and ethnicity. The USBE staff shall examine these data to determine if significant discrepancies are occurring:
 - a. Among LEAs in Utah; or
 - b. Between students who are nondisabled and students with disabilities within an LEA.
- 2. If discrepancies are occurring, the USBE staff shall review and, if appropriate, require revisions in both USBE and LEA policies, procedures, and practices to ensure compliance with Part B of the IDEA.

3. Policies, procedures, and practices to be reviewed and, if appropriate, revised, include:
 - a. The development and implementation of IEPs;
 - b. The use of positive behavior interventions and supports; and
 - c. Procedural safeguards.

VIII.N. PUBLIC PARTICIPATION (34 CFR § 300.165).

1. The USBE ensures that, prior to the adoption of any policies and procedures needed to comply with Part B of the IDEA, including any amendments to those policies and procedures, there are public hearings, an adequate notice of the hearings, and an opportunity for comment available to the general public, including individuals with disabilities and parent(s) of students with disabilities or student who is an adult.
2. The USBE complies with the requirement of these SpEd Rules VIII.N.1., by maintaining documentation that, prior to the adoption of policies and procedures, the policies and procedures were subjected to a public review and comment process consistent with these SpEd Rules and in accordance with the Utah Administrative Rulemaking Act, UCA 63G-3-101.

VIII.O. UTAH STATE ADVISORY PANEL ON SPECIAL EDUCATION (34 CFR § 300.167–169).

1. The USBE has established and maintains the Utah Special Education Advisory Panel (USEAP) on the education of students with disabilities for the purpose of providing policy guidance to the Utah State Board of Education (Board) and the State Director of Special Education (Director), with respect to special education and related services for students with disabilities, as specified in this section.
2. The membership of USEAP, on which each member appointed by the USBE shall serve a three-year term, shall include, but not be limited to, the following individuals that are representative of the State population, and composed of individuals involved in, or concerned with, the education of students with disabilities:
 - a. Parents of students with disabilities (ages birth through 26);
 - b. Individuals with disabilities;

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- c. Teachers;
 - d. Representatives of institutions of higher education that prepare special education and related services personnel;
 - e. State and local education officials;
 - f. Administrators of programs (state and local) for students with disabilities, including administrators of the McKinney-Vento Homeless Act;
 - g. Representatives of other State agencies involved in the financing or delivery of related services to students with disabilities;
 - h. Representatives of private schools and public charter schools;
 - i. At least two representatives with expertise in the provision of postsecondary transition services to students with disabilities (such as vocational, community, or business organizations);
 - j. Representatives from State juvenile and adult corrections agencies; and
 - k. A representative from the State child welfare agency responsible for foster care.
- 3. A majority of the members of USEAP must be individuals with disabilities or parent(s) of students with disabilities.
 - 4. At the discretion of the USBE, USEAP may be expanded to include additional members who are involved in or concerned with the education of students with disabilities.
 - 5. The functions of USEAP shall include the following:
 - a. Advise the Board of unmet needs within the State in the education of students with disabilities.
 - b. Comment publicly on any Rules or regulations proposed for issuance by the State regarding the education of students with disabilities.
 - c. Advise the Board and Director in developing evaluations and reporting on data to the Secretary of the U.S. Department of Education under section 618 IDEA.

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- d. Advise the Board and Director in developing corrective action plans to address findings identified in Federal monitoring reports under Part B of the IDEA.
 - e. Advise the Board and Director in developing and implementing policies relating to the coordination of services for students with disabilities.
 - f. Review and comment on completed due process hearing findings.
6. USEAP shall:
- a. Meet as often as necessary to conduct its business.
 - b. Ensure that official minutes are kept on all panel meetings and shall be made available to the public.
 - c. Announce USEAP meetings and agenda items far enough in advance of the meeting to afford interested parties a reasonable opportunity to attend. Meetings must be open to the public.
 - d. Ensure that qualified interpreters and other necessary services are provided at panel meetings, upon notification, for panel members or participants.
 - e. The members of USEAP shall serve without compensation, but the State Director of Special Education shall reimburse panel members for reasonable and necessary expenses for attending meetings and performing duties.

VIII.P. AUTHORIZATION, ALLOTMENT, USE OF FEDERAL FUNDS, AND AUTHORIZATION OF APPROPRIATIONS (IDEA SUBPART G).

- 1. The Secretary makes grants to states and provides funds to assist them to provide special education and related services to students with disabilities in accordance with Part B of the Act (34 CFR § 300.700).
- 2. Supplementation of State, local, and other Federal funds (34 CFR § 300.162).
 - a. Funds paid to a state under Part B of the IDEA must be expended in accordance with all the provisions of Part B of the IDEA.
 - b. Prohibition against commingling.

- (1) Funds paid to a state under Part B must not be combined and commingled with state funds.
 - (2) The USBE may use a separate accounting system that includes an audit trail of the expenditure of funds under Part B paid to the State to ensure no commingling occurs.
 - (3) The USBE requires each LEA to use the Chart of Accounts as specified by the USBE School finance section for the reporting of State and Federal special education funds.
 - c. Funds paid to a state under Part B of the IDEA must be used to supplement the level of Federal, state, and local funds (including funds that are not under the direct control of the USBE or LEAs) expended for special education and related services provided to students with disabilities under Part B of the IDEA, and in no case to supplant those Federal, state, and local funds.
3. Maintenance of State financial support (34 CFR § 300.163).
- a. A state must not reduce the amount of state financial support for special education and related services for students with disabilities, or otherwise made available because of the excess costs of educating those students, below the amount of that support for the preceding fiscal year.
 - b. The Secretary reduces the allocation of funds under section 611 of the IDEA for any fiscal year following the fiscal year in which the State fails to comply with the maintenance of State financial support (MSFS) requirement by the same amount by which the State fails to meet the requirement.
 - (1) In the occurrence that the State does not meet the MSFS requirement, the State may apply to the Secretary for a waiver.
 - (a) The Secretary may waive the MSFS requirement for a State, for one fiscal year at a time, if the Secretary determines that:
 - (i) Granting a waiver would be equitable due to exceptional or uncontrollable circumstances such as a natural disaster or a precipitous and unforeseen decline in the financial resources of the State; or

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- (ii) The State meets the standard in 34 CFR § 300.164 for a waiver of the requirement to supplement, and not to supplant, funds received under Part B of the Act.
 - (b) Subsequent years. If, for any fiscal year, a State fails to meet the MSFS requirement, including any year for which the State is granted a MSFS waiver, the financial support required of the State in future years shall be the amount that would have been required in the absence of that failure and not the reduced level.
- 4. Rule of construction (34 CFR § 300.166).
 - a. In complying with 34 CFR §§300.162 and §300.163, a State may not use funds paid to it under this part to satisfy State-law mandated funding obligations to LEAs. This means that the State may not use funds received under IDEA Part B to satisfy state financial obligations, including the funding of State initiatives, attendance-based funding, or State funding increases based on inflation.
- 5. Annual description of use of Part B funds. (34 CFR § 300.171)
 - a. In order to receive a grant in any fiscal year, a state must annually describe:
 - (1) How amounts retained for state administration and state-level activities will be used to meet the requirements of Part B of the IDEA; and
 - (2) How those amounts will be allocated among the activities described in 34 CFR § 300.704 to meet state priorities based on input from LEAs.
 - b. If a state's plans for use of its funds for the forthcoming year do not change from the prior year, the state may submit a letter to that effect to meet the requirement.
- 6. State administration (34 CFR §§ 300.704 and 300.812).
 - a. The State may reserve for each fiscal year not more than the maximum amount indicated by the awarding agency for the purpose of administering Part B of the Act, including:

- (1) The high-cost fund (i.e., Intensive Services fund);
 - (2) Section 619 of the Act; and
 - (3) The coordination of activities under Part B of the Act with, and providing technical assistance to, other programs that provide services to students with disabilities.
7. Other State-level activities (34 CFR §§ 300.704 and 300.812).
- a. States may reserve a portion of their allocations for other state-level activities. The maximum amount that a state may reserve for other state-level activities is calculated based on requirements in 34 CFR § 300.704(b)(1)-(2).
 - b. Some portion of the reserved funds must be used to carry out the following activities:
 - (1) For monitoring, enforcement, and complaint investigation; and
 - (2) To establish and implement the mediation process required in Part B of the IDEA, including providing for the costs of mediators and support personnel.
 - c. Reserved funds also may be used to carry out the following activities:
 - (1) For support and direct services, including technical assistance, personnel preparation, and professional learning and training;
 - (2) To support paperwork reduction activities, including expanding the use of technology in the IEP process;
 - (3) To assist LEAs in providing positive behavior interventions and supports and mental health services for students with disabilities;
 - (4) To improve the use of technology in the classroom by students with disabilities to enhance learning;
 - (5) To support the use of technology, including technology with universal design principles and assistive technology devices, to maximize accessibility to the general education curriculum for students with disabilities;

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- (6) Development and implementation of postsecondary transition programs, including coordination of services with agencies involved in supporting the transition of students with disabilities to postsecondary activities;
 - (7) To assist LEAs in meeting personnel shortages;
 - (8) To support capacity building activities and improve the delivery of services by LEAs to improve results for students with disabilities;
 - (9) Alternative programming for students with disabilities who have been expelled from school, and services for students with disabilities in correctional facilities, students enrolled in State-operated or State-supported schools, and students with disabilities in charter schools;
 - (10) To support the development and provision of appropriate accommodations for students with disabilities, or the development and provision of alternate assessments that are valid and reliable for assessing the performance of students with disabilities; and
 - (11) To provide technical assistance to schools and LEAs, and direct services, including supplemental educational services to students with disabilities, in schools or LEAs identified for improvement on the sole basis of the assessment results of the disaggregated subgroup of students with disabilities, including providing professional learning to special and regular education teachers, who teach students with disabilities, based on scientifically-based research to improve educational instruction, in order to improve academic achievement to meet or exceed the objectives established by the State.
- d. Local education agency high-cost fund (i.e., Intensive Services fund).
- (1) For the purpose of assisting LEAs (including a charter school that is an LEA or a consortium of LEAs) in addressing the needs of students with high-need disabilities, the USBE staff has reserved for each fiscal year up to ten percent of the amount of funds reserved for other State-level activities in the Intensive Services fund:
 - (a) To finance and make disbursements from the high-cost fund (i.e., Intensive Services fund) to LEAs in accordance with these SpEd

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Rules VIII.P.5.d.(3) during the first and succeeding fiscal years of the high-cost fund; and

- (b) To support innovative and effective ways of cost sharing by the State, by an LEA, or among a consortium of LEAs, as determined by the State in coordination with representatives from LEAs.
- (2) A state must not use any of the funds the state reserves which are solely for disbursement to LEAs, for costs associated with establishing, supporting, and otherwise administering the fund.
- (a) A state must not use more than five percent of the funds the state reserves for each fiscal year to support innovative and effective ways of cost sharing among consortia of LEAs.
- (3) The USBE has developed and must annually review a State plan for the high-cost fund (i.e., Intensive Services fund, Board Rules R277-752). The plan must:
- (a) Establish, in consultation and coordination with representatives from LEAs, a definition of a student with a high-need disability that, at a minimum:
 - (i) Addresses the financial impact a student with a high-need disability has on the budget of the student's LEA; and
 - (ii) Ensures that the cost of the student with a high-need disability is greater than three times the average per-pupil expenditure in that State;
 - (b) Establish eligibility criteria for the participation of an LEA that, at a minimum, take into account the number and percentage of students with high-need disabilities served by an LEA;
 - (c) Establish criteria to ensure that placements supported by the fund are consistent with the LRE requirements;
 - (d) Develop a funding mechanism that provides distributions each fiscal year to LEAs that meet the criteria developed by the State;

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- (e) Establish an annual schedule by which the USBE staff must make its distributions from the high-cost fund (i.e., Intensive Services fund) each fiscal year; and
 - (f) If the State elects to reserve funds for supporting innovative and effective ways of cost sharing, describe how these funds will be used.
 - (g) The State makes its final State plan for the high-cost fund available to the public not less than 30 days before the beginning of each school year (i.e., July 1), including dissemination of such information on the State website.
- (4) The USBE staff makes all annual disbursements from the high-cost fund (i.e., Intensive Services fund) established in accordance with the published State plan.
 - (5) The costs associated with educating a student with a high-need disability are only those costs associated with providing direct special education and related services to the student that are identified in that student's IEP, including the cost of room and board for a residential placement determined necessary to implement a student's IEP.
 - (6) The funds in the high-cost fund (i.e., Intensive Services funds) remain under the control of the State until disbursed to an LEA to support a specific student who qualifies under the State plan for the high-cost funds (i.e., Intensive Services funds) or distributed to LEAs.
 - (7) The disbursements must not be used to support legal fees, court costs, or other costs associated with a cause of action brought on behalf of a student with a disability to ensure a FAPE for such student.
 - (8) Participation in the high-cost fund (i.e., Intensive Services fund) may not be used to:
 - (a) Limit or condition the right of a student with a disability who is assisted under Part B of the IDEA to receive a FAPE in the least restrictive environment; or

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- (b) Authorize the USBE or an LEA to establish a limit on what may be spent on the education of a student with a disability.
 - (9) Disbursements provided under this section must not be used to pay costs that otherwise would be reimbursed as medical assistance for a student with a disability under the State Medicaid program under Title XIX of the Social Security Act.
- e. A state may use funds the state reserves for administration, coordination, and technical assistance under these SpEd Rules VIII.P.1.–2. without regard to:
 - (1) The prohibition on commingling of funds.
 - (2) The prohibition on supplanting other funds.
- 8. Subgrants to LEAs for eligible students ages 3–21 (34 CFR § 300.705).
 - a. Each state that receives a grant under section 611 of the IDEA for any fiscal year must distribute any funds the state does not reserve under 34 CFR § 300.704 to LEAs (including public charter schools that operate as LEAs) in the state that have established their eligibility under section 613 of the IDEA for use in accordance with Part B of the IDEA.
 - b. Effective with funds that become available on July 1, 2009, each state must distribute funds to eligible LEAs including public charter schools that operate as LEAs, even if the LEA is not providing services to any students with disabilities.
 - (1) LEAs not providing services to any students with disabilities receive IDEA funding through the IDEA allocation calculation which considers base, population, and poverty. These funds may be used on child find activities and special education and related services for any enrolled eligible students.
 - c. Allocations to LEAs.
 - (1) For each fiscal year for which funds are allocated to states, each state shall allocate funds as follows:
 - (a) The state first must award each eligible LEA the amount the LEA would have received under section 611 of the IDEA for fiscal year

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1999, if the state had distributed 75 percent of its grant for that year under Section 611(d) of the IDEA, as that section was then in effect.

(b) For any fiscal year after 1999:

- (i) If a new LEA is created, the state must divide the base allocation for the LEAs that would have been responsible for serving students with disabilities now being served by the new LEA, among the new LEA and affected LEAs based on the relative numbers of students with disabilities ages 3–21, currently provided special education by each of the LEAs;
- (ii) If one or more LEAs are combined into a single new LEA, the state must combine the base allocations of the merged LEAs; and
- (iii) If, for two or more LEAs, geographic boundaries or administrative responsibility for providing services to students with disabilities ages 3–21 change, the base allocations of affected LEAs must be redistributed among affected LEAs based on the relative numbers of students with disabilities ages 3–21 currently provided special education by each affected LEA.
- (iv) If an LEA received a base payment of zero in its first year of operation, the USBE staff must adjust the base payment for the first fiscal year after the first annual child count in which the LEA reports that it is serving any students with disabilities. The USBE staff must divide the base allocation for the LEAs that would have been responsible for serving students with disabilities now being served by the LEA, among the LEA and affected LEAs based on the relative numbers of students with disabilities ages 3–21, or ages 6–21 currently provided special education by each of the LEAs. This requirement takes effect with funds that become available on July 1, 2009.

d. Reallocation of LEA funds (34 CFR § 300.705).

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- (1) If the USBE staff determines that an LEA is adequately providing FAPE to all students with disabilities residing in the areas served by that agency with State and local funds, the USBE staff may reallocate any portion of the funds under this part that are not needed by that LEA to provide FAPE to other LEAs in the State that are not adequately providing special education and related services residing in the areas served by those other LEAs. The USBE staff may also retain those funds for use at the State level to the extent that the State has not reserved the maximum amount of funds it is permitted to reserve for State-level activities pursuant to 34 CFR § 300.704.
 - (2) After the USBE staff distributes funds under this part to an eligible LEA that is not serving any students with disabilities, the USBE staff must determine, within a reasonable period of time prior to the end of the carryover period, whether the LEA has obligated the funds. The USBE staff may reallocate any of those funds not obligated by the LEA to other LEAs in the State that are not adequately providing special education and related services to all students with disabilities residing in the areas served by those other LEAs. The USBE staff may also retain those funds for use at the State level to the extent the State has not reserved the maximum amount of funds it is permitted to reserve for State-level activities pursuant to 34 CFR § 300.705.
 - (3) Allocation of remaining funds. After making allocations and adjustments, the State must:
 - (a) Allocate 85 percent of any remaining funds to eligible LEAs on the basis of the relative numbers of students enrolled in public and private elementary schools and secondary schools within the LEA's jurisdiction; and
 - (b) Allocate 15 percent of those remaining funds to eligible LEAs in accordance with their relative numbers of students living in poverty, as determined by the USBE staff.
9. Annually, the USBE staff shall notify each eligible LEA of the availability of Part B funds (SpEd Rules IX.A).

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- a. Annual requests for Part B funds shall be submitted through the Utah Grants Management System to the Special Education Services Section of the USBE for review and recommendation for approval.
- b. Personnel of the Special Education Services Section shall initially review the request for consistency with Federal requirements and will approve appropriate requests.
- c. An LEA that receives approval for funding shall be notified in writing through the Utah Grants Management System of:
 - (1) The amount of the grant.
 - (2) The period during which the LEA may obligate the funds.
 - (3) The Federal requirements that apply to the grant.
- d. If an LEA makes an amendment to its policies and procedures, the LEA shall use the same steps as those noted in these SpEd Rules IX.A.1.–2. for submitting original policies and procedures. The State's procedures for approving amended policies and procedures are also contained in these SpEd Rules IX.A.

VIII.Q. PRESCHOOL FOR STUDENTS WITH DISABILITIES (IDEA SUBPART H).

1. The Secretary provides grants under section 619 of the IDEA to assist States to provide special education and related services (34 CFR § 300.800):
 - a. To students with disabilities ages 3–5, including students who are participating in programs other than preschool, such as five-year-olds enrolled in kindergarten; and
 - b. To students, two-years-old, with disabilities who will turn three during the school year.
2. Reservation for State activities (34 CFR § 300.812).
 - a. Each state may reserve not more than the amount described in these SpEd Rules VIII.P.5 for administration and other state-level activities.
 - b. For each fiscal year, the Secretary determines and reports to the USBE an amount that is 25 percent of the amount the State received under Section

619 of the IDEA for fiscal year 1997, cumulatively adjusted by the Secretary for each succeeding fiscal year by the lesser of:

- (1) The percentage increase, if any, from the preceding fiscal year in the State's allocation under section 619 of the Act; or
 - (2) The rate of inflation, as measured by the percentage increase, if any, from the preceding fiscal year in the Consumer Price Index for All Urban Consumers, published by the Bureau of Labor Statistics of the Department of Labor.
3. State administration of section 619, preschool (34 CFR § 300.813).
 - a. For the purpose of administering section 619 of the IDEA (including the coordination of activities under Part B of the IDEA with, and providing technical assistance to, other programs that provide services to students with disabilities), a state may use not more than 20 percent of the maximum amount the state may reserve under 34 CFR § 300.812 for any fiscal year.
4. Other State-level activities under section 619 (34 CFR § 300.814).
 - a. Each state must use any funds the state reserves and does not use for administration:
 - (1) For support services (including establishing and implementing the mediation process required by section 615(e) of the IDEA), which may benefit students with disabilities younger than three or older than five as long as those services also benefit students with disabilities ages 3–5;
 - (2) For direct services for students eligible for services under section 619 of the IDEA;
 - (3) For activities at the state and local levels to meet the performance goals established by the state under section 612(a)(15) of the IDEA; or
 - (4) To supplement other funds used to develop and implement a Statewide coordinated services system designed to improve results for students and families, including students with disabilities and their families, but not more than one percent of the amount received by the state under Section 619 of the IDEA for a fiscal year.

5. Subgrants to LEAs under section 619 for eligible students ages 3–5 (34 CFR § 300.815).
 - a. Each state that receives a grant under 619 of the IDEA for any fiscal year must distribute all of the grant funds the state does not reserve under 34 CFR § 300.812 to LEAs (including public charter schools that operate as LEAs) in the state that have established their eligibility under section 613 of the IDEA. Effective with funds that become available on July 1, 2009, each state must distribute funds to eligible LEAs that are responsible for providing education to students ages 3–5 years, including public charter schools that operate as LEAs, even if the LEA is not serving any students in preschool with disabilities.
 - b. Allocations to LEAs (34 CFR § 300.816).
 - (1) The State must first award each eligible LEA the amount that agency would have received under section 619 of the IDEA for fiscal year 1997 if the State had distributed 75 percent of its grant for that year under section 619(c)(3), as such section was then in effect.
 - (2) For fiscal year 1998 and beyond:
 - (a) If a new LEA is created, the State must divide the base allocation determined under these SpEd Rules VIII.Q.5.a for the LEAs that would have been responsible for serving students with disabilities now being served by the new LEA, among the new LEA and affected LEAs based on the relative numbers of students with disabilities ages 3–5 currently provided special education by each of the LEAs;
 - (b) If one or more LEAs are combined into a single new LEA, the USBE staff must combine the base allocations of the merged LEAs:
 - (c) If for two or more LEAs, geographic boundaries or administrative responsibility for providing services to students with disabilities ages 3–5 changes, the base allocations of affected must be redistributed among affected LEAs based on the relative numbers of students with disabilities ages 3–5 currently provided special education by each LEA; and

- (d) If an LEA received a base payment of zero in its first year of operation, the USBE must adjust the base payment for the first fiscal year after the first annual child count in which the LEA reports that it is serving any students with disabilities aged three through five years. The State must divide the base allocation determined for the LEAs that would have been responsible for serving students with disabilities aged three through five years now being served by the LEA, among the LEA and affected LEAs based on the relative numbers of students with disabilities aged three through five years currently provided special education by each of the LEAs.

(3) After making allocations as described above, the State must:

- (a) Allocate 85 percent of any remaining funds to eligible LEAs on the basis of the relative numbers of students enrolled in public and private elementary schools and secondary schools within the LEA's jurisdiction; and
 - (b) Allocate 15 percent of those remaining funds to eligible LEAs in accordance with their relative numbers of students living in poverty, as determined by the USBE staff.
- c. For the purpose of making grants under this section, States must apply on a uniform basis across all LEAs the best data that are available to them on the numbers of students enrolled in public and private elementary and secondary schools and the numbers of students living in poverty.

6. Reallocation of LEA funds (34 CFR § 300.817).

- a. If the USBE staff determine that an LEA is adequately providing FAPE to all students with disabilities ages 3–5 residing in the area served by the LEA with State and local funds, the USBE staff may reallocate any portion of the funds under section 619 of the IDEA that are not needed by that LEA to provide FAPE to other LEAs in the State that are not adequately providing special education and related to all students with disabilities ages 3–5 residing in the areas the other LEAs serve. The USBE staff may also retain those funds for use at the State level to the extent the State has not reserved the maximum amount of funds it is permitted to reserve for State-level activities pursuant to 34 CFR § 300.812.

- b. After the USBE staff distributes section 619 funds to an eligible LEA that is not serving any children with disabilities ages 3–5 years, as provided in 34 CFR § 300.815, the USBE staff must determine, within a reasonable period of time prior to the end of the carryover period, whether the LEA has obligated the funds. The USBE staff may reallocate any of those funds not obligated by the LEA to other LEAs in the State that are not adequately providing special education and related services to all students with disabilities aged three through five residing in the areas served by those other LEAs. The USBE staff may also retain those funds for use at the State level to the extent the State has not reserved the maximum amount of funds it is permitted to reserve for State-level activities pursuant to 34 CFR § 300.812.

VIII.R. USBE RESPONSIBILITIES.

1. Direct Services by the USBE (34 CFR § 300.227).
 - a. The USBE must use the payments that would otherwise have been available to an LEA or to a State agency to provide special education and related services directly to students with disabilities residing in the area served by that LEA, or for whom that State agency is responsible, if the USBE determines that the LEA or State agency:
 - (1) Has not provided the information needed to establish the eligibility of the LEA under Part B of the IDEA or elected not to apply for its Part B allotment.
 - (2) Is unable to establish and maintain programs of FAPE that meet the requirements of these SpEd Rules.
 - (3) Is unable or unwilling to be consolidated with one or more LEAs in order to establish and maintain the programs.
 - (4) Has one or more students with disabilities who can best be served by a regional or State program or service delivery system designed to meet the needs of these students.
2. The USBE may provide special education and related services under these SpEd Rules VIII.Q.1 in the manner and at the locations as the USBE considers

appropriate. The services must be provided in accordance with Part B of the IDEA and these SpEd Rules.

3. If the USBE after reasonable notice and an opportunity for a hearing, finds that an LEA or State agency that has been determined to be eligible under this subpart is failing to comply with any requirement for eligibility (34 CFR §§ 300.201–213, SpEd Rules IX.), the USBE must reduce or must not provide any further payments to the LEA or State agency until the USBE is satisfied that the LEA or State agency is complying with that requirement (34 CFR § 300.222(a)).
 - a. Any LEA in receipt of a notice described in these SpEd Rules VIII.R.3 above, shall, by means of public notice, take the measures necessary to bring the pendency of an action pursuant to this section to the attention of the public within the jurisdiction of the agency (34 CFR § 300.222(b)).
 - b. The USBE must consider any decision resulting from a hearing held under the procedural safeguards in 34 CFR §§ 300.511–300.533 that is adverse to the LEA or State agency involved in the decision (34 CFR § 300.222(c)).
4. If the LEA is found to be in noncompliance with the provisions of the IDEA and the requirement for submission of local policies and procedures, as described in USBE policy, the LEA shall be given reasonable notice and provided an opportunity for a hearing (34 CFR § 300.155).
 - a. If an LEA disagrees with the decision of the USBE staff, it shall request a hearing within 30 days of the action.
 - b. Within 30 days after it receives a request for a hearing, the USBE staff shall hold a hearing on the record and shall review its action.
 - c. No later than ten days after the hearing, the USBE staff shall issue its written ruling, including findings of fact and reasons for the ruling.
 - d. If the USBE staff determines that its action was contrary to State or Federal statutes, regulations, or rules that govern the program, the USBE staff shall rescind its action.
5. If the USBE staff determines that an LEA is unable to establish and maintain programs of sufficient size and scope to effectively meet the educational needs of students with disabilities, a consolidated request for Part B funds shall be required in order to establish joint eligibility (34 CFR § 300.223).

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- a. Annually, the State Director of Special Education shall notify those LEAs within the State that are required to submit a consolidated request.
- b. A consolidated request shall meet the same minimum requirements of a single district request, including adopting policies and procedures consistent with these SpEd Rules, and must be signed by the superintendent of each participating LEA (34 CFR § 300.224).
- c. LEAs participating in a consolidated request shall be jointly responsible for implementing a program of FAPE for all their students with disabilities.
- d. Each LEA participating in a consolidated request shall use an accounting system that permits identification of the costs paid for under its subgrant.
- e. The State shall not make a subgrant that exceeds the sum of the entitlements of the separate local LEAs.
- f. The provision of services through the establishment of joint eligibility must be consistent with these SpEd Rules III.P.

VIII.S. RECORDS RETENTION REQUIREMENTS.

1. As required by Federal regulations, all records related to Federal grant funds and compliance shall be retained by the USBE staff and the LEA for three years (or longer if under an audit exception) from the date of submission of the final expenditure report or, for Federal awards that are renewed quarterly or annually, from the date of the submission of the quarterly or annual financial report (2 CFR § 200.334).
2. Records related to grant funds shall be kept that fully show:
 - a. The amount of funds under the grant;
 - b. How the funds were used;
 - c. The total cost of the project;
 - d. The share of that cost provided from other sources; and
 - e. Other records to facilitate an effective audit.
3. Records related to program compliance shall include:
 - a. Interim and final monitoring reports;

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- b. Negotiated action plans, including documentation of corrective actions taken by the LEA and the USBE and/or staff;
- c. Actions taken by an LEA to resolve a formal complaint with the USBE;
- d. Documentation supporting the implementation of a hearing officer's final decision in a due process hearing;
- e. Documentation of LEA submissions to the USBE data systems (e.g.,
- f. UTREx, the Utah Grants Management System, etc.); and
- g. Individual student records, including IEPs, evaluation data, and required consent and prior written notice forms.

VIII.T. PRIVATE SCHOOL APPROVAL.

- 1. The USBE shall ensure that a student with a disability who is placed in a private school or facility by an LEA or USDB as a means of providing a FAPE through an IEP has all the rights of a student with a disability who is served by an LEA.
- 2. Prior to placement of the student, the USBE staff and the LEA or USDB will review the program of the private school, to determine its compliance with State and Federal regulations for serving students with disabilities.

VIII.U. DISSEMINATION OF INFORMATION.

- 1. The USBE staff shall disseminate information throughout the State on program requirements and successful practices in the education of students with disabilities. This shall be ongoing and include activities such as conducting state-wide professional learning, publishing annual committee reports, developing technical assistance papers, guidelines, and manuals, and sponsoring state conferences.

VIII.V. FISCAL MONITORING PROCEDURES.

- 1. The USBE shall adopt and implement fiscal monitoring procedures as required by Uniform Administrative Requirements (2 CFR § 200). Annually, the USBE School Finance section shall conduct a review of fiscal records in every LEA in the State. The results of these reviews shall be shared with the Special Education Services section for the primary purposes of:

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- a. Coordinating the training of LEA personnel in fiscal management and
- b. Incorporating the findings into RDA process in order to reduce duplication of effort.
- c. If a FAPE is not being provided by an LEA, the USBE staff may determine that a special education fiscal audit is required.

VIII.W. ACCESS TO INSTRUCTIONAL MATERIALS (34 CFR § 300.172 AND UCA 53E-8-409).

1. Utah has adopted the National Instructional Materials Accessibility Standard (NIMAS) and is coordinating with the National Instructional Materials Accessibility Center (NIMAC) for the purpose of providing instructional materials to blind persons or other persons with print disabilities, in accordance with publication of the NIMAS in the Federal Register on July 19, 2006 (71 FR 41084).
2. For all purposes of this section, timely manner is defined as follows: the USBE staff and LEAs must take reasonable steps to provide instructional materials in accessible formats to students with disabilities who need those instructional materials at the same time as other students receive instructional materials.
3. The USBE and LEA staff are responsible for ensuring that students with disabilities who need instructional materials in accessible formats, and who are not included under the definition of blind or other persons with print disabilities in this section or who need materials that cannot be produced from NIMAS files, receive those instructional materials in a timely manner.
4. USBE staff coordinates with NIMAC by, as part of any print instructional materials adoption process, procurement contract, or other practice or instrument used for purchase of print instructional materials, entering into a written contract with the publisher of the print instructional materials to:
 - a. Require the publisher to prepare and, on or before delivery of the print instructional materials, provide to NIMAC electronic files containing the contents of the print instructional materials using the NIMAS; or
 - b. Purchase instructional materials from the publisher that are produced in, or may be rendered in, specialized formats.

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5. The USBE staff, to the maximum extent possible, works collaboratively with the State agency responsible for assistive technology programs.
6. The USBE staff, in coordination with the Utah State Instructional Materials Access Center (USIMAC) and the USDB, ensures accessible materials are available to LEAs for qualifying students, as described in UCA 53E-8-409 and Board Rules R277-800-9.
7. Definitions for this section and these SpEd Rules IX.I:
 - a. *Blind persons or other persons with print disabilities* means students served under Part B of the IDEA who may qualify to receive books and other publications produced in specialized formats in accordance with the Act entitled "An Act to provide books for adult blind," approved March 3, 1931, (2 USC § 135a).
 - b. *National Instructional Materials Access Center* (NIMAC) means the center established pursuant to section 674(e) of the IDEA.
 - c. *National Instructional Materials Accessibility Standard* (NIMAS) has the meaning given the term in section 674(e)(3)(B) of the IDEA.
 - d. *Specialized formats* has the meaning given the term in Appendix C of Part B of the IDEA.
8. The definitions in these SpEd Rules VIII.W.7. apply to each LEA, whether or not the LEA chooses to coordinate with the NIMAC.

VIII.X. PROHIBITION ON MANDATORY MEDICATION (34 CFR § 300.174).

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

classroom or school, or regarding the need for evaluation for special education or related services related to child find.

VIII.Y. STATE ADMINISTRATION (34 CFR § 300.199).

1. Each State that receives funds under Part B of the IDEA must:
 - a. Ensure that any State rules, regulations, and policies relating to Part B of the IDEA conform to the purposes of this part;
 - b. Identify in writing to LEAs located in the State and the Secretary any such rule, regulation, or policy as a state-imposed requirement that is not required by Part B of the IDEA and Federal regulations; and
 - c. Minimize the number of rules, regulations, and policies to which the LEAs and schools located in the State are subject under Part B of the IDEA.
2. State rules, regulations, and policies under Part B of the IDEA must support and facilitate LEA and school-level system improvement designed to enable students with disabilities to meet the challenging State student academic achievement standards.

VIII.Z. NOTIFICATION OF LEA OR STATE AGENCY IN CASE OF INELIGIBILITY (34 CFR § 300.221).

1. If the USBE determines that an LEA or State agency is not eligible under Part B of the IDEA, then the USBE must notify the LEA or State agency of that determination, and provide the LEA or State agency with reasonable notice and an opportunity for a hearing, in compliance with Board Rules R277-114.

IX. LEA ELIGIBILITY AND RESPONSIBILITIES

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

1. Federal special education funding is made available through a grant to the state from the OSEP. These funds are restricted and may only be used to provide services and program for students who qualify under Part B of the IDEA. Funds are available for students who are 3–5 (section 619 Preschool) and for students ages 3–21 (section 611 School-Age). Some funds are retained at the state level for administration and for state level activities. The remaining funds are distributed to Utah Local Education Agencies (LEAs) by formula.
2. Annually, the USBE staff shall notify LEAs of the availability of Federal funds under Part B of the IDEA. In order to receive IDEA Part B flow-through funds, each LEA must have in effect a USBE-approved special education program (SpEd Rules X.B.2.), including policies and procedures that are consistent with these SpEd Rules.
3. The LEA must have a USBE-approved special education program (UCA 53F-2-307). The LEA's program is approved by the state board when the LEA's special education policies and procedures are approved by the USBE special education staff and then by the LEA's local board in a public meeting. The LEA must submit documentation of the local board's approval to the USBE special education staff.
 - a. Newly authorized LEAs must submit policies and procedures for approval by USBE by October 1 of the year first year of operation and complete local board approval by December 1 of the first year of operation.
4. The USBE approval of the LEA's policies and procedures includes the approval of any supporting documentation necessary to ensure their implementation. At a minimum, the LEA must address the following components:
 - a. General Information.
 - b. Budget Information and Categories (34 CFR §§ 300.301–328; 300.703; 300.800).
 - c. Assurances (34 CFR § 300.200).

d. Narrative.

(1) Introduction.

(2) Requirements.

- (a) General program description, including a requirement for all students with disabilities to access grade-level State Standards (or, if eligible, grade-level State Alternate Standards), and prohibiting the development of other alternate or modified academic achievement standards.
- (b) FAPE/exception to FAPE for certain ages (34 CFR § 300.101-102).
- (c) A detailed timeline for accomplishing Full Educational Opportunity Goal, including meaningful inclusive practices that provide access for all students with disabilities to the grade-level State Standards or, for students with significant cognitive disabilities, the grade-level State Alternate Achievement Standards (i.e., the Essential Elements) (34 CFR § 300.109).
- (d) Child find (34 CFR § 300.111).
- (e) Evaluation and determination of eligibility (34 CFR § 300.301-306).
- (f) Confidentiality of PII (34 CFR § 300.623).
- (g) IEPs, including availability of a continuum of alternative placements (34 CFR § 300.320-328).
- (h) Procedural safeguards (34 CFR § 300.500-599).
- (i) LRE (34 CFR § 300.114).
- (j) Meaningful inclusionary practices to provide a full educational opportunity (34 CFR § 300.109).
- (k) For school districts, preschool transition of students from Part C to Part B preschool program (34 CFR § 300.124).
- (l) Participation in statewide assessments and reporting assessment results, including monitoring and reporting the number of percent of students with significant cognitive disabilities in an alternate assessment, and if the LEA exceeds the one percent

cap, submitting justification to the USBE on the need to exceed the cap (34 CFR § 200.6).

(m) Public participation in policies and procedures development and public posting of USBE monitoring results (34 CFR § 300.165).

(n) Methods of ensuring services (34 CFR § 300.154).

(o) Supervision (34 CFR § 300.207).

(p) Students in private schools (34 CFR § 300.325; 34 CFR § 300.130; 34 CFR § 300.148).

(q) Use of Part B funds (34 CFR § 300.700).

(r) Personnel standards (34 CFR § 300.156).

(s) Performance goals and indicators in the SPP (e.g., Program Improvement Plan (PIP) and APR) (34 CFR § 300.157).

e. Additional procedures and information which the USBE may require in order to meet Federal requirements including suspension and expulsion rates, LRE environments, disproportionality data, and others (34 CFR § 300.211).

5. As part of establishing eligibility for Part B funds, the LEA must have revised policies and procedures in alignment with the IDEA 2004 final regulations and current rules within one year of the final Board approval of these SpEd Rules.

6. Policies and procedures submitted by the LEA in accordance with this section, and approved by the USBE staff, remain in effect until any of the following occur (34 CFR § 300.220):

a. The LEA submits modifications to the USBE staff that the USBE or LEA determines are necessary;

(1) The provisions of these SpEd Rules apply to any modifications in an LEA's policies and procedures in the same manner and to the same extent as the LEA's original policies and procedures.

b. The USBE staff gives the LEA notice of a new interpretation of the IDEA by Federal or State courts, or a change in Federal statute; or

- c. There is an official finding of noncompliance with Federal or State law or regulations that requires a change in the LEA's policy and procedures.
- 7. The LEA must have on file with the USBE staff information to demonstrate that it will make available to parents of students with disabilities or student who is an adult and to the general public all documents relating to the eligibility of the LEA under Part B of the IDEA (34 CFR § 300.212).
- 8. Any State agency that desires to receive a subgrant for any fiscal year must demonstrate to the satisfaction of the USBE that:
 - a. All students with disabilities who are participating in programs and projects funded under Part B of the IDEA receive FAPE, and that those students and their parent(s) are provided all the rights and procedural safeguards described in these SpEd Rules; and
 - b. The agency meets the other conditions of this subpart that apply to LEAs.

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

- 1. An LEA is eligible for assistance under Part B of the IDEA for a fiscal year if the agency submits a plan that provides assurances to the USBE that the LEA meets each of the conditions in this section (34 CFR § 300.200).
- 2. The LEA, in providing for the education of students with disabilities within its jurisdiction, must have in effect policies, procedures, and programs that are consistent with the State policies and procedures established in these SpEd Rules (34 CFR § 300.201).
- 3. Use of amounts (34 CFR § 300.202).
 - a. The LEA must have on file with the USBE staff information to demonstrate that amounts provided to the LEA under Part B of the IDEA:
 - (1) Must be expended in accordance with the applicable provision of these SpEd Rules;
 - (2) Must be used only to pay the excess costs of providing special education and related services to students with disabilities consistent with these SpEd Rules; and

- (3) Must be used to supplement State, local, and other Federal funds and not to supplant those funds.
- 4. The excess cost requirement prevents an LEA from using funds provided under Part B of the IDEA to pay for all the costs directly attributable to the education of a student with a disability.
- 5. An LEA meets the excess cost requirement if it has spent at least a minimum average amount for the education of its students with disabilities before funds under Part B of the IDEA are used.
- 6. Maintenance of effort (MOE) (34 CFR § 300.203).
 - a. Eligibility standard.
 - (1) For purposes of establishing the LEA's eligibility for an award for a fiscal year, the USBE must determine that the LEA budgets for the education of students with disabilities for at least the same amount, from at least one of the following sources, as the LEA spent for that purpose from the same source for the most recent fiscal year for which information is available:
 - (a) Local funds only;
 - (b) The combination of State and local funds;
 - (c) Local funds only on a per capita basis; or
 - (d) The combination of State and local funds on a per capita basis.
 - (2) When determining the amount of funds that the LEA must budget to meet the requirement in these SpEd Rules IX.B.6.a.(1), the LEA may take into consideration, to the extent the information is available, the exceptions and adjustment provided in 34 CFR §§ 300.204 and 300.205 that the LEA:
 - (a) Took in the intervening year or years between the most recent fiscal year for which information is available and the fiscal year for which the LEA is budgeting; and
 - (b) Reasonably expects to take in the fiscal year for which the LEA is budgeting.

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

b. Compliance standard.

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

(a) An LEA may (UCA 53F-2-209):

- (i) Use up to 35% of the LEA's state restricted funding for each state special education funding program listed in these SpEd Rules X.D-L to flexibly and without restriction respond to changing circumstances and student needs, and
- (ii) Transfer fund balances between funds as necessary to flexibly expend funds as described in SpEd Rules IX.B.6.b.(a)(i).

(iii) An LEA may not:

- (A) Expend the transferred funds for capital projects or improvements;
- (B) Violate federal law or federal restrictions on the LEA's funds.

- (b) An LEA that takes an action that this section authorizes shall ensure that the LEA continues to meet federal maintenance of effort requirements (UCA 53F-2-209).

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

- (a) Local funds only;
 - (b) The combination of State and local funds;
 - (c) Local funds only on a per capita basis; or
 - (d) The combination of State and local funds on a per capita basis.
 - (3) Expenditures made from funds provided by the Federal government for which the USBE is required to account to the Federal government or for which the LEA is required to account to the Federal government directly or through the USBE may not be considered in determining whether an LEA meets the standard of these SpEd Rules IX.B.6.b.(1) and IX.B.6.b.(2).
- c. Subsequent years.
- (1) If, in the fiscal year beginning on July 1, 2013, or July 1, 2014, an LEA fails to meet the requirements of 34 CFR § 300.203 in effect at that time, the level of expenditures required of the LEA for the fiscal year subsequent to the year of the failure is the amount that would have been required in the absence of that failure, not the LEA's reduced level of expenditures.
 - (2) If, in any fiscal year beginning on or after July 1, 2015, an LEA fails to meet the requirement of these SpEd Rules IX.B.6.b.(2)(a) or IX.B.6.b.(2)(c) and the LEA is relying on local funds only, or local funds only on a per capita basis, to meet the requirements of these SpEd Rules IX.B.6.a or IX.B.6.b, the level of expenditures required of the LEA for the fiscal year subsequent to the year of the failure is the amount that would have been required under these SpEd Rules IX.B.6.b.(2)(a) or IX.B.6.b.(2)(c) in the absence of that failure, not the LEA's reduced level of expenditures.
 - (3) If, in any fiscal year beginning on or after July 1, 2015, an LEA fails to meet the requirement of these SpEd Rules IX.B.6.b.(2)(b) or IX.B.6.b.(2)(d) and the LEA is relying on the combination of State and local funds, or the combination of State and local funds on a per capita basis, to meet the requirements of these SpEd Rules IX.B.6.a or IX.B.6.b, the level of expenditures required of the LEA for the fiscal year subsequent to the year of the failure is the amount that would

have been required under these SpEd Rules IX.B.6.b.(2)(b) or IX.B.6.b.(2)(d) in the absence of that failure, not the LEA's reduced level of expenditures.

d. Consequence of failure to maintain effort.

- (1) If an LEA fails to maintain its level of expenditures for the education of students with disabilities in accordance with these SpEd Rules IX.B.6.b, the USBE is liable in a recovery action under section 452 of the GEPA (20 USC § 1234a) to return to the Department, using non-Federal funds, an amount equal to the amount by which the LEA failed to maintain its level of expenditures in accordance with these SpEd Rules IX.B.6.b. in that fiscal year, or the amount of the LEA's Part B subgrant in that fiscal year, whichever is lower.
- (2) If the USBE is required to return funds to the Department because of LEA failure to meet the Maintenance of Effort requirement, the USBE shall reduce the amount provided to the LEA's MSP Basic Program on a 1/12 basis.

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

- a. An LEA may reduce the level of expenditures by the LEA under Part B of the IDEA below the level of those expenditures for the preceding fiscal year if the reduction is attributable to any of the following:
 - (1) The voluntary departure, by retirement or otherwise, or departure for just cause, of special education or related services personnel.
 - (2) A decrease in the enrollment of students with disabilities.
 - (3) The termination of the obligation of the LEA, consistent with this part, to provide a program of special education to a particular student with a disability that is an exceptionally costly program, as determined by the USBE staff, because the student:
 - (a) Has left the jurisdiction of the LEA;
 - (b) Has reached the age at which the obligation of the LEA to provide a FAPE to the student has terminated; or
 - (c) No longer needs the program of special education.

- (4) The termination of costly expenditures for long-term purchases, such as the acquisition of equipment or the construction of school facilities.
 - (5) The assumption of cost by the high-cost fund (i.e., Intensive Services fund) operated by the USBE staff.
- 8. Adjustment to local fiscal efforts in certain fiscal years (34 CFR § 300.205).
 - a. For any fiscal year for which the allocation received by an LEA under Part B of the IDEA exceeds the amount the LEA received for the previous fiscal year, the LEA may reduce the level of expenditures otherwise required by maintenance of efforts requirements by not more than 50 percent of the amount of that excess.
 - b. Use of amounts to carry out activities under ESEA/ESSA.
 - (1) If an LEA exercises the authority to reduce the level of expenditures due to an increase in Part B funds, the LEA must use an amount of local funds equal to the reduction in expenditures to carry out activities that could be supported with funds under the ESEA/ESSA, regardless of whether the LEA is using funds under the ESEA/ESSA for those activities.
 - c. The USBE staff must prohibit the LEA from reducing the level of expenditures for a fiscal year, if the USBE staff determines that:
 - (1) An LEA is unable to establish and maintain programs of FAPE that meet the requirements of Part B of the IDEA, or
 - (2) The USBE staff has taken action against the LEA under Section 616 of the IDEA and subpart F of the regulations (Monitoring, Technical Assistance, and Enforcement).
 - d. The amount of funds expended by an LEA for mandatory or voluntary Coordinated Early Intervening Services shall count toward the maximum amount of expenditures that the LEA may reduce under the requirements of this section.
- 9. If the USBE staff determines that an LEA is not meeting the requirements of these SpEd Rules, the USBE staff may prohibit the LEA from treating funds received under Part B of the IDEA as local funds under this section for any

fiscal year, but only if it is authorized to do so by the State constitution or State statute.

10. School-wide programs under Title I of the ESEA/ESSA (34 CFR § 300.206).

- a. An LEA may use funds received under Part B of the IDEA for any fiscal year to carry out a school-wide program under section 1114 of the ESEA/ESSA, except that the amount used in any school-wide program may not exceed the amount received by the LEA under Part B of the IDEA for that fiscal year:
 - (1) Divided by the number of students with disabilities in the jurisdiction of the LEA; and
 - (2) Multiplied by the number of students with disabilities participating in the school-wide program.
- b. The funds described in this section must be considered as Federal Part B funds for purposes of the calculations required for excess costs and supplanting.
- c. The funds may be used without regard to the requirements of 34 CFR § 300.202(a)(1) of the IDEA.
- d. All other requirements of Part B of the IDEA must be met by an LEA using Part B funds for school-wide programs under section 1114 of the ESEA/ESSA, including ensuring that students with disabilities in school-wide program schools:
 - (1) Receive services in accordance with a properly developed IEP; and
 - (2) Are afforded all of the rights and services guaranteed to students with disabilities under Part B of the IDEA.

IX.C. CHARTER SCHOOLS AND THEIR STUDENTS (34 CFR § 300.209).

1. Students with disabilities ages 3–21 who attend public charter schools and their parent(s) or adult students retain all rights under Part B of the IDEA and these SpEd Rules.
2. If the public charter school is an LEA that receives funding under Part B or State special education funding, that charter school is responsible for ensuring

that all of the requirements of Part B of the IDEA and these SpEd Rules are met. Charter schools may not refer potential or enrolled students with disabilities back to their school district of residence due to a disability, child find, or need for special education and related services, including placements.

3. If the public charter school is not an LEA receiving funding under Part B or State special education funding, or a school that is part of an LEA receiving funding under Part B or State special education funding, the USBE is responsible for ensuring that the requirements of Part B and these SpEd Rules are met.
 - a. Nothing in these SpEd Rules prohibit school districts and charter schools from developing a Memorandum of Understanding (MOU) to address student specific needs and/or placements.
4. For charter schools that are public schools of an LEA, in carrying out Part B of the IDEA and these SpEd Rules, the LEA must:
 - a. Serve students with disabilities attending those charter schools in the same manner as the LEA serves students with disabilities in its other schools, including providing supplementary and related services on-site at the charter school to the same extent to which the LEA has a policy or practice of providing such services on the site of its other public schools; and
 - b. Provide funds under Part B of the IDEA and State special education funding to those charter schools:
 - (1) On the same basis as the LEA provides funds to the LEA's other public schools, including proportional distribution based on relative enrollment of students with disabilities; and
 - (2) At the same time as the LEA distributes other Federal funds to the LEA's other public schools, consistent with the State's charter school law.
 - c. If the public charter school is a school of an LEA that receives funding under Part B of the IDEA, State special education funding, and these SpEd Rules, and includes other public schools:

IX. LEA Eligibility and Responsibilities

- (1) The LEA is responsible for ensuring that the requirements of Part B of the IDEA and these SpEd Rules are met; and
- (2) The LEA must meet the requirements of these SpEd Rules.

IX.D. COORDINATED EARLY INTERVENING SERVICES (CEIS) (34 CFR § 300.226).

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

related services under Part B of the IDEA during the preceding two-year period.

5. Funds made available to carry out this section may be used to carry out coordinated early intervening services aligned with activities funded by, and carried out under, the ESEA/ESSA if those funds are used to supplement, and not supplant, funds made available under the ESEA/ESSA for the activities and services assisted under this section.

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

1. The LEA must ensure that all personnel necessary to carry out Part B of the IDEA are appropriately and adequately prepared, subject to the requirements related to personnel qualifications and section 2122 of the ESEA/ESSA, as well as 34 CFR § 300.156; Board Rules R277-304, R277-306, R277-320, and R277-324.
2. Paraeducators, when used to carry out Part B of the IDEA, must be appropriately trained and supervised, and utilized in accordance with the USBE Paraeducator Standards.
 - a. LEAs shall provide documentation of training and supervision to USBE staff upon request.

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

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

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

1. An LEA remains obligated to provide a student with a disability with a FAPE even when the LEA has not personally engaged with the student during the prior ten consecutive days and therefore may no longer count the student as an eligible student under pupil accounting (Board Rules R277-419).

2. The LEA will oversee the caseload of each special educator (including psychologists, social workers, speech language pathologists, occupational therapists, physical therapists, adapted physical education specialists, and any other related servers) to ensure that a FAPE is available to all eligible students with disabilities.

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

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

IX.I. EDUCATOR LICENSE REQUIREMENTS (BOARD RULES R277-301, R277-304, R277-306, AND R277-320).

1. Professionals providing services to students with disabilities must hold a Utah Professional Educator License or Endorsement in the area in which they provide services. This includes special education teachers, speech/language pathologists, school psychologists, school social workers, and other professionals. Physical and occupational therapists must hold appropriate Utah licensure. The school district superintendent or charter school administration shall be responsible for the evaluation of the appropriateness of licenses and endorsements when assigning staff members. LEAs should refer to the USBE Teaching, Leadership, and Paraeducator Standards.
2. *License areas of concentration* or *license area* means a designation on a license of the specific educational setting or role for which the individual is qualified, to include the following:

- a. Early Childhood;
 - b. Elementary;
 - c. Secondary;
 - d. School Leadership
 - e. Career and Technical Education or "CTE";
 - f. School Counselor;
 - g. School Psychologist;
 - h. Special Education;
 - i. Preschool Special Education;
 - j. Deaf Education;
 - k. Speech-Language Pathologist;
 - l. Speech-Language Technician;
 - m. School Social Worker; and
 - n. Audiologist. (Board Rules R277-301-2.7(a)).
3. Individuals providing psychological evaluation services for students with disabilities must hold a Utah education license for school psychologists or State licensure and meet the assessment publisher's criteria for administration.
4. An adapted physical education endorsement is required for special educators and general educators to teach adapted physical education.

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

- 1. An LEA that chooses to coordinate with the NIMAC, when purchasing print instructional materials, must acquire those instructional materials in the same manner, and subject to the same conditions as the USBE under these SpEd Rules VIII.W.
- 2. If an LEA chooses not to coordinate with the NIMAC, the LEA must provide an assurance to the USBE that the LEA will provide instructional materials to blind persons or other persons with print disabilities in a timely manner.

IX. LEA Eligibility and Responsibilities

3. Nothing in this section relieves an LEA of its responsibility to ensure that students with disabilities who need instructional materials in accessible formats but are not included under the definition of blind or other persons with print disabilities or who need materials that cannot be produced from NIMAS files, receive those instructional materials in a timely manner.
4. For all purposes of this section, the USBE defines timely manner as follows: the USBE and LEAs must take reasonable steps to provide instructional materials in accessible formats to students with disabilities who need those instructional materials at the same time as other students receive instructional materials.

IX.K. SCHOOL DISTRICTS TO PROVIDE USDB CLASS SPACE (UCA 53E-8-410)

1. A school district with students who reside within the school district's boundaries and are served by the USDB shall make a good faith effort to provide the USDB with space required for programs offered by the USDB.

X. SPECIAL EDUCATION FUNDING

1. The USBE has a responsibility under both Federal and State law to monitor implementation of the IDEA by LEAs through a system of general supervision that improves educational results and functional outcomes and ensures that public agencies meet program requirements. The special education program that is funded both from federal and state funds and it is critical to understand the similarities and differences of these funding sources.
2. *Federal special education funds* means funds paid to the State under IDEA Part B for the purposes of special education.
3. *State special education funds* means state funds appropriated to public education for the purposes of special education.
4. Federal special education funds are calculated, allocated, and classified differently than state special education funds. These SpEd Rules outline the regulations, restrictions, and allowable costs and activities applicable to each funding source; some requirements are the same for both funding sources and some provisions apply only to one or the other.

X.A. STATE SPECIAL EDUCATION FUNDS GENERALLY (UCA 53F-2-307).

1. State special education funds may be spent only for direct costs and construction or altering existing facilities, as outlined in these SpEd Rules.
 - a. Direct costs are those elements of cost which can be easily, obviously, and conveniently identified with specific special education activities or programs, as distinguished from those costs incurred for several different activities or programs and whose elements are not readily identifiable with specific special education activities.
 - b. Constructing facilities or altering existing facilities if:
 - (1) The costs are necessary costs and reasonable costs;
 - (2) The costs are not for the general purpose of bringing facilities into compliance with:
 - (a) Section 504 of the Rehabilitation Act of 1973; or

- (b) The Americans with Disabilities Act of 1990, 42 U.S.C. 12101 et seq.;
 - (3) The construction or alteration meets the needs of one or more students with disabilities; and
 - (4) The LEA submits an application for review by the state board;
 - (5) The state board approves the expenditure in accordance with rules, including requirements that:
 - (a) The LEA has not been identified with significant disproportionality;
 - (b) The LEA has no outstanding uncorrected findings of non-compliance;
 - (c) The LEA has no dispute resolution findings related to FAPE in the past year;
 - (d) The LEA has been determined to “meet requirements” based on the USBE’s programmatic Results Driven Accountability/Annual Performance Report (RDA/APR); and
 - (e) No other evidence, e.g., from school accreditation, fiscal audits, etc., indicators that the LEA is not adequately providing FAPE.
- 2. State special education funds are appropriated to the MSP and provide restricted (categorical) monies that must be spent for the education of students with disabilities. MSP funding is based on a weighted pupil unit. Each year, the Utah State Legislature establishes the total number of weighted pupil units (WPU) assigned for educational programs, including programs for students with disabilities. The Legislature also approves a dollar value for each WPU, which then indicates the amount available in the State for each program. The number of WPUs for students with disabilities shall reflect the direct cost of programs for those students and be used to calculate the amount of State special education funds allocated.
- 3. State special education funds from the MSP are provided for each LEA that provides special education and related services to students with disabilities ages 3–21 (UCA 53F-2-307–308). The USBE receives some State special

education funding for the administration or implementation of special education programs, supports, technical assistance, or service.

4. If State special education funds appropriated under this section for programs for students with disabilities do not meet the costs of LEAs for those programs, each LEA shall first receive the amount generated for each student with a disability under the basic program.

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

1. Each LEA shall receive its allocation of State special education funds appropriated for implementation of the LEA's approved program for students with disabilities as provided in this section.
2. Per UCA 53F-2-204(1) "Funds appropriated under this chapter [which includes appropriations for special education funds] shall only be used for programs approved by the state board."
 - a. The LEA's program is approved by the USBE when the LEA's special education policies and procedures are approved by the USBE special education staff and then by the LEA's local board in a public meeting. The LEA must submit documentation of the local board's approval to the USBE special education staff within 30 days of the local board's approval (SpEd Rules IX.A.2.).
 - b. The LEA must have a state-board approved special education program to be eligible for State special education funds.
3. The LEA must be current with the UIPS monitoring requirements, including correction of noncompliance within one year of notification, annual Corrective Action Plan (CAP) and PIP reports, and desk audit submissions to be eligible for State special education funds.

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

1. Funds must be used in accordance with these SpEd Rules X.B. and to cover the direct costs of providing special education to students with disabilities.

X.D. SPECIAL EDUCATION ADD-ON CALCULATION (UCA 53F-2-307).

1. The USBE shall use an LEA's average number of special education add-on WPU's determined by the prior year's average daily membership plus growth and the preceding four years' average daily membership data as a foundation for the special education add-on appropriation.
2. For new charter schools, the foundation cannot be calculated; the calculation of foundation shall be based on the average special education ADM for the number of years the new charter school has been in operation beyond the first year. In the first operational year, new charter school funding shall be based on estimated enrollment (Board Rules R277-479).
3. An LEA's special education add-on WPU's for the current year may not be less than the foundation special education add-on WPU's.
4. Growth WPU's shall be added to the prior year special education add-on WPU's, and growth WPU's shall be determined as follows:
 - a. The special education student growth factor is the percentage change in total enrollment of students kindergarten through grade 12 on the first school day of October in the current school year as compared to the total enrollment of students kindergarten through grade 12 on the first school day of October in the previous school year.
 - b. When calculating and applying the growth factor, a school district's total special education ADM for a given year is limited to the following percentage of the school district's total student ADM for the same year:
 - (1) For a school district in a county of the first, second, or third class, 14%; and
 - (2) For a school district in a county of the fourth, fifth, or sixth class, 20%.
 - (3) K-12 (S2) total special education ADM for a given year is limited to 12.18 percent of the school district's S2 total student ADM for the same year.
 - c. Growth ADMs are calculated by applying the growth factor to the total special education average daily membership of one year previous to the current year.

- d. Growth ADMs for each LEA are multiplied by the following WPU and added to the prior year special education add-on WPUs to determine each LEA's total allocation:

- (1) For fiscal year 2023, 1.35 weighted pupil units;
- (2) For fiscal year 2024, 1.15 weighted pupil units; and
- (3) Beginning in fiscal year 2025, and every fiscal year thereafter, 1.00 weighted pupil units.

5. The formula is described in UCA 53F-2-307.

X.E. SPECIAL EDUCATION SELF-CONTAINED ALLOWABLE USE (FUND 1210) (UCA 53F-2-307; AND 53F-2-308(3)).

1. *Self-contained* means a student in public-school with an IEP or a youth in custody/care (YIC) who receives 180 minutes or more of special education or YIC services during a typical school day per Board Rules R277-419-2(35).
2. Special Education Self-Contained funds must be used only for direct costs attributable to the cost of the special education of students with disabilities whose placement is a special class or self-contained environment.
3. Funds must be used in accordance with these SpEd Rules X.B. and to cover the direct costs of providing special education to SWDs.

X.F. STATE SPECIAL EDUCATION SELF-CONTAINED CALCULATION.

1. State special education funds appropriated for self-contained regular special education programs may not be used to supplement other school programs. (UCA 53F-2-308(3)(a)). The WPU calculated is equal to Self-Contained ADM from two years prior. Students who are reported to the Data Clearinghouse as receiving 180 minutes or more of service per day (TIME=C) generate Self-Contained WPU. These students are not included in the calculation of "Regular Basic School Program" WPU. TIME is calculated based on services listed in the IEP, regardless of the location of services. Self-Contained funding has no relationship to placement options such as Separate Class, Special School, Residential, etc.

2. The formula is number of self-contained ADM, pulled from the Self-Contained Resource Attendance Management (SCRAM) in the prior fiscal year, multiplied by the WPU value.

X.G. STATE SPECIAL EDUCATION PRESCHOOL ALLOWABLE USE (FUND 1215) (UCA 53F-2-308(1)).

1. Funds must be used in accordance with SpEd Rules X.B. and to cover the direct costs, including the cost of creating an inclusive preschool environment, providing special education to students with disabilities who are ages 3–5 and are enrolled in a preschool program.

X.H. STATE SPECIAL EDUCATION PRESCHOOL CALCULATION (UCA 53F-2-308).

1. State special education funds appropriated to the State Board of Education for the preschool special education program shall be allocated to districts to provide a FAPE to students in preschool with a disability, ages 3–5.
2. State special education funds shall be distributed on the basis of a district's count of preschool children with a disability for December 1 of the previous year, as mandated by Federal law.
3. The State Board of Education shall compute preschool funding by a factor of 1.47 times the current December 1 child count of eligible preschool aged three-, four-, and five-year-olds times the WPU value, limited to eight percent growth statewide over the prior year December 1 count.
4. The formula is based on the count of students with disabilities ages 3-5 enrolled in preschool and reported by the district in the December 1 UTREx submission.
 - a. The current year (December 1) enrollment is multiplied by a factor of 1.47 to determine the number of WPU for the district.
 - b. If the total WPU allocated for the State is different from the allocation amount, the difference is prorated across all districts.
 - c. The Statewide Child Counts of the previous two years is limited to a growth rate of no greater than 8%. If the State enrollment exceeds 8%, funds will be distributed to each district based on their proportion of the total statewide enrollment of preschoolers ages 3-5, limited to 8%.

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

1. Must be used for direct costs attributable to the cost of administering the special education program as follows:
 - a. Costs for students in state custody (prisons, detention facilities, and the state hospital), and
 - b. Additional costs attributable for services to students with low-incidence disabilities.
2. Funds must be used in accordance with these SpEd Rules X.B. and to cover the direct costs of providing special education to students with disabilities.

X.J. STATE SPECIAL EDUCATION IMPACT AID CALCULATION.

1. LEA December 1 count for ages 3–22 divided by Statewide December 1 count for ages 3–22 multiplied by the total impact aid state allocation.
2. The formula is the total allocation minus \$409,409 split between South Sanpete School District (\$188,977) and Salt Lake City School District (\$220,432) for the education of incarcerated students, then the remaining total is allocated based on each LEA's percentage enrollment of students with disabilities from the December 1 UTREx submission.

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

1. Must be used for direct costs attributable to the cost of ESY provided to students with disabilities, determined by the student's IEP team to require ESY in order to receive a FAPE and in accordance with Board Rules R277-751.
2. Funds must be used in accordance with these SpEd Rules X.B. and to cover the direct costs of providing special education to students with disabilities in accordance with Board Rules R277-751.

X.L. STATE SPECIAL EDUCATION EXTENDED SCHOOL YEAR (ESY) CALCULATION.

1. LEAs end of school year count of number of students eligible for ESY services are pulled from UTREx.

2. The state allocation is then divided by the total number of students statewide receiving ESY and each LEA is allocated funding per students who are eligible.
3. Funds will be disbursed on the August allotment memo.
4. The formula is calculated using a base plus a distribution by population, from the December 1 UTREx submission.
 - a. The base was established in 2010 and is \$2,259.
 - b. Distribution by population is calculated for those LEAs who reported providing ESY services in the prior school year. The total current year enrollment of students with disabilities ages 3- 21 is multiplied by the total state enrollment of students with disabilities ages 3-21. This percentage is multiplied by the (total allocation minus base allocation) and distributed among participating LEAs.
 - c. If the total WPU for the state is different from the allocation amount determined by formula, the difference is prorated across all LEAs.
 - d. Estimates: Enrollment of students with disabilities for new LEAs is estimated at 10% of projected total enrollment.

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

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

X.N. STATE EXTENDED YEAR STIPEND FOR SPECIAL EDUCATORS (EYSE) CALCULATION.

1. The Legislature shall annually appropriate money for stipends to special educators (special education teacher or speech language pathologist) for additional days of work.
2. The USBE shall distribute State special education funds appropriated under this section on a reimbursement basis to school districts, charter schools, and the USDB for stipends for special educators in the amount of \$200 per day plus the actual cost of benefits (allowable benefit costs are retirement, workers' compensation, Social Security and Medicare) for up to the annually approved number of additional working days.
3. A person who does not hold a full-time position as a special educator is eligible for a partial stipend equal to the percentage of a full-time special educator position the person assumes.
4. Services must be rendered during the allowable time period as defined by Board Rules R277-525-5. Stipends must be paid to employees during the LEA's regular pay period disbursements.
5. Stipends funds will be provided to LEAs on a reimbursement basis.
6. May not be used for indirect costs.
7. The formula is described in UCA 53F-2-310.

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

1. Must be used for direct costs attributable to the cost of implementing IEPs for students with disabilities.
2. Cost of services to a student with a disability must be in excess of three times the annual average per pupil expenditure (APPE) as calculated by USBE Financial Operations.
3. Costs must meet the eligibility requirements outlined in Board Rules R277-752.
4. The formula is described in R277-752.

X.P. STATE SPECIAL EDUCATION FUNDS ALLOWABLE USE (UCA 53F-2-307).

1. State special education funds may be spent only for direct costs and construction or altering existing facilities as outlined in SpEd Rules X.A. and X.B., Direct costs are those elements of cost which can be easily, obviously, and conveniently identified with specific special education activities or programs, as distinguished from those costs incurred for several different activities or programs and whose elements are not readily identifiable with specific special education activities (SpEd Rules X.A.1.).
2. The costs of providing for specially designed instruction, related services, and supplementary aids and services provided in a regular class or other education-related setting to a student with a disability in accordance with the IEP of the student are allowable.
3. The costs of providing inclusive special education preschool services are an allowable excess cost.
4. The costs of including peer models in IEP services that require a peer model are allowable.
5. The costs of providing co-teaching, in which both a licensed general educator and licensed special education teacher plan and provide specially designed instruction are allowable.
6. The tables below list allowable costs for State special education funds. If an item is not listed, it still may be allowed but LEAs must ask USBE SES staff for approval before expending State special education funds.

a. Table of Allowances for State Special Education Funds

(1) Symbol Key:

☒ Always allowed.

i May be allowed, but special requirements or additional information required. Must align with students' IEPs. LEA must ask USBE special education staff for approval before expending State special education funds. Supporting documentation must be readily available for review upon request.

☒ Never allowed

TABLE 1: ALLOWANCES FOR STATE SPECIAL EDUCATION FUNDS (100–290)

Allowable	Object/Function Code	Code Description
☒	100 (Header Only— Do Not Use)	Salaries—Amounts paid to employees of the LEA who are in positions of a permanent nature or hired temporarily, including personnel substituting for those in permanent positions. This includes gross salary for personnel services rendered <i>while on the payroll of the LEA</i> .
☒	111	Compensation paid to school board members.
☒	112	Salaries paid to the Superintendent.
☒	113	Salaries paid to associate, deputy, or assistant superintendent(s).
☒	114	Salaries paid to the Business Administrator.
☒	115	Properly licensed special education personnel in direct supervision or coordination of special education programs (salaries paid to administrative supervisors and directors not in direct supervision or coordination of special education programs is not allowed).
☒	121	Salaries paid to principals and assistant principals.
☒	131	Salaries paid to licensed teachers, including those with associate status who teach students in special education.
☒	132	Salaries paid to substitute teachers who teach students in special education.
☒	133	Salaries paid to replacement teachers covering teachers who teach students in special education programs on sabbatical leave.
☒	141	Salaries paid to attendance specialists and social workers who work directly with students in special education and the work that is related directly to students' IEPs.

Allowable	Object/Function Code	Code Description
☒	142	Salaries paid to guidance personnel who work directly with students in special education programs and the work that is related directly to students' IEPs.
☒	143	Salaries paid to health personnel who are properly licensed and who are assigned to work with students in special education programs and the work that is related directly to students' IEPs.
☒	144	Salaries paid to psychological services providers. Properly licensed personnel providing for the identification and evaluation of students with disabilities and for instructional or treatment services.
☒	145	Salaries paid to licensed media personnel.
☒	151	Salaries paid to accounting, purchasing and other business service professional personnel.
☒	152	Secretarial personnel assigned to work directly with special education programs.
☒	161	Teachers' aides and paraprofessionals who teach students in special education and are properly trained and supervised by licensed special education personnel.
☒	162	Unlicensed media personnel.
☒	171	Salaries paid to student transportation supervisor/director.
☒	172	Salaries paid to bus drivers when related directly to students' IEPs.
☒	173	Salaries paid to mechanics and other garage employees.

Allowable	Object/Function Code	Code Description
☐	174	Salaries paid to other student transportation employees not identified in any of the other 17x codes when related directly to students' IEPs.
☐	175	Salaries paid to bus aides when related directly to students' IEPs.
☒	181	Salaries paid to maintenance supervisor/director.
☐	182	Salaries paid to custodial and maintenance personnel.
☒	184	Salaries paid to technology personnel who work directly with students in special education programs and the work that is related directly to students' IEPs.
☒	191	Salaries paid to food service personnel.
☒	195	Salaries paid to athletic coaches.
☐	198	Salaries paid to classified personnel other than those coded to Object 170 or 180.
☒	200 (Header Only— Do Not Use)	Employee Benefits—Amounts paid by the LEA on behalf of employees; these amounts are not included in the gross salary but are over and above. Such payments are fringe benefits. While not paid directly to employees, they are part of the cost of personnel services.
☒	210	State retirement—Employer's share of the cost of the State retirement plan (LEA 401(k) contributions to URS are coded here).
☒	220	Social security—Employer's share of the cost of social security contributions.
☒	230	Local retirement (for individual special education personnel).

Allowable	Object/Function Code	Code Description
☒	240	Group insurance (licensed and classified personnel assigned to programs for students with disabilities—prorated, if part-time).
☒	241	If the LEA wishes to track these separately, group insurance licensed personnel.
☒	242	If the LEA wishes to track these separately, group insurance classified personnel.
☒	270	Industrial Insurance/Worker's Compensation Insurance (licensed and classified personnel assigned to programs for students with disabilities—prorated, if part-time).
☒	280	Unemployment insurance (for individual special education personnel).
☒	290	Other employee benefits (for individual special education personnel).

TABLE 2: ALLOWANCES FOR STATE SPECIAL EDUCATION FUNDS (300–490)

Allowable	Object/Function Code	Code Description
☒	300 (Header Only— Do Not Use)	Purchased Professional and Technical Services—Purchased services which by their nature can be performed only by persons with specialized skills and/or knowledge. Although a product may or may not result from the transaction, the primary reason for the purchase is the service provided. Excluded are services purchased from another LEA (see Objects 590–592).

Allowable	Object/Function Code	Code Description
☒	310	Official/Administrative Services—Services in support of the various policymaking and managerial activities of the LEA. Includes management consulting activities oriented to general governance or business and financial management of the LEA, school management support activities, and election and tax assessing and collection services.
☒	320	Professional Educational Services—Services supporting the instructional program and its administration. Includes instructional services, counseling and guidance services, and library and media support.
☒	330	Employee Training and Development—Services supporting the professional and technical development of school district personnel, including instructional, administrative, and service employees. Includes course registration fees (that are not tuition reimbursement), charges from external vendors to conduct training courses (at either school district facilities or off-site), and other expenditures associated with training or professional development by third-party vendors including conference or workshop registration fees associated with conferences or workshops that do not require an overnight stay (those that do require an overnight stay should be coded to Object 580). All expenditures should be captured in this account regardless of the type or intent of the training course or professional development activity. Training for instructional staff should be used with Function 2213 when directly related to the special education program (usually used with Functions 2570 and 3100).

Allowable	Object/Function Code	Code Description
☒	340	Other Contracted Professional Services. Professional services other than educational in support of the operation of the LEA. Included are the services of accountants, auditors, architects, engineers, consultants, dentists, medical doctors, teachers, therapists, audiologists, dieticians, editors, negotiations specialists, planners, etc.
☒	341	Other Contracted Professional Services—Teacher salaries for those working directly with students in special education programs.
☒	342	Other Contracted Professional Services—Teacher benefits for those working directly with students in special education programs.
☒	343	Other Contracted Professional Services—LEA administration salaries (Special Education Director or Coordinator only).
☒	344	Other Contracted Professional Services—LEA administration benefits (Special Education Director or Coordinator only).
☐	345	Other Contracted Professional Services—Business Services.
☐	349	Purchased Legal Services—Payments made for contracted legal services.
☐	350	Technical Services—Contracted services to the LEA which are not regarded as professional but require basic scientific knowledge and/or manual skills. Includes data processing services, system analysts, purchasing and warehousing services, graphic arts etc.
☐	400 (Header Only— Do Not Use)	Purchased Property Services—Amounts paid for services rendered by organizations or personnel not on the payroll of the LEA to operate, repair, maintain, insure, and rent property owned and/or used by the LEA.

Allowable	Object/Function Code	Code Description
①	410	Utility Services—Expenditures for utility services other than energy services supplied by public or private organizations. Water and sewage as well as garbage collection/disposal services are included here (telephone services are coded to Object 530).
①	411	Water/Sewage related to the operation of special education only building.
①	412	Disposal Service related to the operation of special education only building.
①	420	Cleaning Services—Services purchased to provide custodial and other building cleaning services other than those provided by LEA personnel.
①	430	Repairs and Maintenance Services—Expenditures for repairs and maintenance services not provided directly by LEA personnel and includes both non-technology and technology-related repairs and maintenance for programs for students with disabilities.
①	431	Non-Technology Repairs and Maintenance for programs for students with disabilities.
①	432	Technology-Related Repairs and Maintenance for programs for students with disabilities.
①	433	Custodial Services.
①	440	Costs for temporary and long-term renting or leasing of land and buildings, equipment and vehicles, and computers, and related equipment.
ⓧ	441	Rental of land and buildings.

Allowable	Object/Function Code	Code Description
☒	442	Rental of Equipment and Vehicles—Costs for temporary and long-term rental of equipment and vehicles for programs for students with disabilities.
☒	443	Rental of Computers and Related Equipment—Costs for temporary and long-term rental of computers and related equipment for programs for students with disabilities.
☐	450	Construction Services—Costs for constructing, renovating, and remodeling buildings or infrastructure assets by contractors (use only with Function 4000). Capital assets being constructed are coded here whereas capital assets being purchased are coded to Object 7xx.
☐	490	Other Purchased Property Services—Purchased property services that are not classified above.

TABLE 3: ALLOWANCES FOR STATE SPECIAL EDUCATION FUNDS (500–580)

Allowable	Object/Function Code	Code Description
☐	500 (Header Only— Do Not Use)	Amounts paid for services rendered by organizations or personnel not on the payroll of the LEA other than Professional and Technical Services (300) or Property Services (400)
☐	510	Student Transportation Services (to/from school)—when related directly to students' IEPs.
☐	511	Student Transportation Services (from another LEA within the State)—when related directly to students' IEPs.
☐	512	Student Transportation Services (from another LEA outside of State)—when related directly to students' IEPs.

Allowable	Object/Function Code	Code Description
	513	Student Transportation Services (commercial)—when related directly to students' IEPs.
	514	Student Transportation Services (student allowances)—when related directly to students' IEPs.
	515	Payments in lieu of transportation when related directly to students' IEPs.
	516	Payments in lieu of dead miles when related directly to students' IEPs.
	517	Student travel overnight when related directly to students' IEPs.
	518	Student Day Trips/Field Trips (including admission charges) when related directly to students' IEPs.
	520	Insurance (Other than employee benefits)—Expenditures for all types of insurance coverage such as property (the loss of or damage to property owned or leased by the LEA from fire, theft, storm, etc.) and liability (loss caused by school board members and their employees due to accident or neglect, or judgments awarded against the LEA or its officers). Premiums for fidelity bonds guaranteeing the LEA against losses resulting from the actions of the treasurer, employees, or other persons of the LEA. Expenditures made in lieu of fidelity bonds. (Payments of judgments awarded against the LEA, not covered by insurance or fidelity bonds, are coded to Object 820. Employee insurance costs provided as benefits such as group medical, dental, workmen's compensation, etc., are coded to Object 2xx. Pupil transportation insurance are coded to Object 510.)

Allowable	Object/Function Code	Code Description
	521	Property Insurance.
	522	Liability Insurance.
	523	Fidelity Bond Premiums.
	530	Communication (Telephone and Other)—Services provided by persons or businesses to assist in transmitting and receiving messages or information. This category includes telephone and voice communication services; data communication services to establish or maintain computer-based communications, networking, and internet services; video communications services to establish or maintain one- or two-way video communications via satellite, cable, or other devices; and postal communications services to establish or maintain postage machine rentals, postage, express delivery services, and couriers. Includes license fees and fees for services such as subscriptions to research materials over the internet. (Expenditures for software are coded to Object 650 [if not capitalized] or Object 736 [if eligible for capitalization].)
	540	Advertising—Expenditures for printed announcements in professional periodicals and newspapers or announcements broadcast by radio and television networks. These expenditures include advertising for such purposes as personnel recruitment, bond sales, used equipment sales, property sales, etc. (Costs for professional fees for advertising or public relation services are coded to Object 340.)

Allowable	Object/Function Code	Code Description
☒	550	Printing and Binding—Expenditures for job printing and binding usually according to specifications of the LEA. Includes the designing and printing of forms and posters as well as printing and binding of LEA publications. (Preprinted standard forms are coded to Object 610.)
☒	560 (Header Only— Do Not Use)	Tuition—Expenditures to reimburse other educational agencies for services rendered to students residing in the legal boundaries described for the paying LEA.
☒	561	Tuition—To other LEAs within the State.
☒	562	Tuition—To other LEAs outside the State.
☒	563	Tuition – To private schools.
☒	564	Tuition – To charter schools within the State.
☒	565	Tuition—To postsecondary schools.
☒	568	Student tuition to other LEAs or voucher programs
☒	569	Tuition—Other.
☒	570	Food Service Management—Expenditures for the operation of a local food services facility other than by employees of the LEA. Includes contracted services, such as food preparation, associated with the food service operation. (Use only with Function 3100.)

Allowable	Object/Function Code	Code Description
☒	580	Approved Travel for Personnel (in conjunction with their assignments to special education programs/services)—Expenditures for transportation, meals, hotel, conference registration, and other expenses associated with overnight staff travel for the LEA. Includes payments for per-diem in lieu of reimbursements for staff travel costs. Registration Fees for Conferences and Workshops—If attendance at the conference or workshop requires an overnight stay, the registration fee should be considered as part of the travel cost and coded to Object 580. The “overnight stay” criteria should be applied to all components of the travel cost including airfare, lodging, meals, ground transportation, etc. If attendance at the conference or workshop does not require an overnight stay, the registration fee should be considered professional development and coded to Object 330.

TABLE 4: ALLOWANCES FOR STATE SPECIAL EDUCATION FUNDS (590–689)

Allowable	Object/Function Code	Code Description
	590 (Header Only— Do Not Use)	Inter-educational, Interagency Purchased Services—Purchased services other than those described above. Payments to another LEA outside the State for services rendered, other than tuition and transportation fees, are coded here. Examples of such services are data processing, purchasing, nursing and guidance. Where a question arises as to whether to code such payments to the 300 series Objects or to Object 592, 592 should be used in order that all inter-LEA payments can be eliminated when consolidating reports from multiple LEAs at State and Federal levels.
	591	Services purchased from another LEA within the State.
	592	Services purchased from another LEA outside the State.
	610	General Supplies—Expenditures for all special education program supplies (other than those listed below) for the operation of an LEA, including freight. A more thorough classification of general supplies is achieved by identifying the object with the function. (Use with all Functions except 5000.)
	615	Student Uniforms, Clothing—Expenditures related to special shoes or items of clothing a school requires a student to wear related to a curricular, cocurricular or extra-curricular activity. General school uniforms are coded to Object 610.
	621	Natural Gas related to the operation of special education only building.
	622	Electricity related to the operation of special education only building.

Allowable	Object/Function Code	Code Description
	623	Bottled Gas related to the operation of special education only building.
	624	Fuel Oil related to the operation of special education only building.
	625	Coal related to the operation of special education only building.
	626	Motor Fuel (Gasoline and Diesel)—for vehicles used for programs for students with disabilities.
	629	Other.
	630	Expenditures for food to operate the school food service program. Food used in instructional programs is coded to Object 610.
	640	Expenditures for books, textbooks, and periodicals, whether in physical or electronic form, prescribed and available for general use by students, including any reference books. Includes workbooks or other organized systems or learning packages which constitute the instructional vehicle for a given course, subject, or grade level or a significant portion of a given course, subject, or grade level. This category also includes the cost of textbook and library book binding or repairs, as well as textbooks which are purchased to be resold or rented. Includes expenditures for purchases of library books, whether in physical or electronic form, which are those books provided for enrichment, extension, or study in depth. The materials may be general or specialized in nature. These are books purchased for general use and not primarily for use in certain classes, grades, or other particular student groups. They include reference sets and dictionaries.

Allowable	Object/Function Code	Code Description
	641	Textbooks for special education programs/services.
	642	eTextbooks for special education programs/services.
	644	Library books for special education programs/services.
	650	Technology-related supplies include supplies that are typically used in conjunction with technology-related hardware or software, where per unit costs are less than \$5,000. Some examples are CDs, flash or jump drives, parallel cables, and monitor stands. E-readers, including Kindles, and iPads, that fall below capitalization thresholds should be reported here as well. Software costs below the capitalization threshold should be reported here. Licenses and fees for services such as subscriptions to research materials over the Internet should be reported under 530 Communications.
	670	Software—used directly with special education programs/services and is related directly to students' IEPs.
	680	Maintenance Supplies and Materials—Expenditures for lubricants for school buses and other equipment, tires and tubes for school buses and other equipment, repair parts for school buses, other vehicles, and garage equipment for vehicles used only for/by the special education program.
	681	Lubricants for vehicles used only for/by the special education program.
	682	Tires and tubes for vehicles used only for/by the special education program.

Allowable	Object/Function Code	Code Description
	683	Repair parts for buses and other vehicles used only for/by the special education program.
	684	Repair parts for garage equipment.
	689	Miscellaneous for vehicles used only for/by the special education program.

TABLE 5: ALLOWANCES FOR STATE SPECIAL EDUCATION FUNDS (700–890)

Allowable	Object/Function Code	Code Description
	700 (Header Only— Do Not Use)	Property—Expenditures for acquiring capital assets, including land, existing buildings, existing infrastructure assets, and equipment. Typically, these are assets that individually exceed the capitalization threshold established by the LEA.
	710	Land and Site Improvements—Expenditures for the purchase of land and the improvements thereon. Includes purchases of air rights, mineral rights and the like are included here, as well as special assessments against the LEA for capital improvements such as streets, curbs, and drains. (Expenditures for improving sites and adjacent ways after acquisition by the LEA are generally coded to Object 450 or 340 as appropriate.)

Allowable	Object/Function Code	Code Description
	720	Buildings—Expenditures for acquiring existing buildings, major permanent structural alterations, renovations, fire protection systems, and other service systems. Includes are expenditures for installment or lease payments (except interest) which have a terminal date and result in the acquisition of buildings, except payments to public school-housing authorities or similar agencies. Excludes expenditures for the contracted construction of buildings, contracted major permanent structural alterations, and for the initial or additional installation of heating and ventilating systems, electrical systems, plumbing systems, fire protection systems, and other service systems in existing buildings which are coded to Object 450. Also excludes buildings built and alterations performed by the LEA staff which are coded as Salary and Benefits (100 and 200), Supplies (610), or Equipment (730), etc.
	730	Equipment for the special education programs and for special education services. Includes items that individually exceed the capitalization threshold established by the LEA. Examples: machinery such as lathes or drill presses or printing presses, etc.; school buses; non-bus vehicles; furniture; technology-related equipment and technology infrastructure such as network equipment, servers, and software used for educational or administrative purposes; etc.
	731	Machinery.
	732	School Buses.
	733	Furniture and fixtures for special education programs/services.

Allowable	Object/Function Code	Code Description
☒	734	Technology related hardware for special education programs/services.
☒	735	Non-bus vehicles.
☒	736	Technology software for special education programs/services.
☒	739	Other equipment for special education programs/services.
☒	740	Infrastructure—Expenditures for purchased infrastructure assets by the LEA. Includes water/sewer systems, roads, bridges, and other assets that have significantly longer useful lives than other capital assets.
☒	750	Other Intangible Assets—Expenditures for intangible assets not coded in Object 734 or 736.
☒	790	Depreciation and Amortization—The portion of the cost of an asset which is charged as an expense during a particular period. In accounting for depreciation/amortization, the cost of an asset, less any salvage value, is apportioned over the estimated service life of such an asset, and each period is charged with a portion of such cost. Through this process, the cost of the asset is ultimately charged off as an expense. (Only use in Enterprise Funds and Non-Profit organizations.)
☒	795	Lease depreciation and amortization.
☒	800 (Header Only— Do Not Use)	Debt Service and Miscellaneous—Amounts paid to service debt as well as for goods and services not otherwise classified above.

Allowable	Object/Function Code	Code Description
☒	810	Dues and Fees—Expenditures or assessments for membership in professional or other organizations or associations, or payments to a paying agent for services rendered for special education programs/services.
☒	820	Judgments Against the LEA—Expenditures from current funds for all judgments (except as indicated below) against the LEA that are not covered by liability insurance but are of a type that might have been covered by insurance. Only amounts paid as the result of court decisions are recorded here. Judgments against the LEA resulting from failure to pay bills or debt service are coded under the appropriate expenditure accounts as though the bills or debt service had been paid when due. (Use only with Function 2310.)
☒	830	Interest on Debt—Expenditures for interest on bonds or notes. (Use only with Function 5000.) Expenditures for interest on short-term debt or tax anticipation notes. (Use only with Function 2510.)
☒	831	Interest on leases.
☒	833	Bond issuance costs other than on refundings. The amortization of bond discounts which are the portion of the sale of bonds below their par value that represents an adjustment of the interest rate. (Use only with Function 5000.) (Amortization of bond premiums is coded to a revenue code.)
☒	840	Outlays from current funds to retire bonds, and long-term loans. (Use only with Function 5000.)
☒	841	Outlays for leases.

Allowable	Object/Function Code	Code Description
☒	845	Bond issuance costs on refundings. (Use only with Function 5000.)
☒	850	This account is provided for the budgeting of appropriations. Expenditures to be paid from the contingency should be coded to the appropriate function and object classification.
☒	860	Indirect Costs (Non-restricted)—Indirect costs chargeable to grants which are subject to regulations or policies but costs include certain additional elements such as space, custodial and utility costs in the calculation of the rate.
☒	870	Indirect Costs (Restricted)—Indirect costs chargeable to grants which are subject to regulations or policies limiting the amount of allowable indirect costs.
☒	890	Amounts paid for goods or services not properly classified in one of the Objects included above.

TABLE 6: ALLOWANCES FOR STATE SPECIAL EDUCATION FUNDS (1000–2290)

Allowable	Object/Function Code	Code Description
☒	1000	Instruction—Activities dealing directly with the interaction between teachers and students. Teaching may be provided for students in a school classroom, in another location such as a home or hospital, and in other learning situations such as those involving co-curricular activities. It may also be provided through some other medium such as television, radio, telephone, and correspondence. Includes the activities of aides or assistants of any type (e.g., clerk, graders, teaching machines, etc.) which assist in the instructional process.

Allowable	Object/Function Code	Code Description
☒	2100	Support Services (Students)—Those activities that are designed to assess and improve the well-being of students and to supplement the teaching process.
☒	2110	Attendance and Social Workers—Those activities that are designed to assess and improve student attendance at school that attempt to prevent or solve student problems involving the home, the school, and the community and the work that is related directly to students' IEPs.
☒	2120	Guidance Services—Those activities of counseling students and parents, providing consultation with other staff members on learning problems, assisting students in personal and social development, assessing the abilities of students, assisting students as they make their own educational and career plans and choices, providing referral assistance, and working with other staff members in planning and conducting guidance programs for students and the work that is related directly to students' IEPs.
☒	2130	Health Services—Physical and mental health services that are not direct instruction such as activities that provide students with appropriate medical, dental, and nurse services and the work that is related directly to students' IEPs.
☒	2140	Psychological Services—Activities concerned with administering psychological tests and interpreting the results; gathering and interpreting information about student behavior; and working with other staff members in planning school programs to meet the special needs of students and related directly to students' IEPs.
☒	2150	Speech Pathology and Audiology Services—Activities that identify, assess, and treat students with speech, hearing, and language impairments.

Allowable	Object/Function Code	Code Description
☒	2160	Occupational Therapy Related Services—Activities that assess, diagnose, or treat students for all conditions requiring the services of an occupational therapist.
☒	2170	Physical Therapy Related Services—Activities that assess, diagnose, or treat students for all conditions requiring the services of a physical therapist.
☒	2180	Visually Impaired/Vision Services—Activities that assess diagnose or treat students for all conditions relating to visual impairment.
☒	2190	Other Support Services (Students).
☒	2200	Support Services (Instructional Staff Assistance)—Activities associated with assisting the instructional staff with the content and process of providing learning experiences for students with disabilities and when uniquely related to the special education program.
☒	2210	Improvement of Instruction Services—Those activities that are designed primarily for assisting instructional staff in planning, developing, and evaluating the process of planning, developing, and evaluating the process of providing learning experiences for students that include curriculum development, techniques of instruction, child development and understanding, staff training, etc., when uniquely related to the special education program.
☒	2212	Instruction and Curriculum Development Services—Activities designed to aid teachers in developing the curriculum, preparing and utilizing special curriculum materials, and understanding and appreciating the various techniques which stimulate and motivate students when uniquely related to the special education program.

Allowable	Object/Function Code	Code Description
☒	2213	Instruction Staff Training Services—Activities designed to contribute to the professional or occupational growth and competence of members of the instructional staff during the time of their service to the LEA or school that include workshops, demonstrations, school visits, courses for college credit, sabbatical leaves, and travel leaves when uniquely related to the special education program.
☒	2219	Other Improvement of Instruction Services (when uniquely related to the special education program).
☒	2220	Library/Media Services—Activities concerned with directing, managing, and supervising educational media services (e.g., supervisory personnel) as well as such activities as selecting, acquiring, preparing, cataloging, and circulating books and other printed materials; planning for the use of the library by students, teachers, and other members of the instructional staff; and guiding individuals in their use of library books, reference guides and materials, catalog materials, special collections, and other materials, whether maintained separately or as part of an instructional materials center and when uniquely related to the special education program.
☒	2230	Instruction Related Technology—Technology activities and services for the purpose of supporting instruction which include expenditures for internal technology support as well as support provided by external vendors using operating funds, costs associated with the administration and supervision of technology personnel, systems planning and analysis, systems application development, systems operations, network support services, hardware maintenance and support services, and other technology-related costs that relate to the support of instructional activities when uniquely related to the special education program.

Allowable	Object/Function Code	Code Description
☒	2240	Academic Student Assessment—Services rendered for the academic assessment of students that are not initiated by the teacher, but by the LEA or USBE when uniquely related to the special education program.
☒	2290	Other Support Services (Instructional Staff)—Services uniquely provided to the special education program.

TABLE 7: ALLOWANCES FOR STATE SPECIAL EDUCATION FUNDS (2300–2790)

Allowable	Object/Function Code	Code Description
☒	2300	Support Services (General LEA Administration)—Activities concerned with establishing and administering policy in connection with operating the LEA that include: Board of Education Services—Activities of the elected body that have been created according to State law and vested with responsibilities for educational activities in a given administrative unit. Executive Administration—Activities associated with the overall general administration of or executive responsibility for the entire LEA (Office of the Superintendent, Community Relations, State and Federal Relations, and Other Executive Administration).

Allowable	Object/Function Code	Code Description
☒	2400	Support Services (School Administration)—Activities concerned with overall administrative responsibility for a single school that include: Office of the Principal—Activities concerned with directing and managing the operation of a particular school or schools. Included are the activities performed by the principal, assistant principals, and other assistants in general supervision of all operations of the school; evaluation of the staff members of the school; assignment of duties to staff members; supervision and maintenance of the school records; and coordination of school instructional activities with instructional activities of the LEA. Includes clerical staff for those activities.
☒	2500	Support Services (Central Services)—Activities that support other administrative and instructional functions.
☒	2510	Fiscal Services—Activities concerned with the fiscal operations of the LEA. This function includes budgeting, receiving and disbursing, financial and property accounting, payroll, inventory control, internal auditing, and funds managing.
☒	2520	Purchasing, Warehousing, and Distributing Services—Activities concerned with purchasing, receiving, storing, and distributing supplies and materials used in schools or school system operations.
☒	2530	Printing, Publishing, and Duplicating Services—The activities of printing and publishing administrative publications such as annual reports, school directories, and manuals. Also includes centralized services for duplicating school materials and instruments such as school bulletins, newsletters, and notices.

Allowable	Object/Function Code	Code Description
☒	2540	Planning, Research, Development, and Evaluation Services—Activities associated with conducting and managing system-wide programs of planning, research, development, and evaluation for a school system.
☒	2560	Public Information Systems—Activities concerned with writing, editing, and other preparation necessary to disseminate educational and administrative information to students, staff, managers, and the general public.
☒	2570	Personnel Services—Activities concerned with maintaining efficient personnel for the school system including supervision of personnel services, recruitment and placement, personnel information, noninstructional personnel training, health services for LEA employees, and other personnel services.
☒	2580	Administrative Technology Services—Activities concerned with supporting the LEA's information technology systems, including supporting administrative networks, maintaining administrative information systems, and processing data for administrative and managerial purposes.
☒	2590	Other Support Services.
☒	2600	Operation and Maintenance of Plant Services—Activities concerned with keeping the physical plant open, comfortable, and safe for use, and keeping the grounds, buildings, and equipment in an effective working condition and state of repair. Includes activities that maintain safety in buildings, on the grounds, and in the vicinity of schools are included.

Allowable	Object/Function Code	Code Description
	2610	Operation of Buildings—Activities concerned with keeping the physical plant clean and ready for daily use Includes operating the heating, lighting, and ventilating systems, and repair and replacement of facilities and equipment, as well as the costs of building rental and property insurance.
	2620	Maintenance of Buildings—Activities associated with keeping buildings at an acceptable level of efficiency through repairs and preventative maintenance.
	2630	Care and Upkeep of Grounds Services—Activities of maintaining the land and its improvements other than buildings. Includes snow removal, landscaping, grounds maintenance, etc.
	2640	Care and Upkeep of Equipment Services—Activities concerned with maintaining, in good condition, equipment owned or used by the LEA. Includes activities such as servicing and repairing furniture, machines, and movable equipment, etc.
	2650	Vehicle Servicing and Maintenance Services—Activities concerned with maintaining general-purpose vehicles such as trucks, tractors, graders, and staff vehicles in good condition. Includes activities such as repairing vehicles, replacing vehicle parts, cleaning, painting, greasing, fueling, and inspecting vehicles for safety (i.e., preventive maintenance).
	2660	Security Services—Activities concerned with maintaining a secure environment for students and staff, whether they are in transit to or from school, on a campus or administrative facility, or participating in school-sponsored events.

Allowable	Object/Function Code	Code Description
	2670	Safety—Activities concerned with maintaining a safe environment for students and staff, whether they are in transit to or from school, on a campus or administrative facility, or participating in school-sponsored events. Includes fire alarms, crossing guards, as well as other costs incurred to ensure the basic safety of students and staff.
	2680	Other Operation and Maintenance of Plant Services.
	2700	Student Transportation Services—Activities concerned with the conveyance of students to and from school, as provided by State law. Includes trips between home and school and trips to school activities.
	2710	Vehicle Operation Services—Activities concerned with operating vehicles for pupil transportation from the time the vehicles leave the point of storage until they return to that point. Includes driving buses or other pupil transportation vehicles.
	2720	Monitoring Services—Activities concerned with supervising students in the process of being transported between home and school and while being transported for school activities. Includes supervision while in transit and while being loaded and unloaded and directing traffic at the loading and unloading stations.
	2730	Vehicle Servicing and Maintenance Services—Activities concerned with maintaining pupil transportation vehicles in good condition, including repairing vehicles; replacing vehicle parts; and cleaning, painting, greasing, fueling, and inspecting vehicles for safety. Replacing a vehicle chassis or body individually is considered equipment and is charged to property.

Allowable	Object/Function Code	Code Description
	2790	Other Student Transportation Services (Transportation Services from Special Activities).

TABLE 8: ALLOWANCES FOR STATE SPECIAL EDUCATION FUNDS (3000–5900)

Allowable	Object/Function Code	Code Description
	3000	Operation of Non-Instructional Services—Activities concerned with providing non-instructional services to students, staff or the community.
	3300	Community Services—Activities concerned with providing community services to students, staff or other community participants which include community recreation programs, the operation of a community swimming pool, civic services, the operation of a public library, a childcare center, welfare activities services, LEA Foundations, and services provided to school-age children not related to public education.
	4000	Facilities Acquisition and Construction Services.
	4100	Land Acquisition Services Activities—Pertaining to the initial acquiring and improving land.
	4200	Land Improvement Services—Activities concerned with making permanent improvements to land, such as grading, fill, and environmental remediation.

Allowable	Object/Function Code	Code Description
①	4300	Architecture and Engineering Services—The activities of architects and engineers related to site acquisition and improvement and to improvements to buildings. Codes are used with this function only for those preliminary activities that may or may not result in additions to the LEA's property. Otherwise, these services are used with Functions 4100, 4200, 4500, or 4600 as appropriate.
①	4400	Educational Specification Development Services—Activities concerned with preparing and interpreting descriptions of specific space requirements for the various learning experiences of students to be accommodated in a building. These specifications are interpreted to the architects and engineers in the early stages of blueprint development.
①	4500	Building Acquisition and Construction Services—Activities concerned with building acquisition through purchase or construction.
①	4600	Site Improvement—Activities concerned with making nonpermanent improvements or enhancements to building sites. Includes fencing, walkways, tunnels, and temporary landscaping.
①	4700	Building Improvement—Activities concerned with building additions and with installing or extending service systems and other built-in equipment.
①	4900	Other Facilities Acquisition and Construction Services—Facilities acquisition and construction activities that cannot be classified above.

Allowable	Object/Function Code	Code Description
☒	5000	Debt Service—Activities related to servicing the long-term debt of the LEA, including payments of both principal and interest. This function should be used to account for bond interest payments, retirement of bonded debt (including current and advance refunds), capital lease payments, and other long-term notes. Interest on short-term notes or loans (repayable within one year of receiving the obligation) is used with Function 2510.
☒	5100	Bonds.
☒	5200	Tax Anticipation Notes.
☒	5300	Lease-Purchase Agreements.
☒	5900	Other Debt Service.

X.Q. FEDERAL (IDEA) SPECIAL EDUCATION FUNDS GENERALLY.

1. Federal special education funds are made available through a grant to the USBE from the OSEP. The OSEP has indicated that the components of the IDEA Part B General Supervision system should include:
 - a. An SPP;
 - b. Policies, procedures, and effective implementation;
 - c. Data on processes and results;
 - d. Targeted TA and professional learning;
 - e. Effective dispute resolution;

- f. Integrated monitoring activities;
 - g. Improvement, correction, incentives, and sanctions; and
 - h. Fiscal management.
2. These Federal special education funds are restricted and may only be used to provide enumerated services and programs for students who qualify under Part B of the IDEA. Funds are available for students ages 3–5 (Section 619 Preschool, 34 CFR § 300.800) and for students ages 3–21 (Section 611 School-Age, 34 CFR § 300.703). Some funds are retained at the State level for administration and for State level activities. The USBE uses a formula to allocate the remaining Federal special education funds to LEAs (i.e., public school districts, public charter schools, and the USDB); these flow-through funds are distributed as subgrants.
 3. The LEA must have a USBE-approved special education program (UCA 53F-2-307).
 - a. The LEA's program is approved by the USBE when the LEA's special education policies and procedures are approved by the USBE special education staff and then by the LEA's local board in a public meeting. The LEA must submit documentation of the local board's approval to the USBE special education staff within 30 days of the local board's approval.
 - b. The LEA must have board-approved special education program to be eligible for Federal special education funds.
 4. The LEA must be current with the UIPS monitoring requirements, including correction of noncompliance within one year of notification, annual CAP and PIP reports, and submissions to be eligible for Federal special education funds.

X.R. ALLOWABLE COSTS FOR FEDERAL (IDEA) SPECIAL EDUCATION FUNDS.

1. Funds paid to the State under IDEA Part B for the purposes of special education ("Federal special education funds") are calculated, allocated, and classified according to 34 CFR §300.705.
2. The Federal government provides Federal special education funds under the IDEA to help states meet the costs associated with providing special education and related services to students who are eligible (34 CFR §300.700).

3. All Federal special education fund requests are directed to USBE by LEAs that are providing FAPE to students with disabilities. Parents of a student with a disability have no individual entitlement to Federal special education funds (34 CFR § 300.200).
4. The costs of providing for specially designed instruction, related services, and supplementary aids and services provided in a regular class or other education-related setting to a student with a disability in accordance with the IEP of the student are allowable.
5. The costs of providing inclusive special education preschool services are an allowable excess cost under IDEA (34 CFR § 300.16).
6. The costs of including peer models in IEP services that require a peer model are allowable.
7. The costs of providing co-teaching, in which both a licensed general educator and licensed special education teacher plan and provide specially designed instruction are allowable.
8. The tables below list allowable costs for Federal special education funds, including both IDEA Part B flow-through and preschool grants. If an item is not listed, it still may be allowed but LEAs must ask USBE staff for approval before expending Federal (IDEA) special education funds. The items that are allowed may not be charged to funds budgeted for CEIS.

a. Table of Allowances for Federal (IDEA) Special Education Funds

(1) Symbol Key:

☒ Always allowed.

☐ May be allowed, but special requirements or additional information required. Must align with students' IEPs. LEA must ask USBE special education staff for approval before expending Federal (IDEA) special education funds. Supporting documentation must be readily available for review upon request.

☐ Never allowed.

TABLE 9: ALLOWANCES FOR FEDERAL (IDEA) SPECIAL EDUCATION FUNDS (100–198)

Allowable	Object/Function Code	Code Description
☒	100 (Header Only – Do Not Use)	Salaries – Amounts paid to employees of the LEA who are in positions of a permanent nature or hired temporarily, including personnel substituting for those in permanent positions. This includes gross salary for personnel services rendered while on the payroll of the LEA.
☒	111	Compensation paid to school board members.
☒	112	Salaries paid to the Superintendent.
☒	113	Salaries paid to associate, deputy, or assistant superintendent(s).
☒	114	Salaries paid to the Business Administrator.
☒	115	Properly licensed special education personnel in direct supervision or coordination of special education programs (salaries paid to administrative supervisors and directors not in direct supervision or coordination of special education programs is not allowed).
☒	121	Salaries paid to principals and assistant principals.
☒	131	Salaries paid to licensed teachers, including those with associate status who teach students in special education.
☒	132	Salaries paid to substitute teachers who teach students in special education.
☒	133	Salaries paid to replacement teachers covering teachers who teach students in special education programs on sabbatical leave.

Allowable	Object/Function Code	Code Description
☒	141	Salaries paid to attendance specialists and social workers who work directly with students in special education and the work that is related directly to students' IEPs.
☐	142	Guidance counselors must be employees of an LEA or contracted with an LEA. Costs must be IEP-driven or related to the evaluation of a student. Day-to-day costs of services provided to all students are not allowed. If the position is not 100% dedicated to special education, work must be documented with personnel activity reports. Only time devoted to students with disabilities and special education activities is allowable. Salaries paid to guidance personnel who work directly with students in special education programs and the work that is related directly to students' IEPs.
☒	143	Salaries paid to health personnel who are properly licensed and who are assigned to work with students in special education programs and the work that is related directly to students' IEPs. Health personnel costs must be IEP-driven or related to the evaluation of a student. Day-to-day costs of nursing services provided to all students are not allowed. Only the actual time providing related services required by IEPs or performing evaluations is allowed. If the position is not dedicated 100% to special education, school nurses must document their work with personnel activity reports.

Allowable	Object/Function Code	Code Description
☒	144	Salaries paid to psychological services providers. Properly licensed personnel providing for the identification and evaluation of students with disabilities and for instructional or treatment services.
☒	145	Salaries paid to licensed media personnel.
☒	151	Salaries paid to accounting, purchasing and other business service professional personnel.
☒	152	Secretarial personnel assigned to work directly with special education programs.
☒	161	Teachers' aides and paraprofessionals who teach students in special education and are properly trained and supervised by licensed special education personnel.
☒	162	Unlicensed media personnel.
☒	171	Salaries paid to student transportation supervisor/director.
☐	172	Salaries paid to bus drivers when related directly to students' IEPs.
☒	173	Salaries paid to mechanics and other garage employees.

