NOTICE OF MEETING

UTAH STATE BOARD OF EDUCATION

June 6-7, 2013

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

Thursday, June 6, 2013

2:00 p.m.	Study Session - NO ACTION WILL BE TAKEN
4:00 p.m.	USDB Superintendent Final Interviews - NO ACTION WILL BE TAKEN
5:30 p.m.	Executive Session (closed)
6:00 p.m.	Audit Committee (closed) - 1st Floor South Conference Room 156 Charter Schools Committee - Basement West Conference Room USDB/Communications Committees - 2nd Floor North Conf Rm 241

Friday, June 7, 2013

7:45 a.m.	Continental breakfast available for Board members
8:15 a.m.	Board meeting begins
9:05 a.m.	Board standing committees convene
11:00 a.m.	Full Board meeting resumes

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Public Participation: To sign up in advance for Public Participation, contact Board Secretary Lorraine Austin (lorraine.austin@schools.utah.gov or 801-538-7517) prior to the day of the meeting or sign up at the meeting by 8:10 a.m. Priority will be given to those that sign up in advance.

NOTE: The June 7 meeting will be broadcast live over the Internet beginning at 8:15 a.m. *To view the broadcast, go to the link on the USBE home page: www.schools.utah.gov/board. Times are approximate. The standing committee meetings and the executive session will not be broadcast.

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

UTAH STATE BOARD OF EDUCATION

BOARD MEMBERS

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District 14
Beaver, Utah 84713

David L. Crandall, Vice Chair
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Joel Coleman
District 6
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Heather Groom
District 9
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Jennifer Johnson
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District 11
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C. Mark Openshaw
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Tami W. Pyfer
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Logan, Utah 84321

David L. Thomas
District 4
South Weber, Utah 84405

Teresa L. Theurer*
Marlin K. Jensen*
James V. (Jim) Olsen**
Isaiah (Ike) Spencer***
R. Dean Rowley****
Laura Belnap*****

Martell Menlove, Executive Officer

Lorraine Austin, Board Secretary

** Appointed Board of Regents*
***Appointed UCAT Representative*
****Advisory Appointed CMAC Representative*
***** Advisory Appointed USBA*
******Appointed State Charter School Board*

UTAH STATE BOARD OF EDUCATION

AGENDA

Thursday, June 6, 2013

2:00 p.m. to 4:00 p.m.

1. **Study Session** - NO ACTION WILL BE TAKEN

   INFORMATION: School Finance Training

   INFORMATION: Audit Presentation

   DISCUSSION: Board Employee Evaluations

4:00 p.m. to 4:20 p.m.

2. **Overview of USDB Superintendent Position / Instructions for Interviews**

4:20 p.m. to 5:30 p.m.

3. **USDB Superintendent Final Interviews** - NO ACTION WILL BE TAKEN

5:30 p.m. to 6:00 p.m.

4. **Executive Session**

6:00 p.m . to 8:00 p.m.

5. **Board Committees**

AUDIT COMMITTEE - (CLOSED)
1st Floor South Conference Room 156

CHARTER SCHOOLS COMMITTEE
Basement West Conference Room

ACTION: Charter Amendment Request from Promontory School of Expeditionary Learning	Tab 5-A
ACTION: Charter Amendment Request from Ranches Academy	Tab 5-B
ACTION: Charter Amendment Request from Spectrum Academy	Tab 5-C
ACTION: Charter Amendment Request from Guadalupe School	Tab 5-D
ACTION: R277-410-3 *Accreditation of Schools–Accreditation of Public Schools* (Amendment)	Tab 5-E

ACTION: R277-470 *Charter Schools - General Provisions* (Amendment) Tab 5-F

ACTION: R277-481 *Charter School Oversight, Monitoring and Appeals* (Amendment and Continuation) Tab 5-G

ACTION: R277-482 *Charter School Timelines and Approval Processes* Tab 5-H

ACTION: Charter Amendment Agreements Tab 5-I

USDB COMMITTEE
2nd Floor North Conference Room 241

DISCUSSION: USDB Superintendent Search Review Tab 5-J

DISCUSSION: USDB Business Administrator Position Tab 5-K

DISCUSSION: USDB Memorandums of Agreements Tab 5-L

COMMUNICATIONS COMMITTEE
2nd Floor North Conference Room 241

DISCUSSION/ACTION: Request from Utah Media Partners Tab 5-M

DISCUSSION/ACTION: Board Resolution Tab 5-N

DISCUSSION/ACTION: Public Relations Plan Tab 5-O

UTAH STATE BOARD OF EDUCATION

AGENDA

Friday, June 7, 2013

8:15 a.m. to 8:30 a.m.

1. **Opening Business**
   - Pledge of Allegiance
   - Board Member Message
   - Promises to Keep Highlight

8:30 a.m. to 8:40 a.m.

2. **Public Participation/Comment**

   Priority shall be given to those individuals or groups, who, prior to the day of the meeting, have submitted a request to address the Board, including a brief description of the issue to be addressed. Sign-up is available the day of the meeting, before 8:10 a.m.

8:40 a.m. to 8:55 a.m.

3. **ACTION:** Utah Schools for the Deaf and the Blind Superintendent Appointment

8:55 a.m. to 9:05 a.m.

4. **ACTION: General Consent Calendar** (Backup furnished electronically) Tab 4

9:05 a.m. to 10:50 a.m.

5. **Board Standing Committee Meetings** Tabs 5-A through 5-MM
   (Tabs 5-A through 5-O discussed on June 6)

ACCOUNTABILITY AND FINANCE COMMITTEE
2nd Floor North Conference Room 241

ACTION: Box Elder County Redevelopment Agency Plymouth Economic Development Project Area — Tab 5-P

ACTION: USOE, USDB, USOR Budget Presentation and Approval — Tab 5-Q

ACTION: R277-606 *Grants to Purchase or Retrofit Clean School Buses* (Repeal) — Tab 5-R

ACTION: R277-425 *Budgeting, Accounting, and Auditing for Utah* Local Education Agencies (LEAs) (Amendment and Continuation) — Tab 5-S

ACTION: Exceptions to Contracts Requiring Board Approval — Tab 5-T

ACTION: Pupil Transportation Drug and Alcohol Testing Policies and Procedures — Tab 5-U

ACTION: Loan Recommendations from the Charter School Building Revolving Subaccount Committee — Tab 5-V

ACTION: USBE Retirement Incentive Program Changes — Tab 5-W

CURRICULUM, STANDARDS AND STUDENT SUCCESS COMMITTEE
Basement West Conference Room

ACTION: State Reading Goal - Uniform Growth Criteria — Tab 5-X

ACTION: R277-412 *State Capitol Visit Program* (New) — Tab 5-Y

ACTION: R277-492 *Utah Science Technology and Research Initiative (USTAR) Centers Program* (Amendment and Continuation) — Tab 5-Z

ACTION: R277-609 *Standards for School District, School and Charter School Discipline Plans* (Amendment and Continuation), and R277-613 *School District and Charter School Bullying and Hazing Policies and Training* (Amendment and Continuation) — Tab 5-AA

ACTION: R277-620 *Suicide Prevention Programs* (New) — Tab 5-BB

ACTION: Charter School Allocation of Funds for Optional Enhanced or Extended-day Kindergarten Programs — Tab 5-CC

ACTION: Smart Schools Technology Program Participating Schools — Tab 5-DD

DISCUSSION/ACTION: Recommendations on Bullying Prevention from the Coalition of Minorities Advisory Commission (CMAC) — Tab 5-EE

DISCUSSION: Utah Core Math Concepts — Tab 5-FF

ACTION: Handwriting in the Utah Core Standards — Tab 5-GG

INSTRUCTION, ASSESSMENT AND TECHNOLOGY COMMITTEE
1st Floor South Conference Room 156

ACTION: Amendments to the *Utah State Board of Education Special Education Rules* — Tab 5-HH

ACTION: R277-404 *Requirements for Assessment of Student Achievement* (Amendment and Continuation); R277-705 *Secondary School Completion and Diplomas* (Amendment and Continuation); R277-402 *Online Testing* (Repeal); R277-405 *Requirements for Assessment Pilot Programs* (Repeal); and R277-473 *Testing Procedures* (Repeal) — Tab 5-II

ACTION: R277-526 *Paraeducator to Teacher Scholarship Program* (Continuation) — Tab 5-JJ

ACTION: R277-726 *Statewide Online Education Program* (Amendment and Continuation) — Tab 5-KK

ACTION: R277-750-3 *Education Programs for Students with Disabilities* (Amendment) — Tab 5-LL

ACTION: Board Bylaws — Tab 5-MM

11:00 a.m. **BOARD MEETING**

11:00 a.m. to 11:15 a.m.
6. **Achievement Spotlight**

11:15 a.m. to 12:00 p.m.
7. **ACTION**: Sufficient Growth Percentile Determination — Tab 7

12:00 p.m. to 12:20 p.m.
8. **INFORMATION:** Superintendent's Report

12:20 p.m. to 12:30 p.m.
9. **ACTION:** Utah Professional Practices Advisory Commission Recommendations — Tab 9

12:30 p.m. to 2:15 p.m.
10. **Lunch / Executive Session**

2:15 p.m. to 2:25 p.m.
11. **ACTION:** Executive Session Items
    - UPPAC Recommendations
    - Appointment of USOE School Children's Trust Section Director
    - Advisory Committee Appointments

2:25 p.m. to 2:40 p.m.
12. **INFORMATION:** Computer Adaptive Assessment System Update — Tab 12

2:40 p.m. to 2:55 p.m.
13. **INFORMATION/ACTION:** Board UPPAC Review Task Force Report Tab 13

2:55 p.m. to 3:05 p.m.
BREAK

3:05 p.m. to 4:35 p.m.
14. **ACTION:** Board Standing Committee Reports

    a. Instruction, Assessment and Technology

    b. Curriculum, Standards and Student Success

    c. Accountability and Finance

    d. Communications

    e. Charter Schools

4:35 p.m. to 4:55 p.m.
15. **INFORMATION:** Board Chair's Report
    - Audit Report
    - Assessment Parent Review Committee

4:55 p.m.
16. **Adjournment**

General Consent Calendar - Revised
June 7, 2013

(Backup furnished electronically)

A. Minutes of Previous Meeting Tab A

Minutes of the State Board of Education meeting held May 2, 2013 are presented for approval.