Allowable	Object/Function Code	Code Description
	174	Salaries paid to other student transportation employees not identified in any of the other 17x codes when related directly to students' IEPs.
	175	Salaries paid to bus aides when related directly to students' IEPs.
	181	Salaries paid to maintenance supervisor/director.
	182	Salaries paid to custodial and maintenance personnel.
	184	Salaries paid to technology personnel who work directly with students in special education programs and the work that is related directly to students' IEPs.
	191	Salaries paid to food service personnel.
	195	Salaries paid to athletic coaches.
	198	Salaries paid to classified personnel other than those coded to Object 170 or 180.

TABLE 10: ALLOWANCES FOR FEDERAL (IDEA) SPECIAL EDUCATION FUNDS (200–290)

Allowable	Object/Function Code	Code Description
☒	200 (Header Only – Do Not Use)	Employee Benefits – Amounts paid by the LEA on behalf of employees; these amounts are not included in the gross salary but are over and above. Such payments are fringe benefits. While not paid directly to employees, they are part of the cost of personnel services.
☒	210	State retirement – Employer's share of the cost of the State retirement plan (LEA 401(k) contributions to URS are coded here).
☒	220	Social security – Employer's share of the cost of social security contributions.
☒	230	Local retirement (for individual special education personnel).
☒	240	Group insurance (licensed and classified personnel assigned to programs for students with disabilities-prorated, if part-time).
☒	241	If the LEA wishes to track these separately, group insurance licensed personnel.
☒	242	If the LEA wishes to track these separately, group insurance classified personnel.
☒	270	Industrial Insurance/Worker's Compensation Insurance – (licensed and classified personnel assigned to programs for students with disabilities—prorated, if part-time).
☒	280	Unemployment insurance (for individual special education personnel).
☒	290	Other employee benefits (for individual special education personnel). Includes post-employment benefits for special education personnel.

TABLE 11: ALLOWANCES FOR FEDERAL (IDEA) SPECIAL EDUCATION FUNDS (300–350)

Allowable	Object/Function Code	Code Description
	300 (Header Only – Do Not Use)	Purchased Professional and Technical Services – Purchased services which by their nature can be performed only by persons with specialized skills and/or knowledge. Although a product may or may not result from the transaction, the primary reason for the purchase is the service provided. Excluded are services purchased from another LEA (see Objects 590–592).
	310	Official/Administrative Services – Services in support of the various policymaking and managerial activities of the LEA. Includes management consulting activities oriented to general governance or business and financial management of the LEA, school management support activities, and election and tax assessing and collection services.
	320	Professional Educational Services – Services supporting the instructional program and its administration. Includes instructional services, counseling and guidance services, and library and media support.

Allowable	Object/Function Code	Code Description
☒	330	Employee Training and Development – Services supporting the professional and technical development of school district personnel, including instructional, administrative, and service employees. Includes course registration fees (that are not tuition reimbursement), charges from external vendors to conduct training courses (at either school district facilities or off-site), and other expenditures associated with training or professional development by third-party vendors including conference or workshop registration fees associated with conferences or workshops that do not require an overnight stay (those that do require an overnight stay should be coded to Object 580). All expenditures should be captured in this account regardless of the type or intent of the training course or professional development activity. Training for instructional staff should be used with Function 2213 when directly related to the special education program (usually used with Functions 2570 and 3100).
☒	340	Other Contracted Professional Services. Professional services other than educational in support of the operation of the LEA. Included are the services of accountants, auditors, architects, engineers, consultants, dentists, medical doctors, teachers, therapists, audiologists, dieticians, editors, negotiations specialists, planners, etc.
☒	341	Other Contracted Professional Services – Teacher salaries for those working directly with students in special education programs including job coaches

Allowable	Object/Function Code	Code Description
☒	342	Other Contracted Professional Services – Teacher benefits for those working directly with students in special education programs.
☒	343	Other Contracted Professional Services – LEA administration salaries (Special Education Director or Coordinator only).
☒	344	Other Contracted Professional Services – LEA administration benefits (Special Education Director or Coordinator only).
☒	345	Other Contracted Professional Services – Business Services.
☐	349	Purchased Legal Services – Payments made for contracted legal services. Contracted staff training, in-service, or policy development and review are allowable. Not allowable: Attorney fees for IDEA State complaints, due process hearings, representation at IEP Team meetings, facilitated IEP Team meetings, mediation sessions, or any student-specific consultation.
☒	350	Technical Services – Contracted services to the LEA which are not regarded as professional but require basic scientific knowledge and/or manual skills. Includes data processing services, system analysts, purchasing and warehousing services, graphic arts etc.

TABLE 12: ALLOWANCES FOR FEDERAL (IDEA) SPECIAL EDUCATION FUNDS (400–490)

Allowable	Object/Function Code	Code Description
	400 (Header Only – Do Not Use)	Purchased Property Services – Amounts paid for services rendered by organizations or personnel not on the payroll of the LEA to operate, repair, maintain, insure, and rent property owned and/or used by the LEA.
	410	Utility Services – Expenditures for utility services other than energy services supplied by public or private organizations. Water and sewage as well as garbage collection/disposal services are included here (telephone services are coded to Object 530).
	411	Water/Sewage related to the operation of special education only building.
	412	Disposal Service related to the operation of special education only building.
	420	Cleaning Services – Services purchased to provide custodial and other building cleaning services other than those provided by LEA personnel.
	430	Repairs and Maintenance Services – Expenditures for repairs and maintenance services not provided directly by LEA personnel and includes both non-technology and technology-related repairs and maintenance for programs for students with disabilities.
	431	Non-Technology Repairs and Maintenance for programs for students with disabilities.

Allowable	Object/Function Code	Code Description
	432	Technology-Related Repairs and Maintenance for programs for students with disabilities.
	433	Custodial Services.
	440	Costs for temporary and long-term renting or leasing of land and buildings, equipment and vehicles, and computers, and related equipment. LEAs may rent space for alternative special education programs under the following limited circumstances: the special education program must be housed off district property, it must serve only students with disabilities, and it must be required as part of the student's placement. A detailed description is required in the grant budget.
	441	Rental of land and buildings.
	442	Rental of Equipment and Vehicles – Costs for temporary and long-term rental of equipment and vehicles for programs for students with disabilities.
	443	Rental of Computers and Related Equipment – Costs for temporary and long-term rental of computers and related equipment for programs for students with disabilities.

Allowable	Object/Function Code	Code Description
	450	Construction Services – Costs for constructing, renovating, and remodeling buildings or infrastructure assets by contractors (use only with Function 4000). Capital assets being constructed are coded here whereas capital assets being purchased are coded to Object 7xx.
	490	Other Purchased Property Services – Purchased property services that are not classified above.

TABLE 13: ALLOWANCES FOR FEDERAL (IDEA) SPECIAL EDUCATION FUNDS (500–550)

Allowable	Object/Function Code	Code Description
	500 (Header Only – Do Not Use)	Amounts paid for services rendered by organizations or personnel not on the payroll of the LEA other than Professional and Technical Services (300) or Property Services (400)
	510	Student Transportation Services (to/from school) – when related directly to students' IEPs.
	511	Student Transportation Services (from another LEA within the State) – when related directly to students' IEPs.
	512	Student Transportation Services (from another LEA outside of State) – when related directly to students' IEPs.
	513	Student Transportation Services (commercial)—when related directly to students' IEPs.

Allowable	Object/Function Code	Code Description
	514	Student Transportation Services (student allowances)—when related directly to students' IEPs.
	515	Payments in lieu of transportation when related directly to students' IEPs.
	516	Payments in lieu of dead miles when related directly to students' IEPs.
	517	Student travel overnight when related directly to students' IEPs.
	518	Student Day Trips/Field Trips (including admission charges) when related directly to students' IEPs.

Allowable	Object/Function Code	Code Description
☒	520	Insurance (Other than employee benefits) – Expenditures for all types of insurance coverage such as property (the loss of or damage to property owned or leased by the LEA from fire, theft, storm, etc.) and liability (loss caused by school board members and their employees due to accident or neglect, or judgments awarded against the LEA or its officers). Premiums for fidelity bonds guaranteeing the LEA against losses resulting from the actions of the treasurer, employees, or other persons of the LEA. Expenditures made in lieu of fidelity bonds. (Payments of judgments awarded against the LEA, not covered by insurance or fidelity bonds, are coded to Object 820. Employee insurance costs provided as benefits such as group medical, dental, workmen's compensation, etc., are coded to Object 2xx. Pupil transportation insurance are coded to Object 510.)
☒	521	Property Insurance.
☒	522	Liability Insurance.
☒	523	Fidelity Bond Premiums.

Allowable	Object/Function Code	Code Description
	530	Communication devices are allowed ONLY for special education activities. If a device is also used for other non-special education activities, documentation is required of the extent to which it is used for special education and the other activities. Costs for personal use are not allowed. Communication (Telephone and Other) – Services provided by persons or businesses to assist in transmitting and receiving messages or information. This category includes telephone and voice communication services; data communication services to establish or maintain computer-based communications, networking, and internet services; video communications services to establish or maintain one- or two-way video communications via satellite, cable, or other devices; and postal communications services to establish or maintain postage machine rentals, postage, express delivery services, and couriers. Includes license fees and fees for services such as subscriptions to research materials over the internet. (Expenditures for software are coded to Object 650 [if not capitalized] or Object 736 [if eligible for capitalization.]).
	540	Advertising – Expenditures for printed announcements in professional periodicals and newspapers or announcements broadcast by radio and television networks. These expenditures include advertising for such purposes as personnel recruitment.

Allowable	Object/Function Code	Code Description
	550	Printing and Binding – Expenditures for job printing and binding usually according to specifications of the LEA. Includes the designing and printing of forms and posters as well as printing and binding of LEA publications. (Preprinted standard forms are coded to Object 610.)

TABLE 14: ALLOWANCES FOR FEDERAL (IDEA) SPECIAL EDUCATION FUNDS (560–580)

Allowable	Object/Function Code	Code Description
	560 (Header Only – Do Not Use)	Tuition – Expenditures to reimburse other educational agencies for services rendered to students residing in the legal boundaries described for the paying LEA.
	561	Tuition – To other LEAs within the State. Tuition for a preschool program is allowed if charged for a placement made by an LEA to provide a student with a FAPE. Only the cost of the time necessary to provide FAPE is allowed, including time when special education services are provided by LEA staff in the preschool setting. If the parent enrolls the student in the non-LEA preschool program for additional time, the parent is responsible for the tuition, and the cost of the additional time is not allowed.

Allowable	Object/Function Code	Code Description
	562	Tuition – To other LEAs outside the State. Tuition for a preschool program is allowed if charged for a placement made by an LEA to provide a student with a FAPE. Only the cost of the time necessary to provide FAPE is allowed, including time when special education services are provided by LEA staff in the preschool setting. If the parent enrolls the student in the non-LEA preschool program for additional time, the parent is responsible for the tuition, and the cost of the additional time is not allowed.
	563	Tuition – To private schools. Tuition for a preschool program is allowed if charged for a placement made by an LEA to provide a student with a FAPE. Only the cost of the time necessary to provide FAPE is allowed, including time when special education services are provided by LEA staff in the preschool setting. If the parent enrolls the student in the non-LEA preschool program for additional time, the parent is responsible for the tuition, and the cost of the additional time is not allowed.
	564	Tuition – To charter schools within the State. Tuition for a preschool program is allowed if charged for a placement made by an LEA to provide a student with a FAPE. Only the cost of the time necessary to provide FAPE is allowed, including time when special education services are provided by LEA staff in the preschool setting. If the parent enrolls the student in the non-LEA preschool program for additional time, the parent is responsible for the tuition, and the cost of the additional time is not allowed.

Allowable	Object/Function Code	Code Description
	565	Tuition – To postsecondary schools. Tuition for a preschool program is allowed if charged for a placement made by an LEA to provide a student with a FAPE. Only the cost of the time necessary to provide FAPE is allowed, including time when special education services are provided by LEA staff in the preschool setting. If the parent enrolls the student in the non-LEA preschool program for additional time, the parent is responsible for the tuition, and the cost of the additional time is not allowed.
	568	Student tuition to other LEAs or voucher programs Tuition for a preschool program is allowed if charged for a placement made by an LEA to provide a student with a FAPE. Only the cost of the time necessary to provide FAPE is allowed, including time when special education services are provided by LEA staff in the preschool setting. If the parent enrolls the student in the non-LEA preschool program for additional time, the parent is responsible for the tuition, and the cost of the additional time is not allowed.
	569	Tuition – Other. Tuition for a preschool program is allowed if charged for a placement made by an LEA to provide a student with a FAPE. Only the cost of the time necessary to provide FAPE is allowed, including time when special education services are provided by LEA staff in the preschool setting. If the parent enrolls the student in the non-LEA preschool program for additional time, the parent is responsible for the tuition, and the cost of the additional time is not allowed.

Allowable	Object/Function Code	Code Description
	570	Food Service Management – Expenditures for the operation of a local food services facility other than by employees of the LEA. Includes contracted services, such as food preparation, associated with the food service operation. (Use only with Function 3100.)
	580	Approved Travel for Personnel (in conjunction with their assignments to special education programs/services) – Expenditures for transportation, meals, hotel, conference registration, and other expenses associated with overnight staff travel for the LEA. Includes payments for per-diem in lieu of reimbursements for staff travel costs. Registration Fees for Conferences and Workshops If attendance at the conference or workshop requires an overnight stay, the registration fee should be considered as part of the travel cost and coded to Object 580. The “overnight stay” criteria should be applied to all components of the travel cost including airfare, lodging, meals, ground transportation, etc. If attendance at the conference or workshop does not require an overnight stay, the registration fee should be considered professional development and coded to Object 330.

TABLE 15: ALLOWANCES FOR FEDERAL (IDEA) SPECIAL EDUCATION FUNDS (590–689)

Allowable	Object/Function Code	Code Description
	590 (Header Only – Do Not Use)	Inter-educational, Interagency Purchased Services – Purchased services other than those described above. Payments to another LEA outside the State for services rendered, other than tuition and transportation fees, are coded here. Examples of such services are data processing, purchasing, nursing and guidance. Where a question arises as to whether to code such payments to the 300 series Objects or to Object 592, 592 should be used in order that all inter-LEA payments can be eliminated when consolidating reports from multiple LEAs at State and Federal levels.
	591	Services purchased from another LEA within the State.
	592	Services purchased from another LEA outside the State.
	610	General Supplies – Expenditures for all special education program supplies (other than those listed below) for the operation of an LEA, including freight. A more thorough classification of general supplies is achieved by identifying the object with the function. (Use with all Functions except 5000.)
	615	Student Uniforms, clothing – Expenditures related to special shoes or items of clothing a school requires a student to wear related to a curricular, cocurricular or extra-curricular activity. General school uniforms are coded to Object 610.

Allowable	Object/Function Code	Code Description
	621	Natural Gas related to the operation of special education only building.
	622	Electricity related to the operation of special education only building.
	623	Bottled Gas related to the operation of special education only building.
	624	Fuel Oil related to the operation of special education only building.
	625	Coal related to the operation of special education only building.
	626	Motor Fuel (Gasoline and Diesel) – for vehicles used for programs for students with disabilities.
	629	Other.
	630	Expenditures for food to operate the school food service program. Food used in instructional programs is coded to Object 610.

Allowable	Object/Function Code	Code Description
	640	Expenditures for books, textbooks, and periodicals, whether in physical or electronic form, prescribed and available for general use by students, including any reference books. Includes workbooks or other organized systems or learning packages which constitute the instructional vehicle for a given course, subject, or grade level or a significant portion of a given course, subject, or grade level. This category also includes the cost of textbook and library book binding or repairs, as well as textbooks which are purchased to be resold or rented. Includes expenditures for purchases of library books, whether in physical or electronic form, which are those books provided for enrichment, extension, or study in depth. The materials may be general or specialized in nature. These are books purchased for general use and not primarily for use in certain classes, grades, or other particular student groups. They include reference sets and dictionaries.
	641	Textbooks for special education programs/services.
	642	eTextbooks for special education programs/services.
	644	Library books for special education programs/services.

Allowable	Object/Function Code	Code Description
	650	If an LEA has decided to equip classrooms in a school and charges the IDEA grant a prorated amount based upon the number of students with disabilities in the school, acquisition of computers is NOT an excess cost, and therefore NOT allowed. The equipment is an excess cost when related to the unique needs of a particular student with a disability. It may be provided in a regular education class or other education-related setting, even if one or more students who are nondisabled benefit. When the equipment is no longer needed to meet the unique needs of a student with a disability, it must be managed or disposed of in accordance with 34 CFR § 80.32. Technology-related supplies include supplies that are typically used in conjunction with technology-related hardware or software, security equipment, where per unit costs are less than \$5,000. Some examples are CDs, flash or jump drives, parallel cables, and monitor stands. E-readers, including Kindles, and iPads, that fall below capitalization thresholds should be reported here as well. Software costs below the capitalization threshold should be reported here. Licenses and fees for services such as subscriptions to research materials over the Internet should be reported under 530 Communications.
	670	Software – used directly with special education programs/services and is related directly to students’ IEPs.

Allowable	Object/Function Code	Code Description
	680	Maintenance Supplies and Materials – Expenditures for lubricants for school buses and other equipment, tires and tubes for school buses and other equipment, repair parts for school buses, other vehicles, and garage equipment for vehicles used only for/by the special education program.
	681	Lubricants for vehicles used only for/by the special education program.
	682	Tires and tubes for vehicles used only for/by the special education program.
	683	Repair parts for buses and other vehicles used only for/by the special education program.
	684	Repair parts for garage equipment.
	689	Miscellaneous for vehicles used only for/by the special education program.

TABLE 16: ALLOWANCES FOR FEDERAL (IDEA) SPECIAL EDUCATION FUNDS (700–795)

Allowable	Object/Function Code	Code Description
	700 (Header Only – Do Not Use)	Property – Expenditures for acquiring capital assets, including land, existing buildings, existing infrastructure assets, and equipment. Typically, these are assets that individually exceed the capitalization threshold established by the LEA.

Allowable	Object/Function Code	Code Description
	710	Land and Site Improvements – Expenditures for the purchase of land and the improvements thereon. Includes purchases of air rights, mineral rights and the like are included here, as well as special assessments against the LEA for capital improvements such as streets, curbs, and drains. (Expenditures for improving sites and adjacent ways after acquisition by the LEA are generally coded to Object 450 or 340 as appropriate.)
	720	Buildings – Expenditures for acquiring existing buildings, major permanent structural alterations, renovations, fire protection systems, and other service systems. Includes are expenditures for installment or lease payments (except interest) which have a terminal date and result in the acquisition of buildings, except payments to public school-housing authorities or similar agencies. Excludes expenditures for the contracted construction of buildings, contracted major permanent structural alterations, and for the initial or additional installation of heating and ventilating systems, electrical systems, plumbing systems, fire protection systems, and other service systems in existing buildings which are coded to Object 450. Also excludes buildings built and alterations performed by the LEA staff which are coded as Salary and Benefits (100 and 200), Supplies (610), or Equipment (730), etc.

Allowable	Object/Function Code	Code Description
	730	LEAs' computer networking costs are provided LEA-wide and are not excess costs of special education. Equipment for the special education programs and for special education services. Includes items that individually exceed the capitalization threshold established by the LEA. Examples: machinery such as lathes or drill presses or printing presses, etc.; school buses; non-bus vehicles; furniture; technology-related equipment and technology infrastructure such as network equipment, servers, and software used for educational or administrative purposes; etc.
	731	Machinery.
	732	School Buses. Vehicles purchased with IDEA funds may be used ONLY to transport students with disabilities who require special assistance in transportation (special transportation or additional transportation), including students with disabilities attending regular classes. Buses or other vehicles purchased and used in part for students with disabilities may be purchased with a prorated portion of IDEA funds. A detailed description is required in the grant budget. Costs must be necessary and reasonable. LEAs must have prior approval from the USBE to use IDEA funds to purchase a vehicle.
	733	Furniture and fixtures for special education programs/services.

Allowable	Object/Function Code	Code Description
☒	734	Technology related hardware for special education programs/services.
☒	735	Non-bus vehicles.
☒	736	Technology software for special education programs/services.
☒	739	Other equipment for special education programs/services.
☒	740	Infrastructure – Expenditures for purchased infrastructure assets by the LEA. Includes water/sewer systems, roads, bridges, and other assets that have significantly longer useful lives than other capital assets.
☒	750	Other Intangible Assets – Expenditures for intangible assets not coded in Object 734 or 736.
☒	790	Depreciation and Amortization – The portion of the cost of an asset which is charged as an expense during a particular period. In accounting for depreciation/amortization, the cost of an asset, less any salvage value, is apportioned over the estimated service life of such an asset, and each period is charged with a portion of such cost. Through this process, the cost of the asset is ultimately charged off as an expense. (Only use in Enterprise Funds and Non-Profit organizations.)

Allowable	Object/Function Code	Code Description
☒	795	Lease depreciation and amortization.

TABLE 17: ALLOWANCES FOR FEDERAL (IDEA) SPECIAL EDUCATION FUNDS (800–890)

Allowable	Object/Function Code	Code Description
☒	800 (Header Only – Do Not Use)	Debt Service and Miscellaneous – Amounts paid to service debt as well as for goods and services not otherwise classified above.
☒	810	Dues and Fees – Expenditures or assessments for membership in professional or other organizations or associations, or payments to a paying agent for services rendered for special education programs/services.
☒	820	Judgments Against the LEA – Expenditures from current funds for all judgments (except as indicated below) against the LEA that are not covered by liability insurance but are of a type that might have been covered by insurance. Only amounts paid as the result of court decisions are recorded here. Judgments against the LEA resulting from failure to pay bills or debt service are coded under the appropriate expenditure accounts as though the bills or debt service had been paid when due. (Use only with Function 2310.)
☒	830	Interest on Debt – Expenditures for interest on bonds or notes. (Use only with Function 5000.) Expenditures for interest on short-term debt or tax anticipation notes. (Use only with Function 2510.)

Allowable	Object/Function Code	Code Description
☒	831	Interest on leases.
☒	833	Bond issuance costs other than on refundings. The amortization of bond discounts which are the portion of the sale of bonds below their par value that represents an adjustment of the interest rate. (Use only with Function 5000.) (Amortization of bond premiums is coded to a revenue code.)
☒	840	Outlays from current funds to retire bonds, and long-term loans. (Use only with Function 5000.)
☒	841	Outlays for leases.
☒	845	Bond issuance costs on refundings. (Use only with Function 5000.)
☒	850	This account is provided for the budgeting of appropriations. Expenditures to be paid from the contingency should be coded to the appropriate function and object classification.
☒	860	Indirect Costs (Non-restricted) – Indirect costs chargeable to grants which are subject to regulations or policies but costs include certain additional elements such as space, custodial and utility costs in the calculation of the rate.

Allowable	Object/Function Code	Code Description
☒	870	Indirect Costs (Restricted) – The LEA's restricted indirect cost rate is calculated by the USBE. Individual cost may not be charged both directly to the grant and to the indirect cost pool. Indirect costs chargeable to grants which are subject to regulations or policies limiting the amount of allowable indirect costs.
☒	890	Amounts paid for goods or services not properly classified in one of the Objects included above.

TABLE 18: ALLOWANCES FOR FEDERAL (IDEA) SPECIAL EDUCATION FUNDS (1000–2190)

Allowable	Object/Function Code	Code Description
☒	1000	Instruction – Activities dealing directly with the interaction between teachers and students. Teaching may be provided for students in a school classroom, in another location such as a home or hospital, and in other learning situations such as those involving co-curricular activities. It may also be provided through some other medium such as television, radio, telephone, and correspondence. Includes the activities of aides or assistants of any type (e.g., clerk, graders, teaching machines, etc.) which assist in the instructional process.
☒	2100	Support Services (Students) – Those activities that are designed to assess and improve the well-being of students and to supplement the teaching process.

Allowable	Object/Function Code	Code Description
☒	2110	Attendance and Social Workers—Those activities that are designed to assess and improve student attendance at school that attempt to prevent or solve student problems involving the home, the school, and the community and the work that is related directly to students' IEPs.
☒	2120	Guidance Services—Those activities of counseling students and parents, providing consultation with other staff members on learning problems, assisting students in personal and social development, assessing the abilities of students, assisting students as they make their own educational and career plans and choices, providing referral assistance, and working with other staff members in planning and conducting guidance programs for students and the work that is related directly to students' IEPs.
☒	2130	Health Services – Physical and mental health services that are not direct instruction such as activities that provide students with appropriate medical, dental, and nurse services and the work that is related directly to students' IEPs. Costs for claiming Medicaid funds, including third-party administrators. The costs for administering the Medicaid school-based services (SBS) program, including fixed fees charged by third-party administrators, are eligible costs under the SBS program, either as direct costs or through the non-restricted indirect cost rate. Costs for administering the Medicaid SBS program may not be charged to the IDEA grant, because they are not necessary for the performance of the IDEA grant.

Allowable	Object/Function Code	Code Description
☒	2140	Psychological Services– Activities concerned with administering psychological tests and interpreting the results; gathering and interpreting information about student behavior; and working with other staff members in planning school programs to meet the special needs of students and related directly to students' IEPs.
☒	2150	Speech Pathology and Audiology Services – Activities that identify, assess, and treat students with speech, hearing, and language impairments.
☒	2160	Occupational Therapy Related Services— Activities that assess, diagnose, or treat students for all conditions requiring the services of an occupational therapist.
☒	2170	Physical Therapy Related Services— Activities that assess, diagnose, or treat students for all conditions requiring the services of a physical therapist.
☒	2180	Visually Impaired/Vision Services— Activities that assess diagnose or treat students for all conditions relating to visual impairment.
☒	2190	Other Support Services (Students).

TABLE 19: ALLOWANCES FOR FEDERAL (IDEA) SPECIAL EDUCATION FUNDS (2200–2400)

Allowable	Object/Function Code	Code Description
☒	2200	Support Services (Instructional Staff Assistance)—Activities associated with assisting the instructional staff with the content and process of providing learning experiences for students with disabilities and when uniquely related to the special education program.
☒	2210	Improvement of Instruction Services—Those activities that are designed primarily for assisting instructional staff in planning, developing, and evaluating the process of planning, developing, and evaluating the process of providing learning experiences for students that include curriculum development, techniques of instruction, child development and understanding, staff training, etc., when uniquely related to the special education program.
☒	2212	Instruction and Curriculum Development Services—Activities designed to aid teachers in developing the curriculum, preparing and utilizing special curriculum materials, and understanding and appreciating the various techniques which stimulate and motivate students when uniquely related to the special education program.
☒	2213	Instruction Staff Training Services—Activities designed to contribute to the professional or occupational growth and competence of members of the instructional staff during the time of their service to the LEA or school that include workshops, demonstrations, school visits, courses for college credit, sabbatical leaves, and travel leaves when uniquely related to the special education program.

Allowable	Object/Function Code	Code Description
☒	2219	Other Improvement of Instruction Services (when uniquely related to the special education program).
☒	2220	Library/Media Services—Activities concerned with directing, managing, and supervising educational media services (e.g., supervisory personnel) as well as such activities as selecting, acquiring, preparing, cataloging, and circulating books and other printed materials; planning for the use of the library by students, teachers, and other members of the instructional staff; and guiding individuals in their use of library books, reference guides and materials, catalog materials, special collections, and other materials, whether maintained separately or as part of an instructional materials center and when uniquely related to the special education program
☒	2230	Instruction Related Technology—Technology activities and services for the purpose of supporting instruction which include expenditures for internal technology support as well as support provided by external vendors using operating funds, costs associated with the administration and supervision of technology personnel, systems planning and analysis, systems application development, systems operations, network support services, hardware maintenance and support services, and other technology-related costs that relate to the support of instructional activities when uniquely related to the special education program.

Allowable	Object/Function Code	Code Description
☒	2240	Academic Student Assessment—Services rendered for the academic assessment of students that are not initiated by the teacher, but by the LEA or USBE when uniquely related to the special education program.
☒	2290	Other Support Services (Instructional Staff)—Services uniquely provided to the special education program.
☐	2300	Support Services (General LEA Administration)—Activities concerned with establishing and administering policy in connection with operating the LEA that include: Board of Education Services—Activities of the elected body that have been created according to State law and vested with responsibilities for educational activities in a given administrative unit. Executive Administration—Activities associated with the overall general administration of or executive responsibility for the entire LEA (Office of the Superintendent, Community Relations, State and Federal Relations, and Other Executive Administration).

Allowable	Object/Function Code	Code Description
	2400	Support Services (School Administration)—Activities concerned with overall administrative responsibility for a single school that include: Office of the Principal – Activities concerned with directing and managing the operation of a particular school or schools. Included are the activities performed by the principal, assistant principals, and other assistants in general supervision of all operations of the school; evaluation of the staff members of the school; assignment of duties to staff members; supervision and maintenance of the school records; and coordination of school instructional activities with instructional activities of the LEA. Includes clerical staff for those activities.

TABLE 20: ALLOWANCES FOR FEDERAL (IDEA) SPECIAL EDUCATION FUNDS (2500–2790)

Allowable	Object/Function Code	Code Description
	2500	Support Services (Central Services) – Activities that support other administrative and instructional functions.
	2510	Fiscal Services – Activities concerned with the fiscal operations of the LEA. This function includes budgeting, receiving and disbursing, financial and property accounting, payroll, inventory control, internal auditing, and funds managing.
	2520	Purchasing, Warehousing, and Distributing Services – Activities concerned with purchasing, receiving, storing, and distributing supplies and materials used in schools or school system operations.

Allowable	Object/Function Code	Code Description
	2530	Printing, Publishing, and Duplicating Services – The activities of printing and publishing administrative publications such as annual reports, school directories, and manuals. Also includes centralized services for duplicating school materials and instruments such as school bulletins, newsletters, and notices.
	2540	Planning, Research, Development, and Evaluation Services—Activities associated with conducting and managing system-wide programs of planning, research, development, and evaluation for a school system.
	2560	Public Information Systems—Activities concerned with writing, editing, and other preparation necessary to disseminate educational and administrative information to students, staff, managers, and the general public.
	2570	Personnel Services – Activities concerned with maintaining efficient personnel for the school system including supervision of personnel services, recruitment and placement, personnel information, noninstructional personnel training, health services for LEA employees, and other personnel services.
	2580	Administrative Technology Services – Activities concerned with supporting the LEA's information technology systems, including supporting administrative networks, maintaining administrative information systems, and processing data for administrative and managerial purposes.
	2590	Other Support Services.

Allowable	Object/Function Code	Code Description
①	2600	Operation and Maintenance of Plant Services – Activities concerned with keeping the physical plant open, comfortable, and safe for use, and keeping the grounds, buildings, and equipment in an effective working condition and state of repair. Includes activities that maintain safety in buildings, on the grounds, and in the vicinity of schools are included. Only allowable when uniquely related to the operation of to stand alone special education programs, postsecondary transition programs and special education preschools.
①	2610	Operation of Buildings – Activities concerned with keeping the physical plant clean and ready for daily use Includes operating the heating, lighting, and ventilating systems, and repair and replacement of facilities and equipment, as well as the costs of building rental and property insurance. Only allowable when uniquely related to the operation of to stand alone special education programs, postsecondary transition programs and special education preschools.
①	2620	Maintenance of Buildings – Activities associated with keeping buildings at an acceptable level of efficiency through repairs and preventative maintenance. Only allowable when uniquely related to the operation of to stand alone special education programs, postsecondary transition programs and special education preschools.

Allowable	Object/Function Code	Code Description
	2630	Care and Upkeep of Grounds Services – Activities of maintaining the land and its improvements other than buildings. Includes snow removal, landscaping, grounds maintenance, etc. Only allowable when uniquely related to the operation of to stand alone special education programs, postsecondary transition programs and special education preschools.
	2640	Care and Upkeep of Equipment Services – Activities concerned with maintaining, in good condition, equipment owned or used by the LEA. Includes activities such as servicing and repairing furniture, machines, and movable equipment, etc. Only allowable when uniquely related to the operation of to stand alone special education programs, postsecondary transition programs and special education preschools.
	2650	Vehicle Servicing and Maintenance Services – Activities concerned with maintaining general-purpose vehicles such as trucks, tractors, graders, and staff vehicles in good condition. Includes activities such as repairing vehicles, replacing vehicle parts, cleaning, painting, greasing, fueling, and inspecting vehicles for safety (i.e., preventive maintenance). Only allowable when uniquely related to the operation of to stand alone special education programs, postsecondary transition programs and special education preschools.
	2660	Security Services – Activities concerned with maintaining a secure environment for students and staff, whether they are in transit to or from school, on a campus or administrative facility, or participating in school-sponsored events.

Allowable	Object/Function Code	Code Description
	2670	Safety – Activities concerned with maintaining a safe environment for students and staff, whether they are in transit to or from school, on a campus or administrative facility, or participating in school-sponsored events. Includes fire alarms, crossing guards, as well as other costs incurred to ensure the basic safety of students and staff.
	2680	Other Operation and Maintenance of Plant Services.
	2700	Student Transportation Services—Activities concerned with the conveyance of students to and from school, as provided by State law. Includes trips between home and school and trips to school activities.
	2710	Vehicle Operation Services—Activities concerned with operating vehicles for pupil transportation from the time the vehicles leave the point of storage until they return to that point. Includes driving buses or other pupil transportation vehicles.
	2720	Monitoring Services – Activities concerned with supervising students in the process of being transported between home and school and while being transported for school activities. Includes supervision while in transit and while being loaded and unloaded and directing traffic at the loading and unloading stations.

Allowable	Object/Function Code	Code Description
	2730	Vehicle Servicing and Maintenance Services—Activities concerned with maintaining pupil transportation vehicles in good condition, including repairing vehicles; replacing vehicle parts; and cleaning, painting, greasing, fueling, and inspecting vehicles for safety. Replacing a vehicle chassis or body individually is considered equipment and is charged to property.
	2790	Other Student Transportation Services (Transportation Services from Special Activities).

TABLE 21: ALLOWANCES FOR FEDERAL (IDEA) SPECIAL EDUCATION FUNDS (3000–5900)

Allowable	Object/Function Code	Code Description
	3000	Operation of Non-Instructional Services – Activities concerned with providing non-instructional services to students, staff or the community.
	3300	Community Services – Activities concerned with providing community services to students, staff or other community participants which include community recreation programs, the operation of a community swimming pool, civic services, the operation of a public library, a childcare center, welfare activities services, LEA Foundations, and services provided to school-age children not related to public education.
	4000	Facilities Acquisition and Construction Services.

Allowable	Object/Function Code	Code Description
	4100	Land Acquisition Services Activities – Pertaining to the initial acquiring and improving land.
	4200	Land Improvement Services – Activities concerned with making permanent improvements to land, such as grading, fill, and environmental remediation.
	4300	Architecture and Engineering Services – The activities of architects and engineers related to site acquisition and improvement and to improvements to buildings. Codes are used with this function only for those preliminary activities that may or may not result in additions to the LEA's property. Otherwise, these services are used with Functions 4100, 4200, 4500, or 4600 as appropriate.
	4400	Educational Specification Development Services – Activities concerned with preparing and interpreting descriptions of specific space requirements for the various learning experiences of students to be accommodated in a building. These specifications are interpreted to the architects and engineers in the early stages of blueprint development.
	4500	Building Acquisition and Construction Services—Activities concerned with building acquisition through purchase or construction.
	4600	Site Improvement – Activities concerned with making nonpermanent improvements or enhancements to building sites. Includes fencing, walkways, tunnels, and temporary landscaping.

Allowable	Object/Function Code	Code Description
	4700	Building Improvement – Activities concerned with building additions and with installing or extending service systems and other built-in equipment.
	4900	Other Facilities Acquisition and Construction Services – Facilities acquisition and construction activities that cannot be classified above.
	5000	Debt Service – Activities related to servicing the long-term debt of the LEA, including payments of both principal and interest. This function should be used to account for bond interest payments, retirement of bonded debt (including current and advance refunds), capital lease payments, and other long-term notes. Interest on short-term notes or loans (repayable within one year of receiving the obligation) is used with Function 2510.
	5100	Bonds.
	5200	Tax Anticipation Notes.
	5300	Lease-Purchase Agreements.
	5900	Other Debt Service.

X.S. LEAST RESTRICTIVE ENVIRONMENT (LRE) (34 CFR § 300.114).

1. Each LEA must ensure that:
 - a. To the maximum extent appropriate, students with disabilities, including students in public or private institutions or other care facilities (e.g., nursing homes), are educated with similar-aged students who are nondisabled; and
 - b. Special classes, separate schooling, or other removal of students with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. In the case of a student who is deaf or hard of hearing, consideration of a special class or school may be the least restrictive environment in that it provides opportunities for direct communication and instruction in the student's language and communication mode with professional personnel and peers.
 - c. LRE provisions apply to preschool and postsecondary transition programs and placement.
2. A state funding mechanism must not result in placements that violate the LRE requirements of these SpEd Rules III.P.–S.
3. A state must not use a funding mechanism by which the state distributes funds on the basis of the type of setting in which a student is served that will result in the failure to provide a student with a disability a FAPE according to the unique needs of the student, as described in the student's IEP.

X.T. DOCUMENTATION DEMONSTRATING THAT FUNDS WERE USED FOR ALLOWABLE COMPENSATION—PERSONNEL SERVICES.

1. Documentation is required for personnel paid with State and Federal special education funds. Documentation requirements follow 2 CFR § 200.430.
2. Unless otherwise noted, the supporting documentation is sufficient if it conforms with the following requirements:

- a. Be supported by a system of internal control which provides reasonable assurance that the charges are accurate, allowable, and properly allocated;
- b. Be incorporated into official records;
- c. Comply with established accounting policies and practices;
- d. Support the distribution of the employee's entire salary or wages among specific activities or cost c if the employee has more than one cost objective (Note: An employee may be paid out of multiple funding sources yet have only one cost objective.);
- e. State funds only: Sufficient documentation must reasonably reflect the total activity for which the employee is compensated by the LEA;
- f. Federal funds only: Sufficient documentation must reasonably reflect the total activity for which the employee is compensated by the LEA;
- g. Documented hours, activities, or costs must not exceed 100% of compensated activities encompassing both federally assisted and all other activities compensated by the LEA on an integrated basis.

X.U. PERMISSIVE USE OF FUNDS/INCIDENTAL BENEFIT: SERVICES AND SUPPORTS THAT ALSO BENEFIT STUDENTS WITHOUT DISABILITIES (34 CFR § 300.208(A)(1); UCA 53F-2-307.).

- 1. An LEA shall use special education program money to pay the costs of providing an LEA special education program, even if the programs or services provide an incidental benefit (occurring merely by chance or without intention or calculation) to a student who is not a student with a disability, including for the uses described in 34 CFR. § 300.208.
- 2. Costs of providing an LEA special education program include only costs that are in excess of funds allocated to an LEA for general education.
 - a. Special education program money may be used only to pay the excess costs of providing special education and related services to children with disabilities.
 - b. Excess costs are those costs for the education of an elementary school or secondary school student with a disability that are in excess of the average annual per student expenditure in an LEA during the preceding school

year for an elementary school or secondary school student, as may be appropriate.

- c. An LEA must spend at least the average annual per student expenditure on the education of an elementary school or secondary school child with a disability.
3. In using special education program money, an LEA shall comply with federal regulations including:
 - a. The prohibition on comingling state special education program money with federal funds as described in 34 CFR § 300.162; and
 - b. The requirements described in 34 C.F.R. Sec. 300.203 regarding maintenance of effort.
4. An LEA may use state special education program money to supplement other state funds, local funds, or federal funds.
5. An LEA may not use state special education program money to supplant other state funds, local funds, or federal funds.
6. One or more students without a disability may benefit from specially designed instruction, related services, and supplementary aids and services if:
 - a. The special education intentionally plans for and is providing instruction related to specific needs of at least one student with a disability as outlined in the student's IEP;
 - b. The task does not require additional time beyond what is required to address the needs of at least one student with a disability as outlined in the student's IEP; and
 - c. The provision of FAPE or any IEP services are not compromised if the special education provider performs the task.

X.V. CORRELATION OF FISCAL REPORTS AND LEA MONITORING (BOARD RULES R277-114).

1. In order to ensure accuracy, LEAs shall provide a procedure for program, financial, and statistical personnel to coordinate and correlate information required by the USBE. (Example: A count of students served, as reported in the

UTREx data submission, must agree with the official attendance records maintained by the LEA).

2. Documentation that may be reviewed during a fiscal monitoring visit, including state and federal special education funds:

TABLE 22: FISCAL MONITORING DOCUMENTATION

Category	Document Type	Rationale
Contracts	Signed and dated contracts.	To assure proper reporting of assigned duties, contracts may be reviewed.
IEPs	Student IEP documentation.	To justify time claimed, IEPs may be reviewed.
Interviews	Face-to-face, by phone, or email.	To clarify actual duties performed and to ensure LEA processes and procedures are appropriately documented and implemented, staff may be interviewed.
Job Descriptions	Documentation demonstrating personnel were assigned to work within the special education program.	To assure proper reporting of assigned duties/responsibilities of all personnel charged to State and Federal special education funds, job descriptions may be reviewed.
Official Records of Personnel Compensation	Official LEA records that demonstrate the distribution of an employee's entire salary or wages among specific activities or cost objectives, if the employee has more than one cost objective.	To ensure compliance with allowable State and Federal compensation documentation requirements, official records may be reviewed.
Payment Records	General ledgers, receipts, invoices, purchase orders, other documentation that supports the use of special education funds.	To verify amounts paid and funding source used, payment records may be reviewed.
Payroll Records	Time sheets or payroll records	To assure proper reporting of assigned duties for FTE and personnel contracted on an hourly basis, payroll records may be reviewed.

Category	Document Type	Rationale
Qualifications	Licenses, certifications, other documentation that demonstrates qualifications.	To verify that personnel whose assignments require specific credentials/licensure (i.e., special education teachers, interpreters, occupational therapists, counselors, etc.), credentials may be reviewed.
Training and/or Supervision Records	Copies of training materials and attendance sheets of personnel in attendance.	To assure the training and supervision of paraeducators is being provided, documentation of the training and supervision may be reviewed. In addition, documentation of the services provided to individual students by those paraeducators may be reviewed.
Work Products	Written documentation of work provided, such as assessment reports.	To verify that work is related to special education programs/ services, documentation of work (e.g., logs of services and supports provided, lesson plans, provider schedules, etc.) may be reviewed.

X.W. RESPONSIBILITIES OF THE UTAH STATE BOARD OF EDUCATION (USBE).

1. The purpose of the chart below is to help the USBE and other interested parties navigate funding throughout these SpEd Rules. Programming and funding are frequently interconnected in both federal and State law. This chart sets forth cited parts of these SpEd Rules where programming and funding are discussed together.

TABLE 23: SPEDRULES DISCUSSING PROGRAMMING AND FUNDING (USBE)

State Rule	Description	Federal Regulation
VIII.A.2.	General Supervisory Authority	UCA 53E-7-204A
VIII.B.1.-2.	State Eligibility	34 CFR § 300.100 34 CFR § 300.804
VIII.G.4.-7.	Secretary's Review and Determination Regarding State Performance	34 CFR §§ 300.604–300.607
VIII.H.1.	State Enforcement	34 CFR § 300.608

State Rule	Description	Federal Regulation
VIII.I.7.	USB E Reporting Requirements	34 CFR § 300.646
VIII.L.	Interagency Collaboration	34 CFR § 300.154
VIII.P.	Authorization, Allotment, Use of Funds, and Authorization of Appropriations (Subpart G)	34 CFR § 300.700 34 CFR § 300.162 34 CFR § 300.163 34 CFR § 300.166 34 CFR § 300.171 34 CFR § 300.704 34 CFR § 300.100 34 CFR § 300.812 34 CFR § 300.705
VIII.Q.	Preschool for Students with Disabilities (Subpart H)	34 CFR § 300.800 34 CFR § 300.812 34 CFR § 300.813 34 CFR § 300.814 34 CFR § 300.815 34 CFR § 300.816 34 CFR § 300.817
VIII.R.	USB E Responsibilities	34 CFR § 300.227 34 CFR § 300.222 34 CFR § 300.155 34 CFR § 300.223 34 CFR § 300.224
VIII.S.	Records Retention Requirements	34 CFR § 200.334
VIII.V.	Fiscal Monitoring Procedures	2 CFR § 200
VIII.Y.	State Administration	34 CFR § 300.199

X.X. RESPONSIBILITIES OF THE LEA.

1. The purpose of the chart below is to help LEAs and other interested parties navigate funding throughout these SpEd Rules. Programming and funding are frequently interconnected in both Federal and State law. This chart sets forth cited parts of these SpEd Rules where programming and funding are discussed together.

TABLE 24: SPED RULES DISCUSSING PROGRAMMING AND FUNDING (LEAs)

State Rule	Description	Federal Regulation
VI.B.	Students with Disabilities Enrolled by their Parent (s) in Private Schools when FAPE is not at Issue (unilateral placement)	34 CFR § 300.130
IX.A.	LEA Eligibility for IDEA Part B Funds	34 CFR § 300.211 34 CFR § 300.212 34 CFR § 300.220
IX.B.	Use of Part B Funds By the LEA	34 CFR §§ 300.200-206 and 300.208
IX.C.	Coordinated Early Intervention Services	34 CFR § 300.226
IX.E.	Funded Prevalence of Disabling Conditions	UCA 53F-2-307A
IX.G.2.b.	Routine Checking of Hearing Aids and External Components of Surgically Implanted Medical Devices	34 CFR § 300.113
IX.I.	Purchase of Instructional Material in Accessible Formats	34 CFR § 300.210

X.Y. RECOVERY OF STATE AND FEDERAL SPECIAL EDUCATION FUNDS FOR STUDENTS WHO ARE MISCLASSIFIED.

1. These SpEd Rules II.C.–J. describe evaluation procedures for determining eligibility for special education and related services under Part B of the IDEA. An identified student with a disability whose evaluation report does not support or substantiate the classification of a disability condition will be considered a student erroneously classified, not eligible to be counted under the provisions of the State or Federal requirements, or to receive Federal or State special education funds.
2. An independent auditor shall be employed by each LEA to audit its student accounting records annually and report the findings to the local Board of Education and/or Charter Governing Board. Board Rules R277-484 lists the annual reporting requirements and due dates.
3. The USBE staff shall review student membership and fall enrollment audits as they relate to the allocation of state special education funds. These audits will determine whether criteria established by these SpEd Rules have been met by reviewing the required documentation of selected students who are classified.

If a student is found to be misclassified, and expenditures of Federal and/or State special education funds have been made for direct or related service to that student, a notification of audit exception will be given to the LEA.

Reimbursement for expenditures made on a student erroneously classified as having a disability will be made to the USBE staff within 90 days of notification of audit exception and comply with Board Rules R277-114.

4. If an LEA disagrees with the findings of the independent auditor, an appeal may be requested to the USBE by following the procedure outlined in these VIII.R. and in Board Rules R277-114.

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Utah State
Board of
Education

Special
Education
Services

SPECIAL EDUCATION RULES

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INTRODUCTION

This document represents a revision of the previous Utah State Board of Education Special Education Rules (Rules), adopted by the Board in November 2022. These Rules provide requirements to which local educational agencies (LEAs), the Utah Schools for the Deaf and Blind (USDB), state-operated programs (including local juvenile and adult correctional facilities), and other public and private agencies providing publicly funded education and related services to students with disabilities must adhere.

These Rules are in compliance with the requirement outlined in the Individuals with Disabilities Education Act (IDEA) 2004 Regulations contained in 34 CFR § 300 and § 303 and updated with the applicable changes in the Every Student Succeeds Act (ESSA). Under the IDEA, the Utah State Board of Education (USBE) is responsible for ensuring the following things:

1. That the requirements of the IDEA are carried out, and
2. That each education program for students with disabilities administered within the State is under the general supervision of and meets the education standards of the USBE, including IDEA requirements.

These Rules are authorized by Utah Code Annotated (UCA) 53E-3-401(4), which allows the USBE to make rules to execute the USBE's duties and responsibilities under the Utah Constitution and State law and UCA 53E-3-501, which requires the USBE to establish rules governing services to children and youth with disabilities are incorporated by reference into the USBE Administrative Rules by R277-750.

In addition to these disability-specific Rules, all other [USBE-approved Rules](#) apply for students with disabilities

In September 2019, the USBE adopted a Strategic Direction which includes four goals:

1. Early Learning: Each student starts strong through early grades with a foundation in literacy and numeracy;
2. Personalized Teaching & Learning: Each student and educator has access to personalized teaching and learning experiences;
3. Safe and Healthy Schools: Each student learns in a safe and healthy school environment; and

4. Effective Educators and Leaders: Each student is taught by effective educators who are supported by effective school leaders.

These Rules address not only the requirements of the IDEA (including updates in the ESSA), but also State-specific requirements (in alignment with Board Rules and the Strategic Direction) to ensure that Utah students with a disability receive a free appropriate public education (FAPE) while also being held to high expectations and successful outcomes through the receipt of high quality instruction. These Rules have gone through a thorough review process that included multiple opportunities for stakeholder engagement, resulting in this comprehensive document.

These Rules refer to “parent or student who is an adult.” This is to demonstrate that the rights afforded to a parent under the procedural safeguards of the IDEA transfer to a student with disabilities upon reaching age 18.

I. GENERAL PROVISIONS

I.A. PURPOSES (34 CFR § 300.1)

1. The primary purposes of these Rules, consistent with Utah Code Annotated (UCA) Title 53E, Chapter 7, Part 2, Special Education Program; and the Individuals with Disabilities Education Improvement Act (IDEA), as amended; are:
 - a. To ensure that all students with disabilities ages 3 through 21 in Utah, including students with disabilities who have been suspended or expelled from school and students who have not graduated from high school with a regular high school diploma, have available to them a free appropriate public education
 - b. (FAPE) that emphasizes special education and related services, as specified on an Individualized Education Program (IEP) designed to meet their unique needs and prepare them for further education, employment, and independent living;
 - c. To ensure that the rights of students with disabilities and their parent(s) are protected;
 - d. To ensure that State standards are established for the provision of a FAPE to students with disabilities, as defined in these Rules;
 - e. To assess and ensure the effectiveness of efforts to educate students with disabilities; and
 - f. To provide a system for State reimbursement for disabilities program costs authorized under Utah school finance laws.

I.B. AUTHORITY

1. These Rules as authorized under Part B of the IDEA as amended (20 USC §1401 et. seq.), and its implementing regulations, 34 CFR § 300.1 et. seq., and UCA 53E- 7-204 have been adopted by the USBE.

I.C. APPLICABILITY (34 CFR § 300.2)

1. These Rules are applicable to all public agencies within the State of Utah that are involved in the education of students with disabilities, including:
 - a. The Utah State Board of Education (USBE);
 - b. Local education agencies (LEAs) that are school districts and charter schools;
 - c. Other State agencies, such as the Department of Human Services;
 - d. Other State schools, such as the Utah Schools for the Deaf and the Blind; and
 - e. State and local juvenile and adult correctional facilities.
2. These Rules are binding on each public agency in Utah that provides special education and related services for students with disabilities, regardless of whether that agency is receiving funds under Part B. This includes private agencies serving students with disabilities using public funds.
3. Each public agency in the State shall ensure that a FAPE is available to any individual student with a disability, ages 3 through 21, who needs special education and related services, including students with disabilities who have been suspended or expelled from school and students who are advancing from grade to grade (34 CFR § 300.101(c)).
4. Each public agency in the State is responsible for ensuring that the rights and protections under these Rules are given to students with disabilities referred to or placed in private schools and facilities by that public agency, or placed in private schools by their parent(s), when FAPE is at issue.

I.D. AMENDMENTS

1. Any proposed changes in these Rules shall be in accordance with the provisions of the Utah Administrative Rulemaking Act (Utah Administrative Code R15-4, Administrative Rule Making Procedures).

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

1. *Adapted Physical Education* means specially designed physical education, as described in the student's IEP.

2. *Adaptive behavior* means the effectiveness or degree to which the individual meets the standards of personal independence and social responsibility expected of students of comparable age and cultural group.
3. *Alternate Achievement Standards, the Essential Elements*, are specific statements of knowledge and skills linked to the grade-level expectations identified in the Utah Core Standards for students with significant cognitive disabilities.
 - a. The purpose of the Essential Elements is to build a bridge from the content in the Utah Core Standards to grade-level academic expectations for students with the most significant cognitive disabilities by adapting the depth, breadth, and complexity of the Utah Core Standards against which students with significant cognitive disabilities will be measured.
 - b. Other alternate or modified academic achievement standards are prohibited.
4. *Assistive technology device* means any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a student with a disability. The term does not include a medical device that is surgically implanted, or the replacement of such a device.
5. *Assistive technology service* means any service that directly assists a student with a disability in the selection, acquisition, or use of an assistive technology device. The term includes:
 - a. Evaluating the needs of a student with a disability, including a functional evaluation of the student in the student's customary environment.
 - b. Purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices by students with disabilities.
 - c. Selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing assistive technology devices.
 - d. Coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs.
 - e. Training or technical assistance for a student with a disability or, if appropriate, that student's family.

- f. Training or technical assistance for professionals (including individuals providing education or rehabilitation services), employers, or other individuals who provide services to, employ, or are otherwise substantially involved in the major life functions of students with disabilities.
6. *Behavior Intervention Plan (BIP)* means a component of a student's educational program or IEP designed to address behaviors that interfere with the student's learning or that of others and behaviors that are inconsistent with school expectations, based on the results of a functional behavior assessment (FBA). A BIP, includes:
- a. A description of the student's strengths, interests, and reinforcer preferences;
 - b. An operational definition of the problem behavior, written clearly enough for an unfamiliar person to reliably measure the behavior's occurrence;
 - c. A replacement behavior the team will teach the student which matches the function of the problem behavior as determined by a functional behavior assessment (FBA);
 - d. Descriptions of antecedent strategies used to reduce the occurrence of the problem behavior and/or increase the occurrence of the replacement behavior;
 - e. Descriptions of reinforcing consequence strategies used to reward occurrences of the replacement behavior and/or other appropriate alternative behavior(s);
 - f. Description of intervention effectiveness data to be used to monitor the student's progress, including the type of data that will be collected and a schedule for ongoing collection and analysis of progress data;
 - g. The date the team will reconvene to review progress data;
 - h. The effective start date for the BIP and description of any necessary training and/or materials needed to implement the plan with fidelity by the start date;
 - i. Descriptions of reductive consequence strategies used in response to occurrences of the problem behavior; and

- j. If applicable, any safety protocols necessary to protect the student and/or others. Safety protocols must be immediately communicated to all team members including substitute teachers (e.g., additional supervision in specific routines, modified or alternative materials needed for safety).
7. *Career and Technical Education (CTE)* means organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring certification or licensure other than a baccalaureate or advanced degree.
8. *Charter school* (20 USC § 7221i; UCA 53G-5-404) means a public school that functions as an LEA, unless it is a school of an LEA, that:
- a. Is exempt from significant State or local rules that inhibit the flexible operation and management of public schools, but not from any rules relating to the other requirements of this paragraph;
 - b. Is created by a developer as a public school, or is adapted by a developer from an existing public school, and is operated under public supervision and direction;
 - c. Operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency, provides a program of elementary or secondary education, or both;
 - d. Is nonsectarian in its programs, admissions policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious institution;
 - e. Does not charge tuition;
 - f. Complies with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Part B of the IDEA;
 - g. Is a school to which parent(s) choose to send their students, and that admits students on the basis of a lottery, if more students apply for admission than can be accommodated;

- h. Agrees to comply with the same Federal and State audit requirements as do other elementary schools and secondary schools in the State, unless such requirements are specifically waived for the purpose of this program;
 - i. Meets all applicable Federal, State, and local health and safety requirements;
 - j. Operates in accordance with State law, including but not limited to UCA 53G- 5-404; and
 - k. Has a written performance contract with the authorized public chartering agency in the State that includes a description of how student performance will be measured in charter schools pursuant to State assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public chartering agency and the charter school.
9. *Consent* means that:
- a. The parent or student who is an adult has been fully informed of all information relevant to the activity for which consent is sought, in the parent's or student's, who is an adult, native language, or other mode of communication.
 - b. The parent or student who is an adult understands and agrees in writing to the carrying out of the activity for which the parent's or student's, who is an adult consent is sought, and the consent describes that activity and lists the records (if any) that will be released and to whom.
 - c. The parent or student who is an adult understands that the granting of consent is voluntary on the part of the parent or student who is an adult and may be revoked at any time. If a parent or student who is an adult revokes consent, that revocation is not retroactive (i.e., it does not negate an action that has occurred after the consent was given and before the consent was revoked).
 - d. If the parent or student who is an adult revokes consent in writing for the student's receipt of special education and related services, the public agency is not required to amend the student's education records to remove any references to the student's receipt of special education and related services because of the revocation of consent.

10. *Co-teaching* means an instructional arrangement in which a licensed general education teacher and a licensed special education teacher deliver core instruction to all students along with specially designed instruction to students with disabilities in a single learning environment. Co-teaching partnerships require educators to make joint instructional decisions and share responsibility and accountability for the learning of all the students (students with disabilities and students who are nondisabled) in the class.
11. *Day; business day; and school day* mean:
- a. *Day* means a calendar day unless otherwise indicated as a business day or a school day;
 - b. *Business day* means a day on or between Monday through Friday, except for a day that is a Federal and State holidays; and
 - c. *School day* means any day, including a partial day, on which students are in attendance at school for instructional purposes, and has the same meaning for all students in school, including students with and without disabilities.
 - d. *Shortened school day*, as used in these rules, means a student's school day is reduced solely by school personnel in response to the student's behavior for disciplinary purposes, rather than the student's IEP Team or placement team, for that student to receive FAPE. In general, the use of informal removals to address a student's behavior, if implemented repeatedly throughout the school year, could constitute a disciplinary removal from the current placement.
12. *Discipline* means the consequences a school imposes on a student who violates a school's code of student conduct or rules as determined by school personnel. The term "discipline" as used in these Rules does not include the use of corporal punishment which is prohibited by UCA 53G-8-302.
13. *Elementary school* means a nonprofit institutional day or residential school, including a public elementary charter school, that provides elementary education, as determined under State law.
14. *English learner* or *EL Student* means a student who is learning English as a second language. (R277-404).

15. *Equipment* means machinery, utilities, built-in equipment, and any necessary enclosures or structures to house the machinery, utilities or equipment; and all other items necessary for the functioning of a particular facility as a facility for the provision of educational services, including items such as instructional equipment and necessary furniture; printed, published and audiovisual instructional materials; telecommunications, sensory and other technological aids and devices; and books, periodicals, documents, and other related materials.
16. *Evaluation* means procedures used in accordance with these Rules to determine whether a student has a disability under the IDEA, and the nature and extent of the special education and related services that the student needs.
17. *Evidence-based instruction* means activities that have a research-based rationale but lack direct empirical support—provided, that is, that they are accompanied by “ongoing efforts to examine the effects” of the activity on important student outcomes.
18. *Extended school year (ESY) services* means special education and related services that:
 - a. Are provided to a student with a disability:
 - (1) Beyond the normal school year of the LEA;
 - (2) In accordance with the student’s IEP;
 - (3) At no cost to the parent(s) of the student with a disability or to the student with a disability who is an adult, and
 - b. Meet the standards of the USBE (34 CFR § 300.106).
19. *Federal administrative responsibilities* means any administrative responsibility or obligation established or imposed under Part B of the IDEA and its implementing regulations or under the General Education Provisions Act (GEPA) or its implementing regulations (20 USC § 1401 et. seq.; 34 CFR § 300, 34 CFR § 76).
20. *Free appropriate public education (FAPE)* means special education and related services that:

- a. Are provided at public expense, under public supervision and direction, and without charge;
- b. Meet the standards of the USBE and Part B of the IDEA;
- c. Include preschool, elementary school, and secondary school education in Utah; and
- d. Are provided in conformity with an IEP that meets the requirements of Part B of the IDEA and these Rules.

21. *Functional behavior assessment (FBA)* is a systematic process used to understand the function and purpose of a student's specific, interfering behavior and factors that contribute to the behavior's occurrence and non-occurrence for the purpose of developing effective positive behavioral interventions, supports, and other strategies to mitigate or eliminate the interfering behavior.

- a. FBA must involve direct observation of the student engaging in the problem behavior, with descriptive information recorded about the behavior, its antecedents, and its consequences. FBA may also involve methods of indirect assessment, including:
 - (1) Interview measures designed to yield information about the function of the student's problem behavior conducted with the parent(s)/guardian(s), teacher(s), related service providers, other school staff familiar with the student's behaviors, and/or the student;
 - (2) Checklist measures designed to yield information about the function of the student's problem behavior conducted with the parent(s)/guardian(s), teacher(s), related service providers, other school staff familiar with the student's behaviors, and/or the student; and
 - (3) Review of relevant student records regarding patterns of behavior, previous interventions, and/or other information which may be analyzed to develop a hypothesis about the function of the problem behavior.
- b. FBA should produce four main results:

- (1) Baseline data on the problem behavior's occurrence using an appropriate quantitative measure such as frequency, duration, latency, percent of opportunities, and/or rating scale.
 - (2) Data gathered from direct observation (and, if applicable, indirect assessment) that includes:
 - (a) An operational definition of the problem behavior, written clearly enough for an unfamiliar person to reliably measure the behavior's occurrence,
 - (b) Descriptions of the antecedent events that reliably precede the problem behavior,
 - (c) Descriptions of the consequent events that reliably follow the behavior.
 - (3) Description of the possible function(s) of the problem behavior determined by analyzing all information obtained during the assessment.
 - (4) A hypothesis statement summarizing the following features of the problem behavior:
 - (a) Antecedents,
 - (b) Operational definition of the problem behavior,
 - (c) Reinforcing consequences, and
 - (d) The function(s) maintaining the behavior.
- c. FBA should facilitate the development of a Behavior Intervention Plan (BIP).
22. *Functional Performance* means activities and skills that are not considered academic or related to a student's academic achievement as measured on Statewide achievement tests. Functional Performance includes areas such as behavioral and mental health factors that impact the involvement and progress by a student with a disability in the general education curriculum.
23. *General curriculum* means the same grade-level core curriculum as that provided for students who are nondisabled (i.e., the Utah Core Standards).

24. *IDEA* means the Individuals with Disabilities Education Improvement Act as amended (20 USC § 1401 et. seq.), and its implementing regulations (34 CFR § 300 et. seq.). Part B of the IDEA applies to students ages 3 through 21 and Part C of the IDEA (early intervention) applies to children ages 0 to 2 and is implemented by 34 CFR § 303.
25. *Include* means that the items named are not all of the possible items that are covered, whether like or unlike the ones named.
26. *Individualized Education Program (IEP)* means a written statement for a student with a disability that is developed, reviewed, and revised in accordance with Part B of the IDEA and these Rules.
27. *IEP Team* means a group of individuals that is responsible for developing, reviewing, or revising an IEP for a student with a disability. The required team members are the parent of the student or a student who is an adult, an LEA representative, not less than one general education teacher of the student (if the student is, or may be, participating in the general education environment), not less than one special education teacher of the student or, where appropriate, not less than one special education provider of the student, and a person who can interpret the instructional implications of evaluation results, who may be a member of the team listed above. For students of postsecondary transition age, the student must be invited to attend (34 CFR § 300.321).
28. *Inclusion* means inclusion and acceptance of students with disabilities is ensuring each student is valued as a visible member of the school community with equal opportunities to contribute by creating conditions for active, meaningful participation with:
- Interaction and engagement age-appropriate peers;
 - Systems that promote high expectations and learner agency for each student;
 - Grade/age-appropriate core content standards, curricular materials, and resources; and
 - Availability of customized supports including IEP-Team determined services across all educational settings, including extra-curricular activities,

- (1) To the maximum extent possible and appropriate in the least restrictive environment.
29. *Individualized Family Service Plan (IFSP)* means the individualized plan of services for eligible children and their families under Part C (early intervention ages 0–2) of the IDEA.
30. *Interim alternative educational setting (IAES)* means an appropriate setting determined by the student’s IEP Team or a hearing officer in which the student is placed for no more than 45 school days. This setting enables the student to continue to receive educational services so as to enable them to participate in the general education curriculum (although in another setting) and progress toward meeting the goals set out in the IEP. As appropriate, the setting includes provision of an FBA, and behavioral intervention services and modifications to address the behavior violation so that it does not recur.
31. *Least restrictive environment (LRE)* means that, to the maximum extent appropriate, students with disabilities, including students in public or private institutions or other care facilities, are educated with students who are not disabled. Special classes, separate schooling, or other removal of students with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.
32. *Local education agency (LEA)* means the Utah school districts, the Utah Schools for the Deaf and the Blind (USDB), and all Utah public charter schools that are established under State law that are not schools of an LEA.
33. *Multi-tiered System of Supports (MTSS)* means a comprehensive continuum or framework for implementing systemic, evidence-based practices to maximize student achievement in academics and behavior in preparation for and leading to College and Career Readiness. The MTSS model includes Universal, Targeted, and Intensive levels of support. Universal (Tier One) represents those supports provided to all students. Tier One practices should be implemented with fidelity prior to addressing practices for Tier Two or Three. Targeted (Tier Two) represents additional supports provided to remediate or accelerate student success. Intensive (Tier Three) represents individually-responsive supports that are intended to further remediate or accelerate student success and do not necessarily equate to special education services. Individually-

responsive supports, designed to achieve rapid response, are developed based on individual need through data-based instructional decision making but may be provided in a small group or individual format. Tier Two and Three supports are provided in addition to, not in place of, Tier One instruction.

34. *Native language* means:

- a. When used with respect to an individual with limited English proficiency, the language normally used by that individual; or, in the case of a student who is not an adult, the language normally used by the parent(s) of the student in all direct contact with a student, including evaluation of the student; the language normally used by the student in the home or learning environment.
- b. For an individual with deafness or blindness, or for an individual with no written language, the mode of communication is that normally used by the individual (such as sign language, braille, or oral communication).

35. *Paraeducator* means a school employee who has been trained and who works under the supervision of teachers or other professionally-licensed or certified practitioners to support and assist in providing instruction and other services to students. Paraeducators are sometimes referred to as paraprofessionals (R277-324).

36. *Parent* means a biological or adoptive parent; a guardian, but not the State if the student is a ward of the State; a person acting in the place of a parent of a student (such as a grandparent, stepparent, or other relative) with whom the student lives; a person who is legally responsible for the student's welfare; an adult with power of attorney or other legal authority to make educational decisions, or a surrogate parent who has been appointed in accordance with these Rules.

- (1) In accordance with State law, a foster parent may act as a parent under Part B of the IDEA if the following four conditions are met:
 - b. The biological or adoptive parent's authority to make educational decisions on the student's behalf has been extinguished under State law.
 - c. The foster parent has an ongoing, long-term parental relationship with the student.

- d. The foster parent is willing to make the educational decisions required of parent(s) under these Rules.
- e. The foster parent has no interest that would conflict with the interests of the student. The biological or adoptive parent, when attempting to act as the parent and when more than one party is qualified to act as a parent, must be presumed to be the parent unless said parent does not have legal authority to make educational decisions for the student. If a judicial decree or order identifies a specific person or persons to act as the “parent” of a student or to make educational decisions on behalf of a student, then such person or persons shall be determined to be the parent for purposes of these Rules.

37. *Personally identifiable information (PII)* means information which must be maintained securely and which includes:

- a. The name of the student, the student’s parent, or other family member.
- b. The address of the student.
- c. A personal identifier, such as the student’s social security number or student number.
- d. A list of personal characteristics or other information that would make it possible to identify the student with reasonable certainty.

38. *Physical education* means the development of:

- a. Physical and motor fitness.
- b. Fundamental motor skills and patterns.
- c. Skills in aquatics, dance, and individual and group games and sports (including intramural and lifetime sports).
- d. Physical education includes specialized physical education, adapted physical education, movement education, and motor development.

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

- a. Is designed to exist within a results-oriented process, and is focused on improving the academic and functional achievement of the student with a

disability to facilitate the student's movement from school to post-school activities, including postsecondary education, vocational education, competitive integrated employment (including supported employment), continuing and adult education, adult services, independent living, or full community participation;

- b. Is based on the individual student's needs, taking into account the student's strengths, preferences, and interests; and includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives and, if appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.
- c. May be special education, if provided as specially designed instruction, or a related service, if required to assist a student with a disability to benefit from special education.

40. *Qualified eye care professional* means a licensed ophthalmologist or licensed optometrist.

41. *Qualified health professional* means an individual who has the requisite training and licensure and functions in the role of providing medical information to the school evaluation group consistent with the individual's professional license. This person could be the student's physician, nurse, or other healthcare professional.

42. *Qualified mental health professional* means an individual who has the requisite training and licensure and functions in the role of providing developmental and mental health information to the school evaluation group consistent with the individual's professional license. This person could be the student's psychologist, school psychologist or social worker.

43. *Qualified personnel* means personnel who have met USBE-approved or USBE-recognized certification, licensing, registration, paraeducator qualification standards, or other comparable requirements that apply to the area in which the individuals are providing special education or related services.

44. *Regular high school diploma* means a standard high school diploma that is fully aligned with State standards. A regular high school diploma may not be aligned to alternate academic achievement standards (i.e., Essential Elements).

45. *Related services* means transportation and such developmental, corrective, and other supportive services as are required to assist a student with a disability to benefit from special education, and include speech language pathology and audiology services; interpreting services; psychological services; physical and occupational therapy; recreation, including therapeutic recreation; early identification and assessment of disabilities in students; counseling services, including rehabilitation counseling; orientation and mobility services; and medical services for diagnostic or evaluation purposes. Related services also include school health services, school nurse services, social work services in schools, and parent counseling and training.
- a. Exception: services that apply to students with surgically implanted devices, including cochlear implants.
 - b. Related services do not include a medical device that is surgically implanted, the optimization of that device's functioning (e.g., mapping), maintenance of that device, or the replacement of that device.
 - c. Nothing in this section:
 - (1) Limits the right of a student with a surgically implanted device (e.g., cochlear implant) to receive related services that are determined by the IEP Team to be necessary for the student to receive a FAPE.
 - (2) Limits the responsibility of a public agency to appropriately monitor and maintain medical devices that are needed to maintain the health and safety of the student, including breathing, nutrition, or operation of other bodily functions, while the student is transported to and from school or is at school; or
 - (3) Prevents the routine checking of an external component of a surgically implanted device to make sure it is functioning properly.
 - d. The related services are defined as follows:
 - (1) Audiology means services provided by or supervised by a qualified audiologist and includes:
 - (a) Identification of students with hearing loss;

- (b) Determination of the range, nature, and degree of hearing loss, including referral for medical or other professional attention for the habilitation of hearing;
 - (c) Provision of habilitative activities, such as language habilitation, auditory training, speech reading (lip-reading), hearing evaluation, and speech conservation;
 - (d) Creation and administration of programs for prevention of hearing loss;
 - (e) Counseling and guidance of students, parent(s), and teachers regarding hearing loss; and
 - (f) Determination of students' needs for group and individual amplification, selecting and fitting an appropriate aid, and evaluating the effectiveness of amplification.
- (2) *Counseling services* means services provided by qualified social workers, school psychologists, school counselors, or other qualified personnel consistent with R277-313.
- (3) *Early identification and assessment of disabilities* in students means the implementation of a formal plan for identifying a disability as early as possible in a student's life.
- (4) *Interpreting services* means services provided by qualified personnel and includes, with respect to students who are deaf or hard of hearing, oral transliteration services, cued language transliteration services, sign language transliteration and interpreting services, and transcription services, such as communication access real-time translation (CART), C- Print, and TypeWell; and special interpreting services for students who are deafblind.
- (5) *Medical services* mean services provided by a licensed physician to determine a student's medically-related disability that results in the student's need for special education and related services.
- (6) *Occupational therapy* means services provided by or supervised by a qualified occupational therapist, and includes:

- (a) Improving, developing, or restoring functions impaired or lost through illness, injury, or deprivation;
 - (b) Improving ability to perform tasks for independent functioning if functions are impaired or lost; and
 - (c) Preventing, through early intervention, initial or further impairment or loss of function.
- (7) *Orientation and mobility services* means services provided to students with blindness or visual impairment by qualified personnel to enable those students to attain systematic orientation to and safe movement within their environments in school, home, and community, and includes teaching students the following, as appropriate:
- (a) Spatial and environmental concepts and use of information received by the senses (such as sound, temperature and vibrations) to establish, maintain, or regain orientation and line of travel (e.g., using sound at a traffic light to cross the street);
 - (b) To use the long cane or a service animal to supplement visual travel skills or as a tool for safely negotiating the environment for students with no available travel vision;
 - (c) To understand and use remaining vision and distance low vision aids; and
 - (d) Other concepts, techniques, and tools.
- (8) *Parent counseling and training* means assisting parent(s) in understanding the special needs of their student, providing parent(s) with information about child development, and helping parent(s) to acquire the necessary skills that will allow them to support the implementation of their student's IEP.
- (9) *Physical therapy* means services provided by or supervised by a qualified physical therapist.
- (10) *Psychological services* means services provided by a qualified psychologist or school psychologist and include:

- (a) Administering psychological and educational tests, and other assessment procedures;
- (b) Interpreting assessment results;
- (c) Obtaining, integrating, and interpreting information about student behavior and conditions relating to learning;
- (d) Consulting with other staff members in planning school programs to meet the special educational needs of students as indicated by psychological tests, interviews, direct observation, and behavioral evaluations;
- (e) Planning and managing a program of psychological services, including psychological counseling for students and parent(s); and
- (f) Assisting in developing positive behavior intervention strategies.

(11) *Recreation* includes:

- (a) Assessment of leisure function;
- (b) Therapeutic recreation services;
- (c) Recreation programs in schools and community agencies; and
- (d) Leisure education.

(12) *Rehabilitation counseling services* means services provided by qualified personnel in individual or group sessions that focus specifically on career development, employment preparation, achieving independence, and integration in the workplace and community of a student with a disability. The term also includes vocational rehabilitation services provided to a student with a disability by vocational rehabilitation programs funded under the Rehabilitation Act of 1973, as amended (29 USC § 701 et seq.).

(13) *School health services* and *school nurse services* means health services that are designed to enable a student with a disability to receive a FAPE as described in the student's IEP. School nurse services are services provided by a qualified school nurse. School health services

are services that may be provided by either a qualified school nurse or other qualified person.

(14)*Social work services* in schools include:

- (a) Preparing a social or developmental history on a student with a disability;
- (b) Group and individual counseling with the student and family;
- (c) Working in partnership with parent(s) or student who is an adult and others on those problems in a student's living situation (home, school, and community) that affect the student's adjustment in school;
- (d) Mobilizing school and community resources to enable the student to learn as effectively as possible in the student's educational program; and
- (e) Assisting in developing positive behavior intervention strategies.

(15)*Speech language pathology services* means services provided by or under the supervision of a qualified speech language pathologist and include:

- (a) Identification of students with speech or language impairments;
- (b) Diagnosis and appraisal of specific speech or language impairments;
- (c) Referral for medical or other professional attention necessary for the habilitation of speech or language impairments;
- (d) Provision of speech and language services for the habilitation or prevention of communicative impairments; and
- (e) Counseling and guidance of parent(s) or student who is an adult, students, and teachers regarding speech and language impairments.

(16)*Transportation* includes:

- (a) Travel to and from school and between schools;
- (b) Travel in and around school buildings; and

- (c) Specialized equipment (such as special or adapted buses, lifts, and ramps), if required to provide special transportation for a student with a disability.

46. *Science of Reading* means a corpus of objective investigation and accumulation of reliable evidence about how humans learn to read and how reading should be taught. The evidence-based elements the science of reading has identified include: oral language skills, concepts of print, phonological awareness, phonemic awareness, alphabet letters and sounds, phonics, morphological analysis, spelling, fluency, vocabulary development, background knowledge, comprehension strategies, text discussion, and writing.

47. *Scientifically-based research* means research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs, and includes research that:

- a. Employs systematic, empirical methods that draw on observation or experiment;
- b. Involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;
- c. Relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;
- d. Is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment experiments, or other designs to the extent that those designs contain within-condition or across-condition controls;
- e. Ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings; and

- f. Has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.
48. *Secondary school* means a nonprofit institutional day or residential school, including a public secondary charter school, that provides secondary education, as determined under State law, except that it does not include any education beyond grade 12. R277-410 requires schools with grades nine and above to be accredited.
49. *Service animal* (UCA 62A-5b-1024) means any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability. The work or tasks performed must be directly related to the handler's disability. Emotional support animals are not service animals.
50. *Special education* means specially designed instruction, at no cost to the parent(s) or the student who is an adult, to meet the unique needs of a student with a disability, including instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings; and instruction in physical education. The term includes speech language pathology services and may include other related services, travel training, and applied technology education, if they meet the definition of special education. Special education services are services provided to the student, and do not include consultation between teachers or monitoring a student's grades or work completion.
- a. *At no cost* means that all specially designed instruction is provided without charge but does not preclude incidental fees that are normally charged to students who are nondisabled or their parent(s) as part of the regular education program.
51. *Specially designed instruction (SDI)* means adapting, as appropriate to the needs of a student who is eligible under these Rules, the content, methodology, or delivery of instruction in order to:
- a. Address the unique needs of the student that result from the student's disability; and
 - b. Ensure access of the student to the general curriculum, so that the student can meet the educational standards within the jurisdiction of the LEA that apply to all students.

52. *Speech-Language Technician* is a license area of concentration connected to an associate or professional license as outlined in R277-301.
53. *State educational agency (SEA)* means the staff of the Utah State Board of Education.
54. *Student with a disability* means a student, ages 3 through 21, evaluated in accordance with these Rules as having autism, a speech or language impairment, deafblindness, an emotional-behavioral disability, a hearing loss including deafness, an intellectual disability, multiple disabilities, an orthopedic impairment, an other health impairment, a specific learning disability, a traumatic brain injury, a visual impairment including blindness, or a student ages three through eight (until the student's ninth birthday) experiencing developmental delays whose disability affects the student's educational performance and who, by reason thereof, needs special education and related services.
- a. If it is determined, through an appropriate evaluation under these Rules, that a student has one of the disabilities identified above, but the student only needs related services and not special education (defined as specially designed instruction), the student is not a student with a disability who is eligible under these Rules.
 - b. If, consistent with the definition of special education under these Rules I.E.46, the related service required by the student is considered special education rather than a related service under these Rules, the student would be determined to be a student with a disability.
55. *Student Experiencing Homelessness* means an individual who lacks a fixed, regular, and adequate nighttime residence (McKinney-Vento Homeless Assistance Act, 42 USC § 11434a; R277-616), including:
- a. Children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;

- b. Children and youth who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
 - c. Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;
 - d. Migratory children who qualify as experiencing homelessness because they are living in circumstances described above; and
 - e. Unaccompanied youth—that is, a youth not in the physical custody of a parent or guardian.
56. *Student who is an adult* means a student who is 18 years of age and older whose educational rights have not been legally transferred to another adult through guardianship, power of attorney, or other means.
57. *Supplementary aids and services* means aids, services, and other supports that are provided in regular education classes or other education-related settings to enable students with disabilities to be educated with students who are nondisabled to the maximum extent appropriate in accordance with these Rules, including the LRE requirements (Rules III.P.–S.).
58. *Travel training* means instruction, as appropriate, to students with significant cognitive disabilities, and any other students with disabilities who require this instruction, to enable them to:
- a. Develop an awareness of the environment in which they live.
 - b. Learn the skills necessary to move effectively and safely from place to place within that environment (e.g., in school, in the home, at work, and in the community).
59. *Ward of the State* means a child who, as determined by the state where the child resides, is a foster child, a ward of the state, or in the custody of a public child welfare agency. The definition of Ward of the State does not include a foster child who has a foster parent who meets the definition of a parent in Rule I.E.33. above.

II. IDENTIFICATION, LOCATION, AND EVALUATION

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

1. In accordance with the requirements of Part B of the IDEA and with these Rules, each LEA and USDB shall develop policies and procedures to ensure that all students with disabilities residing within the jurisdiction of the LEA, including students with disabilities birth through 21 years of age and those attending private schools, regardless of the severity of their disability, and who are in need of special education and related services, are identified, located, and evaluated. The policies and procedures shall include a practical method for determining which students are currently receiving needed special education and related services and provide a process to reevaluate those who are found eligible within the three-year timeframe.
2. The requirements of this section apply to:
 - a. Highly mobile students with disabilities (such as students who are migrant and experiencing homelessness) (34 CFR § 300.111(c)(2)).
 - b. Students who have been suspended or expelled from school (34 CFR § 300.101(a)).
 - c. Students who have not graduated from high school with a regular high school diploma (34 CFR § 300.102(a)(3)(iii)).
 - d. Students who are suspected of being a student with a disability under these Rules and who are in need of special education and related services, even though they are advancing from grade to grade (34 CFR § 300.111(c)(1)).
 - e. Students who are homeschooled and students enrolled in private schools within the school district's boundaries.
 - f. Students in State custody/care.
 - g. Students in nursing homes.
3. Public charter schools are responsible for child find for students enrolled in their own school and have no responsibility for child find for students in

private schools. Charter schools may not refer enrolled students to the local school district for child find.

4. The determination that a student is a “student with a disability” under these Rules must be made on an individual basis, by a group made up of the parent or student who is an adult and school personnel determined by the student’s LEA.
5. Major components of the child find system include:
 - a. LEA implementation, coordination, and tracking of child find activities and students identified, including students who are home schooled and students enrolled in private schools within the school district’s jurisdiction (34 CFR § 300.131).
 - b. USBE staff provision of ongoing technical assistance to LEAs, private schools, and other State agencies in implementing the child find system.
 - c. Implementation of the statewide data collection system for reporting student information, including Federal student count (34 CFR §§ 300.132, 300.640– 641) and the data requirements found in these Rules VI.B.3., which includes that:
 - (1) Each school district must maintain in its records, and provide to the USBE staff annually, the following information related to parentally placed or student who is an adult nonprofit private school students:
 - (a) The number of students evaluated and reevaluated within three years;
 - (b) The number of students determined to be students with disabilities; and
 - (c) The number of students served.
 - d. School district collaboration and coordination with State and Local Department of Health, which has responsibility for providing early intervention services for infants and toddlers with disabilities, ages birth through two, under Part C of the IDEA (Interagency Agreement).

II. Identification, Location, and Evaluation

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

II.B. REFERRAL (34 CFR § 300.301).

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

II.C. PARENTAL CONSENT (34 CFR § 300.300).

1. Parental consent for initial evaluation.
 - a. The LEA proposing to conduct an initial evaluation to determine if a student qualifies as a student with a disability under these Rules must, after providing prior written notice to the parent or student who is an adult, obtain informed consent, consistent with these Rules I.E.9, from the parent of the student or the student who is an adult before conducting the evaluation.
 - (1) Consent from a parent or student who is an adult for initial evaluation must not be construed as consent for initial provision of special education and related services.
 - (2) The LEA must make reasonable efforts to obtain informed consent from the parent or student who is an adult for an initial evaluation to determine whether the student is a student with a disability.
 - (3) When conducting psychological evaluations, the LEA must implement the parental or student who is an adult consent requirements of UCA 53E-9-203 (Student Privacy and Data Protection).

II. Identification, Location, and Evaluation

- b. For initial evaluations only, if the student is a ward of the State and is not residing with the student's parent(s), the LEA is not required to obtain informed consent from the parent for an initial evaluation to determine whether the student is a student with a disability if:
 - (1) Despite reasonable efforts to do so, the LEA cannot discover the whereabouts of the parent(s) of the student;
 - (2) The rights of the parent(s) of the student have been terminated in accordance with State law; or
 - (3) The rights of the parent(s) to make educational decisions have been subrogated by a judge in accordance with State law and consent for an initial evaluation has been given by an individual appointed by the judge to represent the student.
- c. If the parent(s) of a student or a student who is an adult enrolled in public school or seeking to be enrolled in public school does not provide consent for initial evaluation, or fails to respond to a request to provide consent, the LEA may, but is not required to, pursue the initial evaluation of the student by utilizing the procedural safeguards or the due process procedures in Section IV of these Rules.
 - (1) The LEA does not violate its obligation under the child find provisions of these Rules if it declines to pursue the evaluation by utilizing the procedural safeguards or the due process procedures.

2. Parental consent for services.

- a. An LEA that is responsible for making a FAPE available to a student with a disability must obtain informed consent from the parent(s) of the student or student who is an adult before the initial provision of special education and related services to the student.
- b. An LEA must make reasonable efforts to obtain informed consent from the parent(s) or student who is an adult for the initial provision of special education and related services to the eligible student with disabilities.
- c. If the parent(s) of a student or student who is an adult fails to respond to a request for, or refuses to consent to, the initial provision of special education and related services, the LEA:

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- (1) May not use the procedures in of these Rules IV., including the mediation procedures or the due process procedures, in order to obtain agreement or a ruling that the services may be provided to the student;
 - (2) Will not be considered to be in violation of the requirement to make available a FAPE to the student for the failure to provide the student with the special education and related services for which the LEA requests consent; and
 - (3) Is not required to convene an IEP Team meeting or develop an IEP for the student for the special education and related services for which the LEA requests such consent.
- d. If, at any time subsequent to the initial provision of special education and related services, the parent(s) of a student or student who is an adult revokes consent in writing for the continued provision of special education and related services, the LEA:
- (1) May not continue to provide special education and related services to the student but must provide prior written notice in accordance with these Rules IV.D. before ceasing the provision of special education and related services;
 - (2) May not use the procedures in these Rules IV., including the mediation procedures or the due process procedures, in order to obtain agreement or a ruling that the services may be provided to the student;
 - (3) Will not be considered to be in violation of the requirement to make available a FAPE to the student for the failure to provide the student with the special education and related services for which the LEA requests consent; and
 - (4) Is not required to convene an IEP Team meeting or develop an IEP for the student for the special education and related services for which the LEA requests such consent (34 CFR § 300.300).
3. Parental consent for reevaluations.

II. Identification, Location, and Evaluation

- a. Each LEA must obtain informed parental or student who is an adult consent prior to conducting any reevaluation of a student with a disability.
 - b. If the parent or student who is an adult refuse to consent to the reevaluation, the LEA may, but is not required to, pursue the reevaluation by using the dispute resolution procedures provided in the procedural safeguards, and including mediation or due process procedures.
 - c. The LEA does not violate its obligation under child find if it declines to pursue the reevaluation.
 - d. The informed parental or student who is an adult consent need not be obtained if the LEA can demonstrate that:
 - (1) It made reasonable efforts to obtain such consent; and
 - e. The student's parent or the student who is an adult has failed to respond.
4. Other consent requirements.
- a. Parental or student who is an adult consent is not required before:
 - (1) Reviewing existing data as part of an evaluation or a reevaluation; or
 - (2) Administering a test or other evaluation that is administered to all students unless consent is required for all students before administration of that test or evaluation.
 - b. An LEA may not use a parent's or student who is an adult refusal to consent to one service or activity under these Rules II.C.1., II.C.2., or II.C.3., to deny the parent or student any other service, benefit, or activity of the LEA, except as required by this part.
 - c. If a parent of a student or an student who is an adult who is home schooled or placed in a private school by the parent(s) or student who is an adult at their own expense does not provide consent for the initial evaluation or the reevaluation, or the parent or student who is an adult fails to respond to a request to provide consent, the LEA may not use the consent override procedures (described in these Rules II.C.1.c., II.C.3.), and the LEA is not required to consider the student as eligible for special education and related services.

II. Identification, Location, and Evaluation

- d. To meet the reasonable efforts requirement in these Rules II.C.1.a.2., II.C.1.b.1., II.C.2.b., and II.C.3.d.1., the LEA must document its attempts to obtain parental or student who is an adult consent using the procedures in these Rules III.G.3.
- e. Unless parent(s) or the student who is an adult revoke consent for special education and related services or refuse consent for initial placement, disagreements regarding the provision of IEP services should be resolved by the IEP Team and result in a completed IEP which includes all components necessary for the provision of FAPE.

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

- 1. Each LEA must conduct a full and individual initial evaluation to determine whether a student is a “student with a disability” under Part B of the IDEA and these Rules, and to determine the educational needs of the student.
- 2. The initial evaluation:
 - a. Must be conducted within 45 school days of receiving parental or student who is an adult consent for the evaluation, unless:
 - (1) The initial evaluation is requested by the Division of Child and Family Services (DCFS) and the LEA obtains appropriate consent for the evaluation, in which case an LEA shall provide an initial special education evaluation to an individual who enters DCFS custody if DCFS suspects the individual may be an eligible student within 30 days after the day on which DCFS makes the request (UCA 53E-7-207).
 - (a) An LEA may refuse to conduct an evaluation described in these Rules a. (1) if the LEA reviews the relevant data regarding the individual and, within ten days after the day on which the LEA received the request described in these Rules a.(1), gives the DCFS prior written notice of refusal to evaluate.
 - b. Must consist of procedures to determine:
 - (1) If the student is a student with a disability; and
 - (2) The educational needs of the student.
- 3. The timeframe shall not apply to an LEA if:

II. Identification, Location, and Evaluation

- a. The parent of a student repeatedly fails or refuses to produce the student for the evaluation; or
- b. The student who is an adult repeatedly fails or refuses to participate in evaluation activities; or
- c. A student enrolls in a school served by the LEA after the relevant timeframe has begun, and prior to a determination by the student's previous LEA as to whether the student is a student with a disability.
- d. The exception in these Rules II.D.3.c. applies only if the subsequent LEA is making sufficient progress to ensure a prompt completion of the evaluation, and the parent or student who is an adult and subsequent LEA agree to a specific time when the evaluation will be completed.

II.E. SCREENING FOR INSTRUCTIONAL PURPOSES (34 CFR § 300.302).

1. The screening of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation shall not be considered to be an evaluation for eligibility for special education and related services. Results of screenings should be considered by the LEA for child find purposes.

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

1. Each LEA shall establish and implement procedures that meet the evaluation requirements of Part B of the IDEA and these Rules as follows:
 - a. In conducting the evaluation, the LEA must:
 - (1) Use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the student, including information provided by a parent or student who is an adult, that may assist in determining:
 - (a) Whether the student is a student with a disability; and
 - (b) The content of the student's IEP, including information related to enabling the student to be involved in and progress in the general education curriculum (or, for a student in preschool, to participate in appropriate activities);

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- (2) Not use any single procedure as the sole criterion for determining whether a student is a student with a disability and for determining an appropriate educational program for the student; and
- (3) Use technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors. LEAs must consider the publication date and continued validity of assessments in use when new editions are published.
- (4) Each LEA must ensure that assessments and other evaluation materials used to assess a student:
 - (a) Are selected and administered so as not to be discriminatory on a racial or cultural basis;
 - (b) Are provided and administered in the student's native language or other mode of communication, and in the form most likely to yield accurate information on what the student knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to so provide or administer;
 - (c) Are selected to assess the specific areas of concern identified by the assessment/evaluation group, including the parent(s) or student who is an adult;
 - (d) Are used for the purposes for which the assessments or measures are valid and reliable;
 - (e) Are selected and administered by trained and knowledgeable personnel based upon the specific assessment's requirements; and
 - (f) Are administered and interpreted in accordance with any instructions and administrator requirements provided by the producer of the assessments and the Standards for Educational and Psychological Testing (AERA, APA, NCME, 2014).
 - (i) LEAs must ensure and document that all evaluators meet the assessment publishers' administrator/interpreter/user requirements, (e.g., appropriate degree, higher education

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coursework in tests and measures, and supervised clinical experiences/practica).

- (ii) LEAs shall provide documentation to USBE staff upon request.

(5) The LEA must ensure that:

- (a) Assessments and other evaluation materials include those tailored to assess specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient.
- (b) Assessments are selected and administered so as best to ensure that if an assessment is administered to a student with impaired sensory, manual, or speaking skills, the assessment results accurately reflect the student's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills (unless those skills are the factors that the test purports to measure).
- (c) The administration of psychological testing and the evaluation or assessment of personal characteristics, such as intelligence (e.g., cognitive, IQ), personality, abilities, interests, aptitudes, and neuropsychological functioning are only administered and interpreted by personnel who have been trained and fully meet the administrator/ interpreter/user qualifications of the test publisher (e.g., appropriate degree, higher education coursework in tests and measures, and supervised clinical experiences/practica).
- (d) The student is assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities.
- (e) Assessments of students with disabilities who transfer from one LEA to another LEA in the same school year are coordinated with those students' prior and subsequent schools, as necessary and

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as expeditiously as possible, to ensure prompt completion of full evaluations.

- (f) In evaluating each student with a disability, the evaluation is sufficiently comprehensive to identify all the student's special education and related services needs, whether or not commonly linked to the disability category in which the student has been classified.
 - (g) Assessment tools and strategies provide relevant information that directly assists persons in determining the educational needs of the student are provided.
- b. The USDB is available to LEAs for assessments of students with visual impairment and hearing loss, as well as professional learning on appropriate administration of assessments, and procedures to ensure appropriate interpretation of assessments (R277-800-7).

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

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

reviewed and used in an evaluation report and complete an eligibility determination.

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

1. As part of any initial evaluation (if appropriate) and as part of any reevaluation, the IEP Team and other qualified professionals, as appropriate, must:
 - a. Review existing evaluation data on the student, including:
 - (1) Evaluations and information provided by the parent(s) of the student or the student who is an adult;
 - (2) Current classroom-based, local, or State assessments, and classroom-based observations; and
 - (3) Observations by teachers and related services providers; and
 - b. On the basis of that review, and input from the student's parent(s) or the adult student, identify what additional data, if any, are needed to determine:
 - (1) Whether the student is a student with a disability and the educational needs of the student; or, in the case of a reevaluation of a student, whether the student continues to have such a disability, and the educational needs of the student;
 - (2) The present levels of academic achievement and related developmental needs of the student;
 - (3) Whether the student needs special education and related services; or, in the case of a reevaluation of a student, whether the student continues to need special education and related services; and
 - (4) Whether any additions or modifications to the special education and related services are needed to enable the student to meet the measurable annual goals set out in the IEP of the student and to participate, as appropriate, in the general education curriculum.
2. The IEP Team and other qualified professionals, as appropriate, may conduct its review of existing data without a meeting.

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3. The LEA must administer such assessments and other evaluation measures as may be needed to produce the data needed to determine continuing eligibility.
4. If the IEP Team and other qualified professionals, as appropriate, determine that no additional data are needed to determine whether the student continues to be a student with a disability and to determine the student's educational needs, the LEA must notify the student's parent(s) or student who is an adult of:
 - a. That determination and the reasons for the determination; and
 - b. The right of the parent(s) or student who is an adult to request an assessment to determine whether the student continues to be a student with a disability, and to determine the student's educational needs.
5. The LEA is not required to conduct the assessment for reevaluation described in these Rules II.H.4.b unless requested to do so by the student's parent(s) or the student who is an adult.
6. Evaluations before change in eligibility.
 - a. An LEA must evaluate a student with a disability before determining that the student is no longer a student with a disability.
 - b. The evaluation is not required before the termination of a student's eligibility due to graduation from secondary school with a regular diploma, or due to exceeding the age eligibility for FAPE under State law (i.e., age 22).
 - c. For a student whose eligibility terminates due to graduation from secondary school with a regular high school diploma or due to exceeding the age eligibility for FAPE under State law, an LEA must provide the student with a summary of the student's academic achievement and functional performance, which shall include recommendations on how to assist the student in meeting the student's postsecondary goals.

II.I. DETERMINATION OF ELIGIBILITY (34 CFR § 300.306).

1. Upon completion of the administration of assessments and other evaluation measures, a group of qualified professionals and the parents of the student or

the student who is an adult determine eligibility under Part B of the IDEA and these Rules, including:

- a. Whether that student is a student with a disability, and
 - b. The educational needs of the student.
2. The LEA shall provide the parents or adult student with a copy of the evaluation report and the documentation of determination of eligibility.
3. A student must not be determined to be a student with a disability:
 - a. If the determinant factor for that determination is:
 - (1) Lack of appropriate instruction in the science of reading, including the essential components of reading instruction (explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency including oral reading skills, and reading comprehension strategies) (20 USC 6368(3));
 - (2) Lack of appropriate instruction in mathematics; or
 - (3) Limited English proficiency; and
 - b. If the student does not otherwise meet the eligibility criteria.
4. Procedures for determining eligibility and educational need.
 - a. In interpreting evaluation data for the purpose of determining if a student is a student with a disability and the educational needs of the student, each LEA must:
 - (1) Draw upon information from a variety of sources, such as aptitude and achievement tests, parent or student who is an adult input, teacher recommendations, physical condition, social or cultural background, and adaptive behavior; and
 - (2) Ensure that information obtained from all of these sources is documented and carefully considered.
 - b. If a determination is made that a student has a disability and needs special education and related services, an IEP must be developed for the student within 30 calendar days.

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II.J. CATEGORICAL DEFINITIONS, CRITERIA, AND ASSESSMENTS (34 CFR § 300.8; 34 CFR § 300.304 34 CFR § 300.306).

1. This section specifies the criteria and evaluation procedures, by category, for determining eligibility for a student with disabilities under Part B of the IDEA and these Rules
2. Autism.
 - a. Definition.
 - (1) *Autism* is a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three, that adversely affects a student's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences.
 - (a) Autism does not apply if a student's educational performance is adversely affected primarily because the student has an emotional-behavioral disability or an intellectual disability, as defined in these Rules.
 - (b) A student who manifests the characteristics of autism after age three could be identified as having autism if the group determines that the student meets the definition of autism under these Rules.
 - b. Eligibility Criteria.
 - (1) A group of qualified professionals and the student's parent(s) or student who is an adult determine eligibility as defined above.
 - (2) The autism must adversely affect the student's educational performance.
 - (3) The student with autism must require special education and related services.
 - (4) The group must determine that autism is the student's primary disability, although the student may exhibit characteristics of other

disability conditions such as an emotional- behavioral disability or intellectual disability.

- (5) To be eligible under this category, the student must exhibit significant impairments in verbal and/or nonverbal communication and social interaction. The student may also exhibit engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, difficulty with emotional regulation, and unusual responses to sensory experiences.

- (a) Significant impairment in social interaction includes, but is not limited to:

- (i) Failure to use appropriate nonverbal behaviors such as eye contact, facial expression, body postures, and other social gestures.
- (ii) Failure to develop peer relationships appropriate to developmental level.
- (iii) A lack of spontaneous initiation to share interests, enjoyment, or achievements with other people.

- (b) Significant impairment in communication includes, but is not limited to:

- (i) Delay in or lack of spoken language with no attempt to communicate through alternate modes such as gesture or mime.
- (ii) In individuals who have reached expected developmental speech milestones:
 - (A) An inability to initiate or sustain a conversation with others.
 - (B) An inability to use conventions of social communication or pragmatics.
- (iii) Stereotyped and repetitive use of language or peculiar language.

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- (iv) Lack of varied, spontaneous make-believe play, or social imitative play, appropriate to development level.
 - (c) Significant restricted, repetitive, and stereotyped patterns of behavior, interests, and activities includes, but is not limited to:
 - (i) Restricted patterns that are atypical either in intensity or focus.
 - (ii) Rigid adherence to specific, nonfunctional routines or rituals.
 - (iii) Stereotyped and repetitive motor mannerisms (e.g., hand or finger flapping or twisting, or complex whole-body movement).
 - (iv) Persistent preoccupation with people, events, or objects.
 - (d) Unusual resistance to environmental change or change in daily routines includes, but is not limited to, resistance to:
 - (i) New adults or students in the classroom setting, such as substitute teachers.
 - (ii) Changes in the arrangement of furniture.
 - (iii) Changes in the daily schedule of activities.
 - (e) Unusual responses to sensory experiences include, but are not limited to, unusual or extreme responses to:
 - (i) Sudden loud noises or high-pitched sounds.
 - (ii) Rough or highly textured surfaces or clothes touching the skin.
 - (iii) Bright light or significant intermittent changes in lighting.
 - (iv) Strong or unfamiliar tastes or smells.
 - (f) The requirements of these Rules II.I must be met.
- c. Evaluation.
- (1) Multiple measures (formal and informal), including an autism checklist/rating scale, must be used to assess intellectual, academic, communicative, social, and adaptive functioning.

(2) The student's prior medical history from a qualified health professional, regarding any specific syndromes, health concerns, medication, and developmental history from either a qualified health professional or qualified mental health professional, must be on record regarding any information deemed necessary for planning the student's education program.

(3) The requirements of these Rules II.D.–H. must be met.

3. Deafblindness.

a. Definition.

(1) *Deafblindness* means associated hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for students with deafness or students with blindness.

b. Eligibility Criteria.

(1) While there must be prior documentation by qualified health professionals that a student has associated hearing and visual impairments the combination of which meet the definition above, only a group of qualified professionals and the student's parent(s) or student who is an adult determine eligibility as defined above.

(2) The deafblindness must adversely affect the student's educational performance.

(3) The student with deafblindness must require special education and related services.

(4) The group must determine that deafblindness is the student's primary disability, although the student may have other disabling conditions in addition to the vision and hearing losses.

(5) A combination of the following must exist:

(a) Vision impairment including one or both of the following:

(i) Visual impairment that, with or without correction, adversely affects a student's ability to access visual information and to

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develop visual skills for educational performance. This may include partial/low vision or blindness.

- (ii) Functional blindness, where the physical structures of the eye may be functioning, but the student does not attend to, examine, utilize, or accurately process visual information. This may include cortical visual impairment or central visual impairment.

(b) Hearing loss that must include one or both of the following:

- (i) Hearing loss that, with or without amplification, adversely affects a student's ability to access auditory information and the development of language and communication for educational performance. This may include hard of hearing or deafness.
- (ii) Functional hearing loss (abnormal auditory perception), where parts of the auditory system may be functioning, but the student does not attend to, respond to, localize, utilize, or accurately process auditory information. This may include cortical deafness, auditory processing disorders, or auditory neuropathy/ dyssynchrony (which is an impairment of the auditory nerve, where parts of the auditory system may be functioning, but there is a problem sending the sound from the ear to the brain).

(6) The requirements of these Rules II.I. must be met.

c. Evaluation.

(1) Multiple measures (formal and informal) must be used to assess vision and hearing and all areas of suspected deficits. The evaluation must include and take into consideration the impact of the combined vision and hearing losses. Evaluation must be both clinical and functional assessment.

(2) Areas of evaluation must include:

(a) Audiological evaluation.

- (i) Clinical—Audiological testing may include:

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- (A) Audiological testing yielding threshold results; aided threshold evaluations yielding aided threshold results; speech audiometric tests yielding speech discrimination scores and speech reception thresholds; and proper functioning, fitting, and follow-up of hearing aids.
 - (B) Otoacoustic Emission Testing (OAE).
 - (C) Auditory Brainstem Response (ABR) testing.
 - (ii) Functional assessment of auditory abilities.
 - (b) Vision evaluation.
 - (i) Ophthalmological testing.
 - (A) Clinical assessment of visual acuity, visual field, fixation and movement, refractive errors, and health of the eye structure.
 - (B) Additional diagnostic tests such as Visual Evoked Response (VER), Magnetic Resonance Imaging (MRI), and Electroretinogram (ERG).
 - (ii) Functional assessment of visual abilities.
 - d. Educational Evaluation.
 - (1) Other areas of evaluation to consider, as appropriate, include:
 - (a) Language and communication needs.
 - (b) Current and future needs for instruction in braille or the use of braille.
 - (c) Orientation and Mobility (O&M) needs.
 - (d) Accommodations and modifications necessary for the student to be able to access the general curriculum and other activities.
 - (e) Assistive technology needs.
 - (2) The requirements of these Rules II.D.–H. must be met.
4. Developmental Delay.

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a. Definition.

- (1) In a student ages three through eight, *developmental delay* means a significant delay in one or more of the following areas: physical/motor development, cognitive development, communication development, social/ emotional development, or adaptive development. The delay must adversely affect a student's educational performance.
- (2) LEAs that choose to use the classification of developmental delay must conform to the State's definition of developmental delay, including the age range adopted by the State, and the requirement that the LEA conduct a full and individual initial evaluation.

b. Eligibility Criteria.

- (1) A group of qualified professionals and the student's parent(s) determine eligibility as defined above.
- (2) The developmental delay must adversely affect the student's educational performance.
- (3) The student with a developmental delay must require special education and related services.
- (4) The group must determine that the student's primary disability is developmental delay, and not one of the other disability categories. If the student meets the criteria of any other disability category the student must be classified in that specific disability.
- (5) Students who are eligible for services include students who have been determined to have a significant delay or deficit in one or more of the following areas:
 - (a) Cognitive development.
 - (b) Physical/motor development.
 - (c) Communication development.
 - (d) Social/emotional development.
 - (e) Adaptive development.
- (6) Significant delays are defined as:

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- (a) 1.5 standard deviations below the mean, or at or below the seventh percentile in three areas of development.
- (b) 2.0 standard deviations below the mean, or at or below the second percentile in two areas of development.
- (c) 2.5 standard deviations below the mean, or at or below the first percentile in one area of development.

(7) The requirements of these Rules II.I must be met.

c. Evaluation.

- (1) Multiple measures (formal and informal) must be used to assess the area(s) of suspected delay.
- (2) Assessments selected must be appropriate for students ages three through seven.
- (3) The requirements of these Rules II.D.–H. must be met.

5. Emotional-Behavioral Disability.

a. Definition.

- (1) *Emotional behavioral disability* means a condition exhibiting one or more of the following characteristics over a long period of time (i.e., at least 45 school days) and to a marked degree (e.g., frequency, duration, or intensity of the student's behavior in comparison to the behavior of peers) that adversely affects a student's educational performance:
 - (a) An inability to learn (e.g., insufficient progress towards meeting age or grade level academic standards) that cannot be explained by intellectual, sensory, or health factors.
 - (b) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
 - (c) Inappropriate types of behavior or feelings under normal circumstances.
 - (d) A general pervasive mood of unhappiness, depression, or anxiety.

(e) A tendency to develop physical symptoms or fears associated with personal or school problems.