B. Contracts Tab B

The following contracts are presented for approval by the Board.

1. Katherine Diggins, $34,400, 6/1/2013 to 5/31/2018, Amend., Federal

   Procure services as a Trainer of Testers to train and certify assessment administrators in the use of the Basic Education Skills Test (BEST) and BEST Plus, and assess and recalibrate administrators with followup training.

2. Electronic High School, $700,000, 7/1/2013 to 6/30/2014

   To set up base for Electronic High School (EHS) teacher contracts for teachers that will monitor and grade EHS class sites for high school students looking to receive credit for extra classes online.

3. iAssessment dba TrueNorthLogic, $192,500, 7/1/2013 to 6/30/2014, Amend, Federal

   Licensed software for program and grant management.

4. Waterford Institute, Inc., $2,128,066, 7/1/2013 to 6/30/2014, Amend.

   Pilot program for a home-based educational technology program to develop school readiness skills of preschool children (UPSTART).

5. Q90 Corporation, $30,080, 7/1/2013 to 6/30/2016, Amend.

   To provide payments for hosting and maintenance of OlderBlind.com, including some customization and training, as needed.

6. Multidimensional Software Creations, $82,176, 3/1/2013 to 6/30/2015, Federal

   To provide continuing development, enhancements, deployment, training and maintenance for USOE Transition from Early Intervention Data Information System (TEDI).

7. Tri County Independent Living Center of Utah, $553,003, 7/1/2013 to 6/30/2014, Federal

   To provide Independent Living, Assistive Technology services and Nursing Home Transition services to individuals with disabilities residing in the Morgan, Davis and Weber Counties.

8. ACT, Inc., 8/31/2013 to 8/31/2015, contract extension

   One-year contract extension to administer the ACT, a national college admissions examination, as mandated in H.B. 166, 2010 Legislative Session.

9. The National Center for the Improvement of Educational Assessment, Inc., $65,216, 5/29/2013 to 4/14/2015, Amend.

   To restate briefly the scaling and equating scope of work while incorporating by reference, as if fully set forth herein, the scaling and equating scope of work as elucidated in amendment #2, assist in the development of student learning objectives as part of USOE's teacher effectiveness efforts, and provide budgets for same.

10. Precision Exams & Survey, LLC, $2,088,000, 7/1/2013 to 6/30/2017

    Four-year contract extension of CTE Skill Certificate Program.

11. TeachTown, $103,500, 7/1/13 to 6/30/14, Amend., Fed.

    To develop software and activity manual for students with autism.

12. Imagination Station, Inc., $4,500,000, 7/1/2013 to 6/30/2018

    Interactive computer software to address literacy early intervention. (The contract encompasses five vendors, and the total contract of all five may not exceed $4,500,000.)

13. Imagine Learning, Inc., $4,500,000, 7/1/2013 to 6/30/2018

    Interactive computer software to address literacy early intervention. (The contract encompasses five vendors, and the total contract of all five may not exceed $4,500,000.)

14. Waterford Institute, Inc., $4,500,000, 7/1/2013 to 6/30/2018

    Interactive computer software to address literacy early intervention. (The contract encompasses five vendors, and the total contract of all five may not exceed $4,500,000.)

15. Curriculum Associates Inc., $4,500,000, 7/1/2013 to 6/30/2018

    Interactive computer software to address literacy early intervention. (The contract encompasses five vendors, and the total contract of all five may not exceed $4,500,000.)

16. Pearson Education, Inc., $4,500,000, 7/1/2013 to 6/30/2018

    Interactive computer software to address literacy early intervention. (The contract encompasses five vendors, and the total contract of all five may not exceed $4,500,000.)

17. Price Acquisitions, LLC, $317,677.02, 5/1/2013 to 4/30/2016, Amend., Fed.

    To lease office space for the Division of Rehabilitation Services located at 475 West Price River Drive, Price, Utah (change of ownership).

18. Precision Exams, LLC, $255,500, 5/29/13 to 6/30/16, Amend., Fed.

    To provide a career pathway Web tool that will give students "real-time" information on high school courses available at their local high school, postsecondary programs and pathways to certificates and degrees.

19. NCS Pearson, Inc., $258,000, 6/10/2013 to 8/31/2015, Amend., Fed.

    Amends contract to include hold back payment for works in progress for SSID extension and electronic transcript service.

20. Mary Ann Williams, $18,000, 8/1/2013 to 7/31/2014, Amend., Fed.

    To provide monitoring for the Utah Program Improvement Planning Systems (UPIPS); review files and procedures for LEA self-assessments

and annual performance reports; monitor LEAs for compliance with the Individuals with Disabilities Education Act (IDEA) and Utah State Board of Education Special Education Rules.

21. Lisa Morris, $18,000, 8/1/2013 to 7/31/2014, Amend., Fed.

    To provide monitoring for the Utah Program Improvement Planning Systems (UPIPS); review files and procedures for LEA self-assessments and annual performance reports; monitor LEAs for compliance with the Individuals with Disabilities Education Act (IDEA) and Utah State Board of Education Special Education Rules.

22. Utah Restaurant Association, $338,100, 9/1/2008 to 6/30/2014

    To prepare high school juniors and seniors for a career in the restaurant and food service industry.

23. Brinkman-Forlini-Williams LLC, $30,000, 7/1/2013 to 6/30/2014, Fed.

    To provide coaching and leadership institutes to LEA personnel and provide materials supporting practices promoted at these institutes.

24. USOR Contract with Alliance Enterprises, Inc. for purchase of AWARE product

    In May 2013, a sole source request of $4,380,428 for purchase of the AWARE product was submitted and approved by the Board. The purchase is to implement the new Vocational Rehabilitation Case Management software system to replace the current IRIS system. The sole source was necessary because the original preferred method of purchasing the AWARE product was using the WSCA Software Statewide Cooperative Contracts, which did not allow the purchase of Cloud-based software systems.

    The sole source has been challenged. In addition, the WSCA Software Statewide Cooperative Contracts requirements have been amended, and the system is now available for use to buy the AWARE product.

    The method of purchasing is changing to a Purchase Order to SHI (Software House International). The four-year total warranty and maintenance, instead of 90 days initially offered, changes the amount to $4,938,146.51.

    It is proposed that the Board approve the Purchase Order of $4,938,146.51 to SHI for the purchase of the AWARE software.

C. R477-403 *Student Reading Proficiency and Notice to Parents* Tab C

In its May 2, 2013 meeting, the Board approved R277-403, as amended, and continued the rule, on first and second readings. No substantive changes have been made since that time.

It is proposed that the Board approve R277-403 *Student Reading Proficiency Notice to Parents* on third and final reading.

D. R277-406 *K-3 Reading Improvement Program and the State Reading Goal* Tab D

In its May 2, 2013 meeting, the Board approved R277-406, as amended, and continued the rule, on first and second readings. No substantive changes have been made since that time.

It is proposed that the Board approve R277-406 *K-3 Reading Improvement Program and the State Reading Goal* on third and final reading.

E. R277-407-3 *School Fees - Classes and Activities During the Regular School Day* Tab E

In its May 2, 2013 meeting, the Board approved R277-407-3, as amended, on first and second readings. No substantive changes have been made since that time.

It is proposed that the Board approve R277-407-3 *School Fees - Classes and Activities During the Regular School Day* on third and final reading.

F. R277-422-3 *State Supported Voted Local Levy, Board Local Levy and Reading Improvement Program - Requirements and Timelines for State-Supported Voted Local Levy* Tab F

In its May 2, 2013 meeting, the Board approved R277-422-3, as amended, on first and second readings. No substantive changes have been made since that time.

It is proposed that the Board approve R277-422-3 *State Supported Voted Local Levy, Board Local Levy and Reading Improvement Program - Requirements and Timelines for State-Supported Voted Local Levy* on third and final reading.

G. R277-436 *Gang Prevention and Intervention Programs in the Schools* Tab G

In its April 5, 2013 meeting, the Board approved continuation of R277-436 on first and second readings, consistent with the Utah Administrative Rulemaking Act five-year review requirement.

It is proposed that the Board approve continuation of R277-436 *Gang Prevention and Intervention Programs in the Schools* on third and final reading.

H. R277-445-3 *Classifying Small Schools as Necessarily Existent - Standards* Tab H

In its May 2, 2013 meeting, the Board approved R277-445-3, as amended, on first and second readings. No substantive changes have been made since that time.

It is proposed that the Board approve R277-445-3 *Classifying Small Schools as Necessarily Existent - Standards* on third and final reading.

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

In its May 2, 2013 meeting, the Board repealed and reenacted R277-477, as amended, and continued the rule, on first and second readings. No substantive changes have been made since that time.

It is proposed that the Board approve R277-477 *Distribution of Funds from the Interest and Dividend Account and Administration of the School LAND Trust Program* on third and final reading.

J. R277-484 *Data Standards* Tab J

In its May 2, 2013 meeting, the Board approved R277-484, as amended, on first and second readings. No substantive changes have been made since that time.

It is proposed that the Board approve R277-484 *Data Standards* on third and final reading.

K. R277-489 *Early Intervention Programs* Tab K

In its May 2, 2013 meeting, the Board approved R277-489, as amended, on first and second readings. No substantive changes have been made since that time.

It is proposed that the Board approve R277-489 *Early Intervention Programs* on third and final reading.

L. R277-490 *Beverley Taylor Sorenson Elementary Arts Learning Program* Tab L

In its May 2, 2013 meeting, the Board approved R277-490, as amended, and continued the rule, on first and second readings. No substantive changes have been made since that time.

It is proposed that the Board approve and continue R277-490 *Beverley Taylor Sorenson Elementary Arts Learning Program* on third and final reading.

M. R277-498 *Grant for Math Teaching Training* Tab M

In its February 8, 2013 meeting, the Board approved R277-498, as amended, on first and second readings. No substantive changes have been made since that time.