(2) *Emotional-behavioral disability* includes schizophrenia. The term does not apply to students who are socially maladjusted, unless it is determined that they have an emotional-behavioral disability. A student may not be identified as having an emotional-behavioral disability if common disciplinary problem behaviors, such as truancy, smoking, or breaking school conduct rules, are the sole criteria for determining the existence of an emotional-behavioral disability.

(3) *Emotional-behavioral disability* is a term that covers the following two types of behavioral difficulties, which are not mutually exclusive, and which may adversely affect a student's educational performance.

(a) *Externalizing* refers to behavior problems that are directed outwardly by the student toward the social environment, and usually involve behavioral excesses.

(b) *Internalizing* refers to a class of behavior problems that are directed inwardly, and often involve behavioral deficits.

b. Eligibility Criteria.

(1) A group of qualified professionals and the student's parent(s) or student who is an adult determine eligibility as defined above.

(2) The emotional-behavioral disability must adversely affect the student's educational performance.

(3) The student with the emotional behavioral disability must require special education and related services.

(4) The group must determine that an emotional-behavioral disability is the primary disability.

(5) Before classifying a student as having an emotional-behavioral disability, the group must determine that all of the following conditions are met:

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- (a) The observable emotional and/or behavioral responses of concern occur in an academic setting in school and at least one nonacademic setting;
- (b) The observable emotional and/or behavioral responses of concern are significantly different from same-age peers in terms of frequency, intensity, and/or setting;
- (c) The observable emotional and/or behavioral responses of concern are not primarily the result of:
 - (i) Intellectual disability;
 - (ii) Vision impairment, hearing loss, or other medical conditions;
 - (iii) Inappropriate classroom management;
 - (iv) Cultural factors;
 - (v) Environmental or economic disadvantage; or
 - (vi) Limited English proficiency.
- (d) A variety of documented evidence-based instructional and/or behavioral interventions were implemented, and the student remains unable to access education in a general education setting. Intervention documentation must include start and end dates.

(6) The requirements of these Rules II.I. must be met.

c. Evaluation.

- (1) Multiple measures (formal and informal) must be used to assess behavioral, social, and academic areas and must include the following:
 - (a) Documentation which demonstrates that the behavior that adversely affects the student's educational performance has been exhibited over a long period of time and to a marked degree.

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- (b) A functional behavior assessment (FBA) as defined in these Rules I.E.19 that evaluates the observable behaviors leading to the referral for the educational evaluation.
- (c) A social and developmental history that may include, but is not limited to, the following:
 - (i) Communication skills,
 - (ii) Social interaction skills,
 - (iii) Responses to sensory experiences,
 - (iv) Relevant family and environmental information,
 - (v) Patterns of emotional adjustment, and
 - (vi) Unusual or atypical behaviors.
- (d) Complete documentation in the student's records in each of the following areas:
 - (i) Academic performance as evidenced by achievement tests, classroom academic screenings and tests, report cards, cumulative records, statewide assessments, and other data.
 - (ii) Social/behavioral/adaptive checklists or rating scales which provide information regarding the student's past and present patterns of interaction with peers, family, teachers, adults, and others.
 - (iii) Behaviors for which the student is referred.
- (e) The requirements of these Rules II.D.–H. must be met.

6. Hard of Hearing/Deafness.

a. Definition.

- (1) *Hard of Hearing* is loss in hearing, whether permanent or fluctuating, that adversely affects a student's educational performance but that is not included under the definition of deafness.
- (2) *Deafness* is a hearing loss that is so severe that the student is impaired in processing linguistic information through hearing, with or without

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amplification, and that adversely affects a student's educational performance.

b. Eligibility Criteria.

- (1) A group of qualified professionals and the student's parent(s) or student who is an adult determine eligibility as defined above.
- (2) The hearing loss/deafness must adversely affect the student's educational performance.
- (3) The student with the hearing loss/deafness must require special education and related services.
- (4) The group must determine that the hearing loss/deafness is the primary disability.
- (5) Before classifying a student as having hearing loss/deafness, the group must:
 - (a) Take into account whether the type of deafness or hearing loss is conductive, sensorineural, or mixed; and
 - (b) Consider whether a central nervous system impairment, or central auditory processing disorder (which is an impairment of the auditory cortex, where parts of the auditory system may be functioning, but the student does not attend to, respond, localize, or accurately process information) is causing the student to appear as a student with a hearing loss or deafness.
- (6) The requirements of these Rules II.I. must be met.

c. Evaluation.

- (1) Multiple measures (formal and informal) are required for a student suspected of having a hearing loss.
- (2) Areas of evaluation must include:
 - (a) Audiological evaluation, which may include:
 - (i) Audiological testing yielding threshold results; aided threshold evaluations yielding aided threshold results; speech audiometric tests yielding speech discrimination

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scores and speech reception thresholds; and proper functioning, fitting, and follow-up of hearing aids.

(ii) Otoacoustic Emission Testing (OAE).

(iii) Auditory Brainstem Response (ABR) testing.

(iv) Functional assessment of auditory abilities.

(b) Language growth and development (signed, spoken, or written) must be evaluated by qualified personnel using assessment instruments and procedures that are appropriate for the diagnosis and appraisal of the suspected hearing loss.

(i) Speech and language evaluation.

(ii) Speech intelligibility may be evaluated by phonetic evaluation, suprasegmental features (vocalization, vocal duration, vocal intensity, vocal pitch), and articulation of segmental features (vowels, diphthongs, consonants, blends).

(iii) Linguistic evaluation (vocalizations as specified in these Rules II.J.5.d.(1)(c)(i) above, within linguistic structure).

(iv) Language and communication mode.

(c) Academic achievement.

(3) Other areas of evaluation to consider, as appropriate, include:

(a) Intellectual ability. When intellectual ability is assessed, results must be interpreted by qualified personnel.

(b) Adaptive behavior, as gathered from parent(s) or adult student and school staff.

(4) The requirements of these Rules II.D.–H. must be met.

7. Intellectual Disability.

a. Definition.

(1) *Intellectual disability* means significantly subaverage general intellectual functioning, existing concurrently with deficits in adaptive

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behavior and manifested during the developmental period, that adversely affects a student's educational performance.

b. Eligibility Criteria.

- (1) A group of qualified professionals and the student's parent(s) or student who is an adult determine eligibility as defined above.
- (2) The intellectual disability must adversely affect the student's educational performance.
- (3) The student with the intellectual disability must require special education and related services.
- (4) The group must determine that an intellectual disability is the primary disability.
- (5) Intellectual, academic, and adaptive assessment results demonstrate consistently low profiles across measures.
- (6) The requirements of these Rules II.I. must be met.

c. Evaluation.

- (1) Multiple measures (formal and informal) are required for a student suspected of having an intellectual disability, and must include:
 - (a) Intellectual evaluation.
 - (i) An individual test of intelligence must be administered by a qualified examiner as outlined in Rules II.F. Traditional approaches to assessing cognitive ability may be ineffective for some students who are suspected of having intellectual disabilities. Documentation must be provided which indicates significant subaverage intellectual functioning (generally two standard deviations) on the full-scale score.
 - (ii) If scores (e.g., domain, cluster, and index) are significantly discrepant from each other, further evaluation must be conducted to determine the reason for the discrepancy and to ensure that the student is actually manifesting an intellectual disability.

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- (b) Documentation of significant deficits in academic achievement as measured by achievement tests, classroom academic screenings and additional data (e.g., tests, report cards, cumulative records).
- (c) Documentation of significant deficits in adaptive behavior as measured by standardized and/or curriculum-based assessments must be gathered from parent(s) or the student who is an adult and school staff.
- (d) The requirements of these Rules II.D.–H. must be met.

8. Multiple Disabilities.

a. Definition.

- (1) *Multiple disabilities* means concomitant impairments (such as intellectual disability/blindness or intellectual disability/orthopedic impairment) that affect a student's educational performance. The combination of disabilities must cause such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. The multiple disabilities category does not include deafblindness.

b. Eligibility Criteria.

- (1) A group of qualified professionals and the student's parent(s) or student who is an adult determine eligibility as defined above. The group must identify the disabilities and ensure that the student meets the criteria for each of the multiple disabilities. Intellectual disabilities need not be one of the multiple disabilities identified.
- (2) The multiple disabilities must adversely affect the student's educational performance.
- (3) The student with multiple disabilities must require special education and related services.
- (4) The requirements of these Rules II.I. must be met.

c. Evaluation.

- (1) Multiple measures (formal and informal) must be used to assess all areas of concern. Areas to be considered include cognitive ability,

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academic skills, adaptive skills, language and communication, social functioning (such as self- help and independent living skills), vocational skills, and sensory/motor skills.

- (2) The evaluation process is determined by the group and must include a combination of tests, interviews with those familiar with the student, and observations conducted in settings familiar to the student.
- (3) Cognitive ability must be assessed by a qualified examiner as outlined in Rules II.F. Traditional approaches to assessing cognitive ability may be ineffective for some students who are suspected of having multiple disabilities.
- (4) The use of assisted and augmentative communication and motor systems must be considered during the evaluation and documented.
- (5) The student's prior medical history, from a qualified health professional, must be on record if specific syndromes, special health problems (e.g., tracheotomy), medication, and long-term medical prognosis are a concern for the individual.
- (6) The following sensory/motor areas must be considered for evaluation:
 - (a) Abnormal tactile or joint sensation,
 - (b) Abnormal muscle tone and movement,
 - (c) Lack of integration of primitive reflexes,
 - (d) Lack of balance or coordination,
 - (e) Organization of sequential motor movement,
 - (f) Motor skills, or
 - (g) A combination of any of the above.
- (7) Where deficits in adaptive behavior are suspected, they must be measured and documented on standardized and/or curriculum-based assessments with input from parent(s) or student who is an adult and school staff.
- (8) Vision and hearing must be assessed.

(9) The requirements of these Rules II.D.–H. must be met.

9. Orthopedic Impairment.

a. Definition.

(1) *Orthopedic impairment* means a severe orthopedic impairment that adversely affects a student's educational performance. The term includes impairments caused by a congenital anomaly, impairments caused by disease (e.g., poliomyelitis, bone tuberculosis), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures).

b. Eligibility Criteria.

(1) A group of qualified professionals and the student's parent(s) or the student who is an adult determine eligibility as defined above.

(2) The orthopedic impairment must adversely affect the student's educational performance.

(3) The student with the orthopedic impairment must require special education and related services.

(4) The group must determine that the orthopedic impairment is the student's primary disability.

(5) The requirements of these Rules II.I. must be met.

c. Evaluation.

(1) Multiple measures (formal and informal) must be used to assess all areas of the suspected deficits (e.g., educational, adaptive, behavioral, physical).

(2) The student's prior medical history, from a qualified health professional, must be on record regarding any specific syndromes, health concerns, medication, and information deemed necessary for planning the student's educational program.

(3) The requirements of these Rules II.D.–H. must be met.

10. Other Health Impairment.

a. Definition.

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- (1) *Other health impairment* means having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, Tourette syndrome, HIV/AIDS, an acquired brain injury which may result from health problems such as an hypoxic event, encephalitis, meningitis, brain tumor, or stroke, and that adversely affects a student's educational performance.
- b. Eligibility Criteria.
- (1) A group of qualified professionals and the student's parent(s) or the student who is an adult determines eligibility as defined above.
 - (2) The health impairment must adversely affect the student's educational performance.
 - (3) The student with the health impairment must require special education and related services.
 - (4) The group must determine that the other health impairment is the student's primary disability.
 - (5) The requirements of these Rules II.I. must be met.
- c. Evaluation.
- (1) Multiple measures (formal and informal) must be used to assess all areas of suspected deficits (e.g., educational, adaptive, behavioral, physical).
 - (2) The student's prior medical history, from a qualified health professional, must be on record regarding any specific syndromes, health concerns, medication, and information deemed necessary for planning the student's educational program. Each individual who provides health information may only provide information consistent with the parameters of the Utah professional licensure.
 - (3) The requirements of these Rules II.D.–H. must be met.

11. Specific Learning Disabilities.

a. Definition (34 CFR § 300.8(C)(10)).

- (1) *Specific learning disabilities* means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia, that affects a student's educational performance.
- (2) *Specific learning disabilities* does not include learning problems that are primarily the result of visual, hearing, or motor disabilities; of intellectual disability; of emotional behavioral disability; or of environmental, cultural, or economic disadvantage.

b. Procedures for Identifying Students with Specific Learning Disabilities (34 CFR § 300.307).

- (1) An LEA may use one of the following methods for determining a student's eligibility under the specific learning disability category:
 - (a) A process based on the student's response to scientific, research-based intervention called the Response to Intervention (RtI) method which shows the student does not make sufficient progress to meet age or State-approved grade-level standards in one or more of the areas identified in these Rules II.J.10.b.(3)(a) (the group must refer to the USBE Specific Learning Disability Eligibility Guidelines when using this method).
 - (b) A Combination method of:
 - (i) RtI, as described in paragraph (a), and
 - (ii) a discrepancy analysis which considers if the student's scores demonstrate a severe discrepancy between the student's intellectual ability and academic achievement in one or more of the areas identified in these Rules II.J.10.b.(3)(a) (the group must refer to the *USBE Specific Learning Disability Eligibility Guidelines* when using this method).

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- (c) An other alternative research-based procedures (e.g., Patterns of Strengths and Weaknesses [PSW]) approved by an LEA's school board and submitted to the USBE called the Alternative method that demonstrates the student does not make sufficient progress to meet State-approved age- or grade-level standards in one or more of the areas identified in these Rules II.J.10.b.(3)(a) (the group must refer to the USBE Specific Learning Disability Eligibility Guidelines when using this method).
- (2) Additional group members (34 CFR § 300.308).
- (a) The determination of whether a student suspected of having a specific learning disability is a student with a disability must be made by the student's parent(s) or student who is an adult and a group of qualified professionals, which must include:
 - (b) The student's regular teacher; or
 - (c) If the student does not have a regular teacher, a regular classroom teacher qualified to teach a student of the student's age; or
 - (d) For a student of less than school age; an individual qualified by the USBE to teach a student of the student's age; and
 - (e) At least one person qualified to conduct individual diagnostic examinations of students and interpret the results of those assessments (as per the publisher's assessment administration criteria), such as a school psychologist, speech language pathologist, reading teacher or reading specialist, or special education teacher.
- (3) Determining the existence of a specific learning disability (34 CFR § 300.309).
- (a) The group described may determine that a student has a specific learning disability if:
 - (b) The student does not achieve adequately for the student's age or to meet State-approved grade-level standards in one or more of the following areas, when provided with learning experiences and

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instruction appropriate for the student's age or State-approved grade-level standards:

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

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

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

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

(5) The student with the specific learning disability must need special education and related services (34 CFR § 300.8(a)).

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

c. Evaluation (34 CFR § 300.309(b)–(c)).

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- (1) An evaluation must include a variety of assessment tools and strategies and cannot rely on any single procedure as the sole criterion.
- (2) To ensure that underachievement in a student suspected of having a specific learning disability is not due to lack of appropriate instruction in reading or math, the group must consider, as part of the evaluation:
 - (a) Data that demonstrate that prior to, or as a part of, the referral process, the student was provided appropriate instruction in regular education settings, delivered by qualified personnel; and
 - (b) Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the student's parent(s) or the student who is an adult.
- (3) The LEA must promptly request parental consent or consent of the adult student to evaluate the student to determine if the student needs special education and related services, and must adhere to the 45-school-day evaluation timeframe, unless extended by mutual written agreement of the student's parent(s) or student who is an adult and a group of qualified professionals:
 - (a) If, prior to a referral, a student has not made adequate progress after an appropriate period of time as determined by the LEA when provided appropriate instruction, and
 - (b) Whenever a student is referred for an evaluation.
- (4) Observation (34 CFR § 300.310(a)–(c)).
 - (A) The LEA must ensure that the student is observed in the student's learning environment (including the regular classroom setting) to document the student's academic performance and behavior in the areas of concern.
 - (b) The group must decide to:
 - (i) Use information from an observation in routine classroom instruction and monitoring of the student's performance that

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was done before the student was referred for an evaluation;
or

- (ii) Have at least one member of the group conduct an observation of the student's academic performance in the regular classroom after the student has been referred for an evaluation and parental consent or consent of the student who is an adult is obtained.
 - (c) If the student is a home-schooled student, the LEA may determine how to conduct the observation and who will conduct it.
 - (d) In the case of a student of less than school age or who is out of school, a group member must observe the student in an environment appropriate for a student of that age.
- (5) Specific documentation for the eligibility determination (34 CFR § 300.311). The group's documentation of the determination of eligibility with a specific learning disability must contain a statement of:
- (a) Whether the student has a specific learning disability;
 - (b) The basis for making the determination, including an assurance that the determination has been made in accordance with Rules II.I.;
 - (c) The relevant behavior, if any, noted during the observation of the student and the relationship of that behavior to the student's academic functioning;
 - (d) The educationally relevant medical findings, if any; and
 - (e) Whether the student meets the criteria of (f) or (g) or (h) below.
 - (f) Rtl. Does not make sufficient progress to meet State-approved age- or grade-level standards when using a process based on the student's response to scientific evidence-based interventions.
 - (i) The LEA has a process that assesses a student's response to scientific, research-based intervention as part of determining

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if the student has a specific learning disability. This process must include:

- (ii) High quality research-based instruction delivered by qualified staff in the general education setting; and
 - (iii) Assessment of student performance that specifically includes universal screening and progress-monitoring; and
 - (iv) Multiple tiers of evidence-based interventions to address individual student difficulties; and
 - (v) Documentation of systematic and regular parent, student who is an adult, and/or family involvement and communication as well as notification about:
 - (A) The State's policies regarding the amount and nature of student performance data that would be collected and the general education services that would be provided (the group must refer to the USBE Specific Learning Disability Eligibility Guidelines when using this method);
 - (B) Strategies for increasing the student's rate of learning; and
 - (C) The parent(s)' or the student's, who is an adult, right to request an evaluation; and
 - (vi) System supports (e.g., leadership, problem-solving, data management systems, coaching and collaboration, professional learning, and measures of fidelity) in place to ensure effective implementation; or
 - (vii) The instructional strategies used and the student-centered data collected.
- (g) Combination (Rtl and discrepancy analysis). Does not make sufficient progress to meet State-approved age- or grade-level standards when using a process based on the student's response to scientific evidence-based interventions and considers scores that demonstrate a severe discrepancy between the student's academic achievement and intellectual ability in one or more of

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the areas of specific learning disability (the group must refer to the USBE Specific Learning Disability Eligibility Guidelines when using this method).

- (i) The group must document that the student's performance on a standardized, norm-referenced, individually administered achievement measure in the area of the suspected disability, and
- (ii) That the student scored above the intellectual disability range on a standardized, norm-referenced, individually administered measure of intellectual ability, and
 - (A) The comparison of the standard scores on the tests of achievement and intellectual ability using an LEA board-approved and USBE-reviewed discrepancy analysis. The group must document consideration of the discrepancy analysis and the group's determination of whether or not it represents a severe discrepancy.
- (h) Alternative. The use of other alternative research-based procedures (e.g., Patterns of Strengths and Weaknesses (PSW)) approved by an LEA's boards and submitted to the USBE.
 - (i) The LEA uses a method that demonstrates the student does not make sufficient progress to meet State-approved age- or grade- level standards in one or more of the areas identified in these Rules II.J.10.b.(3)(a) when using a local school board-approved research-based process (the group must refer to the USBE Specific Learning Disability Eligibility Guidelines when using this method).
 - (ii) If an LEA has identified PSW as its Alternative method, the group must:
 - (A) Review data from multiple sources that examines the student's progress over time in the area(s) of concern when evidence-based instruction has been provided;

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- (B) Identify the student's strengths and weaknesses that are evident in both the classroom and standardized assessment results;
 - (C) Using standardized testing, determine a relationship between the student's cognitive processing delays and academic deficits exists;
 - (D) Consider whether the student's cognitive deficit, from standardized testing, includes both a normative and an intraindividual weakness that is consistent with academic/classroom performance data;
 - (E) Consider whether the student's cognitive deficit, from standardized testing, includes both a normative and an intraindividual strength that is consistent with academic/classroom performance data; and
 - (F) Identify that a relationship between the student's cognitive weakness and academic/classroom performance is evident over time.
- (6) The determination of the group concerning the effects of a visual, hearing, or motor disability; intellectual disability; emotional-behavioral disability; cultural factors; environmental or economic disadvantage; or limited English proficiency on the student's achievement level;
- (7) The requirements of these Rules II.D.–H. must be met.
- (8) Each group member must certify in writing whether the report reflects the member's conclusion (§ 300.311(b)). If it does not reflect the member's conclusion, the group member must submit a separate statement presenting the member's conclusions.

12. Speech Language Impairment.

a. Definition.

- (1) *Speech or language impairment* means a communication disorder, such as stuttering, impaired articulation, a language impairment, or a

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voice impairment, that adversely affects a student's educational performance.

b. Eligibility Criteria.

- (1) A group of qualified professionals and the student's parent(s) or student who is an adult, including a qualified speech language pathologist (SLP), determines eligibility as defined above.
- (2) The speech or language impairment must adversely affect the student's educational performance.
- (3) The student with the speech or language impairment must require special education and related services.
- (4) A student who qualifies in disability categories other than that of speech or language impairment may qualify for speech or language impairment services; however, in order for the student to be classified as having a speech or language impairment, the group must determine that the speech or language impairment is the student's primary disability.
- (5) In order for a student whose primary home language is other than English to be eligible for classification with a speech or language impairment, the group (including an SLP) must determine that the speech or language impairment exists in the student's primary language and is not the result of the student learning English.
- (6) The student with an Orofacial Myofunctional Disorder or OMD (formerly called Tongue Thrust) may be served only if there is an associated speech or language impairment.
- (7) Some students with mild hearing loss may be classified as having a speech or language impairment, if the manifestation of the disability is only as a speech or language impairment and the services of a teacher of the deaf and hard of hearing are not required.
- (8) The requirements of these Rules II.I. must be met.

c. Evaluation.

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- (1) Multiple measures (formal and informal) are required for a student suspected of having a speech or language impairment (primary disability or requiring related services).
- (2) The student must be evaluated by a qualified SLP using assessment instruments and procedures appropriate for the determination and appraisal of a speech or language impairment.
- (3) Documentation must be provided indicating the student has an impairment in listening, reasoning, and/or speaking to such a degree where special education is needed.
- (4) For the student suspected of having an articulation-only speech sound impairment, the group shall consider the relationship of such an impairment to the use of phonological pattern errors and phonemic awareness.
- (5) A complete battery of assessments (e.g., intellectual, physical, or adaptive behavior) may not be needed to determine that a speech or language impairment exists. Needed assessments are determined by the group.
- (6) The requirements of these Rules II.D.–H. must be met.

13. Traumatic Brain Injury.

a. Definition.

- (1) *Traumatic brain injury* means an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a student's educational performance. Traumatic brain injury applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech, that affects a student's educational performance. Traumatic brain injury does not apply to brain injuries that are congenital or degenerative, or to brain injuries induced by birth trauma.

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b. Eligibility Criteria.

- (1) While there must be prior documentation by a physician that a student has an acquired injury to the brain caused by an external physical force, a group of qualified professionals and the student's parent(s) or student who is an adult determine eligibility.
- (2) The traumatic brain injury must adversely affect the student's educational performance.
- (3) The student with the traumatic brain injury must require special education and related services.
- (4) The group must determine that traumatic brain injury is the student's primary disabling condition.
- (5) The requirements of these Rules II.I. must be met.

c. Evaluation.

- (1) Multiple measures (formal and informal) must be used to assess all areas of suspected deficits. Informal assessment and diagnostic teaching must be part of the full evaluation. Data gathered must include information on the student's developmental history and/or pre-injury learning and educational performance.
- (2) The student's prior medical history which may include a rehabilitative team evaluation, from a qualified health professional, must be on record regarding any specific syndromes, health concerns, medication, and information deemed necessary for planning the student's education program.
- (3) Although other evaluations could be considered, the following areas must be considered for evaluation:
 - (a) Augmentative communication assistive service needs,
 - (b) Self-help/adaptive behavior,
 - (c) Academics,
 - (d) Speech/language,
 - (e) Social skills and classroom behavior,

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- (f) Intellectual/cognitive,
- (g) Vocational (students in secondary settings), and
- (h) (h) Gross/fine motor skills.

(4) The requirements of these Rules II.D.–H. must be met.

14. Visual Impairment (Including Blindness).

a. Definition.

- (1) *Visual impairment (including blindness)* means an impairment in vision that, even with correction, adversely affects a student's educational performance. The term includes both partial sight and blindness that adversely affects a student's educational performance.

b. Eligibility.

- (1) While the student's vision history, including a recent eye report (conducted within the previous three years) from a qualified eye care professional must be on record (unless the student has an unchanging vision condition), a group of qualified professionals and the student's parent(s) or student who is an adult determine eligibility as defined above.
- (2) The visual impairment must adversely affect the student's educational performance.
- (3) The student with a visual impairment must require special education and related services.
- (4) The group must determine that the visual impairment is the student's primary disability.
- (5) The requirements of these Rules II.I. must be met.

c. Evaluation.

- (1) Multiple measures (formal and informal) must be used to assess all areas of suspected deficits (e.g., educational, adaptive, behavioral, physical).
- (2) A description of the student's visual impairment and visual capabilities must be on record from a qualified eye care professional.

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- (3) A licensed, endorsed teacher of the visually impaired must assess:
 - (a) The kind and extent of instruction needed, based on the student's present level of performance, including the functioning level of the student in adjusting to visual problems and gaining educational and social success.
 - (b) The student's current and future need for instruction in braille or the use of braille.
- (4) An orientation and mobility (O&M) assessment, as conducted by a certified orientation and mobility specialist, must be considered if the student is determined to be blind or visually impaired.
- (5) The group must consider whether other impairments interfere with the comprehension of visual and/or auditory stimuli (e.g., processing difficulties, reading disabilities).
- (6) The requirements of these Rules II.D.–H. must be met.

III. IEP DEVELOPMENT AND SERVICE DELIVERY

III.A. INDIVIDUALIZED EDUCATION PROGRAM (IEP).

1. Each LEA and USDB shall develop policies and procedures for the implementation of these IEP requirements, including the Least Restrictive Environment (LRE) requirements, consistent with Part B of the IDEA and these Rules, as well as R277- 750, R277-800, and R277-801.

III.B. WHEN IEPs MUST BE IN EFFECT (34 CFR § 300.323).

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

III.C. STUDENTS WHO TRANSFER (34 CFR § 300.323).

1. Transfers within Utah.

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- a. In the case of a student with a disability with a current IEP who transfers from one LEA to another within the State within the same school year and enrolls in a new school, the LEA, in consultation with the parent(s) or student who is an adult, must provide a FAPE to the student, including services comparable to those described in the previously held IEP, until such time as the new LEA:
 - (1) Adopts the previously held IEP, or
 - (2) Develops, adopts, and implements a new IEP that is consistent with Federal regulations and these Rules.
 - b. The requirements of 34 CFR § 300.323 also apply for students transferring from an LEA placement to a local juvenile or adult correctional facility or temporary State placement for observation and assessment.
2. Transfers from out of State.
 - a. In the case of a student with a disability with a current IEP who transfers LEAs within the same school year, who enrolls in a new school, and who has an IEP that was in effect in another State, the LEA, in consultation with the parent(s) or student who is an adult, must provide the student with a FAPE, including services comparable to those described in the previously held IEP, until the new LEA:
 - (1) Conducts an evaluation, if determined to be necessary by the LEA; and
 - (2) Develops a new IEP, if appropriate, that is consistent with Federal and State law.
 - b. The evaluation for eligibility that may be conducted by the receiving LEA is considered an initial evaluation, not a reevaluation (71 Federal Register 4668- 82).
 3. To facilitate the transition for a student described above:
 - a. The new LEA in which the student enrolls must take reasonable steps to promptly obtain the student's records, including the IEP and supporting documents and any other records relating to the provision of special education or related services to the student, from the previous LEA in which the student was enrolled; and

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- b. The previous LEA in which the student was enrolled must take reasonable steps to promptly respond to the request from the new LEA.
 - c. The LEA transferring the records must keep a copy of the records for at least three years after the transfer as outlined in Rule VIII.S.
- 4. Experiencing difficulty in obtaining the IEP from the previous LEA does not relieve the LEA where the student is currently enrolled of its obligation to have a current IEP in place for a student who is eligible.

III.D. LEA RESPONSIBILITY FOR IEP MEETINGS (34 CFR § 300.323(c)(1)).

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

III.E. IEP TEAM MEMBERSHIP (34 CFR § 300.321).

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

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- (4) An LEA may designate an LEA member of the IEP Team to also serve as the LEA representative, if the above criteria are satisfied.
- e. A representative of USDB and the LEA of residence when the student's placement is at USDB, when the IEP Team is considering placement at USDB, or when the student receives 180 minutes or more of special education and/or related services from USDB.
 - f. An individual who can interpret the instructional implications of evaluation results, who may be a member of the team described in this section of these Rules;
 - g. At the discretion of the parent or student who is an adult or the LEA, other individuals who have knowledge or special expertise regarding the student, including related services personnel as appropriate; and
 - h. Whenever appropriate, the student with a disability.
 - i. The determination of knowledge or special expertise of any individual described in these Rules III.E.6 above must be made by the party (parents or student who is an adult or LEA) who invited the individual to be a member of the IEP Team.
 - j. If a purpose of the IEP Team meeting is consideration of the postsecondary goals for the student and the postsecondary transition services needed to assist the student in reaching those goals, the LEA must invite the student with a disability to attend the student's IEP meeting. If the student does not attend the IEP meeting, the LEA must take other steps to ensure that the student's preferences and interests are considered.
 - k. To the extent appropriate, with the written consent of the parents or student who is an adult, the LEA must invite a representative of any participating agency that is likely to be responsible for providing or paying for postsecondary transition services.
 - l. Signatures on an IEP denote participation of IEP Team members in the development of the IEP.

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

1. A required member of the IEP Team is not required to attend a particular IEP Team meeting, in whole or in part, if the parents of a student with a disability or student who is an adult and the LEA agree, in writing, that the attendance of the member is not necessary because the member's area of the curriculum or related services is not being modified or discussed in the meeting.
2. A required member of the IEP Team may be excused from attending an IEP meeting, in whole or in part, when the meeting involves a modification to or discussion of the member's area of the curriculum or related services, if:
 - a. The parents or student who is an adult, in writing, and the LEA consent to the excusal; and
 - b. The member submits, in writing, to the parents or student who is an adult and the IEP Team, input into the development of the IEP prior to the meeting.

III.G. PARENT PARTICIPATION (34 CFR § 300.322).

1. Each LEA must take steps to ensure that one or both of the parents of a student with a disability or the student who is an adult are present at each IEP meeting or are afforded the opportunity to participate, including:
 - a. Notifying parents or student who is an adult of the meeting early enough to ensure that they will have an opportunity to attend; and
 - b. Scheduling the meeting at a mutually agreed-on time and place.
2. If the parents or student who is an adult cannot attend, the LEA must use other methods to ensure participation of the parents or the student who is an adult, including individual or conference telephone calls. The parents of a student with a disability or the student who is an adult and an LEA may agree to use alternative means of meeting participation, such as video conferences and conference calls (34 CFR § 300.328).
3. A meeting may be conducted without a parent or the student who is an adult in attendance if the LEA is unable to convince the parent(s) or the student who is an adult that they should attend. In this case, the LEA must keep a record of its attempts to arrange a mutually agreed-on time and place, such as:

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- a. Detailed records of telephone calls made or attempted and the results of those calls;
 - b. Copies of correspondence sent to the parents or student who is an adult and any responses received; and
 - c. Detailed records of visits made to the parents' or student who is an adult home or place of employment and the results of those visits.
4. The LEA must take whatever action is necessary to ensure that the parent(s) or student who is an adult understands the proceedings of the IEP Team meeting, including arranging for an interpreter for parent(s) or student who is an adult with deafness or whose native language is other than English.
 - a. Under UCA 35A-13-604, an individual is required to be certified as an interpreter if that individual provides interpreter services for deaf and hard of hearing individuals.
 - b. An individual providing interpreting services other than those for deaf and hard of hearing individuals shall be trained.
5. The parent(s) of a student with a disability or student who is an adult are participants along with school personnel in developing, reviewing, and revising the IEP for their student. This is an active role in which the parent(s) or student who is an adult:
 - a. Provide critical information regarding the strengths of the student and express their concerns for enhancing the education of the student;
 - b. Participate in the discussion of the student's need for special education and related services, and supplementary aids and services; and
 - c. Join with other participants in deciding how the student will be involved and progress in the general curriculum, how the student will participate in State- and LEA-wide assessments, and what services the LEA will provide to the student and in what setting.
6. The LEA must give the parent(s) or adult student a copy of the student's IEP at no cost to the parent(s) or student who is an adult.

III.H. NOTICE OF MEETING (34 CFR § 300.322)

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

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

1. Development, review, and revision of the IEP.
 - a. In developing each student's IEP, the IEP Team must consider:
 - (1) The strengths of the student;

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- (2) The concerns of the parent(s) or adult student for enhancing the education of the student;
 - (3) The results of the initial or most recent evaluation of the student, and
 - (4) The academic, developmental, and functional needs of the student.
- b. The IEP Team, in conducting a meeting to develop, review and, if appropriate, revise a student's IEP, must consider the following special factors:
- (1) In the case of a student with limited English proficiency (LEP), consider the language needs of the student as those needs relate to the student's IEP;
 - (2) In the case of a student who is blind or visually impaired, provide for instruction in braille and the use of braille unless the IEP Team determines, after an evaluation of the student's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the student's future needs for instruction in braille or the use of braille), that instruction in braille or the use of braille is not appropriate for the student;
 - (a) Prior to determining whether a student who is blind should use braille as the primary reading mode, the student's IEP Team must be provided (through pertinent literature or discussions with competent braille users and educators, or both) with detailed information about the use and efficiency of braille as a reading medium, in order to make an informed choice as to the student's primary reading.
 - (3) Consider the communication needs of the student and, in the case of a student who is deaf or hard of hearing, consider the student's language and communication needs, opportunities for direct communication with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode;

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- (4) Consider whether the student needs assistive technology devices and services in school and on a case-by-case basis, in a student's home or other setting; and
- (5) In the case of a student whose behavior impedes the student's learning or that of others, consider the use of positive behavior interventions and supports, and other strategies (e.g.; conduct an functional behavior assessment, develop a behavior intervention plan), to address that behavior.
 - (a) When making decisions on behavior interventions, the IEP Team must refer to the USBE Technical Assistance (TA) manual that outlines the Least Restrictive Behavior Interventions (LRBI) for information on research-based intervention procedures.
 - (i) Emergency safety interventions may only be included in an IEP as a planned intervention when the IEP Team agrees that less restrictive means which meet circumstances in R277-608 have been attempted, an FBA has been conducted, and a BIP based on data analysis has been developed and implemented (R277- 609).
 - (b) The purpose of the LRBI related to the use of positive behavior supports and behavior interventions in schools is to:
 - (i) Protect the safety and well-being of all students;
 - (ii) Provide protection for students, teachers, other school personnel, and LEAs; and
 - (iii) Ensure that parent(s) or students who is an adult are involved in the consideration and selection of behavior interventions to be used.
 - (c) When an emergency situation occurs that requires the immediate use of an emergency safety intervention to protect the student or others from harm, the staff shall comply with requirements in R277-609 with regards to time limitations and parental or student who is an adult notification.

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- (d) As appropriate, the student should receive an FBA and behavior intervention services and modifications that are designed to address the behavior (34 CFR § 300.530(d)(1)(ii)).
 - c. If, in considering the special factors described above, the IEP Team determines that a student needs a particular device or services for educational purposes (including an intervention, accommodation, or other program modification) in order for the student to receive a FAPE, the IEP Team must include a statement to that effect in the student's IEP.
 - d. A regular education teacher of a student with a disability, as a member of the IEP Team, must, to the extent appropriate, participate in the development of the IEP of the student, including the determination of:
 - (1) Appropriate positive behavior interventions and supports and other strategies for the student; and
 - (2) Supplementary aids and services, program modifications, and support for school personnel consistent with the IEP.
2. Changes to the IEP.
- a. In making changes to a student's IEP after the annual IEP Team meeting for a school year, the parent(s) of a student with a disability or student who is an adult and the LEA may agree not to convene an IEP meeting for the purposes of making those changes, and instead may develop a written document to amend or modify the student's current IEP.
 - (1) The LEA shall convene a meeting with the IEP Team regarding material or substantial changes to the IEP (e.g; the amount of service time, change in placement, termination of services).
 - b. Upon request, the parent(s) or student who is an adult must be provided with a revised copy of the IEP with the amendments incorporated.
 - c. If changes are made to the student's IEP through the amendment process, the LEA must ensure that the student's IEP Team is informed of those changes.
3. To the extent possible, the LEA must encourage the consolidation of reevaluation meetings and other IEP Team meetings for the student (34 CFR § 300.324(a)(5)).

4. Review and revision of the IEP.

a. Each LEA must ensure that the IEP Team:

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

III.J. DEFINITION OF THE INDIVIDUALIZED EDUCATION PROGRAM (IEP) (34 CFR § 300.320).

1. The term *individualized education program* (IEP) means a written statement for each student with a disability that is developed, reviewed, and revised in a meeting. The IEP is designed to meet the student's unique needs based on their disability, and prepare them for further education, employment, and independent living.
2. The IEP must include:
 - a. A statement of the student's present levels of academic achievement and functional performance (PLAAFP), including:
 - (1) How the student's disability affects the student's involvement and progress in the general education curriculum (i.e., the same grade-level curriculum as for students who are non-disabled); or
 - (2) For students in preschool, as appropriate, how the disability affects the student's participation in appropriate activities; and
 - (3) For students who are blind, the results obtained from a braille-related or braille skills assessment;
 - b. A statement of measurable annual goals, that describes what the student is reasonably expected to accomplish in a year and the conditions in which the goals will be performed, including academic and functional goals designed to:
 - (1) Meet the student's needs that result from the student's disability to enable the student to be involved in and make progress in the grade-level general education curriculum; and
 - (2) Meet each of the student's other educational needs that result from the student's disability;
 - c. For a student with a disability, ages 14 and older, an annual IEP goal related to the student's postsecondary transition service needs.
 - d. For eligible students with significant cognitive disabilities who will participate in grade-level alternate achievement standards (i.e., Essential Elements):

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- (1) Notification to the parent(s) or adult student that the student's academic achievement will be measured through an assessment of the grade-level Utah alternate achievement standards and how participation in such alternate achievement assessments may delay or otherwise affect the student from completing the requirements for a regular high school diploma; and
 - (2) A description of benchmarks or short-term objectives for each annual goal;
- e. A description of:
- (1) How the student's progress toward meeting the annual IEP goals will be measured; and
 - (2) When periodic reports to the parent(s) or adult student on the progress the student is making toward meeting the annual IEP goals (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards) will be provided;
- f. A statement of the special education and related services and supplementary aids and services (including assistive technology), based on peer-reviewed research to the extent practicable, to be provided to the student, or on behalf of the student, and a statement of the program modifications or supports for school personnel that will be provided to enable the student:
- (1) To advance appropriately toward attaining the annual goals;
 - (2) To be involved in and make progress in the grade-level general education curriculum, and to participate in extracurricular and other nonacademic activities; and
 - (3) To be educated and participate with other similar-aged students with disabilities and non-disabled students in the activities described in this section;
- g. An explanation of the extent, if any, to which the student will not participate with similar-aged non-disabled students in the regular education environment and in the activities described in this section;
- h. A statement of:

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- (1) Any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the student on all grade-level State- and LEA-wide assessments; and
 - (2) If the IEP Team determines that the student must take an alternate assessment instead of a particular regular State- or LEA-wide assessment of student achievement, a statement of why:
 - (a) The student cannot participate in the regular assessment; and
 - (b) The particular alternate assessment selected is appropriate for the student; and
- i. The projected date for the beginning of the services and modifications, and the anticipated frequency, location, and duration of those services and modifications.
- j. A statement of school to post-school transition services.
 - (a) For a student with a disability, ages 14 and older, or younger if determined appropriate by the IEP Team, and updated annually thereafter, the IEP must include:
 - (2) Appropriate measurable postsecondary goals based upon age-appropriate postsecondary transition assessments related to training or education, employment, and, where appropriate, independent living skills; and
 - (3) The postsecondary transition services (including courses of study) needed to assist the student in reaching those goals.
- k. Transfer of rights at age of majority.
 - (1) Beginning not later than one year before the student reaches the age of majority (age 18 in Utah), the IEP must include a statement that the student has been informed of the student's rights under Part B of the IDEA that will transfer to the student on reaching the age of majority. The transfer of rights also occurs upon notification to the LEA that a student has married or become emancipated before age 18.
- l. Nothing in this section shall be construed to require that additional information be included in a student's IEP beyond what is explicitly

required in Section 614 of Part B of the IDEA, or require the IEP Team to include information under one component of a student's IEP that is already contained under another component of the student's IEP.

- m. IEP Teams should discuss and address, if appropriate, student participation in not only the grade-level Utah Core Standards, but other general education activities and courses (e.g., health and maturation, suicide prevention), as well as the Statewide Online Education Program (SOEP) or other online, distance, blended, or competency-based courses, as well as courses taken through Career and Technical Education (CTE) programs and concurrent enrollment. Students with disabilities may require special education and related services and accommodations for equitable participation, in conjunction with Part B of the IDEA, these Rules, R277-418, R277-713, and R277-726.

III.K. IEP AND SERVICES FOR PRESCHOOL STUDENTS AGES THREE THROUGH FIVE

1. IEP Development and Contents (34 CFR § 300.323):
 - a. In developing the IEP for a student with a disability age three through five or, at the discretion of the LEA, a two-year-old student with a disability who will turn age three during the school year, the IEP Team must consider the contents of an IFSP that contains the natural environments statement and an educational component that promotes school readiness and incorporates pre- literacy, language, and numeracy skills.
 - b. The IFSP may not serve as the IEP of the student.
 - c. The LEA must develop an IEP for the student in accordance with the procedures in these Rules.
2. Services for students with disabilities ages three through five, served in preschool programs of the LEA, are to be provided consistent with these Rules including consideration of the continuum of alternative placement options (34 CFR § 300.124).
3. Preschool transition planning for students referred from Part C providers must be conducted consistent with the State's current interagency preschool transition agreement with Part C. This planning shall be implemented at least 90 calendar days, as required by Part C regulations 637(a)(9), before the

student is eligible for the preschool program under Part B of the IDEA in accordance with these Rules. Each LEA will participate in the preschool transition planning meeting arranged by the lead agency for the Part C program (34 CFR § 300.124).

4. Services for students age three.
 - a. By the eligible student's third birthday, the LEA must ensure that an IEP has been developed and is being implemented for the student (34 CFR § 300.124(b)).
 - b. If a student's third birthday occurs after the end of the school year, the LEA must ensure that an IEP has been developed, and the student's IEP Team shall determine the date in the next school year when services under the IEP will begin, except that the IEP Team may determine that extended school year services are needed outside the school year.
5. Students counted under the preschool program who are being served by Head Start must meet all of the requirements in these Rules, including the eligibility criteria and provision of a FAPE.

III.L. PHYSICAL EDUCATION (34 CFR § 300.108).

1. Physical education services, specially designed if necessary, must be made available to every student with a disability receiving a FAPE, unless the LEA enrolls students without disabilities and does not provide physical education to students without disabilities in the same grades.
2. Each student with a disability must be afforded the opportunity to participate in the regular physical education program available to students who are nondisabled unless:
 - a. The student is enrolled full time in a separate facility; or
 - b. The student needs specially designed physical education, as prescribed in the student's IEP.
3. If specially designed physical education (e.g., adapted physical education) is prescribed in a student's IEP, the LEA responsible for the education of that student must provide the services directly or make arrangements for those services to be provided through other public or private programs.

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4. The LEA responsible for the education of a student with a disability who is enrolled in a separate facility must ensure that the student receives appropriate physical education services.

III.M. ASSISTIVE TECHNOLOGY (34 CFR § 300.105 AND R277-495).

1. Each LEA must ensure that assistive technology devices or assistive technology services, or both, are made available to a student with a disability if required as a part of the student's:
 - a. Special education,
 - b. Related services, or
 - c. Supplementary aids and services.
2. On a case-by-case basis, the use of school-purchased assistive technology devices in a student's home or in other settings is required if the student's IEP Team determines that the student needs access to those devices in order to receive a FAPE.

III.N. EXTENDED SCHOOL YEAR (ESY) SERVICES (34 CFR § 300.106 AND R277- 751).

1. *Extended school year services* mean special education and related services that:
 - a. Are provided to an eligible student with a disability:
 - (1) Beyond the normal school year of the LEA;
 - (2) In accordance with the student's IEP; and
 - (3) At no cost to the parent(s) of the student or student who is an adult; and
 - b. Meet the standards of the USBE in R277-751.
2. Each LEA shall ensure that:
 - a. Extended school year services are available as necessary to provide FAPE, consistent with these Rules and considered for each individual student with a disability during an IEP, based upon a review of multiple data sources and factors.
 - b. ESY student programs are provided in the least restrictive environment.

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- c. ESY teachers and paraeducators meet USBE's and IDEA requirements.
- 3. Extended school year services must be provided only if a student's IEP Team determines, on an individual basis, that the services are necessary for the provision of a FAPE to the student. The annual IEP shall reflect the IEP Team's decision regarding the need for ESY services.
 - a. Parent(s) or the student who is an adult shall be provided with prior written notice of proposal or refusal to provide ESY services.
 - b. If determined as eligible for ESY services, the IEP Team shall determine the appropriate ESY program, based on the student's individual needs.
 - c. ESY eligibility decisions and prior written notice of ESY programs shall be provided to parent(s) or student who is an adult in sufficient time to permit accessing dispute resolution options of the procedural safeguards, in the event of a dispute.
- 4. In implementing the requirements of this section, an LEA may not:
 - a. Limit extended school year services to particular categories of disability, age, or grade level;
 - b. Unilaterally limit the type, amount, or duration of those services; or
 - c. Limit data consideration by IEP Teams to only an analysis of regression and recoupment.

III.O. LEAST RESTRICTIVE ENVIRONMENT (LRE) (34 CFR § 300.114).

- 1. Each LEA must ensure that:
 - a. To the maximum extent appropriate, students with disabilities, including students in public or private institutions or other care facilities (e.g., nursing homes), are educated with similar-aged students who are nondisabled; and
 - b. Special classes, separate schooling, or other removal of students with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. In the case of a student who is deaf or hard of hearing, consideration of a special class or school may be the least restrictive

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environment in that it provides opportunities for direct communication and instruction in the student's language and communication mode with professional personnel and peers.

- c. LRE provisions apply to transition programs (i.e., preschool and postsecondary) and placement.
2. A state funding mechanism must not result in placements that violate the LRE requirements of these Rules III.P.–S.
3. A state must not use a funding mechanism by which the state distributes funds on the basis of the type of setting in which a student is served that will result in the failure to provide a student with a disability a FAPE according to the unique needs of the student, as described in the student's IEP.

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

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

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

1. Each LEA must ensure that a continuum of alternative placements is available to meet the needs of students with disabilities for special education and related services.
2. The continuum required must:
 - a. Include the following alternative placements for instruction:
 - (1) Regular classes,
 - (2) Special classes,
 - (3) Special schools,
 - (4) Home instruction, and
 - (5) Instruction in hospitals and institutions; and

- b. Make provision for supplementary services (such as resource room or itinerant instruction) to be provided in conjunction with regular class placement.

III.R. PLACEMENTS (34 CFR § 300.116).

1. In determining the educational placement of a student with a disability, including a preschool or postsecondary transition-aged student with a disability, each LEA must ensure that:
 - a. The placement decision:
 - (1) Is made by a group of persons, including the parent(s) or student who is an adult and other persons knowledgeable about the student, the meaning of the evaluation data, and the placement options; and
 - (2) Is made in conformity with the LRE provisions above.
 - b. The student's placement:
 - (1) Is determined at least annually;
 - (2) Is based on the student 's IEP; and
 - (3) Is as close as possible to the student 's home;
 - c. Unless the IEP of a student with a disability requires some other arrangement, the student is educated in the school that the student would attend if nondisabled;
 - d. In selecting the LRE, consideration is given to any potential harmful effect on the student or on the quality of services that the student needs; and
 - e. A student with a disability is not removed from education in age-appropriate regular classrooms solely because of needed modifications in the general education curriculum.

III.S. PARENTAL INVOLVEMENT IN PLACEMENT DECISIONS (34 CFR §§ 300.327, 300.501).

1. Each LEA shall ensure that the parent(s) of each student with a disability or adult student are members of any group that makes decisions on the educational placement of the parent's student or the student who is an adult (Rules IV.B).

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

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

1. In providing or arranging for the provision of nonacademic and extracurricular services and activities, including meals, recess periods, and the services and activities in these Rules III.V, each LEA must ensure that each student with a disability participates with students who are nondisabled in the extracurricular services and activities to the maximum extent appropriate to the needs of that student.
2. The LEA must ensure that each student with a disability has the supplementary aids and services determined by the student's IEP Team to be appropriate and necessary for the student to participate in nonacademic settings.
3. A student with a disability (under the age of 22 who has not graduated from high school with a regular high school diploma, whose IEP Team recommends participation) may not be denied the opportunity of participating in public school programs or extracurricular activities solely because of the student's age, unless the participation threatens the health or safety of the student. The school district or charter school, in cooperation with the Utah Department of Health, shall establish criteria used to determine the health and safety factor (UCA 53G-6- 709).

III.U. NONACADEMIC SERVICES (34 CFR § 300.107).

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

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

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

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

1. Opportunity to examine records.
 - a. The parent(s) of a student with a disability or student who is an adult must be afforded, in accordance with these Rules, an opportunity to inspect and review all education records with respect to the identification, evaluation, and educational placement of the student and the provision of a FAPE to the student.
2. Parent participation in meetings.
 - a. The parent(s) of a student with a disability or student who is an adult must be afforded an opportunity to participate in meetings with respect to the identification, evaluation, and educational placement of the student and the provision of a FAPE to the student.
 - b. Each LEA must provide notice, consistent with these Rules, to ensure that parents of students with disabilities or adult students have the opportunity to participate in meetings.
 - c. A meeting does not include informal or unscheduled conversations involving LEA personnel and conversations on issues such as teaching methodology, lesson plans, or coordination of service provision. A meeting also does not include preparatory activities that LEA personnel engage in to develop a proposal or a response to a parent or student who is an adult proposal that will be discussed at a later meeting.
3. Parent involvement in placement decisions.

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- a. Each LEA must ensure that a parent of each student with a disability or student who is an adult is a member of any group that makes decisions on the educational placement of the parent's student (34 CFR § 300.327), including notifying the parent(s) or student who is an adult of the meeting early enough to ensure that they will have an opportunity to attend and scheduling the meeting at a mutually agreed-on time and place (34 CFR § 300.322(a)).
- b. The notice of meeting must indicate the purpose(s), time, and location of the meeting, who will be in attendance, and inform the parents or student who is an adult of their right to bring other individuals who have knowledge or special expertise about the student (34 CFR § 300.322(b)).
- c. If neither parent or the student who is an adult can participate in a meeting in which a decision is to be made relating to the educational placement of the student, the LEA must use other methods to ensure their participation, including individual or conference telephone calls or video conferencing.
- d. A placement decision may be made by a group without the involvement of a parent or student who is an adult if the LEA is unable to obtain the parents or student who is an adult participation in the decision. In this case, the LEA must have a record of its attempt to ensure their involvement.

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

1. Definitions.
 - a. *Independent educational evaluation* (IEE) means an evaluation conducted by a qualified examiner who is not employed by the LEA responsible for the education of the student in question.
 - b. *Public expense* means that the LEA either pays for the full cost of the evaluation or ensures that the evaluation is otherwise provided at no cost to the parent or student who is an adult.
2. Each LEA shall establish and implement policies and procedures related to independent educational evaluation that meet the requirements of Part B of the IDEA and these Rules.

IV. Procedural Safeguards Due Process Procedures

3. The following requirements must be addressed:
 - a. The parents of a student with a disability or student who is an adult have the right to obtain an IEE of the student at public expense if they disagree with an evaluation obtained by the LEA.
 - b. The LEA must provide to the parents or student who is an adult, upon request for an IEE, information about where an IEE may be obtained and the LEA criteria applicable for IEEs.
 - c. If a parent or student who is an adult requests an IEE at public expense, the LEA must, without unnecessary delay, either:
 - (1) File a request for a due process complaint and hearing to show that its evaluation is appropriate; or
 - (2) Ensure that an IEE is provided at public expense, unless the LEA demonstrates in a due process hearing that the evaluation obtained by the parent or student who is an adult did not meet LEA criteria.
 - d. If the LEA files a due process complaint and request for hearing, and the final decision is that the LEA's evaluation is appropriate, the parent or student who is an adult still has the right to an IEE, but not at public expense.
 - e. If a parent or student who is an adult requests an IEE, the LEA may ask for the parents' or student who is an adult's reason why the student who is an adult objects to the public evaluation. However, the explanation by the parent or student who is an adult may not be required and the LEA may not unreasonably delay either providing the IEE at public expense or requesting a due process hearing to defend the public evaluation.
 - f. A parent or student who is an adult is entitled to only one IEE at public expense each time the LEA conducts an evaluation with which the parent or adult student who is an adult disagrees.
 - g. If the parent or adult student who is an adult either obtains an IEE at public expense or shares an evaluation obtained at private expense with the LEA, the results of the evaluation:

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- (1) Must be considered by the LEA, in any decision made with respect to the provision of a FAPE to the student provided that the IEE meets LEA criteria; and
 - (2) May be presented by any party as evidence at a hearing on a due process complaint regarding that student.
- h. If a hearing officer requests an IEE as part of a due process hearing, the cost of the evaluation must be at public expense.
- i. If an IEE is at public expense, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, must be the same as the criteria that the LEA uses when it initiates an evaluation, to the extent those criteria are consistent with the parent's or student who is an adult right to an IEE.
- j. Except for the criteria described above, an LEA may not impose additional conditions or timelines related to obtaining an IEE at public expense.
4. An IEE conducted at the LEA's expense becomes the property of the LEA, in its entirety.

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

1. Prior written notice must be given to the parents of a student with a disability or student who is an adult a reasonable time before the LEA:
 - a. Proposes to initiate or change the identification, evaluation, or educational placement of the student or the provision of a FAPE to the student; or
 - b. Refuses to initiate or change the identification, evaluation, or educational placement of the student or the provision of a FAPE to the student.
2. The notice required must include:
 - a. A description of the action proposed or refused by the LEA;
 - b. An explanation of why the LEA proposes or refuses to take the action;
 - c. A description of each evaluation procedure, assessment, record, or report the LEA used as a basis for the proposed or refused action;
 - d. A statement that the parent(s) of a student with a disability or student who is an adult have protection under the procedural safeguards of Part B of

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the IDEA and, if this notice is not an initial referral for evaluation, the means by which a copy of a description of the procedural safeguards can be obtained;

- e. Sources for the parent(s) or student who is an adult to contact to obtain assistance in understanding the provisions of Part B of the IDEA;
- f. A description of other options that the IEP Team considered and the reasons why those options were rejected; and
- g. A description of other factors that are relevant to the LEA's proposal or refusal.

3. The notice must be:

- a. Written in language understandable to the general public; and
- b. Provided in the native language of the parent or student who is an adult or other mode of communication used by the parent or student who is an adult, unless it is clearly not feasible to do so.

(1) If the native language or other mode of communication of the parent or student who is an adult is not a written language, the LEA must take steps to ensure that:

- (a) The notice is translated orally or by other means to the parent or student who is an adult in the parent's or student who is an adult native language or other mode of communication;
- (b) The parent or student who is an adult understands the content of the notice; and
- (c) There is written evidence that the requirements above have been met.

IV.D. PROCEDURAL SAFEGUARDS NOTICE (34 CFR § 300.504).

- 1. A copy of the procedural safeguards available to the parent(s) of a student with a disability or student who is an adult must be given to the parent(s) or student who is an adult only one time a year, except that a copy also must be given to the parent(s) or student who is an adult:

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- a. Upon initial referral or parent or student who is an adult request for evaluation;
 - b. Upon receipt of the first State complaint or a due process complaint in that school year;
 - c. In accordance with the discipline procedures in 34 CFR § 300.530(h) and these Rules V.F.; and
 - d. Upon request by a parent or student who is an adult.
2. An LEA may place a current copy of the procedural safeguards notice on its website if a website exists.
3. The procedural safeguards notice must include a full explanation of all the procedural safeguards relating to:
 - a. Independent educational evaluations;
 - b. Prior written notice;
 - c. Parental or student who is an adult consent;
 - d. Access to educational records;
 - e. The opportunity to present and resolve complaints through the, including:
 - (1) The time period in which to file a due process complaint or State complaint;
 - (2) The opportunity for the agency to resolve the due process hearing complaint or State complaint; and
 - (3) The difference between the due process complaint and the State complaint procedures, including the jurisdiction of each procedure, what issues may be raised, filing and decisional timelines, and relevant procedures;
 - f. The availability of mediation;
 - g. The student's placement during pendency of hearings on due process complaints;
 - h. Procedures for students who are subject to placement in an interim alternative educational setting (IAES);

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

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

1. The USBE has adopted procedures for resolving any State complaint under Part B of the IDEA and these Rules, including a State complaint filed by an organization or individual from another state. The State complaint must be filed with the USBE's State Director of Special Education in person, by U.S. Mail, or by fax, and include the name of the school district, charter, or other public agency in the State that provides special education and related services to students with disabilities ("LEA or other public agency") in which the alleged violation occurred. The party filing the complaint must also forward a copy to the LEA or other public agency. If the complainant(s) are unable to file in writing, they may contact the LEA or other public agency or State Director of Special Education for assistance.
- a. Upon receipt of a State complaint by either the LEA (or other public agency) or the State Director of Special Education, the receiving party will notify the other agency within one business day, to ensure coordination of the process and copies received by both. The State complaint timeline begins when both parties have received copies.

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- (1) Any State complaint submitted on a weekend, holiday, or other non-business day will be processed and considered received the following business day.
 - (2) Any State complaint received after 5:00 pm mountain time on a business day will be processed and considered received on the following business day.
- b. If a State complaint is filed by an organization or individual other than a parent or adult student on their own behalf, consent from a parent or adult student must be obtained before USBE may provide personally identifiable information about a student to a non-parent or non-adult student complainant as part of the State complaint decision. Consent must be written, dated, and signed by a parent or student who is an adult. 34 CFR §§ 99.30 and 300.622.
- (1) If possible, personally identifiable information and other information relating to specific student(s) shall be redacted prior to issuing a decision to complainants who are not parents or student who is an adult unless USBE has received written consent to share such information in accordance with Rules.
 - (2) Because the State complaint resolution may likely involve a student's personally identifiable information, it may not be possible for the USBE's State complaint decision to be issued to a non-parent complainant if USBE does not receive parental consent to share such information. USBE will make this determination on a case-by-case basis but will not withhold relevant non-personally identifiable information from a complainant regarding the results of the USBE's State complaint resolution.
 - (3) Even if USBE is not able to issue a written decision to a complainant because of its personally identifiable nature, USBE still must ensure that it resolves the State complaint, issues a written decision to the parent of the student in question or the student who is an adult that addresses each allegation in the State complaint, and ensures timely implementation of its written decision, including, if appropriate, corrective actions to achieve compliance and remedies for the denial of appropriate services. 34 CFR §§ 300.152(b)(2) and 300.151(b).

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2. The State complaint must include the following:
 - a. A statement that the LEA or other public agency has violated a requirement of Part B of the IDEA or these Rules.
 - b. The facts on which the statement is based.
 - c. The signature and contact information for the complainant.
 - d. If alleging violations with respect to a specific student:
 - (1) The name and address of the residence of the student;
 - (2) The name of the school the student is attending;
 - (3) In the case of a student experiencing homelessness, available contact information for the student and the name of the school the student is attending;
 - (4) A description of the nature of the problem of the student, including facts relating to the problem; and
 - (5) A proposed resolution of the problem to the extent known and available to the party at the time the complaint is received as described in these Rules IV.E.2.
 - e. The USBE may dismiss a submission purporting to be a State complaint that does not include all of the required content above in Rules IV.3.a.–d. In the event that the USBE dismisses a submission purporting to be a State complaint, the USBE will notify the complainant, LEA or other public agency, and parent(s) or student who is an adult (if not the complainant and contact information is available) in a notification within five business days of receipt of the submission. Notification will be in writing and sent via U.S. Mail. The written notification will specifically identify the missing required content and contain a statement that the written notification does not preclude the complainant from submitting a State complaint in the future that meets the requirements of Part B of the IDEA or these Rules.
 - (1) A lack of proposed resolution will not be grounds for USBE to dismiss a State complaint that meets the requirements as described in these Rules.

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3. The State complaint must allege a violation that occurred not more than one year prior to the date that the complaint is received.
4. Nothing in the State complaint process limits the ability of the LEA or other public agency to attempt to resolve the alleged violation directly with the complainant; however, the State will continue to act on the submitted State complaint until a report is issued or the State complaint is withdrawn.
5. The State Director of Special Education shall resolve the State complaint within 60 calendar days from the date when both the USBE and LEA or other public agency have received copies unless exceptional circumstances exist. If an extension is necessary, the complainant and the LEA or other public agency shall be notified, in writing, by the USBE Special Education Services section. Within this time limit, the State Director of Special Education shall:
 - a. Carry out an independent on-site investigation, if the State Director of Special Education determines that such an investigation is necessary.
 - b. Give the complainant the opportunity to submit additional information, either orally or in writing, about the allegations in the State complaint.
 - c. Provide the LEA or other public agency with the opportunity to respond to the State complaint, including, at a minimum:
 - (1) At the discretion of the LEA or other public agency, a proposal to resolve the State complaint; and
 - (2) An opportunity for a parent or student who is an adult who has filed a State complaint and the LEA or other public agency to voluntarily engage in mediation (Rules IV.H.).
 - d. Review all relevant information and make a determination as to whether the LEA or other public agency is violating a requirement of Part B of the IDEA or of these Rules.
 - e. Issue a written decision to the complainant and, parent(s) or student who is an adult (if not the complainant and contact information is available) with a copy sent to the LEA or other public agency director, that addresses each allegation in the State complaint and contains:
 - (1) Findings of fact and conclusions; and

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- (2) The reasons for the USBE's final decisions.
 - f. Permit an extension of the time limit under these Rules IV.E.6. only if:
 - (1) Exceptional circumstances exist with respect to a particular State complaint as determined on a case-by-case basis; or
 - (2) The complainant (if not the parent(s)), parent(s) or student who is an adult, and the LEA or public agency involved agree to extend the time to engage in mediation, or to engage in other alternative means of dispute resolution available in the State.
 - (a) Complainants who are not parents or student who is an adult may not request mediation.
 - (3) USBE will permit an extension of time in writing to the complainant (if not the parent(s)), parent(s) or student who is an adult, and the LEA or other public agency involved. The extension will be set for a date certain and will be documented in the State complaint decision (if any).
 - g. Determine procedures for the effective implementation of the USBE's final decision, if needed, including technical assistance activities, negotiations, and corrective actions to achieve compliance.
 - h. The State complaint decision issued by the USBE is the final action and is not subject to an appeal. If either party disagrees with the State complaint decision, their remedy is to file a due process hearing request provided that the aggrieved party has the right to file a due process complaint on the issue with which the party disagrees.
6. In resolving a State complaint in which it has found a failure to provide appropriate services, the USBE must address:
- a. How to remediate the denial of those services, including, as appropriate, the awarding of monetary reimbursement or other corrective action appropriate to the individual needs of the student.
 - b. Appropriate future provision of services for all students with disabilities.
7. If a State complaint is received that is also the subject of a due process hearing in accordance with these Rules, or contains multiple issues of which one or

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more are part of that due process hearing, the USBE must set aside any part of the State complaint that is being addressed in the due process hearing until its conclusion. Any issue in the State complaint that is not a part of the due process hearing must be resolved using the time limit and State complaint procedures described in this section.

- a. In the event that a State complaint or any part of a State complaint is set aside pending the outcome of a due process hearing as described above, the 60 calendar day timeline described in Rule IV.E.6. will pause on the date that USBE and LEA or other public agency both receive a copy of the due process complaint and request for hearing.
 - b. In the event that a related due process hearing request is withdrawn or otherwise dismissed without prejudice, the 60 calendar day timeline will recommence on the following business day, and the State complaint or issues previously set aside thereunder will be investigated and resolved within this adjusted 60 calendar day timeline.
8. If an issue is raised in a State complaint filed under this section that has previously been decided in a due process hearing involving the same parties, then the hearing decision is binding on that issue. The USBE must inform both parties of this fact. A State complaint alleging an LEA's failure to implement a due process decision,; however, must be submitted directly to the State Director of Special Education and resolved by the USBE.
9. Parent(s) or student who is an adult s and other interested individuals and organizations, including parent training and information centers, independent living centers, protection and advocacy agencies, professional organizations, and other appropriate entities, shall be informed about these procedures through:
 - a. The procedural safeguards notice provided by LEAs.
 - b. Presentations and other training events by USBE staff conducted throughout the State.
 - c. Technical assistance provided to the public in-person, over email, or remotely to parent(s), student who is an adult s, and other interested individuals and organizations.

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IV.F. MEDIATION (34 CFR § 300.506).

1. Each LEA, USBE, or other public agency that has the responsibility for the education of students with disabilities must ensure that procedures are established and implemented to allow parties to resolve disputes involving any matter under Part B of the IDEA and these Rules, including matters arising prior to the filing of a due process complaint, through a mediation process.
2. Parties to a mediation may include the LEA or other public agency and a parent or a student who is an adult to resolve disputes involving any matter under Part B of the IDEA or these Rules including matters arising prior to or in conjunction with the filing of a State complaint or due process hearing request.
3. Upon receipt of a request for mediation by the USBE, USBE will begin outreach efforts to notify the non-submitting party of the request within three business days.
 - a. Any request for mediation submitted on a weekend, holiday, or other non-business day will be processed and considered received the following business day.
 - b. Any request for mediation received after 5:00 pm mountain time on a business day will be processed and considered received on the following business day.
 - c. In the event that both parties agree to mediate, USBE will assign a mediator within five business days of the agreement to mediate.
4. The procedures must ensure that the mediation process:
 - a. Is voluntary on the part of the parties;
 - b. Is not used to deny or delay a parent's or student who is an adult's right to a hearing on the parent's or student who is an adult due process complaint, or to deny any other rights afforded under Part B of the IDEA; and
 - c. Is conducted by a qualified and impartial mediator who is trained in effective mediation techniques.
5. An LEA or other public agency may establish procedures to offer to parent(s) or student who is an adult and schools that choose not to use the mediation

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process an opportunity to meet, at a time and location convenient to the parent(s) or student who is an adult, with a disinterested party who is under contract with an appropriate alternative dispute resolution entity, or a parent training and information center or community parent resource center in the State; and who would explain the benefits of, and encourage the use of, the mediation process to the parent or student who is an adult.

6. A mediator is a qualified and impartial individual who facilitates confidential discussions to achieve a resolution of the dispute that is mutually agreeable to the parties. The State Director of Special Education or designee maintains a list of individuals who are qualified mediators and knowledgeable in laws and regulations relating to the provision of special education and related services.
7. An individual who serves as a mediator:
 - a. May not be an employee of the USBE or the LEA or other public agency that is involved in the education or care of the student; and
 - b. Must not have a personal or professional interest that conflicts with the person's objectivity.
 - c. A person who otherwise qualifies as a mediator is not an employee of the USBE or the LEA or other public agency solely because the person is paid by the agency to serve as a mediator.
8. The State Director of Special Education or designee selects mediators on a random, rotational, or other impartial basis.
9. The USBE bears the cost of the mediation process, including the costs of meetings described in this section.
10. Each session in the mediation process must be scheduled in a timely manner and must be held in a location that is convenient to the parties to the dispute.
11. Discussions that occur during the mediation process must be confidential and may not be used as evidence in any subsequent due process hearing, State complaint, or civil proceeding of any federal court or State court.
 - a. Confidentiality is automatic and may not be altered or modified by parties to mediation conducted under Part B of the IDEA or these Rules.

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- b. This confidentiality requirement applies regardless of whether the parties resolve a dispute through the mediation process.
- 12. If the parties resolve a dispute through the mediation process, the parties must execute a legally binding agreement that:
 - a. Sets forth that resolution and that states that all discussions that occurred during the mediation process will remain confidential and may not be used as evidence in any subsequent due process hearing or civil proceeding arising from that dispute; and
 - b. Is signed by both the parent or student who is an adult and a representative of the LEA who has the authority to bind such agency.
- 13. A written, signed mediation agreement under this paragraph is enforceable in any State court of competent jurisdiction or in a district court of the United States.

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

- 1. The Utah Legislature finds that it is in the best interest of students with disabilities to provide for a prompt and fair final resolution of disputes which may arise over educational programs and rights and responsibilities of students with disabilities, their parent(s), and public schools (UCA 53E-7-208(1)).
- 2. Advocates and legal representation.
 - a. Persons with special expertise, including advocates, may assist or accompany either party to a due process hearing.
 - b. The parties may:
 - (1) Be represented by an attorney authorized to practice law in the State of Utah; or
 - (2) Represent themselves, also referred to as pro se representation (Utah Bar Rules 14-102-111, 14-802(c)(8)).
- 3. A due process complaint (also referred to in these Rules and Part B of the IDEA as a “due process hearing request”) may be filed for matters related to the identification, evaluation or educational placement of a student with a disability or the provision of FAPE to the student.

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4. The due process complaint must allege a violation that occurred not more than two years before the date the parent or student who is an adult or LEA knew or should have known about the alleged action that forms the basis of the due process complaint, except:
 - a. If the parent or student who is an adult was prevented from filing a due process complaint due to specific misrepresentations by the LEA that it had resolved the problem forming the basis of the due process complaint; or
 - b. The LEA withheld information from the parent(s) or student who is an adult that was required under Part B of the IDEA to be provided to the parent(s).
5. The LEA must inform the parent or student who is an adult of any free or low-cost legal and other relevant services available in the area if:
 - a. The parent(s) or student who is an adult requests the information; or
 - b. The parent(s) or student who is an adult or the LEA requests a hearing under this section.

IV.H. DUE PROCESS COMPLAINT (34 CFR § 300.508).

1. The LEA must have procedures that require either party, or the attorney representing a party, to provide to the other party a due process complaint (which must remain confidential).
2. The party filing a due process complaint must also forward a copy of the due process complaint to the USBE State Director of Special Education in person, by U.S. Mail, or by fax.
3. The due process complaint must include:
 - a. The name of the student;
 - b. The address of the residence of the student;
 - c. The name of the school the student is attending;
 - d. In the case of a student or youth experiencing homelessness, available contact information for the student and the name of the school the student is attending;

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- e. A description of the nature of the problem of the student relating to the proposed or refused initiation or change, including facts relating to the problem; and
 - f. A proposed resolution of the problem to the extent known and available to the party at the time.
4. A party may not have a hearing on a due process complaint until the party, or the attorney representing the party, files a due process complaint that meets the requirements listed above.
5. The due process complaint required by this section must be deemed sufficient unless the party receiving the due process complaint notifies the hearing officer and the other party in writing, within 15 calendar days of receipt of the due process complaint, that the receiving party believes the due process complaint does not meet the requirements.
- a. Within five calendar days of receipt of notification that the due process complaint does not meet the requirements, the hearing officer must make a determination on the face of the due process complaint of whether the due process complaint meets the requirements and must immediately notify the parties in writing of that determination.
 - b. A party may amend its due process complaint only if:
 - (1) The other party consents in writing to the amendment and is given the opportunity to resolve the due process complaint through a resolution meeting; or
 - (2) The hearing officer grants permission, except that the hearing officer may only grant permission to amend at any time not later than five calendar days before the due process hearing begins.
 - c. If a party files an amended due process complaint, the timelines for the resolution meeting and the time period to resolve the complaint begin again with the filing of the amended due process complaint.
6. If the LEA has not sent a prior written notice to the parent or student who is an adult regarding the subject matter contained in the parent's due process complaint, the LEA must, within ten calendar days of receiving the due process

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complaint, send to the parent or student who is an adult a response that includes:

- a. An explanation of why the LEA proposed or refused to take the action raised in the due process complaint;
 - b. A description of other options that the IEP Team considered and the reasons why those options were rejected;
 - c. A description of each evaluation procedure, assessment, record, or report the LEA used as the basis for the proposed or refused action; and
 - d. A description of the other factors that are relevant to the LEA's proposed or refused action.
7. If an LEA has not sent prior written notice to the parent or student who is an adult regarding the subject matter of the parent's or student who is an adult's due process complaint until after the due process complaint is received, the LEA may still assert that the parent's or student who is an adult's due process complaint was insufficient, where appropriate.
 8. The party receiving a due process complaint must, within ten days of receiving the due process complaint, send to the other party a response that specifically addresses the issues raised in the due process complaint.

IV.I. MODEL FORMS (34 CFR § 300.509).

1. The USBE staff has developed model forms to assist parent(s) or student who is an adult in filing a State complaint, a due process hearing complaint, and requesting mediation. These forms are available on the [USBE website](#). Parties are not required to use the State's model forms. Parent(s) or student who is an adult, public agencies, and other parties may use the appropriate State model form or another form or other document, so long as the form or document that is used meets, as appropriate, the content requirements for filing a due process complaint or the requirements for filing a State complaint.

IV.J. RESOLUTION PROCESS (34 CFR § 300.510).

1. Within 15 calendar days of receiving notice of the parent(s)' or students' who is an adult due process complaint, and prior to the initiation of a due process hearing, the LEA must convene a meeting with the parent(s) or student who is

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an adult and the relevant member or members of the IEP Team who have specific knowledge of the facts identified in the due process complaint that:

- a. Includes a representative of the LEA who has decision-making authority on behalf of that agency; and
 - b. May not include an attorney of the LEA unless the parent or student who is an adult is accompanied by an attorney.
2. The purpose of the meeting is for the parent(s) of the student or student who is an adult to discuss the due process complaint and the facts that form the basis of the due process complaint, so that the LEA has the opportunity to resolve the dispute that is the basis for the due process complaint.
3. The resolution meeting need not be held if the parent(s) or student who is an adult and the LEA agree in writing to waive the meeting, or the parent(s) or student who is an adult and the LEA agree to use the mediation process.
4. The parent(s) or student who is an adult and the LEA determine the relevant members of the IEP Team to attend the meeting.
5. If the LEA has not resolved the due process complaint to the satisfaction of the parent(s) or student who is an adult within 30 calendar days of the receipt of the due process complaint, the due process hearing may occur. The timeline for issuing a final decision begins at the expiration of this 30-day period.
6. The LEA shall inform the hearing officer and State Director of Special Education (or designee) of all scheduled and completed resolution meetings to ensure compliance with the resolution timeline.
7. Except where the parties have jointly agreed to waive the resolution process or to use mediation, the failure of a parent or student who is an adult filing a due process complaint to participate in the resolution meeting will delay the timelines for the resolution process and due process hearing until the meeting is held.
8. If the LEA is unable to obtain the participation of the parent or student who is an adult in the resolution meeting after reasonable efforts have been made (and documented), the LEA may, at the conclusion of the 30-day period, request that a hearing officer dismiss the parent(s)' or student who is an adult's due process complaint.

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9. If the LEA fails to hold the resolution meeting within 15 days of receiving notice of a parent's or student who is an adult's due process complaint or fails to participate in the resolution meeting, the parent(s) or student who is an adult may seek the intervention of a hearing officer to begin the due process hearing timeline.
10. The 45-day timeline for the due process hearing starts the day after one of the following events:
 - a. Both parties agree in writing to waive the resolution meeting;
 - b. After either the mediation or resolution meeting starts, but before the end of the 30-day period, the parties agree in writing that no agreement is possible;
 - c. If both parties agree in writing to continue the mediation at the end of the 30-day resolution period, but later the parent or student who is an adult or LEA withdraws from the mediation process.
11. If a resolution to the dispute is reached at the meeting, the parties must execute a legally binding agreement that is signed by both the parent or student who is an adult and a representative of the LEA who has the authority to bind the LEA and that is enforceable in any State court of competent jurisdiction or in a district court of the United States.
12. If the parties execute an agreement, a party may void the agreement within three business days of the agreement's execution.

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

1. Whenever a due process complaint is filed, the parent(s) or student who is an adult or the LEA involved in the dispute must have an opportunity for an impartial due process hearing.
2. The impartial due process hearing shall be conducted by the USBE. The State Director of Special Education or designee shall assign an impartial hearing officer on a random (rotational) basis, and in accordance with USBE procedures.
3. At a minimum, a hearing officer must:

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- a. Not be an employee of the USBE or the LEA that is involved in the education or care of the student; or
 - b. Not be a person having a personal or professional interest that conflicts with the person's objectivity in the hearing; and
 - c. Possess knowledge of, and the ability to understand, the provisions of Part B of the IDEA and these Rules, Federal and State regulations pertaining to Part B of the IDEA, and legal interpretations of Part B of the IDEA by Federal and State courts;
 - d. Possess the knowledge and ability to conduct hearings in accordance with appropriate, standard legal practice; and
 - e. Possess the knowledge and ability to render and write decisions in accordance with appropriate, standard legal practice.
4. A person who otherwise qualifies to conduct a hearing is not an employee of the agency solely because the person is paid by the agency to serve as a hearing officer.
5. The party requesting the due process hearing may not raise issues at the due process hearing that were not raised in the due process complaint, unless the other party agrees otherwise.
6. A parent or student who is an adult or LEA must request an impartial hearing on their due process complaint within two years of the date the parent or student who is an adult or LEA knew or should have known about the alleged action that forms the basis of the due process complaint.
7. Exceptions to the timeline.
 - a. The timeline described in these Rules IV.G.4. does not apply to a parent or student who is an adult if the parent or student who is an adult was prevented from filing a due process complaint due to:
 - (1) Specific misrepresentations by the LEA that it had resolved the problem forming the basis of the due process complaint; or
 - (2) The LEA's withholding of information from the parent or student who is an adult that was required to be provided to the parent or student who is an adult.

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8. The State Director of Special Education shall monitor all due process hearings to ensure adherence to required procedures.

IV.L. HEARING RIGHTS (34 CFR § 300.512).

1. Any party to a hearing or an appeal of a due process hearing decision conducted pursuant to 34 CFR § 300.516 and these Rules IV.Q. has the right to:
 - a. Be accompanied and advised by counsel and by individuals with special knowledge or training with respect to the problems of students with disabilities except that;
 - (1) The parties may be represented by an attorney authorized to practice law in the State of Utah; or
 - (2) Represent themselves, also referred to as pro se representation (Utah Bar Rules 14-102-111, 14-802(c)(8)).
 - b. Present evidence and confront, cross-examine, and compel the attendance of witnesses;
 - c. Prohibit the introduction of any evidence at the hearing that has not been disclosed to that party at least five business days before the hearing;
 - d. Obtain a written or, at the option of the parent(s) or student who is an adult, electronic, verbatim record of the hearing; and
 - e. Obtain written or, at the option of the parent(s) or student who is an adult, electronic findings of facts and decisions.
2. At least five business days prior to a hearing, each party must disclose to all other parties all evaluations completed by that date and recommendations based on the offering party's evaluations that the party intends to use at the hearing.
3. A hearing officer may bar any party from introducing the relevant evaluation or recommendation not disclosed at least five business days prior to the hearing at the hearing without the consent of the other party.
4. Parent(s) or student who is an adult involved in hearings must be given the right to:
 - a. Have the student who is the subject of the hearing present;

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- b. Open the hearing to the public; and
- c. Have the record of the hearing and the findings of fact and decisions provided at no cost to parent(s) or student who is an adult.

IV.M. HEARING DECISIONS (34 CFR § 300.513).

1. A hearing officer's determination of whether the student received a FAPE must be based on substantive grounds.
2. In matters alleging a procedural violation, a hearing officer may find that a student did not receive a FAPE only if the procedural inadequacies:
 - a. Impeded the student's right to a FAPE;
 - b. Significantly impeded the parent's or student who is an adult's opportunity to participate in the decision-making process regarding the provision of a FAPE to the student; or
 - c. Caused a deprivation of educational benefit.
3. Nothing in these Rules IV.M.2. shall be construed to preclude a hearing officer from ordering an LEA to comply with procedural requirements.
4. A parent or student who is an adult has the right to file a separate due process complaint on an issue separate from a due process complaint already filed.
5. The State Director of Special Education or designee, after deleting any personally identifiable information, must:
 - a. Share the findings and decisions on the due process complaint with the Utah Special Education Advisory Panel (USEAP); and
 - b. Make those findings and decisions available to the public online.

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

1. A decision made in a hearing conducted is final, unless a party to the hearing appeals the decision to a civil action under 34 CFR § 300.516 and these Rules IV.Q.

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

1. Notwithstanding the provisions for judicial enforcement of a written agreement reached as a result of mediation or a resolution meeting, there is nothing that would prevent the USBE from using other mechanisms to seek enforcement of that agreement, provided that use of those mechanisms is not mandatory and does not delay or deny a party the right to seek enforcement of the written agreement in a State court of competent jurisdiction or in a district court of the United States.

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

1. The State Director of Special Education or designee must ensure that not later than 45 calendar days after the expiration of the 30-calendar-day resolution period, or the adjusted time periods resulting from the resolution process:
 - a. A final decision is reached in the hearing, and
 - b. A copy of the decision is mailed to each of the parties.
2. A hearing officer may grant specific extensions of time at the request of either party.
3. Each hearing involving oral arguments must be conducted at a time and place that is reasonably convenient to the parent(s) and student involved.
4. Expedited due process hearings may be requested by either a parent or student who is an adult or an LEA in the following instances (34 CFR § 300.532):
 - a. The parent or student who is an adult disagrees with any disciplinary decision resulting in a placement (including the interim alternative educational setting [IAES]) decision, or the manifestation determination; or
 - b. The LEA believes that maintaining the current placement of a student following a disciplinary procedure in 34 CFR §§ 300.530 and 300.531 is substantially likely to result in injury to the student or others.
5. Expedited due process hearings must occur within 20 days of the date the due process complaint is filed (in compliance with the due process complaint requirements of these Rules IV.J.). The hearing officer must make a determination within ten school days after the hearing.

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6. Unless the parent(s) or student who is an adult and LEA agree in writing to waive the resolution meeting or agree to use the mediation process described in CFR § 300.506, a resolution meeting must occur within seven days of receiving notice of the due process complaint; and the due process hearing may proceed unless the matter has been resolved to the satisfaction of both parties within 15 days of the receipt of the due process complaint.

IV.Q. CIVIL ACTION (34 CFR § 300.516).

1. Any party aggrieved by the findings and decision who does not have the right to an appeal, and any party aggrieved by the findings and decision, has the right to bring a civil action with respect to the complaint notice requesting a due process hearing. The action may be brought in any State court of competent jurisdiction or in a district court of the United States without regard to the amount in controversy.
2. A civil action may be filed in either State or Federal court; if appealed to State court, the appeal must be filed within 30 days of the date of the due process hearing decision. A Federal court may apply a similar time limit (UCA 53E-7-208(4)(a)).
3. In any civil action, the court receives the records of the administrative proceedings; hears additional evidence at the request of a party; and, basing its decision on the preponderance of the evidence, grants the relief that the court determines to be appropriate.
4. The district courts of the United States have jurisdiction of actions brought under the procedural safeguards of Part B of the IDEA without regard to the amount in controversy.
5. Nothing in this part restricts or limits the rights, procedures, and remedies available under the Constitution, the Americans with Disabilities Act of 1990, Title V of the Rehabilitation Act of 1973, or other Federal laws protecting the rights of students with disabilities, except that before the filing of a civil action under these laws seeking relief that is also available under the procedural safeguards of Part B of the IDEA, the procedures must be exhausted to the same extent as would be required had the action been brought under Section 615 of the IDEA.

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

1. In any action or proceeding brought under procedural safeguards of Part B of the IDEA, the court, in its discretion, may award reasonable attorneys' fees as part of the costs:
 - a. To the prevailing party who is the parent of a student with a disability or the student who is an adult;
 - b. To a prevailing party who is the USBE or LEA against the attorney of a parent or student who is an adult who files a complaint or subsequent cause of action that is frivolous, unreasonable, or without foundation, or against the attorney of a parent or student who is an adult who continued to litigate after the litigation clearly became frivolous, unreasonable, or without foundation; or
 - c. To a prevailing USBE or LEA against the attorney of a parent or student who is an adult, or against the parent or student who is an adult, if the parent's or student's request for a due process hearing or subsequent cause of action was presented for any improper purpose, such as to harass, to cause unnecessary delay, or to needlessly increase the cost of litigation.
2. Funds under Part B of the IDEA may not be used to pay attorneys' fees or costs of a party related to any action or proceeding. An LEA may use funds under Part B of the IDEA for conducting an action or proceeding under the procedural safeguards of Part B of the IDEA.
3. A court awards reasonable attorneys' fees consistent with the following:
 - a. Fees awarded must be based on rates prevailing in the community in which the action or proceeding arose for the kind and quality of services furnished.
 - b. No bonus or multiplier may be used in calculating the fees awarded.
 - c. Attorneys' fees may not be awarded, and related costs may not be reimbursed, in any action or proceeding for services performed subsequent to the time of a written offer of settlement to a parent or student who is an adult if:

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- (1) The offer is made within the time prescribed by Rule 68 of the Federal Rules of Civil Procedure or, in the case of an administrative proceeding, at any time more than ten calendar days before the proceeding begins;
 - (2) The offer is not accepted within ten calendar days; and
 - (3) The court or administrative hearing officer finds that the relief finally obtained by the parent(s) or student who is an adult is not more favorable to the parent(s) or student who is an adult than the offer of settlement.
4. Attorneys' fees may not be awarded relating to any meeting of the IEP Team unless the meeting is convened as a result of an administrative proceeding or judicial action, or at the discretion of the State, for a mediation under CFR § 300.506.
5. A resolution meeting shall not be considered a meeting convened as a result of an administrative hearing or judicial action or an administrative hearing or judicial action for purposes of attorneys' fees in this section.
6. An award of attorneys' fees and related costs may be made to a parent or student who is an adult who is the prevailing party and who was substantially justified in rejecting the settlement offer.
7. The court reduces, accordingly, the amount of the attorneys' fees awarded, if the court finds that:
 - a. The parent(s) or student who is an adult, or the parent's or student who is an adult's attorney, during the course of the action or proceeding, unreasonably protracted the final resolution of the controversy;
 - b. The amount of the attorneys' fees otherwise authorized to be awarded unreasonably exceeds the hourly rate prevailing in the community for similar services by attorneys of reasonably comparable skill, reputation, and experience;
 - c. The time spent and legal services furnished were excessive considering the nature of the action or proceeding; or

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- d. The attorney representing the parent or student who is an adult did not provide to the LEA the appropriate information in the due process request notice.
8. If the parties fail to reach agreement on payment of attorneys' fees, then a party seeking recovery of attorneys' fees for a special education administrative action under 20 USC § 1415(i) may seek to file a court action within 30 days after issuance of due process decision (UCA 53E-7-208(4)(b)).
9. The above regulations regarding attorneys' fees do not apply in any action or proceeding if the court finds that the LEA unreasonably protracted the final resolution of the action or proceeding or there was a violation of the procedural safeguards of Part B of the IDEA.

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

1. During the pendency of any administrative or judicial proceeding regarding a request for a due process hearing, unless the LEA and the parent(s) of the student or student who is an adult agree otherwise, the student involved in the complaint must remain in the student's current educational placement.
2. If the complaint involves an application for initial admission to public school, the student, with the consent of the parent(s) or student who is an adult, must be placed in the public school until the completion of all the proceedings.
3. If the decision of a hearing officer in a due process hearing conducted by the USBE agrees with the student's parent(s) or adult student that a change of placement is appropriate, that placement must be treated as an agreement between the LEA and the parent(s) or student who is an adult.

IV.T. SURROGATE PARENTS (34 CFR § 300.519).

1. Each LEA must ensure that the rights of a student are protected when:
 - a. No parent (as defined under 34 CFR § 300.30 and these Rules I.E.34.) can be identified for a student under the age of majority;
 - b. The LEA, after reasonable efforts, cannot locate a parent for a student under the age of majority;
 - c. The student is a ward of the State under the laws of Utah; or

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- d. The student is an unaccompanied youth experiencing homelessness under the age of majority.
2. The duties of an LEA include the assignment of an individual to act as a surrogate for the parent(s) for a student under the age of majority. This must include a method for determining whether a student under the age of majority needs a surrogate parent and for assigning a surrogate parent to the student.
3. In the case of a student who is a ward of the State, the surrogate parent alternatively may be appointed by the judge overseeing the student's case, provided that the surrogate meets the requirements.
4. The LEA may select a surrogate parent in any way permitted under State law.
5. LEAs must ensure that a person selected as a surrogate parent:
 - a. Is not an employee of the USBE, the LEA, or any other agency that is involved in the education or care of the student;
 - b. Has no personal or professional interest that conflicts with the interest of the student that the surrogate parent represents; and
 - c. Has knowledge and skills that ensure adequate representation of the student.
6. A person otherwise qualified to be a surrogate parent is not an employee of the LEA solely because the person is paid by the LEA to serve as a surrogate parent.
7. In the case of a student who is an unaccompanied youth experiencing homelessness, appropriate staff of emergency shelters, transitional shelters, independent living programs, and street outreach programs may be appointed as temporary surrogates until a surrogate can be appointed that meets all of the requirements.
8. The surrogate parent may represent the student in all matters relating to the identification, evaluation, and educational placement of the student, and the provision of a FAPE to the student.
9. The USBE and LEA staff must make reasonable efforts to ensure the assignment of a surrogate parent not more than 30 calendar days after an LEA determines that the student needs a surrogate.

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

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

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

1. The USBE staff and LEAs take appropriate steps to ensure the protection of the confidentiality of any personally identifiable data, information, and records collected or maintained by the USBE staff and LEAs pursuant to Part B of the IDEA and R277-487.
2. Definitions as used in these Rules (34 CFR § 300.611).
 - a. *Destruction* means physical destruction or removal of personal identifiers from information so that the information is no longer personally identifiable.
 - b. Education records means the type of records covered under the definition of "education records" in 34 CFR § 99, implementing regulations for the Family Educational Rights and Privacy Act of 1974, 20 USC § 1232g (FERPA).
 - c. *Participating agency* means any agency or institution that collects, maintains, or uses personally identifiable information, or from which information is obtained, under Part B of the IDEA.
3. Notice to parent(s) or student who is an adult (34 CFR § 300.612).

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- a. The USBE and LEA must give notice that is adequate to fully inform parent(s) or student who is an adult s, including:
 - (1) A description of the extent that the notice is given in the native languages of the various population groups in the State;
 - (2) A description of the students on whom PII is maintained, the types of information sought, the methods the USBE intends to use in gathering the information (including the sources from whom information is gathered), and the uses to be made of the information;
 - (3) A summary of the policies and procedures that LEAs must follow regarding storage, disclosure to third parties, retention, and destruction of personally identifiable information; and
 - (4) A description of all of the rights of parents and students regarding this information, including the rights under FERPA.
4. Before any major identification, location, or evaluation activity, the notice must be published or announced in newspapers or other media, or both, with circulation adequate to notify parents or student who is an adult throughout the State and LEAs of the activity.
5. Access rights (34 CFR § 300.613).
 - a. Each LEA must permit parents or student who is an adult to inspect and review any education records relating to their student or themselves that are collected, maintained, or used by the LEA. The LEA must comply with a request without unnecessary delay and before any meeting regarding an IEP, or any hearing or resolution session, and in no case more than 45 calendar days after the request has been made.
 - b. The right to inspect and review education records under this section includes:
 - (1) The right to a response from the LEA to reasonable requests for explanations and interpretations of the records;
 - (2) The right to request that the LEA provide copies of the records containing the information if failure to provide those copies would effectively prevent the parent or student who is an adult from exercising the right to inspect and review the records; and

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- (3) The right to have a representative of the parent or student who is an adult inspect and review the records.
- c. An LEA may presume that the parent(s) or student who is an adult has authority to inspect and review records relating to the student unless the LEA has been advised that the parent(s) does not have the authority under applicable State law governing such matters as guardianship, separation, and divorce.
6. Record of access (34 CFR § 300.614).
 - a. Each LEA must keep a record of parties obtaining access to education records collected, maintained, or used under Part B of the IDEA and these Rules (except access by parents or student who is an adult and authorized employees of the LEA), including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records.
7. Records on more than one student (34 CFR § 300.615).
 - a. If any education record includes information on more than one student, the parent(s) of those students or the student who is an adult have the right to inspect and review only the information relating to their student or themselves or to be informed of that specific information.
8. List of types and locations of information (34 CFR § 300.616).
 - a. On request, the LEA must provide parents or student who is an adult with a list of the types and locations of education records collected, maintained, or used by the LEA.
9. Fees (34 CFR § 300.617).
 - a. The USBE staff and each LEA may charge a fee for copies of records that are made for parent(s) or student who is an adult under Part B of the IDEA if the fee does not effectively prevent the parent(s) or student who is an adult from exercising their right to inspect and review those records.
 - b. The USBE staff and an LEA may not charge a fee to search for or to retrieve information under Part B of the IDEA.
10. Amendment of records at parent(s)' request (34 CFR § 300.618).

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

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

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

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

- a. If, as a result of the hearing, the LEA decides that the information is inaccurate, misleading or otherwise in violation of the privacy or other rights of the student, it must amend the information accordingly and so inform the parent(s) or student who is an adult in writing.
- b. If, as a result of the hearing, the LEA decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, it must inform the parent(s) or student who is an adult of the right to place in the records it maintains on the student a statement commenting on the information or setting forth any reasons for disagreeing with the decision of the LEA.
- c. Any explanation placed in the records of the student under this section must:

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

13. Hearing procedures (34 CFR § 300.621).

- a. A hearing that challenges education records must be conducted according to the procedures under 34 CFR § 99.22 as described below. At a minimum, the LEA's hearing procedures must adhere to the following requirements:
 - (1) The LEA shall hold a within a reasonable period of time after the LEA receives the request. The parent(s) of the student or student who is an adult shall be given notice of the date, place, and time reasonably in advance of the hearing.
 - (2) The hearing may be conducted by any individual, including an official of the LEA, who does not have a direct interest in the outcome of the hearing.
 - (3) The parent(s) of the student or student who is an adult shall be afforded a full and fair opportunity to present evidence relevant to the issues raised and may be assisted or be represented by individuals of the parent's or adult student's choice, including an attorney at the parent's or student who is an adult's own expense.
 - (4) The LEA shall make its decision in writing within a reasonable period of time after the conclusion of the hearing.
 - (5) The decision of the LEA shall be based solely upon the evidence presented at the hearing and shall include a summary of the evidence and the reasons for the decision.

14. Consent for disclosure of PII (34 CFR § 300.622).

- a. Except as to disclosures addressed in referral to and action by law enforcement and judicial authorities, for which parental consent is not required by 34 CFR § 99, parental or adult student consent must be obtained before PII is:

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- (1) Disclosed to anyone other than officials of participating agencies collecting or using the information under Part B of the IDEA or these Rules: or
 - (2) Used for any purpose other than meeting a requirement of Part B of the IDEA or these Rules.
- b. An LEA may not release information from education records to participating agencies without parental or adult student consent unless authorized to do so by 34 CFR §§ 99.31 and 99.34 (FERPA):
- (1) 34 CFR § 99.31 allows an LEA to disclose PII from the education records of a student without the written consent of the parent(s) of the student or student who is an adult, if the disclosure is:
 - (a) To other school officials, including teachers, within the LEA who have been determined by the LEA to have legitimate educational interests.
 - (b) To officials of another school or school site in which the student seeks or intends to enroll, subject to the requirements set forth in 34 CFR § 99.34 below.
 - (2) 34 CFR § 99.34 requires that an LEA transferring the education records of a student pursuant to 34 CFR § 99.34 above shall make a reasonable attempt to notify the parent of the student or student who is an adult of the transfer of records at the last known address of the parent or student who is an adult, except that the LEA does not have to provide any further notice of the transfer of records when:
 - (a) The transfer is initiated by the parent(s) or student who is an adult at the sending LEA.
 - (b) The LEA includes in its annual notice of procedural safeguards, that it is the policy of the LEA to forward education records on request to a school in which a student seeks or intends to enroll.
 - (c) The LEA transferring the records must keep a copy of the records for three years after the transfer.
- c. An LEA receiving PII from another educational agency or institution may make further disclosure of the information on behalf of the LEA without

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the prior written consent of the parent(s) or student who is an adult if the conditions of 34 CFR §§ 99.31 and 99.34 noted above are met, and if the educational agency informs the party to whom disclosure is made of these requirements.

- d. If the parent(s) or student who is an adult refuses consent for the release of PII to a third party, then that party may proceed with statutory procedures in an effort to obtain the desired information.
- e. Note: As authorized in 34 CFR § 99.31 (FERPA), Utah LEAs include in the annual procedural safeguards notice that it is their policy to forward educational records of a student with disabilities without parental or student who is an adult consent or notice to officials of another school or school district in which a student seeks or intends to enroll.

15. Safeguards (34 CFR § 300.623).

- a. Each LEA must protect the confidentiality of PII at collection, storage, disclosure, and destruction stages.
- b. One official at each LEA must assume responsibility for ensuring the confidentiality of any PII.
- c. All persons collecting or using PII must receive training or instruction regarding the State's policies and procedures in this section and 34 CFR § 99.
- d. Each LEA must maintain, for public inspection, a current listing of the names and positions of those employees within the LEA who may have access to PII on students with disabilities.

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

- a. The LEA must inform parents or student who is an adult when PII collected, maintained, or used under Part B of the IDEA and these Rules is no longer needed to provide educational services to the student.
- b. The information no longer needed must be destroyed at the request of the parent(s) or student who is an adult. However, a permanent record of a student's name, address, phone number, the student's grades, attendance record, classes attended, grade level completed, and year completed may be maintained without time limitation.

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- c. Each student's records may be considered "no longer needed to provide educational services" and may be destroyed three years after the student graduates or three years after the student turns 22 under IDEA. Medicaid requires that records be maintained for at least five years after the provision of services.

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

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

18. Enforcement (34 CFR § 300.626).

- a. The confidentiality requirements of Part B of the IDEA are reviewed and approved as part of the LEA eligibility process.

19. U.S. Department of Education Use of PII (34 CFR § 300.627).

- a. If the U.S. Department of Education or its authorized representatives collect any PII regarding students with disabilities that is not subject to the Privacy Act of 1974, 5 USC § 552a, the Secretary of Education (Secretary hereafter) applies the applicable Federal statute, and the regulations implementing those provisions in 34 CFR § 5b.

V. DISCIPLINE PROCEDURES (34 CFR § 300.530).

V.A. DISCIPLINE PROCEDURES FOR STUDENTS WITH DISABILITIES

1. Consistent with the requirements of Part B of the IDEA and these Rules, each LEA shall establish, maintain, and implement policies and procedures for disciplining students with disabilities.

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

1. School personnel may consider any unique circumstances on a case-by-case basis when determining whether a change in placement, consistent with the other requirements of this section, is appropriate for a student with a disability who violates a code of student conduct.
2. School personnel may remove a student with a disability who violates a code of student conduct from the student's current placement to an appropriate interim alternative educational setting (IAES), another setting, or suspension, for not more than ten consecutive school days (to the same extent those alternatives are applied to students without disabilities), and for additional removals of not more than ten consecutive school days in that same school year for separate incidents of misconduct, (as long as those removals do not constitute a change of placement because of disciplinary removal as set forth in 34 CFR § 300.536 and these Rules V.D.).
3. After a student with a disability has been removed from the student's current placement for ten school days in the same school year, during any subsequent days of removal the LEA must provide services to the extent required under 34 CFR § 300.530(d) and these Rules V.C.
4. For disciplinary changes in placement that would exceed ten consecutive school days, if the behavior that gave rise to the violation of the school code is determined not to be a manifestation of the student's disability, school personnel may apply the relevant disciplinary procedures to students with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities, except after the tenth day of removal that constitutes a change in placement, the LEA must provide services to the student and provided under 34 CFR § 300.530(d) and these Rules .C.

V.C. SERVICES (34 CFR § 300.530(D)).

1. A student with a disability who is removed from the student's current placement must:
 - a. Continue to receive educational services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the student's IEP; and
 - b. Receive, as appropriate, an FBA, and behavior intervention services and modifications that are designed to address the behavior violation so that it does not recur.
2. The services may be provided in an IAES.
3. An LEA is only required to provide services during periods of removal to a student with a disability who has been removed from the student's current placement for ten school days or less in that school year if it also provides services to a student without disabilities who is similarly removed.
4. After a student with a disability has been removed from the student's current placement for ten school days in the same school year, if the current removal is for not more than ten consecutive school days and is not a change of placement under 34 CFR § 300.536 and these Rules V.D., school personnel, in consultation with at least one of the student's teachers, determine the extent to which services are needed, so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the student's IEP.
5. If the removal is a change of placement, the student's IEP Team determines appropriate services to be provided during the removal.

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

1. For purposes of removals of a student with a disability from the student's current educational placement, a change of placement occurs if:
 - a. The removal is for more than ten consecutive school days, including shortened school days; or

- b. The student has been subjected to a series of removals that constitute a pattern, including shortened school days:
 - (1) Because the series of removals total more than ten school days in a school year;
 - (2) Because the student's behavior is substantially similar to the student's behavior in previous incidents that resulted in the series of removals; and
 - (3) Because of such additional factors as the length of each removal, the total amount of time the student has been removed, and the proximity of the removals to one another.
- 2. As used in these Rules, shortened school days occur when a student's school day is reduced solely by school personnel in response to the student's behavior for disciplinary purposes, rather than the student's IEP team or placement team for that student to receive a FAPE.
 - a. In general, the use of informal removals to address a student's behavior, if implemented repeatedly throughout the school year, could constitute a disciplinary removal from the current placement. Therefore, the discipline procedures in 34 C.F.R. §§ 300.530 through 300.536 and these Rules V. would generally apply unless all three of the following factors are met:
 - (1) The student is afforded the opportunity to continue to appropriately participate in the general curriculum;
 - (2) The student continues to receive the services specified on the student's IEP; and
 - (3) The student continues to participate with nondisabled children to the extent they would have in their current placement. 71 Fed. Reg. 46715 (Aug. 14, 2006).
- 3. The LEA determines on a case-by-case basis whether a pattern of removals constitutes a change of placement. This determination is subject to review through due process and judicial proceedings.

V.E. MANIFESTATION DETERMINATION (34 CFR § 300.530(E–G, I)).

1. Within ten school days of any decision to change the placement of a student with a disability because of a violation of a code of student conduct, the LEA, the parent or adult student, and relevant members of the student's IEP Team (as determined by the parent or student who is an adult and the LEA) must review all relevant information in the student's file, including the student's IEP, any teacher observations, and any relevant information provided by the parent(s) or adult student to determine:
 - a. If the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability; or
 - b. If the conduct in question was the direct result of the LEA's failure to implement the IEP.
2. The conduct must be determined to be a manifestation of the student's disability if the LEA, the parent or student who is an adult, and relevant members of the student's IEP Team determine that:
 - a. The misconduct was caused by or had a direct and substantial relationship to the student's disability; or
 - b. The misconduct was the direct result of the LEA's failure to implement the IEP.
3. If the LEA, the parent or student who is an adult, and relevant members of the student's IEP Team determine that the misconduct was the direct result of the LEA's failure to implement the IEP, the LEA must take immediate steps to remedy those deficiencies.
4. If the LEA, the parent(s) or student who is an adult, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the student's disability, the IEP Team must:
 - a. Either:
 - (1) Conduct a functional behavior assessment (FBA), unless the LEA had conducted a FBA before the behavior that resulted in the change of placement occurred, and implement a BIP for the student; or

- (2) If a BIP has already been developed, review the BIP, and modify it, as necessary, to address the behavior;
 - b. And, unless the misconduct falls under the definition of special circumstances in these Rules V.E.5., return the student to the placement from which the student was removed, unless the parent or adult student and the LEA agree to a change of placement as part of the modification of the BIP.
5. Special circumstances.
- a. School personnel may remove a student to an IAES for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the student's disability, if the student:
 - (1) Carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function under the jurisdiction of the USBE or an LEA;
 - (2) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of the USBE or an LEA; or
 - (3) Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the USBE or an LEA.
 - b. Definitions.
 - (1) For purposes of this section, the following definitions apply:
 - (a) *Controlled substance* means a drug or other substance that cannot be distributed without a prescription, identified under schedules I, II, III, IV, or V in section 202(c) of the Controlled Substances Act (21 USC § 812(c)).
 - (b) *Illegal drug* means a controlled substance but does not include a drug controlled, possessed, or used under the supervision of a licensed health-care professional or one legally possessed or used under the Controlled Substances Act or under any other provision of Federal law (21 USC § 812).

- (c) *Serious bodily injury* means bodily injury that involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement, or protracted loss or impairment of the function of a bodily member, organ, or mental faculty (18 USC § 1365). Serious bodily injury does not include a cut, abrasion, bruise, burn, disfigurement, physical pain, illness, or impairment of the function of a bodily member, organ or mental faculty that is temporary (18 USC § 1365).
- (d) *Weapon* means a weapon, device, instrument, material, or substance, animate or inanimate, that is used for or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2.5 inches (18 USC § 930).

V.F. PROCEDURAL SAFEGUARDS NOTICE (34 CFR § 300.530(H)).

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

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

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

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

1. The parent(s) of a student with a disability or student who is an adult who disagrees with any decision regarding placement or the manifestation determination, or an LEA that believes that maintaining the current placement of the student is substantially likely to result in injury to the student or others, may appeal the decision by filing a due process hearing complaint and requesting a hearing.
2. Authority of hearing officer.

- a. A due process hearing officer hears and makes a determination regarding an appeal under Rules V.H.1.
 - b. In making the determination, the hearing officer may:
 - (1) Return the student with a disability to the placement from which the student was removed if the hearing officer determines that the removal was a violation of the discipline procedures under Part B of the IDEA or these Rules or that the student's behavior was a manifestation of the student's disability; or
 - (2) Order a change of placement of the student with a disability to an appropriate IAES for not more than 45 school days if the hearing officer determines that maintaining the current placement of the student is substantially likely to result in injury to the student or to others.
 - c. The appeal procedures may be repeated if the LEA believes that returning the student to the original placement is substantially likely to result in injury to the student or to others.
3. Expedited due process hearing.
- a. Whenever a hearing is requested, the parent(s) or student who is an adult or the LEA involved in the dispute must have an opportunity for an impartial due process hearing.
 - b. The LEA is responsible for arranging the expedited due process hearing with the State Director of Special Education, which must occur within 20 school days of the date the complaint requesting the hearing is filed. The hearing officer must make a determination within ten school days after the hearing.
 - c. Unless the parent(s) or student who is an adult and LEA agree in writing to waive the resolution meeting, or agree to use mediation:
 - (1) A resolution meeting must occur within seven calendar days of receiving notice of the due process complaint; and
 - (2) The due process hearing may proceed unless the matter has been resolved to the satisfaction of both parties within 15 calendar days of the receipt of the due process complaint.

- d. Parties may not mutually agree to extend the resolution period to resolve an expedited due process complaint. Therefore, when the parties have participated in a resolution meeting or engaged in mediation and the dispute has not been resolved to the satisfaction of both parties within 15 days of the receipt of the due process complaint, the expedited due process hearing may proceed.
- e. A hearing officer may not extend the timeline for making a determination in an expedited due process hearing.
- f. The decisions on expedited due process hearings are final, unless meeting the requirements of 34 CFR § 300.514(b) or 34 CFR § 300.516.

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

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

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

- 1. A student who has not been determined to be eligible for special education and related services under Part B of the IDEA, and who has engaged in behavior that violated a code of student conduct, may assert any of the protections provided for in this part if the LEA had knowledge that the student was a student with a disability before the behavior that precipitated the disciplinary action occurred.
- 2. An LEA must be deemed to have knowledge that a student is a student with a disability if, before the behavior that precipitated the disciplinary action occurred:
 - a. The parent(s) of the student or student who is an adult expressed concern in writing to supervisory or administrative personnel of the appropriate LEA, or a teacher of the student, that the student is in need of special education and related services;

- b. The parent(s) of the student or student who is an adult requested an evaluation of the student pursuant to 34 CFR §§ 300.300 through 300.311; or
 - c. The teacher of the student, or other personnel of the LEA, expressed specific concerns about a pattern of behavior demonstrated by the student directly to the director of special education of the LEA or to other supervisory personnel of the LEA.
- 3. An LEA would not be deemed to have knowledge that a student is a student with a disability if:
 - a. The parent(s) of the student or the student who is an adult:
 - (1) Has not allowed an evaluation of the student pursuant to 34 CFR §§ 300.300 through 300.311; or
 - (2) Has refused services under this part; or
 - b. The student has been evaluated in accordance with 34 CFR §§ 300.300 through 300.311 and determined to not be a student with a disability under Part B of the IDEA.
- 4. If an LEA does not have knowledge that a student is a student with a disability prior to taking disciplinary measures against the student, the student may be subjected to the disciplinary measures applied to students without disabilities who engage in comparable behaviors.
 - a. If a request is made for an evaluation of a student during the time period in which the student is subjected to disciplinary measures, the evaluation must be conducted in an expedited manner.
 - (1) Until the evaluation is completed, the student remains in the educational placement determined by school authorities, which can include suspension or expulsion without educational services.
 - (2) If the student is determined to be a student with a disability, taking into consideration information from the evaluation conducted by the LEA and information provided by the parent(s) or adult student, the LEA must provide special education and related services.

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

1. Nothing in Part B of the IDEA prohibits an LEA from reporting a crime committed by a student with a disability to appropriate authorities or prevents State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of Federal and State law to crimes committed by a student with a disability.
2. Transmittal of records.
 - a. An LEA reporting a crime committed by a student with a disability must ensure that copies of the special education and disciplinary records of the student are transmitted for consideration by the appropriate authorities to whom the LEA reports the crime.
 - b. An LEA reporting a crime under this section may transmit copies of the student's special education and disciplinary records only to the extent that the transmission is permitted by FERPA.

VI. STUDENTS WITH DISABILITIES IN OTHER SETTINGS

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

1. Developing IEPs.
 - a. Before an LEA places a student with a disability in, or refers a student to, a private school or facility, the LEA must initiate and conduct a meeting to develop an IEP for the student in accordance with Part B of the IDEA and these Rules.
 - b. The LEA must ensure that a representative of the private school or facility attends the meeting. If the representative cannot attend, the LEA must use other methods to ensure participation by the private school or facility, including individual or conference telephone calls or video conferencing
2. Reviewing and revising IEPs.
 - a. After a student with a disability is placed in a private school or facility, any meetings to review and revise the student's IEP may be initiated and conducted by the private school or facility at the discretion of the LEA.
 - b. If the private school or facility initiates and conducts these meetings, the LEA must ensure that the parent(s) or adult student and an LEA representative:
 - (1) Are involved in any decisions about the student's IEP; and
 - (2) Agree to any proposed changes in the IEP before those changes are implemented.
3. Even if a private school or facility implements a student's IEP, responsibility for compliance with this part remains with the LEA and the USBE.
4. Residential placement (34 CFR § 300.104).
 - a. If placement in a public or private residential program is necessary to provide special education and related services to a student with a disability, the program, including non-medical care and room and board, must be at no cost to the parent(s) of the student or student who is an adult.

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5. Students with disabilities in private schools placed or referred by public agencies (34 CFR §§ 300.145–147).
 - a. Only for students with disabilities who are or have been placed in or referred to a private school or facility by a public agency as a means of providing special education and related services, the USBE must:
 - (1) Ensure that a student with a disability who is placed in or referred to a private school or facility by a public agency:
 - (a) Is provided special education and related services:
 - (i) In conformance with an IEP that meets the requirements in Rule III.J; and
 - (ii) At no cost to the parent(s) or student who is an adult;
 - (b) Is provided an education that meets the standards that apply to education provided by the USBE and LEAs including the requirements of these Rules; and
 - (c) Has all the rights of a student with a disability who is served by a public agency.
 - b. Monitor compliance through procedures such as written reports, onsite visits, and parent or student who is an adult questionnaires;
 - c. Disseminate copies of applicable standards to each private school and facility to which a public agency has referred or placed a student with a disability; and
 - d. Provide an opportunity for those private schools and facilities to participate in the development and revision of State standards that apply to them.

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

1. *Parentally placed private school students with disabilities*, including students accessing the Carson Smith Scholarship and Special Needs Opportunity Scholarship Program, means students with disabilities enrolled by their parent(s) or a student who is an adult in private, including religious, schools or

facilities that meet the definition of elementary school or secondary school in Part B of the IDEA.

2. Definitions.

- a. *Elementary school* means a nonprofit institutional day or residential school, including a public elementary charter school, that provides elementary education, as determined under State law (34 CFR § 300.13).
- b. *Secondary school* means a nonprofit institutional day or residential school, including a public secondary charter school, that provides secondary education, as determined under State law, except that it does not include any education beyond grade 12 (34 CFR § 300.36). Grades nine and above must be accredited, in accordance with USBE Rule.

3. Child find for parentally placed or student who is an adult private school student with disabilities (34 CFR § 300.131).

- a. Each school district must locate, identify, and evaluate all students with disabilities who are enrolled by their parent(s), or student who is an adult, in private (either for-profit or nonprofit), including religious, elementary schools and secondary schools located in the area served by the school district.
- b. The school district child find process must be designed to ensure:
 - (1) The equitable participation of parentally placed or student who is an adult nonprofit private school student; and
 - (2) An accurate count of those students in nonprofit private schools.
- c. The school district must undertake activities similar to the activities undertaken for the school district's public school students.
 - (1) School districts may not require a private school to implement a response to intervention (RtI). District should consult with officials from private elementary schools or secondary schools on how to best implement evaluation criteria for identifying students with specific learning disabilities enrolled in private schools.
- d. The cost of carrying out the child find requirements in this section, including individual evaluations, may not be considered in determining if a

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school district has met its obligation under spending a proportionate share of funds under Part B of the IDEA to provide services to parentally placed or adult student nonprofit private school students.

- e. The child find process must be completed in a time period comparable to that for students attending public schools in the school district.
 - f. Each school district in which private (for-profit and nonprofit), including religious, elementary schools and secondary schools are located must, in carrying out the child find requirements in this section, include parentally placed or student who is an adult private school students who reside in a state other than the state in which the private schools that they attend are located.
 - g. Each school district, where private elementary schools or secondary schools are located is responsible for conducting reevaluations of student with disabilities enrolled by their parents in the private elementary school and secondary school located in the school district.
4. Basic requirements for provision of services for parentally placed or adult student nonprofit private school students with disabilities (34 CFR § 300.132).
- a. To the extent consistent with the number and location of students with disabilities who are enrolled by their parent(s), or a student who is an adult, in nonprofit private, including religious, elementary schools and secondary schools located in the area served by the school district, provision is made for the participation of those students in the program assisted or carried out under Part B of the IDEA by providing them with special education and related services, including direct services.
 - b. The school district must develop and implement a services plan for each nonprofit private school student with a disability who has been designated by the school district in which the private school is located to receive special education and related services.
 - c. Each school district must maintain in its records, and provide to the USBE staff annually, the following information related to parentally placed or student who is an adult nonprofit private school students, including that required under Rule II.A.(4)(c):

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- (1) The number of students evaluated and reevaluated within three years;
 - (2) The number of students determined to be students with disabilities; and
 - (3) The number of students served.
5. Expenditures (34 CFR § 300.133).
 - a. The proportionate share calculation must be based on the total number of students with disabilities who are enrolled in private elementary and secondary schools, including religious schools, located in the school district, whether or not the students or their parents reside in the school district. 34 C.F.R. §§ 300.132 and 300.133(a). Each school district must spend the following amounts on providing special education and related services (including direct services) to parentally-placed or student who is an adult private school student with disabilities:
 - (1) For students aged three through 22, an amount that is the same proportion of the school district's total subgrant under Section 611(f) of the IDEA as the number of private school student with disabilities aged three through 22 who are enrolled by their parents or student who is an adult in private, including religious, elementary schools and secondary schools located in the school district, is to the total number of student with disabilities in its jurisdiction aged three through 22.
 - (2) For student aged three through five, an amount that is the same proportion of the school district's total subgrant under Section 619(g) of the IDEA as the number of parentally-placed or student who is an adult private school student with disabilities aged three through five who are enrolled by their parents or student who is an adult in private, including religious, elementary schools located in the school district, is to the total number of student with disabilities in its jurisdiction aged three through five. Appendix B to 34 CFR § 300 provides an example of how to make this calculation.
 - b. All students who have been evaluated and found eligible for special education and related services—not solely those students who receive services through an IEP or services plan—must be included in the count to

calculate the proportionate share. See 34 C.F.R. §§ 300.132(c) and 300.133(c). As described in 34 C.F.R. § 300.133(a), each school district must determine the total number of private school students with disabilities who are enrolled by their parents or students who is an adult in private elementary and secondary schools located in the school district, and the total number of students with disabilities enrolled in public and private elementary and secondary schools located in the school district, in order to calculate the proportionate share of IDEA Part B funds that must be expended on equitable services.

- c. As specified in 34 CFR. § 300.131(a), each school district must locate, identify, and evaluate all students with disabilities who are enrolled by their parents or student who is an adult in private, including religious, elementary schools and secondary schools located in the school district. The number of parentally-placed or student who us an adult private school student with disabilities is used to determine the amount that the school district must spend on providing special education and related services to parentally-placed or student who is an adult private school student with disabilities in the next subsequent fiscal year. 34 CFR § 300.133(b) and (c)(2). Under 34 CFR § 300.300(d)(4), if a parent of a home-schooled student, student who is an adult being home-schooled, or parentally placed or student who is an adult private school student declines to consent to the initial evaluation or the reevaluation, the public agency may not use the mediation or due process procedures to seek to conduct the evaluation and, thus, may not include the student in the annual count of the number of parentally-placed or student who is an adult private school student with disabilities. If the school district evaluates a parentally-placed private or student who is an adult school student, subject to the consent of the parent or student who is an adult, and determines that the student qualifies as a student with a disability under the IDEA, but the parent or student who is an adult declines the offer of special education and related services, the school district still must include this student in the annual count of the number of parentally-placed or student who is an adult private school students with disabilities. 34 CFR § 300.133(c); see also 34 CFR § 300.132(c). A school district must include in its proportionate share calculation all eligible students with disabilities enrolled by their parents or student who is an adult in private,

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including religious, elementary and secondary schools located in the LEA, and also include those students whose parents or student who is an adult decline all publicly funded services and place their students with disabilities in a private school at their own expense.

- d. Each school district must spend the following on providing special education and related services (including direct services) to parentally placed or student who is an adult nonprofit private school student with disabilities:
 - (1) For students ages 3 through 21, an amount that is the same proportion of the school district's total subgrant under Section 611(f) of Part B of the IDEA as the number of private school students with disabilities ages 3 through 21 who are enrolled by their parent(s), or a student who is an adult, in nonprofit private, including religious, elementary schools and secondary schools located in the school district, is to the total number of students with disabilities in its jurisdiction ages 3 through 21.
 - (2) For students ages three through five, an amount that is the same proportion of the school district's total subgrant under Section 619(g) of the Part B of the IDEA as the number of parentally placed private school students with disabilities ages three through five who are enrolled by their parent(s) in nonprofit private, including religious, elementary schools located in the school district, is to the total number of students with disabilities in its jurisdiction ages three through five.
 - (a) Students ages three through five are considered to be parentally placed private school students with disabilities enrolled by their parent(s) in nonprofit private, including religious, elementary schools, if they are enrolled in a private school that meets the definition of elementary school in Rule VI.B.1.a.
 - (3) If a school district has not expended for equitable services all the required funds by the end of the fiscal year for which Congress appropriated the funds, the school district must obligate the remaining funds for special education and related services (including direct services) to parentally placed or student who is an adult

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nonprofit private school students with disabilities during a carryover period of one additional year.

- (a) If a school district has not expended all the required funds by the end of the second fiscal year (carry over period), the school district may reallocate the funds to the general special education program for the remaining three months of the award.
- e. In calculating the proportionate amount of Federal funds to be provided for parentally placed or student who is an adult nonprofit private school student with disabilities, the school district, after timely and meaningful consultation with representatives of private schools, must conduct a thorough and complete child find process to determine the number of parentally placed or student who is an adult, student with disabilities attending nonprofit private schools located in the school district.
- f. Annual count of the number of parentally placed or student who is an adult private school student with disabilities.
 - (1) Each school district must:
 - (a) After timely and meaningful consultation with representatives of parentally placed or student who is an adult private school student with disabilities, determine the number of parentally placed or student who is an adult private school student with disabilities attending nonprofit private schools located in the school district; and
 - (b) Ensure the count is conducted on any date between October 1 and December 1, inclusive, of each year.
 - (2) The count must be used to determine the amount the LEA must spend on providing special education and related services to parentally placed or student who is an adult nonprofit private school student with disabilities in the subsequent fiscal year.
- g. State and local funds may supplement, and in no case supplant, the proportionate amount of Federal funds required to be expended for parentally placed or student who is an adult nonprofit private school student with disabilities.

6. Consultation (34 CFR § 300.134).

- a. To ensure timely and ongoing meaningful consultation, a school district must consult with nonprofit private school representatives and representatives of parent(s) of parentally placed or student who is an adult private school student with disabilities during the design and development of special education and related services for the students regarding the following:
 - (1) The child find process, including:
 - (a) How parentally placed or student who is an adult nonprofit private school student suspected of having a disability can participate equitably; and
 - (b) How the parent(s) or student who is an adult, teachers, and nonprofit private school officials will be informed of the process.
 - (2) The determination of the proportionate share of Federal funds available to serve parentally or student who is an adult placed nonprofit private school student with disabilities, including the determination of how the proportionate share of those funds was calculated.
 - (3) The consultation process among the school district, nonprofit private school officials, and representatives of parent(s) of parentally placed or student who is an adult private school student with disabilities, including how the process will operate throughout the school year to ensure that parentally placed, or student who is an adult, students with disabilities identified through the child find process can meaningfully participate in special education and related services.
 - (4) How, where, and by whom special education and related services will be provided for parentally placed or student who is an adult nonprofit private school student with disabilities, including a discussion of:
 - (a) The types of services, including direct services and alternate service delivery mechanisms (supplies, equipment, and professional learning for private school staff); and

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- (b) How special education and related services will be apportioned if funds are insufficient to serve all parentally placed or student who is an adult private school student; and
 - (c) How and when those decisions will be made;
 - (5) How, if the school district disagrees with the views of the nonprofit private school officials on the provision of services or the types of services (whether provided directly or through a contract), the school district will provide to the nonprofit private school officials a written explanation of the reasons why the school district chose not to provide services directly or through a contract.
7. Written affirmation (34 CFR § 300.135).
- a. When timely and meaningful consultation has occurred, the school district must obtain a written affirmation signed by the representatives of participating nonprofit private schools.
 - b. If the representatives do not provide the affirmation within a reasonable period of time, the school district must forward the documentation of the consultation process to the State Director of Special Education.
 - (1) Documentation may include meeting agendas, attendance sheets, signatures of participants at consultation meetings, written records regarding topics addressed and decisions made.
8. Compliance (34 CFR § 300.136).
- a. A nonprofit private school official has the right to submit a complaint to the State Director of Special Education that the school district:
 - (1) Did not engage in consultation that was meaningful and timely; or
 - (2) Did not give due consideration to the views of the nonprofit private school official.
 - b. Procedure.
 - (1) If the nonprofit private school official wishes to submit a complaint, the official must provide to the State Director of Special Education the basis of the noncompliance by the school district with the applicable nonprofit private school provisions in this part; and

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- (2) The school district must forward the appropriate documentation to the State Director of Special Education.
 - (3) If the nonprofit private school official is dissatisfied with the decision of the State Director of Special Education, the official may submit a complaint to the Secretary by providing the information on noncompliance described above; and the State Director of Special Education must forward the appropriate documentation to the Secretary.
9. Equitable services determined (34 CFR § 300.137).
 - a. No parentally placed or student who is an adult nonprofit private school student with a disability has an individual right to receive some or all the special education and related services the student would receive if enrolled in a public school.
 - b. Decisions about the services that will be provided to parentally placed or adult student nonprofit private school students with disabilities by school districts must be made in accordance with the consultation and proportionate share requirements.
 - c. The school district must make the final decisions with respect to the services to be provided to eligible parentally placed or student who is an adult nonprofit private school student with disabilities.
 - d. If a student with a disability is enrolled in a nonprofit religious or other private school by the student's parent(s) or student who is an adult and will receive special education or related services from a school district, the school district must:
 - (1) Initiate and conduct meetings to develop, review, and revise a services plan for the student; and
 - (2) Ensure that a representative of the religious or other nonprofit private school attends each meeting. If the representative cannot attend, the school district shall use other methods to ensure participation by the religious or other nonprofit private school, including individual or conference telephone calls.
10. Equitable services provided (34 CFR § 300.138).

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- a. The services provided to parentally placed or student who is an adult nonprofit private school student with disabilities must be provided by personnel meeting the same standards as personnel providing services in the public schools, except that private elementary school and secondary school teachers who are providing equitable services to parentally placed or student who is an adult private school student with disabilities do not have to meet the USBE and IDEA special education teacher requirements.
- b. Parentally placed or student who is an adult nonprofit private school students with disabilities may receive a different amount of services than students with disabilities in public schools.
- c. Services provided in accordance with a services plan.
 - (1) Each parentally placed or student who is an adult nonprofit private school student with a disability who has been designated to receive services must have a services plan that describes the specific special education and related services the school district will provide to the student in light of the services the school district has determined it will make available to parentally placed or adult student nonprofit private school students with disabilities.
 - (2) The services plan must, to the extent appropriate:
 - (a) Meet the same content requirements as the IEP, including access and progress in the general curriculum, or for a student ages three through five, including access and progress in age-appropriate activities, with respect to the services provided; and
 - (b) Be developed, reviewed, and revised consistent with the IEP provisions in these Rules III.I.
- d. Provision of equitable services.
 - (1) Services must be provided:
 - (a) By employees of a school district; or
 - (b) Through contract by the school district with an individual, association, agency, organization, or other entity.

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- (2) Special education and related services provided to parentally placed or adult student nonprofit private school students with disabilities, including materials and equipment, must be secular, neutral, and non-ideological.

11. Location of services and transportation (34 CFR § 300.139).

- a. Services to parentally placed or student who is an adult nonprofit private school student with disabilities may be provided on the premises of private, including religious, schools, to the extent consistent with law.
- b. Transportation.
 - (1) If necessary for the student to benefit from or participate in the services provided under this part, a parentally placed or adult student nonprofit private school student with a disability must be provided transportation:
 - (a) From the student's school or the student's home to a site other than the private school; and
 - (b) From the service site to the private school, or to the student's home, depending on the timing of the services.
 - (2) School districts are not required to provide transportation from the student's home to the private school.
 - (3) The cost of the transportation may be included in calculating whether the school district has met the requirements for proportionate share spending.

12. Due process complaints, State complaints, and mediation (34 CFR § 300.140).

- a. Due process not applicable, except for child find.
 - (1) Except as provided in these Rules VI.B.11.b, the procedures in 34 CFR § 300.504 through 300.519 do not apply to complaints that a school district has failed to meet the requirements of Part B of the IDEA and these Rules, including the provision of services indicated on the student's services plan.
- b. Child find complaints to be filed with the school district in which the private school is located.

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- (1) The procedures in 34 CFR § 300.504 through 300.519 apply to complaints that a school district has failed to meet the child find requirements in Part B of the IDEA and these Rules.
 - (2) Any due process complaint regarding the child find requirements as described in these Rules VI.B.11.b.(1) must be filed with the school district in which the private school is located, and a copy must be forwarded to the State Director of Special Education.
 - (3) As provided in 34 CFR § 300.140(b), a parent or student who is an adult who has enrolled their student in a private school has the right to file a due process complaint, requesting a due process hearing, and to use the mediation procedures in 34 CFR § 300.506 regarding the child find requirements in 34 CFR § 300.131, including the requirements in 34 CFR §§ 300.300 through 300.311.
13. State complaints.
- a. Any complaint that a school district has failed to meet the requirements for provision of services, expenditures, consultation, written affirmation, determination of equitable services, location of services, due process and State complaints, funds not to benefit a private school, use of personnel, separate classes prohibited, and use of property, equipment, and supplies must be filed in accordance with the State complaint procedures described in these Rules IV.G.
 - b. A complaint filed by a nonprofit private school official under the meaningful and timely consultation, or due consideration to views of private school official requirements, must be filed with the State Director of Special Education in accordance with the procedures in these Rules VI.B.7.b.
14. Requirement that funds not benefit a private school (34 CFR § 300.141).
- a. An LEA may not use funds provided under Section 611 or 619 of the IDEA to finance the existing level of instruction in a private school or to otherwise benefit the private school.
 - b. The school district must use funds provided under Part B of the IDEA to meet the special education and related services needs of parentally placed

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or student who is an adult nonprofit private school student with disabilities, but not for meeting:

- (1) The needs of a private school; or
- (2) The general needs of the students enrolled in the private school.

15. Use of personnel (34 CFR § 300.142).

- a. A school district may use funds available under sections 611 and 619 of the IDEA to make public school personnel available in other than public facilities:
 - (1) To the extent necessary to provide services contained in service plans for parentally placed or student who is an adult nonprofit private school student with disabilities; and
 - (2) If those services are not normally provided by the private school.
- b. A school district may use funds available under sections 611 and 619 of the IDEA to pay for the services of an employee of a private school to provide services contained in service plans for parentally placed or student who is an adult nonprofit private school student with disabilities if:
 - (1) The employee performs the services outside of the employee's regular hours of duty; and
 - (2) The employee performs the services under public supervision and control.

16. Separate classes prohibited (34 CFR § 300.143).

- (1) An LEA may not use funds available under Section 611 or 619 of the IDEA for classes that are organized separately on the basis of school enrollment or religion of the students if:
 - b. The classes are at the same site; and
 - c. The classes include students enrolled in public schools and students enrolled in private schools.

17. Property, equipment, and supplies (34 CFR § 300.144).

- a. A school district must control and administer the funds used to provide special education and related services, and hold title to and administer

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materials, equipment, and property purchased with those funds for the uses and purposes provided in the IDEA.

- b. The school district may place equipment and supplies in a private school for the period of time needed for the Part B program.
- c. The school district must ensure the equipment and supplies placed in a private school:
 - (1) Are used only for Part B purposes; and
 - (2) Can be removed from the private school without remodeling the private school facility.
- d. The school district must remove equipment and supplies from a private school if:
 - (1) The equipment and supplies are no longer needed for Part B purposes; or
 - (2) Removal is necessary to avoid unauthorized use of the equipment and supplies for other than Part B purposes.
- e. No funds under Part B of the IDEA may be used for repairs, minor remodeling, or construction of private school facilities.

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

- 1. An LEA or USDB is not required to pay for the cost of education, including special education and related services, of a student with a disability at a private school or facility if that LEA or USDB made a FAPE available to the student and the parent(s) or student who is an adult elected to place the student in a private school or facility. However, the LEA or USDB must include that student in the population whose needs are addressed consistent with these Rules VI.B.
- 2. Disagreements between the parent(s) or student who is an adult and an LEA or USDB regarding the availability of a program appropriate for the student, and the question of financial reimbursement, are subject to the State complaint and due process procedures in these Rules IV.G.–R.
- 3. If the parent(s) of a student with a disability or student who is an adult, who previously received special education and related services under the authority

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of an LEA or USDB, enroll the student in a private preschool, elementary school, or secondary school without the consent of or referral by the LEA or USDB, a court or a hearing officer may require the LEA or USDB to reimburse the parent(s) or student who is an adult for the cost of that enrollment if the court or hearing officer finds that the LEA or USDB had not made a FAPE available to the student in a timely manner prior to that enrollment and that the private placement is appropriate. A parental placement may be found to be appropriate by a hearing officer or a court even if it does not meet the State standards that apply to education provided by the USBE and LEAs.

4. The cost of reimbursement may be reduced or denied if:
 - a. At the most recent IEP Team meeting the parent(s) or adult student attended prior to removal of the student from the public school, the parent(s) or adult student did not inform the IEP Team they were rejecting the placement proposed by the LEA or USDB to provide a FAPE to the student, including stating their concerns and their intent to enroll their student in a private school at public expense; or
 - b. At least ten business days (including any holidays that occur on a business day) prior to the removal of the student from the public school, the parent(s) or student who is an adult did not give written notice to the LEA or USDB of the information described in these Rules VI.C.4.a;
 - c. Prior to the parent(s)'s or student who is an adult's removal of the student from the public school, the LEA or USDB informed the parent(s) or student who is an adult, through the prior written notice requirements, of its intent to evaluate the student (including a statement of the purpose of the evaluation that was appropriate and reasonable), but the parent(s) or student who is an adult did not make the student available for the evaluation; or
 - d. Upon a judicial finding of unreasonableness with respect to actions taken by the parent(s) or student who is an adult.
5. Notwithstanding the requirements for the parent(s) or student who is an adult to provide notice to the LEA or USDB prior to removal of the student, the cost of reimbursement:
 - a. Must not be reduced or denied for failure to provide the notice if:

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- (1) The school prevented the parent(s) or student who is an adult from providing the notice;
 - (2) The parent(s) or student who is an adult had not received prior written notice of the notice requirement in these Rules VI.C.4.a-c; or
 - (3) Compliance with the notice requirements in these Rules VI.C.4.a.-c. would likely result in physical harm to the student; and
- b. May, in the discretion of the court or a hearing officer, not be reduced or denied for failure to provide this notice if:
- (1) The parent(s) or student who is an adult are not literate or cannot write in English; or
 - (2) Compliance with these Rules VI.C.4.a.-c. would likely result in serious emotional harm to the student.

VI.D. STUDENTS WITH DISABILITIES ENROLLED IN HOME SCHOOL.

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

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- a. No student with a disability who is home schooled full time has an individual right to receive any of the special education and related services the student would receive if enrolled in a public school.
5. The LEA must make the final decision with respect to the services, if any, to be provided to eligible home-schooled students with disabilities.
6. The school district may develop a services plan for students who are home schooled with disabilities who are eligible for special education and related services under Part B of the IDEA and these Rules. The services plan shall describe the special education and related services, if any, the LEA will provide to the student, and must, to the extent appropriate:
 - a. Meet the IEP content requirements with respect to the services provided; and
 - b. Be developed, reviewed, and revised consistent with the IEP provisions in these Rules III.I.
7. The school district shall determine where and when any services specified in the services plan will be provided.
8. Dual enrollment (R277-438 and UCA 53G-6-702).
 - a. A student with a disability who is simultaneously enrolled in both home school or private school and a public school is considered a student in dual enrollment.
 - b. A student with a disability seeking dual enrollment is entitled to special education and related services, under an IEP, for the time, or for the number of courses, the student is enrolled in the public school, based on the decision of the student's IEP Team. The IEP Team must consider the amount of time and courses needed for the provision of FAPE.
9. Home schools do not meet the definition of private schools (R277-438).

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

1. Students with disabilities enrolled in Adult Education remain entitled to special education and related services until determined no longer meeting eligibility

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criteria, graduate with a regular high school diploma, or reach maximum age (i.e., age 22).

2. The responsibility for FAPE for students with disabilities enrolled in Adult Education classes remains with the school district of residence.

VI.F. STUDENTS WITH DISABILITIES ENROLLED IN VIRTUAL SETTINGS.

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

VI.G. APPLICABILITY OF PART B OF THE IDEA TO STATE AND LOCAL AGENCIES (34 CFR § 300.2).

1. The provisions of Part B of the IDEA and these Rules:
 - a. Apply to all political subdivisions of the State that are involved in the education of students with disabilities, including:
 - (1) The State educational agency (USBE).
 - (2) Local educational agencies (LEAs) and public charter schools that are not otherwise included as LEAs and are not a school of an LEA.
 - (3) Other State agencies and schools (such as the Department of Human Services and USDB).
 - (4) State and local juvenile and adult correctional facilities; and
 - b. Are binding on each educational and non-educational public agency in the State that provides special education and related services to students with disabilities, regardless of whether that agency is receiving funds under Part B of the IDEA.

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VI.H. USBE RESPONSIBILITIES FOR STUDENTS WITH DISABILITIES IN PRIVATE INSTITUTIONS AND FACILITIES (34 CFR § 300.118).

1. The USBE must ensure the LRE requirements of Part B of the IDEA and these Rules are effectively implemented, including, if necessary, making arrangements with public and private institutions (such as a memorandum of agreement or special implementation procedures).
2. USBE responsibility for general supervision (34 CFR § 300.149).
 - a. The USBE is responsible for ensuring:
 - (1) The requirements of Part B of the IDEA are carried out; and
 - (2) Each educational program for students with disabilities administered within the State, including each program administered by any other State or local agency:
 - (a) Is under the general supervision of the persons responsible for educational programs for students with disabilities in the USBE; and
 - (b) Meets the educational standards of the USBE.
 - b. Part B of the IDEA does not limit the responsibility of agencies other than educational agencies for providing or paying some or all the costs of FAPE to students with disabilities in the State.
 - c. The Governor (or another individual pursuant to State law) may assign to any public agency in the State the responsibility of ensuring the requirements of Part B of the IDEA are met with respect to students with disabilities who are convicted as adults under State law and incarcerated in adult prisons (34 CFR § 300.149).

VI.I. METHODS AND PAYMENT FOR FAPE IN RESIDENTIAL FACILITIES AND PRIVATE SCHOOLS (34 CFR § 300.103).

1. Each state may use whatever state, local, Federal, and private sources of support are available in the State to meet the requirements of Part B of the IDEA. For example, if it is necessary to place a student with a disability in a residential facility or private school, a State could use joint agreements between the agencies involved for sharing the cost of that placement.

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2. Nothing in this part relieves an insurer or similar third party from an otherwise valid obligation to provide or to pay for services provided to a student with a disability.
3. The USBE must ensure there is no delay in implementing a student's IEP, including any case in which the payment source for providing or paying for special education and related services to the student is being determined.
4. The USBE ensures that an interagency agreement is in effect between the noneducational public agency and the USBE, in order to ensure that special education and related services needed for FAPE are provided, including during the pendency of any interagency disputes (34 CFR § 300.154).

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

1. The obligation to make FAPE available, including special education and related services under Part B of the IDEA and these Rules, to all students with disabilities applies to students ages 18 through 21 who are incarcerated in adult prisons, with the following exceptions:
 - a. The requirements relating to participation of students with disabilities in State- and LEA-wide assessments.
 - b. The requirements in 34 CFR § 300.320(b) relating to postsecondary transition planning and postsecondary transition services with respect to students whose eligibility under Part B of the IDEA will end, because of their age, before they will be eligible to be released from prison based on consideration of their sentence and eligibility for early release.
2. The IEP Team of a student with a disability who is convicted as an adult under State law and incarcerated in an adult prison may modify the student's IEP or placement if the State has demonstrated a bona fide security or compelling penological interest that cannot otherwise be accommodated. The IEP and LRE requirements do not apply with respect to such modifications.
3. Custodial status alone does not qualify an individual for services under the IDEA (R277-709-5(2)).
4. Responsibility for the provision of FAPE resides with the school district in which the prison facility is located.

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

1. The obligation to make FAPE available in the LRE, including special education and related services under Part B of the IDEA and these Rules, applies to all students with disabilities in state custody/care.
2. All requirements of these Rules apply to students with disabilities in State custody/care, including child find, LRE, and continuum of alternative placements.
3. Special education programs provided through youth in custody programs shall be monitored, through UPIPS monitoring visits.
4. The USBE will develop and implement a Memorandum of Understanding (MOU) with other State agencies responsible for placing students in State custody/care across LEAs or in private facilities. The MOU will address, at a minimum, payment for education and special education services, timelines for placement, and notification of LEAs of changes in placement, and assign responsibility for FAPE.
5. LEAs must develop and implement a MOU, policies, and procedures to address the process and timelines for interstate and intrastate transfers of students with disabilities in State custody/care, including the transfer of special education files, including the IEP, and the implementation of the IEP and provision of FAPE in the LRE, even in temporary placements.
 - a. The LEA transferring the records must keep a copy of the records for three years after the transfer.

VI.L. STUDENTS WITH DISABILITIES WHO RESIDE IN NURSING HOMES.

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

VII. PRESCHOOL AND POSTSECONDARY TRANSITIONS

VII.A. PRESCHOOL TRANSITION FROM PART C TO PART B OF THE IDEA.

1. At the beginning of each school year, each LEA must have an IEP in effect for each student with a disability ages three through five within its jurisdiction (34 CFR § 300.323).
2. The USBE and LEA must have in effect policies and procedures to ensure that (34 CFR § 300.124):
 - a. Students participating in early intervention programs assisted under Part C of the IDEA, and who will participate in preschool programs assisted under Part B of the IDEA, experience a smooth and effective transition to those preschool programs;
 - b. By the eligible student's third birthday, an IEP has been developed and is being implemented for the student;
 - c. If a student's third birthday occurs after the end of the school year, the student's IEP Team shall determine the date in the next school year when services under the IEP will begin, except that the IEP Team may determine that extended school year services are needed outside the school year; and
 - d. Each affected LEA will participate in preschool transition planning conferences arranged by the designated lead agency for Part C.
3. In developing the IEP for a student with a disability ages three through five or, at the discretion of the LEA, a student who is two-years-old with a disability who will turn age three during the school year, the IEP Team must consider the contents of an IFSP that contains the natural environments statement and an educational component that promotes school readiness and incorporates pre-literacy, language, and numeracy skills (34 CFR § 300.323).
4. In the case of a student who was previously served under Part C of the IDEA, an invitation to the initial IEP meeting must, at the request of the parent, be sent to the Part C service coordinator or other representatives of the Part C system to assist with the smooth transition of services (34 CFR § 300.321).

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VII.B. POSTSECONDARY TRANSITION SERVICES—SCHOOL TO POST-SCHOOL.

1. Purpose (34 CFR § 300.1).
 - a. To ensure that all students with disabilities have available to them a FAPE that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living.
2. Definition (34 CFR § 300.43).
 - a. *Postsecondary Transition services* means a coordinated set of activities for a student with a disability that:
 - (1) Is designed to be within a results-oriented process that is focused on improving the academic and functional achievement of the student with a disability, to facilitate the student's movement from school to post-school activities, including postsecondary education, vocational education, competitive integrated employment (including supported employment), continuing and adult education, adult services, independent living, or full community participation;
 - (2) Is based on the individual student's needs, taking into account the student's strengths, preferences, and interests, and includes:
 - (a) Instruction;
 - (b) Related services;
 - (c) Community experiences;
 - (d) The development of employment and other post-school adult living objectives; and
 - (e) If appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.
 - b. Postsecondary Transition services for students with disabilities may be special education, if provided as specially designed instruction, or a related service, if required to assist a student with a disability to benefit from special education.
3. Parent or student who is an adult participation (34 CFR § 300.322).

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- (1) For a student with a disability age 14 and older, or younger if determined appropriate by the IEP Team, the notice of meeting must indicate:
 - b. That a purpose of the meeting will be the consideration of the postsecondary goals and postsecondary transition services for the student;
 - c. That the LEA will invite the student; and
 - d. Identify any other agency that will be invited, with the consent of the parent(s) or student who is an adult, to send a representative.
4. IEP Team (34 CFR § 300.321).
 - (1) For an IEP Team meeting that includes as a purpose the development of a postsecondary transition plan:
 - b. The LEA must invite the student with a disability to attend the student's IEP meeting if a purpose of the meeting will be the consideration of the postsecondary goals for the student and the postsecondary transition services needed to assist the student in reaching those goals.
 - c. If the student does not attend the IEP meeting, the LEA must take other steps to ensure that the student's preferences and interests are considered.
 - d. To the extent appropriate, with the consent of the parent(s) or adult student, the LEA must invite a representative of any participating agency that is likely to be responsible for providing or may be paying for postsecondary transition services.
5. Definition of IEP (34 CFR § 300.320(b)).
 - a. For a student with a disability, ages 14 and older, an annual IEP goal related to the student's postsecondary transition service needs.
 - b. Postsecondary transition services. For a student with a disability, ages 14 and older, or younger if determined appropriate by the IEP Team, and updated annually thereafter, the IEP must include:
 - (1) Realistic and reasonable measurable postsecondary goals based upon annual age-appropriate postsecondary transition assessments related

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to training or education, employment, and, where appropriate, independent living skills;

- (2) Postsecondary transition services (e.g., activities, experiences, specially designed instruction), that will reasonably enable the student to reach the postsecondary goals identified on the IEP;
 - (3) Multi-year courses of study that will reasonably enable the student to reach the postsecondary goals identified on the IEP;
 - (4) Evidence that the student was invited to the IEP Team meeting where transition services are to be discussed. If the student does not attend the IEP meeting, the IEP Team must take other steps to ensure the student's preferences and interests are considered;
 - (5) If appropriate, evidence that a representative of any participating agency that might be providing or paying for any postsecondary transition services was invited to the IEP Team meeting with written consent of the parent or adult student prior to the meeting; and
 - (6) Any modifications to graduation requirements, as permitted under R277-700.
- c. Students with disabilities must have access to all school services related to college and career readiness planning and must be actively invited and included in school activities which address course planning (including online courses), graduation, and postsecondary education and employment (i.e., college week, scholarship opportunities, ACT, and concurrent enrollment) (R277-462).
6. Transfer of rights at age of majority (34 CFR §§ 300.320(c), 300.520).
 - a. Not later than the student's 17th birthday, the IEP must include a dated statement, signed by the student, parent, and an LEA Representative, that the student and the student's parent(s) have been informed of parent's rights under Part B of the IDEA (i.e. Procedural Safeguards) that will transfer to the student on reaching the age of majority (i.e., age 18), except for a student with a disability who has been determined to be incompetent by a court.

- b. All rights accorded to parents under Part B of the IDEA transfer to the student on the student's 18th birthday unless the IEP Team determines that:
 - (1) The parent has obtained legal guardianship, power of attorney, or conservatorship; or
 - (2) The student has married or become emancipated (in which case the rights transfer at that time).
 - c. All rights accorded to parents under Part B of the IDEA transfer to students who are incarcerated in an adult or juvenile State or local correctional institution.
 - d. When a student with a disability reaches the age of majority under State law (i.e., age 18) that applies to all students, except for a student with a disability who has been determined to be incompetent under State law, or the student with a disability marries or becomes emancipated:
 - (1) The LEA must provide any notice required by Part B of the IDEA to both the individual and the parent(s); and
 - (2) All other rights accorded to parents under Part B of the IDEA transfer to the student;
 - (3) All rights accorded to parents under Part B of the IDEA transfer to students who are incarcerated in an adult or juvenile State or local correctional institution; and
 - e. Whenever a state transfers rights, the LEA must notify the individual and the parent(s) of the transfer of rights within a reasonable time frame.
7. Termination of eligibility as a change of placement (34 CFR § 300.305).
- a. An evaluation is not required before the termination of a student's eligibility under this part due to graduation from secondary school with a regular high school diploma, or due to exceeding the age of eligibility for FAPE under Utah law.
 - b. For a student whose eligibility terminates due to graduation from secondary school with a regular diploma, or due to exceeding the age of eligibility for FAPE under Utah law, an LEA must provide the student with a

summary of the student's academic achievement and functional performance which shall include a statement of the student's postsecondary goals, recommendations on how to assist the student in meeting the student's postsecondary goals, and a statement of when and how accommodations were used for instruction and assessment.

- (1) The LEA develops the summary of student's academic achievement and functional performance with the IEP Team and additional individuals as appropriate (e.g., school counselors, CTE teachers, Pre-Employment Transition Service representatives).
 - c. Receipt of a general educational development (GED) credential does not end eligibility for FAPE.
8. Failure to meet postsecondary transition objectives (34 CFR § 300.324)
- a. If a participating agency, other than the LEA, fails to provide the postsecondary transition services described in the IEP, the LEA must reconvene the IEP Team to identify alternative strategies to meet the postsecondary transition objectives for the student set out in the IEP.
 - b. Nothing relieves any participating agency, including a State vocational rehabilitation agency, of the responsibility to provide or pay for any postsecondary transition service that the agency would otherwise provide to students with disabilities who meet the eligibility criteria of that LEA (34 CFR § 300.324).
 - c. If any public agency other than an educational agency is otherwise obligated under Federal or State law, or assigned responsibility under State policy or an interagency agreement, to provide or pay for any services that are also considered special education or related services such as, but not limited to, services relating to assistive technology devices, assistive technology services, related services, supplementary aids and services, and postsecondary transition services, that are necessary for ensuring a FAPE to students with disabilities within the State, the public agency must fulfill that obligation or responsibility, either directly or through contract or other arrangement or as provided in an interagency agreement.
9. Students with disabilities in adult prisons (34 CFR § 300.324).

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- a. The requirements relating to postsecondary transition planning and postsecondary transition services do not apply with respect to those students whose eligibility under Part B of the IDEA will end, because of their age, before they will be eligible to be released from prison based on consideration of their sentence and eligibility for early release.
- b. The obligation to make FAPE available to all students with disabilities does not apply with respect to students ages 18 through 21 to the extent that State law does not require that special education and related services under Part B of the IDEA be provided to students with disabilities who, in the last educational placement prior to their incarceration in an adult correctional facility (34 CFR § 300.102):
 - (1) Were not actually identified as being a student with a disability; and
 - (2) Did not have an IEP under Part B of the IDEA.
- c. The exception does not apply to students with disabilities ages 18 through 21 who:
 - (1) Had been identified as a student with a disability and had received services in accordance with an IEP, but who left school prior to their incarceration; or
 - (2) Did not have an IEP in their last educational setting, but who had actually been identified as a student with a disability.

VII.C. GRADUATION (UCA 53E-7-202; R277-705).

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

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contain all the requirements in these Rules IV.D, including being given a reasonable time before the LEA proposed to terminate the student's eligibility under the IDEA by issuing the student a diploma (34 CFR § 300.503).

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

VII.D. TERMINATION OF SERVICES UPON REACHING AGE 22 (UCA 53E-7-201; R277-419-2(23)(B)).

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

VII.E. USBE USE OF PART B FUNDS (34 CFR § 300.704).

1. The USBE may use funds from Part B of the IDEA for development and implementation of postsecondary transition programs, including coordination of services with agencies involved in supporting the postsecondary transition of students with disabilities to postsecondary activities.

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VIII.A. GENERAL SUPERVISORY AUTHORITY.

1. Authority and responsibility to make policy and set standards in the area of education of students with disabilities rests with the USBE by virtue of its constitutional mandate to provide general control and supervision of the public school system (Article X, Section 3) and by specific legislative enactment found in UCA 53E-7-202 through 53E-7-208. The statutes cited indicate an intended partnership arrangement between the USBE and LEAs. The statute provides for general supervision of educational programs for students with disabilities served by all LEAs and institutions concerned with the education of students with disabilities, as follows:
2. FAPE for eligible students (UCA 53E-7-202).
 - a. All students with disabilities, who are between the ages of 3 and 22 and have not graduated from high school with a regular diploma, are entitled to a FAPE.
 - (1) The USBE shall adopt rules consistent with applicable State and Federal law to implement this chapter.
 - b. The rules adopted by the USBE shall include the following:
 - (1) Appropriate and timely identification of students with disabilities.
 - (2) Diagnosis, evaluation, and classification by qualified personnel.
 - (3) Standards for classes and services.
 - (4) Provision for multi-district programs.
 - (5) Provision for delivery of service responsibilities.
 - (6) Certification/licensure and qualifications for instructional staff.
 - (7) Services for dual enrollment students attending public school on a part- time basis under UCA 53G-6-702.
 - c. The USBE shall have general control and supervision over all educational programs for students within the State who have disabilities.

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- (1) Those programs must comply with the rules adopted by the USBE under this section.
- d. The USBE shall appoint a State Director of Special Education, who shall be qualified and experienced in the area of special education.
- e. The State Director of Special Education has the following duties and responsibilities:
 - (1) To assist the USBE and State Superintendent of Public Instruction in performing their duties under this chapter.
 - (2) To encourage and assist school districts and public charter schools and other authorized public agencies in the organization of programs for students with disabilities.
 - (3) To provide general supervision over all public programs offered through a public school, public agency, public institution, or private agency for students with disabilities.
 - (4) To cooperate with private schools and other private agencies concerned with educating and training students with disabilities.
 - (5) To coordinate all State programs for students with disabilities.
- 3. LEA special education program funding
 - a. Each LEA shall provide, either singly or in cooperation with other school districts or public institutions, a FAPE for all students with disabilities who are residents of the district or enrolled in a public charter school. The program shall include necessary special facilities, instruction, and education-related services. The costs of an LEA's program, or share of a joint program, shall be paid from LEA funds.
 - b. LEAs shall receive funds under UCA 53F-2-1, State Funding--Minimum School Program (MSP), and other applicable laws to provide special education services in accordance with these Rules.
 - c. LEAs may, singly or in cooperation with other public entities, provide education and training for persons with disabilities who are younger than 3 or older than 22. The cost of such a program may be paid from fees,

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contributions, and other funds received by LEA for support of the program but may not be paid from public education funds.

- d. In order to obtain funds under Part B of the IDEA, the USBE must submit to the U.S. Department of Education, on behalf of the State of Utah as a whole, written policies and procedures governing the operation of special education programs and must comply with a series of Federal administrative requirements described in these Rules. Therefore, all provisions under Part B of the IDEA apply to each political subdivision of the State that is involved in the education of students with disabilities, irrespective of whether the subdivision receives any funds under Part B of the IDEA. This includes State and local juvenile and adult correctional facilities. The requirements of Part B of the IDEA and these Rules are binding on each LEA and other public agency that has direct or delegated authority to provide special education and related services in the State of Utah.

VIII.B. STATE ELIGIBILITY.

1. Eligibility for assistance (34 CFR § 300.100).
 - a. A state is eligible for assistance under Part B of the IDEA for a fiscal year if the state submits a plan that provides assurances to the Secretary that the state has in effect policies and procedures to ensure that the state meets the conditions in this section.
2. State eligibility for preschool (34 CFR § 300.804).
 - a. A state is eligible for a grant under Section 619 of the IDEA if the state is eligible under Section 612 of the IDEA to receive a grant under Part B of the IDEA; and makes FAPE available to all students with disabilities, ages three through five, residing in the state.
3. Program options (34 CFR § 300.110).
 - a. The State must ensure that each LEA takes steps to ensure that its students with disabilities have available to them the variety of educational programs and services available to students who are nondisabled in the area served by the agency, including art, music, industrial arts, consumer and homemaking education, and vocational education.

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4. Individualized education programs (IEP) (34 CFR § 300.112).
 - a. The State must ensure that an IEP is developed, reviewed, and revised for each student with a disability in accordance with these Rules III.
5. Technical assistance and training activities (34 CFR § 300.119).
 - a. USBE must carry out activities to ensure that teachers and administrators in all public agencies:
 - (1) Are fully informed about their responsibilities for implementing the least restrictive environment (LRE) requirements of Part B of the IDEA; and
 - (2) Are provided with technical assistance and training necessary to assist them in this effort.
6. Procedural safeguards (34 CFR § 300.121).
 - a. General.
 - (1) The State must have procedural safeguards in effect to ensure that each public agency in the State meets the requirements of 34 CFR §§ 300.500– 300.536.
 - b. Procedural safeguards identified.
 - (1) Students with disabilities and their parent(s) must be afforded the procedural safeguards identified in these Rules IV.
7. Evaluation (34 CFR § 300.122).
 - a. Students with disabilities must be evaluated accordance with 34 CFR §§ 300.300–300.311 and these Rules II.
8. Confidentiality of PII (34 CFR § 300.123).
 - a. The State must have policies and procedures in effect to ensure that public agencies in the State comply with 34 CFR §§ 300.610–300.626 related to protecting the confidentiality of any PII collected, used, or maintained under Part B of the IDEA.
9. State responsibility regarding students in private schools (34 CFR § 300.129).

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- a. The State must have in effect policies and procedures that ensure that LEAs, and, if applicable, the USBE, meet the private school requirements in 34 CFR §§ 300.130–300.148.

10. USBE implementation of procedural safeguards (34 CFR § 300.150).

- a. The USBE (and any agency assigned responsibility pursuant to 34 CFR § 300.149(d)) must have in effect procedures to inform each public agency of its responsibility for ensuring effective implementation of procedural safeguards for the students with disabilities served by that public agency.

11. Responsibility of USBE and other public agencies (34 CFR § 300.500).

- a. USBE must ensure that each public agency establishes, maintains, and implements procedural safeguards that meet the requirements these Rules IV.

12. Overidentification and disproportionality (34 CFR § 300.173).

- a. The State has in effect, consistent with the purposes of Part B and with Section 618(d) of the IDEA and these Rules II., policies and procedures designed to prevent the inappropriate overidentification or disproportionate representation by race and ethnicity of students as students with disabilities, including students with disabilities with a particular impairment.

VIII.C. STATE MONITORING AND ENFORCEMENT (34 CFR § 300.600).

1. The USBE staff must:

- a. Monitor the implementation of Part B of the IDEA and these Rules;
- b. Evaluate the standards and guidelines that establish the identifying criteria for disability classifications to assure strict compliance with those standards by LEAs (UCA 53F-2-307);
- c. Make determinations annually about the performance of each LEA using the categories in 34 CFR § 300.603(b)(1);
- d. Enforce implementation of Part B of the IDEA and these Rules using appropriate enforcement mechanisms, which must include, if applicable, the enforcement mechanisms identified in 34 CFR § 300.604(a)(1) (technical assistance) and (a)(3) (conditions on funding of an LEA), (b)(2)(i)

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- (a corrective action plan or improvement plan) and (b)(2)(v) (withholding funds, in whole or in part, by the USBE), and (c)(2) (withholding funds in whole or in part, by the USBE); and
- e. Report annually on the performance of the State and of each LEA and USDB under the IDEA (34 CFR §300.602).
 - (1) The USBE will report annually to the public on the performance of each LEA and USDB located in the State on the targets in the State's Performance Plan (SPP) as soon as practicable but no later than 120 days following the State's submission of its Annual Performance Report (APR) to the Secretary.
 - (2) The USBE will make each of the following items available through public means (i.e., SPP, APR, and the State's annual reports on the performance of each LEA located in the State). In doing so, the State must, at a minimum, post the plan and reports on the USBE website, and distribute the plan and reports to the media and through public agencies.
 - 2. In exercising its monitoring responsibilities under these Rules VIII.C.1, the State must ensure that when it identifies noncompliance with the requirements of this part by LEAs, the noncompliance is corrected as soon as possible, and in no case later than one year after the State's identification of the noncompliance.
 - 3. The primary focus of the State's monitoring activities must be on:
 - a. Improving educational results and functional outcomes for all students with disabilities; and
 - b. Ensuring that public agencies meet the program requirements under Part B of the IDEA, with a particular emphasis on those requirements that are most closely related to improving educational results for students with disabilities.
 - 4. As a part of its responsibilities, the USBE uses quantifiable indicators and such qualitative indicators as are needed to adequately measure performance in the priority areas, and the indicators established by the Secretary for the SPP. These indicators will be posted on the USBE website for the public and distributed to LEAs and public agencies.

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5. As required by this section, the USBE staff monitors the public agencies located in the State, using quantifiable indicators in each of the following priority areas, and using such qualitative indicators as are needed to adequately measure performance in those areas:
 - a. Provision of a FAPE in the least restrictive environment (LRE).
 - b. General supervision, including child find, effective monitoring, the use of resolution meetings, mediation, and a system of preschool and postsecondary transition services.
 - c. Disproportionate representation of racial and ethnic groups in special education and related services, to the extent the representation is the result of inappropriate identification.
6. Monitoring activities for Least Restrictive Environment (LRE) (34 CFR § 300.120).
 - a. The USBE staff must carry out activities to ensure that the LRE requirements are implemented by each LEA.
 - b. If there is evidence that an LEA makes placements that are inconsistent with the LRE requirements, the USBE staff must:
 - (1) Review the LEA's justification for its actions; and
 - (2) Assist in planning and implementing any necessary corrective action.

VIII.D. USBE PROGRAM MONITORING.

1. The USBE staff is responsible for the monitoring and evaluation of all public agencies within the State of Utah involved in the education of students with disabilities, ages 3 through 21. Consistent with Federal efforts to create a monitoring system that focuses on program effectiveness and student results, the USBE staff has developed a model that emphasizes a systematic approach to improve and sustain the service delivery system and to positively affect student success. This monitoring system, Utah's Program Improvement Planning System (UPIPS), promotes a partnership between each LEA or other public agency and the USBE. UPIPS involves active strategic planning and continuous improvement within the framework of compliance.
2. All LEAs are involved in the UPIPS monitoring system, as required under Part B of the IDEA, R277-709, and R277-114-3. The UPIPS system is revised

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periodically and goes through the process of stakeholder involvement and comment. UPIPS requirements:

- a. Ensure a meaningful and continuous process that focuses on improving academic and social outcomes for students with disabilities by linking LEA data (including APR and dispute resolution data) to improvement efforts.
 - b. Ensure compliance with IDEA and these Rules.
 - c. Link program improvement activities with multi-year professional learning planning.
 - d. Support each LEA in the process of self-assessment, evaluation, implementation of corrective actions, if needed, and improvement of program effectiveness.
 - e. LEAs shall complete the required activities according to the timeline provided by the USBE staff.
 - f. All LEAs are provided with professional learning and details of all requirements.
 - g. Additional professional learning, technical assistance, and ongoing support for LEA staff in addressing the responsibilities and requirements is provided throughout the process, as needed. Details of the process and requirements of UPIPS are available on the [USBE website](#)
3. Results of the monitoring process are publicly available, upon request.

VIII.E. STATE PERFORMANCE PLANS AND DATA COLLECTION (34 CFR § 300.601).

1. In conformance with Federal requirements, the USBE has in place a SPP that evaluates the USBE's efforts to implement the requirements and purposes of Part B of the IDEA and describes how the USBE will improve such implementation.
 - a. The USBE has submitted the SPP to the Secretary for approval in accordance with the approval process.
 - b. Each state must review its SPP at least once every six years and submit any amendments to the Secretary.

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- c. As part of the SPP, the USBE has established measurable and rigorous targets for the indicators established by the Secretary under the priority areas.
- 2. Data collection.
 - a. The USBE must collect valid and reliable information as needed to report annually to the Secretary on the indicators established by the Secretary for the SPP.
 - b. The USBE, as permitted by the Secretary, collects data on specific indicators through USBE monitoring or sampling, and collects data on those indicators for each LEA at least once during the period of the SPP.
 - c. Nothing in Part B of the IDEA shall be construed to authorize the development of a nationwide database of PII on individuals involved in studies or other collections of data under Part B of the IDEA.
- 3. State use of targets and reporting (34 CFR § 300.602).
 - a. The USBE uses the targets established in the SPP and the priority areas to analyze the performance of each LEA.
 - b. Public reporting and privacy.
 - (1) The USBE:
 - (a) Reports annually to the public on the performance of each LEA located in the State on the targets in the SPP as soon as practicable but no later than 120 days following the State's submission of its APR to the Secretary; and
 - (b) Makes each of the following items available through public means; the SPP; APR; and the State's annual reports on the performance of each LEA location in the State.
 - (2) In doing so, the State must, at a minimum, post the plan and reports on the USBE website, and distribute the plan and reports to the media and through public agencies.

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VIII.F. PERFORMANCE GOALS AND INDICATORS (34 CFR § 300.157).

1. The USBE has established goals for the performance of students with disabilities in the State that:
 - a. Promote the purposes of these Rules I.A.;
 - b. Are the same as the State's objectives for progress by all students, including the State's objectives for progress by students with disabilities;
 - c. Address graduation rates and dropout rates; and
 - d. Are consistent, to the extent appropriate, with any other goals and academic standards for students established by the State.
2. The USBE has established performance indicators that the State will use to assess progress toward achieving those goals, including measurable annual objectives for progress by students with disabilities under the Elementary and Secondary Education Act (ESEA) currently titled the Every Student Succeeds Act (ESSA).
3. The USBE reports annually to the Secretary and the public on the progress of the State, and of students with disabilities in the State, toward meeting the goals established under these Rules VIII.F.1, which include elements of the reports required under Section 1111(h) of the ESEA.

VIII.G. SECRETARY'S REVIEW AND DETERMINATION REGARDING STATE PERFORMANCE (34 CFR § 300.603).

1. The Secretary annually reviews the USBE's submitted performance report.
2. Based on the information provided by the USBE in the State's APR, information obtained through monitoring visits, and any other public information made available, the Secretary determines if the USBE:
 - a. Meets the requirements and purposes of Part B of the IDEA;
 - b. Needs assistance in implementing the requirements of Part B of the IDEA;
 - c. Needs intervention in implementing the requirements of Part B of the IDEA; or
 - d. Needs substantial intervention in implementing the requirements of Part B of the IDEA.

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3. Notice and opportunity for a hearing.
 - a. For such determinations, the Secretary provides reasonable notice and an opportunity for a hearing on those determinations.
 - b. The hearing consists of an opportunity to meet with the Assistant Secretary for Special Education and Rehabilitative Services to demonstrate why the Department should not make the determination described in these Rules VIII.G.2.
4. Enforcement (34 CFR § 300.604).
 - a. Needs assistance.
 - b. If the Secretary determines, for two consecutive years, that USBE needs assistance in implementing the requirements of Part B of the IDEA, the Secretary takes one or more of the following actions:
 - (1) Advises the State of available sources of technical assistance that may help USBE address the areas in which the USBE needs assistance, which may include assistance from the Office of Special Education Programs (OSEP), other offices of the Department of Education, other Federal agencies, technical assistance providers approved by the Secretary, and other federally funded nonprofit agencies, and requires the State to work with appropriate entities. Such technical assistance may include:
 - (a) The provision of advice by experts to address the areas in which the State needs assistance, including explicit plans for addressing the area for concern within a specified period of time;
 - (b) Assistance in identifying and implementing professional learning, instructional strategies, and methods of instruction that are based on scientifically-based research;
 - (c) Designating and using distinguished superintendents, principals, special education administrators, special education teachers, and other teachers to provide advice, technical assistance, and support; and,
 - (d) Devising additional approaches to providing technical assistance, such as collaborating with institutions of higher education,

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educational service agencies, national centers of technical assistance supported under Part D of the IDEA, and private providers of scientifically-based technical assistance.

- (2) Directs the use of State-level section 611(e) funds on the area or areas in which the State needs assistance.
 - (3) Identifies the State as a high-risk grantee and imposes special conditions on the USBE grant under Part B of the IDEA.
- c. Needs intervention.
- (1) If the Secretary determines, for three or more consecutive years, that USBE needs intervention in implementing the requirements of Part B of the IDEA, the following shall apply:
 - (2) The Secretary may take any of the actions described in the “needs assistance” section above.
 - (3) The Secretary takes one or more of the following actions:
 - (a) Requires the USBE to prepare a corrective action plan or improvement plan if the Secretary determines that the USBE should be able to correct the problem within one year.
 - (b) Requires the State to enter into a compliance agreement under Section 457 of the GEPA, as amended, 20 USC § 1221 et seq., if the Secretary has reason to believe that the USBE cannot correct the problem within one year.
 - (c) For each year of the determination, withholds not less than 20 percent and not more than 50 percent of the USBE's funds under section 611 of the IDEA, until the Secretary determines the USBE has sufficiently addressed the areas in which the State needs intervention.
 - (d) Seeks to recover funds under section 452 of GEPA.
 - (e) Withholds, in whole or in part, any further payments to the State under Part B of the IDEA.
 - (f) Refers the matter for appropriate enforcement action, which may include referral to the Department of Justice.

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d. Needs substantial intervention.

- (1) At any time that the Secretary determines that a State needs substantial intervention in implementing the requirements of Part B of the IDEA or that there is a substantial failure to comply with any condition of the USBE's or LEA's eligibility under Part B of the IDEA, the Secretary takes one or more of the following actions:
- (2) Recovers funds under section 452 of GEPA.
- (3) Withholds, in whole or in part, any further payments to the State under Part B of the IDEA.
- (4) Refers the case to the Office of the Inspector General at the Department of Education.
- (5) Refers the matter for appropriate enforcement action, which may include referral to the Department of Justice.

e. Report to Congress.

- (1) The Secretary reports to the Committee on Education and the Workforce of the House of Representatives and the Committee on Health, Education, Labor, and Pensions of the Senate within 30 days of taking enforcement action pursuant to needs assistance, needs intervention, and needs substantial intervention, on the specific action taken and the reasons why enforcement action was taken.

5. Withholding funds (34 CFR § 300.605).

- a. Prior to withholding any funds under Part B of the IDEA, the Secretary provides reasonable notice and an opportunity for a hearing to the USBE involved, pursuant to the procedures in 34 CFR §§ 300.1803–300.183.
- b. Pending the outcome of any hearing to withhold payments, the Secretary may suspend payments to a recipient, suspend the authority of the recipient to obligate funds under Part B of the IDEA, or both, after the recipient has been given reasonable notice and an opportunity to show cause why future payments or authority to obligate funds under Part B of the IDEA should not be suspended.
- c. Nature of withholding.

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- (1) If the Secretary determines that it is appropriate to withhold further payments under 34 CFR § 300.604(b)(2) or (c)(2), the Secretary may determine:
 - (a) That the withholding will be limited to programs or projects, or portions of programs or projects, that affected the Secretary's determination; or
 - (b) That the USBE must not make further payments under Part B of the IDEA to specified State agencies or LEAs that caused or were involved in the Secretary's determination.
 - (2) Until the Secretary is satisfied that the condition that caused the initial withholding has been substantially rectified:
 - (a) Payments to the State under Part B of the IDEA must be withheld in whole or in part; and
 - (b) Payments by the USBE under Part B of the IDEA must be limited to State agencies and LEAs whose actions did not cause or were not involved in the Secretary's determination, as the case may be.
6. Public attention (34 CFR § 300.606).
- (1) Whenever a state receives notice that the Secretary is proposing to take or is taking an enforcement action, the state must, by means of a public notice, take such actions as may be necessary to notify the public within the state of the pendency of an action, including, at a minimum, by posting the notice on the USBE website and distributing the notice to the media and through public agencies (34 CFR § 300.604).
7. Divided USBE responsibility for students convicted as adults (34 CFR § 300.607).
- a. If responsibility for ensuring that the requirements of Part B of the IDEA are met with respect to students with disabilities who are convicted as adults under State law and incarcerated in adult prisons is assigned to an LEA rather than the USBE, and if the Secretary finds that the failure to comply substantially with the provisions of Part B of the IDEA are related to a failure by the LEA, the Secretary takes appropriate corrective action to ensure compliance with Part B of the IDEA, except that:

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- (1) Any reduction or withholding of payments to the State must be proportionate to the total funds allotted under section 611 of the IDEA to the State as the number of eligible students with disabilities in adult prisons under the supervision of the other LEA is proportionate to the number of eligible individuals with disabilities in the State under the supervision of the USBE; and
- (2) Any withholding of funds under must be limited to the specific LEA or other public agency responsible for the failure to comply with Part B of the IDEA.

VIII.H. STATE ENFORCEMENT (34 CFR § 300.608).

1. If the USBE staff determines that an LEA is not meeting the requirements of Part B of the IDEA, including the targets in the SPP or has a determination level other than “meets requirements,” the USBE staff must prohibit the LEA from reducing the LEA's maintenance of effort for any fiscal year.
2. The Utah Results Driven Accountability (RDA) process includes annual LEA determinations, in alignment with the requirements applied to the annual Utah determination by the Secretary. Revisions to the RDA process, when needed, must be made through a public input and comment process, and posted on the USBE website.
3. Nothing in this subpart shall be construed to restrict a state from utilizing any other authority available to it to monitor and enforce the requirements of Part B of the IDEA.

VIII.I. USBE REPORTING REQUIREMENTS.

1. The USBE must annually report to the Secretary on the information required by section 618 of the IDEA at times specified by the Secretary, and the USBE must submit the report on forms provided by the Secretary (34 CFR § 300.640).
2. Annual report of students served—information required in the report (34 CFR § 300.641).
 - a. For purposes of the annual report required by section 618 of the IDEA and 34 CFR § 300.640, the State and the Secretary of the Interior must count and report the number of students with disabilities receiving special

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education and related services on any date between October 1 and December 1 of each year.

- b. For the purpose of this reporting provision, a student's age is the student's actual age on the date of the child count.
 - c. The USBE may not report a student under more than one disability.
 - d. If a student with a disability has more than one disability, the USBE must report that student in accordance with the following procedure:
 - (1) If a student has only two disabilities and those disabilities are deafness and blindness, and the student is not reported as having a developmental delay, that student must be reported under the category "deafblindness."
 - (2) A student who has more than one disability and is not reported as having deafblindness or as having a developmental delay must be reported under the category "multiple disabilities."
3. Data reporting (34 CFR § 300.642).
- a. Protection of personally identifiable data.
 - (1) The data described in section 618(a) of the IDEA and in 34 CFR § 300.641 must be publicly reported by each state in a manner that does not result in disclosure of data identifiable to individual students.
 - b. Sampling.
 - (1) The Secretary may permit States and the Secretary of the Interior to obtain data in section 618(a) of the IDEA through sampling.
4. Annual report of students served—certification (34 CFR § 300.643).
- a. The USBE must include in its report a certification signed by an authorized official of the agency that the information provided under 34 CFR § 300.640 is an accurate and unduplicated count of students with disabilities receiving special education and related services on the dates in question.
5. Annual report of students served—criteria for counting students (34 CFR § 300.644).

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- a. The USBE may include in its report students with disabilities who are enrolled in a school or program that is operated or supported by a public agency, and that:
 - (1) Provides them with both special education and related services that meet State standards;
 - (2) Provides them only with special education, if a related service is not required, that meets State standards; or
 - (3) In the case of students with disabilities enrolled by their parent(s) or adult student in private schools, counts those students who are eligible under the IDEA and receive special education or related services or both that meet State standards under 34 CFR §§ 300.132–144.
6. Annual report of students served—other responsibilities of the USBE (34 CFR § 300.645).
 - a. In addition to meeting the other reporting requirements, the USBE must:
 - (1) Establish procedures to be used by LEAs and other educational institutions in counting the number of students with disabilities receiving special education and related services (e.g., Student Information System (SIS) and Utah eTranscript and Record Exchange [UTREx]);
 - (2) Set dates by which those agencies and institutions must report to the USBE to ensure that the State complies with 34 CFR § 300.640(a);
 - (3) Obtain certification from each agency and institution that an unduplicated and accurate count has been made;
 - (4) Aggregate the data from the count obtained from each agency and institution, and prepare the reports required under 34 CFR §§ 300.640–644; and
 - (5) Ensure that documentation is maintained that enables the State and the Secretary to audit the accuracy of the count.
7. Disproportionality (34 CFR § 300.646; 34 CFR § 300.647).

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- a. Each state that receives assistance under Part B of the IDEA must provide for the collection and examination of data to determine if significant disproportionality based on race and ethnicity is occurring in the state and the LEAs of the state with respect to:
 - (1) The identification of students as students with disabilities, including the identification of students as students with disabilities in accordance with a particular impairment described in section 602(3) of the IDEA;
 - (2) The placement in particular educational settings of these students; and
 - (3) The incidence, duration, and type of disciplinary actions, including suspensions and expulsions.
- b. Review and revision of policies, practices, and procedures. In the case of a determination of significant disproportionality with respect to the identification of students as students with disabilities, or the placement in particular educational settings of these students, in accordance with these Rules VIII.I.7.a, the USBE must:
 - (1) Provide for the annual review and, if appropriate, revision of the policies, procedures, and practices used in the identification or placement in particular education settings, including disciplinary removals, to ensure that the policies, procedures, and practices comply with the requirements of the IDEA.
 - (2) Require the LEA to publicly report on the revision of policies, practices, and procedures described under these Rules VIII.I.7.b.(1).
 - (3) Require any LEA identified under these Rules VIII.I.7.a to reserve the maximum amount (i.e., 15%) of funds under section 613(f) of the IDEA to provide comprehensive coordinated early intervening services to address factors contributing to the significant disproportionality.
 - (a) USBE shall not require any LEA that serves only students with disabilities identified under Rule VIII.I.7.a. to reserve funds to provide comprehensive coordinated early intervening services.

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- (b) Nothing in this section authorizes USBE or an LEA to develop or implement policies, practices, or procedures that result in actions that violate the requirements of this part, including requirements related to child find and ensuring that a FAPE is available to all eligible students with disabilities.

VIII.J. PROVISION OF TECHNICAL ASSISTANCE (34 CFR § 300.704(B)(4)(I)).

1. Each LEA in the State may access technical assistance from the USBE staff in Special Education Services (SES).
 - a. The SES is responsible for establishing and maintaining communication links with all LEAs as well as offering technical assistance to support LEAs in providing appropriate special education services to students with disabilities.
 - b. The SES also assists LEA administrative and program staff in developing and delivering professional learning designed to provide personnel with the skills and competencies needed to work effectively with students with disabilities.
 - c. The SES staff assists LEAs in ensuring continued compliance with State and Federal special education law, including the resolution of allegations of noncompliance received under the State complaint, mediation, and due process hearing procedures.
2. The SES provides ongoing support to LEAs in response to newly emerging and long-term issues.

VIII.K. PERSONNEL QUALIFICATIONS (34 CFR § 300.156).

1. Consistent with the provisions of Part B of the IDEA, the USBE has established and maintains qualifications to ensure that personnel necessary to carry out the purposes of this part are appropriately and adequately prepared and trained, including that those personnel have the content knowledge and skills to serve students with disabilities.
2. The USBE's system for ensuring that personnel are appropriately and adequately prepared and trained includes conformance with USBE Administrative Rule.

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3. Qualifications for special education teachers (34 CFR § 300.156; R277-301).
 - a. The USBE and IDEA established qualifications for each person employed as a public school special education teacher in the State who teaches in an elementary school, middle school, or secondary school.
 - b. The qualifications established by USBE and IDEA ensure that each person employed as a public school special education teacher in the State who teaches in an elementary school, middle school, or secondary school –
 - (1) Has obtained full State certification as a special education teacher (including certification obtained through an alternate route to certification as a special educator, if such alternate route meets minimum requirements described in 34 CFR 200.56(a)(2)(ii)), or passed the State special education teacher licensing examination, and holds a license to teach in the State as a special education teacher;
 - (2) Has not had special education certification or licensure requirements waived on an emergency, temporary, or provisional basis; and
 - (3) Holds at least a bachelor's degree.
 - c. A teacher will be considered to meet the standard of this section if that teacher is participating in an alternate route to special education certification program under which:
 - (1) The teacher:
 - (a) Receives high-quality professional development that is sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction, before and while teaching;
 - (b) Participates in a program of intensive supervision that consists of structured guidance and regular ongoing support for teachers or a teacher mentoring program;
 - (c) Assumes functions as a teacher only for a specified period of time not to exceed three years; and
 - (d) Demonstrates satisfactory progress toward full certification as prescribed by the State; and

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- (2) The State ensures, through its certification and licensure process, that the provisions of this section are met.
- d. An adapted physical education endorsement, attached to a general or special education license, is requirement for educators to teach adapted physical education.
4. Related services personnel and paraeducators (R277-301, R277-306, and R277-324).
 - a. The qualifications include qualifications for related services personnel and paraeducators that:
 - (1) Are consistent with any State-approved or State-recognized certification, licensing, registration, or other comparable requirements that apply to the professional discipline in which those personnel are providing special education or related services; and
 - (2) Ensure that related services personnel who deliver services in their discipline or profession:
 - (a) Meet the requirements; and
 - (b) Have not had certification or licensure requirements waived on an emergency, temporary, or provisional basis; and
 - (3) Allow paraeducators and assistants who are appropriately trained and supervised, in accordance with State law, regulation, or written policy, in meeting the requirements of this part, to be used to assist in the provision of special education and related services under Part B of the IDEA to students with disabilities.
 - (4) Interpreters for the Deaf.
 - (a) Under UCA 35A-13-604, an individual is required to be certified as an interpreter if that individual provides interpreter services for students who are deaf and hard of hearing.
5. Notwithstanding any other individual right of action that a parent, student who is an adult, or student may maintain under this part, nothing in this part shall be construed to create a right of action on behalf of an individual student or a class of students for the failure of the USBE or a particular, LEA, or other public

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agency employee to be highly qualified, or to prevent a parent or adult student from filing a State complaint or due process complaint about staff qualifications with the State Director of Special Education.

VIII.L. INTERAGENCY COLLABORATION.

1. It is the policy of this State that all agencies that provide services to persons with disabilities coordinate and ensure that services and supports are provided in a cost- effective manner. It is the intent of the legislature that services and supports provided be coordinated to meet the individual needs of persons with disabilities; and, within appropriations authorized by the legislature, the State Director of Special Education, the Director of the Utah State Office of Rehabilitation, the Executive Director of the Department of Human Services, and the Family Health Services Director within the Department of Health, or their designees, and the affected LEA, shall, to the extent possible, cooperatively develop a single coordinated education program, treatment services, and individual and family supports for students with disabilities entitled to a free appropriate education under UCA 62A-5a-105, who also require services from the Department of Human Services, the Department of Health, or the Utah State Office of Rehabilitation.
2. The Coordinating Council for People with Disabilities (CCPD) mandated by UCA 62A-5a-103 shall consist of:
 - a. The Director of the Division of Services for People with Disabilities within the Department of Human Services, or designee.
 - b. The Director of Family Health Services Programs, appointed under UCA 26-10-3, or designee.
 - c. The Director of the Utah State Office of Rehabilitation, or designee.
 - d. The State Director of Special Education, or designee.
 - e. The Director of the Division of Health Care Financing within the Department of Human Services, or designee.
 - f. The Director of the Division of Mental Health within the Department of Human Services, or designee.
 - g. The Superintendent of Schools for the Deaf and the Blind, or designee.

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- h. A person with a disability, a family member of a person with a disability, or an advocate for persons with disabilities appointed by the members listed above.
- 3. The CCPD has authority, if local or individual efforts have failed, to coordinate the appropriate transition of persons with disabilities who receive services and support from one State agency to receive services and support from another State agency; coordinate policies governing the provision of services and support for persons with disabilities by State agencies; and consider issues regarding eligibility for services and support and, where possible, develop uniform eligibility standards for State agencies.
- 4. Utah's Administrative Procedures Act details the procedures by which issues of program and financial responsibility are determined and conflicts arising from interagency efforts are resolved. The Administrative Procedures Act also identifies procedures under which the LEAs and other public agencies may initiate proceedings in order to secure reimbursement from agencies that are parties to an agreed-upon education and treatment plan, or to otherwise implement the provisions of the agreement. CCPD is the State-level policy body responsible, under guidance of the Administrative Procedures Act and under mandate from the Omnibus Disability Services Act (1991), for:
 - a. Coordinating and ensuring that services and supports are provided in a cost- effective manner. It is the intent of the legislature that services and supports provided under this chapter be coordinated to meet the individual needs of persons with disabilities.
 - b. Whenever possible, regard an individual's personal choices concerning services and supports that are best suited to individual's needs and that promote the individual's independence, productivity, and integration in community life.
- 5. Methods of ensuring services (34 CFR § 300.154).
 - a. The Chief Executive Officer of a State or designee of that Officer must ensure that an interagency agreement or other mechanism for interagency coordination is in effect between each noneducational public agency and the USBE, in order to ensure that all services that are needed to ensure FAPE are provided, including the provision of these services

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during the pendency of any dispute. All interagency agreements or mechanisms will include:

- (1) Policies and procedures for agencies to determine and identify the interagency coordination responsibilities of each agency to promote the coordination and timely and appropriate delivery of services described in this section, including the provision of these services during the pendency of any dispute.
 - (2) Identification of or a method for defining the financial responsibilities of each agency for providing services.
 - (a) The financial responsibility of each noneducational public agency obligated under Federal or State law, or assigned responsibility under State policy to provide or pay for any services that are also considered special education or related services, including the State Medicaid agency and other public insurers of students with disabilities, must precede the financial responsibility of the LEA, or the State agency responsible for developing the student's IEP.
 - (3) Procedures for resolving interagency disputes (including procedures under which LEAs may initiate proceedings) under the agreement or other mechanism to secure reimbursement from other agencies or otherwise implement the provisions of the agreement or mechanism (see Utah Administrative Procedures Act).
 - (4) The conditions, terms, and procedures under which an LEA must be reimbursed by other agencies.
 - (5) Procedures under which LEAs may initiate proceedings to secure reimbursement from agencies that are parties to the agreement or otherwise implement the agreement.
 - (6) Procedures for agencies to determine and identify the interagency coordination responsibilities of each agency to promote the coordination and timely and appropriate delivery of services.
6. Obligation of noneducational public agencies (34 CFR § 300.154(b)).
- a. If any public agency other than an educational agency is otherwise obligated under Federal or State law, or assigned responsibility under

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State policy to provide or pay for any services that are also considered special education or related services as defined in these Rules (such as, but not limited to, related- services-described assistive technology devices and assistive technology services, supplementary aids and services, and postsecondary transition services) that are necessary for ensuring FAPE to students with disabilities within the State, the public agency must fulfill that obligation or responsibility, either directly or through contract or other arrangement.

- b. A noneducational public agency described in this section may not disqualify an eligible service for Medicaid reimbursement because that service is provided in a school context.
 - c. If a public agency other than an educational agency fails to provide or pay for the special education and related services described in this section, the LEA (or State agency responsible for developing the student's IEP) must provide or pay for these services to the student in a timely manner. The LEA or State agency is authorized to claim reimbursement for the services from the noneducational public agency that failed to provide or pay for these services and that agency must reimburse the LEA or State agency in accordance with the terms of the interagency agreement or other mechanism described in this section.
7. Students with disabilities who are covered by public benefits or insurance (34 CFR § 300.154(d)).
- a. An LEA may use Medicaid or other public insurance benefits programs in which a student participates to provide or pay for services required under this section, as permitted under the public insurance program, except as provided in these Rules VIII.L.5.b.
 - b. With regard to services required to provide a FAPE to a student who is eligible as described in this section, the LEA:
 - (1) May not require parent(s) or student who is an adult to sign up for or enroll in public insurance programs in order for their student to receive a FAPE under Part B of the IDEA.
 - (2) May not require parent(s) or student who is an adult to incur an out-of-pocket expense, such as the payment of a deductible or co-pay

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amount incurred in filing a claim for services provided as described in this section, but may pay the cost that the parent or student who is an adult otherwise would be required to pay (Rules VIII.L.8).

- (3) May not use a student's benefits under a public insurance program if that use would:
 - (a) Decrease available lifetime coverage or any other insured benefit;
 - (b) Result in the family paying for services that would otherwise be covered by the public benefits or insurance program and that are required for the student outside of the time the student is in school;
 - (c) Increase premiums or lead to the discontinuation of benefits or insurance; or
 - (d) Risk loss of eligibility for home and community-based waivers, based on aggregate health-related expenditures.
- (4) Must obtain a one-time written consent from the parent or student who is an adult after providing the written notification described below, before accessing the student's or the parent's public benefits or insurance for the first time. This consent must specify the:
 - (a) PII that may be disclosed (e.g., records or information about services that may be provided to a particular student);
 - (b) Purpose of the disclosure (e.g., billing for services);
 - (c) Agency to which the disclosure may be made (e.g., Medicaid); and
 - (d) Parent or student who is an adult understands and agrees that the public agency may access the student's or parent's public benefits or insurance to pay for services.
- (5) Must provide written notification to the student's parents or student who is an adult before accessing the student's or the parent's public benefits or insurance for the first time and prior to obtaining the one-time parental or student who is an adult consent and annually thereafter. The written notification must explain all of the protections available to parents or student who is an adult under Part B, to

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ensure that parents or student who is an adult are fully informed of their rights before a public agency can access their or their student's public benefits or insurance to pay for services under the IDEA. The notice must be written in a language understandable to the general public and in the native language of the parent or student who is an adult or other mode of communication used by the parents or student who is an adult, unless it is clearly not feasible to do so.

- (6) Notify parent(s) or student who is an adult that the parent's or student who is an adult's refusal to allow access to their public benefits or insurance does not relieve the LEA or other public agency of its responsibility to ensure that all required services are provided at no cost to the parents or student who is an adult.
8. Students with disabilities who are covered by private insurance (34 CFR § 300.154(e)).
 - a. With regard to services required to provide a FAPE to a student eligible as described in these Rules, an LEA may access a parent's or student's, who is an adult, private insurance proceeds only if the parent or student who is an adult provides consent. Each time the LEA proposes to access the parent's or student's, who is an adult, private insurance proceeds, it must:
 - (1) Obtain parental or student who is an adult consent.
 - (2) Inform the parent(s) or student who is an adult that their refusal to permit the LEA to access their private insurance does not relieve the LEA of its responsibility to ensure that all required services are provided at no cost to the parent(s) or student who is an adult.
9. Use of Part B funds.
 - a. If an LEA is unable to obtain parental or student who is an adult consent to use a parent's or student who is an adult's, private insurance, public benefits, or insurance when the parent or student who is an adult would incur a cost for a specified service required under these Rules to ensure FAPE, the LEA may use its Part B funds to pay for the service.
 - b. To avoid financial cost to parent(s) or student who is an adult who otherwise would consent to use private insurance, public benefits, or insurance if the parent or student who is an adult would incur a cost, the

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LEA may use its Part B funds to pay the cost the parent(s) or student who is an adult otherwise would have to pay to use the parent's or student's, who is an adult, benefits or insurance (e.g., the deductible or co-pay amounts).

10. Proceeds from public or private insurance.

- a. Proceeds from public or private benefits or insurance will not be treated as program income for purposes of 34 CFR § 80.25.
- b. If an LEA spends reimbursements from Federal funds (e.g., Medicaid) for services under these Rules, those funds will not be considered "State or local" funds for purposes of the maintenance of effort provisions in these Rules.

11. Nothing in this section should be construed to alter the requirements imposed on a State Medicaid agency, or any other agency administering a public benefits or insurance program by Federal statute, regulations, or policy under Title XIX or Title XXI of the Social Security Act, or any other public benefits or insurance program.

VIII.M. REPORTING ON SUSPENSION AND EXPULSION RATES (34 CFR § 300.170).

1. Through daily uploads, LEAs shall report to the USBE staff, through the UTREx reporting system, on the rates of long-term suspensions and expulsions of students with disabilities and students who are nondisabled, including data disaggregated by race and ethnicity. The USBE staff shall examine these data to determine if significant discrepancies are occurring:
 - a. Among LEAs in Utah; or
 - b. Between students who are nondisabled and students with disabilities within an LEA.
2. If discrepancies are occurring, the USBE staff shall review and, if appropriate, require revisions in both USBE and LEA policies, procedures, and practices to ensure compliance with Part B of the IDEA.
3. Policies, procedures, and practices to be reviewed and, if appropriate, revised, include:
 - a. The development and implementation of IEPs;

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- b. The use of positive behavior interventions and supports; and
- c. Procedural safeguards.

VIII.N. PUBLIC PARTICIPATION (34 CFR § 300.165).

1. The USBE ensures that, prior to the adoption of any policies and procedures needed to comply with Part B of the IDEA, including any amendments to those policies and procedures, there are public hearings, an adequate notice of the hearings, and an opportunity for comment available to the general public, including individuals with disabilities and parent(s) of students with disabilities or student who is an adult.
2. The USBE complies with the requirement of these Rules VIII.N.1, by maintaining documentation that, prior to the adoption of policies and procedures, the policies and procedures were subjected to a public review and comment process consistent with these Rules and in accordance with the Utah Administrative Rulemaking Act, UCA 63G-3-101.

VIII.O. UTAH STATE ADVISORY PANEL ON SPECIAL EDUCATION (34 CFR § 300.167–169).

1. The USBE has established and maintains the Utah Special Education Advisory Panel (USEAP) on the education of students with disabilities for the purpose of providing policy guidance to the Utah State Board of Education (Board) and the State Director of Special Education (Director), with respect to special education and related services for students with disabilities, as specified in this section.
2. The membership of USEAP, on which each member appointed by the USBE shall serve a three-year term, shall include, but not be limited to, the following individuals that are representative of the State population, and composed of individuals involved in, or concerned with, the education of students with disabilities:
 - a. Parents of students with disabilities (ages birth through 26);
 - b. Individuals with disabilities;
 - c. Teachers;
 - d. Representatives of institutions of higher education that prepare special education and related services personnel;

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- e. State and local education officials;
 - f. Administrators of programs (state and local) for students with disabilities, including administrators of the McKinney-Vento Homeless Act;
 - g. Representatives of other State agencies involved in the financing or delivery of related services to students with disabilities;
 - h. Representatives of private schools and public charter schools;
 - i. At least two representatives with expertise in the provision of postsecondary transition services to students with disabilities (such as vocational, community, or business organizations);
 - j. Representatives from State juvenile and adult corrections agencies; and
 - k. A representative from the State child welfare agency responsible for foster care.
- 3. A majority of the members of USEAP must be individuals with disabilities or parent(s) of students with disabilities.
 - 4. At the discretion of the USBE, USEAP may be expanded to include additional members who are involved in or concerned with the education of students with disabilities.
 - 5. The functions of USEAP shall include the following:
 - a. Advise the Board of unmet needs within the State in the education of students with disabilities.
 - b. Comment publicly on any Rules or regulations proposed for issuance by the State regarding the education of students with disabilities.
 - c. Advise the Board and Director in developing evaluations and reporting on data to the Secretary of the U.S. Department of Education under section 618 IDEA.
 - d. Advise the Board and Director in developing corrective action plans to address findings identified in Federal monitoring reports under Part B of the IDEA.
 - e. Advise the Board and Director in developing and implementing policies relating to the coordination of services for students with disabilities.

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- f. Review and comment on completed due process hearing findings.
6. USEAP shall:
- a. Meet as often as necessary to conduct its business.
 - b. Ensure that official minutes are kept on all panel meetings and shall be made available to the public.
 - c. Announce USEAP meetings and agenda items far enough in advance of the meeting to afford interested parties a reasonable opportunity to attend. Meetings must be open to the public.
 - d. Ensure that qualified interpreters and other necessary services are provided at panel meetings, upon notification, for panel members or participants.
 - e. The members of USEAP shall serve without compensation, but the State Director of Special Education shall reimburse panel members for reasonable and necessary expenses for attending meetings and performing duties.

VIII.P. AUTHORIZATION, ALLOTMENT, USE OF FEDERAL FUNDS, AND AUTHORIZATION OF APPROPRIATIONS (IDEA SUBPART G).

- 1. The Secretary makes grants to states and provides funds to assist them to provide special education and related services to students with disabilities in accordance with Part B of the Act (34 CFR § 300.700).
- 2. Supplementation of State, local, and other Federal funds (34 CFR § 300.162).
 - a. Funds paid to a state under Part B of the IDEA must be expended in accordance with all the provisions of Part B of the IDEA.
 - b. Prohibition against commingling.
 - (1) Funds paid to a state under Part B must not be combined and commingled with state funds.
 - (2) The USBE may use a separate accounting system that includes an audit trail of the expenditure of funds under Part B paid to the State to ensure no commingling occurs.

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- (3) The USBE requires each LEA to use the Chart of Accounts as specified by the USBE School finance section for the reporting of State and Federal special education funds.
 - c. Funds paid to a state under Part B of the IDEA must be used to supplement the level of Federal, state, and local funds (including funds that are not under the direct control of the USBE or LEAs) expended for special education and related services provided to students with disabilities under Part B of the IDEA, and in no case to supplant those Federal, state, and local funds.
3. Maintenance of State financial support (34 CFR § 300.163).
- a. A state must not reduce the amount of state financial support for special education and related services for students with disabilities, or otherwise made available because of the excess costs of educating those students, below the amount of that support for the preceding fiscal year.
 - b. The Secretary reduces the allocation of funds under section 611 of the IDEA for any fiscal year following the fiscal year in which the State fails to comply with the maintenance of State financial support (MSFS) requirement by the same amount by which the State fails to meet the requirement.
 - (1) In the occurrence that the State does not meet the MSFS requirement, the State may apply to the Secretary for a waiver.
 - (a) The Secretary may waive the MSFS requirement for a State, for one fiscal year at a time, if the Secretary determines that:
 - (i) Granting a waiver would be equitable due to exceptional or uncontrollable circumstances such as a natural disaster or a precipitous and unforeseen decline in the financial resources of the State; or
 - (ii) The State meets the standard in 34 CFR § 300.164 for a waiver of the requirement to supplement, and not to supplant, funds received under Part B of the Act.
 - (b) Subsequent years. If, for any fiscal year, a State fails to meet the MSFS requirement, including any year for which the State is

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granted a MSFS waiver, the financial support required of the State in future years shall be the amount that would have been required in the absence of that failure and not the reduced level.

4. Rule of construction (34 CFR § 300.166).
 - a. In complying with 34 CFR §§300.162 and §300.163, a State may not use funds paid to it under this part to satisfy State-law mandated funding obligations to LEAs. This means that the State may not use funds received under IDEA Part B to satisfy state financial obligations, including the funding of State initiatives, attendance-based funding, or State funding increases based on inflation.
5. Annual description of use of Part B funds. (34 CFR § 300.171)
 - a. In order to receive a grant in any fiscal year, a state must annually describe:
 - (1) How amounts retained for state administration and state-level activities will be used to meet the requirements of Part B of the IDEA; and
 - (2) How those amounts will be allocated among the activities described in 34 CFR § 300.704 to meet state priorities based on input from LEAs.
 - b. If a state's plans for use of its funds for the forthcoming year do not change from the prior year, the state may submit a letter to that effect to meet the requirement.
6. State administration (34 CFR §§ 300.704 and 300.812).
 - a. The State may reserve for each fiscal year not more than the maximum amount indicated by the awarding agency for the purpose of administering Part B of the Act, including:
 - (1) The high-cost fund (i.e., Intensive Services fund);
 - (2) Section 619 of the Act; and
 - (3) The coordination of activities under Part B of the Act with, and providing technical assistance to, other programs that provide services to students with disabilities.

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7. Other State-level activities (34 CFR §§ 300.704 and 300.812).
 - a. States may reserve a portion of their allocations for other state-level activities. The maximum amount that a state may reserve for other state-level activities is calculated based on requirements in 34 CFR § 300.704(b)(1)-(2).
 - b. Some portion of the reserved funds must be used to carry out the following activities:
 - (1) For monitoring, enforcement, and complaint investigation; and
 - (2) To establish and implement the mediation process required in Part B of the IDEA, including providing for the costs of mediators and support personnel.
 - c. Reserved funds also may be used to carry out the following activities:
 - (1) For support and direct services, including technical assistance, personnel preparation, and professional learning and training;
 - (2) To support paperwork reduction activities, including expanding the use of technology in the IEP process;
 - (3) To assist LEAs in providing positive behavior interventions and supports and mental health services for students with disabilities;
 - (4) To improve the use of technology in the classroom by students with disabilities to enhance learning;
 - (5) To support the use of technology, including technology with universal design principles and assistive technology devices, to maximize accessibility to the general education curriculum for students with disabilities;
 - (6) Development and implementation of postsecondary transition programs, including coordination of services with agencies involved in supporting the transition of students with disabilities to postsecondary activities;
 - (7) To assist LEAs in meeting personnel shortages;

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- (8) To support capacity building activities and improve the delivery of services by LEAs to improve results for students with disabilities;
 - (9) Alternative programming for students with disabilities who have been expelled from school, and services for students with disabilities in correctional facilities, students enrolled in State-operated or State-supported schools, and students with disabilities in charter schools;
 - (10) To support the development and provision of appropriate accommodations for students with disabilities, or the development and provision of alternate assessments that are valid and reliable for assessing the performance of students with disabilities; and
 - (11) To provide technical assistance to schools and LEAs, and direct services, including supplemental educational services to students with disabilities, in schools or LEAs identified for improvement on the sole basis of the assessment results of the disaggregated subgroup of students with disabilities, including providing professional learning to special and regular education teachers, who teach students with disabilities, based on scientifically-based research to improve educational instruction, in order to improve academic achievement to meet or exceed the objectives established by the State.
- d. Local education agency high-cost fund (i.e., Intensive Services fund).
- (1) For the purpose of assisting LEAs (including a charter school that is an LEA or a consortium of LEAs) in addressing the needs of students with high-need disabilities, the USBE staff has reserved for each fiscal year up to ten percent of the amount of funds reserved for other State-level activities in the Intensive Services fund:
 - (a) To finance and make disbursements from the high-cost fund (i.e., Intensive Services fund) to LEAs in accordance with these Rules VIII.P.5.d.(3) during the first and succeeding fiscal years of the high-cost fund; and
 - (b) To support innovative and effective ways of cost sharing by the State, by an LEA, or among a consortium of LEAs, as determined by the State in coordination with representatives from LEAs.

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- (2) A state must not use any of the funds the state reserves which are solely for disbursement to LEAs, for costs associated with establishing, supporting, and otherwise administering the fund.
 - (a) A state must not use more than five percent of the funds the state reserves for each fiscal year to support innovative and effective ways of cost sharing among consortia of LEAs.
- (3) The USBE has developed and must annually review a State plan for the high-cost fund (i.e., Intensive Services fund, R277-752). The plan must:
 - (a) Establish, in consultation and coordination with representatives from LEAs, a definition of a student with a high-need disability that, at a minimum:
 - (i) Addresses the financial impact a student with a high- need disability has on the budget of the student's LEA; and
 - (ii) Ensures that the cost of the student with a high-need disability is greater than three times the average per-pupil expenditure in that State;
 - (b) Establish eligibility criteria for the participation of an LEA that, at a minimum, take into account the number and percentage of students with high-need disabilities served by an LEA;
 - (c) Establish criteria to ensure that placements supported by the fund are consistent with the LRE requirements;
 - (d) Develop a funding mechanism that provides distributions each fiscal year to LEAs that meet the criteria developed by the State;
 - (e) Establish an annual schedule by which the USBE staff must make its distributions from the high-cost fund (i.e., Intensive Services fund) each fiscal year; and
 - (f) If the State elects to reserve funds for supporting innovative and effective ways of cost sharing, describe how these funds will be used.

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- (g) The State makes its final State plan for the high-cost fund available to the public not less than 30 days before the beginning of each school year (i.e., July 1), including dissemination of such information on the State website.
- (4) The USBE staff makes all annual disbursements from the high-cost fund (i.e., Intensive Services fund) established in accordance with the published State plan.
- (5) The costs associated with educating a student with a high- need disability are only those costs associated with providing direct special education and related services to the student that are identified in that student's IEP, including the cost of room and board for a residential placement determined necessary to implement a student's IEP.
- (6) The funds in the high-cost fund (i.e., Intensive Services funds) remain under the control of the State until disbursed to an LEA to support a specific student who qualifies under the State plan for the high-cost funds (i.e., Intensive Services funds) or distributed to LEAs.
- (7) The disbursements must not be used to support legal fees, court costs, or other costs associated with a cause of action brought on behalf of a student with a disability to ensure a FAPE for such student.
- (8) Participation in the high-cost fund (i.e., Intensive Services fund) may not be used to:
 - (a) Limit or condition the right of a student with a disability who is assisted under Part B of the IDEA to receive a FAPE in the least restrictive environment; or
 - (b) Authorize the USBE or an LEA to establish a limit on what may be spent on the education of a student with a disability.
- (9) Disbursements provided under this section must not be used to pay costs that otherwise would be reimbursed as medical assistance for a student with a disability under the State Medicaid program under Title XIX of the Social Security Act.

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- e. A state may use funds the state reserves for administration, coordination, and technical assistance under these Rules VIII.P.1.–2. without regard to:
 - (1) The prohibition on commingling of funds.
 - (2) The prohibition on supplanting other funds.
- 8. Subgrants to LEAs for eligible students ages 3 through 21 (34 CFR § 300.705).
 - a. Each state that receives a grant under section 611 of the IDEA for any fiscal year must distribute any funds the state does not reserve under 34 CFR § 300.704 to LEAs (including public charter schools that operate as LEAs) in the state that have established their eligibility under section 613 of the IDEA for use in accordance with Part B of the IDEA.
 - b. Effective with funds that become available on July 1, 2009, each state must distribute funds to eligible LEAs including public charter schools that operate as LEAs, even if the LEA is not providing services to any students with disabilities.
 - (1) LEAs not providing services to any students with disabilities receive IDEA funding through the IDEA allocation calculation which considers base, population, and poverty. These funds may be used on child find activities and special education and related services for any enrolled eligible students.
 - c. Allocations to LEAs.
 - (1) For each fiscal year for which funds are allocated to states, each state shall allocate funds as follows:
 - (a) The state first must award each eligible LEA the amount the LEA would have received under section 611 of the IDEA for fiscal year 1999, if the state had distributed 75 percent of its grant for that year under Section 611(d) of the IDEA, as that section was then in effect.
 - (b) For any fiscal year after 1999:
 - (i) If a new LEA is created, the state must divide the base allocation for the LEAs that would have been responsible for serving students with disabilities now being served by the

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new LEA, among the new LEA and affected LEAs based on the relative numbers of students with disabilities ages 3 through 21, currently provided special education by each of the LEAs;

- (ii) If one or more LEAs are combined into a single new LEA, the state must combine the base allocations of the merged LEAs; and
- (iii) If, for two or more LEAs, geographic boundaries or administrative responsibility for providing services to students with disabilities ages 3 through 21 change, the base allocations of affected LEAs must be redistributed among affected LEAs based on the relative numbers of students with disabilities ages 3 through 21 currently provided special education by each affected LEA.
- (iv) If an LEA received a base payment of zero in its first year of operation, the USBE staff must adjust the base payment for the first fiscal year after the first annual child count in which the LEA reports that it is serving any students with disabilities. The USBE staff must divide the base allocation for the LEAs that would have been responsible for serving students with disabilities now being served by the LEA, among the LEA and affected LEAs based on the relative numbers of students with disabilities ages 3 through 21, or ages 6 through 21 currently provided special education by each of the LEAs. This requirement takes effect with funds that become available on July 1, 2009.

d. Reallocation of LEA funds (34 CFR § 300.705).

- (1) If the USBE staff determines that an LEA is adequately providing FAPE to all students with disabilities residing in the areas served by that agency with State and local funds, the USBE staff may reallocate any portion of the funds under this part that are not needed by that LEA to provide FAPE to other LEAs in the State that are not adequately providing special education and related services residing in the areas served by those other LEAs. The USBE staff may also retain those

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funds for use at the State level to the extent that the State has not reserved the maximum amount of funds it is permitted to reserve for State-level activities pursuant to 34 CFR § 300.704.

- (2) After the USBE staff distributes funds under this part to an eligible LEA that is not serving any students with disabilities, the USBE staff must determine, within a reasonable period of time prior to the end of the carryover period, whether the LEA has obligated the funds. The USBE staff may reallocate any of those funds not obligated by the LEA to other LEAs in the State that are not adequately providing special education and related services to all students with disabilities residing in the areas served by those other LEAs. The USBE staff may also retain those funds for use at the State level to the extent the State has not reserved the maximum amount of funds it is permitted to reserve for State-level activities pursuant to 34 CFR § 300.705.
 - (3) Allocation of remaining funds. After making allocations and adjustments, the State must:
 - (a) Allocate 85 percent of any remaining funds to eligible LEAs on the basis of the relative numbers of students enrolled in public and private elementary schools and secondary schools within the LEA's jurisdiction; and
 - (b) Allocate 15 percent of those remaining funds to eligible LEAs in accordance with their relative numbers of students living in poverty, as determined by the USBE staff.
9. Annually, the USBE staff shall notify each eligible LEA of the availability of Part B funds (Rules IX.A).
 - a. Annual requests for Part B funds shall be submitted through the Utah Grants Management System to the Special Education Services Section of the USBE for review and recommendation for approval.
 - b. Personnel of the Special Education Services Section shall initially review the request for consistency with Federal requirements and will approve appropriate requests.
 - c. An LEA that receives approval for funding shall be notified in writing through the Utah Grants Management System of:

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- (1) The amount of the grant.
 - (2) The period during which the LEA may obligate the funds.
 - (3) The Federal requirements that apply to the grant.
- d. If an LEA makes an amendment to its policies and procedures, the LEA shall use the same steps as those noted in these Rules IX.A.1.-2. for submitting original policies and procedures. The State's procedures for approving amended policies and procedures are also contained in these Rules IX.A.

VIII.Q. PRESCHOOL FOR STUDENTS WITH DISABILITIES (IDEA SUBPART H).

1. The Secretary provides grants under section 619 of the IDEA to assist States to provide special education and related services (34 CFR § 300.800);
 - a. To students with disabilities ages three through five, including students who are participating in programs other than preschool, such as five-year-olds enrolled in kindergarten; and
 - b. To students, two-years-old, with disabilities who will turn three during the school year.
2. Reservation for State activities (34 CFR § 300.812).
 - a. Each state may reserve not more than the amount described in these Rules VIII.P.5 for administration and other state-level activities.
 - b. For each fiscal year, the Secretary determines and reports to the USBE an amount that is 25 percent of the amount the State received under Section 619 of the IDEA for fiscal year 1997, cumulatively adjusted by the Secretary for each succeeding fiscal year by the lesser of:
 - (1) The percentage increase, if any, from the preceding fiscal year in the State's allocation under section 619 of the Act; or
 - c. The rate of inflation, as measured by the percentage increase, if any, from the preceding fiscal year in the Consumer Price Index for All Urban Consumers, published by the Bureau of Labor Statistics of the Department of Labor.
3. State administration of section 619, preschool (34 CFR § 300.813).

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- a. For the purpose of administering section 619 of the IDEA (including the coordination of activities under Part B of the IDEA with, and providing technical assistance to, other programs that provide services to students with disabilities), a state may use not more than 20 percent of the maximum amount the state may reserve under 34 CFR § 300.812 for any fiscal year.
4. Other State-level activities under section 619 (34 CFR § 300.814).
 - a. Each state must use any funds the state reserves and does not use for administration:
 - (1) For support services (including establishing and implementing the mediation process required by section 615(e) of the IDEA), which may benefit students with disabilities younger than three or older than five as long as those services also benefit students with disabilities ages three through five;
 - (2) For direct services for students eligible for services under section 619 of the IDEA;
 - (3) For activities at the state and local levels to meet the performance goals established by the state under section 612(a)(15) of the IDEA; or
 - (4) To supplement other funds used to develop and implement a Statewide coordinated services system designed to improve results for students and families, including students with disabilities and their families, but not more than one percent of the amount received by the state under Section 619 of the IDEA for a fiscal year.
5. Subgrants to LEAs under section 619 for eligible students ages three through five (34 CFR § 300.815).
 - a. Each state that receives a grant under 619 of the IDEA for any fiscal year must distribute all of the grant funds the state does not reserve under 34 CFR § 300.812 to LEAs (including public charter schools that operate as LEAs) in the state that have established their eligibility under section 613 of the IDEA. Effective with funds that become available on July 1, 2009, each state must distribute funds to eligible LEAs that are responsible for providing education to students ages three through five years, including

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public charter schools that operate as LEAs, even if the LEA is not serving any students in preschool with disabilities.

b. Allocations to LEAs (34 CFR § 300.816).

(1) The State must first award each eligible LEA the amount that agency would have received under section 619 of the IDEA for fiscal year 1997 if the State had distributed 75 percent of its grant for that year under section 619(c)(3), as such section was then in effect.