It is proposed that the Board approve R277-498 *Grant for Math Teaching Training* on third and final reading.

N. R277-525 *Special Educator Stipends* Tab N

In its May 2, 2013 meeting, the Board continued R277-525, consistent with the Utah Administrative Rulemaking Act five-year review requirement, on first and second readings.

It is proposed that the Board approve continuation of R277-525 *Special Educator Stipends* on third and final reading.

O. R277-617 *Smart School Technology Program* Tab O

In its May 2, 2013 meeting, the Board approved R277-617, as amended, and continued the rule, on first and second readings. No substantive changes have been made since that time.

It is proposed that the Board approve and continue R277-617 *Smart School Technology Program* on third and final reading.

P. R277-619 *Student Leadership Skills Development* Tab P

In its May 2, 2013 meeting, the Board approved new rule R277-619 on first and second readings. No substantive changes have been made since that time.

It is proposed that the Board approve R277-619 *Student Leadership Skills Development* on third and final reading.

Q. R277-713 *Concurrent Enrollment of High School Students in College Courses* Tab Q

In its May 2, 2013 meeting, the Board approved R277-713, as amended, on first and second readings. No substantive changes have been made since that time.

It is proposed that the Board approve R277-713 *Concurrent Enrollment of High School Students in College Courses* on third and final reading.

R. State Plan for Independent Living Tab R

It is a federal requirement for the Utah State Office of Rehabilitation to submit the Independent Living State Plan to the U.S. Secretary of Education for approval. The plan must contain a description of the state's independent living program, the plans and policies to be followed in carrying out the program, and other information requested by the Secretary.

The Utah State Office of Rehabilitation and Utah Statewide Independent Living Council have approved changes to the State Plan for Independent Living (SPIL) for Fiscal Years 2014-2016, and submit the Plan to the Board for approval.

It is proposed that the Board approve the State Plan for Independent Living (SPIL) for Fiscal Years 2014-2016.

S. Utah State Instructional Materials Commission Recommendations Tab S

On May 16, 2013, the Utah State Instructional Materials Commission met and approved 737 records of titles for recommendation to the State Board of Education. The Commission also forwards a recommendation that the Board accept the bids received from the publishers and direct staff to award contracts to the publishers to furnish instructional materials to the schools of Utah.

It is proposed that the Board adopt the recommendations for instructional materials as submitted by the Utah State Instructional Materials Commission, accept the bids received from the publishers, and direct staff to award contracts to the publishers.

T. USBA Dues Tab T

It is proposed that the Board approve the payment of dues for 2013-14 to the Utah School Boards Association in the amount of $1,500.

U. NASBE Bylaws Changes Tab U

The National Association of State Boards of Education (NASBE) current bylaws authorizes the NASBE Board of Directors to review the bylaws on an "as-needed basis" and propose amendments to the Delegate Assembly at the Annual Meeting, giving states 60 days notice of any such proposed amendments. Changes to the Bylaws are submitted for review. NASBE will meet in its annual meeting in July 2013.

It is proposed that the Board approve changes to the NASBE Bylaws for vote by the Utah delegate in the upcoming NASBE Annual Meeting.

V. Monthly Budget Report Tab V

The Monthly Budget Report for April 2013 is provided to give information to the Board in meeting its fiduciary responsibilities toward the Utah State Office of Education, Utah State Office of Rehabilitation, and Utah Schools for the Deaf and the Blind.

W. List of Educator Licenses Processed Tab W

A summary of the total number of educator licenses and license areas processed in May 2013 is provided for Board information.

X. R277-487 *Public School Data Confidentiality and Disclosure* Tab X

In its May 2, 2013 meeting, the Board approved R277-487, as amended, on first and second readings. No substantive changes have been made since that time.

It is proposed that the Board approved R277-487 *Public School Data Confidentiality and Disclosure* on third and final reading.

Y. R277-602 *Special Needs Scholarships - Funding and Procedures* Tab Y

In its May 2, 2013 meeting, the Board approved R277-604, as amended, and continued the rule, on first and second readings. No substantive changes have been made since that time.

It is proposed that the Board approve R277-604 *Special Needs Scholarships - Funding and Procedures*, and continue the rule, on third and final reading.

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UTAH STATE BOARD OF EDUCATION
MEETING MINUTES

May 2, 2013

A regular meeting of the Utah State Board of Education was held May 2, 2013 at the Utah State Office of Education, 250 East 500 South, Salt Lake City, Utah. Vice Chair David L. Crandall conducted.

Board Members present:

Vice Chair David L. Crandall
Member Dixie L. Allen
Member Keith M. Buswell
Member Kim R. Burningham
Member Leslie B. Castle
Member Joel Coleman
Member Barbara W. Corry
Member Heather Groom
Member Marlin Jensen (non-voting)
Member Michael Jensen
Member Jennifer A. Johnson
Member Jefferson Moss
Member James V. (Jim) Olsen (non-voting)
Member C. Mark Openshaw
Member Tami W. Pyfer
Member R. Dean Rowley (non-voting)
Member Isaiah (Ike) Spencer (non-voting)
Member David L. Thomas

Board Members excused:

Chair Debra G. Roberts
Member Laura Belnap (non-voting)
Member Teresa L. Theurer (non-voting)

Executive staff present:

Martell Menlove, State Superintendent
Brenda Hales, Deputy Superintendent
Judy Park, Associate Superintendent
Bruce Williams, Associate Superintendent
Don Uchida, USOR Executive Director
Lorraine Austin, Board Secretary

Others present:

Jessica Egan, Utahns Against Common Core; Kory Holdaway, UEA; Sharee Tso; CMAC; Jeremiah Tso; Carie Valentine, Davis County Opt Out of Common Core; Jeanie Groves, CMAC; Hollie Hendricks, parent; Misty Allen; Richard Stowell, USBA; Peggy Jo Kennett, USBA; Andrea Young, parent; Julie Barney, parent; Shauna Thibodeaux, Davis County Opt Out of Common Core; Hannah Caldwell, parent; Katelyn Blake, parent; Jennifer Trimble, parent; Sarah Meier, USBA; Charlene Lui, CMAC; Jay Blain, UEA; Tracey M. Watson, UEA; Deon Turley, Utah PTA; Lydia Nuttall, parent; Amy Olsen, parent; BJ Olsen, student; Steve Norton, Cache School District; Jan Ferre, LCPD

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Opening Business

Vice Chair David Crandall called the meeting to order at 8:17 a.m. Member Jennifer Johnson led the Board in the Pledge of Allegiance. Chair Debra Roberts, and Members Teresa Theurer and Laura Belnap were excused.

Board Member Welcome Remarks

Member Michael Jensen recounted a story by Andrew Lock about never giving up. He found it applicable to what the Board does in never giving up on themselves and the students of Utah.

Promises to Keep Highlight

Superintendent Martell Menlove reported on a recent visit to Sierra Bonita Elementary School in Nebo District, where he heard the winners of a poetry contest read their poems. Dr. Menlove shared a few of the poems with the Board.

Public Participation/Comment

Charlene Lui, Coalition of Minorities Advisory Committee (CMAC) - addressed the Board regarding the proposal in the Board Bylaws for eliminating CMAC's participation on the Board. She indicated that it is important to the community that CMAC has a seat at the table, as CMAC representatives work diligently and passionately to be viable partners in the education arena. She forwarded a request from CMAC that its representation on the Board continue.

Andrea Young, parent - discussed the Common Core and suggested the adoption be slowed down to allow for a more thoughtful process.

Peggy Jo Kennett, Utah School Boards Association President - addressed the Board regarding the proposal in the Board Bylaws to exclude a member of USBA from sitting on the Board as non-voting member. She expressed that the USBA representation has helped to open the lines of communication, and eliminating the USBA non-voting seat would be a step backward in the relationship.

Kory Holdaway, Utah Education Association (UEA) - addressed the conflict in state law regarding the requirement to report individual classroom data, and the requirement to protect data

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that is a part of a teacher's evaluation. He indicated that UEA is anxious to collaborate with the Board on a solution.

General Consent Calendar

Motion was made by Member Dixie Allen and seconded by Member Tami Pyfer that the Board approve the General Consent Calendar.

Motion carried unanimously.

1. Minutes of Previous Meeting

   Minutes of the State Board of Education meeting held April 5, 2013 were approved.

2. Contracts

   The following contracts were approved.

   A. Red Rock Center for Independence, $567,302, 07/01/2013 to 06/30/2014, Fed.

      To provide Independent Living, Assistive Technology services, Older Blind and Nursing Home Transition service to individuals with disabilities residing in the Southern Utah Independent Living Rehabilitation District.

   B. Active Re-Entry, $576,489, 07/01/2013 to 06/30/2014, Fed.

      To provide Independent Living, Assistive Technology services, Older Blind and Nursing Home Transition service to individuals with disabilities residing in the Eastern Utah Independent Living Rehabilitation District.

   C. Utah Independent Living Center, $596,041, 07/01/2013 to 06/30/2014, Fed.

      To provide Independent Living, Assistive Technology services and Nursing Home Transition service to individuals with disabilities residing in the Wasatch Front of Utah Independent Living District.

   D. Ability First Utah, $463,279, 07/01/2013 to 06/30/2014, Fed.

      To provide Independent Living, Assistive Technology services and Nursing Home Transition service to individuals with disabilities residing in the Utah, Juab, Sanpete and Wasatch Counties.

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E. OPTIONS for Independence, $518,914, 07/01/2013 to 06/30/2014, Fed.

To provide Independent Living, Assistive Technology services, Older Blind and Nursing Home Transition service to individuals with disabilities residing in the Northen Utah Independent Living Rehabilitation District.

F. Digital Trike, $60,000, 07/01/2013 to 06/30/2014, Amendment

To provide management, hosting, continued development and modification of the interactive School LAND Trust Program website.

G. Alliance Enterprises, $4,380,428, 07/01/2013 to 06/30/2017, Fed.

To purchase and implement the new Vocational Rehab Case Management software system to replace the current IRIS system. This system has been implemented in 29 states, interfaces directly with FINET, and is the only actual production system available.