(2) For fiscal year 1998 and beyond:

(a) If a new LEA is created, the State must divide the base allocation determined under these Rules VIII.Q.5.a for the LEAs that would have been responsible for serving students with disabilities now being served by the new LEA, among the new LEA and affected LEAs based on the relative numbers of students with disabilities ages three through five currently provided special education by each of the LEAs;

(b) If one or more LEAs are combined into a single new LEA, the USBE staff must combine the base allocations of the merged LEAs:

(c) If for two or more LEAs, geographic boundaries or administrative responsibility for providing services to students with disabilities ages three through five changes, the base allocations of affected must be redistributed among affected LEAs based on the relative numbers of students with disabilities ages three through five currently provided special education by each LEA; and

(d) If an LEA received a base payment of zero in its first year of operation, the USBE must adjust the base payment for the first fiscal year after the first annual child count in which the LEA reports that it is serving any students with disabilities aged three through five years. The State must divide the base allocation determined for the LEAs that would have been responsible for serving students with disabilities aged three through five years now being served by the LEA, among the LEA and affected LEAs based on the relative numbers of students with disabilities aged

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three through five years currently provided special education by each of the LEAs.

- (3) After making allocations as described above, the State must:
 - (a) Allocate 85 percent of any remaining funds to eligible LEAs on the basis of the relative numbers of students enrolled in public and private elementary schools and secondary schools within the LEA's jurisdiction; and
 - (b) Allocate 15 percent of those remaining funds to eligible LEAs in accordance with their relative numbers of students living in poverty, as determined by the USBE staff.
 - c. For the purpose of making grants under this section, States must apply on a uniform basis across all LEAs the best data that are available to them on the numbers of students enrolled in public and private elementary and secondary schools and the numbers of students living in poverty.
6. Reallocation of LEA funds (34 CFR § 300.817).
- a. If the USBE staff determine that an LEA is adequately providing FAPE to all students with disabilities ages three through five residing in the area served by the LEA with State and local funds, the USBE staff may reallocate any portion of the funds under section 619 of the IDEA that are not needed by that LEA to provide FAPE to other LEAs in the State that are not adequately providing special education and related to all students with disabilities ages three through five residing in the areas the other LEAs serve. The USBE staff may also retain those funds for use at the State level to the extent the State has not reserved the maximum amount of funds it is permitted to reserve for State-level activities pursuant to 34 CFR § 300.812.
 - b. After the USBE staff distributes section 619 funds to an eligible LEA that is not serving any children with disabilities ages three through five years, as provided in 34 CFR § 300.815, the USBE staff must determine, within a reasonable period of time prior to the end of the carryover period, whether the LEA has obligated the funds. The USBE staff may reallocate any of those funds not obligated by the LEA to other LEAs in the State that are not adequately providing special education and related services to all

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students with disabilities aged three through five residing in the areas served by those other LEAs. The USBE staff may also retain those funds for use at the State level to the extent the State has not reserved the maximum amount of funds it is permitted to reserve for State-level activities pursuant to 34 CFR § 300.812.

VIII.R. USBE RESPONSIBILITIES.

1. Direct Services by the USBE (34 CFR § 300.227).
 - a. The USBE must use the payments that would otherwise have been available to an LEA or to a State agency to provide special education and related services directly to students with disabilities residing in the area served by that LEA, or for whom that State agency is responsible, if the USBE determines that the LEA or State agency:
 - (1) Has not provided the information needed to establish the eligibility of the LEA under Part B of the IDEA or elected not to apply for its Part B allotment.
 - (2) Is unable to establish and maintain programs of FAPE that meet the requirements of these Rules.
 - (3) Is unable or unwilling to be consolidated with one or more LEAs in order to establish and maintain the programs.
 - (4) Has one or more students with disabilities who can best be served by a regional or State program or service delivery system designed to meet the needs of these students.
2. The USBE may provide special education and related services under these Rules VIII.Q.1 in the manner and at the locations as the USBE considers appropriate. The services must be provided in accordance with Part B of the IDEA and these Rules.
3. If the USBE after reasonable notice and an opportunity for a hearing, finds that an LEA or State agency that has been determined to be eligible under this subpart is failing to comply with any requirement for eligibility (34 CFR §§ 300.201–213, Rules IX.), the USBE must reduce or must not provide any further payments to the LEA or State agency until the USBE is satisfied that the LEA or State agency is complying with that requirement (34 CFR § 300.222(a)).

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- a. Any LEA in receipt of a notice described in these Rules VIII.R.3 above, shall, by means of public notice, take the measures necessary to bring the pendency of an action pursuant to this section to the attention of the public within the jurisdiction of the agency (34 CFR § 300.222(b)).
 - b. The USBE must consider any decision resulting from a hearing held under the procedural safeguards in 34 CFR §§ 300.511–300.533 that is adverse to the LEA or State agency involved in the decision (34 CFR § 300.222(c)).
4. If the LEA is found to be in noncompliance with the provisions of the IDEA and the requirement for submission of local policies and procedures, as described in USBE policy, the LEA shall be given reasonable notice and provided an opportunity for a hearing (34 CFR § 300.155).
 - a. If an LEA disagrees with the decision of the USBE staff, it shall request a hearing within 30 days of the action.
 - b. Within 30 days after it receives a request for a hearing, the USBE staff shall hold a hearing on the record and shall review its action.
 - c. No later than ten days after the hearing, the USBE staff shall issue its written ruling, including findings of fact and reasons for the ruling.
 - d. If the USBE staff determines that its action was contrary to State or Federal statutes, regulations, or rules that govern the program, the USBE staff shall rescind its action.
5. If the USBE staff determines that an LEA is unable to establish and maintain programs of sufficient size and scope to effectively meet the educational needs of students with disabilities, a consolidated request for Part B funds shall be required in order to establish joint eligibility (34 CFR § 300.223).
 - a. Annually, the State Director of Special Education shall notify those LEAs within the State that are required to submit a consolidated request.
 - b. A consolidated request shall meet the same minimum requirements of a single district request, including adopting policies and procedures consistent with these Rules, and must be signed by the superintendent of each participating LEA (34 CFR § 300.224).
 - c. LEAs participating in a consolidated request shall be jointly responsible for implementing a program of FAPE for all their students with disabilities.

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- d. Each LEA participating in a consolidated request shall use an accounting system that permits identification of the costs paid for under its subgrant.
- e. The State shall not make a subgrant that exceeds the sum of the entitlements of the separate local LEAs.
- f. The provision of services through the establishment of joint eligibility must be consistent with these Rules III.P.

VIII.S. RECORDS RETENTION REQUIREMENTS.

- 1. As required by Federal regulations, all records related to Federal grant funds and compliance shall be retained by the USBE staff and the LEA for three years (or longer if under an audit exception) from the date of submission of the final expenditure report or, for Federal awards that are renewed quarterly or annually, from the date of the submission of the quarterly or annual financial report (2 CFR § 200.334).
- 2. Records related to grant funds shall be kept that fully show:
 - a. The amount of funds under the grant;
 - b. How the funds were used;
 - c. The total cost of the project;
 - d. The share of that cost provided from other sources; and
 - e. Other records to facilitate an effective audit.
- 3. Records related to program compliance shall include:
 - a. Interim and final monitoring reports;
 - b. Negotiated action plans, including documentation of corrective actions taken by the LEA and the USBE and/or staff;
 - c. Actions taken by an LEA to resolve a formal complaint with the USBE;
 - d. Documentation supporting the implementation of a hearing officer's final decision in a due process hearing;
 - e. Documentation of LEA submissions to the USBE data systems (e.g.,
 - f. UTREx, the Utah Grants Management System, etc.); and

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- g. Individual student records, including IEPs, evaluation data, and required consent and prior written notice forms.

VIII.T. PRIVATE SCHOOL APPROVAL.

1. The USBE shall ensure that a student with a disability who is placed in a private school or facility by an LEA or USDB as a means of providing a FAPE through an IEP has all the rights of a student with a disability who is served by an LEA.
2. Prior to placement of the student, the USBE staff and the LEA or USDB will review the program of the private school, to determine its compliance with State and Federal regulations for serving students with disabilities.

VIII.U. DISSEMINATION OF INFORMATION.

1. The USBE staff shall disseminate information throughout the State on program requirements and successful practices in the education of students with disabilities. This shall be ongoing and include activities such as conducting state-wide professional learning, publishing annual committee reports, developing technical assistance papers, guidelines, and manuals, and sponsoring state conferences.

VIII.V. FISCAL MONITORING PROCEDURES.

1. The USBE shall adopt and implement fiscal monitoring procedures as required by Uniform Administrative Requirements (2 CFR § 200). Annually, the USBE School Finance section shall conduct a review of fiscal records in every LEA in the State. The results of these reviews shall be shared with the Special Education Services section for the primary purposes of:
 - a. Coordinating the training of LEA personnel in fiscal management and
 - b. Incorporating the findings into RDA process in order to reduce duplication of effort.
 - c. If a FAPE is not being provided by an LEA, the USBE staff may determine that a special education fiscal audit is required.

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VIII.W. ACCESS TO INSTRUCTIONAL MATERIALS (34 CFR § 300.172 AND UCA 53E-8-409).

1. Utah has adopted the National Instructional Materials Accessibility Standard (NIMAS) and is coordinating with the National Instructional Materials Accessibility Center (NIMAC) for the purpose of providing instructional materials to blind persons or other persons with print disabilities, in accordance with publication of the NIMAS in the Federal Register on July 19, 2006 (71 FR 41084).
2. For all purposes of this section, timely manner is defined as follows: the USBE staff and LEAs must take reasonable steps to provide instructional materials in accessible formats to students with disabilities who need those instructional materials at the same time as other students receive instructional materials.
3. The USBE and LEA staff are responsible for ensuring that students with disabilities who need instructional materials in accessible formats, and who are not included under the definition of blind or other persons with print disabilities in this section or who need materials that cannot be produced from NIMAS files, receive those instructional materials in a timely manner.
4. USBE staff coordinates with NIMAC by, as part of any print instructional materials adoption process, procurement contract, or other practice or instrument used for purchase of print instructional materials, entering into a written contract with the publisher of the print instructional materials to:
 - a. Require the publisher to prepare and, on or before delivery of the print instructional materials, provide to NIMAC electronic files containing the contents of the print instructional materials using the NIMAS; or
 - b. Purchase instructional materials from the publisher that are produced in, or may be rendered in, specialized formats.
5. The USBE staff, to the maximum extent possible, works collaboratively with the State agency responsible for assistive technology programs.
6. The USBE staff, in coordination with the Utah State Instructional Materials Access Center (USIMAC) and the USDB, ensures accessible materials are available to LEAs for qualifying students, as described in UCA 53E-8-409 and R277-800-9.

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7. Definitions for this section and these Rules IX.I:

- a. *Blind persons or other persons with print disabilities* means students served under Part B of the IDEA who may qualify to receive books and other publications produced in specialized formats in accordance with the Act entitled "An Act to provide books for adult blind," approved March 3, 1931, (2 USC § 135a).
- b. *National Instructional Materials Access Center* (NIMAC) means the center established pursuant to section 674(e) of the IDEA.
- c. *National Instructional Materials Accessibility Standard* (NIMAS) has the meaning given the term in section 674(e)(3)(B) of the IDEA.
- d. *Specialized formats* has the meaning given the term in Appendix C of Part B of the IDEA.

8. The definitions in these Rules VIII.W.7. apply to each LEA, whether or not the LEA chooses to coordinate with the NIMAC.

VIII.X. PROHIBITION ON MANDATORY MEDICATION (34 CFR § 300.174).

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

VIII.Y. STATE ADMINISTRATION (34 CFR § 300.199).

1. Each State that receives funds under Part B of the IDEA must:
 - a. Ensure that any State rules, regulations, and policies relating to Part B of the IDEA conform to the purposes of this part;

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- b. Identify in writing to LEAs located in the State and the Secretary any such rule, regulation, or policy as a state-imposed requirement that is not required by Part B of the IDEA and Federal regulations; and
 - c. Minimize the number of rules, regulations, and policies to which the LEAs and schools located in the State are subject under Part B of the IDEA.
2. State rules, regulations, and policies under Part B of the IDEA must support and facilitate LEA and school-level system improvement designed to enable students with disabilities to meet the challenging State student academic achievement standards.

VIII.Z. NOTIFICATION OF LEA OR STATE AGENCY IN CASE OF INELIGIBILITY (34 CFR § 300.221).

1. If the USBE determines that an LEA or State agency is not eligible under Part B of the IDEA, then the USBE must notify the LEA or State agency of that determination, and provide the LEA or State agency with reasonable notice and an opportunity for a hearing, in compliance with R277-114.

IX. LEA ELIGIBILITY AND RESPONSIBILITIES

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

1. Federal special education funding is made available through a grant to the state from the OSEP. These funds are restricted and may only be used to provide services and program for students who qualify under Part B of the IDEA. Funds are available for students who are 3–5 (section 619 Preschool) and for students age 3– 21 (section 611 School-Age). Some funds are retained at the state level for administration and for state level activities. The remaining funds are distributed to Utah Local Education Agencies (LEAs) by formula.
2. Annually, the USBE staff shall notify LEAs of the availability of Federal funds under Part B of the IDEA. In order to receive IDEA Part B flow-through funds, each LEA must have in effect a USBE-approved special education program (Rules X.B.2.), including policies and procedures that are consistent with these Rules.
3. The LEA must have a USBE-approved special education program (UCA 53F-2-307). The LEA's program is approved by the state board when the LEA's special education policies and procedures are approved by the USBE special education staff and then by the LEA's local board in a public meeting. The LEA must submit documentation of the local board's approval to the USBE special education staff.
 - a. Newly authorized LEAs must submit policies and procedures for approval by USBE by October 1 of the year first year of operation and complete local board approval by December 1 of the first year of operation.
4. The USBE approval of the LEA's policies and procedures includes the approval of any supporting documentation necessary to ensure their implementation. At a minimum, the LEA must address the following components:
 - a. General Information.
 - b. Budget Information and Categories (34 CFR §§ 300.301–328; 300.703; 300.800).
 - c. Assurances (34 CFR § 300.200).

d. Narrative.

(1) Introduction.

(2) Requirements.

- (a) General program description, including a requirement for all students with disabilities to access grade-level State Standards (or, if eligible, grade-level State Alternate Standards), and prohibiting the development of other alternate or modified academic achievement standards
- (b) FAPE/exception to FAPE for certain ages (34 CFR § 300.101-102).
- (c) A detailed timeline for accomplishing Full Educational Opportunity Goal, including meaningful inclusive practices that provide access for all students with disabilities to the grade-level State Standards or, for students with significant cognitive disabilities, the grade-level State Alternate Achievement Standards (i.e., the Essential Elements) (34 CFR § 300.109).
- (d) Child find (34 CFR § 300.111).
- (e) Evaluation and determination of eligibility (34 CFR § 300.301-306).
- (f) Confidentiality of PII (34 CFR § 300.623).
- (g) IEPs, including availability of a continuum of alternative placements (34 CFR § 300.320-328) .
- (h) Procedural safeguards (34 CFR § 300.500-599).
- (i) LRE (34 CFR § 300.114).
- (j) Meaningful inclusionary practices to provide a full educational opportunity (34 CFR § 300.109).
- (k) For school districts, preschool transition of students from Part C to Part B preschool program (34 CFR § 300.124).
- (l) Participation in statewide assessments and reporting assessment results, including monitoring and reporting the number of percent of students with significant cognitive disabilities in an alternate assessment, and if the LEA exceeds the one percent

cap, submitting justification to the USBE on the need to exceed the cap (34 CFR § 200.6).

(m) Public participation in policies and procedures development and public posting of USBE monitoring results (34 CFR § 300.165).

(n) Methods of ensuring services (34 CFR § 300.154).

(o) Supervision (34 CFR § 300.207).

(p) Students in private schools (34 CFR § 300.325; 34 CFR § 300.130; 34 CFR § 300.148).

(q) Use of Part B funds (34 CFR § 300.700).

(r) Personnel standards (34 CFR § 300.156).

(s) Performance goals and indicators in the SPP (e.g., Program Improvement Plan (PIP) and APR) (34 CFR § 300.157).

e. Additional procedures and information which the USBE may require in order to meet Federal requirements including suspension and expulsion rates, LRE environments, disproportionality data, and others (34 CFR § 300.211).

5. As part of establishing eligibility for Part B funds, the LEA must have revised policies and procedures in alignment with the IDEA 2004 final regulations and current rules within one year of the final Board approval of these Rules.

6. Policies and procedures submitted by the LEA in accordance with this section, and approved by the USBE staff, remain in effect until any of the following occur (34 CFR § 300.220):

a. The LEA submits modifications to the USBE staff that the USBE or LEA determines are necessary;

(1) The provisions of these Rules apply to any modifications in an LEA's policies and procedures in the same manner and to the same extent as the LEA's original policies and procedures.

b. The USBE staff gives the LEA notice of a new interpretation of the IDEA by Federal or State courts, or a change in Federal statute; or

IX. LEA Eligibility and Responsibilities

- c. There is an official finding of noncompliance with Federal or State law or regulations that requires a change in the LEA's policy and procedures.
7. The LEA must have on file with the USBE staff information to demonstrate that it will make available to parents of students with disabilities or student who is an adult and to the general public all documents relating to the eligibility of the LEA under Part B of the IDEA (34 CFR § 300.212).
8. Any State agency that desires to receive a subgrant for any fiscal year must demonstrate to the satisfaction of the USBE that:
 - a. All students with disabilities who are participating in programs and projects funded under Part B of the IDEA receive FAPE, and that those students and their parent(s) are provided all the rights and procedural safeguards described in these Rules; and
 - b. The agency meets the other conditions of this subpart that apply to LEAs.

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

1. An LEA is eligible for assistance under Part B of the IDEA for a fiscal year if the agency submits a plan that provides assurances to the USBE that the LEA meets each of the conditions in this section (34 CFR § 300.200).
2. The LEA, in providing for the education of students with disabilities within its jurisdiction, must have in effect policies, procedures, and programs that are consistent with the State policies and procedures established in these Rules (34 CFR § 300.201).
3. Use of amounts (34 CFR § 300.202).
 - a. The LEA must have on file with the USBE staff information to demonstrate that amounts provided to the LEA under Part B of the IDEA:
 - (1) Must be expended in accordance with the applicable provision of these Rules;
 - (2) Must be used only to pay the excess costs of providing special education and related services to students with disabilities consistent with these Rules; and
 - (3) Must be used to supplement State, local, and other Federal funds and not to supplant those funds.

4. The excess cost requirement prevents an LEA from using funds provided under Part B of the IDEA to pay for all the costs directly attributable to the education of a student with a disability.
5. An LEA meets the excess cost requirement if it has spent at least a minimum average amount for the education of its students with disabilities before funds under Part B of the IDEA are used.
6. Maintenance of effort (MOE) (34 CFR § 300.203).
 - a. Eligibility standard.
 - (1) For purposes of establishing the LEA's eligibility for an award for a fiscal year, the USBE must determine that the LEA budgets for the education of students with disabilities for at least the same amount, from at least one of the following sources, as the LEA spent for that purpose from the same source for the most recent fiscal year for which information is available:
 - (a) Local funds only;
 - (b) The combination of State and local funds;
 - (c) Local funds only on a per capita basis; or
 - (d) The combination of State and local funds on a per capita basis.
 - (2) When determining the amount of funds that the LEA must budget to meet the requirement in these Rules IX.B.6.a.(1), the LEA may take into consideration, to the extent the information is available, the exceptions and adjustment provided in 34 CFR §§ 300.204 and 300.205 that the LEA:
 - (a) Took in the intervening year or years between the most recent fiscal year for which information is available and the fiscal year for which the LEA is budgeting; and
 - (b) Reasonably expects to take in the fiscal year for which the LEA is budgeting.
 - (3) Expenditures made from funds provided by the Federal government for which the USBE is required to account to the Federal government or for which the LEA is required to account to the Federal government

directly or through the USBE may not be considered in determining whether an LEA meets the standard in these Rules IX.B.6.a.(1).

b. Compliance standard.

- (1) Except as provided in 34 CFR §§ 300.204 and 300.205, funds provided to an LEA under Part B of the IDEA must not be used to reduce the level of expenditures for the education of students with disabilities made by the LEA from local funds below the level of those expenditures for the preceding fiscal year.
- (2) An LEA meets this standard if it does not reduce the level of expenditures for the education of students with disabilities made by the LEA from at least one of the following sources below the level of those expenditures from the same source for the preceding fiscal year, except as provided in 34 CFR §§ 300.204 and 300.205:
 - (a) Local funds only;
 - (b) The combination of State and local funds;
 - (c) Local funds only on a per capita basis; or
 - (d) The combination of State and local funds on a per capita basis.
- (3) Expenditures made from funds provided by the Federal government for which the USBE is required to account to the Federal government or for which the LEA is required to account to the Federal government directly or through the USBE may not be considered in determining whether an LEA meets the standard of these Rules IX.B.6.b.(1) and IX.B.6.b.(2).

c. Subsequent years.

- (1) If, in the fiscal year beginning on July 1, 2013 or July 1, 2014, an LEA fails to meet the requirements of 34 CFR § 300.203 in effect at that time, the level of expenditures required of the LEA for the fiscal year subsequent to the year of the failure is the amount that would have been required in the absence of that failure, not the LEA's reduced level of expenditures.

- (2) If, in any fiscal year beginning on or after July 1, 2015, an LEA fails to meet the requirement of these Rules IX.B.6.b.(2)(a) or IX.B.6.b.(2)(c) and the LEA is relying on local funds only, or local funds only on a per capita basis, to meet the requirements of these Rules IX.B.6.a or IX.B.6.b, the level of expenditures required of the LEA for the fiscal year subsequent to the year of the failure is the amount that would have been required under these Rules IX.B.6.b.(2)(a) or IX.B.6.b.(2)(c) in the absence of that failure, not the LEA's reduced level of expenditures.
 - (3) If, in any fiscal year beginning on or after July 1, 2015, an LEA fails to meet the requirement of these Rules IX.B.6.b.(2)(b) or IX.B.6.b.(2)(d) and the LEA is relying on the combination of State and local funds, or the combination of State and local funds on a per capita basis, to meet the requirements of these Rules IX.B.6.a or IX.B.6.b, the level of expenditures required of the LEA for the fiscal year subsequent to the year of the failure is the amount that would have been required under these Rules IX.B.6.b.(2)(b) or IX.B.6.b.(2)(d) in the absence of that failure, not the LEA's reduced level of expenditures.
 - d. Consequence of failure to maintain effort.
 - (1) If an LEA fails to maintain its level of expenditures for the education of students with disabilities in accordance with these Rules IX.B.6.b, the USBE is liable in a recovery action under section 452 of the GEPA (20 USC § 1234a) to return to the Department, using non-Federal funds, an amount equal to the amount by which the LEA failed to maintain its level of expenditures in accordance with these Rules IX.B.6.b. in that fiscal year, or the amount of the LEA's Part B subgrant in that fiscal year, whichever is lower.
 - (2) If the USBE is required to return funds to the Department because of LEA failure to meet the Maintenance of Effort requirement, the USBE shall reduce the amount provided to the LEA's MSP Basic Program on a 1/12 basis.
7. Exception to maintenance of effort (34 CFR § 300.204).

IX. LEA Eligibility and Responsibilities

- a. An LEA may reduce the level of expenditures by the LEA under Part B of the IDEA below the level of those expenditures for the preceding fiscal year if the reduction is attributable to any of the following:
 - (1) The voluntary departure, by retirement or otherwise, or departure for just cause, of special education or related services personnel.
 - (2) A decrease in the enrollment of students with disabilities.
 - (3) The termination of the obligation of the LEA, consistent with this part, to provide a program of special education to a particular student with a disability that is an exceptionally costly program, as determined by the USBE staff, because the student:
 - (a) Has left the jurisdiction of the LEA;
 - (b) Has reached the age at which the obligation of the LEA to provide a FAPE to the student has terminated; or
 - (c) No longer needs the program of special education.
 - (4) The termination of costly expenditures for long-term purchases, such as the acquisition of equipment or the construction of school facilities.
 - (5) The assumption of cost by the high-cost fund (i.e., Intensive Services fund) operated by the USBE staff.
- 8. Adjustment to local fiscal efforts in certain fiscal years (34 CFR § 300.205).
 - a. For any fiscal year for which the allocation received by an LEA under Part B of the IDEA exceeds the amount the LEA received for the previous fiscal year, the LEA may reduce the level of expenditures otherwise required by maintenance of efforts requirements by not more than 50 percent of the amount of that excess.
 - b. Use of amounts to carry out activities under ESEA/ESSA.
 - (1) If an LEA exercises the authority to reduce the level of expenditures due to an increase in Part B funds, the LEA must use an amount of local funds equal to the reduction in expenditures to carry out activities that could be supported with funds under the ESEA/ESSA, regardless of whether the LEA is using funds under the ESEA/ESSA for those activities.

IX. LEA Eligibility and Responsibilities

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

- d. All other requirements of Part B of the IDEA must be met by an LEA using Part B funds for school-wide programs under section 1114 of the ESEA/ESSA, including ensuring that students with disabilities in school-wide program schools:
 - (1) Receive services in accordance with a properly developed IEP; and
 - (2) Are afforded all of the rights and services guaranteed to students with disabilities under Part B of the IDEA.

IX.C. CHARTER SCHOOLS AND THEIR STUDENTS (34 CFR § 300.209).

- 1. Students with disabilities ages 3 through 21 who attend public charter schools and their parent(s) or adult students retain all rights under Part B of the IDEA and these Rules.
- 2. If the public charter school is an LEA that receives funding under Part B or State special education funding, that charter school is responsible for ensuring that all of the requirements of Part B of the IDEA and these Rules are met. Charter schools may not refer potential or enrolled students with disabilities back to their school district of residence due to a disability, child find, or need for special education and related services, including placements.
- 3. If the public charter school is not an LEA receiving funding under Part B or State special education funding, or a school that is part of an LEA receiving funding under Part B or State special education funding, the USBE is responsible for ensuring that the requirements of Part B and these Rules are met.
 - a. Nothing in these Rules prohibit school districts and charter schools from developing a Memorandum of Understanding (MOU) to address student specific needs and/or placements.
- 4. For charter schools that are public schools of an LEA, in carrying out Part B of the IDEA and these Rules, the LEA must:
 - a. Serve students with disabilities attending those charter schools in the same manner as the LEA serves students with disabilities in its other schools, including providing supplementary and related services on-site at the charter school to the same extent to which the LEA has a policy or

practice of providing such services on the site of its other public schools;
and

- b. Provide funds under Part B of the IDEA and State special education funding to those charter schools:
 - (1) On the same basis as the LEA provides funds to the LEA's other public schools, including proportional distribution based on relative enrollment of students with disabilities; and
 - (2) At the same time as the LEA distributes other Federal funds to the LEA's other public schools, consistent with the State's charter school law.
- c. If the public charter school is a school of an LEA that receives funding under Part B of the IDEA, State special education funding, and these Rules, and includes other public schools:
 - (1) The LEA is responsible for ensuring that the requirements of Part B of the IDEA and these Rules are met; and
 - (2) The LEA must meet the requirements of these Rules.

IX.D. COORDINATED EARLY INTERVENING SERVICES (CEIS) (34 CFR § 300.226).

- 1. An LEA may not use more than 15 percent of the amount the LEA receives under Part B of the IDEA for any fiscal year, less any amount reduced by the LEA pursuant to maintenance of effort, if any, in combination with other amounts (which may include amounts other than education funds), to develop and implement coordinated early intervening services (CEIS), which may include interagency financing structures, for students in kindergarten through grade 12 (with a particular emphasis on students in kindergarten through grade three) who are not currently identified as needing special education or related services, but who need additional academic and behavioral support to succeed in a general education environment.
- 2. In implementing CEIS, an LEA may carry out activities that include:
 - a. Professional learning (which may be provided by entities other than LEAs) for teachers and other school staff to enable such personnel to deliver scientifically based academic and behavior interventions, including

scientifically based literacy instruction, and, where appropriate, instruction on the use of adaptive and instructional software; and

- b. Providing educational and behavioral evaluations, services, and supports, including scientifically based literacy instruction.
3. CEIS may not be used to limit or create a right to FAPE under Part B of the IDEA or to delay appropriate evaluation of a student suspected of having a disability.
4. Each LEA that develops and maintains coordinated early intervening services (either mandatory or voluntarily) under this section must annually report to the USBE staff on:
 - a. The number of students served under this section who received early intervening services; and
 - b. The number of students served under this section who received early intervening services and subsequently receive special education and related services under Part B of the IDEA during the preceding two-year period.
5. Funds made available to carry out this section may be used to carry out coordinated early intervening services aligned with activities funded by, and carried out under, the ESEA/ESSA if those funds are used to supplement, and not supplant, funds made available under the ESEA/ESSA for the activities and services assisted under this section.

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

1. The LEA must ensure that all personnel necessary to carry out Part B of the IDEA are appropriately and adequately prepared, subject to the requirements related to personnel qualifications and section 2122 of the ESEA/ESSA, as well as 34 CFR § 300.156; R277-304, R277-306, R277-320, and R277-324.
2. Paraeducators, when used to carry out Part B of the IDEA, must be appropriately trained and supervised, and utilized in accordance with the USBE Paraeducator Standards.
 - a. LEAs shall provide documentation of training and supervision to USBE staff upon request.

IX. LEA Eligibility and Responsibilities

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

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

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

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

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

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

IX.I. EDUCATOR LICENSE REQUIREMENTS (R277-301, R277-304, R277-306, AND R277-320).

1. Professionals providing services to students with disabilities must hold a Utah Professional Educator License or Endorsement in the area in which they provide services. This includes special education teachers, speech/language pathologists, school psychologists, school social workers, and other professionals. Physical and occupational therapists must hold appropriate Utah licensure. The school district superintendent or charter school administration shall be responsible for the evaluation of the appropriateness of licenses and endorsements when assigning staff members. LEAs should refer to the USBE Teaching, Leadership, and Paraeducator Standards.
2. "License areas of concentration" or "license area" means a designation on a license of the specific educational setting or role for which the individual is qualified, to include the following:
 - a. Early Childhood;
 - b. Elementary;
 - c. Secondary;
 - d. School Leadership
 - e. Career and Technical Education or "CTE";
 - f. School Counselor;
 - g. School Psychologist;
 - h. Special Education;
 - i. Preschool Special Education;
 - j. Deaf Education;
 - k. Speech-Language Pathologist;
 - l. Speech-Language Technician;
 - m. School Social Worker; and
 - n. Audiologist. (R277-301-2.7(a)).

IX. LEA Eligibility and Responsibilities

3. Individuals providing psychological evaluation services for students with disabilities must hold a Utah education license for school psychologists or State licensure and meet the assessment publisher's criteria for administration.
4. An adapted physical education endorsement is required for special educators and general educators to teach adapted physical education.

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

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

IX.K. SCHOOL DISTRICTS TO PROVIDE USDB CLASS SPACE (UCA 53E-8- 410)

1. A school district with students who reside within the school district's boundaries and are served by the USDB shall make a good faith effort to provide the USDB with space required for programs offered by the USDB.

X. SPECIAL EDUCATION FUNDING

1. The USBE has a responsibility under both Federal and State law to monitor implementation of the IDEA by LEAs through a system of general supervision that improves educational results and functional outcomes and ensures that public agencies meet program requirements. The special education program that is funded both from federal and state funds and it is critical to understand the similarities and differences of these funding sources.
2. *Federal special education funds* means funds paid to the State under IDEA Part B for the purposes of special education.
3. *State special education funds* means state funds appropriated to public education for the purposes of special education.
4. Federal special education funds are calculated, allocated, and classified differently than state special education funds. These Rules outline the regulations, restrictions, and allowable costs and activities applicable to each funding source; some requirements are the same for both funding sources and some provisions apply only to one or the other.

X.A. STATE SPECIAL EDUCATION FUNDS GENERALLY (UCA 53F-2-307).

1. State special education funds may be spent only for direct costs and construction or altering existing facilities, as outlined in these Rules.
 - a. Direct costs are those elements of cost which can be easily, obviously, and conveniently identified with specific special education activities or programs, as distinguished from those costs incurred for several different activities or programs and whose elements are not readily identifiable with specific special education activities.
 - b. Constructing facilities or altering existing facilities if:
 - (1) The costs are necessary costs and reasonable costs;
 - (2) The costs are not for the general purpose of bringing facilities into compliance with:
 - (a) Section 504 of the Rehabilitation Act of 1973; or

- (b) The Americans with Disabilities Act of 1990, 42 U.S.C. 12101 et seq.;
 - (3) The construction or alteration meets the needs of one or more students with disabilities; and
 - (4) The LEA submits an application for review by the state board;
 - (5) The state board approves the expenditure in accordance with rules, including requirements that:
 - (a) The LEA has not been identified with significant disproportionality;
 - (b) The LEA has no outstanding uncorrected findings of non-compliance;
 - (c) The LEA has no dispute resolution findings related to FAPE in the past year;
 - (d) The LEA has been determined to “meet requirements” based on the USBE’s programmatic Results Driven Accountability/Annual Performance Report (RDA/APR); and
 - (e) No other evidence, e.g., from school accreditation, fiscal audits, etc., indicators that the LEA is not adequately providing FAPE.
- 2. State special education funds are appropriated to the MSP and provide restricted (categorical) monies that must be spent for the education of students with disabilities. MSP funding is based on a weighted pupil unit. Each year, the Utah State Legislature establishes the total number of weighted pupil units (WPU) assigned for educational programs, including programs for students with disabilities. The Legislature also approves a dollar value for each WPU, which then indicates the amount available in the State for each program. The number of WPUs for students with disabilities shall reflect the direct cost of programs for those students and be used to calculate the amount of State special education funds allocated.
- 3. State special education funds from the MSP are provided for each LEA that provides special education and related services to students with disabilities ages 3 through 21 (UCA 53F-2-307–308). The USBE receives some State special

education funding for the administration or implementation of special education programs, supports, technical assistance, or service.

4. If State special education funds appropriated under this section for programs for students with disabilities do not meet the costs of LEAs for those programs, each LEA shall first receive the amount generated for each student with a disability under the basic program.

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

1. Each LEA shall receive its allocation of State special education funds appropriated for implementation of the LEA's approved program for students with disabilities as provided in this section.
2. Per UCA 53F-2-204 (1) "Funds appropriated under this chapter [which includes appropriations for special education funds] shall only be used for programs approved by the state board."
 - a. The LEA's program is approved by the USBE when the LEA's special education policies and procedures are approved by the USBE special education staff and then by the LEA's local board in a public meeting. The LEA must submit documentation of the local board's approval to the USBE special education staff within 30 days of the local board's approval (Rules IX.A.2.).
 - b. The LEA must have a state-board approved special education program to be eligible for State special education funds.
3. The LEA must be current with the UIPS monitoring requirements, including correction of noncompliance within one year of notification, annual Corrective Action Plan (CAP) and PIP reports, and desk audit submissions to be eligible for State special education funds.

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

1. Funds must be used in accordance with these Rules X.B. and to cover the direct costs of providing special education to students with disabilities.

X.D. SPECIAL EDUCATION ADD-ON CALCULATION (UCA 53F-2-307).

1. The USBE shall use an LEA's average number of special education add-on WPUs determined by the prior year's average daily membership plus growth and the preceding four years' average daily membership data as a foundation for the special education add-on appropriation.
2. For new charter schools, the foundation cannot be calculated; the calculation of foundation shall be based on the average special education ADM for the number of years the new charter school has been in operation beyond the first year. In the first operational year, new charter school funding shall be based on estimated enrollment (R277-479).
3. An LEA's special education add-on WPUs for the current year may not be less than the foundation special education add-on WPUs.
4. Growth WPUs shall be added to the prior year special education add-on WPUs, and growth WPUs shall be determined as follows:
 - a. The special education student growth factor is the percentage change in total enrollment of students kindergarten through grade 12 on the first school day of October in the current school year as compared to the total enrollment of students kindergarten through grade 12 on the first school day of October in the previous school year.
 - b. When calculating and applying the growth factor, a school district's total special education ADM for a given year is limited to the following percentage of the school district's total student ADM for the same year:
 - (1) For a school district in a county of the first, second, or third class, 14%; and
 - (2) For a school district in a county of the fourth, fifth, or sixth class, 20%.
 - (3) K-12 (S2) total special education ADM for a given year is limited to 12.18 percent of the school district's S2 total student ADM for the same year.
 - c. Growth ADMs are calculated by applying the growth factor to the total special education average daily membership of one year previous to the current year.

d. Growth ADMs for each LEA are multiplied by the following WPUs and added to the prior year special education add-on WPUs to determine each LEA's total allocation:

- (1) For fiscal year 2023, 1.35 weighted pupil units;
- (2) For fiscal year 2024, 1.15 weighted pupil units; and
- (3) Beginning in fiscal year 2025, and every fiscal year thereafter, 1.00 weighted pupil units.

X.E. SPECIAL EDUCATION SELF-CONTAINED ALLOWABLE USE (FUND 1210) (UCA 53F-2-307; AND 53F-2-308(3)).

1. "Self-contained" means a student in public-school with an IEP or a youth in custody/care (YIC) who receives 180 minutes or more of special education or YIC services during a typical school day per R277-419-2(35).
2. Special Education Self-Contained funds must be used only for direct costs attributable to the cost of the special education of students with disabilities whose placement is a special class or self-contained environment.
3. Funds must be used in accordance with these Rules X.B. and to cover the direct costs of providing special education to SWDs.

X.F. STATE SPECIAL EDUCATION SELF-CONTAINED CALCULATION.

1. State special education funds appropriated for self-contained regular special education programs may not be used to supplement other school programs. (UCA 53F-2-308(3)(a)). The WPU calculated is equal to Self-Contained ADM from two years prior. Students who are reported to the Data Clearinghouse as receiving 180 minutes or more of service per day (TIME=C) generate Self-Contained WPU. These students are not included in the calculation of "Regular Basic School Program" WPU. TIME is calculated based on services listed in the IEP, regardless of the location of services. Self-Contained funding has no relationship to placement options such as Separate Class, Special School, Residential, etc.

X.G. STATE SPECIAL EDUCATION PRESCHOOL ALLOWABLE USE (FUND 1215) (UCA 53F-2-308(1)).

1. Funds must be used in accordance with Rules X.B. and to cover the direct costs, including the cost of creating an inclusive preschool environment, providing special education to students with disabilities who are ages three through five and are enrolled in a preschool program.

X.H. STATE SPECIAL EDUCATION PRESCHOOL CALCULATION (UCA 53F-2- 308).

1. State special education funds appropriated to the State Board of Education for the preschool special education program shall be allocated to districts to provide a FAPE to students in preschool with a disability, ages three through five.
2. State special education funds shall be distributed on the basis of a district's count of preschool children with a disability for December 1 of the previous year, as mandated by Federal law.
3. The State Board of Education shall compute preschool funding by a factor of 1.47 times the current December 1 child count of eligible preschool aged three-, four-, and five-year-olds times the WPU value, limited to eight percent growth statewide over the prior year December 1 count.

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

1. Must be used for direct costs attributable to the cost of administering the special education program as follows:
 - a. Costs for students in state custody (prisons, detention facilities, and the state hospital)
 - b. Additional costs attributable for services to students with low-incidence disabilities
2. Funds must be used in accordance with these Rules X.B. and to cover the direct costs of providing special education to students with disabilities.

X. Special Education Funding

X.J. STATE SPECIAL EDUCATION IMPACT AID CALCULATION.

1. LEA December 1 count for ages 3-22 divided by Statewide December 1 count for ages 3-22 multiplied by the total impact aid state allocation.

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

1. Must be used for direct costs attributable to the cost of ESY provided to students with disabilities, determined by the student's IEP team to require ESY in order to receive a FAPE and in accordance with R277-751.
2. Funds must be used in accordance with these Rules X.B. and to cover the direct costs of providing special education to students with disabilities in accordance with R277-751.

X.L. STATE SPECIAL EDUCATION EXTENDED SCHOOL YEAR (ESY) CALCULATION.

1. LEAs end of school year count of number of students eligible for ESY services are pulled from UTREx.
2. The state allocation is then divided by the total number of students statewide receiving ESY and each LEA is allocated funding per students who are eligible.
3. Funds will be disbursed on the August allotment memo.

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

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

X.N. STATE EXTENDED YEAR STIPEND FOR SPECIAL EDUCATORS (EYSE) CALCULATION.

1. The Legislature shall annually appropriate money for stipends to special educators (special education teacher or speech language pathologist) for additional days of work.
2. The USBE shall distribute State special education funds appropriated under this section on a reimbursement basis to school districts, charter schools, and the USDB for stipends for special educators in the amount of \$200 per day plus the actual cost of benefits (allowable benefit costs are retirement, workers' compensation, Social Security and Medicare) for up to the annually approved number of additional working days.
3. A person who does not hold a full-time position as a special educator is eligible for a partial stipend equal to the percentage of a full-time special educator position the person assumes.
4. Services must be rendered during the allowable time period as defined by R277- 525-5. Stipends must be paid to employees during the LEA's regular pay period disbursements.
5. Stipends funds will be provided to LEAs on a reimbursement basis.
6. May not be used for indirect costs.

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

1. Must be used for direct costs attributable to the cost of implementing IEPs for students with disabilities.
2. Cost of services to a student with a disability must be in excess of three times the annual average per pupil expenditure (APPE) as calculated by USBE Financial Operations.
3. Costs must meet the eligibility requirements outlined in R277-752.

X.P. STATE SPECIAL EDUCATION FUNDS ALLOWABLE USE (UCA 53F-2-307).

1. State special education funds may be spent only for direct costs and construction or altering existing facilities as outlined in Rules X.A. and X.B., Direct costs are those elements of cost which can be easily, obviously, and

conveniently identified with specific special education activities or programs, as distinguished from those costs incurred for several different activities or programs and whose elements are not readily identifiable with specific special education activities (Rules X.A.1.).

2. The costs of providing for specially designed instruction, related services, and supplementary aids and services provided in a regular class or other education- related setting to a student with a disability in accordance with the IEP of the student are allowable.
3. The costs of providing inclusive special education preschool services are an allowable excess cost.
4. The costs of including peer models in IEP services that require a peer model are allowable.
5. The costs of providing co-teaching, in which both a licensed general educator and licensed special education teacher plan and provide specially designed instruction are allowable.
6. The tables below list allowable costs for State special education funds. If an item is not listed, it still may be allowed but LEAs must ask USBE SES staff for approval before expending State special education funds.

a. **Table of Allowances for State Special Education Funds**

(1) Symbol Key:

☒ Always allowed.

☐ May be allowed, but special requirements or additional information required. Must align with students' IEPs. LEA must ask USBE special education staff for approval before expending State special education funds. Supporting documentation must be readily available for review upon request.

☐ Never allowed

TABLE 1: ALLOWANCES FOR STATE SPECIAL EDUCATION FUNDS (100-290)

Allowable	Object/Function Code	Code Description
☒	100 (Header Only – Do Not Use)	Salaries – Amounts paid to employees of the LEA who are in positions of a permanent nature or hired temporarily, including personnel substituting for those in permanent positions. This includes gross salary for personnel services rendered <i>while on the payroll of the LEA</i> .
☒	111	Compensation paid to school board members.
☒	112	Salaries paid to the Superintendent.
☒	113	Salaries paid to associate, deputy, or assistant superintendent(s).
☒	114	Salaries paid to the Business Administrator.
☒	115	Properly licensed special education personnel in direct supervision or coordination of special education programs (salaries paid to administrative supervisors and directors not in direct supervision or coordination of special education programs is not allowed).
☒	121	Salaries paid to principals and assistant principals.
☒	131	Salaries paid to licensed teachers, including those with associate status who teach students in special education.
☒	132	Salaries paid to substitute teachers who teach students in special education.
☒	133	Salaries paid to replacement teachers covering teachers who teach students in special education programs on sabbatical leave.
☒	141	Salaries paid to attendance specialists and social workers who work directly with students in special education and the work that is related directly to students' IEPs.
☒	142	Salaries paid to guidance personnel who work directly with students in special education programs and the work that is related directly to students' IEPs.

Allowable	Object/Function Code	Code Description
☒	143	Salaries paid to health personnel who are properly licensed and who are assigned to work with students in special education programs and the work that is related directly to students' IEPs.
☒	144	Salaries paid to psychological services providers. Properly licensed personnel providing for the identification and evaluation of students with disabilities and for instructional or treatment services.
☒	145	Salaries paid to licensed media personnel.
☒	151	Salaries paid to accounting, purchasing and other business service professional personnel.
☒	152	Secretarial personnel assigned to work directly with special education programs.
☒	161	Teachers' aides and paraprofessionals who teach students in special education and are properly trained and supervised by licensed special education personnel.
☒	162	Unlicensed media personnel.
☒	171	Salaries paid to student transportation supervisor/director.
☒	172	Salaries paid to bus drivers when related directly to students' IEPs.
☒	173	Salaries paid to mechanics and other garage employees.
☒	174	Salaries paid to other student transportation employees not identified in any of the other 17x codes when related directly to students' IEPs.
☒	175	Salaries paid to bus aides when related directly to students' IEPs.

Allowable	Object/Function Code	Code Description
☒	181	Salaries paid to maintenance supervisor/director.
☐	182	Salaries paid to custodial and maintenance personnel.
☒	184	Salaries paid to technology personnel who work directly with students in special education programs and the work that is related directly to students' IEPs.
☒	191	Salaries paid to food service personnel.
☒	195	Salaries paid to athletic coaches.
☐	198	Salaries paid to classified personnel other than those coded to Object 170 or 180.
☒	200 (Header Only – Do Not Use)	Employee Benefits – Amounts paid by the LEA on behalf of employees; these amounts are not included in the gross salary but are over and above. Such payments are fringe benefits. While not paid directly to employees, they are part of the cost of personnel services.
☒	210	State retirement – Employer's share of the cost of the State retirement plan (LEA 401(k) contributions to URS are coded here).
☒	220	Social security – Employer's share of the cost of social security contributions.
☒	230	Local retirement (for individual special education personnel).
☒	240	Group insurance (licensed and classified personnel assigned to programs for students with disabilities-prorated, if part-time).
☒	241	If the LEA wishes to track these separately, group insurance licensed personnel.

Allowable	Object/Function Code	Code Description
☒	242	If the LEA wishes to track these separately, group insurance classified personnel.
☒	270	Industrial Insurance/Worker's Compensation Insurance – (licensed and classified personnel assigned to programs for students with disabilities—prorated, if part-time).
☒	280	Unemployment insurance (for individual special education personnel).
☒	290	Other employee benefits (for individual special education personnel).

TABLE 2: ALLOWANCES FOR STATE SPECIAL EDUCATION FUNDS (300-490)

Allowable	Object/Function Code	Code Description
☒	300 (Header Only – Do Not Use)	Purchased Professional and Technical Services – Purchased services which by their nature can be performed only by persons with specialized skills and/or knowledge. Although a product may or may not result from the transaction, the primary reason for the purchase is the service provided. Excluded are services purchased from another LEA (see Objects 590-592).
☒	310	Official/Administrative Services – Services in support of the various policymaking and managerial activities of the LEA. Includes management consulting activities oriented to general governance or business and financial management of the LEA, school management support activities, and election and tax assessing and collection services.

Allowable	Object/Function Code	Code Description
☒	320	Professional Educational Services – Services supporting the instructional program and its administration. Includes instructional services, counseling and guidance services, and library and media support.
☒	330	Employee Training and Development – Services supporting the professional and technical development of school district personnel, including instructional, administrative, and service employees. Includes course registration fees (that are not tuition reimbursement), charges from external vendors to conduct training courses (at either school district facilities or off-site), and other expenditures associated with training or professional development by third-party vendors including conference or workshop registration fees associated with conferences or workshops that do not require an overnight stay (those that do require an overnight stay should be coded to Object 580). All expenditures should be captured in this account regardless of the type or intent of the training course or professional development activity. Training for instructional staff should be used with Function 2213 when directly related to the special education program (usually used with Functions 2570 and 3100).
☒	340	Other Contracted Professional Services. Professional services other than educational in support of the operation of the LEA. Included are the services of accountants, auditors, architects, engineers, consultants, dentists, medical doctors, teachers, therapists, audiologists, dieticians, editors, negotiations specialists, planners, etc.
☒	341	Other Contracted Professional Services – Teacher salaries for those working directly with students in special education programs.
☒	342	Other Contracted Professional Services – Teacher benefits for those working directly with students in special education programs.

Allowable	Object/Function Code	Code Description
☒	343	Other Contracted Professional Services – LEA administration salaries (Special Education Director or Coordinator only).
☒	344	Other Contracted Professional Services – LEA administration benefits (Special Education Director or Coordinator only).
☒	345	Other Contracted Professional Services – Business Services.
☒	349	Purchased Legal Services – Payments made for contracted legal services.
☒	350	Technical Services – Contracted services to the LEA which are not regarded as professional but require basic scientific knowledge and/or manual skills. Includes data processing services, system analysts, purchasing and warehousing services, graphic arts etc.
☒	400 (Header Only – Do Not Use)	Purchased Property Services – Amounts paid for services rendered by organizations or personnel not on the payroll of the LEA to operate, repair, maintain, insure, and rent property owned and/or used by the LEA.
☐	410	Utility Services – Expenditures for utility services other than energy services supplied by public or private organizations. Water and sewage as well as garbage collection/disposal services are included here (telephone services are coded to Object 530).
☐	411	Water/Sewage related to the operation of special education only building.
☐	412	Disposal Service related to the operation of special education only building.
☐	420	Cleaning Services – Services purchased to provide custodial and other building cleaning services other than those provided by LEA personnel.

Allowable	Object/Function Code	Code Description
①	430	Repairs and Maintenance Services – Expenditures for repairs and maintenance services not provided directly by LEA personnel and includes both non-technology and technology-related repairs and maintenance for programs for students with disabilities.
①	431	Non-Technology Repairs and Maintenance for programs for students with disabilities.
①	432	Technology-Related Repairs and Maintenance for programs for students with disabilities.
①	433	Custodial Services.
①	440	Costs for temporary and long-term renting or leasing of land and buildings, equipment and vehicles, and computers, and related equipment.
☒	441	Rental of land and buildings.
☑	442	Rental of Equipment and Vehicles – Costs for temporary and long-term rental of equipment and vehicles for programs for students with disabilities.
☑	443	Rental of Computers and Related Equipment – Costs for temporary and long-term rental of computers and related equipment for programs for students with disabilities.
①	450	Construction Services – Costs for constructing, renovating, and remodeling buildings or infrastructure assets by contractors (use only with Function 4000). Capital assets being constructed are coded here whereas capital assets being purchased are coded to Object 7xx.
☒	490	Other Purchased Property Services – Purchased property services that are not classified above.

TABLE 3: ALLOWANCES FOR STATE SPECIAL EDUCATION FUNDS (500-580)

Allowable	Object/Function Code	Code Description
	500 (Header Only – Do Not Use)	Amounts paid for services rendered by organizations or personnel not on the payroll of the LEA other than Professional and Technical Services (300) or Property Services (400)
	510	Student Transportation Services (to/from school) – when related directly to students' IEPs.
	511	Student Transportation Services (from another LEA within the State) – when related directly to students' IEPs.
	512	Student Transportation Services (from another LEA outside of State) – when related directly to students' IEPs.
	513	Student Transportation Services (commercial) – when related directly to students' IEPs.
	514	Student Transportation Services (student allowances) – when related directly to students' IEPs.
	515	Payments in lieu of transportation when related directly to students' IEPs.
	516	Payments in lieu of dead miles when related directly to students' IEPs.
	517	Student travel overnight when related directly to students' IEPs.
	518	Student Day Trips/Field Trips (including admission charges) when related directly to students' IEPs.

Allowable	Object/Function Code	Code Description
☒	520	Insurance (Other than employee benefits) – Expenditures for all types of insurance coverage such as property (the loss of or damage to property owned or leased by the LEA from fire, theft, storm, etc.) and liability (loss caused by school board members and their employees due to accident or neglect, or judgments awarded against the LEA or its officers). Premiums for fidelity bonds guaranteeing the LEA against losses resulting from the actions of the treasurer, employees, or other persons of the LEA. Expenditures made in lieu of fidelity bonds. (Payments of judgments awarded against the LEA, not covered by insurance or fidelity bonds, are coded to Object 820. Employee insurance costs provided as benefits such as group medical, dental, workmen's compensation, etc., are coded to Object 2xx. Pupil transportation insurance are coded to Object 510.)
☒	521	Property Insurance.
☒	522	Liability Insurance.
☒	523	Fidelity Bond Premiums.

Allowable	Object/Function Code	Code Description
	530	Communication (Telephone and Other) – Services provided by persons or businesses to assist in transmitting and receiving messages or information. This category includes telephone and voice communication services; data communication services to establish or maintain computer-based communications, networking, and internet services; video communications services to establish or maintain one- or two-way video communications via satellite, cable, or other devices; and postal communications services to establish or maintain postage machine rentals, postage, express delivery services, and couriers. Includes license fees and fees for services such as subscriptions to research materials over the internet. (Expenditures for software are coded to Object 650 [if not capitalized] or Object 736 [if eligible for capitalization.])
	540	Advertising – Expenditures for printed announcements in professional periodicals and newspapers or announcements broadcast by radio and television networks. These expenditures include advertising for such purposes as personnel recruitment, bond sales, used equipment sales, property sales, etc. (Costs for professional fees for advertising or public relation services are coded to Object 340.)
	550	Printing and Binding – Expenditures for job printing and binding usually according to specifications of the LEA. Includes the designing and printing of forms and posters as well as printing and binding of LEA publications. (Preprinted standard forms are coded to Object 610.)
	560 (Header Only – Do Not Use)	Tuition – Expenditures to reimburse other educational agencies for services rendered to students residing in the legal boundaries described for the paying LEA.

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Allowable	Object/Function Code	Code Description
☒	561	Tuition – To other LEAs within the State.
☒	562	Tuition – To other LEAs outside the State.
☒	563	Tuition – To private schools.
☒	564	Tuition – To charter schools within the State.
☒	565	Tuition – To postsecondary schools.
☐	568	Student tuition to other LEAs or voucher programs
☒	569	Tuition – Other.
☒	570	Food Service Management – Expenditures for the operation of a local food services facility other than by employees of the LEA. Includes contracted services, such as food preparation, associated with the food service operation. (Use only with Function 3100.)

Allowable	Object/Function Code	Code Description
☒	580	Approved Travel for Personnel (in conjunction with their assignments to special education programs/services) – Expenditures for transportation, meals, hotel, conference registration, and other expenses associated with overnight staff travel for the LEA. Includes payments for per-diem in lieu of reimbursements for staff travel costs. Registration Fees for Conferences and Workshops If attendance at the conference or workshop requires an overnight stay, the registration fee should be considered as part of the travel cost and coded to Object 580. The “overnight stay” criteria should be applied to all components of the travel cost including airfare, lodging, meals, ground transportation, etc. If attendance at the conference or workshop does not require an overnight stay, the registration fee should be considered professional development and coded to Object 330.

TABLE 4: ALLOWANCES FOR STATE SPECIAL EDUCATION FUNDS (590-689)

Allowable	Object/Function Code	Code Description
	590 (Header Only – Do Not Use)	Inter-educational, Interagency Purchased Services – Purchased services other than those described above. Payments to another LEA outside the State for services rendered, other than tuition and transportation fees, are coded here. Examples of such services are data processing, purchasing, nursing and guidance. Where a question arises as to whether to code such payments to the 300 series Objects or to Object 592, 592 should be used in order that all inter-LEA payments can be eliminated when consolidating reports from multiple LEAs at State and Federal levels.
	591	Services purchased from another LEA within the State.
	592	Services purchased from another LEA outside the State.
	610	General Supplies – Expenditures for all special education program supplies (other than those listed below) for the operation of an LEA, including freight. A more thorough classification of general supplies is achieved by identifying the object with the function. (Use with all Functions except 5000.)
	615	Student Uniforms, clothing – Expenditures related to special shoes or items of clothing a school requires a student to wear related to a curricular, cocurricular or extra-curricular activity. General school uniforms are coded to Object 610.
	621	Natural Gas related to the operation of special education only building.
	622	Electricity related to the operation of special education only building.

Allowable	Object/Function Code	Code Description
	623	Bottled Gas related to the operation of special education only building.
	624	Fuel Oil related to the operation of special education only building.
	625	Coal related to the operation of special education only building.
	626	Motor Fuel (Gasoline and Diesel) – for vehicles used for programs for students with disabilities.
	629	Other.
	630	Expenditures for food to operate the school food service program. Food used in instructional programs is coded to Object 610.
	640	Expenditures for books, textbooks, and periodicals, whether in physical or electronic form, prescribed and available for general use by students, including any reference books. Includes workbooks or other organized systems or learning packages which constitute the instructional vehicle for a given course, subject, or grade level or a significant portion of a given course, subject, or grade level. This category also includes the cost of textbook and library book binding or repairs, as well as textbooks which are purchased to be resold or rented. Includes expenditures for purchases of library books, whether in physical or electronic form, which are those books provided for enrichment, extension, or study in depth. The materials may be general or specialized in nature. These are books purchased for general use and not primarily for use in certain classes, grades, or other particular student groups. They include reference sets and dictionaries.

Allowable	Object/Function Code	Code Description
	641	Textbooks for special education programs/services.
	642	eTextbooks for special education programs/services.
	644	Library books for special education programs/services.
	650	Technology-related supplies include supplies that are typically used in conjunction with technology-related hardware or software, where per unit costs are less than \$5,000. Some examples are CDs, flash or jump drives, parallel cables, and monitor stands. E-readers, including Kindles, and iPads, that fall below capitalization thresholds should be reported here as well. Software costs below the capitalization threshold should be reported here. Licenses and fees for services such as subscriptions to research materials over the Internet should be reported under 530 Communications.
	670	Software – used directly with special education programs/services and is related directly to students' IEPs.
	680	Maintenance Supplies and Materials – Expenditures for lubricants for school buses and other equipment, tires and tubes for school buses and other equipment, repair parts for school buses, other vehicles, and garage equipment for vehicles used only for/by the special education program.
	681	Lubricants for vehicles used only for/by the special education program.
	682	Tires and tubes for vehicles used only for/by the special education program.

Allowable	Object/Function Code	Code Description
	683	Repair parts for buses and other vehicles used only for/by the special education program.
	684	Repair parts for garage equipment.
	689	Miscellaneous for vehicles used only for/by the special education program.

TABLE 5: ALLOWANCES FOR STATE SPECIAL EDUCATION FUNDS (700-890)

Allowable	Object/Function Code	Code Description
	700 (Header Only – Do Not Use)	Property – Expenditures for acquiring capital assets, including land, existing buildings, existing infrastructure assets, and equipment. Typically, these are assets that individually exceed the capitalization threshold established by the LEA.
	710	Land and Site Improvements – Expenditures for the purchase of land and the improvements thereon. Includes purchases of air rights, mineral rights and the like are included here, as well as special assessments against the LEA for capital improvements such as streets, curbs, and drains. (Expenditures for improving sites and adjacent ways after acquisition by the LEA are generally coded to Object 450 or 340 as appropriate.)

Allowable	Object/Function Code	Code Description
	720	Buildings – Expenditures for acquiring existing buildings, major permanent structural alterations, renovations, fire protection systems, and other service systems. Includes are expenditures for installment or lease payments (except interest) which have a terminal date and result in the acquisition of buildings, except payments to public school-housing authorities or similar agencies. Excludes expenditures for the contracted construction of buildings, contracted major permanent structural alterations, and for the initial or additional installation of heating and ventilating systems, electrical systems, plumbing systems, fire protection systems, and other service systems in existing buildings which are coded to Object 450. Also excludes buildings built and alterations performed by the LEA staff which are coded as Salary and Benefits (100 and 200), Supplies (610), or Equipment (730), etc.
	730	Equipment for the special education programs and for special education services. Includes items that individually exceed the capitalization threshold established by the LEA. Examples: machinery such as lathes or drill presses or printing presses, etc.; school buses; non-bus vehicles; furniture; technology-related equipment and technology infrastructure such as network equipment, servers, and software used for educational or administrative purposes; etc.
	731	Machinery.
	732	School Buses.
	733	Furniture and fixtures for special education programs/services.

Allowable	Object/Function Code	Code Description
☒	734	Technology related hardware for special education programs/services.
☒	735	Non-bus vehicles.
☒	736	Technology software for special education programs/services.
☒	739	Other equipment for special education programs/services.
☒	740	Infrastructure – Expenditures for purchased infrastructure assets by the LEA. Includes water/sewer systems, roads, bridges, and other assets that have significantly longer useful lives than other capital assets.
☒	750	Other Intangible Assets – Expenditures for intangible assets not coded in Object 734 or 736.
☒	790	Depreciation and Amortization – The portion of the cost of an asset which is charged as an expense during a particular period. In accounting for depreciation/amortization, the cost of an asset, less any salvage value, is apportioned over the estimated service life of such an asset, and each period is charged with a portion of such cost. Through this process, the cost of the asset is ultimately charged off as an expense. (Only use in Enterprise Funds and Non-Profit organizations.)
☒	795	Lease depreciation and amortization.
☒	800 (Header Only – Do Not Use)	Debt Service and Miscellaneous – Amounts paid to service debt as well as for goods and services not otherwise classified above.

Allowable	Object/Function Code	Code Description
☒	810	Dues and Fees – Expenditures or assessments for membership in professional or other organizations or associations, or payments to a paying agent for services rendered for special education programs/services.
☒	820	Judgments Against the LEA – Expenditures from current funds for all judgments (except as indicated below) against the LEA that are not covered by liability insurance but are of a type that might have been covered by insurance. Only amounts paid as the result of court decisions are recorded here. Judgments against the LEA resulting from failure to pay bills or debt service are coded under the appropriate expenditure accounts as though the bills or debt service had been paid when due. (Use only with Function 2310.)
☒	830	Interest on Debt – Expenditures for interest on bonds or notes. (Use only with Function 5000.) Expenditures for interest on short-term debt or tax anticipation notes. (Use only with Function 2510.)
☒	831	Interest on leases.
☒	833	Bond issuance costs other than on refundings. The amortization of bond discounts which are the portion of the sale of bonds below their par value that represents an adjustment of the interest rate. (Use only with Function 5000.) (Amortization of bond premiums is coded to a revenue code.)
☒	840	Outlays from current funds to retire bonds, and long-term loans. (Use only with Function 5000.)
☒	841	Outlays for leases.

Allowable	Object/Function Code	Code Description
☒	845	Bond issuance costs on refundings. (Use only with Function 5000.)
☒	850	This account is provided for the budgeting of appropriations. Expenditures to be paid from the contingency should be coded to the appropriate function and object classification.
☒	860	Indirect Costs (Non-restricted) – Indirect costs chargeable to grants which are subject to regulations or policies but costs include certain additional elements such as space, custodial and utility costs in the calculation of the rate.
☒	870	Indirect Costs (Restricted) – Indirect costs chargeable to grants which are subject to regulations or policies limiting the amount of allowable indirect costs.
☒	890	Amounts paid for goods or services not properly classified in one of the Objects included above.

TABLE 6: ALLOWANCES FOR STATE SPECIAL EDUCATION FUNDS (1000-2290)

Allowable	Object/Function Code	Code Description
☒	1000	Instruction – Activities dealing directly with the interaction between teachers and students. Teaching may be provided for students in a school classroom, in another location such as a home or hospital, and in other learning situations such as those involving co-curricular activities. It may also be provided through some other medium such as television, radio, telephone, and correspondence. Includes the activities of aides or assistants of any type (e.g., clerk, graders, teaching machines, etc.) which assist in the instructional process.

Allowable	Object/Function Code	Code Description
☒	2100	Support Services (Students) – Those activities that are designed to assess and improve the well-being of students and to supplement the teaching process.
☒	2110	Attendance and Social Workers – Those activities that are designed to assess and improve student attendance at school that attempt to prevent or solve student problems involving the home, the school, and the community and the work that is related directly to students' IEPs.
☒	2120	Guidance Services – Those activities of counseling students and parents, providing consultation with other staff members on learning problems, assisting students in personal and social development, assessing the abilities of students, assisting students as they make their own educational and career plans and choices, providing referral assistance, and working with other staff members in planning and conducting guidance programs for students and the work that is related directly to students' IEPs.
☒	2130	Health Services – Physical and mental health services that are not direct instruction such as activities that provide students with appropriate medical, dental, and nurse services and the work that is related directly to students' IEPs.
☒	2140	Psychological Services – Activities concerned with administering psychological tests and interpreting the results; gathering and interpreting information about student behavior; and working with other staff members in planning school programs to meet the special needs of students and related directly to students' IEPs.
☒	2150	Speech Pathology and Audiology Services – Activities that identify, assess, and treat students with speech, hearing, and language impairments.

Allowable	Object/Function Code	Code Description
☒	2160	Occupational Therapy Related Services – Activities that assess, diagnose, or treat students for all conditions requiring the services of an occupational therapist.
☒	2170	Physical Therapy Related Services – Activities that assess, diagnose, or treat students for all conditions requiring the services of a physical therapist.
☒	2180	Visually Impaired/Vision Services – Activities that assess diagnose or treat students for all conditions relating to visual impairment.
☒	2190	Other Support Services (Students).
☒	2200	Support Services (Instructional Staff Assistance) – Activities associated with assisting the instructional staff with the content and process of providing learning experiences for students with disabilities and when uniquely related to the special education program.
☒	2210	Improvement of Instruction Services – Those activities that are designed primarily for assisting instructional staff in planning, developing, and evaluating the process of planning, developing, and evaluating the process of providing learning experiences for students that include curriculum development, techniques of instruction, child development and understanding, staff training, etc., when uniquely related to the special education program.
☒	2212	Instruction and Curriculum Development Services – Activities designed to aid teachers in developing the curriculum, preparing and utilizing special curriculum materials, and understanding and appreciating the various techniques which stimulate and motivate students when uniquely related to the special education program.

Allowable	Object/Function Code	Code Description
☒	2213	Instruction Staff Training Services – Activities designed to contribute to the professional or occupational growth and competence of members of the instructional staff during the time of their service to the LEA or school that include workshops, demonstrations, school visits, courses for college credit, sabbatical leaves, and travel leaves when uniquely related to the special education program.
☒	2219	Other Improvement of Instruction Services (when uniquely related to the special education program).
☒	2220	Library/Media Services – Activities concerned with directing, managing, and supervising educational media services (e.g., supervisory personnel) as well as such activities as selecting, acquiring, preparing, cataloging, and circulating books and other printed materials; planning for the use of the library by students, teachers, and other members of the instructional staff; and guiding individuals in their use of library books, reference guides and materials, catalog materials, special collections, and other materials, whether maintained separately or as part of an instructional materials center and when uniquely related to the special education program.
☒	2230	Instruction Related Technology – Technology activities and services for the purpose of supporting instruction which include expenditures for internal technology support as well as support provided by external vendors using operating funds, costs associated with the administration and supervision of technology personnel, systems planning and analysis, systems application development, systems operations, network support services, hardware maintenance and support services, and other technology-related costs that relate to the support of instructional activities when uniquely related to the special education program.

Allowable	Object/Function Code	Code Description
☒	2240	Academic Student Assessment – Services rendered for the academic assessment of students that are not initiated by the teacher, but by the LEA or USBE when uniquely related to the special education program.
☒	2290	Other Support Services (Instructional Staff) – Services uniquely provided to the special education program.

TABLE 7: ALLOWANCES FOR STATE SPECIAL EDUCATION FUNDS (2300-2790)

Allowable	Object/Function Code	Code Description
☒	2300	Support Services (General LEA Administration) – activities concerned with establishing and administering policy in connection with operating the LEA that include: Board of Education Services – Activities of the elected body that have been created according to State law and vested with responsibilities for educational activities in a given administrative unit. Executive Administration – Activities associated with the overall general administration of or executive responsibility for the entire LEA (Office of the Superintendent, Community Relations, State and Federal Relations, and Other Executive Administration).

Allowable	Object/Function Code	Code Description
☒	2400	Support Services (School Administration) – Activities concerned with overall administrative responsibility for a single school that include: Office of the Principal – Activities concerned with directing and managing the operation of a particular school or schools. Included are the activities performed by the principal, assistant principals, and other assistants in general supervision of all operations of the school; evaluation of the staff members of the school; assignment of duties to staff members; supervision and maintenance of the school records; and coordination of school instructional activities with instructional activities of the LEA. Includes clerical staff for those activities.
☒	2500	Support Services (Central Services) – Activities that support other administrative and instructional functions.
☒	2510	Fiscal Services – Activities concerned with the fiscal operations of the LEA. This function includes budgeting, receiving and disbursing, financial and property accounting, payroll, inventory control, internal auditing, and funds managing.
☒	2520	Purchasing, Warehousing, and Distributing Services – Activities concerned with purchasing, receiving, storing, and distributing supplies and materials used in schools or school system operations.
☒	2530	Printing, Publishing, and Duplicating Services – The activities of printing and publishing administrative publications such as annual reports, school directories, and manuals. Also includes centralized services for duplicating school materials and instruments such as school bulletins, newsletters, and notices.

Allowable	Object/Function Code	Code Description
☒	2540	Planning, Research, Development, and Evaluation Services – Activities associated with conducting and managing system-wide programs of planning, research, development, and evaluation for a school system.
☒	2560	Public Information Systems – Activities concerned with writing, editing, and other preparation necessary to disseminate educational and administrative information to students, staff, managers, and the general public.
☒	2570	Personnel Services – Activities concerned with maintaining efficient personnel for the school system including supervision of personnel services, recruitment and placement, personnel information, noninstructional personnel training, health services for LEA employees, and other personnel services.
☒	2580	Administrative Technology Services – Activities concerned with supporting the LEA's information technology systems, including supporting administrative networks, maintaining administrative information systems, and processing data for administrative and managerial purposes.
☒	2590	Other Support Services.
☒	2600	Operation and Maintenance of Plant Services – Activities concerned with keeping the physical plant open, comfortable, and safe for use, and keeping the grounds, buildings, and equipment in an effective working condition and state of repair. Includes activities that maintain safety in buildings, on the grounds, and in the vicinity of schools are included.

Allowable	Object/Function Code	Code Description
	2610	Operation of Buildings – Activities concerned with keeping the physical plant clean and ready for daily use Includes operating the heating, lighting, and ventilating systems, and repair and replacement of facilities and equipment, as well as the costs of building rental and property insurance.
	2620	Maintenance of Buildings – Activities associated with keeping buildings at an acceptable level of efficiency through repairs and preventative maintenance.
	2630	Care and Upkeep of Grounds Services – Activities of maintaining the land and its improvements other than buildings. Includes snow removal, landscaping, grounds maintenance, etc.
	2640	Care and Upkeep of Equipment Services – Activities concerned with maintaining, in good condition, equipment owned or used by the LEA. Includes activities such as servicing and repairing furniture, machines, and movable equipment, etc.
	2650	Vehicle Servicing and Maintenance Services – Activities concerned with maintaining general-purpose vehicles such as trucks, tractors, graders, and staff vehicles in good condition. Includes activities such as repairing vehicles, replacing vehicle parts, cleaning, painting, greasing, fueling, and inspecting vehicles for safety (i.e., preventive maintenance).
	2660	Security Services – Activities concerned with maintaining a secure environment for students and staff, whether they are in transit to or from school, on a campus or administrative facility, or participating in school-sponsored events.

Allowable	Object/Function Code	Code Description
	2670	Safety – Activities concerned with maintaining a safe environment for students and staff, whether they are in transit to or from school, on a campus or administrative facility, or participating in school-sponsored events. Includes fire alarms, crossing guards, as well as other costs incurred to ensure the basic safety of students and staff.
	2680	Other Operation and Maintenance of Plant Services.
	2700	Student Transportation Services – Activities concerned with the conveyance of students to and from school, as provided by State law. Includes trips between home and school and trips to school activities.
	2710	Vehicle Operation Services – Activities concerned with operating vehicles for pupil transportation from the time the vehicles leave the point of storage until they return to that point. Includes driving buses or other pupil transportation vehicles.
	2720	Monitoring Services – Activities concerned with supervising students in the process of being transported between home and school and while being transported for school activities. Includes supervision while in transit and while being loaded and unloaded and directing traffic at the loading and unloading stations.
	2730	Vehicle Servicing and Maintenance Services – Activities concerned with maintaining pupil transportation vehicles in good condition, including repairing vehicles; replacing vehicle parts; and cleaning, painting, greasing, fueling, and inspecting vehicles for safety. Replacing a vehicle chassis or body individually is considered equipment and is charged to property.

Allowable	Object/Function Code	Code Description
	2790	Other Student Transportation Services (Transportation Services from Special Activities).

TABLE 8: ALLOWANCES FOR STATE SPECIAL EDUCATION FUNDS (3000-5900)

Allowable	Object/Function Code	Code Description
	3000	Operation of Non-Instructional Services – Activities concerned with providing non-instructional services to students, staff or the community.
	3300	Community Services – Activities concerned with providing community services to students, staff or other community participants which include community recreation programs, the operation of a community swimming pool, civic services, the operation of a public library, a childcare center, welfare activities services, LEA Foundations, and services provided to school-age children not related to public education.
	4000	Facilities Acquisition and Construction Services.
	4100	Land Acquisition Services Activities – Pertaining to the initial acquiring and improving land.
	4200	Land Improvement Services – Activities concerned with making permanent improvements to land, such as grading, fill, and environmental remediation.

Allowable	Object/Function Code	Code Description
	4300	Architecture and Engineering Services – The activities of architects and engineers related to site acquisition and improvement and to improvements to buildings. Codes are used with this function only for those preliminary activities that may or may not result in additions to the LEA's property. Otherwise, these services are used with Functions 4100, 4200, 4500, or 4600 as appropriate.
	4400	Educational Specification Development Services – Activities concerned with preparing and interpreting descriptions of specific space requirements for the various learning experiences of students to be accommodated in a building. These specifications are interpreted to the architects and engineers in the early stages of blueprint development.
	4500	Building Acquisition and Construction Services - Activities concerned with building acquisition through purchase or construction.
	4600	Site Improvement – Activities concerned with making nonpermanent improvements or enhancements to building sites. Includes fencing, walkways, tunnels, and temporary landscaping.
	4700	Building Improvement – Activities concerned with building additions and with installing or extending service systems and other built-in equipment.
	4900	Other Facilities Acquisition and Construction Services – Facilities acquisition and construction activities that cannot be classified above.

Allowable	Object/Function Code	Code Description
☒	5000	Debt Service – Activities related to servicing the long-term debt of the LEA, including payments of both principal and interest. This function should be used to account for bond interest payments, retirement of bonded debt (including current and advance refunds), capital lease payments, and other long-term notes. Interest on short-term notes or loans (repayable within one year of receiving the obligation) is used with Function 2510.
☒	5100	Bonds.
☒	5200	Tax Anticipation Notes.
☒	5300	Lease-Purchase Agreements.
☒	5900	Other Debt Service.

X.Q. FEDERAL (IDEA) SPECIAL EDUCATION FUNDS GENERALLY.

1. Federal special education funds are made available through a grant to the USBE from the OSEP. The OSEP has indicated that the components of the IDEA Part B General Supervision system should include:
 - a. An SPP;
 - b. Policies, procedures, and effective implementation;
 - c. Data on processes and results;
 - d. Targeted TA and professional learning;
 - e. Effective dispute resolution;
 - f. Integrated monitoring activities;

- g. Improvement, correction, incentives, and sanctions; and
 - h. Fiscal management.
2. These Federal special education funds are restricted and may only be used to provide enumerated services and programs for students who qualify under Part B of the IDEA. Funds are available for students age three through five (Section 619 Preschool, 34 CFR § 300.800) and for students age 3–21 (Section 611 School-Age, 34 CFR § 300.703). Some funds are retained at the State level for administration and for State level activities. The USBE uses a formula to allocate the remaining Federal special education funds to LEAs (i.e., public school districts, public charter schools, and the USDB); these flow-through funds are distributed as subgrants.
 3. The LEA must have a USBE-approved special education program (UCA 53F-2-307).
 - a. The LEA's program is approved by the USBE when the LEA's special education policies and procedures are approved by the USBE special education staff and then by the LEA's local board in a public meeting. The LEA must submit documentation of the local board's approval to the USBE special education staff within 30 days of the local board's approval.
 - b. The LEA must have board-approved special education program to be eligible for Federal special education funds.
 4. The LEA must be current with the UIPS monitoring requirements, including correction of noncompliance within one year of notification, annual CAP and PIP reports, and submissions to be eligible for Federal special education funds.

X.R. ALLOWABLE COSTS FOR FEDERAL (IDEA) SPECIAL EDUCATION FUNDS.

1. Funds paid to the State under IDEA Part B for the purposes of special education ("Federal special education funds") are calculated, allocated, and classified according to 34 CFR §300.705.
2. The Federal government provides Federal special education funds under the IDEA to help states meet the costs associated with providing special education and related services to students who are eligible (34 CFR §300.700).

3. All Federal special education fund requests are directed to USBE by LEAs that are providing FAPE to students with disabilities. Parents of a student with a disability have no individual entitlement to Federal special education funds (34 CFR § 300.200).
4. The costs of providing for specially designed instruction, related services, and supplementary aids and services provided in a regular class or other education- related setting to a student with a disability in accordance with the IEP of the student are allowable.
5. The costs of providing inclusive special education preschool services are an allowable excess cost under IDEA (34 CFR § 300.16).
6. The costs of including peer models in IEP services that require a peer model are allowable.
7. The costs of providing co-teaching, in which both a licensed general educator and licensed special education teacher plan and provide specially designed instruction are allowable.
8. The tables below list allowable costs for Federal special education funds, including both IDEA Part B flow-through and preschool grants. If an item is not listed, it still may be allowed but LEAs must ask USBE staff for approval before expending Federal (IDEA) special education funds. The items that are allowed may not be charged to funds budgeted for CEIS.

a. Table of Allowances for Federal (IDEA) Special Education Funds

(1) Symbol Key:

☒ Always allowed.

☐ May be allowed, but special requirements or additional information required. Must align with students' IEPs. LEA must ask USBE special education staff for approval before expending State special education funds. Supporting documentation must be readily available for review upon request.

☐ Never allowed.

TABLE 9: ALLOWANCES FOR FEDERAL (IDEA) SPECIAL EDUCATION FUNDS (100-198)

Allowable	Object/Function Code	Code Description
☒	100 (Header Only – Do Not Use)	Salaries – Amounts paid to employees of the LEA who are in positions of a permanent nature or hired temporarily, including personnel substituting for those in permanent positions. This includes gross salary for personnel services rendered while on the payroll of the LEA.
☒	111	Compensation paid to school board members.
☒	112	Salaries paid to the Superintendent.
☒	113	Salaries paid to associate, deputy, or assistant superintendent(s).
☒	114	Salaries paid to the Business Administrator.
☒	115	Properly licensed special education personnel in direct supervision or coordination of special education programs (salaries paid to administrative supervisors and directors not in direct supervision or coordination of special education programs is not allowed).
☒	121	Salaries paid to principals and assistant principals.
☒	131	Salaries paid to licensed teachers, including those with associate status who teach students in special education.
☒	132	Salaries paid to substitute teachers who teach students in special education.
☒	133	Salaries paid to replacement teachers covering teachers who teach students in special education programs on sabbatical leave.

Allowable	Object/Function Code	Code Description
☒	141	Salaries paid to attendance specialists and social workers who work directly with students in special education and the work that is related directly to students' IEPs.
☐	142	Guidance counselors must be employees of an LEA or contracted with an LEA. Costs must be IEP-driven or related to the evaluation of a student. Day-to-day costs of services provided to all students are not allowed. If the position is not 100% dedicated to special education, work must be documented with personnel activity reports. Only time devoted to students with disabilities and special education activities is allowable. Salaries paid to guidance personnel who work directly with students in special education programs and the work that is related directly to students' IEPs.
☒	143	Salaries paid to health personnel who are properly licensed and who are assigned to work with students in special education programs and the work that is related directly to students' IEPs. Health personnel costs must be IEP-driven or related to the evaluation of a student. Day-to-day costs of nursing services provided to all students are not allowed. Only the actual time providing related services required by IEPs or performing evaluations is allowed. If the position is not dedicated 100% to special education, school nurses must document their work with personnel activity reports.

Allowable	Object/Function Code	Code Description
☒	144	Salaries paid to psychological services providers. Properly licensed personnel providing for the identification and evaluation of students with disabilities and for instructional or treatment services.
☒	145	Salaries paid to licensed media personnel.
☒	151	Salaries paid to accounting, purchasing and other business service professional personnel.
☒	152	Secretarial personnel assigned to work directly with special education programs.
☒	161	Teachers' aides and paraprofessionals who teach students in special education and are properly trained and supervised by licensed special education personnel.
☒	162	Unlicensed media personnel.
☒	171	Salaries paid to student transportation supervisor/director.
☐	172	Salaries paid to bus drivers when related directly to students' IEPs.
☒	173	Salaries paid to mechanics and other garage employees.

Allowable	Object/Function Code	Code Description
	174	Salaries paid to other student transportation employees not identified in any of the other 17x codes when related directly to students' IEPs.
	175	Salaries paid to bus aides when related directly to students' IEPs.
	181	Salaries paid to maintenance supervisor/director.
	182	Salaries paid to custodial and maintenance personnel.
	184	Salaries paid to technology personnel who work directly with students in special education programs and the work that is related directly to students' IEPs.
	191	Salaries paid to food service personnel.
	195	Salaries paid to athletic coaches.
	198	Salaries paid to classified personnel other than those coded to Object 170 or 180.

TABLE 10: ALLOWANCES FOR FEDERAL (IDEA) SPECIAL EDUCATION FUNDS (200-290)

Allowable	Object/Function Code	Code Description
☒	200 (Header Only – Do Not Use)	Employee Benefits – Amounts paid by the LEA on behalf of employees; these amounts are not included in the gross salary but are over and above. Such payments are fringe benefits. While not paid directly to employees, they are part of the cost of personnel services.
☒	210	State retirement – Employer's share of the cost of the State retirement plan (LEA 401(k) contributions to URS are coded here).
☒	220	Social security – Employer's share of the cost of social security contributions.
☒	230	Local retirement (for individual special education personnel).
☒	240	Group insurance (licensed and classified personnel assigned to programs for students with disabilities-prorated, if part-time).
☒	241	If the LEA wishes to track these separately, group insurance licensed personnel.
☒	242	If the LEA wishes to track these separately, group insurance classified personnel.
☒	270	Industrial Insurance/Worker's Compensation Insurance – (licensed and classified personnel assigned to programs for students with disabilities—prorated, if part-time).
☒	280	Unemployment insurance (for individual special education personnel).
☒	290	Other employee benefits (for individual special education personnel). Includes post-employment benefits for special education personnel.

TABLE 11: ALLOWANCES FOR FEDERAL (IDEA) SPECIAL EDUCATION FUNDS (300-350)

Allowable	Object/Function Code	Code Description
	300 (Header Only – Do Not Use)	Purchased Professional and Technical Services – Purchased services which by their nature can be performed only by persons with specialized skills and/or knowledge. Although a product may or may not result from the transaction, the primary reason for the purchase is the service provided. Excluded are services purchased from another LEA (see Objects 590-592).
	310	Official/Administrative Services – Services in support of the various policymaking and managerial activities of the LEA. Includes management consulting activities oriented to general governance or business and financial management of the LEA, school management support activities, and election and tax assessing and collection services.
	320	Professional Educational Services – Services supporting the instructional program and its administration. Includes instructional services, counseling and guidance services, and library and media support.

Allowable	Object/Function Code	Code Description
☒	330	Employee Training and Development – Services supporting the professional and technical development of school district personnel, including instructional, administrative, and service employees. Includes course registration fees (that are not tuition reimbursement), charges from external vendors to conduct training courses (at either school district facilities or off-site), and other expenditures associated with training or professional development by third-party vendors including conference or workshop registration fees associated with conferences or workshops that do not require an overnight stay (those that do require an overnight stay should be coded to Object 580). All expenditures should be captured in this account regardless of the type or intent of the training course or professional development activity. Training for instructional staff should be used with Function 2213 when directly related to the special education program (usually used with Functions 2570 and 3100).
☒	340	Other Contracted Professional Services. Professional services other than educational in support of the operation of the LEA. Included are the services of accountants, auditors, architects, engineers, consultants, dentists, medical doctors, teachers, therapists, audiologists, dieticians, editors, negotiations specialists, planners, etc.
☒	341	Other Contracted Professional Services – Teacher salaries for those working directly with students in special education programs including job coaches

Allowable	Object/Function Code	Code Description
☒	342	Other Contracted Professional Services – Teacher benefits for those working directly with students in special education programs.
☒	343	Other Contracted Professional Services – LEA administration salaries (Special Education Director or Coordinator only).
☒	344	Other Contracted Professional Services – LEA administration benefits (Special Education Director or Coordinator only).
☒	345	Other Contracted Professional Services – Business Services.
☐	349	Purchased Legal Services – Payments made for contracted legal services. Contracted staff training, in-service, or policy development and review are allowable. Not allowable: Attorney fees for IDEA State complaints, due process hearings, representation at IEP Team meetings, facilitated IEP Team meetings, mediation sessions, or any student-
☒	350	Technical Services – Contracted services to the LEA which are not regarded as professional but require basic scientific knowledge and/or manual skills. Includes data processing services, system analysts, purchasing and warehousing services, graphic arts etc.

TABLE 12: ALLOWANCES FOR FEDERAL (IDEA) SPECIAL EDUCATION FUNDS (400-490)

Allowable	Object/Function Code	Code Description
	400 (Header Only – Do Not Use)	Purchased Property Services – Amounts paid for services rendered by organizations or personnel not on the payroll of the LEA to operate, repair, maintain, insure, and rent property owned and/or used by the LEA.
	410	Utility Services – Expenditures for utility services other than energy services supplied by public or private organizations. Water and sewage as well as garbage collection/disposal services are included here (telephone services are coded to Object 530).
	411	Water/Sewage related to the operation of special education only building.
	412	Disposal Service related to the operation of special education only building.
	420	Cleaning Services – Services purchased to provide custodial and other building cleaning services other than those provided by LEA personnel.
	430	Repairs and Maintenance Services – Expenditures for repairs and maintenance services not provided directly by LEA personnel and includes both non-technology and technology-related repairs and maintenance for programs for students with disabilities.
	431	Non-Technology Repairs and Maintenance for programs for students with disabilities.

Allowable	Object/Function Code	Code Description
	432	Technology-Related Repairs and Maintenance for programs for students with disabilities.
	433	Custodial Services.
	440	Costs for temporary and long-term renting or leasing of land and buildings, equipment and vehicles, and computers, and related equipment. LEAs may rent space for alternative special education programs under the following limited circumstances: the special education program must be housed off district property, it must serve only students with disabilities, and it must be required as part of the student's placement. A detailed description is required in the grant budget.
	441	Rental of land and buildings.
	442	Rental of Equipment and Vehicles – Costs for temporary and long-term rental of equipment and vehicles for programs for students with disabilities.
	443	Rental of Computers and Related Equipment – Costs for temporary and long-term rental of computers and related equipment for programs for students with disabilities.

Allowable	Object/Function Code	Code Description
	450	Construction Services – Costs for constructing, renovating, and remodeling buildings or infrastructure assets by contractors (use only with Function 4000). Capital assets being constructed are coded here whereas capital assets being purchased are coded to Object 7xx.
	490	Other Purchased Property Services – Purchased property services that are not classified above.

TABLE 13: ALLOWANCES FOR FEDERAL (IDEA) SPECIAL EDUCATION FUNDS (500-550)

Allowable	Object/Function Code	Code Description
	500 (Header Only – Do Not Use)	Amounts paid for services rendered by organizations or personnel not on the payroll of the LEA other than Professional and Technical Services (300) or Property Services (400)
	510	Student Transportation Services (to/from school) – when related directly to students' IEPs.
	511	Student Transportation Services (from another LEA within the State) – when related directly to students' IEPs.
	512	Student Transportation Services (from another LEA outside of State) – when related directly to students' IEPs.
	513	Student Transportation Services (commercial) – when related directly to students' IEPs.

Allowable	Object/Function Code	Code Description
	514	Student Transportation Services (student allowances) – when related directly to students' IEPs.
	515	Payments in lieu of transportation when related directly to students' IEPs.
	516	Payments in lieu of dead miles when related directly to students' IEPs.
	517	Student travel overnight when related directly to students' IEPs.
	518	Student Day Trips/Field Trips (including admission charges) when related directly to students' IEPs.

Allowable	Object/Function Code	Code Description
	520	Insurance (Other than employee benefits) – Expenditures for all types of insurance coverage such as property (the loss of or damage to property owned or leased by the LEA from fire, theft, storm, etc.) and liability (loss caused by school board members and their employees due to accident or neglect, or judgments awarded against the LEA or its officers). Premiums for fidelity bonds guaranteeing the LEA against losses resulting from the actions of the treasurer, employees, or other persons of the LEA. Expenditures made in lieu of fidelity bonds. (Payments of judgments awarded against the LEA, not covered by insurance or fidelity bonds, are coded to Object 820. Employee insurance costs provided as benefits such as group medical, dental, workmen's compensation, etc., are coded to Object 2xx. Pupil transportation insurance are coded to Object 510.)
	521	Property Insurance.
	522	Liability Insurance.
	523	Fidelity Bond Premiums.

Allowable	Object/Function Code	Code Description
	530	Communication devices are allowed ONLY for special education activities. If a device is also used for other non- special education activities, documentation is required of the extent to which it is used for special education and the other activities. Costs for personal use are not allowed. Communication (Telephone and Other) – Services provided by persons or businesses to assist in transmitting and receiving messages or information. This category includes telephone and voice communication services; data communication services to establish or maintain computer-based communications, networking, and internet services; video communications services to establish or maintain one- or two-way video communications via satellite, cable, or other devices; and postal communications services to establish or maintain postage machine rentals, postage, express delivery services, and couriers. Includes license fees and fees for services such as subscriptions to research materials over the internet. (Expenditures for software are coded to Object 650 [if not capitalized] or Object 736 [if eligible for capitalization.]).
	540	Advertising – Expenditures for printed announcements in professional periodicals and newspapers or announcements broadcast by radio and television networks. These expenditures include advertising for such purposes as personnel recruitment.

Allowable	Object/Function Code	Code Description
	550	Printing and Binding – Expenditures for job printing and binding usually according to specifications of the LEA. Includes the designing and printing of forms and posters as well as printing and binding of LEA publications. (Preprinted standard forms are coded to Object 610.)

TABLE 14: ALLOWANCES FOR FEDERAL (IDEA) SPECIAL EDUCATION FUNDS (560-580)

Allowable	Object/Function Code	Code Description
	560 (Header Only – Do Not Use)	Tuition – Expenditures to reimburse other educational agencies for services rendered to students residing in the legal boundaries described for the paying LEA.
	561	Tuition – To other LEAs within the State. Tuition for a preschool program is allowed if charged for a placement made by an LEA to provide a student with a FAPE. Only the cost of the time necessary to provide FAPE is allowed, including time when special education services are provided by LEA staff in the preschool setting. If the parent enrolls the student in the non-LEA preschool program for additional time, the parent is responsible for the tuition, and the cost of the additional time is not allowed.

Allowable	Object/Function Code	Code Description
	562	Tuition – To other LEAs outside the State. Tuition for a preschool program is allowed if charged for a placement made by an LEA to provide a student with a FAPE. Only the cost of the time necessary to provide FAPE is allowed, including time when special education services are provided by LEA staff in the preschool setting. If the parent enrolls the student in the non-LEA preschool program for additional time, the parent is responsible for the tuition, and the cost of the additional time is not allowed.
	563	Tuition – To private schools. Tuition for a preschool program is allowed if charged for a placement made by an LEA to provide a student with a FAPE. Only the cost of the time necessary to provide FAPE is allowed, including time when special education services are provided by LEA staff in the preschool setting. If the parent enrolls the student in the non-LEA preschool program for additional time, the parent is responsible for the tuition, and the cost of the additional time is not allowed.
	564	Tuition – To charter schools within the State. Tuition for a preschool program is allowed if charged for a placement made by an LEA to provide a student with a FAPE. Only the cost of the time necessary to provide FAPE is allowed, including time when special education services are provided by LEA staff in the preschool setting. If the parent enrolls the student in the non-LEA preschool program for additional time, the parent is responsible for the tuition, and the cost of the additional time is not allowed.

Allowable	Object/Function Code	Code Description
	565	Tuition – To postsecondary schools. Tuition for a preschool program is allowed if charged for a placement made by an LEA to provide a student with a FAPE. Only the cost of the time necessary to provide FAPE is allowed, including time when special education services are provided by LEA staff in the preschool setting. If the parent enrolls the student in the non-LEA preschool program for additional time, the parent is responsible for the tuition, and the cost of the additional time is not allowed.
	568	Student tuition to other LEAs or voucher programs Tuition for a preschool program is allowed if charged for a placement made by an LEA to provide a student with a FAPE. Only the cost of the time necessary to provide FAPE is allowed, including time when special education services are provided by LEA staff in the preschool setting. If the parent enrolls the student in the non-LEA preschool program for additional time, the parent is responsible for the tuition, and the cost of the additional time is not allowed.
	569	Tuition – Other. Tuition for a preschool program is allowed if charged for a placement made by an LEA to provide a student with a FAPE. Only the cost of the time necessary to provide FAPE is allowed, including time when special education services are provided by LEA staff in the preschool setting. If the parent enrolls the student in the non-LEA preschool program for additional time, the parent is responsible for the tuition, and the cost of the additional time is not allowed.

Allowable	Object/Function Code	Code Description
☒	570	Food Service Management – Expenditures for the operation of a local food services facility other than by employees of the LEA. Includes contracted services, such as food preparation, associated with the food service operation. (Use only with Function 3100.)
☒	580	Approved Travel for Personnel (in conjunction with their assignments to special education programs/services) – Expenditures for transportation, meals, hotel, conference registration, and other expenses associated with overnight staff travel for the LEA. Includes payments for per-diem in lieu of reimbursements for staff travel costs. Registration Fees for Conferences and Workshops If attendance at the conference or workshop requires an overnight stay, the registration fee should be considered as part of the travel cost and coded to Object 580. The “overnight stay” criteria should be applied to all components of the travel cost including airfare, lodging, meals, ground transportation, etc. If attendance at the conference or workshop does not require an overnight stay, the registration fee should be considered professional development and coded to Object 330.

TABLE 15: ALLOWANCES FOR FEDERAL (IDEA) SPECIAL EDUCATION FUNDS (590-689)

Allowable	Object/Function Code	Code Description
	590 (Header Only – Do Not Use)	Inter-educational, Interagency Purchased Services – Purchased services other than those described above. Payments to another LEA outside the State for services rendered, other than tuition and transportation fees, are coded here. Examples of such services are data processing, purchasing, nursing and guidance. Where a question arises as to whether to code such payments to the 300 series Objects or to Object 592, 592 should be used in order that all inter- LEA payments can be eliminated when consolidating reports from multiple LEAs at State and Federal levels.
	591	Services purchased from another LEA within the State.
	592	Services purchased from another LEA outside the State.
	610	General Supplies – Expenditures for all special education program supplies (other than those listed below) for the operation of an LEA, including freight. A more thorough classification of general supplies is achieved by identifying the object with the function. (Use with all Functions except 5000.)
	615	Student Uniforms, clothing – Expenditures related to special shoes or items of clothing a school requires a student to wear related to a curricular, cocurricular or extra-curricular activity. General school uniforms are coded to Object 610.

Allowable	Object/Function Code	Code Description
	621	Natural Gas related to the operation of special education only building.
	622	Electricity related to the operation of special education only building.
	623	Bottled Gas related to the operation of special education only building.
	624	Fuel Oil related to the operation of special education only building.
	625	Coal related to the operation of special education only building.
	626	Motor Fuel (Gasoline and Diesel) – for vehicles used for programs for students with disabilities.
	629	Other.
	630	Expenditures for food to operate the school food service program. Food used in instructional programs is coded to Object 610.

Allowable	Object/Function Code	Code Description
①	640	Expenditures for books, textbooks, and periodicals, whether in physical or electronic form, prescribed and available for general use by students, including any reference books. Includes workbooks or other organized systems or learning packages which constitute the instructional vehicle for a given course, subject, or grade level or a significant portion of a given course, subject, or grade level. This category also includes the cost of textbook and library book binding or repairs, as well as textbooks which are purchased to be resold or rented. Includes expenditures for purchases of library books, whether in physical or electronic form, which are those books provided for enrichment, extension, or study in depth. The materials may be general or specialized in nature. These are books purchased for general use and not primarily for use in certain classes, grades, or other particular student groups. They include reference sets and dictionaries.
①	641	Textbooks for special education programs/services.
①	642	eTextbooks for special education programs/services.
①	644	Library books for special education programs/services.

Allowable	Object/Function Code	Code Description
	650	If an LEA has decided to equip classrooms in a school and charges the IDEA grant a prorated amount based upon the number of students with disabilities in the school, acquisition of computers is NOT an excess cost, and therefore NOT allowed. The equipment is an excess cost when related to the unique needs of a particular student with a disability. It may be provided in a regular education class or other education-related setting, even if one or more students who are nondisabled benefit. When the equipment is no longer needed to meet the unique needs of a student with a disability, it must be managed or disposed of in accordance with 34 CFR § 80.32. Technology-related supplies include supplies that are typically used in conjunction with technology-related hardware or software, security equipment, where per unit costs are less than \$5,000. Some examples are CDs, flash or jump drives, parallel cables, and monitor stands. E-readers, including Kindles, and iPads, that fall below capitalization thresholds should be reported here as well. Software costs below the capitalization threshold should be reported here. Licenses and fees for services such as subscriptions to research materials over the Internet should be reported under 530 Communications.
	670	Software – used directly with special education programs/services and is related directly to students’ IEPs.

Allowable	Object/Function Code	Code Description
	680	Maintenance Supplies and Materials – Expenditures for lubricants for school buses and other equipment, tires and tubes for school buses and other equipment, repair parts for school buses, other vehicles, and garage equipment for vehicles used only for/by the special education program.
	681	Lubricants for vehicles used only for/by the special education program.
	682	Tires and tubes for vehicles used only for/by the special education program.
	683	Repair parts for buses and other vehicles used only for/by the special education program.
	684	Repair parts for garage equipment.
	689	Miscellaneous for vehicles used only for/by the special education program.

TABLE 16: ALLOWANCES FOR FEDERAL (IDEA) SPECIAL EDUCATION FUNDS (700-795)

Allowable	Object/Function Code	Code Description
	700 (Header Only – Do Not Use)	Property – Expenditures for acquiring capital assets, including land, existing buildings, existing infrastructure assets, and equipment. Typically, these are assets that individually exceed the capitalization threshold established by the LEA.

Allowable	Object/Function Code	Code Description
	710	Land and Site Improvements – Expenditures for the purchase of land and the improvements thereon. Includes purchases of air rights, mineral rights and the like are included here, as well as special assessments against the LEA for capital improvements such as streets, curbs, and drains. (Expenditures for improving sites and adjacent ways after acquisition by the LEA are generally coded to Object 450 or 340 as appropriate.)
	720	Buildings – Expenditures for acquiring existing buildings, major permanent structural alterations, renovations, fire protection systems, and other service systems. Includes are expenditures for installment or lease payments (except interest) which have a terminal date and result in the acquisition of buildings, except payments to public school-housing authorities or similar agencies. Excludes expenditures for the contracted construction of buildings, contracted major permanent structural alterations, and for the initial or additional installation of heating and ventilating systems, electrical systems, plumbing systems, fire protection systems, and other service systems in existing buildings which are coded to Object 450. Also excludes buildings built and alterations performed by the LEA staff which are coded as Salary and Benefits (100 and 200), Supplies (610), or Equipment (730), etc.

Allowable	Object/Function Code	Code Description
	730	LEAs' computer networking costs are provided LEA-wide and are not excess costs of special education. Equipment for the special education programs and for special education services. Includes items that individually exceed the capitalization threshold established by the LEA. Examples: machinery such as lathes or drill presses or printing presses, etc.; school buses; non-bus vehicles; furniture; technology-related equipment and technology infrastructure such as network equipment, servers, and software used for educational or administrative purposes; etc.`
	731	Machinery.
	732	School Buses. Vehicles purchased with IDEA funds may be used ONLY to transport students with disabilities who require special assistance in transportation (special transportation or additional transportation), including students with disabilities attending regular classes. Buses or other vehicles purchased and used in part for students with disabilities may be purchased with a prorated portion of IDEA funds. A detailed description is required in the grant budget. Costs must be necessary and reasonable. LEAs must have prior approval from the USBE to use IDEA funds to purchase a vehicle.
	733	Furniture and fixtures for special education programs/services.

Allowable	Object/Function Code	Code Description
☒	734	Technology related hardware for special education programs/services.
☒	735	Non-bus vehicles.
☒	736	Technology software for special education programs/services.
☒	739	Other equipment for special education programs/services.
☒	740	Infrastructure – Expenditures for purchased infrastructure assets by the LEA. Includes water/sewer systems, roads, bridges, and other assets that have significantly longer useful lives than other capital assets.
☒	750	Other Intangible Assets – Expenditures for intangible assets not coded in Object 734 or 736.
☒	790	Depreciation and Amortization – The portion of the cost of an asset which is charged as an expense during a particular period. In accounting for depreciation/amortization, the cost of an asset, less any salvage value, is apportioned over the estimated service life of such an asset, and each period is charged with a portion of such cost. Through this process, the cost of the asset is ultimately charged off as an expense. (Only use in Enterprise Funds and Non-Profit organizations.)

Allowable	Object/Function Code	Code Description
☒	795	Lease depreciation and amortization.

TABLE 17: ALLOWANCES FOR FEDERAL (IDEA) SPECIAL EDUCATION FUNDS (800-890)

Allowable	Object/Function Code	Code Description
☒	800 (Header Only – Do Not Use)	Debt Service and Miscellaneous – Amounts paid to service debt as well as for goods and services not otherwise classified above.
☒	810	Dues and Fees – Expenditures or assessments for membership in professional or other organizations or associations, or payments to a paying agent for services rendered for special education programs/services.
☒	820	Judgments Against the LEA – Expenditures from current funds for all judgments (except as indicated below) against the LEA that are not covered by liability insurance but are of a type that might have been covered by insurance. Only amounts paid as the result of court decisions are recorded here. Judgments against the LEA resulting from failure to pay bills or debt service are coded under the appropriate expenditure accounts as though the bills or debt service had been paid when due. (Use only with Function 2310.)
☒	830	Interest on Debt – Expenditures for interest on bonds or notes. (Use only with Function 5000.) Expenditures for interest on short-term debt or tax anticipation notes. (Use only with Function 2510.)

Allowable	Object/Function Code	Code Description
☒	831	Interest on leases.
☒	833	Bond issuance costs other than on refundings. The amortization of bond discounts which are the portion of the sale of bonds below their par value that represents an adjustment of the interest rate. (Use only with Function 5000.) (Amortization of bond premiums is coded to a revenue code.)
☒	840	Outlays from current funds to retire bonds, and long-term loans. (Use only with Function 5000.)
☒	841	Outlays for leases.
☒	845	Bond issuance costs on refundings. (Use only with Function 5000.)
☒	850	This account is provided for the budgeting of appropriations. Expenditures to be paid from the contingency should be coded to the appropriate function and object classification.
☒	860	Indirect Costs (Non-restricted) – Indirect costs chargeable to grants which are subject to regulations or policies but costs include certain additional elements such as space, custodial and utility costs in the calculation of the rate.

Allowable	Object/Function Code	Code Description
☒	870	Indirect Costs (Restricted) – The LEA's restricted indirect cost rate is calculated by the USBE. Individual costs may not be charged both directly to the grant and to the indirect cost pool. Indirect costs chargeable to grants which are subject to regulations or policies limiting the amount of allowable indirect costs.
☒	890	Amounts paid for goods or services not properly classified in one of the Objects included above.

TABLE 18: ALLOWANCES FOR FEDERAL (IDEA) SPECIAL EDUCATION FUNDS (1000-2190)

Allowable	Object/Function Code	Code Description
☒	1000	Instruction – Activities dealing directly with the interaction between teachers and students. Teaching may be provided for students in a school classroom, in another location such as a home or hospital, and in other learning situations such as those involving co-curricular activities. It may also be provided through some other medium such as television, radio, telephone, and correspondence. Includes the activities of aides or assistants of any type (e.g., clerk, graders, teaching machines, etc.) which assist in the instructional process.
☒	2100	Support Services (Students) – Those activities that are designed to assess and improve the well-being of students and to supplement the teaching process.

Allowable	Object/Function Code	Code Description
☒	2110	Attendance and Social Workers – Those activities that are designed to assess and improve student attendance at school that attempt to prevent or solve student problems involving the home, the school, and the community and the work that is related directly to students' IEPs.
☒	2120	Guidance Services – Those activities of counseling students and parents, providing consultation with other staff members on learning problems, assisting students in personal and social development, assessing the abilities of students, assisting students as they make their own educational and career plans and choices, providing referral assistance, and working with other staff members in planning and conducting guidance programs for students and the work that is related directly to students' IEPs.
☒	2130	Health Services – Physical and mental health services that are not direct instruction such as activities that provide students with appropriate medical, dental, and nurse services and the work that is related directly to students' IEPs. Costs for claiming Medicaid funds, including third-party administrators. The costs for administering the Medicaid school-based services (SBS) program, including fixed fees charged by third-party administrators, are eligible costs under the SBS program, either as direct costs or through the non-restricted indirect cost rate. Costs for administering the Medicaid SBS program may not be charged to the IDEA grant, because they are not necessary for the performance of the IDEA grant.