H. CCA-Tooele Towne Center, LLC, $0, 06/30/11 to 10/31/12, Amend., Fed.

Change of lessor address for lease office space for the Division of Rehabilitation Services located at 982 North Main Street, Tooele, Utah.

I. ART Access/VSA Utah, $30,000, 07/01/2013 to 06/30/2014, Amend. Fed.

To ensure integrated arts for students with disabilities, and train and recruit professional artists to provide direct service to students and provide inservice training to teachers, aides, parents and administrators.

J. U of U CPPA, $0, 04/01/2013 to 06/31/2013, Amend.

To extend the date for a comprehensive statewide assessment of the rehabilitation needs of individuals with disabilities.

K. Pearson Clinical Assessment, a business of NCS Pearson, $Requirements, 07/01/13 to 06/30/16, Amend., Fed.

To provide consumable tests to Career Exploration Services.

L. Pearson Clinical Assessment, a business of NCS Pearson, $Requirements, 07/01/2013 to 06/30/2016, Amend., Fed.

To provide consumable tests to Career Exploration Services.

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M. Liaison for Individuals Needing Coordinated Services (LINCS), $40,000, 07/01/2013 to 06/30/2014, Fed.

LINCS will provide parent advocacy to support students with disabilities under the Individuals with Disabilities Act.

N. Kurt and Linda Sorenson, $128,928, 04/01/14 to 03/31/19, Amend., Fed.

To lease office space for the Division of Rehabilitation Services office located at 520 East Topaz Blvd., Suite 107, Delta, Utah.

3. R277-104 *ADA Complaint Procedure*

The Board approved continuation of R277-104 *Ada Complaint Procedure* on third and final reading.

4. R277-411 *School District Sponsored School Seminars on Youth Protection-Related Issues*

The Board approved R277-411 *School District Sponsored School Seminars on Youth Protection-Related Issues* on third and final reading.

5. R277-460 *Distribution of Substance Abuse Prevention Account*

The Board approved continuation of R277-460 *Distribution of Substance Abuse Prevention Account* on third and final reading.

6. R277-491 *School Community Councils*

The Board repealed R277-491 *School Community Councils*, reenacted the rule, and approved continuation of the rule on third and final reading.

7. R277-614 *Athletes and Students with Head Injuries*

The Board approved R277-614 *Athletes and Students with Head Injuries*, and approved continuation of the rule, on third and final reading.

8. Monthly Budget Report

The Monthly Budget Report for March 2013 was provided to give information to the Board in meeting its fiduciary responsibilities toward the Utah State Office of Education, Utah State Office of Rehabilitation, and Utah Schools for the Deaf and the Blind.

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9. List of Educator Licenses Processed

A summary of the total number of educator licenses and license areas processed in April 2013 was provided for Board information.

The Board recessed to standing committees at 8:53 a.m.

The Board reconvened at 11:38 a.m.

Achievement Spotlight

Deputy Superintendent Brenda Hales honored Margaret Bird, retiring Director of the School Children's Trust Section at the Utah State Office of Education. Mrs. Bird has helped the state bring the money in the School Trust back into focus for its purpose—the benefit of the children of Utah. Revenue in the Trust has increased from $19 million to $143 million annually during Margaret's tenure. Mrs. Bird has spent the last 39 years protecting and ensuring that Utah students benefit from the Trust.

Mrs. Bird thanked Board members for their support of the Trust. Superintendent Menlove presented her with a Certificate of Excellence and lauded her for her work.

Superintendent's Report

Superintendent Menlove reported the following:

There is a current situation with the building where a malfunction in a boiler set off the sprinkling system, resulting in damage to all three floors. Some staff are being housed in different areas of the building and off site.

A Rural States Conference sponsored by the Council of Chief State School Officers will be held in Salt Lake City on May 29-31, 2013.

President Obama's education budget request includes the same level of funding before sequestration for Title I, with slight cuts to IDEA funding. Much of what is in the budget is preschool funding.

USOE is close to releasing model fiscal and accountability policies for districts as a result of R277-113 requirements. District and charters are required to develop their own policies, and will be able to use the USOE models templates.

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H.R. Director David Rodemack introduced new employee Diana Sutton, a Financial Analyst in the CTE Section.

Recent legislation SB 190 *Procurement Revisions* requires a rewrite of the State Procurement Act. Since the Board and agency employees are involved in procurement, there will be some impacts. Some training has been provided from State Purchasing.

SB 284 *Educational Technology Amendments* from the 2013 Legislative Session allocates $2.4 million for allowance of identification of vendors. The law requires three members of Board to participate on the committee for the procurement process. Chair Roberts has asked those that participated last year to continue if they are able.

Board Chair's Report

The following was reported and discussed during the Chair's report.

Member Kim Burningham reviewed a letter from the Coalition of Minorities Advisory Committee (CMAC) regarding bullying, including four recommendations for action by the Board. The recommendations will be considered in a future meeting.

Member Pyfer and Deputy Superintendent Hales have been working on a communication plan for the Utah Core Standards. A draft will be sent to Board members.

Board Resolutions

The Board considered proposed Resolution No. 2013-2 on standards for mathematics and English/language arts, and proposed Resolution No. 2013-3 on the security and sharing of confidential student and teacher data.

Motion was made by Member Mark Openshaw and seconded by Member Dixie Allen that the Board adopt Resolution No. 2013-02 [the resolution was renumbered from 2013-01].

Motion to amend was made by Member Jennifer Johnson and seconded by Member Mark Openshaw that the Resolution be changed as follows:

Last paragraph to read: "BE IT RESOLVED that the Utah State Board of Education calls upon members of the Utah Legislature to support the goal of career and college ready outcomes for Utah students which is better facilitated by the new standards, ~~resist the demands of public~~

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~~clamor calling for the loosely defined demands to "remove Utah from the common core"~~ and to collaborate with the State Board of Education . . ."

Motion failed, with Members Johnson, Moss, and Openshaw in favor, and Members Allen, Burningham, Buswell, Castle, Coleman, Corry, Crandall, Groom, Jensen, Pyfer and Thomas opposed.

Motion to amend was made by Member Tami Pyfer and seconded by Member Mark Openshaw that the Resolution be amended as follows:

Last paragraph to read: "BE IT RESOLVED that the Utah State Board of Education calls upon members of the Utah Legislature to support the goal of career and college ready outcomes for Utah students, resist the demands based on erroneous information ~~of public clamor calling for the loosely defined demands~~ to 'remove Utah from the common core' and collaborate with the State Board of Education in supporting teachers, parents and students during the transition to these new Utah Core Standards."

Motion to amend the amendment was made by Member Jennifer Johnson and seconded by Member Tami Pyfer that the last paragraph of Resolution be further changed to read:

"BE IT RESOLVED that the Utah State Board of Education calls upon members of the Utah Legislature to: 1) support the goal of career and college ready outcomes for Utah students, 2) to resist the demands based on erroneous information ~~of public clamor calling for the loosely defined demands~~ to 'remove Utah from the common core,' and 3) to collaborate with the State Board of Education in supporting teachers, parents and students during the transition to these new Utah Core Standards."

Motion to amend the amendment carried.

Motion to amend carried.

Motion to amend was made by Member Joel Coleman and seconded by Member Heather Groom that the last paragraph be amended to replace "members of the Utah legislature" with "the Governor of Utah and the members of the Utah Senate and Utah House of Representatives."

Motion to amend carried.

Motion to adopt Resolution No. 2013-02, as amended, carried unanimously.

Motion was made by Member Joel Coleman and seconded by Member Mark Openshaw that the Board adopt Resolution No. 2013-03 [changed from No. 2013-2].

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Motion to amend was made by Member Jennifer Johnson and seconded by Member Joel Coleman that the Resolution be changed as follows:

Paragraph 9 to read: "NOW THEREFORE BE IT RESOLVED, that the Utah State Board of Education requests the support of the citizens of Utah to insist on the proper care and vigilance in the effort to secure and protect the sensitive personal data of students and teachers in Utah's K-12 public education system, especially in seeking ~~including efforts to secure~~ the resources and legislation necessary to strongly secure and protect the aforementioned data;"

Paragraph 10 to read: " . . . to pass and/or revise such laws as are necessary to strongly secure and protect the sensitive personal data of students and teachers . . ."

Motion to amend carried.

Motion to amend was made by Member Jennifer Johnson and seconded by Member Mark Openshaw that the last paragraph be further amended to read:

"RESOLVED, that the Utah State Board of Education calls upon the members of the Utah legislature to pass and/or revise such laws as are necessary to strongly secure and protect the sensitive personal data of students and teachers and to work jointly with the Utah State Board of Education to appropriately define the delicate balance of that privacy with the proper transparency and availability of aggregated, non-identifiable data necessary to provide accountability and oversight of Utah's K-12 public education system."

Motion to amend carried.

Motion to adopt Resolution No. 2013-03 carried.

Motion was made by Member Heather Groom and seconded by Member Mark Openshaw that the appropriate groups to be copied be added to the resolutions at the discretion of Superintendent Menlove.

Amendment to the motion was made by Member Jennifer Johnson and seconded by Member Mark Openshaw that the groups at least include the Governor and State Legislature. Without objection, that change was made.

Member Coleman also suggested including delegates of both political parties. Without objection, that change was made.

Motion carried.

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ESEA Waiver Consideration

Superintendent Menlove reported that he has received a request from the Governor's Office that the Board consider amending its ESEA waiver request to check Option B, which states that the "State has adopted college- and career-ready standards in at least reading/ language arts and mathematics that have been approved and certified by a State network of institutions of higher education . . ."

Materials on the waiver were reviewed. The Board has currently approved Option A, which states that "the State has adopted college- and career-ready standards in at least reading/language arts and mathematics that are common to a significant number of States . . ." Currently, the Common Core is the only set of standards that is common to a significant number of states. Correspondence between former Superintendent Larry Shumway and U.S. Secretary of Education Arne Duncan, indicating that Utah has control of its standards, was also reviewed.

It was noted that the State Board of Regents has sent a Memorandum of Understanding indicating that if students successfully attain the standards, they will be college and career ready. Deputy Superintendent Hales mentioned that if the Board changes to Option B, any time a change is made in the standards, it will have to be approved by the Board of Regents.

Member Joel Coleman spoke in support of the Governor's request, as the standards would still remain in place. Member Jennifer Johnson questioned whether checking Option B would constitute a transfer of Board constitutional responsibilities.

Motion was made by Member Tami Pyfer and seconded by Member Mark Openshaw that the Board amend its ESEA Waiver application by checking Option B.

Some members were uncomfortable voting for the change without hearing directly from the Governor's office and the Board's legal counsel.

Motion failed, with Members Buswell, Castle, Coleman, Openshaw and Pyfer in favor, and Members Allen, Burningham, Corry, Crandall, Groom, Jensen, Johnson, Moss and Thomas opposed.

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Executive Session

Motion was made by Member Keith Buswell and seconded by Member Dixie Allen that the Board move into Executive Session for the purpose of discussing the character, professional competence, or physical or mental health of individuals. A voice vote was taken, and upon unanimous consent of those present, the Board moved into Executive Session, following lunch, at 1:48 p.m.

The following were present in Executive Session: Board Members Allen, Burningham, Buswell, Castle, Coleman, Corry, Crandall, Groom, J. Jensen, M. Jensen, Johnson, Moss, Olsen, Openshaw, Pyfer, Rowley, Spencer and Thomas; Martell Menlove, Brenda Hales, Kristina Kindl, Lorraine Austin, Carol Lear and Heidi Alder.

Motion was made by Member Dixie Allen and seconded by Member Mark Openshaw that the Board move back into open session.

Motion carried. The Board reconvened into open session at 2:10 p.m.

Computer Adaptive Assessment System

Associate Superintendent Judy Park reviewed distributed materials, focusing on technology that is required to administer the assessment and technology standards. The goal of the standards is to get to a one-to-one device ratio and ensure that all schools have the wireless access they need.

Schools are currently prepared to implement SAGE tests in the spring, and a majority of schools are prepared to administer the interim assessments in fall and winter.

ESEA Flexibility Waiver Discussion

Christine Kearl, Governor's Education Director, was welcomed to meeting. She discussed the importance to the Governor of the Board amending the ESEA Waiver application to check Option B. He sees an advantage to guaranteeing that Utah students are college and career ready when graduating from high school. Also, the Common Core is becoming increasingly political. The Governor would also support not checking either option. Ms. Kearl strongly reiterated the Governor's request for support of the change

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Member David Thomas outlined two concerns with the proposed change: 1) Even if the Board changes to Option B, the move against the Core isn't going to stop, because the standards will still be the Utah Core Standards, which are largely the Common Core standards; 2) if Option B is checked, the Board might be improperly delegating its constitutional authority of control and supervision to Higher Education.

Ms. Kearl suggested that checking Option B would strengthen the collaboration between public and higher education.

Assistant Attorney General Kristina Kindl was invited to give her opinion on the matter. She reported her initial thoughts, given the short time to study the issue. Under the framework set up in the Utah Constitution, one of the core functions of the Board goes to the curriculum standards. The State Supreme Court has been clear that authority in that realm is plenary. In checking Option B, she felt that approval would be needed by institutions of higher education, and in her opinion, that would constitute delegating authority, which could be scrutinized. To require someone else to approve the standards does raise legal concerns for her. She expressed her feeling that the Board has not deferred authority by checking Option A.

Board Committee Reports

ACCOUNTABILITY AND FINANCE COMMITTEE

Committee Chair David Thomas reported on the following items from the Committee.

Outcomes of Taxing Entity Committee Meeting

A report of the meeting of the Taxing Entity Committee for the Redevelopment Agency of Salina City was given to the Committee. The budget for the Tipperary Industrial Park Economic Development Project Area was approved, with the Board's representative voting in the affirmative.

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Loan Recommendation from the Charter School Building Revolving Subaccount Committee

The Committee approved a recommendation from the Charter School Building Revolving Subaccount Committee to grant a loan of $175,000 to Utah Career Path High, and moved that the Board approve the loan.

Motion carried unanimously.

R277-407-3 *School Fees–Classes and Activities During the Regular School Day*

The Committee reviewed proposed amendments to R277-407-3 to make it consistent with H.B. 345 *Expanding Access for Sixth Graders to Secondary Education* from the 2013 Legislative Session. Language was added to provide for sixth grade students to be charged school fees if the student attends a school that includes any of grades 7-12.

The Committee approved amendments to R277-407-3 on first reading, and moved that the Board approve the rule, as amended, on second reading.

Motion carried; Member Burningham opposed.

R277-422 State Supported Voted Local Levy, Board Local Levy and Reading Improvement Program

The Committee reviewed proposed amendments to R277-422 to make it consistent with requirements in H.B. 49 *Voted and Board Levy Programs Amendments*, passed in the 2013 Legislative Session. The legislation directs the State Board of Education to increase the state guarantee under these programs to a level which would allocate to school districts any prior year carryover balances in the appropriations under the Voted and Board Local Levy Programs.

The Committee approved amendments to R277-422 on first reading, and moved that the Board approve the rule, as amended, on second reading.

Motion carried unanimously.

R277-445 Classifying Small Schools as Necessarily Existent

The Committee reviewed proposed amendments to R277-445 to make it consistent with H.B. 173 *Necessarily Existent Small Schools Funding*, passed in the 2013 Legislative Session. The legislation allows the Board to allocate to school districts any prior year carryover balances

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in the appropriations under the Necessarily Existent Small Schools Program using a formula adopted by the State Board that considers the tax effort of a local school board.

The Committee approved amendments to R277-445 on first reading, and moved that the Board approve the rule on second reading.

Motion carried.

R277-477 *Distribution of Funds from the Interest and Dividend Account (School LAND Trust Funds) and Administration of the School LAND Trust Program*

The Committee considered proposed amendments to R277-477 to make it consistent with H.B. 306 *School LAND Trust Program Amendments*, passed in the 2013 Legislative Session. The number of students in charter schools has increased significantly in the 13 years since creation of the program. If charter school enrollment continues to grow, the current formula will result in charter schools receiving an ever-decreasing per student distribution relative to students in district schools. H.B. 306 requires charter schools to receive the statewide average to avoid the growing discrepancy. Amendments also include establishment of a council to prepare the plan for the School LAND Trust program.

The Committee made additional amendments outlined on a distributed sheet.

The Committee approved repealing R277-477, re-enacting the rule, as amended, and continuing the rule on first reading, and moved that the Board repeal and reenact the rule, as amended, and continue the rule, on second reading.

Motion carried unanimously.

R277-484 *Data Standards*

The Committee considered proposed amendments to R277-484 including allowing for a specific window of time to correct technical errors and check for data quality before moving forward with a final data set for budgeting, setting timelines and requirements for LEAs altering their student information systems, and correcting certain report deadlines for consistency with state law.

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It was noted that the title of "State Director of School Finance and Statistics" will be changed to "Director of School Finance" throughout the rule. Also, "Business Services" will be changed to "Business and Operations" throughout.

The Committee approved amendments to R277-484 on first reading, and moved that the Board approve the rule, as amended, on second reading.

Motion carried unanimously.

R277-525 *Special Educator Stipends*

The Committee approved continuation of R277-525 *Special Educator Stipends* on first reading, consistent with the Utah Administrative Rulemaking Act five-year review requirement, and moved that the Board approve continuation of the rule on second reading.

Motion carried unanimously.

Board Financial Information

The Committee reviewed information from staff regarding providing improved financial information to the Board. Beginning in August, the new reports will be provided in the Board agenda.

The Committee also discussed the possibility of determining a threshold for contracts that must be submitted for Board approval. This item will come back at the next meeting for further discussion and action.

CURRICULUM, STANDARDS AND STUDENT SUCCESS COMMITTEE

Committee Chair Dixie Allen reported on the following items from the Committee.

R277-403 *Student Reading Proficiency*

Rule R277-403 includes provisions for the Board pursuant to assessing student reading competency at the beginning, in the middle, and at the end of each year and requires parents to be notified of assessment results if their student is not reading at grade level. It also provides for the Board to contract with an educational technology provider for a diagnostic assessment system for students in kindergarten through grade three.

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The Committee considered amendments to R277-403, including changing terminology and providing clarification regarding parental notification. The Committee made additional amendments on a distributed sheet.

The Committee approved amendments to R277-403 on first reading, and moved that the Board approve the rule, as amended, on second reading.

Motion carried unanimously.

R277-406 *K-3 Reading Improvement Program and the State Reading Goal*

Rule R277-406 includes provisions for the Board pursuant to reading plans required from all LEAs receiving K-3 Reading Improvement Program funding. This funding is tied to the State Reading Goal, which states that all students will be reading at grade level by the end of grade three.

The Committee reviewed proposed amendments to the rule, including a requirement that the Board determine and set uniform growth goals for districts based on the number of third grade students reading at grade level, and additions to the reporting requirements and improvement plans.

The Committee approved amendments to R277-406, and continued the rule, on first reading, and moved that the Board approve and continue the rule, as amended, on second reading.

Motion carried unanimously.

R277-489 *Early Intervention Program*

Rule R277-489 includes provisions for the Board to provide an optional enhanced or extended-day kindergarten program as a method of early intervention for students at risk of academic failure. The rule also provides for a Request for Proposals (RFP) process to select one or more technology providers to provide adaptive learning technology and assessment in reading and math for students in Kindergarten and grade one.

The Committee reviewed proposed amendments to R277-489 regarding the RFP process, availability of computer-based adaptive technology, and priority for participation in the program.

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The Committee approved amendments to R277-489 on first reading, and moved that the Board approve the rule, as amended, on second reading.

Motion carried unanimously.

R277-490 *Beverley Taylor Sorenson Elementary Arts Learning Program*

Rule R277-490 provides standards and procedures for implementation of the Beverley Taylor Sorenson Elementary Arts Learning Program model in public schools. The Committee reviewed proposed amendments to R277-490 to reflect legislative changes to 53A-17a-162, as well as changes to the funding structure.