Allowable	Object/Function Code	Code Description
☒	2140	Psychological Services – Activities concerned with administering psychological tests and interpreting the results; gathering and interpreting information about student behavior; and working with other staff members in planning school programs to meet the special needs of students and related directly to students' IEPs.
☒	2150	Speech Pathology and Audiology Services – Activities that identify, assess, and treat students with speech, hearing, and language impairments.
☒	2160	Occupational Therapy Related Services – Activities that assess, diagnose, or treat students for all conditions requiring the services of an occupational therapist.
☒	2170	Physical Therapy Related Services – Activities that assess, diagnose, or treat students for all conditions requiring the services of a physical therapist.
☒	2180	Visually Impaired/Vision Services – Activities that assess diagnose or treat students for all conditions relating to visual impairment.
☒	2190	Other Support Services (Students).

TABLE 19: ALLOWANCES FOR FEDERAL (IDEA) SPECIAL EDUCATION FUNDS (2200-2400)

Allowable	Object/Function Code	Code Description
☒	2200	Support Services (Instructional Staff Assistance) –Activities associated with assisting the instructional staff with the content and process of providing learning experiences for students with disabilities and when uniquely related to the special education program.
☒	2210	Improvement of Instruction Services – Those activities that are designed primarily for assisting instructional staff in planning, developing, and evaluating the process of planning, developing, and evaluating the process of providing learning experiences for students that include curriculum development, techniques of instruction, child development and understanding, staff training, etc., when uniquely related to the special education program.
☒	2212	Instruction and Curriculum Development Services – Activities designed to aid teachers in developing the curriculum, preparing and utilizing special curriculum materials, and understanding and appreciating the various techniques which stimulate and motivate students when uniquely related to the special education program.
☒	2213	Instruction Staff Training Services – Activities designed to contribute to the professional or occupational growth and competence of members of the instructional staff during the time of their service to the LEA or school that include workshops, demonstrations, school visits, courses for college credit, sabbatical leaves, and travel leaves when uniquely related to the special education program.

Allowable	Object/Function Code	Code Description
☒	2219	Other Improvement of Instruction Services (when uniquely related to the special education program).
☒	2220	Library/Media Services – Activities concerned with directing, managing, and supervising educational media services (e.g., supervisory personnel) as well as such activities as selecting, acquiring, preparing, cataloging, and circulating books and other printed materials; planning for the use of the library by students, teachers, and other members of the instructional staff; and guiding individuals in their use of library books, reference guides and materials, catalog materials, special collections, and other materials, whether maintained separately or as part of an instructional materials center and when uniquely related to the special education program
☒	2230	Instruction Related Technology – Technology activities and services for the purpose of supporting instruction which include expenditures for internal technology support as well as support provided by external vendors using operating funds, costs associated with the administration and supervision of technology personnel, systems planning and analysis, systems application development, systems operations, network support services, hardware maintenance and support services, and other technology-related costs that relate to the support of instructional activities when uniquely related to the special education program.

Allowable	Object/Function Code	Code Description
☒	2240	Academic Student Assessment – Services rendered for the academic assessment of students that are not initiated by the teacher, but by the LEA or USBE when uniquely related to the special education program.
☒	2290	Other Support Services (Instructional Staff) – Services uniquely provided to the special education program.
☐	2300	Support Services (General LEA Administration) – activities concerned with establishing and administering policy in connection with operating the LEA that include: Board of Education Services – Activities of the elected body that have been created according to State law and vested with responsibilities for educational activities in a given administrative unit. Executive Administration – Activities associated with the overall general administration of or executive responsibility for the entire LEA (Office of the Superintendent, Community Relations, State and Federal Relations, and Other Executive Administration).

Allowable	Object/Function Code	Code Description
	2400	Support Services (School Administration) – Activities concerned with overall administrative responsibility for a single school that include: Office of the Principal – Activities concerned with directing and managing the operation of a particular school or schools. Included are the activities performed by the principal, assistant principals, and other assistants in general supervision of all operations of the school; evaluation of the staff members of the school; assignment of duties to staff members; supervision and maintenance of the school records; and coordination of school instructional activities with instructional activities of the LEA. Includes clerical staff for those activities.

TABLE 20: ALLOWANCES FOR FEDERAL (IDEA) SPECIAL EDUCATION FUNDS (2500-2790)

Allowable	Object/Function Code	Code Description
	2500	Support Services (Central Services) – Activities that support other administrative and instructional functions.
	2510	Fiscal Services – Activities concerned with the fiscal operations of the LEA. This function includes budgeting, receiving and disbursing, financial and property accounting, payroll, inventory control, internal auditing, and funds managing.
	2520	Purchasing, Warehousing, and Distributing Services – Activities concerned with purchasing, receiving, storing, and distributing supplies and materials used in schools or school system operations.

Allowable	Object/Function Code	Code Description
	2530	Printing, Publishing, and Duplicating Services – The activities of printing and publishing administrative publications such as annual reports, school directories, and manuals. Also includes centralized services for duplicating school materials and instruments such as school bulletins, newsletters, and notices.
	2540	Planning, Research, Development, and Evaluation Services – Activities associated with conducting and managing system-wide programs of planning, research, development, and evaluation for a school system.
	2560	Public Information Systems – Activities concerned with writing, editing, and other preparation necessary to disseminate educational and administrative information to students, staff, managers, and the general public.
	2570	Personnel Services – Activities concerned with maintaining efficient personnel for the school system including supervision of personnel services, recruitment and placement, personnel information, noninstructional personnel training, health services for LEA employees, and other personnel services.
	2580	Administrative Technology Services – Activities concerned with supporting the LEA's information technology systems, including supporting administrative networks, maintaining administrative information systems, and processing data for administrative and managerial purposes.
	2590	Other Support Services.

Allowable	Object/Function Code	Code Description
①	2600	Operation and Maintenance of Plant Services – Activities concerned with keeping the physical plant open, comfortable, and safe for use, and keeping the grounds, buildings, and equipment in an effective working condition and state of repair. Includes activities that maintain safety in buildings, on the grounds, and in the vicinity of schools are included. Only allowable when uniquely related to the operation of to stand alone special education programs, postsecondary transition programs and special education preschools.
①	2610	Operation of Buildings – Activities concerned with keeping the physical plant clean and ready for daily use Includes operating the heating, lighting, and ventilating systems, and repair and replacement of facilities and equipment, as well as the costs of building rental and property insurance. Only allowable when uniquely related to the operation of to stand alone special education programs, postsecondary transition programs and special education Preschools
①	2620	Maintenance of Buildings – Activities associated with keeping buildings at an acceptable level of efficiency through repairs and preventative maintenance. Only allowable when uniquely related to the operation of to stand alone special education programs, postsecondary transition programs and special education preschools

Allowable	Object/Function Code	Code Description
	2630	Care and Upkeep of Grounds Services – Activities of maintaining the land and its improvements other than buildings. Includes snow removal, landscaping, grounds maintenance, etc. Only allowable when uniquely related to the operation of to stand alone special education programs, postsecondary transition programs and special education preschools
	2640	Care and Upkeep of Equipment Services – Activities concerned with maintaining, in good condition, equipment owned or used by the LEA. Includes activities such as servicing and repairing furniture, machines, and movable equipment, etc. Only allowable when uniquely related to the operation of to stand alone special education programs, postsecondary transition programs and special education preschools
	2650	Vehicle Servicing and Maintenance Services – Activities concerned with maintaining general-purpose vehicles such as trucks, tractors, graders, and staff vehicles in good condition. Includes activities such as repairing vehicles, replacing vehicle parts, cleaning, painting, greasing, fueling, and inspecting vehicles for safety (i.e., preventive maintenance). Only allowable when uniquely related to the operation of to stand alone special education programs, postsecondary transition programs and special education preschools.
	2660	Security Services – Activities concerned with maintaining a secure environment for students and staff, whether they are in transit to or from school, on a campus or administrative facility, or participating in school-sponsored events.

Allowable	Object/Function Code	Code Description
	2670	Safety – Activities concerned with maintaining a safe environment for students and staff, whether they are in transit to or from school, on a campus or administrative facility, or participating in school-sponsored events. Includes fire alarms, crossing guards, as well as other costs incurred to ensure the basic safety of students and staff.
	2680	Other Operation and Maintenance of Plant Services.
	2700	Student Transportation Services – Activities concerned with the conveyance of students to and from school, as provided by State law. Includes trips between home and school and trips to school activities.
	2710	Vehicle Operation Services – Activities concerned with operating vehicles for pupil transportation from the time the vehicles leave the point of storage until they return to that point. Includes driving buses or other pupil transportation vehicles.
	2720	Monitoring Services – Activities concerned with supervising students in the process of being transported between home and school and while being transported for school activities. Includes supervision while in transit and while being loaded and unloaded and directing traffic at the loading and unloading stations.

Allowable	Object/Function Code	Code Description
	2730	Vehicle Servicing and Maintenance Services – Activities concerned with maintaining pupil transportation vehicles in good condition, including repairing vehicles; replacing vehicle parts; and cleaning, painting, greasing, fueling, and inspecting vehicles for safety. Replacing a vehicle chassis or body individually is considered equipment and is charged to property.
	2790	Other Student Transportation Services (Transportation Services from Special Activities).

TABLE 21: ALLOWANCES FOR FEDERAL (IDEA) SPECIAL EDUCATION FUNDS (3000-5900)

Allowable	Object/Function Code	Code Description
	3000	Operation of Non-Instructional Services – Activities concerned with providing non-instructional services to students, staff or the community.
	3300	Community Services – Activities concerned with providing community services to students, staff or other community participants which include community recreation programs, the operation of a community swimming pool, civic services, the operation of a public library, a childcare center, welfare activities services, LEA Foundations, and services provided to school-age children not related to public education.
	4000	Facilities Acquisition and Construction Services.

Allowable	Object/Function Code	Code Description
	4100	Land Acquisition Services Activities – Pertaining to the initial acquiring and improving land.
	4200	Land Improvement Services – Activities concerned with making permanent improvements to land, such as grading, fill, and environmental remediation.
	4300	Architecture and Engineering Services – The activities of architects and engineers related to site acquisition and improvement and to improvements to buildings. Codes are used with this function only for those preliminary activities that may or may not result in additions to the LEA's property. Otherwise, these services are used with Functions 4100, 4200, 4500, or 4600 as appropriate.
	4400	Educational Specification Development Services – Activities concerned with preparing and interpreting descriptions of specific space requirements for the various learning experiences of students to be accommodated in a building. These specifications are interpreted to the architects and engineers in the early stages of blueprint development.
	4500	Building Acquisition and Construction Services -Activities concerned with building acquisition through purchase or construction.
	4600	Site Improvement – Activities concerned with making nonpermanent improvements or enhancements to building sites. Includes fencing, walkways, tunnels, and temporary landscaping.

Allowable	Object/Function Code	Code Description
	4700	Building Improvement – Activities concerned with building additions and with installing or extending service systems and other built-in equipment.
	4900	Other Facilities Acquisition and Construction Services – Facilities acquisition and construction activities that cannot be classified above.
	5000	Debt Service – Activities related to servicing the long-term debt of the LEA, including payments of both principal and interest. This function should be used to account for bond interest payments, retirement of bonded debt (including current and advance refunds), capital lease payments, and other long-term notes. Interest on short-term notes or loans (repayable within one year of receiving the obligation) is used with Function 2510.
	5100	Bonds.
	5200	Tax Anticipation Notes.
	5300	Lease-Purchase Agreements.
	5900	Other Debt Service.

X.S. LEAST RESTRICTIVE ENVIRONMENT (LRE) (34 CFR § 300.114).

1. Each LEA must ensure that:

X. Special Education Funding

- a. To the maximum extent appropriate, students with disabilities, including students in public or private institutions or other care facilities (e.g., nursing homes), are educated with similar-aged students who are nondisabled; and
 - b. Special classes, separate schooling, or other removal of students with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. In the case of a student who is deaf or hard of hearing, consideration of a special class or school may be the least restrictive environment in that it provides opportunities for direct communication and instruction in the student's language and communication mode with professional personnel and peers.
 - c. LRE provisions apply to preschool and postsecondary transition programs and placement.
2. A state funding mechanism must not result in placements that violate the LRE requirements of these Rules III.P.–S.
 3. A state must not use a funding mechanism by which the state distributes funds on the basis of the type of setting in which a student is served that will result in the failure to provide a student with a disability a FAPE according to the unique needs of the student, as described in the student's IEP.

X.T. DOCUMENTATION DEMONSTRATING THAT FUNDS WERE USED FOR ALLOWABLE COMPENSATION—PERSONNEL SERVICES.

1. Documentation is required for personnel paid with State and Federal special education funds. Documentation requirements follow 2 CFR § 200.430.
2. Unless otherwise noted, the supporting documentation is sufficient if it conforms with the following requirements:
 - a. Be supported by a system of internal control which provides reasonable assurance that the charges are accurate, allowable, and properly allocated;
 - b. Be incorporated into official records;
 - c. Comply with established accounting policies and practices;

- d. Support the distribution of the employee's entire salary or wages among specific activities or cost objectives if the employee has more than one cost objective (Note: An employee may be paid out of multiple funding sources yet have only one cost objective.);
- e. State funds only: Sufficient documentation must reasonably reflect the total activity for which the employee is compensated by the LEA;
- f. Federal funds only: Sufficient documentation must reasonably reflect the total activity for which the employee is compensated by the LEA;
- g. Documented hours, activities, or costs must not exceed 100% of compensated activities encompassing both federally assisted and all other activities compensated by the LEA on an integrated basis.

X.U. PERMISSIVE USE OF FUNDS/INCIDENTAL BENEFIT: SERVICES AND SUPPORTS THAT ALSO BENEFIT STUDENTS WITHOUT DISABILITIES (34 CFR § 300.208(A)(1); UCA 53F-2-307.).

1. An LEA shall use special education program money to pay the costs of providing an LEA special education program, even if the programs or services provide an incidental benefit (occurring merely by chance or without intention or calculation) to a student who is not a student with a disability, including for the uses described in 34 C.F.R. Sec. 300.208.
2. Costs of providing an LEA special education program include only costs that are in excess of funds allocated to an LEA for general education.
 - a. Special education program money may be used only to pay the excess costs of providing special education and related services to children with disabilities.
 - b. Excess costs are those costs for the education of an elementary school or secondary school student with a disability that are in excess of the average annual per student expenditure in an LEA during the preceding school year for an elementary school or secondary school student, as may be appropriate.
 - c. An LEA must spend at least the average annual per student expenditure on the education of an elementary school or secondary school child with a disability.

3. In using special education program money, an LEA shall comply with federal regulations including:
 - a. The prohibition on comingling state special education program money with federal funds as described in 34 CFR § 300.162; and
 - b. The requirements described in 34 C.F.R. Sec. 300.203 regarding maintenance of effort.
4. An LEA may use state special education program money to supplement other state funds, local funds, or federal funds.
5. An LEA may not use state special education program money to supplant other state funds, local funds, or federal funds.
6. One or more students without a disability may benefit from specially designed instruction, related services, and supplementary aids and services if:
 - a. The special education intentionally plans for and is providing instruction related to specific needs of at least one student with a disability as outlined in the student's IEP;
 - b. The task does not require additional time beyond what is required to address the needs of at least one student with a disability as outlined in the student's IEP; and
 - c. The provision of FAPE or any IEP services are not compromised if the special education provider performs the task.

X.V. CORRELATION OF FISCAL REPORTS AND LEA MONITORING (R277-114).

1. In order to ensure accuracy, LEAs shall provide a procedure for program, financial, and statistical personnel to coordinate and correlate information required by the USBE. (Example: A count of students served, as reported in the UTREx data submission, must agree with the official attendance records maintained by the LEA.)
2. Documentation that may be reviewed during a fiscal monitoring visit, including state and federal special education funds:

TABLE 22: FISCAL MONITORING DOCUMENTATION

Category	Document Type	Rationale
Contracts	Signed and dated contracts.	To assure proper reporting of assigned duties, contracts may be reviewed.
IEPs	Student IEP documentation.	To justify time claimed, IEPs may be reviewed.
Interviews	Face-to-face, by phone, or email.	To clarify actual duties performed and to ensure LEA processes and procedures are appropriately documented and implemented, staff may be interviewed.
Job Descriptions	Documentation demonstrating personnel were assigned to work within the special education program.	To assure proper reporting of assigned duties/responsibilities of all personnel charged to State and Federal special education funds, job descriptions may be reviewed.
Official Records of Personnel Compensation	Official LEA records that demonstrate the distribution of an employee's entire salary or wages among specific activities or cost objectives, if the employee has more than one cost objective.	To ensure compliance with allowable State and Federal compensation documentation requirements, official records may be reviewed.
Payment Records	General ledgers, receipts, invoices, purchase orders, other documentation that supports the use of special education funds.	To verify amounts paid and funding source used, payment records may be reviewed.
Payroll Records	Time sheets or payroll records	To assure proper reporting of assigned duties for FTE and personnel contracted on an hourly basis, payroll records may be reviewed.
Qualifications	Licenses, certifications, other documentation that demonstrates qualifications.	To verify that personnel whose assignments require specific credentials/licensure (i.e., special education teachers, interpreters, occupational therapists, counselors, etc.), credentials may be reviewed.

Category	Document Type	Rationale
Training and/or Supervision Records	Copies of training materials and attendance sheets of personnel in attendance.	To assure the training and supervision of paraeducators is being provided, documentation of the training and supervision may be reviewed. In addition, documentation of the services provided to individual students by those paraeducators may be reviewed.
Work Products	Written documentation of work provided, such as assessment reports.	To verify that work is related to special education programs/ services, documentation of work (e.g., logs of services and supports provided, lesson plans, provider schedules, etc.) may be reviewed.

X.W. RESPONSIBILITIES OF THE UTAH STATE BOARD OF EDUCATION (USBE).

1. The purpose of the chart below is to help the USBE and other interested parties navigate funding throughout these Rules. Programming and funding are frequently interconnected in both federal and State law. This chart sets forth cited parts of these Rules where programming and funding are discussed together.

TABLE 23: RULES DISCUSSING PROGRAMMING AND FUNDING (USBE)

State Rule	Description	Federal Regulation
VIII.A.2.	General Supervisory Authority	UCA 53E-7-204A
VIII.B.1.-2.	State Eligibility	34 CFR § 300.100 34 CFR § 300.804
VIII.G.4.-7.	Secretary's Review and Determination Regarding State Performance	34 CFR §§ 300.604–300.607
VIII.H.1.	State Enforcement	34 CFR § 300.608
VIII.I.7.	USBE Reporting Requirements	34 CFR § 300.646
VIII.L.	Interagency Collaboration	34 CFR § 300.154

State Rule	Description	Federal Regulation
VIII.P.	Authorization, Allotment, Use of Funds, and Authorization of Appropriations (Subpart G)	34 CFR § 300.700 34 CFR § 300.162 34 CFR § 300.163 34 CFR § 300.166 34 CFR § 300.171 34 CFR § 300.704 34 CFR § 300.100 34 CFR § 300.812 34 CFR § 300.705
VIII.Q.	Preschool for Students with Disabilities (Subpart H)	34 CFR § 300.800 34 CFR § 300.812 34 CFR § 300.813 34 CFR § 300.814 34 CFR § 300.815 34 CFR § 300.816 34 CFR § 300.817
VIII.R.	USBE Responsibilities	34 CFR § 300.227 34 CFR § 300.222 34 CFR § 300.155 34 CFR § 300.223 34 CFR § 300.224
VIII.S.	Records Retention Requirements	34 CFR § 200.334
VIII.V.	Fiscal Monitoring Procedures	2 CFR § 200
VIII.Y.	State Administration	34 CFR § 300.199

X.X. RESPONSIBILITIES OF THE LEA.

1. The purpose of the chart below is to help LEAs and other interested parties navigate funding throughout these Rules. Programming and funding are frequently interconnected in both Federal and State law. This chart sets forth cited parts of these Rules where programming and funding are discussed together.

TABLE 24: RULES DISCUSSING PROGRAMMING AND FUNDING (LEAs)

State Rule	Description	Federal Regulation
VI.B.	Students with Disabilities Enrolled by their Parent (s) in Private Schools when FAPE is not at Issue (unilateral placement)	34 CFR § 300.130
IX.A.	LEA Eligibility for IDEA Part B Funds	34 CFR § 300.211 34 CFR § 300.212 34 CFR § 300.220
IX.B.	Use of Part B Funds By the LEA	34 CFR §§ 300.200-206 and 300.208
IX.C.	Coordinated Early Intervention Services	34 CFR § 300.226
IX.E.	Funded Prevalence of Disabling Conditions	UCA 53F-2-307A
IX.G.2.b.	Routine Checking of Hearing Aids and External Components of Surgically Implanted Medical Devices	34 CFR § 300.113
IX.I.	Purchase of Instructional Material in Accessible Formats	34 CFR § 300.210

X.Y. RECOVERY OF STATE AND FEDERAL SPECIAL EDUCATION FUNDS FOR STUDENTS WHO ARE MISCLASSIFIED.

1. These Rules II.C.-J. describe evaluation procedures for determining eligibility for special education and related services under Part B of the IDEA. An identified student with a disability whose evaluation report does not support or substantiate the classification of a disability condition will be considered an student erroneously classified, not eligible to be counted under the provisions of the State or Federal requirements, or to receive Federal or State special education funds.
2. An independent auditor shall be employed by each LEA to audit its student accounting records annually and report the findings to the local Board of Education and/or Charter Governing Board. R277-484 lists the annual reporting requirements and due dates.
3. The USBE staff shall review student membership and fall enrollment audits as they relate to the allocation of state special education funds. These audits will determine whether criteria established by these Rules have been met by reviewing the required documentation of selected students who are classified.

If a student is found to be misclassified, and expenditures of Federal and/or State special education funds have been made for direct or related service to that student, a notification of audit exception will be given to the LEA.

Reimbursement for expenditures made on a student erroneously classified as having a disability will be made to the USBE staff within 90 days of notification of audit exception and comply with R277-114.

4. If an LEA disagrees with the findings of the independent auditor, an appeal may be requested to the USBE by following the procedure outlined in these VIII.R. and in R277-114.

UTAH STATE BOARD OF EDUCATION

Subject:

ACTION: R277-750, Education Programs for Students With Disabilities (Amendment)

Agenda item type:

Action Item

Recommended Action:

That the Committee approves R277-750, Draft 1, on first reading and forward to the Board for approval on second and final reading.

Background:

Need to amend R277-750 is due to the passage of HB 2, which now allows LEAs to use up to 35% of an LEA's restricted funds in an unrestricted manner.

Staff will present R277-750, Draft 1, for consideration and approval.

Authorizing, and Implemented or Interpreted Law: X Sec 3; Title 53E, Chapter 48 7, Part 2; 53E-3-501(1); 53E-3-401(4)

Contact:

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Attachments:

1. R277-750 - Draft 1 - May 2023 Committee

R277. Education, Administration.

R277-750. Education Programs for Students with Disabilities.

R277-750-1. Authority and Purpose.

(1) This rule is authorized by:

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

(b) Subsection 53E-3-501(1), which directs the Board to adopt rules regarding services for persons with disabilities;

(c) Title 53E, Chapter 7, Part 2, Special Education Program, which requires the Board to adopt rules regarding educational services to students with disabilities; and

(d) Subsection 53E-3-401(4) which allows the Board to make rules to execute the Board's duties and responsibilities under the Utah Constitution and state law.

(2) The purpose of this rule is to specify standards and procedures for special education programs.

R277-750-2. Incorporation of Special Education Rules Manual by Reference.

(1) This rule incorporates by reference the Special Education Rules manual dated ~~[November 2022]~~ June 2023, which establishes policies and procedures for:

(a) appropriate and timely identification of a student with a disability;

(b) evaluation and classification of a student with a disability by qualified personnel;

(c) standards for services provided to a student with a disability;

(d) provision for multi-district programs for a student with a disability;

(e) provision for delivery of service responsibilities;

(f) certification and qualifications for instructional staff; and

(g) the state's implementation of federal special education programs, including IDEA.

(2) A copy of the manual is located at:

(a)
<https://www.schools.utah.gov/specialeducation/programs/rulespolicies?mid=4962&tid=1>
(insert new link once posted but before filing); and

(b) the Utah State Board of Education.

R277-750-3. Standards and Procedures.

(1) The Board hereby incorporates by reference the IDEA as the Board's rules for students with disabilities.

(2) The Superintendent and LEAs shall provide services to a student with a disability in accordance with:

(a) Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 794;

(b) this rule;

(c) the Special Education Rules, [~~November 2022~~June 2023], included in the Special Education Rules manual described in Section R277-750-2; and

(d) the annual Utah State Federal Application under Part B of the IDEA.

KEY: special education

Date of Last Change: January 11, 2023

Notice of Continuation: April 14, 2021

Authorizing, and Implemented or Interpreted Law: Art X Sec 3; Title 53E, Chapter 7, Part 2; 53E-3-501(1); 53E-3-401(4)

UTAH STATE BOARD OF EDUCATION

Subject:

ACTION: R277-726, Statewide Online Education Program (SOEP) (Amendment)

Agenda item type:

Action Item

Recommended Action:

That the Committee approves R277-721, Draft 1, on first reading and forward to the Board for approval on second and final reading.

Background:

R277-726 is being amended due to the passage of [SB 45](#) and [SB 167](#) during the 2023 Legislative Session.

Staff will present R277-726, Draft 1, for consideration and approval.

Authorizing, and Implemented or Interpreted Law: Art X Sec 3; 53F-4-510; 53F-4-514; 53E-3-401

Contact:

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Attachments:

1. R277-726 - Draft 1 - May 2023 Committee Final Version 4-26

R277. Education, Administration.

R277-726. Statewide Online Education Program.

R277-726-1. Authority and Purpose.

(1) This rule is authorized by:

(a) Utah Constitution [Article X, Section 3](#), which vests general control and supervision of public education in the Board;

(b) Section [53F-4-514](#), which requires the Board to make rules:

(i) providing for the administration of the applicable statewide assessments to students enrolled in online courses;

(ii) that establish a course credit acknowledgment form and procedures for completing and submitting the form to the Board; and

(iii) that establish protocols for an online course provider to obtain approval to become ~~[a]~~an authorized or certified online course provider; and

(c) Subsection [53E-3-401](#)(4), which allows the Board to make rules to execute the Board's duties and responsibilities under the Utah Constitution and state law.

(2) The purpose of this rule is to:

(a) define necessary terms;

(b) provide and describe a program registration agreement; and

(c) provide other requirements for an LEA, the Superintendent, a parent and a student, and ~~[a]~~an authorized online course provider for program implementation and accountability.

R277-726-2. Definitions.

(1) "Actively participates" means, for purposes of an initial funding distribution described in Section [53F-4-505](#), the student actively participates as defined by the provider in a written standard of active participation on record with the Superintendent.

(2) "Applicable statewide assessments" means:

(a) the high school assessment described in Section [53E-4-304](#) and Subsection [R277-404-2](#)~~[(6)]~~[(7)];

(b) a standards assessment as defined in Section [53E-4-303](#); and

(c) a Utah alternative assessment as defined in Subsection [R277-404](#)~~[-2(13)]~~.

(3) "Approved absence" means an absence permitted in accordance with Subsection [53G-6-803\(5\)](#).

(4) "Authorized online course provider" or "provider" means the same as the term is defined in Section [53F-4-501](#).

~~[(3)]~~(5) "Certified online course provider" means the same as the term is defined in ~~[Subs]~~Section [53F-4-501](#)~~[(4)]~~.

~~[(4)]~~(6) "Course completion" means that a student has completed a course with a passing grade and the provider has transmitted the course title, course code, grade and credit to the primary LEA of enrollment and the Superintendent.

~~[(5)(a)]~~(7) "Course Credit Acknowledgment" or "CCA" means an agreement and registration record that:

(a) [using]uses the Statewide Online Education Program application provided by the Superintendent[-]; and

(b) [E]xcept as provided in [Subs]Section [53F-4-508](#)~~[(3)(h)]~~, [the CCA shall be]is signed by the designee of the primary school of enrollment, and the qualified provider.

(8) "Effective Date" means that, notwithstanding [Title 63G, Chapter 3, Utah Administrative Rulemaking Act](#), a delayed effective date that the Board is required to provide after the school year has ended for changes in administrative rule related to the Statewide Online Education Program, as described in Subsection [53F-4-514\(1\)](#).

~~[(6)]~~(9)(a) "Eligible student" means the same as the term is defined in Section [53F-4-501](#).~~[a student enrolled in grades 7-12 in a secondary environment in a course that:~~

~~——(i) is offered by a public school; and~~

~~——(ii) provides the student the opportunity to complete middle school requirements or earn high school graduation credit.]~~

(b) "Eligible student" does not include a student enrolled in an adult education program.

~~[(7)]~~(10) "Enrollment confirmation" means ~~[the]~~a student who initially registered and actively participated, as defined under Subsection (1).

~~[(8)]~~(11)(a) "Executed CCA" means a CCA that has been executed pursuant to Subsection [53F-4-508](#)(3) and received by the Superintendent.

~~[(b) Following enrollment confirmation and participation, Superintendent directs funds to the provider, consistent with Sections 53F-4-505 through 53F-4-507.]~~

~~_____~~ (12) "Fee" means the same as the term is defined in Rule [R277-407](#).

~~[(9)]~~(12) "High school" means the same as the term is defined in Section [53F-4-501](#).

~~[(10)]~~(13) "LEA" includes, for purposes of this rule, the Utah Schools for the Deaf and the Blind.

~~_____~~ (14) "Middle school" means the same as the term is defined in Section [53F-4-501](#).

~~[(11)]~~(15) "Online course" means the same as the term is defined in Section [53F-4-501](#) regardless of whether the student participates in the online course at home, at a school, at another location, or in any combination of these settings~~[a course of instruction offered through the Statewide Online Education Program]~~.

~~[(12)]~~(16) "Online course payment" means the amount of funds withheld from a student's primary LEA and disbursed, or otherwise paid to the designated provider following satisfaction of the requirements of the law, and as directed in Subsection [53F-4-507](#)(2) and Section [53F-4-518](#).

~~[(13) "Online course provider" or "provider" means:~~

~~_____ (a) a school district school with an approved application described in Subsection [R277-726-3\(1\)\(a\)](#);~~

~~_____ (b) a charter school with an approved application described in Subsection [R277-726-3\(1\)\(a\)](#);~~

86 ~~_____ (c) an LEA program created to serve Utah students in grades 7-12 online with an~~
87 ~~approved application described in Subsection R277-726-3(1)(a); or~~

88 ~~_____ (d) a program of an institution of higher education described in Subsection 53F-~~
89 ~~4-504(3) with an approved application described in Subsection R277-726-3(1)(b).]~~

90 [(14)](17) "Primary LEA of enrollment" means the LEA [in which an eligible
91 student is enrolled for courses other than online courses offered through the Statewide
92 Online Education Program, and which reports]reporting the student to be in regular
93 membership, and special education membership, if applicable.

94 [(15)](18) "Primary school of enrollment" means:

95 (a) a student's school of record within a primary LEA of enrollment; [and]

96 (b) the school that maintains the student's cumulative file, enrollment
97 information, individualized education program, and transcript for purposes of high
98 school graduation[-]; and

99 _____ (c) the school responsible for oversight and implementation of the student's
100 educational requirements under the Individuals with Disabilities Education Act.

101 [(16)](19) "Resident school" means the district school within whose attendance
102 boundaries the student's custodial parent or legal guardian resides.

103 _____ (20) "School" means the same as the term is defined in Rule [R277-100](#).

104 [(17)](21) "Section 504" means Section 504 of the Rehabilitation Act of 1973, 29
105 U.S.C. 794.

106 [(18)](22) "Standard of active participation" means the measure of student
107 engagement[that is] used by [the certified]an authorized online course provider to count
108 a student as in attendance and participation at least once every ten school days for a
109 course consistent with Section [R277-419-5](#).

110 [(19)](23) "Statewide Online Education Program" or "program" means the
111 Statewide Online Education Program created in Section [53F-4-502](#).[~~courses offered to~~
112 ~~students under Title 53F, Chapter 4, Part 5, Statewide Online Education Program Act.~~]

113 [(20)](24) "Teacher of record" means the teacher who is [employed]assigned by
114 a provider and to whom students are assigned for purposes of reporting and data

submissions to the Superintendent in accordance with Section [R277-484-3](#) and this Rule.

~~[(21)]~~(25) "Underenrolled student" means a student with less than a full course load, as defined by the LEA, during the regular school day at the student's primary school of enrollment.

~~[(22)]~~(26) "USB E course code" means a code for a designated subject matter course assigned by the Superintendent.

~~[(23)]~~(27) "Withdrawal from online course" means that a student withdraws from or ceases participation in an online course as follows:

(a) within 20 calendar days of the start date of the course, if the student enrolls on or before the start date;

(b) within 20 calendar days of enrolling in a course, if the student enrolls after the start date;

(c) within 20 calendar days after the start date of the second 0.5 credit of a 1.0 credit course; ~~[or]~~

(d) as the result of a student suspension from an online course following adequately documented due process by the provider~~[-];~~ or

(e) as a result of the student losing program eligibility, including when the student moves out of state.

R277-726-3. Course Credit Acknowledgment (CCA) Process.

(1) A student, a student's parent, a counselor, or a provider may initiate a CCA.

(2)(a) A counselor designated by a student's primary school of enrollment shall review the student's CCA to ensure consistency with:

(i) graduation requirements;

(ii) the student's plan for college and career readiness;

(iii) the student's IEP;

(iv) the student's Section 504 plan; or

(v) the student's international baccalaureate program.

(b) The primary school of enrollment shall return the CCA to the Superintendent within 72 business hours.

(3)(a) The primary school of enrollment is not required to meet with the student or parent for approval of a course request.

(b) The Superintendent shall notify a primary school of enrollment of a student's enrollment in the program.

(4) If a student enrolling in the program has an IEP, Section 504 plan, or qualifies for multilingual supports, the primary LEA or school of enrollment shall:

(a) invite a representative of the authorized online course provider to meet as a member of the student's IEP team to determine and coordinate services and accommodations applicable to online course delivery of content and instruction;

(b) following an IEP revision or amendment after the meeting described in Subsection (4)(a), ensure that a counselor and special education staff from the LEA forward [the]an existing or amended IEP or description of 504 accommodations, [and other] relevant supports, and related aids, accommodations, and services, to the provider;

(i) consistent with IDEA timelines; or

(ii) within 72 business hours of receiving notice from the Superintendent that the provider has accepted the enrollment request where IDEA timelines do not apply.

(5) The Superintendent shall develop and administer procedures for facilitation of a CCA that informs the appropriate parties.

(6) Once a student's enrollment and active participation is confirmed, the Superintendent shall direct funds to the provider, consistent with Sections [53F-4-505](#) through [53F-4-507](#), and Section [53F-4-518](#).

R277-726-4. Eligible Student and Parent Rights and Responsibilities.

(1) An eligible student may register for program credits consistent with Section [53F-4-503](#) and this Rule.

(2) An eligible student may exceed a full course load during a regular school year if:

(a) the student's plan for college and career readiness indicates that the student intends to complete high school graduation requirements and exit high school before the rest of the student's high school cohort; or

(b) the student's local school board or charter school governing board has a policy that allows students to enroll in additional courses.

(3)(a) Only original credit may be funded through the program.

(b) Competency-based award of credit without engagement in a course of digital, teacher-led instruction may not be funded under Statewide Online Education Program and Minimum School Program provisions.

~~[(3) In accordance with Subsection 53F-4-509(5), if a student enrolled in a program course exceeds a full course load during a regular school year, a primary LEA of enrollment may mark the student as an early graduate and increase membership in accordance with Section R277-419-8 and Rule R277-484 to account for credits in excess of full-time enrollment in a local student information system.]~~

(4)(a) An eligible student is expected to complete courses in which the student enrolls in a timely manner consistent with Section [53F-4-505](#) and requirements for attendance and participation in accordance with Subsection R277-726-7(15) and Subsection R277-726-2(17).

(b) If a student changes the student's enrollment in the student's primary LEA or withdraws from an online course for any reason, it is the student's or student's parent's responsibility to notify the provider immediately.

(5) A student shall enroll in online courses, or declare an intention to enroll, during the school course registration period designated by the primary LEA of enrollment for regular course registration, provided the student's LEA notifies students of the opportunity to enroll in the program as described in Section [53F-4-513](#).

(6)(a) A student may alter a course schedule by dropping a traditional course and adding an online course in accordance with the primary school of enrollment's same established deadline for dropping and adding traditional courses.

(b) A student may enroll in a course outside of the primary school of enrollment's established deadline for dropping and adding traditional courses if the student is not seeking to alter a course schedule by dropping a traditional course and adding an online course but is instead seeking to add courses above full-time-enrollment consistent with an approved plan for early graduation.

(7)(a) Notwithstanding Subsection ~~[(6)]~~(5), an underenrolled student may enroll in an online course at any time during a calendar year.

(b) If an underenrolled student enrolls in an online course as described in Subsection (7)(a), the primary school of enrollment may immediately claim the student for the adjusted portion of enrollment by entering the course into the primary LEA's student information system and increasing membership, if necessary.

(8)(a) An authorized online course provider shall reasonably accommodate a request of a student's parent to visit and observe any class the student attends, including allowing appropriate access to digital systems of course delivery, as required in Section [53G-6-803](#).

(b) An authorized online course provider shall reasonably accommodate and record an excused absence at the request of a student's parent as an "approved absence" as described in Subsection [53G-6-803](#)(5) if:

(i) the parent submits a written statement at least one school day before the scheduled absence; and

(ii) the student agrees to make up coursework for school days missed for the scheduled absence in accordance with LEA policy.

R277-726-5. LEA Requirements and Responsibilities.

(1) A primary school of enrollment shall facilitate student enrollment with any eligible providers selected by an eligible student consistent with course credit limits.

(2) A primary school of enrollment ~~[or]~~and a provider LEA shall use the CCA application, records, and processes provided by the Superintendent for the program.

~~(3) In accordance with Subsection 53F-4-509(5), if a student enrolled in a program course intends to graduate early and exceeds a full course load during a regular school year, a primary LEA of enrollment may mark the student as an early graduate and increase membership in accordance with Section R277-419-6, Section R277-700-6 and Rule R277-484 to account for credits in excess of full-time enrollment in a local student information system.~~

~~[(3)](4)~~ A primary school or LEA of enrollment shall provide information about available online courses and programs:

- (a) in registration materials;
- (b) on the LEA's website; and
- (c) on the school's website.

~~[(4)](5)~~ To facilitate enrollment as required by Section 53F-4-513, ~~[A]~~a primary school or LEA of enrollment shall provide the notice required under Subsection ~~[(3)](4)~~ concurrent with the high school course registration period designated by the LEA for the upcoming school year~~[to facilitate enrollment as required by Section 53F-4-513].~~

~~[(5)](6)~~ A primary school of enrollment shall include a student's online courses in the student's enrollment records and, upon course completion, include online course grades and credits on the student's transcripts, including appropriate student coursework completed before grade 9, including appropriate student coursework using course title and core codes.

~~[(6)](7)~~ A primary school of enrollment shall recognize credit earned toward high school graduation by a participating ~~[secondary]~~ student through courses completed before grade 9 for purposes of high school graduation~~.[provided that:~~

- ~~—— (a) the student has in the student's records documentation of the student's intention to graduate early; and~~
- ~~—— (b) the student is enrolled at a middle school or junior high school and a high school accredited in accordance with Rule R277-410.]~~

257 ~~[(7)](8)~~ A primary school of enrollment shall determine fee waiver eligibility for
258 participating public school students pursuant to Rule [R277-407](#).

259 ~~[(8)](9)~~(a) If a participating student qualifies for a fee waiver, the student's
260 primary LEA or school of enrollment shall provide the participating student access to an
261 online course by:

262 (i) allowing a student access to necessary technology in a computer lab or other
263 space within the school building during a school period or during the regular school day
264 for the student to participate in an online course; or

265 (ii) providing a participating student technology and wi-fi needed for the student
266 to participate outside of the school building.

267 (b) If a participating student who qualifies for a fee waiver is a home or private
268 school student, the online course provider shall provide the participating home or private
269 school student access to the online course.

270 ~~[(9)](10)~~ A primary school of enrollment shall provide participating students
271 access to facilities for the student to participate in an online course during the regular
272 school day, sports, extracurricular and co-curricular activities, and graduation services
273 consistent with local policies governing participation irrespective of relative levels of
274 participation in traditional courses versus Statewide Online Education courses.

275 ~~[(10)](11)~~ (a) ~~[If a participating student's primary school of enrollment is a middle~~
276 ~~school or junior high as defined in Rule R277-700, course]~~Course completions
277 conferring high school credit shall~~[-will]~~ be recorded in a student's record of credit and
278 course completion for grade 9 to allow recognition toward grades 9-12, and high school
279 graduation requirements~~[-and post-secondary requirements]~~.

280 (b) A primary LEA of enrollment accepting credit toward high school
281 requirements is not required to independently verify:

282 (i) early graduation status; or

283 (ii) ~~[the non-supplanting nature of SOEP courses]~~that high school courses taken
284 through the program did not replace middle school courses for a student.

~~[(11)](12)~~ When a student satisfactorily completes an online semester or quarter course;

(a) for high school credit, in accordance with the LEA's procedures, a designated counselor or registrar at the primary school of enrollment shall forward records of grades and high school graduation credit, listing core codes for each completed course; or

(b) [for students]for a student participating in the program before grade 9, ~~to~~ the student's grade 9 primary school of enrollment ~~for~~shall record~~ing~~ grades and credit per Subsection ~~[(40)](11)~~ once ~~a~~the student completes grade 8.

R277-726-6. Superintendent Requirements and Responsibilities.

(1) The Superintendent shall provide a website for the program, including information required under Section [53F-4-512](#) and other information as determined by the Board.

(2) The Superintendent shall direct a provider to administer the Utah standards and high school assessments, as applicable, consistent with Section [53F-4-514](#) and Rule [R277-404](#).

(3)(a) The Superintendent shall prepare and make available applications and program agreements for authorized online course providers:

~~—— (a) LEA providers;~~

~~—— (b) higher education providers; and~~

~~—— (c) certified online providers.]~~

(b) The Superintendent shall review each application within a reasonable amount of time and may invite prospective providers for interviews or further discussions of qualifications to clarify outstanding issues.

(4)(a) With the exception of the requirements of Subsection 53F-5-514(2),
the~~The~~ Superintendent may determine space availability standards and appropriate course load standards for online courses consistent with Subsection [53F-4-512](#)~~(3)~~~~(d)~~~~(g)~~.

(b) Course load standards may differ based on subject matter.

(5)(a) Before approving a provider, the Superintendent shall review Annual Financial Reports and state-administered test data to establish capacity of a program to serve an increased range of students while still meeting program requirements.

(b) The Superintendent may restrict a provider from offering coursework if the Superintendent determines that the provider demonstrates repeated low performance on statewide assessments in English Language Arts, math, or science.

(6) The Superintendent shall withhold funds from a primary LEA of enrollment and make payments to a provider consistent with Sections [53F-4-505](#) through [53F-4-507](#), and Section [53F-4-518](#).

(7) The Superintendent may refuse to provide funds under a CCA if the Superintendent finds that information has been submitted fraudulently or in violation of the law or Board rule by any of the parties to a CCA.

(8) The Superintendent shall receive and investigate complaints, and impose sanctions, if appropriate, regarding course integrity, financial mismanagement, enrollment fraud or inaccuracy, or violations of the law or this rule specific to the requirements and provisions of the program.

(9) If a Superintendent or federal entity's investigation finds that a provider has violated the IDEA or Section 504 provisions for a student taking online courses, the provider shall compensate the student's primary LEA of enrollment for costs related to compliance.

(10) The Superintendent may monitor an LEA's or program provider's compliance with any requirement of state or federal law or Board rule under the program.

(11) The Superintendent may withhold funds from a program provider for the participant's failure to comply with a reasonable request for records or information.

(12) Program records are available to the public subject to Title 63G, Chapter 2, Government Records Access and Management Act.

(13) The Superintendent shall withhold online course payment from a primary LEA of enrollment and payments to an eligible provider at the nearest monthly transfer of funds, subject to verification of information, in an amount consistent with, and when a provider qualifies to receive payment, under Subsections [53F-4-505\(4\)](#), [53F-4-507\(3\)\(b\)](#) and [53F-4-508\(2\)\(b\)](#).

(14) The Superintendent shall pay a provider consistent with Minimum School Program funding transfer schedules.

(15)(a) The Superintendent may make decisions on questions or issues unresolved by [Title 53F, Chapter 4, Part 5](#), Statewide Online Program Act or this rule on a case-by-case basis.

(b) The Superintendent shall report decisions described in Subsection (15)(a) to the Board consistent with the purposes of the law and this rule.

(16) In accordance with [Title 53E, Chapter 4, Academic Standards, Assessments, and Materials](#), the Superintendent shall establish criteria for an authorized online course provider to submit for approval an online course that does not have an existing Board course code.

R277-726-7. Provider Requirements and Responsibilities.

(1)(a) A provider shall administer the applicable statewide assessments to a participating private or home school student as directed by the Superintendent, including proctoring the applicable statewide assessments, consistent with Section [53F-4-510](#) and Rule [R277-404](#).

(b) A provider shall pay administrative and proctoring costs for the applicable statewide assessments described in Subsection (1)(a).

(c) A provider shall establish a procedure that a student or parent may complete online to excuse the student from statewide assessments as described in Subsection [53G-6-803\(9\)](#).

(2) A provider shall provide a parent or a student with email and telephone contacts for the provider during regular business hours to facilitate parent contact.

(3) A provider and any third party working with a provider shall, for all eligible students, satisfy Board requirements for:

(a) consistency with course standards as described in Sections [53F-4-514](#) and [53E-6-201](#);

(b) criminal background checks for provider employees consistent with [Title 53G, Chapter 11, Part 4, Background Checks](#);

(c) documentation of student enrollment and participation; and

(d) compliance with:

(i) the IDEA;

(ii) Section 504; and

(iii) requirements for multilingual students.

(4) A provider shall receive payments for a student properly enrolled in the program from the Superintendent consistent with:

(a) Board procedures;

(b) Board timelines; and

(c) Sections [53F-4-505](#) through [53F-4-508](#), and Section [53F-4-518](#).

(5)(a) A provider may charge a fee consistent with other secondary schools and in accordance with [Title 53G, Chapter 7, Part 5, Student Fees](#), and [R277-407](#).

(b) If a provider intends to charge a fee of any kind, the provider:

(i) shall notify the primary school of enrollment with whom the provider has the CCA of the purpose for fees and amounts of fees;

(ii) shall provide timely notice to a parent of required fees and fee waiver opportunities;

(iii) shall post fees on the provider website;

(iv) shall be responsible for fee waivers for an eligible student, including materials for a student designated fee waiver eligible by a student's primary school of enrollment;

(v) shall satisfy the requirements of Rule [R277-407](#), as applicable; and

(vi) shall provide fee waivers to home school or private school students who meet fee waiver eligibility at the provider's expense.

(6) A provider shall maintain a student's records and comply with the federal Family Educational Rights and Privacy Act, [Title 53E, Chapter 9, Part 3](#), Student Data Protection, and Rule [R277-487](#), including:

(a) protecting the confidentiality of a student's records and providing a parent and an eligible student access to records; and

(b) providing a parent or student documentation of educational performance, including:

(i) test scores;

(ii) grades;

(iii) progress and performance measures; and

(iv) completion of credit.

(7) Except as otherwise provided in this Rule R277-726, a provider shall submit a student's credit and grade to the Superintendent, using processes and applications provided by the Superintendent for this purpose, and listing core codes for each included course, to a designated counselor or registrar at the primary school of enrollment, and the student's parent no later than the earlier of:

(a) 30 days after a student satisfactorily completes an online semester or quarter course; or

(b) June 30 of the school year.

(8) A provider may not withhold a student's credits, grades, or transcripts from the student, parent, or the student's school of enrollment for any reason.

(9)(a) If a provider suspends or expels a student from an online course for disciplinary reasons, the provider shall notify the student's primary LEA of enrollment by placing the student on disciplinary withdrawal.

(b) A provider is responsible for due process procedures for student disciplinary actions in the provider's online program.

(c)(i) A provider shall notify the Superintendent of a student's administrative withdrawal, if the student is inactive in a course for more than ten days, using forms and processes developed by the Superintendent for this purpose.

(ii) If a student, parent, or counselor fails to request reinstatement following notification under Subsection (c)(i), the provider shall formally withdraw the student within 72 hours and notify the student, parent, and primary LEA of the action.

(10) If a student entitled to services under the IDEA is removed from an online program, the primary LEA shall work with the student and the student's parents to identify alternatives to provide a free and appropriate public education.

(11)(a) A provider shall provide to the Superintendent a list of course options using USBE-provided course codes.

(b) [A]Beginning with the 2024-25 school year, a provider ~~[shall]~~may only code program courses as semester or quarter courses.

(c) A provider shall update the provider's course offerings annually.

(12) A provider shall serve a student on a first-come-first-served basis who desires to take courses and who is designated eligible by a primary school of enrollment if desired courses have space available.

(13) A provider shall maintain and provide records and systems as part of a public online school or program, including:

(a) financial and enrollment records;

(b) information for accountability, program monitoring, and audit purposes; and

(c) providing timely documentation of student participation, enrollment, educator credentials, and ~~[other]~~ additional data for other purposes including giving a student's primary school of enrollment access to the student's records to appropriately support the student.

(14) A provider shall maintain the following for at least five calendar years after the student graduates:

(a) test scores;

(b) student grades;

(c) completion of credit; and

(d) other progress and performance measures.

(15)(a) A provider is responsible for complete and timely submissions of record changes to executed CCAs and submission of other reports and records as required by the Superintendent.

(b) A provider shall update CCAs to the nearest credit value earned by June 30 annually.

(c) A provider may only maintain an CCA open after June 30 if a student remains actively engaged in coursework, meeting the provider's standard of active participation.

(16)(a) [A]Before the inception of coursework, as a component of the provider's initial communication of provisions of the provider's standard of active participation, a provider shall inform a student and the student's parent of travel expectations to fulfill course requirements.~~[for active participation before the inception of course work, including informing the student and the student's parent of travel expectations to fulfill course requirements.]~~

(b) Travel expectations to fulfill course requirements as described in Subsection (16)(a) include a requirement to participate in a proctored assessment or other proctored or assessment requirement outside a student's home, including travel to participate in statewide assessments at a secure testing site.

(17)(a) An LEA may participate in the program as a provider by offering a school or program consistent with Rule [R277-115](#) to a Utah ~~[secondary]~~ student in grades ~~[7]~~6-12 who is not a resident student of the LEA and a regularly-enrolled student of the LEA consistent with Sections [53F-4-501](#) and [53F-4-503](#).

(b) An LEA program created in accordance with Subsection (18)(a) for serving students in grades 9-12 online must partner with an accredited school and shall:

(i) report grades and credit earned by a student to the Superintendent; and

(ii) record educator assignments consistent with Rule [R277-484](#).

(18) A program school or program shall:

- (a) be accredited consistent with Rule [R277-410](#);
- (b) have a designated administrator who meets the requirements of Rule [R277-309](#);
- (c) ensure that a student who qualifies for a fee waiver receives services offered by and through the public schools consistent with Section 53G-7-504 and Rule [R277-407](#);
- (d) maintain student records consistent with:
- (i) the federal Family Educational Rights and Privacy Act, 20 U.S.C. 1232g and 34 CFR Part 99;
- (ii) Rule [R277-487](#);
- (iii) this Rule R277-726; and
- (e) shall offer course work:
- (i) aligned with Utah Core standards as described in Section 53E-4-202, [53F-4-505](#), and [53F-4-514](#);
- (ii) in accordance with program requirements; and
- (iii) in accordance with Rules [R277-700](#) and [R277-404](#);
- (f) shall not issue transcripts under the name of a third party provider; and
- (g) shall record teaching assignments by November 15 annually consistent with Rule [R277-484](#) and Section [R277-312](#)-3, either directly or through a partner school in accordance with Subsection (18)(b).
- (19) An LEA that offers an online program or school as a provider under the program:
- (a) shall employ only educators licensed in Utah as teachers;
- (b) may not employ an individual whose educator license has been suspended or revoked;
- (c) shall require employees to meet requirements of [Title 53G, Chapter 11, Part 4, Background Checks](#), before the provider offering services to a student;

(d) may only employ teachers who meet the requirements of ~~[Rule R277-301, Educator Licensing—Highly Qualified Assignment]~~ [Section 53E-6-201](#), [Section 53F-4-504](#), and Rule [R277-309](#);

(e) for a provider that provides an online course, including to a private or home school student, shall agree to administer and, prior to approval as an authorized online course provider, have the capacity to proctor and carry out the applicable statewide assessments, consistent with Sections [53E-4-302](#), [53F-2-103](#), and Rule [R277-404](#);

(f) in accordance with Section R277-726-8, shall provide services to a student consistent with requirements of the IDEA, Section 504, and Title VI of the Civil Rights Act of 1964 for multilingual students;

(g) shall submit CCAs to the Superintendent before the provider initiating instruction of a student;

(h) may not begin offering instruction to a student until the Superintendent issues a notice of enrollment, and the provider follows other enrollment procedures as prescribed by the Superintendent for the student, and for each course the student participates in; and

(i) shall agree that funds ~~[shall]~~may be withheld by the Superintendent consistent with Sections [53F-4-505](#), [53F-4-506](#), ~~[and]~~ [53F-4-508](#), and [53F-4-518](#).

(21) A provider shall post required information online on the provider's individual website including required assessment and accountability information.

(22)(a) A provider contracting with a third party to provide educational services to students participating with the provider through the Statewide Online Education Program shall:

(b) develop a written monitoring plan to supervise the activities and services provided by the third party provider to ensure:

(i) a third party provider is complying with:

(A) federal law;

(B) state law; and

(C) Board rules;

(ii) curriculum provided by a third party provider is aligned with the Board's core standards and rules;

(iii) a third party provider has access to curriculum for alignment and adjustment to ensure the curriculum is consistent with the Utah core standards in Rule [R277-700](#) and a Board approved core code;

(iv) supervision of third party facilitation ~~[and instruction]~~ by an educator licensed in Utah:

(A) ~~[employed]~~assigned by the provider, and

(B) reported as teacher of record per Section [R277-484](#)-3 and Subsection R277-726-2(3); and

(iv) consistent with the LEA's administrative records retention schedule, maintenance of documentation of the LEA's supervisory activities.

(23) A provider shall offer courses consistent with standards outlined in an applicable Statewide Services Agreement, which may be updated or amended to reflect changes in law, rule or recommended practice.

~~[(24) A provider shall maintain a course completion rate of at least 80% annually to remain in good standing with the program.]~~

~~[(25) A provider is]~~(24) All authorized online course providers are subject to the same approval and annual performance review as described for a certified online course provider in Subsections R277-726-~~[42]~~(11)(1) through (10) while utilizing the applicable applications for ~~[a]~~an authorized online course provider described in Subsections R277-726-3(1)(a) and (b).

~~[(26)]~~(25) A provider utilizing a third party shall establish contractual and procedural safeguards:

(a) retaining legal and procedural authority to open coursework to a participating student only upon issuance of a notice of enrollment regarding a particular course and credit;

(b) signifying the provider's authority to interact instructionally with a student not regularly-enrolled in an LEA, but participating in SOEP courses with approval of the student's primary LEA of enrollment; and

(c) including acceptance of financial responsibility by a primary LEA of enrollment.

~~[(27)]~~(26) A provider is not required to independently verify:

(a) early graduation status; or

(b) ~~[the non-supplanting nature of SOEP courses]~~that high school courses taken through the Statewide Online Education Program did not replace Middle School courses.

(28)(a) A provider shall adhere to requirements to remain certified and in good standing within the program, including:

(b) prior to providing services to students, ensuring that 100% of all educators assigned as teacher of record for all course sections shall be appropriately licensed, endorsed and aligned with core code describing course assignment; and

(c) complying with requirements applicable to an authorized online course provider described in this Rule R277-726, including the requirement to maintain a course completion rate of at least 80%.

R277-726-8. Services to Students with Disabilities Participating in the Program.

(1)(a) If a student wishes to receive services under Section 504 of the Rehabilitation Act of 1973, the student shall make a request with either the student's primary school of enrollment or a provider.

~~[(b) The primary school of enrollment shall evaluate a student's request under Subsection (1)(a) and determine if a student is eligible for Section 504 accommodations.]~~

~~[(c) If the primary school of enrollment determines the student is eligible, the school shall prepare a Section 504 plan and implement the plan in accordance with Subsection (2)(b).]~~

_____ (b) Responsibility for ensuring a request is evaluated in accordance with federal law, Utah Code, and Board Rule resides with a primary school of enrollment.

_____ (c) If a student's request for services is initially directed to a provider, the provider shall immediately contact the 504 coordinator of the student's primary school of enrollment.

_____ (d) Under the direction of the primary school of enrollment where feasible, the student's primary school of enrollment and the provider shall jointly evaluate a student's request under Subsection (1)(a) and determine if the student is eligible for related aids, accommodations, and services under Section 504.

_____ (e) The provider shall implement the Section 504 plan in accordance with Subsection (1)(d).

_____ (2) If a student's request for services is initially directed to a provider and a good faith effort at cooperation with the student's primary school of enrollment is unsuccessful, the provider may determine student eligibility and provide services.

~~[(2)(a) If a student requests services related to an existing Section 504 accommodation, a provider shall:~~

~~_____ (i) except as provided in Subsection (2)(b), review and implement the plan for the student; and~~

~~_____ (ii) provide the services or accommodations to the student in accordance with the student's Section 504 plan.~~

~~_____ (b) An LEA of enrollment shall provide a Section 504 plan of a student to a provider within 72 business hours if:~~

~~_____ (i) the student is enrolled in a primary LEA of enrollment; and~~

~~_____ (ii) the primary LEA of enrollment has a current Section 504 plan for the student.]~~

_____ (3) If a student with an existing Section 504 plan for related aids, accommodations, or services newly enrolls in online courses or requests amendments related to an existing plan for related aids, accommodations, and services:

_____ (a) the primary school of enrollment and the provider shall jointly prepare a Section 504 plan in accordance with Subsection (4); and

(b) the provider shall implement the Section 504 plan and provide related aids, accommodations, and services to the student in accordance with the student's Section 504 plan.

(4) To prepare or amend a 504 plan for related aids, accommodations, and services under Section 504 of the Rehabilitation Act of 1973, the committee evaluating the student shall:

(a) be drawn jointly from the student's primary school of enrollment and the provider; and

(b) include persons knowledgeable about the student, the meaning of the evaluation data, and placement options available in a virtual environment.

(5) If a home or private school student requests services under Section 504 of the Rehabilitation Act of 1973, a provider may determine student eligibility, prepare a 504 plan for the home or private school student's online program, and provide related aids, accommodations, and services.

~~[(3)]~~(6) For a student enrolled in a primary LEA of enrollment, if a student participating in the program qualifies to receive services under the IDEA:

(a) the student's primary LEA of enrollment shall:

(i) working with a provider LEA representative, review or develop an IEP for the student within ten days of enrollment;

(ii) working with a provider LEA representative, update an existing IEP with necessary accommodations and services, considering the courses selected by the student;

(iii) provide the IEP described in Subsection ~~[(3)]~~(6)(a)(i) to the provider within 72 business hours of completion of the student's IEP; and

(iv) continue to claim the student in the primary LEA of enrollment's membership; and

(b) the provider shall provide special education services and accommodations to the student in accordance with the student's IEP described in Subsection ~~[(3)]~~(6)(a)(i).

654 ~~[(4)]~~(7) If a home or private school student requests an evaluation for eligibility to
655 receive special education services:

656 (a) the home or private school student's resident school shall:

657 (i) evaluate the student's eligibility for services under the IDEA;

658 (ii) if eligible, the student may enroll in the LEA that will prepare an IEP for the
659 student, with input from the provider LEA, in accordance with the timelines required by
660 the IDEA;

661 (iii) provide the IEP described in Subsection ~~(4)]~~(7)(a)(ii) to the provider within 72
662 business hours of completion of the student's IEP; and

663 (b) the provider shall provide special education services and accommodations to
664 the student in accordance with the student's IEP described in Subsection ~~(4)]~~(7)(a)(i)
665 including in cases where the provider utilizes a third party provider for delivery of
666 educational or other services.

667
668 **R277-726-9. Limited Appropriations for Special Populations.**

669 (1) The Superintendent shall allocate the annual appropriation for home and
670 private school tuition, along with any carryover or unobligated funds, ~~as follows:~~

671 ~~—— (a) Before December 1 annually, the Superintendent shall accommodate home~~
672 ~~school students with at least 50% of the total appropriation for home and private school~~
673 ~~students, unless the home school demand is less.~~

674 ~~—— (b) After December 1 annually, until available funds are obligated, the~~
675 ~~Superintendent shall:~~

676 ~~—— (i) receive and accept enrollment requests on a first come, first served basis;~~
677 ~~and~~

678 ~~—— (ii) offer preference to home school students in the event demand exceeds~~
679 ~~available funding.~~

680 ~~—— (3) If home school or private school student funds remain by December 1, the~~
681 ~~Superintendent may release the funds for any pending enrollment requests.]~~

(2) The Superintendent shall distribute funds appropriated to the Statewide Online Education Program to support students from small high schools, home schools, or private schools based on the needs of the eligible students.

~~[(4)](3)(a)~~ Subject to legislative appropriations available for this purpose, for each public high school with a student population of less than 1,000 students, the Superintendent shall incentivize program use by small schools by prioritizing small schools to the extent of funding available for this purpose.

~~(b)~~ The Superintendent shall carry forward unallocated funds to meet the needs of eligible students.~~[prioritize available funds to cover at least one course at the highest course rate.]~~

(4) The Superintendent shall determine student and LEA eligibility using prior-year UTREx end of year data.

~~[(b) After disbursing funds in accordance with Subsection (4)(a), if funds remain, the Superintendent shall distribute the remaining funds based on population with 70% to qualifying district schools and 30% to charter schools.~~

~~—— (c) If unused funds remain after March 1 annually, the Superintendent may redistribute available funds to qualifying LEAs whose needs exceeded their initial allocation.~~

~~—— (d) The Superintendent shall calculate allocations using prior-year UTREx end of year extracts.]~~

R277-726-10. Other Information.

(1) A primary school of enrollment shall set reasonable timelines and standards and shall inform providers of timelines necessary for reporting grades and credit for graduating seniors.

(2) A provider shall adhere to timelines and standards described in Subsection (1) for student grades and enrollment in online courses for purposes of:

(a) school awards and honors;

(b) Utah High School Activities Association participation; and

(c) high school graduation.

(3) If a student is at risk of academic failure or at risk of not graduating with the student's graduation cohort, a provider shall:

(a) inform counselors at the student's primary school of enrollment that student is at risk of academic or other failure; and

(b) prior to quarter 4 a student's senior school year, inform counselors at the student's primary school of enrollment that the senior student is at risk of failure.

R277-726-11. Certified and Authorized Online Course Provider Application Approval, Program Requirements, and Fees.

(1) An entity other than an authorized online course provider may become a certified online course provider if the entity submits an application on a form provided by the Superintendent.

(2) An entity ~~[other than an online course provider]~~ shall submit an application on or before the annual deadline established by the Superintendent.

(3) The Superintendent shall review each application within a reasonable amount of time and may invite prospective providers for interviews or further discussion of qualifications to clarify outstanding issues.

(4) If the Superintendent finds the application submitted is satisfactory, including a demonstration of the entity's ability to adhere to requirements within the application, this Rule R277-726, and state law, the Superintendent shall forward the application to the Board for final approval.

(5) Once approved by the Board, an entity shall become a certified online course provider.

(6) A certified online course provider shall adhere to the following requirements to remain certified and in good standing within the program, including:

(a) complying with a process within existing state systems to provide the Superintendent with the provider's educator's licensing, endorsement, certification, and assignment information;

(b) if the provider's educator is teaching an online course for the provider, the educator's online course assignments shall be listed in CACTUS or USIMS under an employing school;

(c) if an authorized online course provider that is not a certified online course provider forwards an educator to the Board for a provider-specific license as described in Sections [53F-4-514](#) and [53E-6-201](#), the educator's employment and online course assignments shall be listed in CACTUS or USIMS;

(d) prior to providing services to students, 100% of the provider's educators assigned as teacher of record for all course sections shall be appropriately licensed and endorsed for any course assignment as required in Rule [R277-309](#);

~~[(a)]~~(e) requirements applicable to an online course provider described in this Rule R277-726, including the requirement to maintain a course completion rate of at least 80%;

~~[(b)]~~(f) additional requirements prescribed in the application; and

~~[(c)]~~(g) state laws applicable to an online course provider, including Sections [53F-4-501](#) et. seq. and Sections [53F-4-504](#) and [514](#).

~~[(7)] A certified online course provider shall be subject to an annual performance review by the Superintendent.]~~

~~[(8)]~~(7) If the Superintendent finds the certified online course provider is not in compliance with any requirement as outlined in Subsection (6) of this part, the Superintendent shall provide the certified online course provider with a list of non-compliance issues and a reasonable timeline for the certified online course provider to cure the instances of non-compliance.

~~[(9)]~~(8) If ~~the~~a certified online course provider fails to correct instances of non-compliance within the allotted timeline as described in Section [53F-4-504](#), the certified online course provider shall be removed from the program.

~~[(10)]~~(9) A certified online course provider that has been removed from the program may apply in the application round following removal from the program for re-admission to the program using an application provided by the Superintendent.

[(11)](10) A certified online course provider shall remit fees to the Superintendent for participation in the program as follows:

(a) 5% of revenue collected for the first \$200,000 received pursuant to Section [53F-4-505](#); and

(b) 1% of revenue collected after the first \$200,000 received pursuant to Section [53F-4-505](#) and [53F-4-514](#).

R277-726-12. Online Concurrent Enrollment.

For a student enrolled in a concurrent enrollment course through an SOEP provider, to the extent there is a conflict between this rule and [Title 53F, Chapter 4, Part 5](#), Statewide Online Education Program, and [Title 53E, Chapter 10, Part 3](#), Concurrent Enrollment, the concurrent enrollment code provisions shall govern.

KEY: statewide online education program

Date of Last Change: November 7, 2022

Notice of Continuation: January 13, 2022

Authorizing, and Implemented or Interpreted Law: [Art X Sec 3](#); [53F-4-510](#); [53F-4-514](#); [53E-3-401](#)

UTAH STATE BOARD OF EDUCATION

Subject:

ACTION: PLC Carry Forward Spend Plan Amendment

Agenda item type:

Action Item

Recommended Action:

The Finance Committee recommends that the Board approve an amendment to the PLC carry forward spend plan to reallocate \$140,000 to hire an arts specialist for two years to assist with YIC students statewide.

Background:

In the PLC spendplan there was \$200,000 designated to purchase a state contract for online credit recovery. After meeting with YIC directors and the USBE Purchasing Director, it was determined not to be supportive of the LEA needs. Staff are requesting an amendment to the plan to reallocate \$140,000 to pay the salary of an art specialist to support YIC students statewide for two years. This would be an addition to the University of Utah STEM CAP contract, creating a STEAM CAP contract.

Contact:

Name: Benjamin Carrier
Title: YIC Coordinator
Phone: 801-436-4600
Email: benjamin.carrier@schools.utah.gov

Attachments:

1. FY23 PLC Spend Plan

USBE FY2022 Education Funds Spend Plan

Instructions:

Sections are required to provide a spend plan for carryforward education funds, by program, that are not encumbered by a contract, award letter, or some other legal obligation. Spend plans are not required for carryforward education funds in amounts less than \$100,000. These amounts will be added to the program budget from which they were generated.

Your spend plan needs to provide categories of expenditures and totals for each category. Please provide information to management and the board regarding obligations against the carryforward, if applicable. Your spend plan will only outline amounts of funds that are not restricted or encumbered. Please ensure that your spend plans are not creating ongoing obligations. Spend plans should be for one time expenditures. Personnel or human resources should only be contractors or temp employees. No ongoing FTEs should be created from one time carryforward.

Please first see your section accountant or budget manager for questions. You may also contact Sue Mak at Sue.Mak@schools.utah.gov or Deborah Jacobson at deborah.jacobson@schools.utah.gov.

Section Name: Student Support Services

Unit: 0664

Amount

Obligated/Encumbered

Spend Plan

Major Program: SSS Student Support

Program name: YOUTH IN CUSTODY

Program Code: 20PLC

21PLC

22PLC

-	-
\$ 109,201.27	\$ 109,201.27
1,095,274.53	\$ 933,652.31
Total \$ 1,204,475.80	\$ 1,042,853.58

Obligation detail

USBE210033IAA USBE210032IAA, USBE210033IAA, USBE210042CT, USBE210051CT, DO3*205, DO3*222
STEM program, Regents of MN, Renaissance Learning, Alt School, Valcom, Sanity Solutions

UofU-

Spend plan detail

Total By Category (see detail below)	
Current Expense	443,200.00
Personnel	-
Flow-through	599,653.58
Total Spend plan	1,042,853.58
Total Available	1,042,853.58
Difference (to return to the Board)	-

Current Expense	Edgenuity online credit recovery state contract for our various YIC facilities	200,000.00

Current Expense	Put out an RFP to acquire a contractor who will develop a multiyear needs assessment, outcome data analysis, and targeted professional learning plan for our check and connect (C&C) mentors statewide.	240,000.00

Current Expense	YIC Principal's Partnership Network (PPN) (Community of Practice) facilitation stipends. YIC Directors who are willing to facilitate a PPN with other YIC Directors (outside of contracted work time) will receive a small stipend for their contribution	3,200.00

Flow-through	Reallocate to YIC MSP fund to be added to supplemental funding awards for LEAs.	599,653.58

UTAH STATE BOARD OF EDUCATION

Subject:

ACTION: Fiscal Year 2025 Budget Formulation Process for 2024 General Session of the Utah Legislature

Agenda item type:

Action Item

Recommended Action:

ACTION: Finance Committee members recommend to the Utah State Board of Education funding requests for Utah State Board of Education staff to prepare and present to the full board beginning at the August 2023 board meeting to meet the requirements of the Budgetary Procedures Act for public education and ensure a budget proposal for the 2024 Utah Legislative general session.

Background:

In accordance with the Budgetary Procedures Act, Title 63J. Budgeting, and specifically,

(3)

(a) Except as provided in Subsection (3)(b), for the purpose of preparing and reporting the proposed budget, the governor:

(i) shall require the proper state officials, **including all public and higher education officials**, all heads of executive and administrative departments and state institutions, bureaus, boards, commissions, and agencies expending or supervising the expenditure of the state money, and all institutions applying for state money and appropriations, to provide itemized estimates of changes in revenues and appropriations;

(ii) may require the persons and entities subject to Subsection (3)(a)(i) to provide other information under these guidelines and at times as the governor may direct, which may include a requirement for program productivity and performance measures, where appropriate, with emphasis on outcome indicators; and

(iii) may require representatives of public and higher education, state departments and institutions, and other institutions or individuals applying for state appropriations to attend budget meetings.

(b) Subsections (3)(a)(ii) and (iii) do not apply to the judicial department or the legislative department.

The Utah State Board of Education directs staff to formulate a budget (funding requests) to meet the requirements of the budgetary procedures act and ensure a budget proposal is ready for the next legislative session. Staff provide the board's requests for funding from the prior legislative session, the outcome of the requests, and take direction from the board to provide business cases and/or other essential materials for the board to submit their proposals to the Governor's office and the Utah State Legislature.

Contact:

Name: Scott Jones
Title: Deputy Superintendent of Operations
Phone: 801-538-7615
Email: scott.jones@schools.utah.gov

Name: Deborah Jacobson
Title: Assistant Superintendent of
Operations
Phone: 801-538-7627
Email: deborah.jacobson@schools.utah.gov

Name: Sarah Young
Title: Chief of Staff
Phone: 801-538-7528
Email: sarah.young@schools.utah.gov

Name: Todd Call
Title: Director of Strategic Initiatives
Phone: 801-538-7715
Email: todd.call@schools.utah.gov

Attachments:

None

UTAH STATE BOARD OF EDUCATION

Subject:

ACTION: Finance Committee Recommendations for Program Review

Agenda item type:

Action Item

Recommended Action:

The Finance Committee recommends to the Utah State Board of Education specific programs within the USBE section budgets for presentation by staff to the Finance Committee in subsequent Finance Committee meetings and through the end of State Fiscal Year 2024.

Background:

As part of the responsibility for general oversight and supervision of the public education system, the board can review programs within the public education budget to determine the outcomes resulting from the funding of the particular program. The monthly budget report is provided to the finance committee members during the May 2023 Finance Committee meeting to facilitate finance committee members making recommendations to the board on what specific programs to review and receive data on in order to determine if the funding levels are adequate, need amending, and/or potential legislative action such as increased funding or considerations for reprogramming.

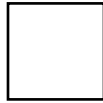
Contact:

Name: Scott Jones
Title: Deputy Superintendent of Operations
Phone: 801-538-7500
Email: scott.jones@schools.utah.gov

Deborah Jacobson
Assistant Superintendent of Support Operations
801-538-7500
deborah.jacobson@schools.utah.gov

Attachments:

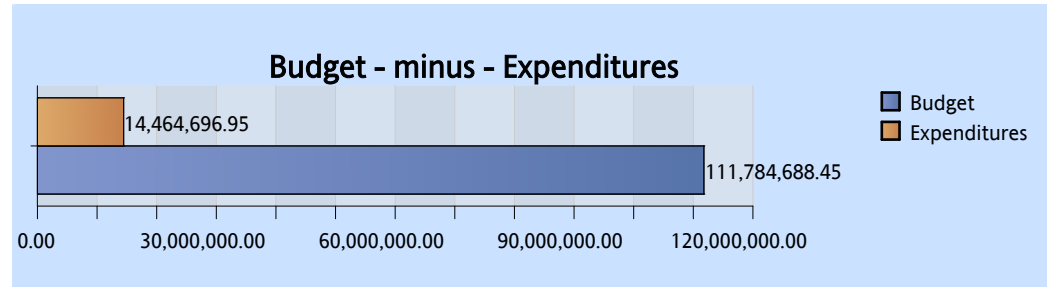
1. FY2023 Board Report P-9



Department Budget & Expenditure Breakdown
Fiscal Year 2023
Month Ending Mar 31, 2023
As Reported from FINET

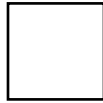
Date: Apr 26, 2023
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A&A Assessment & Accountability



Budget Summary	Budget	ALL Revenue	_Total Available_	_Total Expenditures & Encumbrances_	Remaining Amount
A&A Assessment & Accountability	111,784,688.45	15,317,168.23	111,784,688.45	80,571,879.87	31,212,808.58

Expenditure and Encumbrance By Section	Current Month Expenditures	YTD Expenditures	YTD Encumbrances	Prior Year(s) Expenditures	Total Expenditure & Encumbrances
Personnel Services	319,704.97	1,505,304.62	0.00	3,589,116.53	5,094,421.15
Travel/In State	2,216.78	7,251.05	0.00	53,166.08	60,417.13
Travel/Out of State	4,231.62	15,078.91	0.00	11,288.28	26,367.19
Current Expense	2,831,283.70	12,533,908.57	15,804,964.23	45,920,322.52	74,259,195.32
Data Processing Current Expense	21,541.00	219,399.04	83,780.35	91,897.34	395,076.73
Other Charges/Pass Through	30,370.54	183,754.76	0.00	550,637.59	734,392.35
Flow Through	0.00	0.00	0.00	2,010.00	2,010.00
	0.00	0.00	0.00	0.00	0.00
Overall - Total	3,209,348.61	14,464,696.95	15,888,744.58	50,218,438.34	80,571,879.87



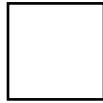
Department Budget & Expenditure Breakdown
Fiscal Year 2023
Month Ending Mar 31, 2023
As Reported from FINET

Date: Apr 26, 2023
Page: 2 of 126

A&A Assessment & Accountability

Detailed Summary

Detailed Summary			Budget	ALL Revenue	Budget +StateRev	Expenditure	Expenditure	Expenditure	Encumbrances	Remaining Amount
					Total Available	Current Month	Year-to-Date	Prior Year(s)		
A&A Assessment & Accountability	STATE	19ADPT 19ADPT HB 15 Adaptive Testing SFY2019	8,500,000.00	-	8,500,000.00	-	=	6,039,881.00	=	2,460,119.00
		19CCRA 19CCRA College & Career Ready Assessment SFY19	3,620,000.00	-	3,620,000.00	-	58,155.62	1,956,070.59	554,068.61	1,051,705.18
		20A2A 20A2A Assessment to Achievement SFY2020	986,512.31	-	986,512.31	-	=	984,512.32	=	1,999.99
		20AAAD 20AAAD Administration SFY2020	735,802.34	-	735,802.34	-	=	=	=	735,802.34
		20ADFE 20ADFE HB 15 Adaptive Test License Fees SFY2020	242,179.00	242,179.00	242,179.00	-	=	=	242,179.00	0.00
		20ADPT 20ADPT HB 15 Adaptive Testing SFY2020	8,500,000.00	-	8,500,000.00	-	=	7,583,894.24	916,105.76	0.00
		20CCRA 20CCRA College & Career Ready Assessment SFY20	3,059,545.00	-	3,059,545.00	-	=	720,422.00	2,339,123.00	0.00
		20OCPT 20OCPT Online College Prep Test SFY2020	400,000.00	-	400,000.00	-	=	225,000.00	175,000.00	0.00
		21A2A 21A2A Assessment to Achievement SFY2021	1,000,000.00	-	1,000,000.00	-	=	723,845.86	=	276,154.14
		21AAAD 21AAAD Administration SFY2021	1,591,600.00	-	1,591,600.00	16,648.00	225,184.00	821,193.44	65,760.00	479,462.56
		21ADFE 21ADFE HB 15 Adaptive Test License Fees SFY2021	492,545.00	492,545.00	492,545.00	-	=	=	492,545.00	0.00
		21ADPT 21ADPT HB 15 Adaptive	8,500,000.00	-	8,500,000.00	-	=	7,031,102.00	=	1,468,898.00



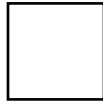
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			Budget	ALL Revenue	Budget +StateRev	Expenditure	Expenditure	Expenditure	Encumbrances	Remaining Amount
					_Total Available__	Current Month	Year-to-Date	Prior Year(s)		
A&A Assessment & Accountability	STATE	Testing SFY2021								
		21CCRA 21CCRA College & Career Ready Assessment SFY21	3,620,000.00	-	3,620,000.00	-	=	1,771,000.00	1,849,000.00	0.00
		21OCPT 21OCPT Online College Prep Test SFY2021	400,000.00	-	400,000.00	-	=	225,000.00	28,052.24	146,947.76
		21STUA 21STUA Administration	314,300.00	-	314,300.00	-	=	271,874.15	=	42,425.85
		22A2A 22A2A Assessment to Achievement SFY2022	992,497.80	-	992,497.80	460.00	9,008.00	926,268.18	23,500.00	33,721.62
		22A2AP 22A2AP A2APlus	5,560,067.00	-	5,560,067.00	-	1,134,650.33	2,225,556.81	810,843.11	1,389,016.75
		22A2APA 22A2APA A2APlus Admin	1,401,833.00	-	1,401,833.00	16,633.97	94,119.13	302,882.79	8,982.07	995,849.01
		22AAAD 22AAAD Administration SFY2022	1,595,000.00	-	1,595,000.00	20,393.00	22,717.72	935,745.57	17,083.25	619,453.46
		22ADFE 22ADFE HB 15 Adaptive Test License Fees SFY2022	243,692.00	-	243,692.00	-	=	=	173,219.00	70,473.00
		22ADPT 22ADPT HB 15 Adaptive Testing SFY2022	8,500,000.00	-	8,500,000.00	8,520.25	124,158.77	6,202,364.43	433,818.23	1,739,658.57
		22ADPTS 22ADPTS Assessment Settlement SFY2022	3,375,000.00	3,375,000.00	3,375,000.00	-	=	=	=	3,375,000.00
		22CCRA 22CCRA College & Career Ready Assessment SFY22	3,620,000.00	-	3,620,000.00	-	228,971.35	1,762,256.00	1,047,578.65	581,194.00
		22OCPT 22OCPT Online College Prep Test SFY2022	400,000.00	-	400,000.00	-	=	225,000.00	=	175,000.00



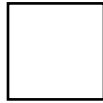
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					_Total Available__	Current Month	Year-to-Date	Prior Year(s)		
A&A Assessment & Accountability	STATE	22OFWT 22OFWT Online Formative Writing Tool SFY2022	450,000.00	-	450,000.00	-	2,592.96	439,999.82	7,407.22	0.00
		22PKK 22PKK Electronic Elementary Reading Tool SFY2022	3,600,000.00	-	3,600,000.00	-	1,273,143.10	1,335,786.84	-	991,070.06
		22STUA 22STUA Administration	314,300.00	-	314,300.00	-	238.15	285,377.01	-	28,684.84
		23A2A 23A2A Assessment to Achievement SFY2023	960,000.00	-	960,000.00	1,947.34	238,948.29	-	606,362.00	114,689.71
		23AAAD 23AAAD Administration SFY2023	1,466,600.00	-	1,466,600.00	64,353.36	422,778.99	-	8,038.72	1,035,782.29
		23AAAF 23AAAF A&A- Administration SFY2023	38,000.00	-	38,000.00	-	-	-	-	38,000.00
		23ADFE 23ADFE HB 15 Adaptive Test License Fees SFY2023	250,000.00	-	250,000.00	-	-	-	-	250,000.00
		23ADPT 23ADPT HB 15 Adaptive Testing SFY2023	8,500,000.00	-	8,500,000.00	570,488.77	5,999,889.34	-	2,647,018.49	-146,907.83
		23CCRA 23CCRA College & Career Ready Assessment SFY23	3,620,000.00	-	3,620,000.00	-	454,836.34	-	1,426,163.66	1,739,000.00
		23OCPT 23OCPT Online College Prep Test SFY2023	400,000.00	-	400,000.00	-	168,750.00	-	56,250.00	175,000.00
		23OFWT 23OFWT Online Formative Writing Tool SFY2023	450,000.00	-	450,000.00	-	116,680.93	-	333,319.07	0.00
		23PKK 23PKK Electronic Elementary Reading Tool SFY2023	3,600,000.00	-	3,600,000.00	2,104,396.00	2,104,396.00	-	-	1,495,604.00



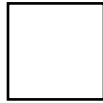
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A&A Assessment & Accountability	STATE	23STUA 23STUA Administration	314,300.00	-	314,300.00	30,671.17	210,001.64	=	2,185.00	102,113.36
		S22A2P S22A2P Assessment to Achievement Plus PSC	55,000.00	-	55,000.00	-	32,835.00	12,968.17	=	9,196.83
		S23A2A S23A2A Assessment to Achievement SFY2023 PSC	40,000.00	-	40,000.00	-	13,935.00	=	=	26,065.00
	FED	20AADM 20AADM Administration FFY2020	3,840,148.00	3,829,123.00	3,840,148.00	-	=	3,829,123.00	9,450.75	1,574.25
		20ALTA 20ALTA Alternate Assessment FFY2020	51,000.00	51,000.00	51,000.00	-	=	51,000.00	=	0.00
		20ELLA 20ELLA English Language Learners Assessment FFY2020	1,150,000.00	1,150,000.00	1,150,000.00	-	=	1,150,000.00	=	0.00
		21AADM 21AADM Administration FFY2021	3,862,158.00	1,426,636.94	3,862,158.00	-	372,056.76	1,054,580.18	169,498.97	2,266,022.09
		21ALTA 21ALTA Alternate Assessment FFY2021	51,000.00	51,000.00	51,000.00	-	=	51,000.00	=	0.00
		21ELLA 21ELLA English Language Learners Assessment FFY2021	1,150,000.00	1,003,547.23	1,150,000.00	-	=	1,003,547.23	120,664.54	25,788.23
		22AADM 22AADM Administration FFY2022	3,876,309.00	2,942,615.52	3,876,309.00	272,712.60	749,787.29	364.98	378,026.70	2,748,130.03
		22ALTA 22ALTA Alternate Assessment FFY2022	51,000.00	51,000.00	51,000.00	-	=	51,000.00	=	0.00
		22ELLA 22ELLA English Language Learners Assessment FFY2022	1,150,000.00	202,498.46	1,150,000.00	-	228,286.69	=	947,501.54	-25,788.23



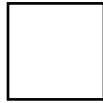
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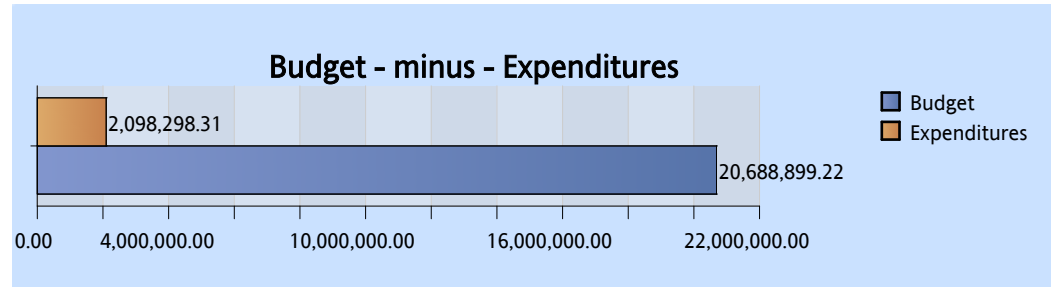
Detailed Summary			Budget	ALL Revenue	Budget +StateRev	Expenditure	Expenditure	Expenditure	Encumbrances	Remaining Amount
					Total Available	Current Month	Year-to-Date	Prior Year(s)		
A&A Assessment & Accountability	FED	22NPAA 22NPAA NAEP-A&A FFY2022	191,100.00	197,326.00	191,100.00	102,124.15	124,890.58	19,821.73	=	46,387.69
		23AADM 23AADM Administration FFY2023	3,311,100.00	2,639.08	3,311,100.00	-	2,639.08	=	=	3,308,460.92
		23ALTA 23ALTA Alternate Assessment FFY2023	51,000.00	51,000.00	51,000.00	-	51,000.00	=	=	0.00
		23ELLA 23ELLA English Language Learners Assessment FFY2023	1,150,000.00	-	1,150,000.00	-	=	=	=	1,150,000.00
		23NPAA 23NPAA NAEP-A&A FFY2023	191,100.00	249,058.00	191,100.00	-	45.89	=	=	191,054.11
Summary			111,784,688.45	15,317,168.23	111,784,688.45	3,209,348.61	14,464,696.95	50,218,438.34	15,888,744.58	31,212,808.58



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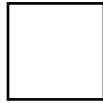
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CHSC Charter School



Budget Summary	Budget	ALL Revenue	_Total Available_	_Total Expenditures & Encumbrances_	Remaining Amount
CHSC Charter School	20,688,899.22	0.00	20,688,899.22	12,055,868.43	8,633,030.79

Expenditure and Encumbrance By Section	Current Month Expenditures	YTD Expenditures	YTD Encumbrances	Prior Year(s) Expenditures	Total Expenditure & Encumbrances
Personnel Services	149,701.80	935,975.92	0.00	3,384,510.15	4,320,486.07
Travel/In State	150.00	1,257.49	0.00	4,650.25	5,907.74
Travel/Out of State	0.00	9,459.24	0.00	9,570.13	19,029.37
Current Expense	118,757.16	433,979.38	632,486.49	835,931.06	1,902,396.93
Data Processing Current Expense	0.00	4,110.00	1,991.61	30,158.50	36,260.11
Other Charges/Pass Through	27,941.16	123,141.28	0.00	643,368.14	766,509.42
Flow Through	0.00	590,375.00	0.00	4,414,903.79	5,005,278.79
Overall - Total	296,550.12	2,098,298.31	634,478.10	9,323,092.02	12,055,868.43



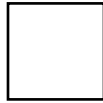
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CHSC Charter School

Detailed Summary

			Budget	ALL Revenue	Budget +StateRev _Total Available_	Expenditure Current Month	Expenditure Year-to-Date	Expenditure Prior Year(s)	Encumbrances	Remaining Amount
CHSC Charter School	STATE	18CHSU 18CHSU Start-up Funds SFY2018	2,400,000.00	-	2,400,000.00	-	62,996.21	2,299,999.22	=	37,004.57
		19CHBD 19CHBD Charter School Board SFY2019	1,198,500.00	-	1,198,500.00	-	=	1,125,100.00	=	73,400.00
		19CHRG 19CHRG Regional Seminars SFY2019	200,000.00	-	200,000.00	-	=	190,000.00	=	10,000.00
		19CHSU 19CHSU Start-up Funds SFY2019	2,300,000.00	-	2,300,000.00	-	87,003.79	2,163,107.00	=	49,889.21
		20CHMT 20CHMT Charter School Mentoring	200,000.00	-	200,000.00	-	77,400.00	48,480.00	=	74,120.00
		20CHSU 20CHSU Start-up Funds	1,999,999.22	-	1,999,999.22	-	=	200,000.00	=	1,799,999.22
		20ISIP 20ISIP Innovative Student Improvement Program	200,000.00	-	200,000.00	-	=	151,699.52	=	48,300.48
		21CHBD 21CHBD Charter School	1,246,300.00	-	1,246,300.00	-	47,988.03	691,718.81	37,080.00	469,513.16
		21CHFA 21CHFA Fiscal Accountabilitiy FY2021	425,000.00	-	425,000.00	-	=	232,957.03	=	192,042.97
		21CHMT 21CHMT Charter School Mentoring	200,000.00	-	200,000.00	-	=	107,711.84	58,384.00	33,904.16
		21CHRG 21CHRG Regional Seminars	200,000.00	-	200,000.00	-	=	59,789.97	1,700.00	138,510.03
		21CHSA 21CHSA Start-up Funds Admin	200,000.00	-	200,000.00	-	=	159,541.40	=	40,458.60
		21CHSU 21CHSU Start-up Funds	1,590,000.00	-	1,590,000.00	-	=	=	=	1,590,000.00
		21ODPG 21ODPG - One Time Discretionary FY2021	751,800.00	-	751,800.00	-	=	7,553.19	=	744,246.81
		22CHBD 22CHBD Charter School	1,287,074.00	-	1,287,074.00	409.79	8,680.50	1,149,308.04	16,600.00	112,485.46
		22CHFA 22CHFA Fiscal Accountabilitiy FY2022	391,753.00	-	391,753.00	-	-702.11	391,753.00	=	702.11
		22CHMT 22CHMT Charter School Mentoring	200,000.00	-	200,000.00	9,808.55	89,800.49	17,500.00	87,699.51	5,000.00



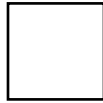
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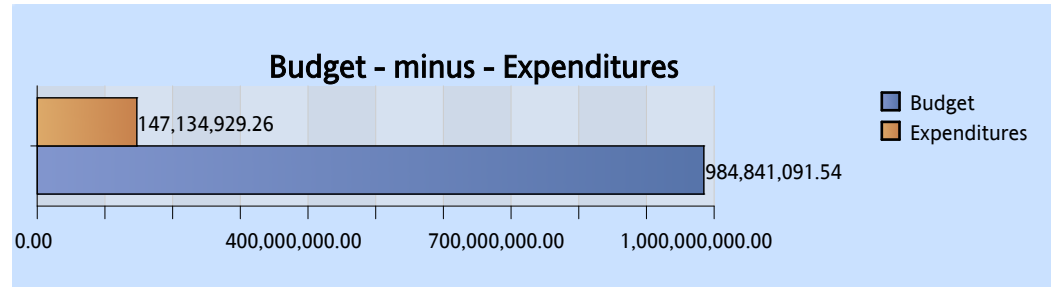
Detailed Summary			Budget	ALL Revenue	Budget +StateRev	Expenditure	Expenditure	Expenditure	Encumbrances	Remaining Amount
					Total Available	Current Month	Year-to-Date	Prior Year(s)		
CHSC Charter School	STATE	22CHRG 22CHRG Regional Seminars	200,000.00	-	200,000.00	3,372.09	10,416.51	171,000.00	24,953.49	-6,370.00
		22CHSA 22CHSA Start-up Funds Admin	155,873.00	-	155,873.00	-	-26.83	155,873.00	=	26.83
		22CHSU 22CHSU Start-up Funds	1,630,800.00	-	1,630,800.00	-	=	=	=	1,630,800.00
		23CHBD 23CHBD Charter School	1,315,128.00	-	1,315,128.00	146,355.79	825,918.35	=	132,680.10	356,529.55
		23CHFA 23CHFA Fiscal Accountability FY2023	410,000.00	-	410,000.00	42,751.53	237,098.32	=	=	172,901.68
		23CHMT 23CHMT Charter School Mentoring	200,000.00	-	200,000.00	12,991.45	30,665.51	=	139,334.49	30,000.00
		23CHRG 23CHRG Regional Seminars	200,000.00	-	200,000.00	61,627.91	63,953.49	=	136,046.51	0.00
		23CHSA 23CHSA Start-up Funds Admin	142,932.00	-	142,932.00	19,233.01	116,731.05	=	=	26,200.95
		23CHSU 23CHSU Start-up Funds	1,443,740.00	-	1,443,740.00	-	440,375.00	=	=	1,003,365.00
Summary			20,688,899.22	0	20,688,899.22	296,550.12	2,098,298.31	9,323,092.02	634,478.10	8,633,030.79



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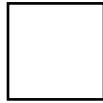
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CNP Child Nutrition Program



Budget Summary	Budget	ALL Revenue	_Total Available_	_Total Expenditures & Encumbrances_	Remaining Amount
CNP Child Nutrition Program	984,841,091.54	796,675,503.93	984,841,091.54	785,922,541.67	198,918,549.87

Expenditure and Encumbrance By Section	Current Month Expenditures	YTD Expenditures	YTD Encumbrances	Prior Year(s) Expenditures	Total Expenditure & Encumbrances
Personnel Services	346,222.92	2,087,056.04	0.00	4,195,984.52	6,283,040.56
Travel/In State	5,048.26	9,983.19	0.00	7,897.62	17,880.81
Travel/Out of State	5,098.59	25,700.76	0.00	7,649.90	33,350.66
Current Expense	131,979.81	517,697.23	198,659.56	1,097,218.56	1,813,575.35
Data Processing Current Expense	0.00	134,505.83	256,996.88	305,467.86	696,970.57
Data Processing Capital Expenditure	0.00	0.00	0.00	352,112.50	352,112.50
Other Charges/Pass Through	58,280.91	247,458.19	0.00	632,440.30	879,898.49
Flow Through	21,058,192.10	144,112,528.02	0.00	631,733,184.71	775,845,712.73
	0.00	0.00	0.00	0.00	0.00
Overall - Total	21,604,822.59	147,134,929.26	455,656.44	638,331,955.97	785,922,541.67



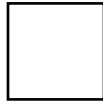
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CNP Child Nutrition Program

Detailed Summary

			Budget	ALL Revenue	Budget +StateRev _Total Available_	Expenditure Current Month	Expenditure Year-to-Date	Expenditure Prior Year(s)	Encumbrances	Remaining Amount
CNP Child Nutrition Program	STATE	18HOLD Holding Account SFY2018	-	-188.00	0.00	-	=	-60,225.83	=	60,225.83
		19SBLI 19SBLI School Breakfast Leadership Institute SFY2019	50,000.00	35,000.00	50,000.00	-	=	21,655.01	=	28,344.99
		22LQAD 22LQAD State Liquor Tax Admin SFY2022	215,736.42	-	215,736.42	-	-36,934.77	221,694.70	=	30,976.49
		22LQTX 22LQTX State Liquor Tax SFY2022	54,498,355.01	50,118,057.21	54,498,355.01	-	4,162,002.40	50,228,878.00	=	107,474.61
		23ESMP 23ESMP Enhancement of School Meal Pgm SFY2023	100,000.00	-	100,000.00	-	=	=	=	100,000.00
		23HOLD 23HOLD Holding Account SFY2023	-	73,359.00	0.00	-	=	=	=	0.00
		23LQAD 23LQAD State Liquor Tax Admin SFY2023	1,000,000.00	-	1,000,000.00	88,460.57	532,656.74	=	=	467,343.26
		23LQTX 23LQTX State Liquor Tax SFY2023	49,049,800.00	38,681,417.88	49,049,800.00	4,125,201.70	22,520,590.87	=	=	26,529,209.13
		23REG 23REG Registration Fees SFY2023	6,200.00	-	6,200.00	4.01	4.01	=	=	6,195.99
		23STAF 23STAF State Appropriated Funding SFY2023	400.00	-	400.00	-	=	=	=	400.00
	FED	19EQUP 19EQUP Equipment Grant FFY2019	202,444.50	202,444.50	202,444.50	-	=	202,444.50	=	0.00
		20CAAU 20CAAU Child & Adult	535,712.51	529,306.37	535,712.51	-	=	529,306.37	=	6,406.14



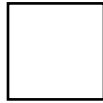
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CNP Child Nutrition Program	FED	Day Care Prog Audit Funds FFY20								
		20EQUP 20EQUP Equipment Grant FFY2020	219,766.00	218,977.67	219,766.00	-	7,707.73	211,269.94	-	788.33
		21ASSP 21ASSP After School Program FFY2021	313,897.92	313,897.92	313,897.92	-	-	313,897.92	-	0.00
		21CAAU 21CAAU Child & Adult Day Care Prog Audit Funds FFY21	486,600.06	475,119.20	486,600.06	-11,480.86	-11,480.86	486,600.06	-	11,480.86
		21CAM 21CAM Child & Adult Day Care Program Meals FFY21	25,425,779.41	25,425,024.41	25,425,779.41	-	-755.00	25,425,779.41	-	755.00
		21CIL 21CIL Cash in Lieu	863,897.16	863,897.16	863,897.16	-	-	863,897.16	-	0.00
		21CNP 21CNP CNP Staff Admin FFY2021	97,366.94	99,555.41	97,366.94	-	-	99,555.41	-	-2,188.47
		21EOCC 21EOCC Emergency Operating Funds Childcare FY21	1,376,094.77	1,376,094.77	1,376,094.77	-	-11,085.08	1,376,094.77	-	11,085.08
		21EOCS 21EOCS Emergency Operating Funds Schools FY21	2,318,581.03	2,318,581.03	2,318,581.03	-	-	2,318,581.03	-	0.00
		21EQUP 21EQUP Equipment Grant FFY2021	214,272.00	115,664.82	214,272.00	19,306.46	19,306.46	96,358.36	-	98,607.18
		21FFVP 21FFVP Fresh Fruit & Vegetable Prog FFY2021	2,930,698.77	2,930,698.77	2,930,698.77	-	-	2,930,698.77	-	0.00
		21NSLF 21NSLF National School	171,050,629.56	171,065,623.83	171,050,629.56	-	-	171,047,790.85	-	2,838.71



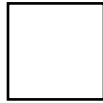
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CNP Child Nutrition Program	FED	Lunch Free & Reduced FY21								
		21NSLP 21NSLP National School Lunch Paid FFY21	20,223,467.14	20,223,444.94	20,223,467.14	-	=	20,223,444.94	=	22.20
		21PEBA 21PEBA Pandemic EBT Admin FFY2021	108,768.00	91,406.39	108,768.00	-	=	151,612.57	=	-42,844.57
		21PEBT 21PEBT Pandemic EBT Flow Through FFY2021	5,602.45	3,070.80	5,602.45	-	=	3,070.80	=	2,531.65
		21PMA 21PMA Commodities FFY2021	27,818,534.00	27,818,534.00	27,818,534.00	-	=	27,818,534.00	=	0.00
		21SAE 21SAE State Administrative Expenses FFY2021	2,523,289.06	2,512,599.74	2,523,289.06	-	10,601.36	2,503,820.11	3,782.25	5,085.34
		21SBP 21SBP School Breakfast Program FFY2021	35,394,844.70	35,400,597.10	35,394,844.70	-	=	35,394,844.70	=	0.00
		21SFH 21SFH Summer Food Service Prog Health Inspec FFY21	7,350.00	7,350.00	7,350.00	-	=	7,350.00	=	0.00
		21SFM 21SFM Summer Food Service Prog Meals FFY21	1,657,855.07	1,657,855.07	1,657,855.07	-	=	1,657,855.07	=	0.00
		21SFSA 21SFSA Summer Food Service Prog Admin to SA FFY21	148,885.26	148,885.26	148,885.26	-	=	148,885.26	=	0.00
		21SFST 21SFST Summer Food Service Prog State Payroll FFY21	31,956.25	31,956.25	31,956.25	-	=	31,956.25	=	0.00
		21SMP 21SMP Special Milk Program FFY2021	16,613.55	16,613.55	16,613.55	-	=	16,613.55	=	0.00



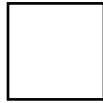
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CNP Child Nutrition Program	FED	21SPAD 21SPAD CACFP Sponsor Administration FFY2021	2,000,000.00	1,322,067.93	2,000,000.00	-	-15,505.00	1,322,067.93	-	693,437.07
		21TEF2 21TEF2 The Emergency Food Asst Pgm SNAP FFY2021	710,894.00	710,894.00	710,894.00	-	-	710,894.00	-	0.00
		21TEF4 21TEF4 TEFAP Admin FFCRA PL 116-12 FFY2021	10,369.00	10,369.00	10,369.00	-	-	10,369.00	-	0.00
		21TEF5 21TEF5 TEFAP Admin CARES P.L116-13 FFY2021	21,375.00	21,375.00	21,375.00	-	-	21,375.00	-	0.00
		21TEF6 21TEF6 TEFAP Admin COVID S PL116-26 FFY2021	530,336.00	530,336.00	530,336.00	-	-	530,336.00	-	0.00
		21TEFA 21TEFA Emergency Food Assist Prog FFY2021	761,792.00	761,792.00	761,792.00	-	-	761,792.00	-	0.00
		22ASSP 22ASSP After School Program FFY2022	900,000.00	507,770.45	900,000.00	-48,168.81	74,880.60	446,879.32	-	378,240.08
		22CAAU 22CAAU Child & Adult Day Care Prog Audit Funds FFY22	570,468.00	507,437.34	570,468.00	-10,345.21	137,407.51	355,629.34	20,000.00	57,431.15
		22CAM 22CAM Child & Adult Day Care Program Meals FFY22	29,697,170.19	27,556,836.50	29,697,170.19	-2,537,729.53	7,740,599.56	19,821,143.22	-	2,135,427.41
		22CIL 22CIL Cash in Lieu	980,500.00	993,806.50	980,500.00	16,877.86	273,356.78	729,122.18	-	-21,978.96
		22CNP 22CNP CNP Staff Admin FFY2022	121,186.00	124,753.48	121,186.00	-	63,685.25	46,982.61	-	10,518.14
		22EQUP 22EQUP Equipment	335,090.00	-	335,090.00	-	-	-	-	335,090.00



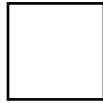
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CNP Child Nutrition Program	FED	Grant FFY2022								
		22FFVP 22FFVP Fresh Fruit & Vegetable Prog FFY2022	3,445,594.00	3,353,150.00	3,445,594.00	-	502,204.64	2,850,945.36	-	92,444.00
		22NSLF 22NSLF National School Lunch Free & Reduced FY22	225,274,131.00	213,585,585.12	225,274,131.00	-7,303,560.17	13,253,326.27	200,237,401.14	-	11,783,403.59
		22NSLP 22NSLP National School Lunch Paid FFY22	40,540,887.81	24,205,872.63	40,540,887.81	-4,320,824.66	7,008,278.34	17,338,346.87	-	16,194,262.60
		22PEBA 22PEBA Pandemic EBT Admin FFY2022	95,578.00	-	95,578.00	-	-	-	-	95,578.00
		22PEBT 22PEBT Pandemic EBT Flow Through FFY2022	179,661.00	179,661.00	179,661.00	-	179,661.00	-	-	0.00
		22SAE 22SAE State Administrative Expenses FFY2022	2,584,800.00	2,476,477.35	2,584,800.00	-63,706.96	1,129,179.41	1,312,417.89	123,467.24	19,735.46
		22SBP 22SBP School Breakfast Program FFY2022	42,058,583.00	39,873,861.28	42,058,583.00	-2,151,992.71	3,585,491.29	36,321,098.86	-	2,151,992.85
		22SCA 22SCA Supply Chain Assistance Grant FY22	18,877,547.00	9,694,600.78	18,877,547.00	-	-	9,694,600.78	-	9,182,946.22
		22SCGA 22SCGA Specialty Crop Grant Agriculture	94,620.00	86,126.42	94,620.00	300.00	62,119.74	27,481.42	-	5,018.84
		22SFH 22SFH Summer Food Service Prog Health Inspec FFY22	10,000.00	8,850.00	10,000.00	-	8,850.00	-	-	1,150.00
		22SFM 22SFM Summer Food Service Prog Meals FFY22	1,163,000.00	572,013.07	1,163,000.00	-	404,414.74	167,598.33	-	590,986.93



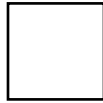
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CNP Child Nutrition Program	FED	22SFSA 22SFSA Summer Food Service Prog Admin to SA FFY22	120,000.00	54,940.68	120,000.00	-	39,171.27	15,769.41	-	65,059.32
		22SFST 22SFST Summer Food Service Prog State Payroll FFY22	55,000.00	35,047.96	55,000.00	-	8,094.90	26,090.87	9,250.00	11,564.23
		22SMP 22SMP Special Milk Program FFY2022	172,000.00	23,638.98	172,000.00	-2,465.35	10,019.18	13,619.80	-	148,361.02
		22SPAD 22SPAD CACFP Sponsor Administration FFY2022	1,350,000.00	1,346,751.77	1,350,000.00	-	369,551.47	977,200.30	-	3,248.23
		22TEF2 22TEF2 The Emergency Food Asst Pgm SNAP FFY2022	448,650.00	448,650.00	448,650.00	-	448,650.00	-	-	0.00
		22TEF7 22TEF7 TEFAP Admin BBB FFY2022	662,920.00	662,920.00	662,920.00	-	662,920.00	-	-	0.00
		22TEF8 22TEF8 TEFAP Farm Bill PJ PL 115-334 FFY2022	70,549.00	28,038.95	70,549.00	-	28,038.95	-	-	42,510.05
		22TEFA 22TEFA Emergency Food Assist Prog FFY2022	454,542.00	454,542.00	454,542.00	-	454,542.00	-	-	0.00
		22TIG 22TIG CNP CN Technology Innovation Grant Pgm FFY2022	925,926.00	502,667.91	925,926.00	126,505.12	182,137.25	320,530.66	223,056.46	200,201.63
		23ASSP 23ASSP After School Program FFY2023	700,000.00	240,339.96	700,000.00	102,123.81	240,339.96	-	-	459,660.04
		23CAAU 23CAAU Child & Adult Day Care Prog Audit Funds FFY23	544,689.00	282,667.38	544,689.00	83,697.13	237,501.79	-	73,800.00	233,387.21