The Committee approved amendments to R277-490, and continued the rule, on first reading, and moved that the Board approve the rule, as amended, and continue the rule, on second reading.

Motion carried; Member Johnson absent.

R277-617 *Smart School Technology Program*

Rule R277-617 provides criteria and procedures for the Board to select schools to participate in the Smart School Technology Program. The Committee considered proposed amendments to the rule to provide criteria and procedures for the Board to select schools to participate in the program.

The Committee approved amendments to R277-617, and continued the rule, on first reading, and moved that the Board approve the rule, as amended, and continue the rule, on second reading.

Motion carried; Member Burningham opposed.

R277-619 *Student Leadership Skills Development*

The Utah Legislature passed S.B. 122 *Student Leadership Skills Development* in the 2013 Legislative Session. The legislation creates a competitive fund to support a Student Leadership Skills Development pilot program. Elementary schools may request up to $10,000, and must match their requests with their own funds. New rule R277-619 was written to provide for an effective and transparent application and award process.

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The Committee approved R277-619 *Student Leadership Skills Development* on first reading, and moved that the Board approve the rule on second reading.

Motion carried unanimously.

R277-713 *Concurrent Enrollment of High School Students in College Courses*

The Committee reviewed proposed amendments to R277-713 that reflect modifications related to charging partial tuition for concurrent enrollment courses, as outlined in S.B. 162 *Concurrent Enrollment Amendments*, 2013 Legislative Session. The legislation eliminates a provision allowing a student to pay a reduced partial tuition rate for each subsequent course the student takes after the student pays the partial tuition for the first concurrent enrollment course, and eliminates a provision allowing the waiver of partial tuition when a student elects not to receive higher education credit.

The Committee approved amendments to R277-713 *Concurrent Enrollment of High School Students in College Courses* on first reading, and moved that the Board approve the rule, as amended, on second reading.

Motion carried unanimously.

INSTRUCTION, ASSESSMENT AND TECHNOLOGY COMMITTEE

Committee Chair Mark Openshaw reported on the following items from the Committee.

R277-602 *Special Needs Scholarships–Funding and Procedures*

Rule R277-602 provides standards and procedures for participation of schools and students in the Special Needs Scholarship Program. The Committee reviewed proposed amendments to the rule to provide for quarterly payments to eligible schools, development of procedures for verification of funding issues with private schools, required background checks for school personnel, and protection of student records.

The Committee made additional amendment outlined on a distributed sheet.

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The Committee approved amendments to R277-602 *Special Needs Scholarships–Funding and Procedures*, and continued the rule, on first reading, and moved that the Board approve and continue the rule, as amended, on second reading.

Motion carried unanimously.

R277-487 *Public School Data Confidentiality and Disclosure*

Rule R277-487 was discussed by the Committee in September, October and November 2012, and the rule received final approval of the Board in December 2012. During the process, a section on educator evaluation data that had been inserted into the rule was removed because 2013 legislation with clarification language was anticipated. Clarifying language was not provided in the 2013 Legislative Session, consequently, the section on educator evaluation data needed to be included in the rule.

The Committee reviewed proposed amendments, and made additional amendments as outlined on a distributed revised rule. Section R277-487-5 was voted upon in the Committee by section, with the following results: Section 5A was approved with a 3-2 vote; Section 5B was approved with a 3-2 vote; Section 5C was approved; Section 5D was amended as outlined and approved; Section 5E was approved.

The Committee approved on first reading R277-487 *Public School Data Confidentiality and Disclosure*, as amended, on a 4-1 vote, and moved that the Board approve the rule, as amended, on second reading.

Member Openshaw expressed that with this rule, there are a number of sections of Utah Code to which the Board is trying to be in compliance, and the challenge is to balance both the release and protection of data.

Motion was made by Member Mark Openshaw and seconded by Member Michael Jensen that Section 6-A(2), lines 201-202, be amended to read: "Aggregate and non-identifiable student assessment data are available through the USOE Website. Individual student information is ~~are~~ protected."

Motion carried.

Some Board members expressed concern that school administrators may have a difficult time determining what information may be released and to whom.

DRAFT

Motion was made by Member Kim Burningham and seconded by Member Mark Openshaw that Section 2-B(2), line 71, be amended to read: ". . . professional education staff and a student's parents ~~parents of students~~;

Motion failed, with Members Allen, Burningham, Corry, Groom, Johnson, Openshaw and Pyfer in favor, and Members Buswell, Castle, Coleman, Crandall, Jensen, Moss and Thomas opposed.

Motion to approve R277-487, as amended, carried, with Members Allen, Burningham, Buswell, Castle, Groom, Jensen, Openshaw and Pyfer in favor, and Members Coleman, Corry, Crandall, Jensen, Moss and Thomas opposed.

Superintendent Menlove reported that, in consultation with Board Leadership, a decision was made that once the rule passed, he would send it to the Attorney General for an opinion on whether the rule complies with Utah law.

Educator Evaluation Update

In May 2011, a proposed timeline of the Educator Effectiveness Project was presented to Board members in support of Promises to Keep and high-quality instruction. USOE staff provided updated information on the project to the Committee.

State Board of Education Bylaws

The Committee reviewed proposed changes to the Board Bylaws. The review will continue in the next meeting.

Audit Report

Internal Auditor Natalie Grange reported on Audit Report No. 2012-09A, *Audit of SEPS Learning Center Compliance with Carson Smith Scholarship Requirements, School Years 2011-2012 and 2012-2013*, and the corrective action plan for the school. Allegations were received that the scholarship funds or payments for individual students were being received by SEPS for students who were not attending the school, and that the required parent verification forms were not being signed by parents prior to the checks being deposited by the school. Findings and recommendations are outlined in the Audit Report.

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The school has not yet responded to the audit. Under the direction of the Board Audit Committee, the information in the audit was reported to the Attorney General's office.

Adjournment

Motion was made by Member Michael Jensen and seconded by Member Heather Groom that the meeting adjourn.

Motion carried. The meeting adjourned at 4:30 p.m.

C-3
Aug. 95

UTAH STATE OFFICE OF EDUCATIION/UTAH STATE OFFICE OF REHABILITATION

Contract Information

State No.	Amendment
Agency No.	For Office Use Only

Contractor and Address
Katherine Diggins, 4852 Granite Quarry Lane, Sandy, UT 84092

Vendor No 116262A
Commodity Code

Agency Monitor	Amount $	From	To
Marty Kelly	$34,400	06/01/13	05/31/18

Schedule of Payments
Payments will be made as each training is completed.

Purpose of Contract
Procure services as a Trainer of Testers (TOT) to train, certify assessment administrators in the use of the Basic Education Skills Test (BEST) and BEST "Plus", and assess and recalibrate administrators with follow-up training.

Correlation with Board Goals: ~~Services for At Risk Students~~

		Yes	No
Greater than $5,000	This contract was entered into as a result of the state-level bidding process (RX was processed)		
	The proposals were reviewed by an in-agency committee and the least-costly and best-performance proposal was selected.		X
Less than $5,000	This contract was entered into as a result of the state-level bidding process (RX was processed).		
	The proposals were reviewed by an in-agency committee and the least-costly and best-performance proposal was selected.		
General Information	The contract was awarded using appropriate policy and procedures.	X	
	The employment goals of the affirmative action program were followed.	X	
	A conflict of interest involving USOE/USOR staff exists.		X
	The contract uses federal funds.	X	

Agency approval certifies that all parties herein receiving fees, stipends or other payment in excess of approved travel and perfume reimbursement will receive no remuneration from another state agency, state institution, school district, or other political sub-division (unless so stated in the parties' annual employment contract) for the time and service that they claim payment from the USOE in relation to this request.

Fund	Dept	Unit	Appr	Obj	Act	Program
2480	400	0662	PAM	6137	T133	66252.000

Upon final approval by State Finance:
Original: attach to documents
Duplicate: division accountant
Triplicate: division/unit
Quadruplicate: Board agenda

Division Superintendent or Designee — Date

Accounting — Date

Superintendent/Executive Director or Designee — Date

Prepared by Diane Sutton

C-3
5/2002

UTAH STATE OFFICE OF EDUCATION/UTAH STATE OFFICE OF REHABILITATION

Contract

State No.
Agency No.

Contractor and Address: Electronic High School PO Box 144200 Salt Lake City, Utah 84114	Vendor No. Commodity Code:

Agency Monitor: Sydnee Dickson	Amount: $ 700,000	From: 07/01/2013 To: 06/30/2014

Schedule of Payments:
Upon receipt of invoice

Purpose of Contract:
To set up base for Electronic High School (EHS) teacher contracts for teachers that will monitor and grade EHS class sites for high school students looking to receive credit for extra classes online.

Correlation with Board Goals:
To create an online site where high school students can go to receive credit for classes needed for graduation.

		Yes	No
Greater than $5,000	This contract was entered into as a result of the state-level bidding process.		X
	The proposals were reviewed by an in-agency committee, and the least costly and best-performance proposal was selected.		X
Less than $5,000	This contract was entered into as a result of the state-level bidding process (RX was processed).		
	The proposals were reviewed by an in-agency committee, and the least costly and best-performance proposal was selected.		
General Information	The contract was awarded using appropriate policy and procedures.	X	
	The employment goals of the affirmative action program were followed.	X	
	A conflict of interest involving USOE/USOR staff exists.		X
	The contract uses federal funds.		X

	Agency	Organ	Fund	Object	Activity	Project	Phase
2480	400	2801	PKA	6137	T014	80103	000
2480	400		PA		T		000
2480	400		PA		T		

Agency approval certifies that all parties herein receiving frees, stipends, or other payment in excess of approved travel and per diem reimbursement will receive no remuneration from another state agency, state institution, school district, or other political subdivision (unless so stated in the parties' annual employment contract) for the time and service that they claim payment from the USOE in relation to this request. Upon final approval by State Finance:

Original: attach to documents
Duplicate: division accountant
Triplicate: division/unit

Division Superintendent or Designee **Date**

Accounting **Date**

Superintendent/Executive Director or Designee **Date**

Prepared by: smcray

C-3
5/2002

UTAH STATE OFFICE OF EDUCATION/UTAH STATE OFFICE OF REHABILITATION

Contract INFORMATION

State No.
096345 Amendment #4
Agency No.

Contractor and Address: iAssessment dba TrueNorthLogic 8180 South 700 East Ste 250 Sandy Utah 84070	Vendor No. 107895A Commodity Code: 91829, 92063

Agency Monitor: Sydnee Dickson	Amount: $192,500	From: 07/01/2013	To: 06/30/2014

Schedule of Payments:
Upon fully executed contract

Original $200,000 Amendments $730,000 Total $922,500

Purpose of Contract:

Licensed software for program and grant management

Correlation with Board Goals:

		Yes	No
Greater than $5,000	This contract was entered into as a result of the state-level bidding process (RX was processed).		X
	The proposals were reviewed by an in-agency committee, and the least costly and best-performance proposal was selected.	X	
Less than $5,000	This contract was entered into as a result of the state-level bidding process (RX was processed).		
	The proposals were reviewed by an in-agency committee, and the least costly and best-performance proposal was selected.		
General Information	The contract was awarded using appropriate policy and procedures.	X	
	The employment goals of the affirmative action program were followed.	X	
	A conflict of interest involving USOE/USOR staff exists.		X
	The contract uses federal funds.	X	

Fund	Agency	Organ	Approp	Object	Activity	Project	Phase
2480	400	0661	PAB	6137	T741	66122	000
2400	400	0661	PAB	6137	T742	66122	000
240	400				T	F	

Agency approval certifies that all parties herein receiving frees, stipends, or other payment in excess of approved travel and per diem reimbursement will receive no remuneration from another state agency, state institution, school district, or other political subdivision (unless so stated in the parties' annual employment contract) for the time and service that they claim payment from the USOE in relation to this request. Upon final approval by State Finance:

Original: attach to documents
Duplicate: division accountant
Triplicate: division/unit

Division Superintendent or Designee **Date**

Accounting **Date**

Superintendent/Executive Director or Designee **Date**

Prepared by: smcray

C-3
5/2002

UTAH STATE OFFICE OF EDUCATION/UTAH STATE OFFICE OF REHABILITATION

Contract INFORMATION

State No.
096300
Amendment #4 final year
Agency No.

Contractor and Address:
Waterford Institute, Inc.
55 West 900 South
Salt Lake City, Utah 84101

Vendor No.
VC0000135355
Commodity Code:
20843

Agency Monitor: Tiffany Hall | Amount: $ 2,063,192 | From: 07/01/2013 To: 06/30/2014

Schedule of Payments:
Upon receipt of invoice

Original: $2,350,000 Amendments: $5,054,757 Current $2,063,192 Total: $ 9,467,949

Purpose of Contract:
Pilot program for a home based education technology program to develop school readiness skills of preschool children (UPSTART).

Correlation with Board Goals:

		Yes	No
Greater than $5,000	This contract was entered into as a result of the state-level bidding process (RX was processed). RX 400 920000000003	X	
	The proposals were reviewed by an in-agency committee, and the least costly and best-performance proposal was selected.	X	
Less than $5,000	This contract was entered into as a result of the state-level bidding process (RX was processed).		
	The proposals were reviewed by an in-agency committee, and the least costly and best-performance proposal was selected.		
General Information	The contract was awarded using appropriate policy and procedures.	X	
	The employment goals of the affirmative action program were followed.	X	
	A conflict of interest involving USOE/USOR staff exists.		X
	The contract uses federal funds.		X

Fund	Agency	Organ	Approp	Object	Activity	Project	Phase
2480	400	2801	PKA	6137	TA11	80105	000
240	400	2801	PKA	6137	TA22	80105	000
240	400	2801	PKA	6137	TA33	80105	000

Agency approval certifies that all parties herein receiving frees, stipends, or other payment in excess of approved travel and per diem reimbursement will receive no remuneration from another state agency, state institution, school district, or other political subdivision (unless so stated in the parties' annual employment contract) for the time and service that they claim payment from the USOE in relation to this request. Upon final approval by State Finance:

Original: attach to documents
Duplicate: division accountant
Triplicate: division/unit

Division Superintendent or Designee **Date**

Accounting **Date**

Superintendent/Executive Director or Designee **Date**

Prepared by: smcray 5/23/13

C-3
5-2002

UTAH STATE OFFICE OF EDUCATION/UTAH OFFICE OF REHABILITATION

Contract INFORMATION

State No.	126052
Agency No.	2029

Contractor and Address	Q90 Corporation 523 North SR 198, Ste 204 Salem UT 84653	Vendor No.	VC0000157210
		Commodity Code	92004

Agency Monitor: William Gibson Amount $ 30,080 From 7/1/13 To 6/30/16

Schedule of Payments
This is the first amendment to the original contract. The original contract was for $68,000 for two years and the amendment is for $30,080 for three years. Payments will be made ~~by annually~~ as invoiced by contractor.

Purpose of Contract
To provide payments for hosting and maintenance of OlderBlind.com, including some customization and training, as needed.

Correlation with Board Goals
Privatization and quality client services.

		Yes	No
Greater Than $5,000	This contract was entered into as a result of the state-level bidding process (RX was processed).	X	
	The proposals were reviewed by an in-agency committee, and the least-Costly and best-performance proposal was selected.	X	
Less than $5,000	This contract was entered into as a result of the state-level bidding process (RX was processed).		
	The proposals were reviewed by an in-agency committee, and the least-Costly and best-performance proposal was selected.		
General Information	The contract was awarded using appropriate policy and procedures.	X	
	The employment goals of the affirmative action program were followed.	X	
	A conflict of interest involving USOR/USOR staff exists.		X
	The contract uses federal funds.		X

Agency approval certifies that all parties herein receiving fees, stipends, or other payment in excess of approved travel and perdiem reimbursement will revive no renuneration from another state agency, state institution, school district, or other political subdivision (unless so stated in the parties' annual employment contract) for the time and service that they claim payment from the USOE in relation to this request.

Fund	Agency	Organ	Approp	Object	Activity	Rep Cat	Project
240	400	3441	PBB	6137	T984	F	44101000
240	400		P		T	F	
240	400		P		T	F	

Division Superintendent or Designee Date 4/25/13

Upon final approval by State Finance:
Original: attach to documents
Duplicate: division accountant
Triplicate: division/unit

Accounting Date

Superintendent/Executive Director or Designee Date 4-29-13

C-3

Aug. 95

UTAH STATE OFFICE OF EDUCATIION/UTAH STATE OFFICE OF REHABILITATION

Contract Information

State No.

Agency No. For Office Use Only

Contractor and Address:	Multidimensional Software Creations (MDSC) P.O. BOX 6115 North Logan, UT 84341-6115	Vendor No. VC0000173814 Commodity Code 92045

Agency Monitor:	Leah Voorhies	Amount $	82,176	From	March1, 2013	To	June 30, 2015

Schedule of Payments
Reimbursement requests for actual expenditures may be requested as often as monthly but no less than quarterly. Invoices are required with requests. Expenditures through June 30th, each year must be invoiced and reach USOE by July 5th

Purpose of Contract: To provide continuing development, enhancements, deployment, training and maintenance for Utah State Office of Education Transition from Early Intervention Data Information System (TEDI).

Correlation with Board Goals: Services for students with special needs.

		Yes	No
Greater than $5,000	This contract was entered into as a result of the state-level bidding process/sole source # SS13188	X	
	The proposals were reviewed by an in-agency committee and the least-costly and best-performance proposal was selected.	X	
Less than $5,000	This contract was entered into as a result of the state-level bidding process (RX was processed).		
	The proposals were reviewed by an in-agency committee and the least-costly and best-performance proposal was selected.		
General Information	The contract was awarded using appropriate policy and procedures.	X	
	The employment goals of the affirmative action program were followed.	X	
	A conflict of interest involving USOE/USOR staff exists.		X
	The contract uses federal funds.	X	

Agency approval certifies that all parties herein receiving fees, stipends or other payment in excess of approved travel and perfume reimbursement will receive no remuneration from another state agency, state institution, school district, or other political sub-division (unless so stated in the parties' annual employment contract) for the time and service that they claim payment from the USOE in relation to this request.

wb 5-1-13

Fund	Agency	Organ	Approp	Object	Activity		Project
2400	400	0780	PAT	6137	T193		78072000

Upon final approval by State Finance:
Original: attach to documents
Duplicate: division accountant
Triplicate: division/unit
Quadruplicate: Board agenda

Division Superintendent or Designee — Date

Accounting — Date

Superintendent/Executive Director or Designee — Date

UTAH STATE OFFICE OF EDUCATION/UTAH OFFICE OF REHABILITATION

Contract INFORMATION

State No.
Agency No.

Contractor and Address	Tri County Independent Living Center of Utah PO BOX 428 Ogden, Utah 84402-0428	Vendor Number	65271 B
		Commodity Code	96102000000

Agency Monitor	R. Thomas England	Amount $	555,003	From	07/01/2013	To	06/30/2014

Schedule of Payments:
Payments will be made by monthly reimbursement.

Purpose of Contract:
To provide Independent Living, Assistive Technology services and Nursing Home Transition services to individuals with disabilities residing in the Morgan, Davis and Weber Counties.

Correlation with Board Goals:

		Yes	No
Greater Than $5,000	This contract was entered into as a result of the state-level bidding process (RX was processed).		x
	The proposals were reviewed by an in-agency committee, and the least-Costly and best-performance proposal was selected.	x	
Less than $5,000	This contract was entered into as a result of the state-level bidding process (RX was processed).		
	The proposals were reviewed by an in-agency committee, and the least-Costly and best-performance proposal was selected.		
General Information	The contract was awarded using appropriate policy and procedures.	x	
	The employment goals of the affirmative action program were followed.	x	
	A conflict of interest involving USOR/USOR staff exists.		x
	The contract uses federal funds.	x	

Agency approval certifies that all parties herein receiving fees, stipends, or other payment in excess of approved travel and perdiem reimbursement will revive no remuneration from another state agency, state institution, school district, or other political subdivision (unless so stated in the parties' annual employment contract) for the time and service that they claim payment from the USOE in relation to this request.