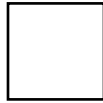
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CNP Child Nutrition Program	FED	23CAM 23CAM Child & Adult Day Care Program Meals FFY23	28,959,895.00	12,507,725.84	28,959,895.00	4,855,392.52	12,571,432.80	=	=	16,388,462.20
		23CIL 23CIL Cash in Lieu	875,000.00	478,918.36	875,000.00	67,150.04	464,241.60	=	=	410,758.40
		23CNP 23CNP CNP Staff Admin FFY2023	130,000.00	22,924.68	130,000.00	12,007.11	19,361.01	=	=	110,638.99
		23EQUP 23EQUP Equipment Grant FFY2023	569,532.00	-	569,532.00	-	=	=	=	569,532.00
		23FFVP 23FFVP Fresh Fruit & Vegetable Prog FFY2023	3,533,441.00	1,524,232.14	3,533,441.00	396,988.23	1,524,079.98	=	=	2,009,361.02
		23FTSG 23FTSG Farm to School State Formula Grant	955,364.00	-	955,364.00	-	=	=	=	955,364.00
		23LFS 23LFS Local Food for Schools Cooperative Agreement Pgm	1,944,687.00	-	1,944,687.00	-	=	=	=	1,944,687.00
		23NSLF 23NSLF National School Lunch Free & Reduced FY23	63,695,676.00	35,373,655.10	63,695,676.00	14,767,356.26	35,497,390.10	=	=	28,198,285.90
		23NSLP 23NSLP National School Lunch Paid FFY23	41,278,163.00	21,165,979.00	41,278,163.00	8,682,169.88	21,165,979.00	=	=	20,112,184.00
		23PMA 23PMA Commodities FFY2023	30,271,400.00	-	30,271,400.00	-	=	=	=	30,271,400.00
		23SAE 23SAE State Administrative Expenses FFY2023	2,600,000.00	482,319.59	2,600,000.00	252,356.56	412,039.22	=	2,300.49	2,185,660.29
		23SBP 23SBP School Breakfast	25,696,543.00	10,609,604.35	25,696,543.00	4,335,904.92	10,609,604.35	=	=	15,086,938.65



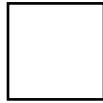
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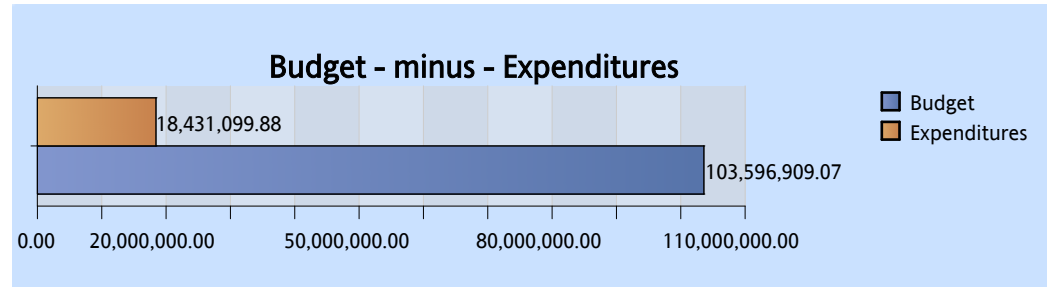
Detailed Summary			Budget	ALL Revenue	Budget +StateRev	Expenditure	Expenditure	Expenditure	Encumbrances	Remaining Amount
					Total Available	Current Month	Year-to-Date	Prior Year(s)		
CNP Child Nutrition Program	FED	Program FFY2023								
		23SCA 23SCA Supply Chain Assistance Grant FY23	4,444,743.00	-	4,444,743.00	-	=	=	=	4,444,743.00
		23SFH 23SFH Summer Food Service Prog Health Inspec FFY23	10,000.00	-	10,000.00	-	=	=	=	10,000.00
		23SFM 23SFM Summer Food Service Prog Meals FFY23	1,163,000.00	-	1,163,000.00	-	=	=	=	1,163,000.00
		23SFSA 23SFSA Summer Food Service Prog Admin to SA FFY23	120,000.00	-	120,000.00	-	=	=	=	120,000.00
		23SFST 23SFST Summer Food Service Prog State Payroll FFY23	55,000.00	3,171.79	55,000.00	983.85	983.85	=	=	54,016.15
		23SMP 23SMP Special Milk Program FFY2023	72,000.00	13,594.59	72,000.00	6,951.82	13,594.59	=	=	58,405.41
		23SPAD 23SPAD CACFP Sponsor Administration FFY2023	2,000,000.00	574,692.00	2,000,000.00	115,359.00	574,692.00	=	=	1,425,308.00
		23TEF2 23TEF2 The Emergency Food Asst Pgm SNAP FFY2023	543,846.00	-	543,846.00	-	=	=	=	543,846.00
		23TEFA 23TEFA Emergency Food Assist Prog FFY2023	561,546.00	-	561,546.00	-	=	=	=	561,546.00
Summary			984,841,091.54	796,675,503.93	984,841,091.54	21,604,822.59	147,134,929.26	638,331,955.97	455,656.44	198,918,549.87



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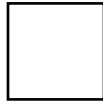
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CTE Career & Technical Education



Budget Summary	Budget	ALL Revenue	_Total Available_	_Total Expenditures & Encumbrances_	Remaining Amount
CTE Career & Technical Education	103,596,909.07	45,266,968.60	103,719,168.06	75,347,963.53	28,371,204.53

Expenditure and Encumbrance By Section	Current Month Expenditures	YTD Expenditures	YTD Encumbrances	Prior Year(s) Expenditures	Total Expenditure & Encumbrances
Personnel Services	299,708.26	1,931,593.36	0.00	5,098,892.30	7,030,485.66
Travel/In State	1,152.67	13,882.11	0.00	14,116.64	27,998.75
Travel/Out of State	4,583.82	22,594.00	0.00	10,453.22	33,047.22
Current Expense	80,589.09	5,273,452.93	1,247,559.16	5,869,623.01	12,390,635.10
Data Processing Current Expense	3,600.00	506,589.07	25,486.12	553,206.90	1,085,282.09
Other Charges/Pass Through	0.00	126,592.57	0.00	774,479.20	901,071.77
Flow Through	992,153.19	10,556,395.84	187,250.00	43,135,797.10	53,879,442.94
	0.00	0.00	0.00	0.00	0.00
Overall - Total	1,381,787.03	18,431,099.88	1,460,295.28	55,456,568.37	75,347,963.53



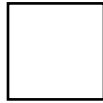
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CTE Career & Technical Education	STATE	19PRDV 19PRDV Professional Development SFY2019	-	84,619.91	84,619.91	-	=	82,764.04	=	1,855.87
		19STEM 19STEM STEM Lab Education SFY2019	250,000.00	-	250,000.00	-	5,661.00	241,163.04	=	3,175.96
		20PKAD 20PKAD Digital Literacy Initiative SFY2020	1,707,571.14	-	1,707,571.14	-	=	1,515,971.67	=	191,599.47
		20PKH 20PKH General Financial Literacy SFY2020	312,580.65	-	312,580.65	-	=	307,780.65	=	4,800.00
		20PKW 20PKW Computer Science SFY2020	2,838,672.28	-	2,838,672.28	-	=	2,793,535.45	=	45,136.83
		20PLK 20PLK CTE Student Organizations SFY2020	969,300.00	-	969,300.00	6,658.66	83,989.30	818,428.34	=	66,882.36
		20PRDV 20PRDV Professional Development SFY2020	-	21,109.08	21,109.08	-	3,600.00	12,554.18	=	4,954.90
		21CAD 21CAD Administration SFY2021	1,994,800.00	-	1,994,800.00	1,874.45	2,644.05	1,987,402.90	=	4,753.05
		21PKF 21PKF Pro-Start Culinary Arts Program SFY2021	201,500.00	-	201,500.00	-139,335.23	-100,127.21	201,500.00	=	100,127.21
		21PKH 21PKH General Financial Literacy SFY2021	883,500.00	-	883,500.00	-	=	466,456.11	=	417,043.89
		21PLK 21PLK CTE Student Organizations SFY2021	969,300.00	-	969,300.00	-	76,276.79	820,586.34	=	72,436.87
		21PRDV 21PRDV Professional	6,430.00	6,430.00	12,860.00	-	-2,100.00	6,430.00	3,050.00	5,480.00



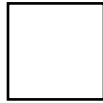
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					Total Available	Current Month	Year-to-Date	Prior Year(s)		
CTE Career & Technical Education	STATE	Development SFY2021								
		22CAD 22CAD Administration SFY2022	2,002,100.00	-	2,002,100.00	3,775.16	28,877.42	1,643,678.83	130,005.58	199,538.17
		22PKAE 22PKAE CTE Student Credential Enhancement SFY2022	3,000,000.00	-	3,000,000.00	-	=	3,000,000.00	=	0.00
		22PKF 22PKF Pro-Start Culinary Arts Program SFY2022	501,500.00	-	501,500.00	55,142.39	131,231.62	234,786.51	91,657.61	43,824.26
		22PKH 22PKH General Financial Literacy SFY2022	384,800.00	-	384,800.00	-	250.39	300,947.04	200.00	83,402.57
		22PKN 22PKN IT Academy SFY2022	500,000.00	-	500,000.00	-	=	497,906.00	=	2,094.00
		22PKW 22PKW Computer Science SFY2022	5,000,000.00	-	5,000,000.00	-	=	4,766,271.25	=	233,728.75
		22PLK 22PLK CTE Student Organizations SFY2022	969,300.00	-	969,300.00	2,382.16	81,548.20	648,851.06	2,781.70	236,119.04
		22PRDV 22PRDV Professional Development SFY2022	115,100.00	100.00	115,200.00	-	-3,296.21	93.78	2,250.00	116,152.43
		22UTAUS 22UTAUS Univ of Texas at Austin Services Agreement	10,000.00	10,000.00	20,000.00	-	5,000.00	=	=	15,000.00
		23CAD 23CAD Administration SFY2023	2,065,300.00	-	2,065,300.00	185,710.12	1,265,485.30	=	91.22	799,723.48
		23PKAA 23PKAA Create Utah	1,840,000.00	-	1,840,000.00	-	1,703,080.00	=	=	136,920.00
		23PKAE 23PKAE CTE Student Credential Enhancement SFY2023	3,017,200.00	-	3,017,200.00	-	2,610,083.00	=	407,117.00	0.00



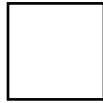
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CTE Career & Technical Education	STATE	23PKF 23PKF Pro-Start Culinary Arts Program SFY2023	501,500.00	-	501,500.00	152,488.70	199,788.39	=	118,888.69	182,822.92
		23PKH 23PKH General Financial Literacy SFY2023	387,100.00	-	387,100.00	7,754.02	138,320.39	=	32,716.25	216,063.36
		23PKN 23PKN IT Academy SFY2023	500,000.00	-	500,000.00	-	497,963.81	=	=	2,036.19
		23PKW 23PKW Computer Science SFY2023	8,000,000.00	-	8,000,000.00	551,023.01	987,055.96	=	=	7,012,944.04
		23PLJ 23PLJ Online Assessment SFY2023	625,500.00	-	625,500.00	-	440,331.27	=	185,168.73	0.00
		23PLK 23PLK CTE Student Organizations SFY2023	940,300.00	-	940,300.00	9,958.00	285,324.68	=	9,474.00	645,501.32
		23PRDV 23PRDV Professional Development SFY2023	115,100.00	-	115,100.00	-6,180.00	-8,067.92	=	=	123,167.92
		S22CAD S22CAD Administration SFY2022 PSC	2,000.00	-	2,000.00	360.00	1,185.00	=	=	815.00
		S23PLJ S23PLJ Online Assessment SFY2023 PSC	-	-	0.00	-	=	=	=	0.00
	FED	20CRED 20CRED CTE Corrections Ed FFY2020	15,000.00	15,000.00	15,000.00	-	=	15,000.00	=	0.00
		20CTEA 20CTEA Career & Technical Education Admin	754,459.00	754,459.00	754,459.00	-	=	754,459.00	=	0.00
		20FHE 20FHE CTE Formula Reserve	1,656,469.94	1,584,828.90	1,656,469.94	-	=	1,584,828.90	=	71,641.04
		20FLEA 20FLEA CTE-Career and	11,169,343.06	11,169,343.06	11,169,343.06	-	=	11,169,343.06	=	0.00



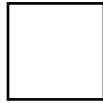
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					Total Available	Current Month	Year-to-Date	Prior Year(s)		
CTE Career & Technical Education	FED	Tech Education FFY2020								
		20LDSP 20LDSP CTE Leadership Development	1,421,825.82	1,420,575.82	1,421,825.82	-	=	1,420,575.82	=	1,250.00
		20NTR 20NTR CTE Non-Traditional FFY2020	70,000.00	70,000.00	70,000.00	-	=	70,000.00	=	0.00
		20SPCT 20SPCT CTE Special Populations FFY2020	1,508.00	1,508.00	1,508.00	-	=	1,508.00	=	0.00
		21CRED 21CRED CTE Corrections Ed FFY2021	15,000.00	15,000.00	15,000.00	-	=	15,000.00	=	0.00
		21CTEA 21CTEA Career & Technical Education Admin	765,698.00	765,745.74	765,698.00	-	30,789.93	734,908.07	=	0.00
		21FHE 21FHE CTE Formula Reserve	1,454,296.41	1,454,296.41	1,454,296.41	-	517,049.30	937,247.11	=	0.00
		21FLEA 21FLEA CTE-Career and Tech Education FFY2021	11,562,589.59	11,562,589.59	11,562,589.59	-	=	11,562,589.59	=	0.00
		21LDSP 21LDSP CTE Leadership Development	1,443,966.36	1,443,966.36	1,443,966.36	-	378,017.56	1,065,948.80	75,260.00	-75,260.00
		21NTR 21NTR CTE Non-Traditional FFY2021	70,000.00	70,000.00	70,000.00	-	=	70,000.00	=	0.00
		21SPCT 21SPCT CTE Special Populations FFY2021	1,530.00	1,530.00	1,530.00	-	=	1,530.00	=	0.00
		22CRED 22CRED CTE Corrections Ed FFY2022	15,000.00	15,000.00	15,000.00	-	15,000.00	=	=	0.00
		22CTEA 22CTEA Career & Technical	800,428.00	393,952.82	800,428.00	56,954.27	374,649.57	250.00	=	425,528.43



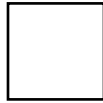
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CTE Career & Technical Education	FED	Education Admin								
		22FHE 22FHE CTE Formula Reserve	1,360,728.00	210,549.22	1,360,728.00	37,642.02	210,549.22	-	-	1,150,178.78
		22FLEA 22FLEA CTE-Career and Tech Education FFY2022	12,246,551.00	12,154,033.66	12,246,551.00	-	6,454,095.57	5,699,938.09	-	92,517.34
		22LDSP 22LDSP CTE Leadership Development	1,500,855.00	526,285.96	1,500,855.00	111,557.61	512,333.29	-35.70	401,634.50	586,922.91
		22NTR 22NTR CTE Non-Traditional FFY2022	70,000.00	34,134.88	70,000.00	14,859.28	24,296.84	4,883.62	-	40,819.54
		22SPCT 22SPCT CTE Special Populations FFY2022	1,601.00	-	1,601.00	-	-	-	-	1,601.00
		23CRED 23CRED CTE Corrections Ed FFY2023	18,324.85	-	18,324.85	-	-	-	-	18,324.85
		23CTEA 23CTEA Career & Technical Education Admin	828,735.00	-	828,735.00	-	-	-	-	828,735.00
		23FHE 23FHE CTE Formula Reserve	1,408,850.00	-	1,408,850.00	-	-	-	-	1,408,850.00
		23FLEA 23FLEA CTE-Career and Tech Education FFY2023	12,679,663.00	1,471,788.42	12,679,663.00	327,920.50	1,471,788.42	-	-	11,207,874.58
		23LDSP 23LDSP CTE Leadership Development	1,529,146.15	-	1,529,146.15	-	-	-	-	1,529,146.15
		23NTR 23NTR CTE Non-Traditional FFY2023	60,000.00	-	60,000.00	-	-	-	-	60,000.00
		23SPCT 23SPCT CTE Special Populations FFY2023	50,000.00	-	50,000.00	-	-	-	-	50,000.00



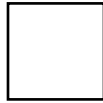
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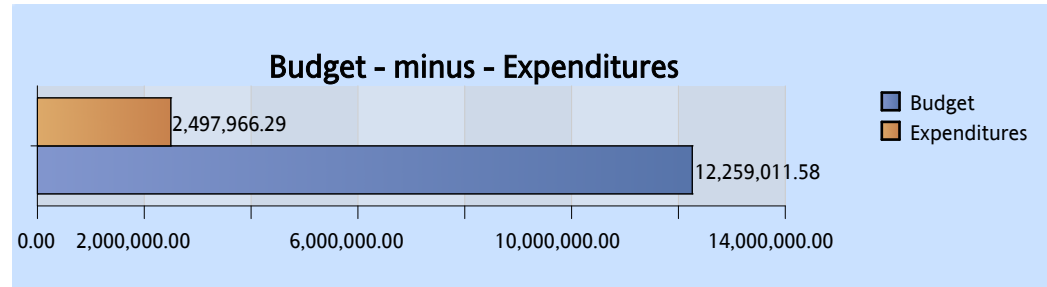
Detailed Summary			Budget	ALL Revenue	Budget +StateRev	Expenditure	Expenditure	Expenditure	Encumbrances	Remaining Amount
					Total Available	Current Month	Year-to-Date	Prior Year(s)		
CTE Career & Technical Education	FED	S20LDS S20LDS CTE Leadership Development PSC	585.18	585.18	585.18	-	=	585.18	=	0.00
		S21LDS S21LDS CTE Leadership Development PSC	901.64	901.64	901.64	-	=	901.64	=	0.00
		S22LDS S22LDS CTE Leadership Development PSC	13,400.00	8,634.95	13,400.00	1,241.91	8,424.95	=	=	4,975.05
Summary			103,596,909.07	45,266,968.6	103,719,168.06	1,381,787.03	18,431,099.88	55,456,568.37	1,460,295.28	28,371,204.53



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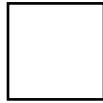
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D&S Data & Statistics



Budget Summary	Budget	ALL Revenue	_Total Available_	_Total Expenditures & Encumbrances_	Remaining Amount
D&S Data & Statistics	12,259,011.58	5,984,477.89	12,259,011.58	11,030,175.30	1,228,836.28

Expenditure and Encumbrance By Section	Current Month Expenditures	YTD Expenditures	YTD Encumbrances	Prior Year(s) Expenditures	Total Expenditure & Encumbrances
Personnel Services	110,500.99	653,776.92	0.00	1,758,564.08	2,412,341.00
Travel/In State	294.43	519.49	0.00	2,903.49	3,422.98
Travel/Out of State	0.00	0.00	0.00	39,352.79	39,352.79
Current Expense	1,223.02	1,742,267.04	23,831.12	5,548,011.56	7,314,109.72
Data Processing Current Expense	139.98	15,632.66	19,925.00	671,143.21	706,700.87
Data Processing Capital Expenditure	0.00	0.00	44,675.32	98,272.28	142,947.60
Capital Expenditure	0.00	0.00	0.00	37,412.45	37,412.45
Other Charges/Pass Through	20,504.15	85,770.18	0.00	288,117.71	373,887.89
Flow Through	0.00	0.00	0.00	0.00	0.00
	0.00	0.00	0.00	0.00	0.00
Overall - Total	132,662.57	2,497,966.29	88,431.44	8,443,777.57	11,030,175.30



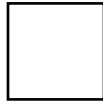
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D&S Data & Statistics

Detailed Summary

			Budget	ALL Revenue	Budget +StateRev _Total Available_	Expenditure Current Month	Expenditure Year-to-Date	Expenditure Prior Year(s)	Encumbrances	Remaining Amount
D&S Data & Statistics	FED	16SLDS Statewide Longitudinal Data Systems FFY2016	1,241,042.58	1,241,042.58	1,241,042.58	-	=	1,241,042.58	=	0.00
		17SLDS Statewide Longitudinal Data Systems FFY2017	1,442,650.00	1,442,650.00	1,442,650.00	-	=	1,442,650.00	=	0.00
		18SLDS Statewide Longitudinal Data Systems FFY2018	1,574,650.00	1,570,366.14	1,574,650.00	-	84,664.37	1,485,701.77	48,959.18	-44,675.32
		19SLDS 19SLDS Statewide Longitudinal Data Systems FFY2019	1,785,219.00	1,710,419.17	1,785,219.00	-	39,639.57	1,670,779.60	19,547.26	55,252.57
	STATE	19PKY 19PKY Early Warning Pilot SFY2019	250,000.00	-	250,000.00	-	=	244,573.75	=	5,426.25
		20PKY 20PKY Early Warning Pilot SFY2020	193,750.00	-	193,750.00	-	=	=	=	193,750.00
		21DATA 21DATA Data Steward (Charter) SFY2021	192,415.00	-	192,415.00	-	=	143,585.30	=	48,829.70
		21DSAD 21DSAD Administration SFY2021	655,385.00	20,000.00	655,385.00	-14.81	13,144.22	581,771.37	=	60,469.41
		21DSAL 21DSAL GS 2014 SB34 Data Alliance and UT Futures	350,000.00	-	350,000.00	-	=	293,955.20	=	56,044.80
		22DATA 22DATA Data Steward (Charter) SFY2022	182,465.00	-	182,465.00	-	=	143,482.14	=	38,982.86
		22DSAD 22DSAD Administration SFY2022	759,235.00	-	759,235.00	-	7,981.02	669,715.41	=	81,538.57
		22DSAL 22DSAL GS 2014 SB34 Data Alliance and UT Futures	350,000.00	-	350,000.00	-	=	276,520.45	=	73,479.55
		22PKY 22PKY Early Warning Pilot SFY2022	375,000.00	-	375,000.00	-	=	250,000.00	=	125,000.00
		23DATA 23DATA Data Steward (Charter)	156,200.00	-	156,200.00	51,176.21	304,596.63	=	=	-148,396.63



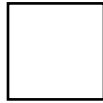
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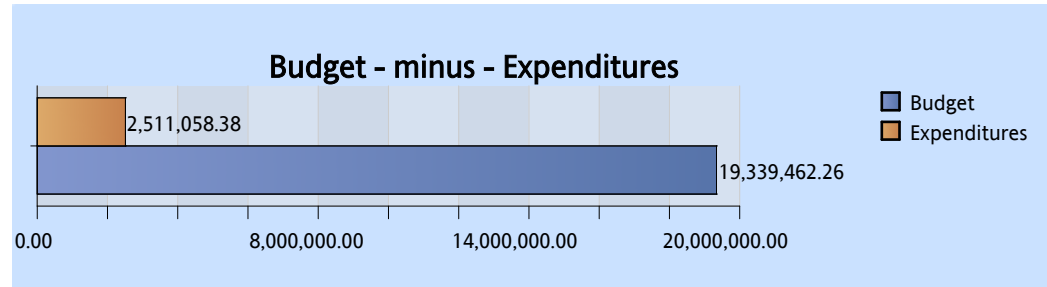
Detailed Summary			Budget	ALL Revenue	Budget +StateRev	Expenditure	Expenditure	Expenditure	Encumbrances	Remaining Amount
					Total Available	Current Month	Year-to-Date	Prior Year(s)		
D&S Data & Statistics	STATE	SFY2023								
		23DSAD 23DSAD Administration SFY2023	816,600.00	-	816,600.00	60,347.68	327,929.03	=	19,925.00	468,745.97
		23DSAL 23DSAL GS 2014 SB34 Data Alliance and UT Futures	320,000.00	-	320,000.00	21,153.49	110,011.45	=	=	209,988.55
		23PKY 23PKY Early Warning Pilot SFY2023	700,000.00	-	700,000.00	-	710,000.00	=	=	-10,000.00
		23POE 23POE Student Data Collection Initiative	900,000.00	-	900,000.00	-	900,000.00	=	=	0.00
		23SRDS 23SRDS School Readiness Initiative (HB380) SFY2023	14,400.00	-	14,400.00	-	=	=	=	14,400.00
Summary			12,259,011.58	5,984,477.89	12,259,011.58	132,662.57	2,497,966.29	8,443,777.57	88,431.44	1,228,836.28



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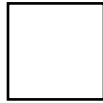
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FOPS Financial Operations



Budget Summary	Budget	ALL Revenue	_Total Available_	_Total Expenditures & Encumbrances_	Remaining Amount
FOPS Financial Operations	19,339,462.26	-148,808.24	19,339,462.26	15,743,378.69	3,596,083.57

Expenditure and Encumbrance By Section	Current Month Expenditures	YTD Expenditures	YTD Encumbrances	Prior Year(s) Expenditures	Total Expenditure & Encumbrances
Personnel Services	340,698.59	2,083,906.30	0.00	9,822,179.25	11,906,085.55
Travel/In State	16.00	918.20	0.00	6,705.83	7,624.03
Travel/Out of State	0.00	10,197.86	0.00	72,086.76	82,284.62
Current Expense	8,257.11	38,930.86	138,026.05	603,294.70	780,251.61
Data Processing Current Expense	12,780.00	103,148.29	92,560.00	222,855.59	418,563.88
Data Processing Capital Expenditure	0.00	0.00	0.00	171,259.64	171,259.64
Other Charges/Pass Through	63,310.59	273,956.87	0.00	1,900,738.36	2,174,695.23
Flow Through	0.00	0.00	0.00	202,614.13	202,614.13
	0.00	0.00	0.00	0.00	0.00
Overall - Total	425,062.29	2,511,058.38	230,586.05	13,001,734.26	15,743,378.69



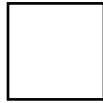
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			Budget	ALL Revenue	Budget +StateRev	Expenditure	Expenditure	Expenditure	Encumbrances	Remaining Amount
					Total Available	Current Month	Year-to-Date	Prior Year(s)		
FOPS Financial Operations	STATE	16PAW Math Teacher Training	349,900.00	-	349,900.00	13,732.24	83,935.19	27,479.02	-	238,485.79
		18SOEA Statewide Online Ed Program Admin SFY2018	260,690.58	-	260,690.58	-	9,000.00	227,704.94	-	23,985.64
		19FOAD 19FOAD Administration SFY2019	3,115,664.68	-147,797.09	3,115,664.68	-	-	3,045,414.68	70,250.00	0.00
		20FOAD 20FOAD Administration SFY2020	2,658,115.00	-	2,658,115.00	24,245.79	136,002.27	2,484,716.89	-	37,395.84
		20JRT 20JRT Joint Review Team SFY2020	411,385.00	-	411,385.00	-	-	351,385.00	60,000.00	0.00
		21FM 21FM Fiscal Monitors SFY2021	357,600.00	-	357,600.00	-	12,814.32	196,511.82	-	148,273.86
		21FOAD 21FOAD Administration SFY2021	3,087,900.00	-7,947.41	3,087,900.00	-	-	2,688,464.30	-	399,435.70
		21JRT 21JRT Joint Review Team SFY2021	250,000.00	-	250,000.00	-	-	206,335.66	-	43,664.34
		21SOEA 21SOEA Statewide Online Ed Program Admin SFY2021	327,200.00	-	327,200.00	12,375.00	70,244.00	147,686.76	90,974.00	18,295.24
		22FM 22FM Fiscal Monitors SFY2022	660,700.00	-	660,700.00	7,200.00	7,200.00	588,497.50	5,900.00	59,102.50
		22FOAD 22FOAD Administration SFY2022	3,206,100.00	-	3,206,100.00	-	2,185.37	2,665,227.29	76.33	538,611.01
		22JRT 22JRT Joint Review Team SFY2022	250,000.00	-	250,000.00	-	-	144,069.97	-	105,930.03
		22LRR 22LRR LEA Reporting Requirements SFY2022	39,000.00	-	39,000.00	-	-	-	-	39,000.00
		23FM 23FM Fiscal Monitors SFY2023	790,700.00	-	790,700.00	63,516.79	411,871.73	-	621.64	378,206.63
		23FOAD 23FOAD Administration SFY2023	3,292,300.00	-	3,292,300.00	290,291.77	1,667,451.16	-	2,764.08	1,622,084.76
		23JRT 23JRT Joint Review Team SFY2023	260,000.00	-	260,000.00	13,700.70	109,557.74	-	-	150,442.26
		LOAN Revolving and Building Loan	-	-2,470.74	0.00	-	-	219,989.13	-	-219,989.13



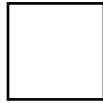
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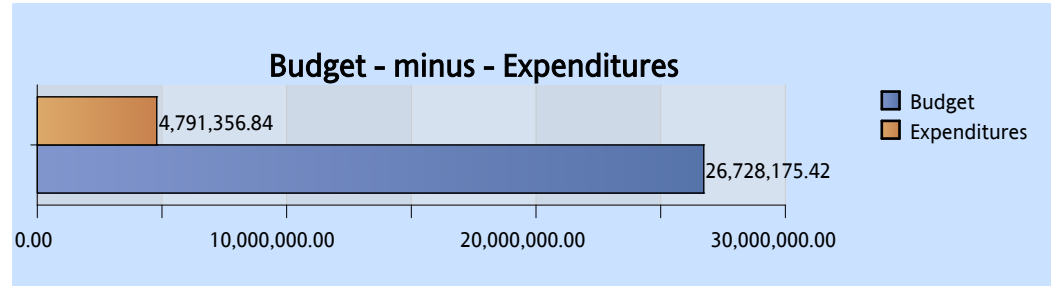
Detailed Summary			Budget	ALL Revenue	Budget +StateRev	Expenditure	Expenditure	Expenditure	Encumbrances	Remaining Amount
					Total Available	Current Month	Year-to-Date	Prior Year(s)		
FOPS Financial Operations	FED	19NPFO 19NPFO NAEP-FINOPS FFY2019	9,407.00	9,407.00	9,407.00	-	796.60	8,251.30	=	359.10
		22NPFO 22NPFO NAEP-FINOPS FFY2022	6,400.00	-	6,400.00	-	=	=	=	6,400.00
		23NPFO 23NPFO NAEP-FINOPS FFY2023	6,400.00	-	6,400.00	-	=	=	=	6,400.00
Summary			19,339,462.26	-148,808.24	19,339,462.26	425,062.29	2,511,058.38	13,001,734.26	230,586.05	3,596,083.57



Department Budget & Expenditure Breakdown
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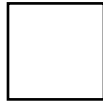
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ICP Indirect Cost Pool



Budget Summary	Budget	ALL Revenue	_Total Available_	_Total Expenditures & Encumbrances_	Remaining Amount
ICP Indirect Cost Pool	26,728,175.42	3,157,800.28	26,728,175.42	18,385,254.95	8,342,920.47

Expenditure and Encumbrance By Section	Current Month Expenditures	YTD Expenditures	YTD Encumbrances	Prior Year(s) Expenditures	Total Expenditure & Encumbrances
Personnel Services	681,569.46	4,252,749.50	0.00	7,286,839.37	11,539,588.87
Travel/In State	657.60	5,268.24	0.00	7,464.55	12,732.79
Travel/Out of State	4,003.76	18,065.53	0.00	28,164.76	46,230.29
Current Expense	444,973.07	6,399.02	325,085.47	1,520,218.18	1,851,702.67
Data Processing Current Expense	47,499.85	508,874.55	309,197.35	3,927,630.45	4,745,702.35
Data Processing Capital Expenditure	0.00	0.00	11,307.67	38,241.96	49,549.63
Capital Expenditure	0.00	0.00	0.00	0.00	0.00
Other Charges/Pass Through	0.00	0.00	0.00	139,748.35	139,748.35
Flow Through	0.00	0.00	0.00	0.00	0.00
	0.00	0.00	0.00	0.00	0.00
Overall - Total	1,178,703.74	4,791,356.84	645,590.49	12,948,307.62	18,385,254.95



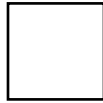
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ICP Indirect Cost Pool

Detailed Summary

			Budget	ALL Revenue	Budget +StateRev	Expenditure	Expenditure	Expenditure	Encumbrances	Remaining Amount
					Total Available	Current Month	Year-to-Date	Prior Year(s)		
ICP Indirect Cost Pool	STATE	16SUCF State Carryforward Office of the Superintendent	174,217.90	-	174,217.90	315.90	38,444.86	86,393.86	=	49,379.18
		17CRD ICP-Comm Resrch & Dev-FML SFY2017	596,652.77	-	596,652.77	-	=	542,362.25	=	54,290.52
		17SYTM 17SYTM Systems Upgrades SFY2017	4,415,142.50	-	4,415,142.50	384,965.79	384,965.79	2,818,510.88	205,271.90	1,006,393.93
		20BUD 20BUD Building Improvements SFY2020	106,062.54	-	106,062.54	5,836.02	20,545.66	=	2,330.00	83,186.88
		20POA 20POA ULEAD SFY2020	296,125.12	-	296,125.12	-	=	228,171.63	30,130.73	37,822.76
		21ICIT 21ICIT Information Technology SFY2021	2,324,871.82	-	2,324,871.82	-	=	2,324,871.82	156.97	-156.97
		21IMCO 21IMCO Implementation Coach SFY2021	225,000.00	-	225,000.00	-	=	223,624.02	22,954.10	-21,578.12
		21POA 21POA ULEAD SFY2021	504,600.00	-	504,600.00	-	762.50	242,612.56	1,390.90	259,834.04
		21PTA 21PTA Deputy Superintendent of Student Achievement Office	500,000.00	-	500,000.00	48,964.89	299,844.72	=	=	200,155.28
		21SUD 21SUD Superintendent Discretionary SFY2021	200,000.00	-	200,000.00	-	=	=	=	200,000.00
		22CLAT 22CLAT Clearing Account SFY2022	-	-	0.00	-	-1,000.00	=	=	1,000.00
		22DSC 22DSC Dir of Strategic Comm SFY2022	416,400.00	-	416,400.00	-	-4.80	270,946.68	=	145,458.12
		22DSFO 22DSFO Deputy Superintendent of Financial Ops SFY2022	441,461.54	-	441,461.54	-	21.43	441,461.54	4,085.00	-4,106.43



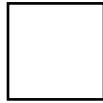
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ICP Indirect Cost Pool

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			Budget	ALL Revenue	Budget +StateRev	Expenditure	Expenditure	Expenditure	Encumbrances	Remaining Amount
					Total Available	Current Month	Year-to-Date	Prior Year(s)		
ICP Indirect Cost Pool	STATE	22DSSA 22DSSA Deputy Superintendent of Student Achievement	404,001.88	-	404,001.88	-	45.58	404,001.88	742.07	-787.65
		22HTAX 22HTAX Hotel Tax Recoup SFY2022	-	-	0.00	-87.25	-1,904.48	4,300.59	-	-2,396.11
		22IACT 22IACT Internal Accounting SFY2022	1,757,672.75	-	1,757,672.75	364.07	5,358.85	1,757,672.75	855.33	-6,214.18
		22ICIT 22ICIT Information Technology SFY2022	2,438,824.43	-21,520.20	2,438,824.43	468.45	33,541.68	2,438,824.43	1,878.43	-35,420.11
		22IMCO 22IMCO Implementation Coach SFY2022	225,000.00	-	225,000.00	182.43	3,177.43	100,669.41	6,013.47	115,139.69
		22MAIL 22MAIL Mail Room and Surplus SFY2022	80,938.60	-	80,938.60	-	119.98	80,938.60	4,688.78	-4,808.76
		22POA 22POA ULEAD SFY2022	504,200.00	-	504,200.00	22,000.00	34,375.00	284,509.48	66,750.00	118,565.52
		22PZA 22PZA Charter School Finance Authority SFY2022	50,000.00	-	50,000.00	29.54	205.97	1,831.67	-	47,962.36
		22SUPR 22SUPR Office of the Superintendent SFY2022	696,603.57	-	696,603.57	7.31	-529.51	696,603.57	1,634.12	-1,104.61
		23CLAT 23CLAT Clearing Account SFY2023	-	-	0.00	20,977.34	-624,502.15	-	-	624,502.15
		23DSC 23DSC Dir of Strategic Comm SFY2023	441,000.00	-	441,000.00	38,620.27	183,921.90	-	656.45	256,421.65
		23DSFO 23DSFO Deputy Superintendent of Financial Ops SFY2023	495,000.00	-	495,000.00	53,992.39	344,250.14	-	6,484.61	144,265.25
		23DSSA 23DSSA Deputy Superintendent of Student Achievement	420,000.00	-	420,000.00	-187.76	-81.68	-	749.98	419,331.70



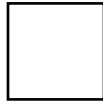
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ICP Indirect Cost Pool

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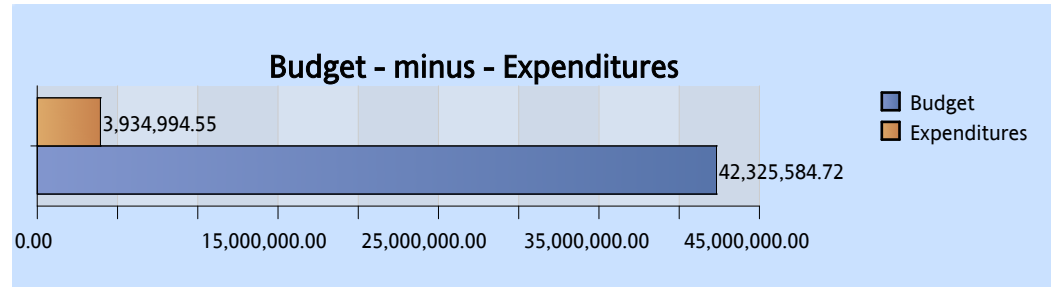
Detailed Summary			Budget	ALL Revenue	Budget +StateRev	Expenditure	Expenditure	Expenditure	Encumbrances	Remaining Amount
					Total Available	Current Month	Year-to-Date	Prior Year(s)		
ICP Indirect Cost Pool	STATE	23EIP 23EIP Education Innovation Program	2,500,000.00	-	2,500,000.00	-	=	=	=	2,500,000.00
		23HR 23HR Human Resources SFY2023	15,500.00	-	15,500.00	-	2,055.00	=	=	13,445.00
		23HTAX 23HTAX Hotel Tax Recoup SFY2023	-	-	0.00	153.71	5,316.49	=	=	-5,316.49
		23IACT 23IACT Internal Accounting SFY2023	1,950,000.00	-	1,950,000.00	197,170.87	1,308,045.30	=	937.20	641,017.50
		23ICIT 23ICIT Information Technology SFY2023	2,800,000.00	-	2,800,000.00	250,510.69	1,766,638.28	=	242,980.42	790,381.30
		23ICP 23ICP ICP Revenue SFY2023	-	3,179,082.32	0.00	-	=	=	=	0.00
		23IMCO 23IMCO Implementation Coach SFY2023	225,000.00	-	225,000.00	19,542.91	119,886.85	=	=	105,113.15
		23MAIL 23MAIL Mail Room and Surplus SFY2023	125,000.00	-	125,000.00	9,081.49	62,732.63	=	25,133.24	37,134.13
		23POA 23POA ULEAD SFY2023	510,800.00	-	510,800.00	34,501.66	166,932.17	=	10,000.00	333,867.83
		23PZA 23PZA Charter School Finance Authority SFY2023	50,000.00	-	50,000.00	-	=	=	=	50,000.00
		23RSE 23RSE Regulatory Sandbox in Education	15,100.00	-	15,100.00	-	=	=	=	15,100.00
		23SUPR 23SUPR Office of the Superintendent SFY2023	655,000.00	-	655,000.00	75,614.43	549,117.25	=	3,141.45	102,741.30
		23SUPS 23SUPS Support Services SFY2023	168,000.00	238.16	168,000.00	15,678.59	89,074.00	=	6,625.34	72,300.66
Summary			26,728,175.42	3,157,800.28	26,728,175.42	1,178,703.74	4,791,356.84	12,948,307.62	645,590.49	8,342,920.47



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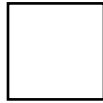
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IT Information Technology



Budget Summary	Budget	ALL Revenue	_Total Available_	_Total Expenditures & Encumbrances_	Remaining Amount
IT Information Technology	42,325,584.72	1,303,015.65	42,325,584.72	18,627,901.39	23,697,683.33

Expenditure and Encumbrance By Section	Current Month Expenditures	YTD Expenditures	YTD Encumbrances	Prior Year(s) Expenditures	Total Expenditure & Encumbrances
Personnel Services	386,423.27	2,257,882.08	0.00	7,714,798.10	9,972,680.18
Travel/In State	0.00	0.00	0.00	157.46	157.46
Travel/Out of State	0.00	0.00	0.00	915.02	915.02
Current Expense	31,714.14	166,841.81	289,390.63	477,678.97	933,911.41
Data Processing Current Expense	377,179.40	1,156,523.98	515,249.05	2,911,676.31	4,583,449.34
Data Processing Capital Expenditure	0.00	62,860.00	0.00	1,426,850.48	1,489,710.48
Capital Expenditure	0.00	12,197.11	5,280.00	0.00	17,477.11
Other Charges/Pass Through	68,490.76	278,689.57	0.00	1,350,910.82	1,629,600.39
Flow Through	0.00	0.00	0.00	0.00	0.00
	0.00	0.00	0.00	0.00	0.00
Overall - Total	863,807.57	3,934,994.55	809,919.68	13,882,987.16	18,627,901.39



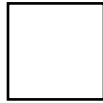
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IT Information Technology

Detailed Summary

			Budget	ALL Revenue	Budget +StateRev	Expenditure	Expenditure	Expenditure	Encumbrances	Remaining Amount
					Total Available	Current Month	Year-to-Date	Prior Year(s)		
IT Information Technology	STATE	17USMS 17USMS Utah Schools Information Management System SFY2017	3,467,472.92	-	3,467,472.92	-	=	1,157,500.87	=	2,309,972.05
		19TRAN 19TRAN Transportation System SFY2019	400,000.00	-	400,000.00	-	=	=	=	400,000.00
		20ITAD 20ITAD Administration	3,843,115.68	-	3,843,115.68	-	25,945.00	3,732,240.86	-2,496.00	87,425.82
		20USMS 20USMS Ut Schools Information Management System	17,200,000.00	-	17,200,000.00	-	=	583,766.60	=	16,616,233.40
		21ITAD 21ITAD Administration	4,114,900.00	-	4,114,900.00	12,641.20	110,591.91	3,242,854.16	281,670.40	479,783.53
		21RISK 21RISK Risk Mitigation	342,045.00	-	342,045.00	-	=	207,748.49	=	134,296.51
		22ITAD 22ITAD Administration	4,048,055.00	-	4,048,055.00	303,655.25	457,333.88	3,288,465.85	205,889.65	96,365.62
		22ITFA 22ITFA IT-Administration	244,565.59	-	244,565.59	-	34,671.69	162,909.30	38,218.70	8,765.90
		22RISK 22RISK Risk Mitigation	331,845.00	-	331,845.00	-	-89.25	304,958.87	=	26,975.38
		22SRI 22SRI School Readiness Initiative (HB380) SFY2022	51,300.00	-	51,300.00	15,846.00	51,300.00	=	=	0.00
		22STDO 22STDO IT-Studio	180,985.53	-	180,985.53	-	-0.54	180,985.53	1,860.00	-1,859.46
		23ITAD 23ITAD Administration	4,875,755.00	-	4,875,755.00	417,211.54	2,530,190.90	=	108,740.69	2,236,823.41
		23ITFA 23ITFA IT-Administration	326,580.00	-	326,580.00	-	141,300.00	=	12,103.00	173,177.00
		23RISK 23RISK Risk Mitigation	331,845.00	-	331,845.00	41,666.52	248,973.79	=	=	82,871.21
		23SRI 23SRI School Readiness Initiative (HB380) SFY2023	52,700.00	-	52,700.00	3,021.57	3,021.57	=	49,678.43	0.00
		23STDO 23STDO IT-Studio	218,120.00	-	218,120.00	17,377.89	116,598.50	=	8,337.81	93,183.69



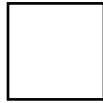
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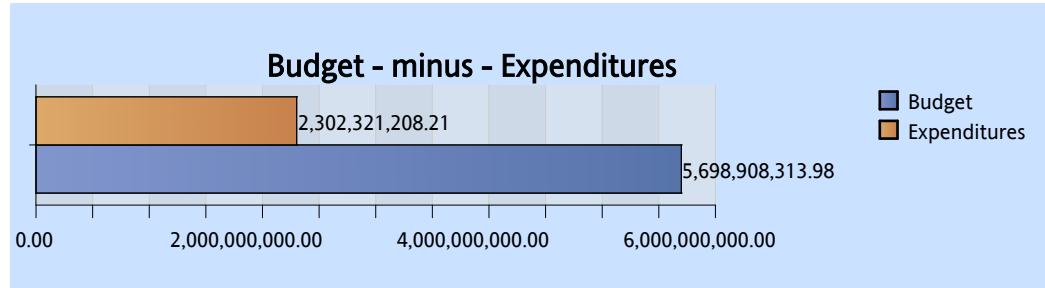
Detailed Summary			Budget	ALL Revenue	Budget +StateRev	Expenditure	Expenditure	Expenditure	Encumbrances	Remaining Amount
					Total Available	Current Month	Year-to-Date	Prior Year(s)		
IT Information Technology	FED	20ITAM 20ITAM Administration	591,000.00	591,000.00	591,000.00	-	=	591,000.00	=	0.00
		21ITAM 21ITAM Administration	591,000.00	468,971.93	591,000.00	-	38,415.30	430,556.63	=	122,028.07
		22ITAM 22ITAM Administration	591,000.00	243,043.72	591,000.00	52,387.60	176,741.80	=	105,917.00	308,341.20
		23ITAM 23ITAM Administration	523,300.00	-	523,300.00	-	=	=	=	523,300.00
Summary			42,325,584.72	1,303,015.65	42,325,584.72	863,807.57	3,934,994.55	13,882,987.16	809,919.68	23,697,683.33



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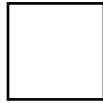
MSPB Minimum School Program Basic



Budget Summary	Budget	ALL Revenue	_Total Available_	_Total Expenditures & Encumbrances_	Remaining Amount
MSPB Minimum School Program Basic	5,698,908,313.98	0.00	5,698,908,313.98	4,950,542,598.83	748,365,715.15

Expenditure and Encumbrance By Section	Current Month Expenditures	YTD Expenditures	YTD Encumbrances	Prior Year(s) Expenditures	Total Expenditure & Encumbrances
Flow Through	233,373,192.60	2,302,321,208.21	0.00	2,648,221,390.62	4,950,542,598.83
Overall - Total	233,373,192.60	2,302,321,208.21	0.00	2,648,221,390.62	4,950,542,598.83

Detailed Summary			Budget	ALL Revenue	Budget+StateRev _Total Available_	Expenditure Current Month	Expenditure Year-to-Date	Expenditure Prior Year(s)	Encumbrances	Remaining Amount
MSPB Minimum School Program Basic	STATE	22PPB 22PPB Grades 1-12 SFY2022	1,737,243,428.10	-	1,737,243,428.10	-	75,980.11	1,737,167,447.98	=	0.01
		22PPC 22PPC Necessarily Existent Small Schools SFY2022	44,187,800.00	-	44,187,800.00	-	=	43,250,748.24	=	937,051.76
		22PPCO 22PPCO Nec Existent Small Schools Out of State SFY22	200,000.00	-	200,000.00	-	39,192.54	=	=	160,807.46
		22PPD 22PPD Professional	217,379,600.00	-	217,379,600.00	-	=	216,555,846.49	=	823,753.51



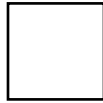
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MSPB Minimum School Program Basic

Detailed Summary

			Budget	ALL Revenue	Budget+StateRev _Total Available_	Expenditure Current Month	Expenditure Year-to-Date	Expenditure Prior Year(s)	Encumbrances	Remaining Amount
MSPB Minimum School Program Basic	STATE	Staff SFY2022								
		22PPF 22PPF Special Education - Add-on SFY2022	336,441,400.00	-	336,441,400.00	-	=	334,816,037.95	=	1,625,362.05
		22PPG 22PPG Special Education - Preschool SFY2022	43,083,600.00	-	43,083,600.00	-	=	42,999,015.72	=	84,584.28
		22PPH 22PPH Special Education - Self-contained SFY2022	47,650,600.00	-	47,650,600.00	-	=	47,397,817.06	=	252,782.94
		22PPI 22PPI Special Education - Extended Year SFY2022	1,740,700.00	-	1,740,700.00	-	=	1,732,854.90	=	7,845.10
		22PPL 22PPL Class Size Reduction SFY2022	161,406,500.00	-	161,406,500.00	-	=	160,362,330.80	=	1,044,169.20
		22PPM 22PPM Foreign Exchange SFY2022	1,249,400.00	-	1,249,400.00	-	=	1,169,363.00	=	80,037.00
		22PPN 22PPN Special Education - Impact Aid SFY2022	7,846,400.00	-	7,846,400.00	-	=	7,818,067.55	=	28,332.45
		22PPP 22PPP SPED Extended Yr Special Educators	3,462,400.00	-	3,462,400.00	776,348.32	776,348.32	2,718,031.18	=	-31,979.50
		22PPQ 22PPQ Enrollment Growth Contingency	10,166,485.88	-	10,166,485.88	-	=	=	=	10,166,485.88
		22PPR 22PPR Students At-Risk Add-on	54,040,900.00	-	54,040,900.00	-	=	52,233,829.75	=	1,807,070.25
		23PPA 23PPA Kindergarten	80,511,248.00	-	80,511,248.00	5,946,900.12	61,861,014.66	=	=	18,650,233.34



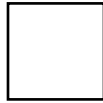
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MSPB Minimum School Program Basic

Detailed Summary

			Budget	ALL Revenue	Budget+StateRev _Total Available_	Expenditure Current Month	Expenditure Year-to-Date	Expenditure Prior Year(s)	Encumbrances	Remaining Amount
MSPB Minimum School Program Basic	STATE	SFY2023								
		23PPB 23PPB Grades 1-12 SFY2023	1,821,391,652.00	-	1,821,391,652.00	132,810,904.22	1,394,260,388.82	=	=	427,131,263.18
		23PPBD 23PPBD Pub Ed Online Dist SFY2023	-	-	0.00	290,844.00	4,119,725.00	=	=	-4,119,725.00
		23PPBO 23PPBO Pub Ed Online Offset SFY2023	-	-	0.00	-290,844.00	-4,115,296.00	=	=	4,115,296.00
		23PPC 23PPC Necessarily Existent Small Schools SFY2023	43,238,900.00	-	43,238,900.00	3,488,850.46	33,131,866.95	=	=	10,107,033.05
		23PPCS 23PPCS Necessarily Existent Small Schools PEESRA	3,600,000.00	-	3,600,000.00	-	=	=	=	3,600,000.00
		23PPD 23PPD Professional Staff SFY2023	231,728,700.00	-	231,728,700.00	19,006,572.59	173,653,460.06	=	=	58,075,239.94
		23PPF 23PPF Special Education - Add-on SFY2023	364,490,100.00	-	364,490,100.00	30,029,426.66	283,372,606.12	=	=	81,117,493.88
		23PPG 23PPG Special Education - Preschool SFY2023	45,920,100.00	-	45,920,100.00	3,821,388.10	34,392,493.34	=	=	11,527,606.66
		23PPH 23PPH Special Education - Self-contained SFY2023	45,181,200.00	-	45,181,200.00	3,763,415.83	33,891,472.58	=	=	11,289,727.42
		23PPI 23PPI Special Education - Extended Year SFY2023	1,857,500.00	-	1,857,500.00	153,936.28	1,384,862.66	=	=	472,637.34
		23PPK 23PPK CTE ADM	88,959,871.00	-	88,959,871.00	7,135,775.91	66,605,949.36	=	=	22,353,921.64



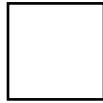
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MSPB Minimum School Program Basic	STATE	SFY2023								
		23PPKA 23PPKA CTE Summer Agriculture SFY2023	3,068,884.00	-	3,068,884.00	230,615.25	2,162,576.25	=	=	906,307.75
		23PPKB 23PPKB CTE Comprehensive Counseling & Guide SFY2023	12,404,736.00	-	12,404,736.00	1,032,768.18	9,306,431.36	=	=	3,098,304.64
		23PPKC 23PPKC CTE Workbased Learning SFY2023	2,128,026.00	-	2,128,026.00	198,256.21	1,596,019.53	=	=	532,006.47
		23PPKD 23PPKD CTE College & Career Awareness SFY2023	1,772,682.00	-	1,772,682.00	146,699.07	1,320,290.37	=	=	452,391.63
		23PPKE 23PPKE CTE Technical Student Orgs SFY2023	1,181,398.00	-	1,181,398.00	95,011.67	896,363.46	=	=	285,034.54
		23PPKF 23PPKF CTE Skill Certification Competency SFY2023	8,624,203.00	-	8,624,203.00	718,683.66	6,468,152.32	=	=	2,156,050.68
		23PPL 23PPL Class Size Reduction SFY2023	172,035,100.00	-	172,035,100.00	14,209,021.75	129,297,753.23	=	=	42,737,346.77
		23PPM 23PPM Foreign Exchange SFY2023	1,562,800.00	-	1,562,800.00	103,305.50	929,749.50	=	=	633,050.50
		23PPN 23PPN Special Education - Impact Aid SFY2023	8,366,600.00	-	8,366,600.00	691,672.15	6,213,456.74	=	=	2,153,143.26
		23PPP 23PPP SPED Extended Yr Special Educators	3,670,500.00	-	3,670,500.00	2,648,443.23	2,965,462.04	=	=	705,037.96
		23PPQ 23PPQ Enrollment	13,945,600.00	-	13,945,600.00	-	=	=	=	13,945,600.00



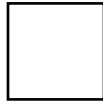
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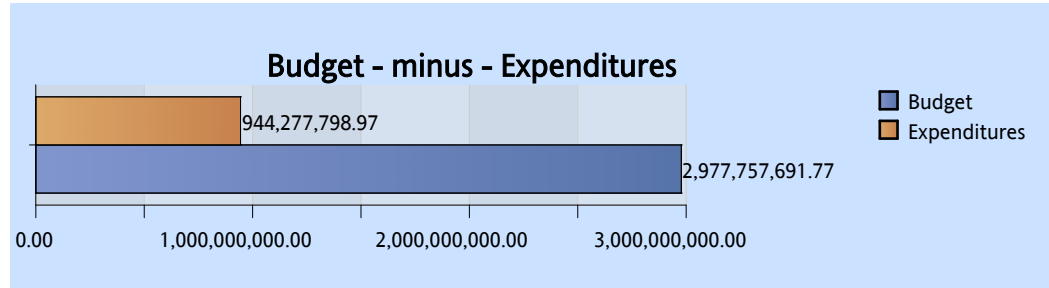
Detailed Summary			Budget	ALL Revenue	Budget+StateRev	Expenditure	Expenditure	Expenditure	Encumbrances	Remaining Amount
					Total Available	Current Month	Year-to-Date	Prior Year(s)		
MSPB Minimum School Program Basic	STATE	Growth Contingency								
		23PPR 23PPR Students At-Risk Add-on	77,169,300.00	-	77,169,300.00	6,365,197.44	57,714,888.89	=	=	19,454,411.11
Summary			5,698,908,313.98	0	5,698,908,313.98	233,373,192.6	2,302,321,208.21	2,648,221,390.62	0.00	748,365,715.15



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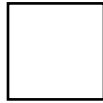
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Budget Summary	Budget	ALL Revenue	_Total Available_	_Total Expenditures & Encumbrances_	Remaining Amount
MSPR Minimum School Program Related to Basic	2,977,757,691.77	5,025,366.53	2,977,757,691.77	2,658,342,879.00	319,414,812.77

Expenditure and Encumbrance By Section	Current Month Expenditures	YTD Expenditures	YTD Encumbrances	Prior Year(s) Expenditures	Total Expenditure & Encumbrances
Current Expense	0.00	0.00	0.00	1,051,250.01	1,051,250.01
Flow Through	80,979,152.81	944,277,798.97	0.00	1,713,013,830.02	2,657,291,628.99
	0.00	0.00	0.00	0.00	0.00
Overall - Total	80,979,152.81	944,277,798.97	0.00	1,714,065,080.03	2,658,342,879.00

Detailed Summary			Budget	ALL Revenue	Budget+StateRev _Total Available_	Expenditure Current Month	Expenditure Year-to-Date	Expenditure Prior Year(s)	Encumbrances	Remaining Amount
MSPR Minimum School Program Related to Basic	STATE	17PUN Pupil Transportation Grants for Unsafe Routes SFY2017	86.94	-	86.94	-	=	=	=	86.94
		18PUN Pupil Transportation Grants for Unsafe Routes SFY2018	500,000.00	-	500,000.00	-	=	94,533.24	=	405,466.76



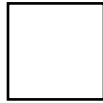
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					Total Available	Current Month	Year-to-Date	Prior Year(s)		
MSPR Minimum School Program Related to Basic	STATE	19PQG Adult Education SFY2019	11,192,236.00	-	11,192,236.00	-	=	11,174,236.00	=	18,000.00
		20PQG 20PQG Adult Education SFY2020	11,813,375.88	-	11,813,375.88	-	=	11,778,622.88	=	34,753.00
		20PQN 20PQN Charter School Local Replacement SFY2020	177,883,768.17	-	177,883,768.17	-	=	177,833,768.17	=	50,000.00
		20PQU 20PQU Matching Fund for School Nurses	1,002,000.00	-	1,002,000.00	-	=	1,001,758.39	=	241.61
		20PQX 20PQX USTAR Centers (Year-round Math & Science) SFY2020	5,584,444.41	-	5,584,444.41	-	=	5,367,810.07	=	216,634.34
		20PUB 20PUB Beverley Taylor Sorenson Elem Arts SFY2020	11,880,000.00	-	11,880,000.00	-	=	11,879,871.30	=	128.70
		20PUJG 20PUJG Enhancement for At-Risk Students-Gang Prev	1,676,259.42	-	1,676,259.42	-	=	1,676,224.52	=	34.90
		20PUM 20PUM Centennial Scholarship Program SFY2020	31,700.00	-	31,700.00	-	=	8,100.83	=	23,599.17
		20PUO 20PUO Digital Teaching and Learning-Ongoing SFY2020	19,715,250.41	-	19,715,250.41	-	69,301.91	19,645,948.50	=	0.00
		20PUP 20PUP Effective Teaching High Poverty	250,000.00	-	250,000.00	-	=	249,999.75	=	0.25



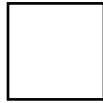
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MSPR Minimum School Program Related to Basic	STATE	Schools SFY2020								
		20PUR 20PUR Elementary School Counselor Pgm SFY2020	2,025,000.00	-	2,025,000.00	9,389.91	9,389.91	1,965,610.09	-	50,000.00
		20PUV 20PUV Student Health & Counseling Support Pgm	12,787,900.00	-	12,787,900.00	-	=	12,389,145.84	-	398,754.16
		20PUVS 20PUVS Student Health & Counseling Support Pgm-SAFEUT	1,500,000.00	-	1,500,000.00	-	=	1,397,619.27	-	102,380.73
		20PUW 20PUW Grants for Educators in High-Need Schools	411,800.00	-	411,800.00	-	144,282.65	252,620.93	-	14,896.42
		21PQG 21PQG Adult Education SFY2021	10,909,150.00	-	10,909,150.00	-	-250.00	10,865,174.51	-	44,225.49
		21PQGS 21PQGS Adult Education-Supplemental SFY2021	650,055.00	-	650,055.00	-	56,337.60	583,735.80	-	9,981.60
		21PQHA 21PQHA Enhancement for Accelerated Students Prog - AP	2,159,240.00	-	2,159,240.00	-	=	2,140,210.05	-	19,029.95
		21PQHG 21PQHG Enhancement for Accelerated Students Prog-GT	3,388,860.00	-	3,388,860.00	-	=	3,388,343.58	-	516.42



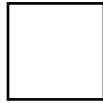
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MSPR Minimum School Program Related to Basic	STATE	21PQI 21PQI Concurrent Enrollment SFY2021	12,104,100.00	-	12,104,100.00	-	=	11,992,048.66	=	112,051.34
		21PQJ 21PQJ Supplemental Educator COVID-19 Stipend SFY2021	121,000,000.00	-	121,000,000.00	-	=	100,215,815.83	=	20,784,184.17
		21PQN 21PQN Charter School Local Replacement SFY2021	205,331,500.00	-	205,331,500.00	-	=	203,051,310.00	=	2,280,190.00
		21PQR 21PQR Educator Salary Adjustments SFY2021	187,954,200.00	-	187,954,200.00	-	=	187,954,176.92	=	23.08
		21PQS 21PQS Teacher Salary Supplement Program SFY2021	22,228,600.00	-	22,228,600.00	-	=	22,145,369.59	=	83,230.41
		21PQU 21PQU Matching Fund for School Nurses	1,002,000.00	-	1,002,000.00	-	=	1,001,900.14	=	99.86
		21PUDG 21PUDG Early Intervention General Funds SFY2021	4,910,000.00	4,999,999.98	4,910,000.00	-	=	4,762,827.45	=	147,172.55
		21PUE 21PUE Charter School Funding Base Prog SFY2021	3,100,000.00	-	3,100,000.00	-	=	2,990,000.00	=	110,000.00
		21PUI 21PUI English Lang Learner Software Support SFY2021	3,000,000.00	-	3,000,000.00	-	3,977.54	2,831,199.98	=	164,822.48



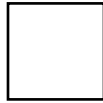
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MSPR Minimum School Program Related to Basic	STATE	21PUJ 21PUJ Enhancement for At-Risk Students SFY2021	46,275,552.00	-	46,275,552.00	-	=	46,275,551.92	=	0.08
		21PUO 21PUO Digital Teaching and Learning- Ongoing SFY2021	19,852,400.00	-	19,852,400.00	-	144,378.04	19,678,555.17	=	29,466.79
		21PUP 21PUP Effective Teaching High Poverty Schools SFY2021	250,000.00	-	250,000.00	-	=	249,999.68	=	0.32
		21PUR 21PUR Elementary School Counselor Pgm SFY2021	2,100,000.00	-	2,100,000.00	54,910.53	75,000.00	2,025,000.00	=	0.00
		21PUU 21PUU Teacher and Student Success Program	108,250,000.00	-	108,250,000.00	-	=	108,132,261.47	=	117,738.53
		21PUV 21PUV Student Health & Counseling Support Pgm	25,480,000.00	-	25,480,000.00	-	=	23,419,428.66	=	2,060,571.34
		21PUW 21PUW Grants for Educators in High-Need Schools	500,000.00	-	500,000.00	-	=	=	=	500,000.00
		21PUX 21PUX National Board Certified Teacher Pgm	246,300.00	-	246,300.00	-	106,418.33	139,881.67	=	0.00
		22PQA 22PQA Grow Your Own Teacher &	9,200,000.00	-	9,200,000.00	-	2,797,001.96	4,704,458.78	=	1,698,539.26



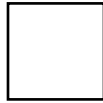
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MSPR Minimum School Program Related to Basic	STATE	Counselor SFY2022								
		22PQG 22PQG Adult Education SFY2022	11,782,060.00	-	11,782,060.00	5,752.92	5,752.92	11,748,044.00	-	28,263.08
		22PQGS 22PQGS Adult Education-Supplemental SFY2022	596,111.00	-	596,111.00	-	233,841.20	224,069.61	-	138,200.19
		22PQHA 22PQHA Enhancement for Accelerated Students Prog - AP	2,319,320.00	-	2,319,320.00	-	=	2,319,319.97	-	0.03
		22PQHG 22PQHG Enhancement for Accelerated Students Prog-GT	3,628,980.00	-	3,628,980.00	-	=	3,628,253.71	-	726.29
		22PQI 22PQI Concurrent Enrollment SFY2022	12,961,700.00	-	12,961,700.00	-	=	12,961,699.91	-	0.09
		22PQN 22PQN Charter School Local Replacement SFY2022	188,341,100.00	-	188,341,100.00	-	=	210,099,986.00	-	-21,758,886.00
		22PQNT 22PQNT Charter School Local Replacement Tax SFY2022	29,837,600.00	-	29,837,600.00	-	=	=	=	29,837,600.00
		22PQP 22PQP Early Literacy Program SFY2022	14,550,000.00	-	14,550,000.00	-	=	14,549,999.96	-	0.04
		22PQR 22PQR Educator Salary Adjustments	187,954,200.00	-	187,954,200.00	-	=	191,584,748.02	-	-3,630,548.02



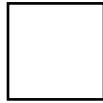
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MSPR Minimum School Program Related to Basic	STATE	SFY2022								
		22PQS 22PQS Teacher Salary Supplement Program SFY2022	22,266,100.00	-	22,266,100.00	5,721,886.66	6,299,474.27	10,853,949.52	=	5,112,676.21
		22PQT 22PQT Library Books & Electronic Resources SFY2022	765,000.00	-	765,000.00	-	=	764,999.87	=	0.13
		22PQU 22PQU Matching Fund for School Nurses	1,002,000.00	-	1,002,000.00	-	=	1,001,900.14	=	99.86
		22PQV 22PQV Dual Immersion SFY2022	5,030,000.00	-	5,030,000.00	-	-23,000.00	5,030,000.00	=	23,000.00
		22PUA 22PUA Teacher Supplies & Materials SFY2022	5,500,000.00	-	5,500,000.00	-	=	5,499,999.99	=	0.01
		22PUB 22PUB Beverley Taylor Sorenson Elem Arts SFY2022	12,880,000.00	-	12,880,000.00	-	108,132.16	12,678,463.64	=	93,404.20
		22PUC 22PUC Grants for Professional Learning SFY2022	3,935,000.00	-	3,935,000.00	-	=	3,934,999.96	=	0.04
		22PUE 22PUE Charter School Funding Base Prog SFY2022	8,100,000.00	-	8,100,000.00	-	=	8,099,999.97	=	0.03
		22PUF 22PUF Youth in Custody SFY2022	27,821,200.00	-	27,821,200.00	-	=	27,423,538.13	=	397,661.87



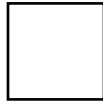
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MSPR Minimum School Program Related to Basic	STATE	22PUG 22PUG Title 1 Schools in Improv Paraed Prm SFY2022	300,000.00	-	300,000.00	-	=	=	=	300,000.00
		22PUI 22PUI English Lang Learner Software Support SFY2022	4,500,000.00	-	4,500,000.00	5,970.00	1,813,837.45	1,933,309.74	=	752,852.81
		22PUJG 22PUJG Enhancement for At-Risk Students-Gang Prev	2,105,900.00	-	2,105,900.00	39,003.57	1,174,827.32	789,699.81	=	141,372.87
		22PUL 22PUL Special Education-Intensive Services SFY2022	1,000,000.00	-	1,000,000.00	-	=	=	=	1,000,000.00
		22PUO 22PUO Digital Teaching and Learning- Ongoing SFY2022	19,852,400.00	-	19,852,400.00	50,966.19	8,266,659.15	11,355,691.48	=	230,049.37
		22PUP 22PUP Effective Teaching High Poverty Schools SFY2022	688,000.00	-	688,000.00	-	=	459,665.50	=	228,334.50
		22PUR 22PUR Elementary School Counselor Pgm SFY2022	2,100,000.00	-	2,100,000.00	25,000.00	35,699.44	1,850,000.00	=	214,300.56
		22PUU 22PUU Teacher and Student Success Program	130,734,800.00	-	130,734,800.00	-	90,101.93	130,644,698.05	=	0.02
		22PUV 22PUV Student Health & Counseling	25,480,000.00	-	25,480,000.00	-	2,012,644.03	22,747,795.22	=	719,560.75



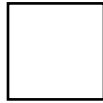
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MSPR Minimum School Program Related to Basic	STATE	Support Pgm								
		23PQB 23PQB To & From School - Pupil Transportation SFY2023	117,446,900.00	-	117,446,900.00	9,318,350.72	87,296,896.83	=	=	30,150,003.17
		23PQD 23PQD Public Ed Capital & Technology PEESRA	91,500,000.00	-	91,500,000.00	-	91,500,000.02	=	=	-0.02
		23PQG 23PQG Adult Education SFY2023	12,912,275.00	-	12,912,275.00	1,074,187.85	9,667,689.81	=	=	3,244,585.19
		23PQGC 23PQGC Adult Ed Corrections Institutions SFY2023	3,287,604.00	-	3,287,604.00	273,967.04	2,465,703.04	=	=	821,900.96
		23PQGS 23PQGS Adult Education-Supplemental SFY2023	478,321.00	-	478,321.00	-	=	=	=	478,321.00
		23PQHA 23PQHA Enhancement for Accelerated Students Prog - AP	2,480,600.00	-	2,480,600.00	209,589.45	1,860,450.09	=	=	620,149.91
		23PQHG 23PQHG Enhancement for Accelerated Students Prog-GT	3,870,900.00	-	3,870,900.00	321,643.77	2,894,793.96	=	=	976,106.04
		23PQHI 23PQHI Enhancement for Accelerated Students	100,000.00	-	100,000.00	8,333.34	75,000.00	=	=	25,000.00



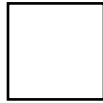
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Detailed Summary

			Budget	ALL Revenue	Budget+StateRev _Total Available_	Expenditure Current Month	Expenditure Year-to-Date	Expenditure Prior Year(s)	Encumbrances	Remaining Amount
MSPR Minimum School Program Related to Basic	STATE	Prog-IB								
		23PQI 23PQI Concurrent Enrollment SFY2023	15,525,700.00	-	15,525,700.00	771,375.86	13,147,822.56	=	=	2,377,877.44
		23PQM 23PQM School Land Trust Program SFY2023	95,849,800.00	-	95,849,800.00	-	95,611,570.38	=	=	238,229.62
		23PQN 23PQN Charter School Local Replacement SFY2023	205,976,700.00	-	205,976,700.00	18,767,703.34	174,750,874.27	=	=	31,225,825.73
		23PQNT 23PQNT Charter School Local Replacement Tax SFY2023	31,273,900.00	-	31,273,900.00	-	=	=	=	31,273,900.00
		23PQP 23PQP Early Literacy Program SFY2023	14,550,000.00	-	14,550,000.00	1,197,092.50	10,958,722.86	=	=	3,591,277.14
		23PQR 23PQR Educator Salary Adjustments SFY2023	191,584,700.00	-	191,584,700.00	16,075,479.95	145,955,361.24	=	=	45,629,338.76
		23PQS 23PQS Teacher Salary Supplement Program SFY2023	22,266,100.00	-	22,266,100.00	-	=	=	=	22,266,100.00
		23PQT 23PQT Library Books & Electronic Resources SFY2023	765,000.00	-	765,000.00	63,749.84	573,750.16	=	=	191,249.84
		23PQU 23PQU Matching Fund for School Nurses	1,002,000.00	-	1,002,000.00	83,499.95	751,500.13	=	=	250,499.87



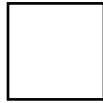
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			Budget	ALL Revenue	Budget+StateRev _Total Available_	Expenditure Current Month	Expenditure Year-to-Date	Expenditure Prior Year(s)	Encumbrances	Remaining Amount
MSPR Minimum School Program Related to Basic	STATE	23PQV 23PQV Dual Immersion SFY2023	5,030,000.00	-	5,030,000.00	418,958.33	3,773,125.06	=	=	1,256,874.94
		23PUA 23PUA Teacher Supplies & Materials SFY2023	5,500,000.00	-	5,500,000.00	-	5,497,547.23	=	=	2,452.77
		23PUB 23PUB Beverley Taylor Sorenson Elem Arts SFY2023	17,080,000.00	-	17,080,000.00	1,350,665.06	11,956,138.75	=	=	5,123,861.25
		23PUC 23PUC Grants for Professional Learning SFY2023	3,935,000.00	-	3,935,000.00	327,653.20	2,948,878.90	=	=	986,121.10
		23PUD 23PUD Early Intervention SFY2023	24,545,000.00	-	24,545,000.00	2,037,916.68	18,341,250.17	=	=	6,203,749.83
		23PUDF 23PUDF Early Intervention Full Day Kindergarten	12,200,000.00	-	12,200,000.00	1,016,666.66	9,150,000.00	=	=	3,050,000.00
		23PUE 23PUE Charter School Funding Base Prog SFY2023	3,015,000.00	-	3,015,000.00	655,270.73	6,049,188.78	=	=	-3,034,188.78
		23PUES 23PUES Charter School Funding Base Prog PEESRA	5,000,000.00	-	5,000,000.00	-	=	=	=	5,000,000.00
		23PUF 23PUF Youth in Custody SFY2023	29,675,900.00	-	29,675,900.00	-	28,093,896.00	=	=	1,582,004.00
		23PUG 23PUG Title 1 Schools in Improv Paraed	550,000.00	-	550,000.00	-	=	=	=	550,000.00



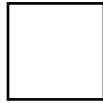
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MSPR Minimum School Program Related to Basic	STATE	Prm SFY2023								
		23PUI 23PUI English Language Learner Software SupportPEESRA	4,500,000.00	-	4,500,000.00	197,775.72	1,721,946.27	=	=	2,778,053.73
		23PUJG 23PUJG Enhancement for At-Risk Students-Gang Prev	2,246,400.00	-	2,246,400.00	206,998.14	377,583.53	=	=	1,868,816.47
		23PUO 23PUO Digital Teaching and Learning- Ongoing SFY2023	19,864,842.54	-	19,864,842.54	4,890,621.90	7,099,403.66	=	=	12,765,438.88
		23PUP 23PUP Effective Teaching High Poverty Schools SFY2023	801,000.00	-	801,000.00	-	=	=	=	801,000.00
		23PUR 23PUR Elementary School Counselor Pgm SFY2023	2,100,000.00	-	2,100,000.00	50,000.00	1,975,000.00	=	=	125,000.00
		23PUS 23PUS Rural School Reimbursement Transp SFY2023	500,000.00	-	500,000.00	-	=	=	=	500,000.00
		23PUT 23PUT Pupil Transp-Rural School Transp Grants SFY2023	1,000,000.00	-	1,000,000.00	-	=	=	=	1,000,000.00
		23PUU 23PUU Teacher and Student Success Program	155,686,800.00	-	155,686,800.00	13,902,958.07	116,897,482.31	=	=	38,789,317.69
		23PUV 23PUV Student	25,480,000.00	-	25,480,000.00	1,845,814.93	6,370,588.77	=	=	19,109,411.23

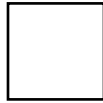


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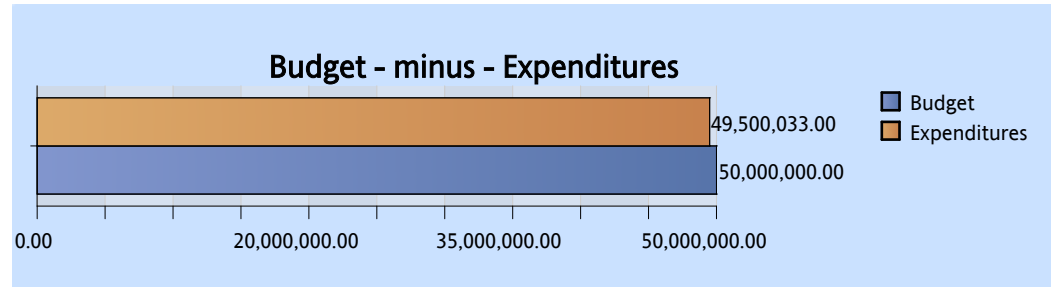
Detailed Summary			Budget	ALL Revenue	Budget+StateRev	Expenditure	Expenditure	Expenditure	Encumbrances	Remaining Amount
					Total Available	Current Month	Year-to-Date	Prior Year(s)		
MSPR Minimum School Program Related to Basic	STATE	Health & Counseling Support Pgm								
		23PUY 23PUY Educator Professional Time PEESRA	64,000,000.00	-	64,000,000.00	-	64,000,000.00	=	=	0.00
	FED	22PUZ 22PUZ Teacher Bonuses for Extra Assignments	10,000,000.00	25,366.55	10,000,000.00	-	-908,173.62	6,617,128.19	=	4,291,045.43
Summary			2,977,757,691.77	5,025,366.53	2,977,757,691.77	80,979,152.81	944,277,798.97	1,714,065,080.03	0.00	319,414,812.77



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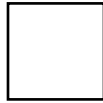
PECP Public Education Capital Projects



Budget Summary	Budget	ALL Revenue	_Total Available_	_Total Expenditures & Encumbrances_	Remaining Amount
PECP Public Education Capital Projects	50,000,000.00	0.00	50,000,000.00	49,500,033.00	499,967.00

Expenditure and Encumbrance By Section	Current Month Expenditures	YTD Expenditures	YTD Encumbrances	Prior Year(s) Expenditures	Total Expenditure & Encumbrances
Flow Through	13,500,000.00	49,500,033.00	0.00	0.00	49,500,033.00
Overall - Total	13,500,000.00	49,500,033.00	0.00	0.00	49,500,033.00

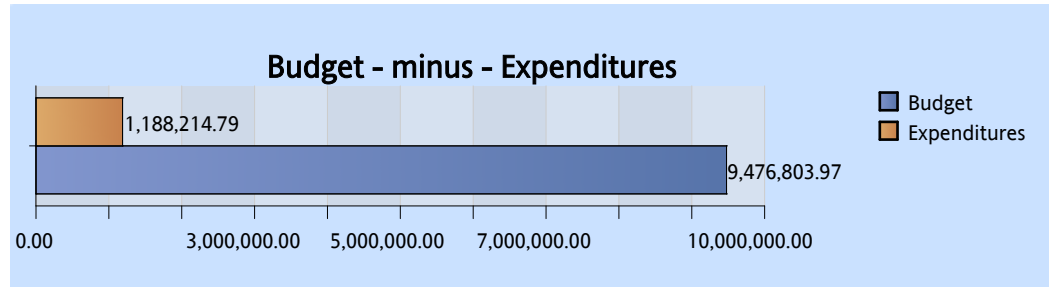
Detailed Summary			Budget	ALL Revenue	Budget +StateRev	Expenditure	Expenditure	Expenditure	Encumbrances	Remaining Amount
					Total Available	Current Month	Year-to-Date	Prior Year(s)		
PECP Public Education Capital Projects	STATE	23PXA 23PXA Small School District Capital Projects PEESRA	50,000,000.00	-	50,000,000.00	13,500,000.00	49,500,033.00	=	=	499,967.00
Summary			50,000,000	0	50,000,000	13,500,000	49,500,033	0	0.00	499,967



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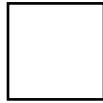
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POC Policy & Communications



Budget Summary	Budget	ALL Revenue	_Total Available_	_Total Expenditures & Encumbrances_	Remaining Amount
POC Policy & Communications	9,476,803.97	0.00	9,476,803.97	7,120,981.01	2,355,822.96

Expenditure and Encumbrance By Section	Current Month Expenditures	YTD Expenditures	YTD Encumbrances	Prior Year(s) Expenditures	Total Expenditure & Encumbrances
Personnel Services	140,572.19	964,785.85	0.00	4,122,241.93	5,087,027.78
Travel/In State	1,408.33	3,430.64	0.00	17,785.75	21,216.39
Travel/Out of State	0.00	5,684.79	0.00	41,714.69	47,399.48
Current Expense	12,286.55	77,498.51	178,651.70	571,800.67	827,950.88
Data Processing Current Expense	0.00	5,836.50	0.00	43,637.61	49,474.11
Other Charges/Pass Through	19,539.52	130,978.50	0.00	781,955.94	912,934.44
Flow Through	0.00	0.00	0.00	174,977.93	174,977.93
Overall - Total	173,806.59	1,188,214.79	178,651.70	5,754,114.52	7,120,981.01



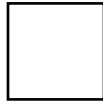
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POC Policy & Communications

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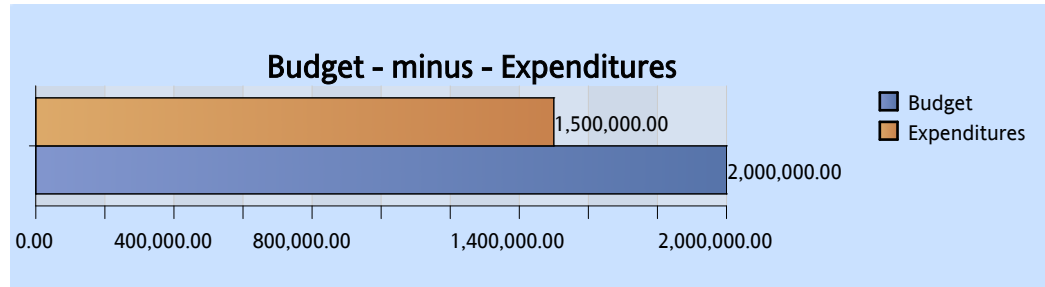
Detailed Summary			Budget	ALL Revenue	Budget +StateRev	Expenditure	Expenditure	Expenditure	Encumbrances	Remaining Amount
					Total Available	Current Month	Year-to-Date	Prior Year(s)		
POC Policy & Communications	STATE	18CPO Chief Privacy Officer SFY2018	990,601.24	-	990,601.24	-	=	913,350.15	=	77,251.09
		19CPO 19CPO Chief Privacy Officer SFY2019	895,300.00	-	895,300.00	-	=	689,867.64	=	205,432.36
		20CPO 20CPO Chief Privacy Officer	824,489.71	-	824,489.71	3,360.00	21,294.02	785,856.96	35,290.00	-17,951.27
		20PCAD 20PCAD Administration	598,013.02	-	598,013.02	100.00	100.00	522,886.02	=	75,027.00
		21CPO 21CPO Chief Privacy Officer	987,700.00	-	987,700.00	-	6,163.10	615,616.00	=	365,920.90
		21LWLG 21LWLG Administration	244,985.00	-	244,985.00	-	=	185,476.93	=	59,508.07
		21PCAD 21PCAD Administration	673,200.00	-	673,200.00	-	=	563,580.70	=	109,619.30
		21PGEV 21PGEV Program Evaluator	192,415.00	-	192,415.00	7,575.00	46,125.00	105,639.91	40,650.09	0.00
		22CPO 22CPO Chief Privacy Officer	978,625.00	-	978,625.00	-	=	611,131.10	3,500.00	363,993.90
		22LWLG 22LWLG Administration	235,910.00	-	235,910.00	-	1,367.77	206,416.00	1,618.35	26,507.88
		22PCAD 22PCAD Administration	512,350.00	-	512,350.00	-	349.59	512,350.00	1,618.35	-1,967.94
		22PGEV 22PGEV Program Evaluator	192,415.00	-	192,415.00	-	=	41,943.11	95,974.91	54,496.98
		23CPO 23CPO Chief Privacy Officer	1,084,000.00	-	1,084,000.00	60,125.29	372,165.20	=	=	711,834.80
		23GR 23GR GRAMA Requests	-	-	0.00	-	-382.50	=	=	382.50
		23LWLG 23LWLG Administration	253,000.00	-	253,000.00	26,155.15	166,298.29	=	=	86,701.71
		23PCAD 23PCAD Administration	813,800.00	-	813,800.00	76,491.15	574,734.32	=	=	239,065.68
Summary			9,476,803.97	0	9,476,803.97	173,806.59	1,188,214.79	5,754,114.52	178,651.70	2,355,822.96



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RSC Regional Service Centers



Budget Summary	Budget	ALL Revenue	_Total Available_	_Total Expenditures & Encumbrances_	Remaining Amount
RSC Regional Service Centers	2,000,000.00	0.00	2,000,000.00	1,500,000.00	500,000.00

Expenditure and Encumbrance By Section	Current Month Expenditures	YTD Expenditures	YTD Encumbrances	Prior Year(s) Expenditures	Total Expenditure & Encumbrances
Flow Through	166,666.64	1,500,000.00	0.00	0.00	1,500,000.00
Overall - Total	166,666.64	1,500,000.00	0.00	0.00	1,500,000.00

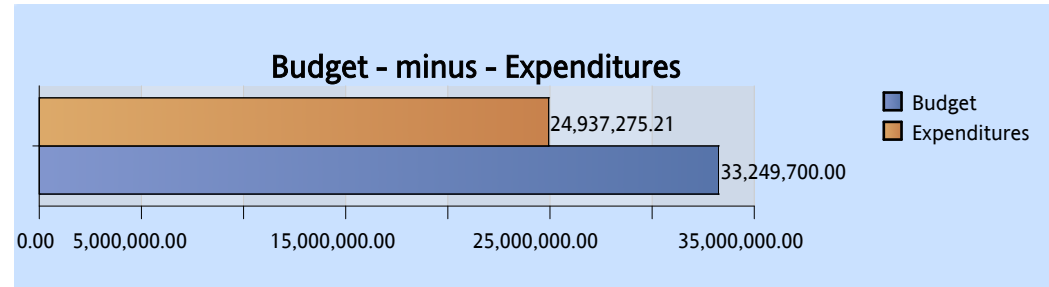
Detailed Summary			Budget	ALL Revenue	Budget +StateRev	Expenditure	Expenditure	Expenditure	Encumbrances	Remaining Amount
					Total Available	Current Month	Year-to-Date	Prior Year(s)		
RSC Regional Service Centers	STATE	23PIA 23PIA Regional Education Service Agencies SFY2023	2,000,000.00	-	2,000,000.00	166,666.64	<u>1,500,000.00</u>	=	=	500,000.00
Summary			2,000,000	0	2,000,000	166,666.64	1,500,000	0	0.00	500,000



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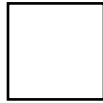
SBPR Capital Outlay



Budget Summary	Budget	ALL Revenue	_Total Available_	_Total Expenditures & Encumbrances_	Remaining Amount
SBPR Capital Outlay	33,249,700.00	0.00	33,249,700.00	24,937,275.21	8,312,424.79

Expenditure and Encumbrance By Section	Current Month Expenditures	YTD Expenditures	YTD Encumbrances	Prior Year(s) Expenditures	Total Expenditure & Encumbrances
Flow Through	2,770,808.33	24,937,275.21	0.00	0.00	24,937,275.21
Overall - Total	2,770,808.33	24,937,275.21	0.00	0.00	24,937,275.21

Detailed Summary			Budget	ALL Revenue	Budget +StateRev	Expenditure	Expenditure	Expenditure	Encumbrances	Remaining Amount
					Total Available	Current Month	Year-to-Date	Prior Year(s)		
SBPR Capital Outlay	STATE	23PSA 23PSA Capital Outlay Foundation Program SFY2023	12,610,900.00	-	12,610,900.00	1,050,908.32	9,458,175.04	=	=	3,152,724.96
		23PSAG 23PSAG Capital Outlay Foundation Program-MBG SFY2023	15,000,000.00	-	15,000,000.00	1,250,000.03	11,250,000.10	=	=	3,749,999.90
		23PSB 23PSB Capital Outlay Enrollment Growth Prog SFY2023	1,888,800.00	-	1,888,800.00	157,399.98	1,416,600.02	=	=	472,199.98
		23PSBG 23PSBG Capital Outlay Enrollment Growth	3,750,000.00	-	3,750,000.00	312,500.00	2,812,500.05	=	=	937,499.95



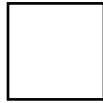
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SBPR Capital Outlay

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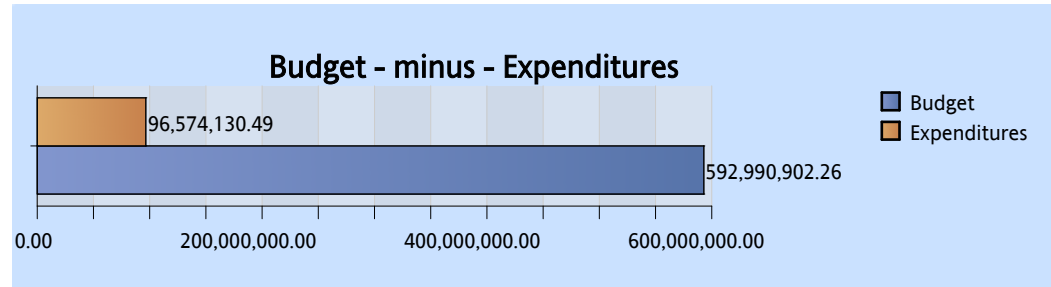
Detailed Summary			Budget	ALL Revenue	Budget +StateRev	Expenditure	Expenditure	Expenditure	Encumbrances	Remaining Amount
					Total Available	Current Month	Year-to-Date	Prior Year(s)		
SBPR Capital Outlay	STATE	Program-MBG SFY2023								
Summary			33,249,700	0	33,249,700	2,770,808.33	24,937,275.21	0	0.00	8,312,424.79



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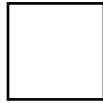
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SPED Special Education



Budget Summary	Budget	ALL Revenue	_Total Available_	_Total Expenditures & Encumbrances_	Remaining Amount
SPED Special Education	592,990,902.26	418,797,129.10	593,068,147.26	441,011,586.13	152,056,561.13

Expenditure and Encumbrance By Section	Current Month Expenditures	YTD Expenditures	YTD Encumbrances	Prior Year(s) Expenditures	Total Expenditure & Encumbrances
Personnel Services	698,591.78	4,128,780.95	0.00	10,480,738.72	14,609,519.67
Travel/In State	5,615.71	25,111.27	0.00	65,983.30	91,094.57
Travel/Out of State	17,456.02	59,463.56	0.00	57,887.04	117,350.60
Current Expense	110,361.35	7,445,768.13	3,380,511.47	24,228,141.55	35,054,421.15
Data Processing Current Expense	710.67	49,034.31	37,007.69	122,256.38	208,298.38
Other Charges/Pass Through	83,324.97	507,033.60	0.00	1,506,972.17	2,014,005.77
Flow Through	10,385,058.18	84,358,938.67	629,957.88	303,927,999.44	388,916,895.99
	0.00	0.00	0.00	0.00	0.00
Overall - Total	11,301,118.68	96,574,130.49	4,047,477.04	340,389,978.60	441,011,586.13



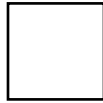
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SPED Special Education

Detailed Summary

			Budget	ALL Revenue	Budget +StateRev	Expenditure	Expenditure	Expenditure	Encumbrances	Remaining Amount
					Total Available	Current Month	Year-to-Date	Prior Year(s)		
SPED Special Education	FED	15STAC Special Ed State Level Activity FFY2015	-	-9,205.70	0.00	-	=	-9,205.70	=	9,205.70
		17PRE Preschool SPED Flow-through FFY2017	1,528,899.02	1,523,765.17	1,528,899.02	-	=	1,523,765.17	=	5,133.85
		17STAC 17STAC Special Ed State Level Activity FFY2017	6,147,345.22	6,147,480.97	6,147,345.22	-	=	6,147,480.97	=	-135.75
		18FTFL 18FTFL Flow-through Formula FFY2018	104,217,496.90	104,132,887.69	104,217,496.90	-	=	104,132,887.69	=	84,609.21
		18PRE 18PRE-Preschool SPED Flow- through FFY2018	3,442,726.00	3,441,850.29	3,442,726.00	-	=	3,441,850.29	=	875.71
		18SIG 18SIG (MTSS) Grant - Administration	310,124.63	310,124.63	310,124.63	-	=	310,124.63	=	0.00
		18SIGC 18SIGC (MTSS) Grant - State Level Contracts	169,000.00	169,000.00	169,000.00	-	=	169,000.00	=	0.00
		18SIGF 18SIGF (MTSS) Grant - Flow Through	339,875.37	339,875.37	339,875.37	-	=	339,875.37	=	0.00
		18STAC 18STAC Special Ed State Level Activities	8,952,660.05	8,952,660.05	8,952,660.05	-	=	8,952,660.05	=	0.00
		18UMTS 18UMTS SPDG (UMTSS) IDEA FFY2018	33.48	33.48	33.48	-	=	33.48	=	0.00
		19SIG 19SIG SPDG (UMTSS) Grant FFY2019	353,505.24	355,779.06	353,505.24	-	=	355,779.06	2,240.55	-4,514.37
		19SIGC 19SIGC (MTSS) Grant - State	169,000.00	169,000.00	169,000.00	-	=	169,000.00	=	0.00



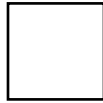
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			Budget	ALL Revenue	Budget +StateRev _Total Available_	Expenditure Current Month	Expenditure Year-to-Date	Expenditure Prior Year(s)	Encumbrances	Remaining Amount
SPED Special Education	FED	Level Contracts								
		19SIGF 19SIGF (MTSS) Grant - Flow Through	296,494.76	296,494.76	296,494.76	-	=	296,494.76	=	0.00
		20SIG 20SIG SPDG (UMTSS) Grant FFY2020	39,998.08	39,998.08	39,998.08	-	=	39,998.08	=	0.00
		20SIGC 20SIGC (MTSS) Grant - State Level Contracts	462,832.31	308,795.48	462,832.31	-	3,192.01	350,954.08	5,088.87	103,597.35
		20SIGF 20SIGF (MTSS) Grant - Flow Through	316,169.61	316,169.61	316,169.61	-	=	316,169.61	=	0.00
		20STAC 20STAC Special Ed State Level Activity FFY2020	8,726,123.42	8,726,123.42	8,726,123.42	-	=	8,726,123.42	114,421.15	-114,421.15
		21DEC 21DEC Administration FFY2021	2,178,625.00	1,804,657.76	2,178,625.00	-640.71	486,937.61	1,317,079.44	720.44	373,887.51
		21FTD 21FTD Flow-through Discretionary FFY2021	1,200,000.00	1,191,404.66	1,200,000.00	-	1,191,404.66	=	=	8,595.34
		21FTFL 21FTFL IDEA Flow-Through Formula FFY2021	113,510,277.00	112,883,772.99	113,510,277.00	-	1,510,410.58	111,373,362.41	=	626,504.01
		21PRE 21PRE Preschool SPED Flow-through FFY2021	3,660,070.00	3,617,617.66	3,660,070.00	-	132,119.52	3,485,498.14	=	42,452.34
		21SEA 21SEA SPED Admin FFY2021	87,550.00	79,994.77	87,550.00	-	=	79,994.77	18.00	7,537.23
		21SIG 21SIG SPDG (UMTSS) Grant FFY2021	254,000.00	336,275.62	254,000.00	-	69,434.14	269,687.72	5,002.44	-90,124.30
		21SIGC 21SIGC (MTSS) Grant - State	281,524.36	416,644.11	281,524.36	-	128,898.31	287,745.80	3,817.52	-138,937.27



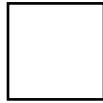
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SPED Special Education	FED	Level Contracts								
		21SIGF 21SIGF (MTSS) Grant - Flow Through	283,475.64	283,475.64	283,475.64	-	=	283,475.64	=	0.00
		21STAC 21STAC Special Ed State Level Activity FFY2021	10,340,034.00	10,348,844.58	10,340,034.00	-	1,726,796.28	8,621,062.28	1,050,710.93	-1,058,535.49
		22ARPI 22ARPI SPED IDEA ARP FFY2022	25,725,548.00	10,518,373.42	25,725,548.00	397,750.92	6,212,031.75	4,306,341.67	=	15,207,174.58
		22ARPP 22ARPP IDEA ARP Preschool FFY2022	1,943,234.00	749,059.82	1,943,234.00	44,121.99	389,597.69	359,462.13	=	1,194,174.18
		22DEC 22DEC Administration FFY2022	2,178,625.00	1,137,813.32	2,178,625.00	257,647.73	1,062,457.67	380.00	9,994.59	1,105,792.74
		22FTD 22FTD Flow-through Discretionary FFY2022	1,200,000.00	-	1,200,000.00	-	=	=	=	1,200,000.00
		22FTFL 22FTFL IDEA Flow-Through Formula FFY2022	116,813,272.00	114,111,536.49	116,813,272.00	175,878.99	55,332,662.76	58,778,873.73	=	2,701,735.51
		22PRE 22PRE Preschool SPED Flow-through FFY2022	3,997,822.00	3,646,928.56	3,997,822.00	14,112.94	1,719,270.83	1,927,657.73	=	350,893.44
		22SEA 22SEA SPED Admin FFY2022	87,550.00	67,257.94	87,550.00	8,201.87	64,761.28	=	=	22,788.72
		22SIG 22SIG SPDG (MTSS) Grant FFY2022	55,202.05	95,878.01	55,202.05	4,411.98	93,031.77	=	=	-37,829.72
		22SIGC 22SIGC (MTSS) Grant - State Level Contracts	158,797.95	14,265.00	158,797.95	-	14,265.00	=	=	144,532.95
		22SIGF 22SIGF (MTSS) Grant - Flow	286,000.00	277,742.73	286,000.00	-	257,742.73	20,000.00	=	8,257.27



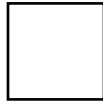
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SPED Special Education	FED	Through								
		22STAC 22STAC Special Ed State Level Activity FFY2022	10,800,000.00	5,620,755.55	10,800,000.00	781,214.16	4,526,210.46	828,210.93	2,740,939.05	2,704,639.56
		23DEC 23DEC Administration FFY2023	2,393,161.00	1,156.00	2,393,161.00	-	1,156.00	=	=	2,392,005.00
		23FTD 23FTD Flow-through Discretionary FFY2023	1,365,333.00	-	1,365,333.00	-	=	=	=	1,365,333.00
		23FTFL 23FTFL IDEA Flow-Through Formula FFY2023	116,803,776.00	16,053,112.05	116,803,776.00	9,543,797.96	16,053,112.05	=	=	100,750,663.95
		23PRE 23PRE Preschool SPED Flow- through FFY2023	3,864,092.00	-	3,864,092.00	-	=	=	=	3,864,092.00
		23SEA 23SEA SPED Admin FFY2023	87,500.00	-	87,500.00	-	=	=	=	87,500.00
		23STAC 23STAC Special Ed State Level Activity FFY2023	13,376,769.00	140,298.60	13,376,769.00	15,701.90	140,298.60	=	=	13,236,470.40
		S18STA S18STA Special Ed State Level Activity FFY2018 PSC	648.90	648.90	648.90	-	=	648.90	=	0.00
	STATE	16SPUF 16SPUF CEEDAR Program FFY2016	107,481.27	84,987.56	107,481.27	-	9,842.18	72,412.82	=	25,226.27
		18PLH Special Education State Programs SFY2018	220,000.00	-	220,000.00	-	=	173,218.36	28,514.50	18,267.14
		19PLH 19PLH Special Education State Programs SFY2019	223,500.00	-	223,500.00	13,492.66	20,727.07	82,057.37	63,509.00	57,206.56
		19SPED 19SPED Administration	31,100.00	-	31,100.00	-	=	26,654.71	=	4,445.29



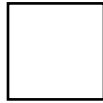
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SPED Special Education	STATE	SFY2019								
		20PKJ 20PKJ Paraeducator to Teacher Scholarships SFY2020	24,500.00	-	24,500.00	-	=	23,412.92	=	1,087.08
		20PLH 20PLH Special Education State Programs SFY2020	225,000.00	-	225,000.00	-	=	196,691.89	=	28,308.11
		20RTC 20RTC Regional Treatment Center Compliance SFY2020	100,000.00	-	100,000.00	-	=	97,001.35	=	2,998.65
		20SPDB 20SPDB USDB Deaf Blind SFY2020	48,700.00	-	48,700.00	-	=	45,000.00	=	3,700.00
		21PKI 21PKI Carson Smith SFY2021	7,006,100.00	-	7,006,100.00	-	=	7,006,001.47	=	98.53
		21PKJ 21PKJ Paraeducator to Teacher Scholarships SFY2021	24,500.00	-	24,500.00	-	=	7,847.00	=	16,653.00
		21PLH 21PLH Special Education State Programs SFY2021	226,400.00	-	226,400.00	-	=	153,390.72	=	73,009.28
		21POB 21POB Special Needs Opportunity Scholarship Pgm FY21	60,000.00	-	60,000.00	-	=	45,809.65	=	14,190.35
		21RTC 21RTC Regional Treatment Center Compliance SFY2021	100,000.00	-	100,000.00	2,999.97	2,999.95	49,068.39	=	47,931.66
		21SPDB 21SPDB USDB Deaf Blind SFY2021	48,700.00	-	48,700.00	-	=	35,000.00	=	13,700.00
		21SPED 21SPED Administration SFY2021	31,100.00	-	31,100.00	316.30	634.59	27,236.61	=	3,228.80
		22PKI 22PKI Carson Smith SFY2022	7,357,300.00	-	7,357,300.00	2,376.24	2,199,136.42	4,920,623.56	=	237,540.02



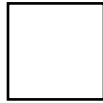
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SPED Special Education	STATE	22PKJ 22PKJ Paraeducator to Teacher Scholarships SFY2022	24,500.00	-	24,500.00	-	=	15,916.00	=	8,584.00
		22PLH 22PLH Special Education State Programs SFY2022	227,500.00	-	227,500.00	-	=	101,013.45	=	126,486.55
		22POB 22POB Special Needs Opportunity Scholarship Pgm FY22	60,800.00	-	60,800.00	-	=	57,747.37	=	3,052.63
		22RTC 22RTC Regional Treatment Center Compliance SFY2022	50,000.00	-	50,000.00	1,878.19	13,877.87	4,744.97	=	31,377.16
		22SPDB 22SPDB USDB Deaf Blind SFY2022	48,700.00	-	48,700.00	-	=	35,000.00	=	13,700.00
		22SPED 22SPED Administration SFY2022	31,100.00	-	31,100.00	-	=	11,657.74	=	19,442.26
		23PKI 23PKI Carson Smith SFY2023	7,764,400.00	-	7,764,400.00	13,595.43	2,975,209.63	=	22,500.00	4,766,690.37
		23PKJ 23PKJ Paraeducator to Teacher Scholarships SFY2023	24,500.00	-	24,500.00	2,100.00	13,413.00	=	=	11,087.00
		23PKM 23PKM Autism Awareness SFY2023	37,450.00	16,550.00	37,450.00	-	37,449.98	=	=	0.02
		23PLH 23PLH Special Education State Programs SFY2023	234,200.00	-	234,200.00	14,238.36	95,015.77	=	=	139,184.23
		23POB 23POB Special Needs Opportunity Scholarship Pgm FY2023	63,400.00	-	63,400.00	6,590.09	42,524.17	=	=	20,875.83
		23PTG 23PTG Regional Treatment Center Fees SFY2023	85,000.00	77,245.00	162,245.00	-18.17	38,893.75	=	=	123,351.25



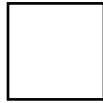
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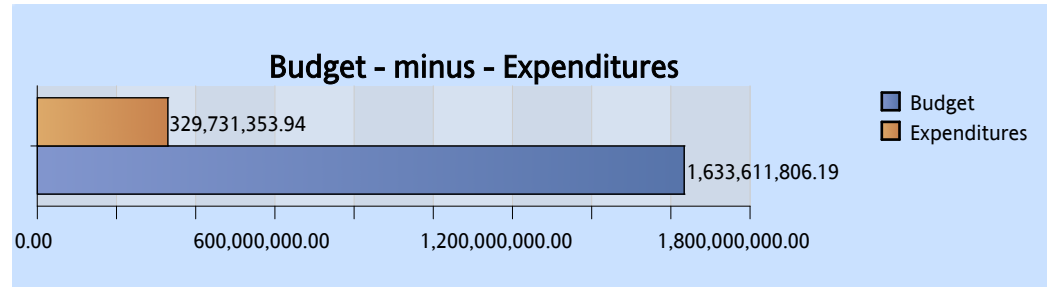
Detailed Summary			Budget	ALL Revenue	Budget +StateRev	Expenditure	Expenditure	Expenditure	Encumbrances	Remaining Amount
					Total Available	Current Month	Year-to-Date	Prior Year(s)		
SPED Special Education	STATE	23SPDB 23SPDB USDB Deaf Blind SFY2023	68,700.00	-	68,700.00	-	=	=	=	68,700.00
		23SPED 23SPED Administration SFY2023	31,100.00	-	31,100.00	1,349.88	8,614.41	=	=	22,485.59
Summary			592,990,902.26	418,797,129.1	593,068,147.26	11,301,118.68	96,574,130.49	340,389,978.6	4,047,477.04	152,056,561.13



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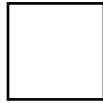
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SSS Student Support Services



Budget Summary	Budget	ALL Revenue	_Total Available_	_Total Expenditures & Encumbrances_	Remaining Amount
SSS Student Support Services	1,633,611,806.19	940,604,868.23	1,633,613,456.19	1,013,215,588.51	620,397,867.68

Expenditure and Encumbrance By Section	Current Month Expenditures	YTD Expenditures	YTD Encumbrances	Prior Year(s) Expenditures	Total Expenditure & Encumbrances
Personnel Services	723,535.33	4,360,571.20	0.00	8,702,347.02	13,062,918.22
Travel/In State	9,419.11	27,994.83	0.00	127,266.08	155,260.91
Travel/Out of State	14,189.49	77,035.49	0.00	73,156.09	150,191.58
Current Expense	1,105,546.47	9,024,994.06	8,697,893.60	28,279,991.45	46,002,879.11
Data Processing Current Expense	10,464.00	85,552.79	150,259.91	239,212.06	475,024.76
Data Processing Capital Expenditure	355,485.31	2,762,574.97	5,074,256.91	1,639,155.72	9,475,987.60
Other Charges/Pass Through	65,180.78	551,294.49	0.00	1,395,323.57	1,946,618.06
Flow Through	49,879,846.73	312,841,336.11	0.00	629,105,372.16	941,946,708.27
	0.00	0.00	0.00	0.00	0.00
Overall - Total	52,163,667.22	329,731,353.94	13,922,410.42	669,561,824.15	1,013,215,588.51

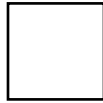


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					Total Available	Current Month	Year-to-Date	Prior Year(s)		
SSS Student Support Services	STATE	17PKU 17PKU School Turnaround and Leadership Dev	6,260,983.31	-	6,260,983.31	-	-	6,010,726.11	-	250,257.20
		18PKU School Turnaround and Leadership Dev SFY2018	4,228,100.00	1,650.00	4,229,750.00	-1.00	78,150.25	2,815,478.19	98,437.50	1,237,684.06
		18PKUA School Turnaround and Leadership Dev Admin SFY2018	1,407,615.41	-	1,407,615.41	100,737.79	620,526.98	779,105.81	2,226.18	5,756.44
		19DRNK 19DRNK Underage Drinking Prevention SFY2019	1,791,000.00	-	1,791,000.00	-	184,133.22	1,590,305.39	-	16,561.39
		19PKU 19PKU School Turnaround and Leadership Dev SFY2019	5,555,202.78	-	5,555,202.78	-	253,826.86	4,579,320.22	-	722,055.70
		19PKUE 19PKUE School Turnaround-Evaluators SFY2019	622,669.22	-	622,669.22	57,291.67	60,989.01	46,055.52	515,624.99	-0.30
		19PKUP 19PKUP School Turnaround-Pilot Comm Engagement SFY19	550,000.00	-	550,000.00	-	-	184,687.42	365,312.58	0.00
		19PKZ 19PKZ Improvement Opportunity Outside Reg School Day SFY2019	112,500.00	-	112,500.00	-	-	102,186.97	-	10,313.03
		19STPD 19STPD Professional Development for Indian Ed SFY2019	283,390.01	-	283,390.01	-	16,782.66	242,173.53	-	24,433.82
		19SUPV 19SUPV Suicide Prevention SFY2019	434,000.00	-	434,000.00	-	-	433,740.63	-	259.37

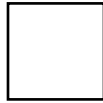


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					Total Available	Current Month	Year-to-Date	Prior Year(s)		
SSS Student Support Services	STATE	20DRNK 20DRNK Underage Drinking Prevention SFY2020	1,747,196.18	-	1,747,196.18	14,953.50	357,292.98	-	220,794.02	1,169,109.18
		20PAX 20PAX Teacher Retention Program SFY2020	500,000.00	-	500,000.00	-	-	490,714.15	-	9,285.85
		20PKL 20PKL ELL Software Licenses SFY2020	1,500,000.00	-	1,500,000.00	-	-	1,500,000.00	-	0.00
		20PKS 20PKS Intergenerational Poverty Interventions SFY2020	944,356.04	-	944,356.04	-	-	931,939.53	-	12,416.51
		20PKU 20PKU School Turnaround and Leadership Dev SFY2020	2,220,000.00	-	2,220,000.00	-	838,583.09	939,925.09	-	441,491.82
		20PKUA 20PKUA School Turnaround and Leadership Dev Admin	86,259.38	-	86,259.38	-	-	75,841.28	-	10,418.10
		20PKUE 20PKUE School Turnaround-Evaluators SFY2020	681,148.76	-	681,148.76	-	80,391.00	61,712.19	-	539,045.57
		20PKX 20PKX Partnerships for Student Success SFY20	2,889,401.74	-	2,889,401.74	-	-	2,865,502.74	-	23,899.00
		20PKZ 20PKZ Improvement Opportunity Outside Reg. School Day	111,766.97	-	111,766.97	-	-	69,620.37	-	42,146.60
		20PLN 20PLN State Safety & Support Pgm SFY2020	227,000.00	-	227,000.00	2,074.67	2,074.67	224,651.75	287.26	-13.68
		20PLNP 20PLNP School Safety Pilot Program SFY2020	150,000.00	-	150,000.00	-	-	7,239.43	-	142,760.57

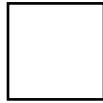


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					Total Available	Current Month	Year-to-Date	Prior Year(s)		
SSS Student Support Services	STATE	20SAAM 20SAAM SAS Administration SFY2020	744,745.64	-	744,745.64	-	-	699,745.64	45,000.00	0.00
		20SAPV 20SAPV Substance Abuse Prevention SFY2020	377,864.65	-	377,864.65	-	19,180.14	348,522.79	-	10,161.72
		20STPD 20STPD Professional Development for Indian Ed SFY2020	183,190.28	-	183,190.28	-	34,620.86	77,786.61	-	70,782.81
		20SUPV 20SUPV Suicide Prevention SFY2020	328,826.70	-	328,826.70	-	62,000.00	266,650.48	-	176.22
		20T1PD 20T1PD ERSI Professional Development SFY2020	-	-	0.00	-	-	-8,697.00	-	8,697.00
		21DIS 21DIS Support & Discipline SFY2021	171,000.00	-	171,000.00	-	31,464.35	106,070.51	27,000.00	6,465.14
		21DRNK 21DRNK Underage Drinking Prevention SFY2021	1,751,000.00	-	1,751,000.00	-	-	2,550.00	-	1,748,450.00
		21ECSN 21ECSN Electronic Cigarette Substance & Nicotine Prev	2,475,234.26	-	2,475,234.26	835,663.11	-13,997.55	2,475,234.26	-	13,997.55
		21PAX 21PAX Teacher Retention Program SFY2021	500,000.00	-	500,000.00	-	3,627.77	485,000.00	-	11,372.23
		21PKLD 21PKLD ELL Software Licenses SFY2021	326,200.00	-	326,200.00	-	-	255,123.16	-	71,076.84
		21PKS 21PKS Intergenerational Poverty Interventions SFY2021	962,408.29	-	962,408.29	4,301.25	34,798.75	844,487.25	45,761.29	37,361.00

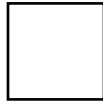


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					Total Available	Current Month	Year-to-Date	Prior Year(s)		
SSS Student Support Services	STATE	21PKSA 21PKSA Intergenerational Poverty Interventions Admin	39,391.71	-	39,391.71	-	=	39,391.71	=	0.00
		21PKUA 21PKUA School Turnaround and Leadership Dev Admin	3,600.00	-	3,600.00	-	=	642.18	=	2,957.82
		21PKX 21PKX Partnerships for Student Success SFY2021	2,876,202.80	-	2,876,202.80	658.00	658.00	2,826,016.00	49,528.80	0.00
		21PKXA 21PKXA Partnerships for Student Success Admin SFY2021	130,897.20	-	130,897.20	-	=	130,897.20	=	0.00
		21PKZ 21PKZ Improvement Opportunity Outside Reg. School Day	116,584.91	-	116,584.91	-	8,500.00	91,874.99	2,884.91	13,325.01
		21PKZA 21PKZA Improvement Opp Outside Reg. School Day Admin	10,515.09	-	10,515.09	-	=	5,890.38	=	4,624.71
		21PLB 21PLB Enhancement for At-risk Students SFY2021	508,100.00	-	508,100.00	-	=	395,746.49	=	112,353.51
		21PLC 21PLC Youth-in-custody SFY2021	1,190,200.00	-	1,190,200.00	-	13,787.49	1,080,998.73	17,256.61	78,157.17
		21PLD 21PLD Adult Education SFY2021	297,900.00	-	297,900.00	105,097.80	188,085.06	79,524.12	1,600.00	28,690.82
		21PLN 21PLN State Safety & Support Pgm SFY2021	331,300.00	-	331,300.00	34,925.33	59,836.61	79,466.76	4,212.74	187,783.89

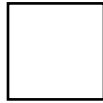


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					Total Available	Current Month	Year-to-Date	Prior Year(s)		
SSS Student Support Services	STATE	21PLNP 21PLNP School Safety Pilot Program SFY2021	150,000.00	-	150,000.00	-	18,955.35	62,500.00	-	68,544.65
		21PLO 21PLO Student Health & Counseling Support Pgm Admin	320,000.00	-	320,000.00	-	-	205,497.48	3,353.00	111,149.52
		21SAAM 21SAAM SSS Administration SFY2021	1,236,830.00	-	1,236,830.00	-101.37	187,854.18	652,938.57	55,433.84	340,603.41
		21SAFE 21SAFE School Safety SFY2021	158,170.00	-	158,170.00	-	-	124,552.80	-	33,617.20
		21SAPV 21SAPV Substance Abuse Prevention SFY2021	410,000.00	-	410,000.00	-	16,396.37	146,050.77	-	247,552.86
		21SMH 21SMH School Mental Health SFY21	500,000.00	-	500,000.00	-	111,785.81	159,744.79	-	228,469.40
		21SPD 21SPD SSS Professional Development SFY2021	64,300.00	-	64,300.00	-	-	-	-	64,300.00
		21STAD 21STAD Administration for Indian Ed SFY2021	231,657.46	-	231,657.46	2,042.77	4,642.77	175,799.91	3,583.25	47,631.53
		21STPD 21STPD Professional Development for Indian Ed SFY2021	132,442.54	-	132,442.54	-	28,083.96	33,555.47	-	70,803.11
		21SUAS 21SUAS Anti Bullying/Suicide Prevention SFY2020	50,000.00	-	50,000.00	1,267.39	1,267.39	48,732.61	-	0.00
		21SUPA 21SUPA Suicide Prevention Admin SFY2021	265,000.00	-	265,000.00	-	27.00	180,107.09	-	84,865.91

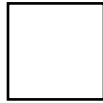


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					Total Available	Current Month	Year-to-Date	Prior Year(s)		
SSS Student Support Services	STATE	21SUPE 21SUPE Suicide Prevention Elementary SFY2021	45,000.00	-	45,000.00	-	-	43,999.95	-	1,000.05
		21SUPV 21SUPV Suicide Prevention SFY2021	434,000.00	-	434,000.00	-	-	414,239.56	-	19,760.44
		22DIS 22DIS Support & Discipline SFY2022	171,000.00	-	171,000.00	-	-	23,709.51	-	147,290.49
		22DRNK 22DRNK Underage Drinking Prevention SFY2022	1,751,900.00	-	1,751,900.00	-	150.00	67,265.50	167,400.00	1,517,084.50
		22ECSN 22ECSN Electronic Cigarette Substance & Nicotine Prev	5,084,200.00	-	5,084,200.00	-	4,256,000.00	-	-	828,200.00
		22PAX 22PAX Teacher Retention Program SFY2022	725,000.00	-	725,000.00	-	-	707,969.70	-	17,030.30
		22PKS 22PKS Intergenerational Poverty Interventions SFY2022	932,672.00	-	932,672.00	68,963.45	502,900.60	273,285.39	-	156,486.01
		22PKSA 22PKSA Intergenerational Poverty Interventions Admin	70,128.00	-	70,128.00	-1.14	-1.14	60,501.29	-	9,627.85
		22PKUA 22PKUA School Turnaround and Leadership Dev Admin	3,400.00	-	3,400.00	-	-	-	-	3,400.00
		22PKX 22PKX Partnerships for Student Success SFY2022	1,848,680.00	-	1,848,680.00	-	324,991.58	1,426,879.03	-	96,809.39
		22PKXA 22PKXA Partnerships for Student Success Admin	176,720.00	-	176,720.00	-	3,678.87	137,774.14	742.07	34,524.92

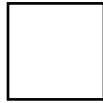


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					Total Available	Current Month	Year-to-Date	Prior Year(s)		
SSS Student Support Services	STATE	SFY2022								
		22PKXC 22PKXC Partnerships for Student Success Continuation SFY2022	982,600.00	-	982,600.00	-	60,183.91	922,416.09	-	0.00
		22PKZ 22PKZ Improvement Opportunity Outside Reg. School Day	115,600.00	-	115,600.00	-	58,063.31	27,956.87	-	29,579.82
		22PKZA 22PKZA Improvement Opp Outside Reg. School Day Admin	12,500.00	-	12,500.00	-	-	9,473.99	-	3,026.01
		22PLA 22PLA Comprehensive Guidance SFY2022	198,600.00	-	198,600.00	-	5,000.00	94,825.69	742.07	98,032.24
		22PLB 22PLB Enhancement for At-risk Students SFY2022	511,600.00	-	511,600.00	-	1,122.88	496,120.56	1,484.13	12,872.43
		22PLC 22PLC Youth-in-custody SFY2022	1,112,800.00	-	1,112,800.00	-5.69	114,290.14	17,533.47	55,141.24	925,835.15
		22PLD 22PLD Adult Education SFY2022	299,400.00	-	299,400.00	-4.55	86,332.32	226,742.43	-22,162.31	8,487.56
		22PLN 22PLN State Safety & Support Pgm SFY2022	231,700.00	-	231,700.00	-	-	136,189.18	21,929.00	73,581.82
		22PLNP 22PLNP School Safety Pilot Program SFY2022	150,000.00	-	150,000.00	-	-	22,733.18	-	127,266.82
		22PLO 22PLO Student Health & Counseling Support Pgm Admin	321,000.00	-	321,000.00	-35.31	57,410.01	174,404.24	26,525.23	62,660.52

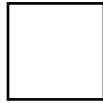


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					Total Available	Current Month	Year-to-Date	Prior Year(s)		
SSS Student Support Services	STATE	22RO 22RO SSS Resource Officer SFY2022	20,000.00	-	20,000.00	-	=	=	=	20,000.00
		22SAAM 22SAAM SSS Administration SFY2022	1,443,030.00	-	1,443,030.00	-5.70	17,327.39	1,032,330.93	13,870.90	379,500.78
		22SAFE 22SAFE School Safety SFY2022	158,170.00	-	158,170.00	-	100.95	156,929.13	784.65	355.27
		22SAPV 22SAPV Substance Abuse Prevention SFY2022	410,000.00	-	410,000.00	-	105,697.32	299,533.79	742.07	4,026.82
		22SFML 22SFML SSS Federal Mineral Lease SFY2022	221,608.75	-	221,608.75	-	=	220,866.68	742.07	0.00
		22SMH 22SMH School Mental Health SFY22	500,000.00	-	500,000.00	-	221,766.98	103,228.75	=	175,004.27
		22STAD 22STAD Administration for Indian Ed SFY2022	274,100.00	-	274,100.00	-	479.03	178,308.97	742.07	94,569.93
		22STPD 22STPD Professional Development for Indian Ed SFY2022	90,000.00	-	90,000.00	-	31,958.09	20,292.15	1,769.50	35,980.26
		22SUAS 22SUAS Anti Bullying/Suicide Prevention SFY2022	50,000.00	-	50,000.00	25,432.21	25,432.21	35,330.36	=	-10,762.57
		22SUPA 22SUPA Suicide Prevention Admin SFY2022	679,000.00	-	679,000.00	8,579.86	10,708.03	285,089.60	1,807.07	381,395.30
		22SUPV 22SUPV Suicide Prevention SFY2022	1,065,000.00	-	1,065,000.00	-	=	1,064,004.29	=	995.71

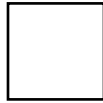


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					Total Available	Current Month	Year-to-Date	Prior Year(s)		
SSS Student Support Services	STATE	23CSSD 23CSSD Computer-based Social Skills Development	300,000.00	-	300,000.00	-	=	=	=	300,000.00
		23DIS 23DIS Support & Discipline SFY2023	171,000.00	-	171,000.00	57,489.65	79,198.24	=	20,000.00	71,801.76
		23DRNK 23DRNK Underage Drinking Prevention SFY2023	1,731,400.00	-	1,731,400.00	-	-150.00	=	=	1,731,550.00
		23ECSN 23ECSN Electronic Cigarette Substance & Nicotine Prev	5,084,200.00	-	5,084,200.00	-	=	=	=	5,084,200.00
		23HTC 23HTC Students Exp Homelessness Teen Cntrs PEESRA	3,500,000.00	-	3,500,000.00	-	=	=	=	3,500,000.00
		23PAF 23PAF School Turnaround and Leadership Development Act	5,732,100.00	-	5,732,100.00	-15.95	13,906.08	=	=	5,718,193.92
		23PAX 23PAX Teacher Retention Program SFY2023	500,000.00	-	500,000.00	20,598.82	107,009.97	=	=	392,990.03
		23PAXT 23PAXT Teacher Retention in Indigenous Schools Grants	225,000.00	-	225,000.00	-	190,852.00	=	=	34,148.00
		23PKAUL 23PKAUL Anti-bullying	300,000.00	-	300,000.00	76,200.00	283,890.00	=	=	16,110.00
		23PKS 23PKS Intergenerational Poverty Interventions SFY2023	920,307.00	-	920,307.00	246,964.68	374,004.09	=	=	546,302.91
		23PKSA 23PKSA	85,493.00	-	85,493.00	9,059.14	43,887.78	=	=	41,605.22

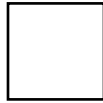


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					Total Available	Current Month	Year-to-Date	Prior Year(s)		
SSS Student Support Services	STATE	Intergenerational Poverty Interventions Admin								
		23PKX 23PKX Partnerships for Student Success SFY2023	2,832,220.00	-	2,832,220.00	690,188.62	1,280,990.72	-	-	1,551,229.28
		23PKXA 23PKXA Partnerships for Student Success Admin SFY2023	180,780.00	-	180,780.00	13,737.31	91,959.40	-	-	88,820.60
		23PKZ 23PKZ Improvement Opportunity Outside Reg. School Day	117,800.00	-	117,800.00	5,705.07	31,662.83	-	-	86,137.17
		23PKZA 23PKZA Improvement Opp Outside Reg. School Day Admin	12,500.00	-	12,500.00	4,122.33	10,568.20	-	-	1,931.80
		23PLA 23PLA Comprehensive Guidance SFY2023	202,900.00	-	202,900.00	17,966.50	112,753.82	-	20,799.00	69,347.18
		23PLB 23PLB Enhancement for At-risk Students SFY2023	526,800.00	-	526,800.00	54,417.40	363,778.89	-	48.38	162,972.73
		23PLC 23PLC Youth-in-custody SFY2023	1,108,100.00	-	1,108,100.00	97,059.44	644,935.07	-	209,147.38	254,017.55
		23PLD 23PLD Adult Education SFY2023	278,800.00	-	278,800.00	22,984.90	153,891.58	-	40,000.00	84,908.42
		23PLN 23PLN State Safety & Support Pgm SFY2023	461,700.00	-	461,700.00	24,454.33	127,455.88	-	14,586.90	319,657.22
		23PLO 23PLO Student Health & Counseling Support Pgm Admin	328,900.00	-	328,900.00	28,879.93	58,166.77	-	303.24	270,429.99

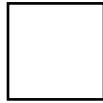


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					Total Available	Current Month	Year-to-Date	Prior Year(s)		
SSS Student Support Services	STATE	23PPS 23PPS Period Products in Schools HB162 PEESRA	2,300,000.00	-	2,300,000.00	155,327.56	493,066.81	-	-	1,806,933.19
		23PYGS 23PYGS School Safety Amendments HB428	10,000.00	-	10,000.00	-	-	-	-	10,000.00
		23SAAM 23SAAM SSS Administration SFY2023	1,654,400.00	-	1,654,400.00	111,348.91	741,043.08	-	25,849.38	887,507.54
		23SAFE 23SAFE School Safety SFY2023	160,000.00	-	160,000.00	16,314.23	107,957.35	-	-	52,042.65
		23SAPV 23SAPV Substance Abuse Prevention SFY2023	410,000.00	-	410,000.00	24,173.23	128,102.98	-	-	281,897.02
		23SEIA 23SEIA Student Eligibility in Interscholastic Activities	504,400.00	-	504,400.00	-	-	-	-	504,400.00
		23SFML 23SFML SSS Federal Mineral Lease SFY2023	167,000.00	-	167,000.00	-	-	-	-	167,000.00
		23SMH 23SMH School Mental Health SFY23	500,000.00	-	500,000.00	17,066.21	38,603.41	-	-	461,396.59
		23SPD 23SPD SSS Professional Development SFY2023	64,300.00	-	64,300.00	-	-	-	-	64,300.00
		23STAD 23STAD Administration for Indian Ed SFY2023	267,300.00	-	267,300.00	19,288.33	128,868.18	-	-	138,431.82
		23STPD 23STPD Professional Development for Indian Ed SFY2023	96,800.00	-	96,800.00	-	-	-	2,200.00	94,600.00

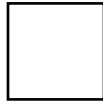


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					Total Available	Current Month	Year-to-Date	Prior Year(s)		
SSS Student Support Services	STATE	23SUAS 23SUAS Anti Bullying/Suicide Prevention SFY2023	50,000.00	-	50,000.00	11,731.68	11,731.68	-	31,648.94	6,619.38
		23SUPA 23SUPA Suicide Prevention Admin SFY2023	742,000.00	-	742,000.00	31,250.43	204,412.40	-	34,302.60	503,285.00
		23SUPV 23SUPV Suicide Prevention SFY2023	1,002,000.00	9,000.00	1,002,000.00	-	1,002,000.00	-	-	0.00
		S22DRN S22DRN Underage Drinking Prevention PSC	1,500.00	-	1,500.00	-11,790.87	939.95	-	-	560.05
		S23DRN S23DRN Underage Drinking Prevention PSC	25,000.00	-	25,000.00	14,492.57	17,881.83	-	-	7,118.17
	FED	19T1FT 19T1FT Title IA Flow-Through FFY2019	77,192,435.96	77,192,435.96	77,192,435.96	-	-	77,192,435.96	-	0.00
		19T1SF 19T1SF SIG (a) Flow Through FFY2019	2,868,669.76	2,868,669.76	2,868,669.76	-	-	2,868,669.76	-	0.00
		20ASFC 20ASFC Continuation Flow-through to LEAs FFY2020	4,734,568.62	4,734,568.61	4,734,568.62	-	-	4,734,568.61	-	0.01
		20ASFT 20ASFT Flow-through to LEAs FFY2020	922,388.49	922,388.48	922,388.49	-	-	922,388.48	-	0.01
		20ASSA 20ASSA State Activities FFY2020	209,516.93	41,374.14	209,516.93	-	2,000.00	39,374.14	6,000.00	162,142.79
		20ELAD 20ELAD Administration FFY2020	174,971.94	174,971.94	174,971.94	-	-	174,971.94	-	0.00
		20ELFT 20ELFT Flow-through	4,155,883.49	4,155,883.50	4,155,883.49	-	29,093.46	4,126,790.04	-	-0.01

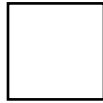


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					Total Available	Current Month	Year-to-Date	Prior Year(s)		
SSS Student Support Services	FED	FFY2020								
		20ELSA 20ELSA State Activities FFY2020	50,507.36	50,507.36	50,507.36	-	25,162.14	25,345.22	-	0.00
		20ESSA 20ESSA ESSER SEA Admin FFY2020	339,109.00	253,818.70	339,109.00	-	8,589.26	245,229.44	18,075.29	67,215.01
		20ESSR 20ESSR ESSER Funds to LEAs FFY2020	61,039,608.00	61,018,030.26	61,039,608.00	-	845,862.64	60,172,167.62	-	21,577.74
		20ESSV 20ESSV ESSER SEA Reservation FFY2020	6,443,070.00	5,877,101.87	6,443,070.00	-	116,134.90	5,760,966.97	-	565,968.13
		20GEER 20GEER Governors Emergency Education Relief FFY2020	29,190,230.00	28,903,595.40	29,190,230.00	-	2,733,624.99	26,169,970.41	-	286,634.60
		20IMM 20IMM Title III Immigrant Flow-through FFY2020	128,223.19	128,223.19	128,223.19	-	-	128,223.19	-	0.00
		20MGFT 20MGFT Flow-through FFY2020	1,073,173.56	1,073,173.55	1,073,173.56	-	13,477.18	1,059,696.37	-	0.01
		20MVFT 20MVFT Flow-through FFY2020	349,819.50	349,819.48	349,819.50	-	-	349,819.48	-	0.02
		20MVSA 20MVSA State Activities FFY2020	116,606.50	116,606.50	116,606.50	-	-	116,606.50	-	0.00
		20NDAC 20NDAC Academics FFY2020	394,872.37	394,872.37	394,872.37	-	-	394,872.37	-	0.00
		20NDAD 20NDAD	8,040.78	8,040.78	8,040.78	-	-	8,040.78	-	0.00

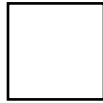


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					Total Available	Current Month	Year-to-Date	Prior Year(s)		
SSS Student Support Services	FED	Administration FFY2020								
		20NDT 20NDT Transition FFY2020	585,192.85	585,192.85	585,192.85	-	=	585,192.85	=	0.00
		20RLAD 20RLAD Rural and Low Income Admin FFY2020	1,265.60	1,096.13	1,265.60	-	=	1,096.13	=	169.47
		20RLFT 20RLFT Rural and Low Income Flow Through FFY2020	62,014.40	62,014.39	62,014.40	-	1,507.95	60,506.44	=	0.01
		20SLDR 20SLDR Adult Education Leadership FFY2020	399,467.03	399,467.03	399,467.03	-	=	399,467.03	=	0.00
		20T1AD 20T1AD Administration FFY2020	679,848.00	299,962.21	679,848.00	-	0.84	299,961.37	1,484.13	378,401.66
		20T1FT 20T1FT Title IA Flow-Through FFY2020	75,478,210.00	75,339,807.50	75,478,210.00	-	52,235.93	75,287,571.57	=	138,402.50
		20T1SA 20T1SA SIG(a) Admin FFY2020	136,339.00	54,095.20	136,339.00	-	10,797.26	43,297.94	=	82,243.80
		20T1SC 20T1SC SIG(a) Contracts FFY2020	300,000.00	220,000.00	300,000.00	-	-50,600.00	270,600.00	=	80,000.00
		20T1SF 20T1SF SIG (a) Flow Through FFY2020	5,024,428.00	4,905,629.74	5,024,428.00	-	855,788.76	4,049,840.98	=	118,798.26
		21ADCA 21ADCA Adult Education EL Civics Admin	18,496.16	17,850.95	18,496.16	-	932.16	16,918.79	=	645.21
		21ADEB 21ADEB Adult Education Basic FFY2021	2,461,247.21	2,460,875.94	2,461,247.21	-	=	2,460,875.94	=	371.27
		21ADEL 21ADEL Adult	439,551.84	439,551.83	439,551.84	-	=	439,551.83	=	0.01



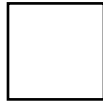
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			Budget	ALL Revenue	Budget+StateRev _Total Available_	Expenditure Current Month	Expenditure Year-to-Date	Expenditure Prior Year(s)	Encumbrances	Remaining Amount
SSS Student Support Services	FED	Education EL Civics FFY2021								
		21ADPI 21ADPI Adult Education Prison & Inst FFY2021	337,085.96	337,085.96	337,085.96	-	-	337,085.96	-	0.00
		21AEAD 21AEAD Adult Education Administration FFY2021	169,595.95	169,488.74	169,595.95	-	17,410.25	152,078.49	-	107.21
		21ARAS 21ARAS American Rescue Plan-Comprehensive After-School FFY21	6,159,290.16	1,348,195.23	6,159,290.16	72,580.77	1,003,901.25	344,293.98	-	4,811,094.93
		21ARPA 21ARPA American Rescue Plan-Administration FFY2021	3,079,645.08	175,767.10	3,079,645.08	33,491.04	72,770.06	99,940.88	126,937.50	2,779,996.64
		21ARPF 21ARPF American Rescue Plan-Flow-through FFY2021	554,336,114.40	207,765,646.44	554,336,114.40	40,716,345.29	149,839,400.24	57,926,246.20	-	346,570,467.96
		21ARPH 21ARPH ARP ESSER Homeless Children & Youth FFY2021	4,033,829.00	368,198.05	4,033,829.00	14,534.99	293,893.06	74,304.99	-	3,665,630.95
		21ARPL 21ARPL American Rescue Plan -Accelerated Learning FFY2021	30,796,450.80	11,971,457.54	30,796,450.80	187,229.99	2,289,935.96	9,678,529.99	2,695,871.17	16,132,113.68
		21ARPS 21ARPS American Rescue Plan-Summer Enrichment FFY2021	6,159,290.16	1,262,282.56	6,159,290.16	12,895.79	1,135,752.89	126,529.67	-	4,897,007.60
		21ARPV 21ARPV American Rescue Plan-State Reserve	15,398,225.40	3,172,635.06	15,398,225.40	126,328.29	2,087,076.15	981,256.54	1,023,146.19	11,306,746.52

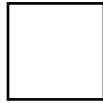


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					Total Available	Current Month	Year-to-Date	Prior Year(s)		
SSS Student Support Services	FED	FFY2021								
		21ASAD 21ASAD Administration FFY2021	122,468.00	120,277.52	122,468.00	-	=	120,277.52	742.07	1,448.41
		21ASFC 21ASFC Continuation Flow-through to LEAs FFY2021	4,754,412.00	4,578,342.25	4,754,412.00	-	991,876.71	3,586,465.54	=	176,069.75
		21ASFT 21ASFT Flow-through to LEAs FFY2021	1,062,816.00	1,062,815.49	1,062,816.00	-	219,828.99	842,986.50	=	0.51
		21ASSA 21ASSA State Activities FFY2021	183,702.00	129,018.79	183,702.00	-	5,138.72	123,880.07	=	54,683.21
		21AWAD 21AWAD Administration Project AWARE FFY2021	59,384.02	59,383.82	59,384.02	-	=	59,384.02	=	0.00
		21AWPD 21AWPD Contractual Project AWARE FFY2021	155,356.76	155,356.76	155,356.76	-	=	155,356.76	=	0.00
		21CPFT 21CPFT Career Path Flow Through FFY2021	239,890.00	212,659.99	239,890.00	34,270.00	119,607.49	93,052.50	=	27,230.01
		21CPSA 21CPSA Career Path State Activities FFY2021	273,956.00	271,456.00	273,956.00	16,888.31	-571.09	272,027.09	2,500.00	0.00
		21EANA 21EANA EANS Administrative Costs FFY2021	200,000.00	195,150.00	200,000.00	5,000.00	52,150.00	134,400.00	12,500.00	950.00
		21EANS 21EANS EANS Awards to Non-Public Schools FFY2021	23,778,187.00	12,829,895.76	23,778,187.00	71,644.16	3,727,700.87	9,102,194.89	=	10,948,291.24
		21ELAD 21ELAD Administration FFY2021	175,000.00	173,902.47	175,000.00	-	1,145.34	172,757.13	742.07	355.46

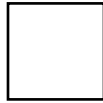


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					Total Available	Current Month	Year-to-Date	Prior Year(s)		
SSS Student Support Services	FED	21ELFT 21ELFT Flow-through FFY2021	4,627,488.00	4,612,129.34	4,627,488.00	-	183,359.50	4,428,769.84	-	15,358.66
		21ELSA 21ELSA State Activities FFY2021	76,085.00	34,525.25	76,085.00	-	-	34,525.25	-	41,559.75
		21ESSA 21ESSA ESSER II SEA Admin FFY2021	631,162.00	453,422.61	631,162.00	16,697.17	156,268.98	292,644.24	-	182,248.78
		21ESSR 21ESSR ESSER II Funds to LEAs FFY2021	246,664,516.00	200,103,123.08	246,664,516.00	969,049.03	69,078,430.95	131,024,692.13	-	46,561,392.92
		21ESSV 21ESSV ESSER II SEA Reservation FFY2021	26,776,006.00	22,192,759.52	26,776,006.00	379,948.79	4,843,282.32	16,921,120.46	4,547,013.30	464,589.92
		21GEER 21GEER GEER II Gov Emergency Education Relief FFY21	11,880,167.75	7,215,097.63	11,880,167.75	564,425.34	5,679,797.90	1,535,299.73	-	4,665,070.12
		21GURC 21GURC GEER II Univ of Utah Reading Clinic FFY21	1,321,574.25	1,049,976.92	1,321,574.25	51,688.48	496,285.41	553,691.51	-	271,597.33
		21IMM 21IMM Title III Immigrant Flow-through FFY2021	143,118.00	143,118.00	143,118.00	-	36,570.92	106,547.08	-	0.00
		21MESA 21MESA State Activities FFY2021	118,576.00	106,576.00	118,576.00	-	-	106,576.00	-	12,000.00
		21MGFT 21MGFT Flow-through FFY2021	605,405.00	568,913.13	605,405.00	-	112,908.80	456,004.33	-	36,491.87
		21MGSA 21MGSA State Activities FFY2021	110,030.00	110,030.00	110,030.00	-	-	110,030.00	-	0.00

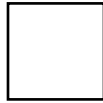


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					Total Available	Current Month	Year-to-Date	Prior Year(s)		
SSS Student Support Services	FED	21MVFT 21MVFT Flow-through FFY2021	374,002.00	373,978.00	374,002.00	-	63,709.22	310,268.78	-	24.00
		21MVSA 21MVSA State Activities FFY2021	124,668.00	121,279.63	124,668.00	-	37,392.39	83,887.24	742.07	2,646.30
		21NDAC 21NDAC Academics FFY2021	163,308.00	163,308.00	163,308.00	-	-	163,308.00	-	0.00
		21NDAD 21NDAD Administration FFY2021	7,913.00	8,043.78	7,913.00	-	-	8,043.78	-	-130.78
		21NDT 21NDT Transition FFY2021	800,648.00	667,230.14	800,648.00	-	44,259.74	622,970.40	742.07	132,675.79
		21RLAD 21RLAD Rural and Low Income Admin FFY2021	1,262.00	-	1,262.00	-	-	-	-	1,262.00
		21RLFT 21RLFT Rural and Low Income Flow Through FFY2021	61,829.00	61,829.00	61,829.00	-	37,797.42	24,031.58	-	0.00
		21SLDR 21SLDR Adult Education Leadership FFY2021	423,989.88	423,216.28	423,989.88	-	29,581.64	393,634.64	-44,115.97	44,889.57
		21T1AD 21T1AD Administration FFY2021	672,634.00	594,464.46	672,634.00	-	154,391.27	440,073.19	-	78,169.54
		21T1FT 21T1FT Title IA Flow-Through FFY2021	75,425,278.00	75,255,458.68	75,425,278.00	-	1,239,303.25	74,016,155.43	-	169,819.32
		21T1SA 21T1SA SIG(a) Admin FFY2021	150,406.00	57,605.67	150,406.00	-	29,290.34	28,315.33	-	92,800.33
		21T1SC 21T1SC SIG(a) Contracts FFY2021	1,224,000.00	1,017,345.07	1,224,000.00	-	79,101.33	938,243.74	17,735.38	188,919.55

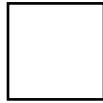


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					Total Available	Current Month	Year-to-Date	Prior Year(s)		
SSS Student Support Services	FED	21T1SF 21T1SF SIG (a) Flow Through FFY2021	4,824,175.00	4,451,032.24	4,824,175.00	-	2,579,200.82	1,871,831.42	-	373,142.76
		22ADCA 22ADCA Adult Education EL Civics Admin	-	-	0.00	-	-	-	-	0.00
		22ADEB 22ADEB Adult Education Basic FFY2022	2,230,718.90	2,230,713.86	2,230,718.90	-	810,770.70	1,419,943.16	-	5.04
		22ADEL 22ADEL Adult Education EL Civics FFY2022	613,726.42	613,726.42	613,726.42	-	103,788.77	509,937.65	-	0.00
		22ADPI 22ADPI Adult Education Prison & Inst FFY2022	420,596.18	420,596.18	420,596.18	-	68,869.34	351,726.84	-	0.00
		22AEAD 22AEAD Adult Education Administration FFY2022	168,845.00	110,714.47	168,845.00	19,054.82	104,567.97	-	-	64,277.03
		22AREA 22AREA American Rescue-Emergency to Non-Public Admin FFY2022	200,000.00	-	200,000.00	-	-	-	-	200,000.00
		22ARNP 22ARNP American Rescue-Emergency toNon-Public SchoolsFFY2022	26,228,418.00	2,689,969.89	26,228,418.00	500,486.48	1,118,023.57	156,000.00	2,957,483.07	21,996,911.36
		22ASAD 22ASAD Administration FFY2022	123,447.96	106,581.59	123,447.96	11,827.22	71,568.38	31,028.83	-	20,850.75
		22ASFC 22ASFC Continuation Flow-through to LEAs FFY2022	4,245,912.99	2,416,448.61	4,245,912.99	185,728.21	1,499,981.94	916,466.67	-	1,829,464.38
		22ASFT 22ASFT Flow-through to LEAs FFY2022	1,494,417.15	1,255,860.57	1,494,417.15	91,808.39	734,530.20	521,330.37	-	238,556.58

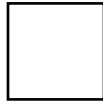


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					Total Available	Current Month	Year-to-Date	Prior Year(s)		
SSS Student Support Services	FED	22ASSA 22ASSA State Activities FFY2022	308,619.90	80,438.68	308,619.90	21,899.42	80,438.68	-	71,978.45	156,202.77
		22AWAD 22AWAD Administration Project AWARE FFY2022	134,140.00	98,490.79	134,140.00	-	39,217.26	69,963.89	742.07	24,216.78
		22AWFT 22AWFT Flow Through Project AWARE FFY2022	1,358,660.00	1,339,289.69	1,358,660.00	-	802,212.57	554,656.15	-	1,791.28
		22AWPD 22AWPD Contractual Project AWARE FFY2022	195,700.00	155,366.83	195,700.00	-	123,741.83	31,625.00	75,375.00	-35,041.83
		22CPFT 22CPFT Career Path Flow Through FFY2022	249,890.00	143,711.15	249,890.00	-	143,711.15	-	-	106,178.85
		22CPSA 22CPSA Career Path State Activities FFY2022	163,434.00	143,987.94	163,434.00	-10,888.31	143,987.94	-	13,557.23	5,888.83
		22ELAD 22ELAD Administration FFY2022	175,000.00	164,211.95	175,000.00	19,144.15	124,661.30	33,502.21	-	16,836.49
		22ELFT 22ELFT Flow-through FFY2022	4,686,040.88	3,302,100.41	4,686,040.88	92,796.58	2,040,614.25	1,261,486.16	-	1,383,940.47
		22ELSA 22ELSA State Activities FFY2022	79,245.00	5,104.00	79,245.00	-	5,104.00	-	-	74,141.00
		22IMM 22IMM Title III Immigrant Flow-through FFY2022	144,620.12	50,584.01	144,620.12	-	29,854.35	20,729.66	-	94,036.11
		22MESA 22MESA State Activities FFY2022	118,483.00	91,212.32	118,483.00	751.25	48,751.25	42,461.07	-	27,270.68

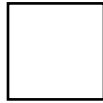


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SSS Student Support Services	FED	22MGAD 22MGAD Administration FFY2022	6,181.24	-	6,181.24	-	-	-	-	6,181.24
		22MGFT 22MGFT Flow-through FFY2022	558,602.51	396,935.32	558,602.51	13,304.75	358,932.37	38,002.95	-	161,667.19
		22MGSA 22MGSA State Activities FFY2022	188,261.25	251,767.88	188,261.25	3,282.67	67,685.18	183,816.74	-	-63,240.67
		22MVFT 22MVFT Flow-through FFY2022	412,336.50	308,220.09	412,336.50	3,564.20	111,158.44	197,061.65	-	104,116.41
		22MVSA 22MVSA State Activities FFY2022	137,445.50	45,620.69	137,445.50	15,531.32	40,669.51	1,206.00	-	95,569.99
		22NDAC 22NDAC Academics FFY2022	115,000.00	-	115,000.00	-	-	-	-	115,000.00
		22NDAD 22NDAD Administration FFY2022	8,224.00	-	8,224.00	-	-	-	-	8,224.00
		22NDT 22NDT Transition FFY2022	873,084.00	387,424.10	873,084.00	4,394.37	195,497.82	190,446.55	-	487,139.63
		22RLFT 22RLFT Rural and Low Income Flow Through FFY2022	74,649.00	5,801.93	74,649.00	-	5,801.93	-	-	68,847.07
		22SLDR 22SLDR Adult Education Leadership FFY2022	421,112.50	350,039.60	421,112.50	52,944.88	320,916.25	8,285.00	103,845.00	-11,933.75
		22T1AD 22T1AD Administration FFY2022	570,289.00	362,367.38	570,289.00	51,179.66	343,641.18	1,856.20	-	224,791.62
		22T1FT 22T1FT Title IA Flow-Through FFY2022	82,615,794.00	77,656,157.39	82,615,794.00	2,472,297.49	46,814,971.82	30,841,185.57	-	4,959,636.61

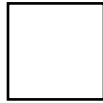


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SSS Student Support Services	FED	22T1SA 22T1SA SIG(a) Admin FFY2022	340,922.00	46,103.19	340,922.00	11,259.98	42,492.39	-	-	298,429.61
		22T1SC 22T1SC SIG(a) Contracts FFY2022	546,200.00	366,069.40	546,200.00	92,432.17	242,869.40	123,200.00	78,893.98	101,236.62
		22T1SF 22T1SF SIG (a) Flow Through FFY2022	3,081,971.00	356,616.46	3,081,971.00	115,751.59	262,704.09	93,912.37	-	2,725,354.54
		23ADEB 23ADEB Adult Education Basic FFY2023	2,315,427.00	678,065.66	2,315,427.00	128,369.00	678,065.66	-	-	1,637,361.34
		23ADEL 23ADEL Adult Education EL Civics FFY2023	631,134.00	260,316.11	631,134.00	13,748.42	260,316.11	-	-	370,817.89
		23ADPI 23ADPI Adult Education Prison & Inst FFY2023	412,237.00	173,425.12	412,237.00	-	173,425.12	-	-	238,811.88
		23AEAD 23AEAD Adult Education Administration FFY2023	172,522.00	2,332.57	172,522.00	36.37	2,332.57	-	-	170,189.43
		23ASAD 23ASAD Administration FFY2023	135,513.68	-	135,513.68	-	-	-	-	135,513.68
		23ASFC 23ASFC Continuation Flow-through to LEAs FFY2023	4,756,163.53	388,932.21	4,756,163.53	12,118.16	388,932.21	-	-	4,367,231.32
		23ASFT 23ASFT Flow-through to LEAs FFY2023	1,680,736.27	412,152.23	1,680,736.27	201,133.86	412,152.23	-	-	1,268,584.04
		23ASSA 23ASSA State Activities FFY2023	203,270.52	-	203,270.52	-	-	-	-	203,270.52
		23AWAD 23AWAD	134,140.00	35,528.21	134,140.00	13,884.16	32,271.60	-	-	101,868.40

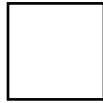


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SSS Student Support Services

Detailed Summary			Budget	ALL Revenue	Budget+StateRev	Expenditure	Expenditure	Expenditure	Encumbrances	Remaining Amount
					Total Available	Current Month	Year-to-Date	Prior Year(s)		
SSS Student Support Services	FED	Administration Project AWARE FFY2023								
		23AWFT 23AWFT Flow Through Project AWARE FFY2023	1,358,660.00	-	1,358,660.00	-	=	=	=	1,358,660.00
		23AWPD 23AWPD Contractual Project AWARE FFY2023	195,700.00	899.18	195,700.00	-	899.18	=	=	194,800.82
		23CPAD 23CPAD Career Path Admin FFY2023	14,134.12	-	14,134.12	-	=	=	=	14,134.12
		23CPFT 23CPFT Career Path Flow Through FFY2023	199,889.60	-	199,889.60	-	=	=	=	199,889.60
		23CPSA 23CPSA Career Path State Activities FFY2023	141,453.28	-	141,453.28	-	=	=	=	141,453.28
		23ELAD 23ELAD Administration FFY2023	175,000.00	3,949.73	175,000.00	1,014.73	3,949.73	=	=	171,050.27
		23ELFT 23ELFT Flow-through FFY2023	4,934,427.93	491,237.35	4,934,427.93	346,943.73	491,237.35	=	=	4,443,190.58
		23ELSA 23ELSA State Activities FFY2023	92,738.90	-	92,738.90	-	=	=	=	92,738.90
		23IMM 23IMM Title III Immigrant Flow-through FFY2023	152,611.17	10,303.28	152,611.17	-	10,303.28	=	=	142,307.89
		23MESA 23MESA State Activities FFY2023	119,291.00	-	119,291.00	-	=	=	=	119,291.00
		23MGAD 23MGAD	4,932.35	-	4,932.35	-	=	=	=	4,932.35

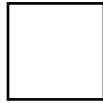


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SSS Student Support Services

Detailed Summary			Budget	ALL Revenue	Budget+StateRev	Expenditure	Expenditure	Expenditure	Encumbrances	Remaining Amount
					Total Available	Current Month	Year-to-Date	Prior Year(s)		
SSS Student Support Services	FED	Administration FFY2023								
		23MGFT 23MGFT Flow-through FFY2023	473,456.65	-	473,456.65	-	=	=	=	473,456.65
		23MGSA 23MGSA State Activities FFY2023	159,463.00	97,559.99	159,463.00	35,232.96	70,209.79	=	52,159.80	37,093.41
		23MVFT 23MVFT Flow-through FFY2023	347,738.25	44,444.96	347,738.25	-	44,444.96	=	=	303,293.29
		23MVSA 23MVSA State Activities FFY2023	115,912.75	904.50	115,912.75	-	904.50	=	=	115,008.25
		23NDAC 23NDAC Academics FFY2023	115,000.00	-	115,000.00	-	=	=	=	115,000.00
		23NDAD 23NDAD Administration FFY2023	9,595.03	-	9,595.03	-	=	=	=	9,595.03
		23NDSC 23NDSC State Contracts FY2023	135,000.00	-	135,000.00	-	=	=	=	135,000.00
		23NDT 23NDT Transition FFY2023	699,907.97	-	699,907.97	-	=	=	=	699,907.97
		23RLFT 23RLFT Rural and Low Income Flow Through FFY2023	87,962.00	-	87,962.00	-	=	=	=	87,962.00
		23SLDR 23SLDR Adult Education Leadership FFY2023	431,305.00	3,821.47	431,305.00	900.00	1,321.47	=	28,818.00	401,165.53
		23T1AD 23T1AD Administration FFY2023	615,971.00	5,920.91	615,971.00	4,068.35	5,920.91	=	=	610,050.09
		23T1FT 23T1FT Title IA Flow-	71,193,957.00	2,838,778.38	71,193,957.00	1,343,800.26	2,838,778.38	=	=	68,355,178.62

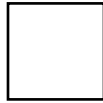


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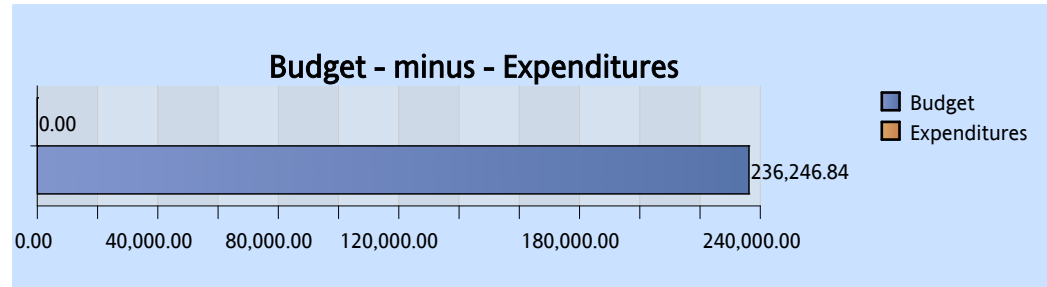
Detailed Summary			Budget	ALL Revenue	Budget+StateRev	Expenditure	Expenditure	Expenditure	Encumbrances	Remaining Amount
					Total Available	Current Month	Year-to-Date	Prior Year(s)		
SSS Student Support Services	FED	Through FFY2023								
		23T1SA 23T1SA SIG(a) Admin FFY2023	199,096.00	-	199,096.00	-	=	=	=	199,096.00
		23T1SC 23T1SC SIG(a) Contracts FFY2023	336,020.00	-	336,020.00	-	=	=	=	336,020.00
		23T1SF 23T1SF SIG (a) Flow Through FFY2023	2,119,496.00	-	2,119,496.00	-	=	=	=	2,119,496.00
		S22SLD S22SLD Adult Education Leadership FFY2022 PSC	1,000.00	310.00	1,000.00	-	<u>310.00</u>	=	=	690.00
Summary			1,633,611,806.19	940,604,868.23	1,633,613,456.19	52,163,667.22	329,731,353.94	669,561,824.15	13,922,410.42	620,397,867.68



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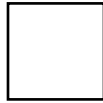
STAC Student Achievement



Budget Summary	Budget	ALL Revenue	_Total Available_	_Total Expenditures & Encumbrances_	Remaining Amount
STAC Student Achievement	236,246.84	0.00	236,246.84	212,416.53	23,830.31

Expenditure and Encumbrance By Section	Current Month Expenditures	YTD Expenditures	YTD Encumbrances	Prior Year(s) Expenditures	Total Expenditure & Encumbrances
Personnel Services	0.00	0.00	0.00	169,503.94	169,503.94
Travel/In State	0.00	0.00	0.00	84.24	84.24
Travel/Out of State	0.00	0.00	0.00	374.60	374.60
Current Expense	0.00	0.00	0.00	2,960.48	2,960.48
Data Processing Current Expense	0.00	0.00	0.00	2,032.90	2,032.90
Other Charges/Pass Through	0.00	0.00	0.00	37,460.37	37,460.37
Overall - Total	0.00	0.00	0.00	212,416.53	212,416.53

Detailed Summary			Budget	ALL Revenue	Budget+StateRev	Expenditure	Expenditure	Expenditure	Encumbrances	Remaining Amount
					Total Available	Current Month	Year-to-Date	Prior Year(s)		
STAC Student Achievement	STATE	20STUA 20STUA Administration	236,246.84	-	236,246.84	-	=	212,416.53	=	23,830.31



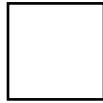
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STAC Student Achievement

Detailed Summary

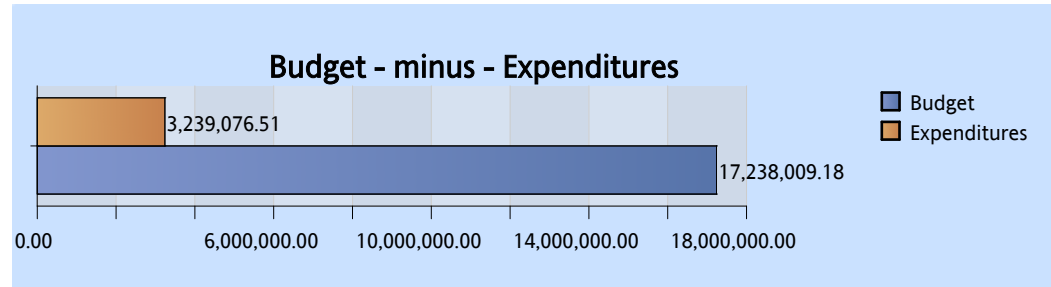
	Budget	ALL Revenue	Budget+StateRev	Expenditure	Expenditure	Expenditure	Encumbrances	Remaining Amount
			Total Available	Current Month	Year-to- Date	Prior Year(s)		
Summary	236,246.84	0	236,246.84	0	0	212,416.53	0.00	23,830.31



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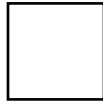
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STBD Utah State Board of Education



Budget Summary	Budget	ALL Revenue	_Total Available_	_Total Expenditures & Encumbrances_	Remaining Amount
STBD Utah State Board of Education	17,238,009.18	2,615.00	17,240,624.18	6,541,060.51	10,699,563.67

Expenditure and Encumbrance By Section	Current Month Expenditures	YTD Expenditures	YTD Encumbrances	Prior Year(s) Expenditures	Total Expenditure & Encumbrances
Personnel Services	217,824.94	1,293,627.64	0.00	1,408,394.10	2,702,021.74
Travel/In State	3,343.96	12,240.68	0.00	2,809.27	15,049.95
Travel/Out of State	-5,665.38	10,864.67	0.00	8,510.05	19,374.72
Current Expense	22,733.61	307,686.90	298,708.02	796,077.66	1,402,472.58
Data Processing Current Expense	1,922.75	6,052.75	10,436.45	1,448.92	17,938.12
Other Charges/Pass Through	20,745.26	170,281.83	0.00	249,434.51	419,716.34
Flow Through	1,438,322.04	1,438,322.04	0.00	526,165.02	1,964,487.06
	0.00	0.00	0.00	0.00	0.00
Overall - Total	1,699,227.18	3,239,076.51	309,144.47	2,992,839.53	6,541,060.51



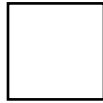
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STBD Utah State Board of Education

Detailed Summary

			Budget	ALL Revenue	Budget +StateRev	Expenditure	Expenditure	Expenditure	Encumbrances	Remaining Amount
					Total Available	Current Month	Year-to-Date	Prior Year(s)		
STBD Utah State Board of Education	STATE	18PSUP FY18 Position Supplemental	543,000.00	-	543,000.00	-31,243.29	35,390.11	506,807.45	742.07	60.37
		19FP 19FP USBE Fees and Penalties SFY2019	-	1,110.00	1,110.00	-	=	=	=	1,110.00
		20FP 20FP USBE Fees and Penalties	-	1,505.00	1,505.00	-	=	=	=	1,505.00
		20HLD 20HLD USBE Holding Account	-	-	0.00	-	=	-1,571.98	=	1,571.98
		20SM 20SM Social Media	134,700.00	-	134,700.00	-	=	57,914.70	=	76,785.30
		21LGL 21LGL Legal SFY2021	700,000.00	-	700,000.00	-	=	658,362.44	=	41,637.56
		21ODPA 21ODPA One Time Discretionary for PAAA FY2021	9,751,156.90	-	9,751,156.90	1,438,322.04	1,438,322.04	527,737.00	=	7,785,097.86
		21ODPK 21ODPK One-Time Discretionary for PKAA FY2021	75,000.00	-	75,000.00	-	=	=	=	75,000.00
		21SM 21SM Social Media for FY2021	250,000.00	-	250,000.00	-	=	71,321.73	=	178,678.27
		21TMS 21TMS Teacher Materials System SFY 2021	500,000.00	-	500,000.00	-	44,264.00	77,764.90	284,785.70	93,185.40
		22IAUD 22IAUD Internal Audit	1,172,552.28	-	1,172,552.28	-	1,267.35	1,044,492.28	=	126,792.65
		22SM 22SM Social Media for FY2022	250,000.00	-	250,000.00	-	=	50,011.01	=	199,988.99
		23BDAD 23BDAD State Board Administration FY2023	962,900.00	-	962,900.00	119,130.38	620,280.92	=	22,540.00	320,079.08
		23BDAG 23BDAG Land Exchange (GFR)	16,300.00	-	16,300.00	-	=	=	=	16,300.00
		23BDGF 23BDGF Administration GF	200.00	-	200.00	-	=	=	=	200.00
		23IAUD 23IAUD Internal Audit	1,340,000.00	-	1,340,000.00	132,862.49	852,712.66	=	520.25	486,767.09



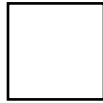
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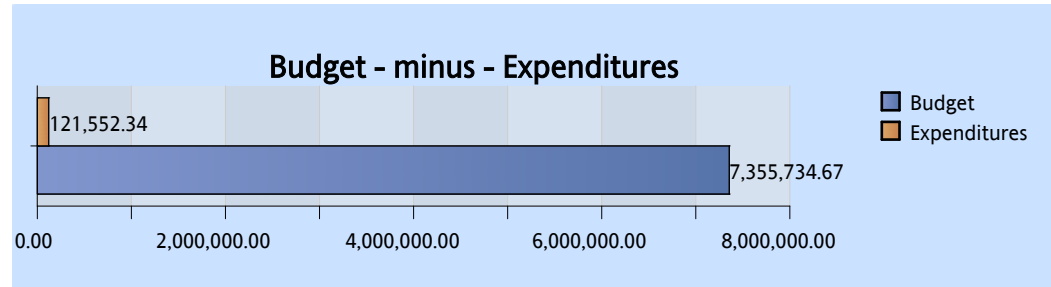
Detailed Summary			Budget	ALL Revenue	Budget +StateRev	Expenditure	Expenditure	Expenditure	Encumbrances	Remaining Amount
					Total Available	Current Month	Year-to-Date	Prior Year(s)		
STBD Utah State Board of Education	STATE	23PRFM 23PRFM BOARD-USBE Priorities-FML	563,400.00	-	563,400.00	-	=	=	=	563,400.00
		23PRTY 23PRTY USBE Priorities	712,200.00	-	712,200.00	37,612.06	241,409.58	=	=	470,790.42
		23SM 23SM Social Media for FY2023	250,000.00	-	250,000.00	1,726.22	3,509.81	=	556.45	245,933.74
		23STAV 23STAV Student Advisory Council	16,600.00	-	16,600.00	817.28	1,920.04	=	=	14,679.96
Summary			17,238,009.18	2,615	17,240,624.18	1,699,227.18	3,239,076.51	2,992,839.53	309,144.47	10,699,563.67



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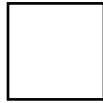
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STDR Utah State Board of Education Discretionary



Budget Summary	Budget	ALL Revenue	_Total Available_	_Total Expenditures & Encumbrances_	Remaining Amount
STDR Utah State Board of Education Discretionary	7,355,734.67	4,784.35	7,360,481.85	5,019,385.73	2,341,096.12

Expenditure and Encumbrance By Section	Current Month Expenditures	YTD Expenditures	YTD Encumbrances	Prior Year(s) Expenditures	Total Expenditure & Encumbrances
Personnel Services	5,671.44	14,639.16	0.00	1,950,183.63	1,964,822.79
Travel/In State	0.00	-109.05	0.00	90,927.39	90,818.34
Travel/Out of State	0.00	0.00	0.00	31,696.73	31,696.73
Current Expense	50,000.00	52,608.49	300,251.55	1,856,518.74	2,209,378.78
Data Processing Current Expense	0.00	54,413.74	2,650.00	303,187.16	360,250.90
Capital Expenditure	0.00	0.00	0.00	0.00	0.00
Other Charges/Pass Through	0.00	0.00	0.00	362,418.19	362,418.19
Flow Through	0.00	0.00	0.00	0.00	0.00
	0.00	0.00	0.00	0.00	0.00
Overall - Total	55,671.44	121,552.34	302,901.55	4,594,931.84	5,019,385.73



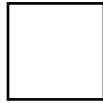
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STDR Utah State Board of Education Discretionary

Detailed Summary

			Budget	ALL Revenue	Budget +StateRev _Total Available_	Expenditure Current Month	Expenditure Year-to- Date	Expenditure Prior Year(s)	Encumbrances	Remaining Amount
STDR Utah State Board of Education Discretionary	STATE	17BDAG Land Exchange (GFR) SFY2017	62,907.54	-	62,907.54	-	=	=	62,907.54	0.00
		18BDAG Land Exchange (GFR) SFY2018	10,112.72	-	10,112.72	-	=	=	10,112.72	0.00
		18PRTY USBE Priorities SFY2018	735,831.06	-	735,831.06	-	27,000.00	705,275.64	=	3,555.42
		19BDAD 19BDAD State Board Administration	768,706.16	4,784.35	773,453.34	-	=	731,836.56	=	41,616.78
		19BDAG 19BDAG Land Exchange (GFR) SFY2019	8,178.04	-	8,178.04	-	=	=	8,178.04	0.00
		19PRFM 19PRFM BOARD-USBE Priorities-FML SFY2019	766,574.70	-	766,574.70	347.04	24,667.04	734,114.86	=	7,792.80
		20BDAD 20BDAD State Board Administration	116,461.33	-	116,461.33	-	=	82,974.35	=	33,486.98
		20BDAG 20BDAG Land Exchange (GFR)	9,240.00	-	9,240.00	-	=	=	9,240.00	0.00
		20PRFM 20PRFM BOARD-USBE Priorities-FML	262,124.15	-	262,124.15	1,804.51	1,804.51	151,403.77	67,544.96	41,370.91
		20PRTY 20PRTY USBE Priorities	152,373.95	-	152,373.95	-	=	54,367.19	34,166.47	63,840.29
		21BDAD 21BDAD State Board Administration FY2021	662,900.00	-	662,900.00	-	=	594,083.57	90,000.00	-21,183.57
		21BDAG 21BDAG Land Exchange (GFR)	3,450.27	-	3,450.27	-	=	=	3,450.27	0.00
		21BDGF 21BDGF Administration GF	100.00	-	100.00	-	=	=	=	100.00



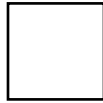
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STDR Utah State Board of Education Discretionary

Detailed Summary

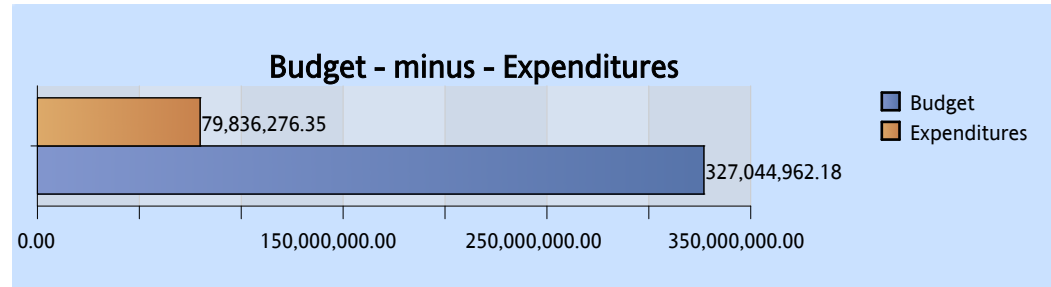
Detailed Summary			Budget	ALL Revenue	Budget +StateRev	Expenditure	Expenditure	Expenditure	Encumbrances	Remaining Amount
					Total Available	Current Month	Year-to-Date	Prior Year(s)		
STDR Utah State Board of Education Discretionary	STATE	21PRFM 21PRFM BOARD-USBE Priorities-FML	267,995.61	-	267,995.61	5,671.44	19,149.81	=	=	248,845.80
		21PRTY 21PRTY USBE Priorities	854,269.48	-	854,269.48	-	=	441,596.89	=	412,672.59
		22BDAD 22BDAD State Board Administration FY2022	962,900.00	-	962,900.00	-	1,082.53	699,867.32	2,650.00	259,300.15
		22BDAG 22BDAG Land Exchange (GFR)	20,296.21	-	20,296.21	-	=	=	=	20,296.21
		22BDGF 22BDGF Administration GF	200.00	-	200.00	-	=	=	=	200.00
		22PRFM 22PRFM BOARD-USBE Priorities-FML	890,165.73	-	890,165.73	47,848.45	47,848.45	=	14,651.55	827,665.73
		22PRTY 22PRTY USBE Priorities	800,947.72	-	800,947.72	-	=	399,411.69	=	401,536.03
Summary			7,355,734.67	4,784.35	7,360,481.85	55,671.44	121,552.34	4,594,931.84	302,901.55	2,341,096.12



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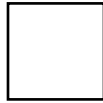
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T&L Teaching & Learning



Budget Summary	Budget	ALL Revenue	_Total Available_	_Total Expenditures & Encumbrances_	Remaining Amount
T&L Teaching & Learning	327,044,962.18	59,572,360.03	327,344,432.28	229,726,442.86	97,617,989.42

Expenditure and Encumbrance By Section	Current Month Expenditures	YTD Expenditures	YTD Encumbrances	Prior Year(s) Expenditures	Total Expenditure & Encumbrances
Personnel Services	1,069,563.88	6,516,149.32	0.00	12,412,589.29	18,928,738.61
Travel/In State	4,639.49	47,244.25	0.00	26,179.90	73,424.15
Travel/Out of State	25,444.27	84,745.69	0.00	54,132.93	138,878.62
Current Expense	-711,604.68	34,899,453.31	7,368,443.95	34,106,726.69	76,374,623.95
Data Processing Current Expense	1,057,715.00	1,178,853.44	32,376.66	425,558.10	1,636,788.20
Data Processing Capital Expenditure	0.00	29,917.81	0.00	5,082.19	35,000.00
Other Charges/Pass Through	0.00	458,459.42	0.00	2,085,293.45	2,543,752.87
Flow Through	2,824,492.41	36,621,453.11	0.00	93,373,783.35	129,995,236.46
	0.00	0.00	0.00	0.00	0.00
Overall - Total	4,270,250.37	79,836,276.35	7,400,820.61	142,489,345.90	229,726,442.86



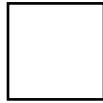
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T&L Teaching & Learning	STATE	16CPLS 16CPLS Prof Learning Series (Core) SFY2016	427,313.39	-	427,313.39	-	=	387,376.39	=	39,937.00
		16RDIN SB117 Reading Intervention SFY2016	277,011.40	-	277,011.40	12,410.87	12,410.87	259,754.21	=	4,846.32
		17NTEP NTEP-CCSSO SFY2017	55,617.40	-	55,617.40	-	=	39,891.86	=	15,725.54
		17NTGO National Geographic SFY2017	20,420.04	-	20,420.04	-	=	14,196.16	=	6,223.88
		17PAW Math Teacher Training	416,918.02	-	416,918.02	-	=	358,358.79	=	58,559.23
		17PKT 17PKT SB117 Reading Intervention SFY2017	33,967.00	-	33,967.00	-	4,389.02	25,858.00	=	3,719.98
		17PLG Digital Teaching & Learning SFY2018	775,710.64	-	775,710.64	-	=	775,710.64	1,910.70	-1,910.70
		18CPR 18CPR CPR/AED SFY2018	96,555.44	-	96,555.44	-	=	96,555.44	=	0.00
		18PKAC Competency Based SFY2018	300,000.00	-	300,000.00	5,100.00	12,740.00	167,049.08	121,437.22	-1,226.30
		18PKQ Kindergarten Supplement Enrichment SFY2018	206,600.00	-	206,600.00	-	=	144,160.00	=	62,440.00
		19CBL 19CBL Competency Based Learning SFY19	69,000.00	-	69,000.00	-	65,092.47	3,907.53	=	0.00
		19DRED 19DRED Drivers Ed SFY2019	6,449,383.91	-	6,449,383.91	-	=	6,247,045.75	=	202,338.16
		19PKAC 19PKAC Competency Based SFY2019	300,000.00	-	300,000.00	-	=	199,999.99	5,782.78	94,217.23
		19PKQ 19PKQ Kindergarten Supplement Enrichment SFY2019	20,000.00	-	20,000.00	-	=	8,028.06	=	11,971.94



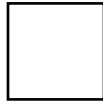
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T&L Teaching & Learning	STATE	19TLR 19TLR T&L Registration SFY2019	-	86,698.10	86,698.10	-	=	86,520.24	=	177.86
		19UPPA 19UPPA UPPAC SFY2019	632,954.58	-	632,954.58	-	=	632,954.58	=	0.00
		20BTSF 20BTSF Beverly Taylor Sorenson Foundation Grant	55,400.00	-	55,400.00	-	=	=	=	55,400.00
		20CBL 20CBL Competency Based Learning	69,000.00	-	69,000.00	-	69,000.00	=	=	0.00
		20CPR 20CPR CPR/AED SFY2020	202,300.00	-	202,300.00	-	=	51,550.31	=	150,749.69
		20DRED 20DRED Drivers Ed SFY2020	6,590,718.91	-	6,590,718.91	254,453.00	487,226.50	5,660,520.61	=	442,971.80
		20PJB 20PJB STEM Endorsement Incentives SFY2020	1,200,000.00	-	1,200,000.00	-	498,886.68	656,106.25	=	45,007.07
		20PJBS 20PJBS STEM Endorsement Center Grants SFY2020	3,800,000.00	-	3,800,000.00	-	=	3,743,339.26	=	56,660.74
		20PKC 20PKC Competency-Based Ed Implementation Grants SFY20	1,401,109.08	-	1,401,109.08	-	726,055.72	498,938.67	=	176,114.69
		20PKCP 20PKCP CBE Planning Grants SFY2020	898,890.92	-	898,890.92	-	=	727,880.11	=	171,010.81
		20PKT 20PKT Reading Difficulties SB37 GS19 SFY2020	306,118.81	-	306,118.81	-	=	306,043.10	=	75.71
		20TLR 20TLR T&L Registration SFY2020	-	42,772.00	42,772.00	-	=	39,732.65	=	3,039.35
		21ARTS 21ARTS ARTS Subsidy (ARTS INC) SFY2021	54,000.00	-	54,000.00	-	=	=	=	54,000.00
		21ARTW 21ARTW Art Works for Kids	250,000.00	250,000.00	250,000.00	-	=	152,644.17	=	97,355.83



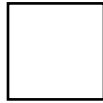
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T&L Teaching & Learning	STATE	SFY2021								
		21BTSA 21BTSA Beverley Taylor Sorenson Admin SFY2021	128,000.00	-	128,000.00	-	=	128,000.00	=	0.00
		21CBL 21CBL Competency Based Learning	69,000.00	-	69,000.00	-	15,907.53	=	53,092.47	0.00
		21CURA 21CURA Curriculum Admin SFY2021	3,615,000.00	-	3,615,000.00	-	3,600.00	3,615,000.00	5,712.99	-9,312.99
		21DRED 21DRED Drivers Ed SFY2021	6,761,075.13	-	6,761,075.13	17,568.00	596,009.03	4,745,332.47	=	1,419,733.63
		21ISEO 21ISEO ISEE Enhancement	5,065,000.00	-	5,065,000.00	-	=	5,064,957.51	=	42.49
		21ISER 21ISER ISEE Provision SFY2021	242,200.00	-	242,200.00	-	=	208,429.68	=	33,770.32
		21LICF 21LICF License Fees SFY2021	2,037,500.00	-	2,037,500.00	2,888.74	46,727.44	2,002,845.04	1,326.66	-13,399.14
		21MUNK 21MUNK Hattie Munk	92,399.73	92,399.73	92,399.73	-	=	92,399.73	=	0.00
		21PCAA 21PCAA School Readiness(Admin) SFY2021	223,800.00	-	223,800.00	-	=	135,888.28	=	87,911.72
		21PKB 21PKB Early Intervention SFY2021	10,377,028.38	-	10,377,028.38	-	=	10,269,012.71	=	108,015.67
		21PKC 21PKC Competency-Based Ed Implementation Grants SFY21	1,770,000.00	-	1,770,000.00	-	283,976.41	1,068,260.00	=	417,763.59
		21PKCP 21PKCP CBE Planning Grants SFY2021	300,000.00	-	300,000.00	-	6,805.97	201,632.51	=	91,561.52
		21PKEA 21PKEA UPSTART ADMIN SFY2021	600,000.00	-	600,000.00	-	=	560,199.96	=	39,800.04



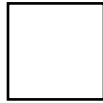
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T&L Teaching & Learning	STATE	21PKEC 21PKEC UPSTART CARES General Funds SFY2021	4,000,000.00	-	4,000,000.00	-	=	3,997,444.00	=	2,556.00
		21PKQ 21PKQ Kindergarten Supplement Enrichment SFY2021	20,000.00	-	20,000.00	-	=	=	=	20,000.00
		21PKT 21PKT Reading Difficulties SB37 GS19 SFY2021	350,000.00	-	350,000.00	-	=	338,119.88	2,002.13	9,877.99
		21PLE 21PLE Dual Immersion Admin SFY2021	137,000.00	-	137,000.00	-	=	136,007.66	6,712.50	-5,720.16
		21PLET 21PLET Dual Immersion Tracking SFY2021	295,200.00	-	295,200.00	-	=	295,200.00	=	0.00
		21PLM 21PLM Early Literacy Program SFY2021	370,000.00	-	370,000.00	-	1,500.00	345,964.05	=	22,535.95
		21POC 21POC Edu Tech Mgmt System- LearnPlatform SFY21	1,800,000.00	-	1,800,000.00	-	=	1,700,000.00	=	100,000.00
		21POPO 21POPO Prof Outreach (POPS) SFY2021	4,907,400.00	-	4,907,400.00	-	66,792.34	4,824,347.51	=	16,260.15
		21PRO3 21PRO3 Professional Dev. SFY2021	3,465.00	-	3,465.00	-	=	3,465.00	=	0.00
		21PROD 21PROD Professional Dev. SFY2021	510,962.60	-	510,962.60	-	-6,000.00	181,564.07	24,000.00	311,398.53
		21SLG 21SLG Sorenson Legacy Grant SFY2021	70,000.00	70,000.00	140,000.00	-	=	56,416.94	=	83,583.06
		21SRTL 21SRTL School Readiness	500,000.00	-	500,000.00	1,988.00	20,835.16	307,404.95	3,764.00	167,995.89



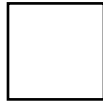
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		Initiative (HB380) SFY2021	Budget	ALL Revenue	Budget +StateRev	Expenditure	Expenditure	Expenditure	Encumbrances	Remaining Amount
					Total Available	Current Month	Year-to-Date	Prior Year(s)		
T&L Teaching & Learning	STATE	22ARTW 22ARTW Art Works for Kids SFY2022	200,000.00	200,000.00	200,000.00	-	-	67,992.20	-	132,007.80
		22BTSA 22BTSA Beverley Taylor Sorenson Admin SFY2022	47,900.00	-	47,900.00	-	190.24	47,859.70	-	-149.94
		22CBL 22CBL Competency Based Learning	69,000.00	-	69,000.00	-	-	-	-	69,000.00
		22CURA 22CURA Curriculum Admin SFY2022	3,750,000.00	-	3,750,000.00	12,289.57	72,008.10	3,416,991.17	27,850.12	233,150.61
		22DRED 22DRED Drivers Ed SFY2022	6,996,459.54	-	6,996,459.54	77,118.03	2,466,295.38	2,089,861.93	1,393.73	2,438,908.50
		22ISEO 22ISEO ISEE Enhancement	5,540,000.00	-	5,540,000.00	-	524,914.41	5,013,983.88	-	1,101.71
		22ISER 22ISER ISEE Provision SFY2022	225,000.00	-	225,000.00	-	69,511.71	56,005.43	-	99,482.86
		22LICF 22LICF License Fees SFY2022	2,032,350.00	9.43	2,032,350.00	29.15	41,238.85	1,476,623.83	1,830.00	512,657.32
		22LTP 22LTP Leadership Training for Principals SFY2022	97,500.00	-	97,500.00	-	-	47,196.37	50,303.63	0.00
		22MUNK 22MUNK Hattie Munk	101,514.75	101,514.75	101,514.75	-	14,076.15	-	-	87,438.60
		22PCAA 22PCAA School Readiness(Admin) SFY2022	172,300.00	-	172,300.00	-	-5.51	172,300.00	-	5.51
		22PD 22PD T&L-Professional Development SFY2022	93,637.26	-	93,637.26	-	1,037.50	42,659.62	16,130.75	33,809.39
		22PEG 22PEG Arts Provisional Program SFY2022	250,000.00	-	250,000.00	-	13,274.22	220,790.51	-	15,935.27



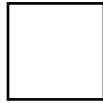
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T&L Teaching & Learning	STATE	22PJB 22PJB STEM Endorsement Center Grants SFY2022	1,138,516.14	-	1,138,516.14	-	315,342.85	270,028.34	=	553,144.95
		22PJC 22PJC National Board-Certified Teachers SFY2022	246,300.00	-	246,300.00	-	64,389.87	=	=	181,910.13
		22PKB 22PKB Early Intervention SFY2022	10,177,152.00	-	10,177,152.00	-	=	9,892,480.00	=	284,672.00
		22PKBA 22PKBA Early Intervention Reading SFY2022	424,048.00	-	424,048.00	-	=	225,569.20	=	198,478.80
		22PKC 22PKC Competency-Based Ed Implementation Grants SFY22	1,770,000.00	-	1,770,000.00	137,981.23	302,293.93	=	=	1,467,706.07
		22PKCP 22PKCP CBE Planning Grants SFY2022	300,000.00	-	300,000.00	-	=	186,281.49	=	113,718.51
		22PKEA 22PKEA UPSTART ADMIN SFY2022	599,822.00	-	599,822.00	-	=	2,008.07	1,559.39	596,254.54
		22PKQ 22PKQ Kindergarten Supplement Enrichment SFY2022	20,000.00	-	20,000.00	-	=	=	=	20,000.00
		22PKT 22PKT Reading Difficulties SB37 GS19 SFY2022	350,000.00	-	350,000.00	-	82,734.40	233,152.30	11,400.00	22,713.30
		22PLE 22PLE Dual Immersion Admin SFY2022	216,900.00	-	216,900.00	36,024.85	51,206.91	6.76	=	165,686.33
		22PLET 22PLET Dual Immersion Tracking SFY2022	295,200.00	-	295,200.00	61,154.87	76,158.20	219,041.80	1,221.67	-1,221.67
		22PLG 22PLG Digital Teaching &	510,000.00	-	510,000.00	-	=	507,543.63	=	2,456.37



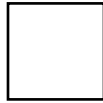
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T&L Teaching & Learning	STATE	Learning SFY2022								
		22PLM 22PLM Early Literacy Program SFY2022	291,400.00	-	291,400.00	-	320.10	5,568.69	250.00	285,261.21
		22PLMI 22PLMI Early Literacy Program IT SFY2022	80,000.00	-	80,000.00	-	1,760.00	78,240.00	=	0.00
		22PLP 22PLP Early Learning Training & Assessment SFY2022	985,000.00	-	985,000.00	15,341.00	64,306.94	499,802.55	584.06	420,306.45
		22PLPM 22PLPM Digital Math Platform SFY2022	80,000.00	-	80,000.00	-	=	=	=	80,000.00
		22POC 22POC Edu Tech Mgmt System-LearnPlatform SFY22	1,800,000.00	-	1,800,000.00	-	=	1,700,000.00	=	100,000.00
		22POPO 22POPO Prof Outreach (POPS) SFY2022	4,906,000.00	-	4,906,000.00	29,464.11	83,910.56	4,147,132.55	=	674,956.89
		22PRIME 22PRIME PRIME (Concurrent Enrollment) SFY2022	800,000.00	-	800,000.00	-	136,941.83	530,473.27	=	132,584.90
		22PRO1 22PRO1 Professional Dev. SFY2022	11,500.00	-	11,500.00	-	212.94	5,867.76	=	5,419.30
		22PRO2 22PRO2 Professional Dev. SFY2022	2,654.00	-	2,654.00	-	=	2,579.00	=	75.00
		22PRO3 22PRO3 Professional Dev. SFY2022	63,580.00	-	63,580.00	-	=	23,720.25	10,400.00	29,459.75
		22PRO5 22PRO5 Professional Dev. SFY2022	126,100.00	-	126,100.00	-1,600.00	-1,600.00	115,753.60	23,425.00	-11,478.60



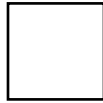
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T&L Teaching & Learning	STATE	22PRO6 22PRO6 Professional Dev. SFY2022	20,640.00	-	20,640.00	-	=	13,616.33	1,000.00	6,023.67
		22PROD 22PROD Professional Dev. SFY2022	162,919.60	-	162,919.60	14.13	5,855.96	16.45	58,467.01	98,580.18
		22SOEA 22SOEA Statewide Online Ed Program Admin SFY2022	554,700.00	-	554,700.00	-	10,615.00	449,029.13	1,200.00	93,855.87
		22SOEF 22SOEF Statewide Online Ed Program SFY2022	8,803,300.00	-	8,803,300.00	-	5,630,978.00	3,172,322.00	=	0.00
		22SRTL 22SRTL School Readiness Initiative (HB380) SFY2022	500,000.00	-	500,000.00	-	=	422,489.85	2,690.00	74,820.15
		22TOTY 22TOTY Teacher of the Year SFY2022	41,000.00	-	41,000.00	2,901.06	3,908.37	28,648.02	=	8,443.61
		22UPPA 22UPPA UPPAC SFY2022	641,150.00	-	641,150.00	52.65	12,448.31	420,263.95	3,244.70	205,193.04
		23ARTS 23ARTS ARTS Subsidy (ARTS INC) SFY2023	54,000.00	-	54,000.00	-	=	=	=	54,000.00
		23ARTW 23ARTW Art Works for Kids SFY2023	310,600.00	-	310,600.00	6,958.27	46,866.35	=	=	263,733.65
		23BTSA 23BTSA Beverley Taylor Sorenson Admin SFY2023	132,400.00	-	132,400.00	11,690.34	79,319.92	=	8,740.00	44,340.08
		23BTSF 23BTSF Beverly Taylor Sorenson Foundation Grant SFY2023	55,400.00	-	55,400.00	-	=	=	=	55,400.00
		23CBL 23CBL Competency Based Learning SFY2023	69,000.00	-	69,000.00	-	=	=	=	69,000.00



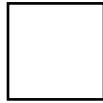
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T&L Teaching & Learning	STATE	23CPR 23CPR Cardiopulmonary Resuscitation in Schools SFY23	470,000.00	-	470,000.00	24,558.79	50,143.57	=	=	419,856.43
		23CURA 23CURA Curriculum Admin SFY2023	4,176,900.00	-	4,176,900.00	429,807.79	2,721,534.64	=	52,472.96	1,402,892.40
		23DRED 23DRED Drivers Ed SFY2023	6,563,045.00	-	6,563,045.00	27,684.19	2,032,745.93	=	110,649.01	4,419,650.06
		23ELO 23ELO Early Literacy Outcomes	4,630,200.00	-	4,630,200.00	180,562.98	354,738.79	=	2,118,672.14	2,156,789.07
		23ELOA 23ELOA Early Literacy Outcomes Admin	4,500,000.00	-	4,500,000.00	155,992.98	947,977.56	=	=	3,552,022.44
		23ELOO 23ELOO Early Literacy Outcomes One-time PESSRA	9,480,000.00	-	9,480,000.00	181,275.36	2,152,535.37	=	141,750.00	7,185,714.63
		23ESA 23ESA Ethnic Studies Amendments SB244 SFY2023	150,700.00	-	150,700.00	4,094.81	29,328.46	=	=	121,371.54
		23ICEP 23ICEP Innovation in Civics Ed Pilot Pgm PEESRA	1,500,000.00	-	1,500,000.00	-	9,033.15	=	=	1,490,966.85
		23ISEO 23ISEO ISEE Enhancement SFY2023	6,040,000.00	-	6,040,000.00	787,676.26	3,580,825.73	=	=	2,459,174.27
		23ISER 23ISER ISEE Provision SFY2023	225,000.00	-	225,000.00	-	=	=	=	225,000.00
		23ISLI 23ISLI Immersive Student Learning Infinite	453,000.00	-	453,000.00	-	453,000.00	=	=	0.00
		23LICF 23LICF License Fees SFY2023	2,321,350.00	-	2,321,350.00	197,802.52	1,406,758.79	=	=	914,591.21
		23LTP 23LTP Leadership Training for Principals SFY2023	49,500.00	-	49,500.00	-	=	=	49,500.00	0.00



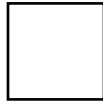
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					Total Available	Current Month	Year-to-Date	Prior Year(s)		
T&L Teaching & Learning	STATE	23MUNK 23MUNK Hattie Munk SFY2023	80,000.00	-	80,000.00	-	=	=	=	80,000.00
		23OCCA 23OCCA Online Course Access Amendments HB417 SFY2023	681,600.00	-	681,600.00	-	231,683.00	=	=	449,917.00
		23PD 23PD T&L-Professional Development SFY2023	366,100.00	-	366,100.00	200.00	41,917.47	=	90,713.53	233,469.00
		23PEG 23PEG Arts Provisional Program SFY2023	285,000.00	-	285,000.00	-	140,791.90	=	=	144,208.10
		23PJB 23PJB STEM Endorsement Center Grants SFY2023	1,200,000.00	-	1,200,000.00	-	2,400.00	=	7,200.00	1,190,400.00
		23PJC 23PJC National Board-Certified Teachers SFY2023	246,300.00	-	246,300.00	-	=	=	=	246,300.00
		23PKB 23PKB Software Licenses for K-3 Reading SFY2023	12,099,936.00	-	12,099,936.00	24,540.00	7,129,844.00	=	=	4,970,092.00
		23PKBS 23PKBS Early Intervention Reading Admin SFY2023	504,164.00	-	504,164.00	13,465.97	127,436.50	=	112,500.00	264,227.50
		23PKC 23PKC Competency-Based Ed Implementation Grants SFY23	1,666,500.00	-	1,666,500.00	121,545.87	277,241.08	=	=	1,389,258.92
		23PKCA 23PKCA Competency-Based Ed Implementation Grants Admin	103,500.00	-	103,500.00	9,807.55	65,952.67	=	=	37,547.33
		23PKCP 23PKCP CBE Planning Grants SFY2023	300,000.00	-	300,000.00	-	17,262.54	=	=	282,737.46
		23PKE 23PKE UPSTART SFY2023	23,667,600.00	-	23,667,600.00	-	20,858,470.00	=	2,806,730.00	2,400.00



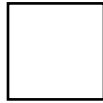
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					Total Available	Current Month	Year-to-Date	Prior Year(s)		
T&L Teaching & Learning	STATE	23PKEA 23PKEA UPSTART ADMIN SFY2023	600,000.00	-	600,000.00	12,561.61	148,125.24	=	187,812.50	264,062.26
		23PKEO 23PKEO UPSTART One-time funds PEESRA	4,000,000.00	-	4,000,000.00	-	4,000,000.00	=	=	0.00
		23PKT 23PKT Reading Difficulties SB37 GS19 SFY2023	350,000.00	-	350,000.00	19,339.60	85,455.25	=	=	264,544.75
		23PLE 23PLE Dual Immersion Admin SFY2023	276,280.00	-	276,280.00	13,844.29	115,041.70	=	337.31	160,900.99
		23PLET 23PLET Dual Immersion Tracking SFY2023	210,220.00	-	210,220.00	-61,154.87	210,219.40	=	22,097.13	-22,096.53
		23PLG 23PLG Digital Teaching & Learning SFY2023	525,000.00	-	525,000.00	35,943.54	295,860.78	=	50,000.00	179,139.22
		23PLM 23PLM Early Literacy Program SFY2023	351,700.00	-	351,700.00	36,310.62	221,628.47	=	=	130,071.53
		23PLMI 23PLMI Early Literacy Program IT SFY2023	80,000.00	-	80,000.00	-	=	=	=	80,000.00
		23PLP 23PLP Early Learning Training & Assessment SFY2023	990,100.00	-	990,100.00	16,742.81	405,407.41	=	50,715.94	533,976.65
		23PLPM 23PLPM Digital Math Platform SFY2023	80,000.00	-	80,000.00	-	=	=	=	80,000.00
		23PLR 23PLR Early Intervention SFY2023	198,900.00	-	198,900.00	15,742.71	107,288.36	=	=	91,611.64
		23POC 23POC Edu Tech Mgmt System-	1,800,000.00	-	1,800,000.00	-	1,360,000.00	=	340,000.00	100,000.00



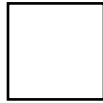
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T&L Teaching & Learning	STATE	LearnPlatform SFY2023								
		23POPO 23POPO Prof Outreach (POPS) SFY2023	5,371,000.00	-	5,371,000.00	81,335.00	1,632,241.89	-	-	3,738,758.11
		23PRO3 23PRO3 Professional Dev. SFY2023	36,435.00	-	36,435.00	-	11,845.75	-	22,429.88	2,159.37
		23PRO5 23PRO5 Professional Dev. SFY2023	63,700.00	-	63,700.00	-	18,587.24	-	36,800.00	8,312.76
		23PROD 23PROD Professional Dev. SFY2023	98,500.00	-	98,500.00	6.15	5,151.07	-	6,069.64	87,279.29
		23SLG 23SLG Sorenson Legacy Grant SFY2023	34,000.00	100,000.00	134,000.00	44,361.23	44,426.93	-	30,300.00	59,273.07
		23SOEA 23SOEA Statewide Online Ed Program Admin SFY2023	554,700.00	-	554,700.00	45,812.19	295,208.88	-	995.00	258,496.12
		23SOEF 23SOEF Statewide Online Ed Program SFY2023	9,207,400.00	-	9,207,400.00	384,777.00	905,025.00	-	-	8,302,375.00
		23SRTL 23SRTL School Readiness Initiative (HB380) SFY2023	534,000.00	-	534,000.00	48,167.38	337,521.45	-	1,830.00	194,648.55
		23STLE 23STLE Sustaining Teacher Leadership & Engagement	100,000.00	-	100,000.00	-	41,184.28	-	-	58,815.72
		23TLR 23TLR T&L Registration SFY2023	-	-	0.00	-0.01	2.49	-	-	-2.49
		23TOTY 23TOTY Teacher of the Year SFY2023	41,000.00	-	41,000.00	-	41,182.51	-	45.00	-227.51
		23UPPA 23UPPA UPPAC SFY2023	742,150.00	-	742,150.00	51,723.16	359,955.40	-	1,418.00	380,776.60



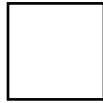
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T&L Teaching & Learning	STATE	S22PD S22PD T&L-Professional Development SFY2022 PSC	5,563.92	-	5,563.92	-	-468.00	5,563.92	=	468.00
		S22PR5 S22PR5 Professional Dev. SFY2022 PSC	6,000.00	-	6,000.00	-	=	3,000.00	=	3,000.00
		S22PR6 S22PR6 Professional Dev. SFY2022 PSC	1,000.00	-	1,000.00	-	=	122.00	=	878.00
		S22UPP S22UPP UPPAC SFY2022 PSC	1,000.00	-	1,000.00	-	=	952.50	=	47.50
		S23CUR S23CUR Curriculum Admin SFY2023 PSC	5,000.00	-	5,000.00	-	480.00	=	=	4,520.00
		S23DRE S23DRE Drivers Ed SFY2023 PSC	155.00	-	155.00	-	155.00	=	=	0.00
		S23PR3 S23PR3 Professional Dev. SFY2023 PSC	365.00	-	365.00	60.00	60.00	=	=	305.00
		S23PR5 S23PR5 Professional Dev. SFY2023 PSC	3,500.00	-	3,500.00	-	3,360.00	=	=	140.00
	FED	194AFT 194AFT Supporting Effective Instruction	5,232,943.59	5,232,943.59	5,232,943.59	-	=	5,232,943.59	=	0.00
		202A 202A Title IIA Admin FY2020	141,950.00	141,950.00	141,950.00	-	=	141,950.00	=	0.00
		202FT 202FT Title IIA Formula Flow Through FFY2020	13,080,780.00	13,001,199.29	13,080,780.00	-	109,136.37	12,892,062.92	=	79,580.71
		202SA 202SA Title IIA State Level Activities FY2020	567,804.00	325,297.39	567,804.00	-	=	325,297.39	60,131.25	182,375.36
		202SL 202SL Title IIA School Leader FY2020	403,840.87	203,957.31	403,840.87	-	=	203,957.31	=	199,883.56



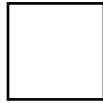
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					Total Available	Current Month	Year-to-Date	Prior Year(s)		
T&L Teaching & Learning	FED	204A 204A Supporting Effective Instruction Admin FFY2020	56,955.00	56,694.34	56,955.00	-	=	56,694.34	=	260.66
		204AFT 204AFT Supporting Effective Instruction	5,467,745.00	5,092,074.85	5,467,745.00	-	526,464.56	4,565,610.29	=	375,670.15
		204ASA 204ASA Supporting Effective Inst State Act FFY20	170,865.00	51,296.93	170,865.00	-	=	51,296.93	=	119,568.07
		212A 212A Title IIA Admin FY2021	147,619.80	147,619.80	147,619.80	-	=	147,619.80	=	0.00
		212FT 212FT Title IIA Formula Flow Through FFY2021	13,603,916.20	13,510,165.81	13,603,916.20	-	1,614,604.92	11,895,560.89	=	93,750.39
		212SA 212SA Title IIA State Level Activities FY2021	590,481.00	522,929.80	590,481.00	-	46,891.83	476,037.97	48,930.00	18,621.20
		212SL 212SL Title IIA School Leader FY2021	413,415.83	283,391.20	413,415.83	-	10,488.58	272,902.62	46,500.00	83,524.63
		214A 214A Supporting Effective Instruction Admin FFY2021	59,600.47	46,140.21	59,600.47	-	7,418.41	38,721.80	=	13,460.26
		214AFT 214AFT Supporting Effective Instruction	5,721,645.12	5,645,313.91	5,721,645.12	-	2,672,733.04	2,972,580.87	=	76,331.21
		214ASA 214ASA Supporting Effective Inst State Act FFY21	173,801.41	62,418.64	173,801.41	-	660.51	61,758.13	14,631.77	96,751.00
		21FUEL 21FUEL Fostering Ut Ed Learning Grades 4-6 CS FY21	299,974.00	236,722.84	299,974.00	13,386.90	92,564.60	144,158.24	=	63,251.16
		222A 222A Title IIA Admin FY2022	155,851.00	161,951.17	155,851.00	-59.00	66,326.07	95,625.10	=	-6,100.17
		222FT 222FT Title IIA Formula Flow	14,385,875.00	9,882,754.78	14,385,875.00	34,726.90	4,833,347.83	5,049,406.95	=	4,503,120.22



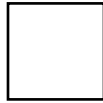
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T&L Teaching & Learning	FED	Through FFY2022								
		222SA 222SA Title IIA State Level Activities FY2022	623,406.00	94,140.45	623,406.00	14,709.39	81,999.91	-	133,105.50	408,300.59
		222SL 222SL Title IIA School Leader FY2022	365,019.00	121,206.46	365,019.00	18,319.43	101,558.46	-66.01	317,402.54	-53,875.99
		224A 224A Supporting Effective Instruction Admin	59,037.00	36,446.59	59,037.00	5,382.04	34,100.27	-	-	24,936.73
		224AFT 224AFT Supporting Effective Instruction Flow-Through	5,667,552.00	2,218,646.67	5,667,552.00	497,232.03	1,737,109.74	481,536.93	-	3,448,905.33
		224ASA 224ASA Supporting Effective Inst State Act FFY22	177,111.00	44,803.21	177,111.00	9,472.03	44,403.21	400.00	73,166.00	59,141.79
		232A 232A Title IIA Admin FY2023	144,950.00	19,482.75	144,950.00	8,460.40	16,849.81	-	-	128,100.19
		232FT 232FT Title IIA Formula Flow Through FFY2023	13,350,334.00	1,316,959.69	13,350,334.00	32,955.07	1,316,959.69	-	-	12,033,374.31
		232SA 232SA Title IIA State Level Activities FY2023	579,804.00	-	579,804.00	-	-	-	13,500.00	566,304.00
		232SL 232SL Title IIA School Leader FY2023	420,019.00	-	420,019.00	-	-	-	-	420,019.00
		234A 234A Supporting Effective Instruction Admin SFY2023	65,182.54	-	65,182.54	-	-	-	-	65,182.54
		234AFT 234AFT Supporting Effective Instr Flow-Through SFY23	6,257,523.84	142,178.55	6,257,523.84	34,766.66	142,178.55	-	-	6,115,345.29
		234ASA 234ASA Supporting Effective	195,547.62	9,016.00	195,547.62	9,016.00	9,016.00	-	4,984.00	181,547.62



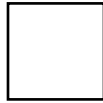
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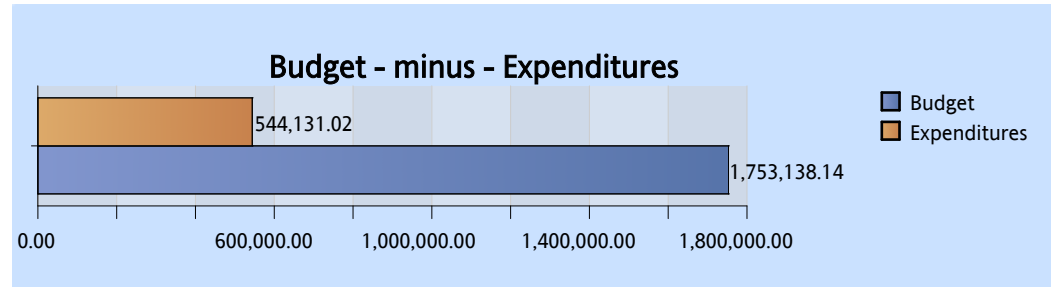
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					Total Available	Current Month	Year-to-Date	Prior Year(s)		
T&L Teaching & Learning	FED	Inst State Act FFY23								
		234FA 234AF Stronger Connections Admin SFY2023	51,001.00	10,579.80	51,001.00	3,347.17	9,483.71	=	=	41,517.29
		234FFT 234FFT Stronger Connections Flow-Through SFY23	4,845,060.00	-	4,845,060.00	-	=	=	=	4,845,060.00
		234FSA 234FSA Stronger Connections State Actv FFY23	204,002.00	-	204,002.00	-	=	=	=	204,002.00
		S202SL S202SL Title IIA School Leader FY2020 PSC	719.13	719.13	719.13	-	=	719.13	=	0.00
		S212SL S212SL Title IIA School Leader FY2021 PSC	6,603.17	6,603.17	6,603.17	-	-114.00	6,717.17	=	0.00
		S214AS S214AS Supporting Effective Inst State Act FFY21 PSC	5,000.00	301.69	5,000.00	-	=	301.69	=	4,698.31
		S222SL S222SL Title IIA School Leader FY2022 PSC	55,000.00	3,060.00	55,000.00	120.00	3,060.00	=	=	51,940.00
Summary			327,044,962.18	59,572,360.03	327,344,432.28	4,270,250.37	79,836,276.35	142,489,345.9	7,400,820.61	97,617,989.42



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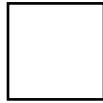


Budget Summary	Budget	ALL Revenue	_Total Available_	_Total Expenditures & Encumbrances_	Remaining Amount
TLA Trust Lands Administration	1,753,138.14	0.00	1,753,138.14	1,249,955.06	503,183.08

Expenditure and Encumbrance By Section	Current Month Expenditures	YTD Expenditures	YTD Encumbrances	Prior Year(s) Expenditures	Total Expenditure & Encumbrances
Personnel Services	56,469.27	309,755.88	0.00	376,578.42	686,334.30
Travel/In State	0.00	-119.04	0.00	169.42	50.38
Current Expense	13,520.12	134,611.98	99,930.72	162,579.74	397,122.44
Data Processing Current Expense	0.00	1,473.00	0.00	800.00	2,273.00
Other Charges/Pass Through	6,464.22	41,671.06	0.00	65,765.74	107,436.80
Flow Through	0.00	56,738.14	0.00	0.00	56,738.14
Overall - Total	76,453.61	544,131.02	99,930.72	605,893.32	1,249,955.06

Detailed Summary

			Budget	ALL Revenue	Budget +StateRev _Total Available_	Expenditure Current Month	Expenditure Year-to-Date	Expenditure Prior Year(s)	Encumbrances	Remaining Amount
TLA Trust Lands	STATE	22TLAF 22TLAF TLA-Federal Mineral Lease	56,738.14	-	56,738.14	-	56,738.14	-	-	0.00



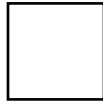
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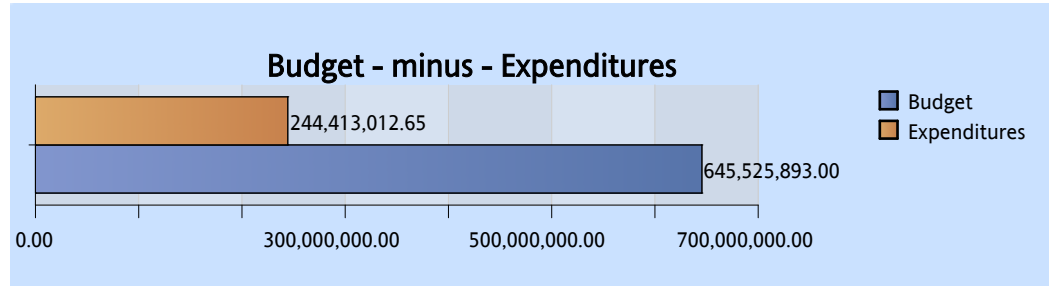
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					Total Available	Current Month	Year-to- Date	Prior Year(s)		
Administration	STATE	SFY2022								
		22TLAI 22TLAI Interest & Dividends SFY2022	583,000.00	-	583,000.00	-	765.96	454,123.32	=	128,110.72
		22TLWS 22TLWS Trust Land Website SFY2022	275,000.00	-	275,000.00	-	95,056.67	151,770.00	=	28,173.33
		23TLAF 23TLAF TLA-Federal Mineral Lease SFY2023	65,100.00	-	65,100.00	-	=	=	30,000.00	35,100.00
		23TLAI 23TLAI Interest & Dividends SFY2023	603,300.00	-	603,300.00	53,113.53	347,158.84	=	378.05	255,763.11
		23TLWS 23TLWS Trust Land Website SFY2023	170,000.00	-	170,000.00	23,340.08	44,411.41	=	69,552.67	56,035.92
Summary			1,753,138.14	0	1,753,138.14	76,453.61	544,131.02	605,893.32	99,930.72	503,183.08



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VBLP Voted and Board Leeway

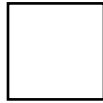


Budget Summary	Budget	ALL Revenue	_Total Available_	_Total Expenditures & Encumbrances_	Remaining Amount
VBLP Voted and Board Leeway	645,525,893.00	0.00	645,525,893.00	547,815,691.33	97,710,201.67

Expenditure and Encumbrance By Section	Current Month Expenditures	YTD Expenditures	YTD Encumbrances	Prior Year(s) Expenditures	Total Expenditure & Encumbrances
Flow Through	20,976,608.28	244,413,012.65	0.00	303,402,678.68	547,815,691.33
Overall - Total	20,976,608.28	244,413,012.65	0.00	303,402,678.68	547,815,691.33

Detailed Summary

			Budget	ALL Revenue	Budget +StateRev _Total Available_	Expenditure Current Month	Expenditure Year-to-Date	Expenditure Prior Year(s)	Encumbrances	Remaining Amount
VBLP Voted and Board Leeway	STATE	21PRAL 21PRAL Voted Leeway-Local Levy Growth SFY2021	36,629,793.00	-	36,629,793.00	-	=	36,483,341.45	=	146,451.55
		21PRB 21PRB Board Leeway SFY2021	17,515,293.00	-	17,515,293.00	-	=	13,360,048.84	=	4,155,244.16
		21PRBG 21PRBG Board Leeway-Minimum Basic Growth SFY2021	12,219,700.00	-	12,219,700.00	-	=	12,219,699.99	=	0.01
		21PRBL 21PRBL Board Leeway-Local Levy Growth SFY2021	33,505,407.00	-	33,505,407.00	-	=	28,746,486.49	=	4,758,920.51



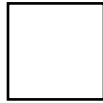
Department Budget & Expenditure Breakdown
Fiscal Year 2023
Month Ending Mar 31, 2023
As Reported from FINET

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VBLP Voted and Board Leeway

Detailed Summary

			Budget	ALL Revenue	Budget +StateRev _Total Available_	Expenditure Current Month	Expenditure Year-to-Date	Expenditure Prior Year(s)	Encumbrances	Remaining Amount
VBLP Voted and Board Leeway	STATE	21PRC 21PRC Board Leeway Reading Improvement SFY2021	15,000,000.00	-	15,000,000.00	-	=	=	=	15,000,000.00
		22PRA 22PRA Voted Leeway SFY2022	47,798,018.24	-	47,798,018.24	-	=	47,798,018.24	=	0.00
		22PRAG 22PRAG Voted Leeway-Minimum Basic Growth SFY2022	44,030,300.00	-	44,030,300.00	-	=	44,030,300.00	=	0.00
		22PRAL 22PRAL Voted Leeway-Local Levy Growth SFY2022	60,276,402.64	-	60,276,402.64	-	=	60,276,402.64	=	0.00
		22PRAP 22PRAP Voted Leeway-Prior Year Balance	27,251,459.08	-	27,251,459.08	-	27,251,459.08	=	=	0.00
		22PRB 22PRB Board Leeway SFY2022	8,473,332.34	-	8,473,332.34	-	=	8,461,683.68	=	11,648.66
		22PRBG 22PRBG Board Leeway-Minimum Basic Growth SFY2022	12,219,700.00	-	12,219,700.00	-	=	12,219,699.99	=	0.01
		22PRBL 22PRBL Board Leeway-Local Levy Growth SFY2022	39,806,997.36	-	39,806,997.36	-	=	39,806,997.36	=	0.00
		22PRBP 22PRBP Board Leeway-Prior Year Balance	11,527,690.34	-	11,527,690.34	-	11,527,690.34	=	=	0.00
		22PRC 22PRC Board Leeway Reading Improvement SFY2022	15,000,000.00	-	15,000,000.00	-	=	=	=	15,000,000.00
		23PRA 23PRA Voted Leeway SFY2023	79,487,100.00	-	79,487,100.00	9,429,501.19	84,867,257.52	=	=	-5,380,157.52
		23PRAG 23PRAG Voted Leeway-Minimum Basic Growth SFY2023	44,030,300.00	-	44,030,300.00	3,606,000.98	33,212,297.05	=	=	10,818,002.95
		23PRAL 23PRAL Voted Leeway-Local Levy Growth SFY2023	55,176,700.00	-	55,176,700.00	2,826,435.85	38,095,497.23	=	=	17,081,202.77



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Detailed Summary

Detailed Summary			Budget	ALL Revenue	Budget +StateRev	Expenditure	Expenditure	Expenditure	Encumbrances	Remaining Amount
					Total Available	Current Month	Year-to-Date	Prior Year(s)		
VBLP Voted and Board Leeway	STATE	23PRB 23PRB Board Leeway SFY2023	20,073,400.00	-	20,073,400.00	1,837,363.78	16,536,270.39	=	=	3,537,129.61
		23PRBG 23PRBG Board Leeway-Minimum Basic Growth SFY2023	12,219,700.00	-	12,219,700.00	986,485.52	9,260,243.41	=	=	2,959,456.59
		23PRBL 23PRBL Board Leeway-Local Levy Growth SFY2023	53,284,600.00	-	53,284,600.00	2,290,820.96	23,662,297.63	=	=	29,622,302.37
Summary			645,525,893	0	645,525,893	20,976,608.28	244,413,012.65	303,402,678.68	0.00	97,710,201.67