Fund	Agency	Organ	Approp	Object	Activity	Rep Cat	Project
	SEE ATTACHED						

Division Superintendent or Designee — Date

Upon final approval by State Finance:
- Original: attach to documents
- Duplicate: division accountant
- Triplicate: division/unit
- Quadruplicate: Board agenda

Accounting — Date

Superintendent/Executive Director or Designee — Date 5-1-13

C-3
5/2002

UTAH STATE OFFICE OF EDUCATION/UTAH STATE OFFICE OF REHABILITATION

Contract INFORMATION

State No.
136315
Agency No.

Contractor and Address: ACT, Inc. 2201 North Dodge Street Iowa City, IA 52243	Vendor No. 92283A Commodity Code: 91838000000

Agency Monitor Joseph Borrack	Amount: requirements	From: 8/31/2013 To: 08/31/2015

Schedule of Payments:

Purpose of Contract:
The purpose of this contract is to extend for one year with a one year extension the mandate in House Bill 166 (2010) to administer the ACT, a national college admissions examination.

Correlation with Board Goals:

		Yes	No
Greater than $5,000	This contract was entered into as a result of the state-level bidding process (RX was processed). RX 400 72-01		XX
	The proposals were reviewed by an in-agency committee, and the least costly and best-performance proposal was selected.		XX
Less than $5,000	This contract was entered into as a result of the state-level bidding process (RX was processed).		
	The proposals were reviewed by an in-agency committee, and the least costly and best-performance proposal was selected.		
General Information	The contract was awarded using appropriate policy and procedures.	XX	
	The employment goals of the affirmative action program were followed.	XX	
	A conflict of interest involving USOE/USOR staff exists.		XX
	The contract uses federal funds.		XX

Fund	Agency	Organ	Approp	Object	Activity	Rep Cat	Project
2480	400	0760	PAJ	6137	T013		76030000
240	400						
240	400						

Agency approval certifies that all parties herein receiving frees, stipends, or other payment in excess of approved travel and per diem reimbursement will receive no remuneration from another state agency, state institution, school district, or other political subdivision (unless so stated in the parties' annual employment contract) for the time and service that they claim payment from the USOE in relation to this request. Upon final approval by State Finance:

Original: attach to documents
Duplicate: division accountant
Triplicate: division/unit

Prepared by: NGreen

Division Superintendent or Designee **Date**

Accounting **Date**

Superintendent/Executive Director or Designee **Date**

C-3
5/2002

UTAH STATE OFFICE OF EDUCATION/UTAH STATE OFFICE OF REHABILITATION

Amendment # 3

Contract INFORMATION

State No.
096334
Agency No.

Contractor and Address:	Vendor No.
The National Center for the Improvement of Educational Assessment, Inc. 31 Mount Vernon Street Dover, New Hampshire 03820	94095A
	Commodity Code: 91838

Agency Monitor Joseph Borrack	Amount: $ 65,215.12	From: 05/29/2013 To: 04/14/2015

Schedule of Payments:		
	Original Amount	$ 829,117.87
	Amendment # 1	$ 227,870.00
	Amendment # 2	$ 663,005.00
	Amendment # 3	$ 65,215.12
	Total Amount	$ 1,785,207.99

Purpose of Contract:
The purpose of this contract amendment are to: (a) restate briefly the scaling and equating scope of work while incorporating by reference, as if fully set forth herein, the scaling and equating scope of work as elucidated in amendment #2; (b) assist in the development of student learning objectives, as part of USOE's teacher effectiveness efforts; and (c) provide budgets for same.

Correlation with Board Goals:

		Yes	No
Greater than $5,000	This contract was entered into as a result of the state-level bidding process (RX was processed). RX 400.72-01		XX
	The proposals were reviewed by an in-agency committee, and the least costly and best-performance proposal was selected.		XX
Less than $5,000	This contract was entered into as a result of the state-level bidding process (RX was processed).		
	The proposals were reviewed by an in-agency committee, and the least costly and best-performance proposal was selected.		
General Information	The contract was awarded using appropriate policy and procedures.	XX	
	The employment goals of the affirmative action program were followed.	XX	
	A conflict of interest involving USOE/USOR staff exists.		XX
	The contract uses federal funds.		XX

Fund	Agency	Organ	Approp	Object	Activity	Rep Cat	Project
2480	400	0760	PAJ	6137	1763		76030000
240	400						
240	400						

Agency approval certifies that all parties herein receiving frees, stipends, or other payment in excess of approved travel and per diem reimbursement will receive no remuneration from another state agency, state institution, school district, or other political subdivision (unless so stated in the parties' annual employment contract) for the time and service that they claim payment from the USOE in relation to this request. Upon final approval by State Finance:

Original: attach to documents
Duplicate: division accountant
Triplicate: division/unit

Prepared by: NGreen

Division Superintendent or Designee **Date**

Accounting **Date**

Superintendent/Executive Director or Designee **Date**

C-3
5/2002

UTAH STATE OFFICE OF EDUCATION/UTAH STATE OFFICE OF REHABILITATION

Contract INFORMATION

State No.
126402
Agency No.

Contractor and Address: Precision Exams & Survey, LLC 526 North 1440 East Lehi, UT 84043	Vendor No. VC0000103863 Commodity Code: 91829

Agency Monitor Greg Richens	Amount: $2,088,000.00	From 7/1/2013 To: **6/30/2017**

Schedule of Payments:
Payments will be disbursed as invoiced by Precision Exams & Survey, LLC

Purpose of Contract:4-year Contract Extension of CTE Skill Certificate Program

Correlation with Board Goals:

		Yes	No
Greater than $5,000	This contract was entered into as a result of the state-level bidding process (RX was processed). RX 400 72-01		
	The proposals were reviewed by an in-agency committee, and the least costly and best-performance proposal was selected.	X	
Less than $5,000	This contract was entered into as a result of the state-level bidding process (RX was processed).	X	
	The proposals were reviewed by an in-agency committee, and the least costly and best-performance proposal was selected.		
General Information	The contract was awarded using appropriate policy and procedures.	X	
	The employment goals of the affirmative action program were followed.	N/A	
	A conflict of interest involving USOE/USOR staff exists.		X
	The contract uses federal funds.		X

Fund	Agency	Organ	Approp	Object	Activity	Rep Cat	Project
2480	400	2801	PKA	6137	T014		80112000
240	400						
240	400						

Agency approval certifies that all parties herein receiving frees, stipends, or other payment in excess of approved travel and per diem reimbursement will receive no remuneration from another state agency, state institution, school district, or other political subdivision (unless so stated in the parties' annual employment contract) for the time and service that they claim payment from the USOE in relation to this request. Upon final approval by State Finance:

Original: attach to documents
Duplicate: division accountant
Triplicate: division/unit

Prepared by:

Division Superintendent or Designee **Date**

Accounting **Date**

Superintendent/Executive Director or Designee **Date**

C-3

Aug. 95

UTAH STATE OFFICE OF EDUCATIION/UTAH STATE OFFICE OF REHABILITATION

Contract Information

State No. 136067/Amendment #1

Agency No. For Office Use Only DF045

Contractor and Address:	TeachTown 9410 Topanga Canyon Blvd, Suite 101 Chatsworth, CA 91311	Vendor No. Vc0000170061 Commodity Code 90845, 20854, 20871, 92474

Agency Monitor:	Glenna Gallo	Amount	$103,500	From	July 1, 2013	To	June 30, 2014

Schedule of Payments
Reimbursement requests for actual expenditures may be requested as often as monthly. Invoices are required with requests. Expenditures through June 30, 2014 will need to be requested by invoice and received by our office no later than July 3, 2014

Purpose of Contract: Develop Software and Activity Manual for Students with Autism
Original Amount: $225,000. Amendment Amount: $103,500. New Total Contract Amount: $328,500.

Correlation with Board Goals

Services for students with special needs.

		Yes	No
Greater than $5,000	This contract was entered into as a result of the state-level bidding process (RX was processed) #400 22000000013, FY13, Bid #PR12099	X	
	The proposals were reviewed by an in-agency committee and the least-costly and best-performance proposal was selected.	X	
Less than $5,000	This contract was entered into as a result of the state-level bidding process (RX was processed).		
	The proposals were reviewed by an in-agency committee and the least-costly and best-performance proposal was selected.		
General Information	The contract was awarded using appropriate policy and procedures.	X	
	The employment goals of the affirmative action program were followed.	X	
	A conflict of interest involving USOE/USOR staff exists.		X
	The contract uses federal funds.	X	

Agency approval certifies that all parties herein receiving fees, stipends or other payment in excess of approved travel and perfume reimbursement will receive no remuneration from another state agency, state institution, school district, or other political sub-division (unless so stated in the parties' annual employment contract) for the time and service that they claim payment from the USOE in relation to this request.

Fund	Agency	Organ	Approp	Object	Activity		Project
2480	400	0231	PAK	6137	TA22		23101000
2480	400	0231	PAD	6137	T042		23101000
					$100,000 line 1 $ 3,500 line 2		

Upon final approval by State Finance:
Original: attach to documents
Duplicate: division accountant
Triplicate: division/unit
Quadruplicate: Board agenda

Division Superintendent or Designee — Date

Accounting — Date

Superintendent/Executive Director or Designee — Date

C-3
5/2002

UTAH STATE OFFICE OF EDUCATION/UTAH STATE OFFICE OF REHABILITATION

Contract INFORMATION

State No.
Agency No.

Contractor and Address: Imagination Station, Inc. 8150 North Central Expressway Dallas, Texas 75206	Vendor No. VC0000177035 Commodity Code: 20853

Agency Monitor: Tiffany Hall	Amount: * $ 4,500,000	From: 07/01/2013	To: 06/30/2018

Schedule of Payments: Payment upon final approval of contract . * CONTRACT ENCOMPASSES 5 VENDORS. TOTAL CONTRACT OF ALL 5 MAY NOT EXCEED $4,500,000.

Purpose of Contract:
Interactive computer software to address Literacy early intervention.

Correlation with Board Goals:
In correlation of HB513: To provide adaptive learning technology and assessments for early intervention students.

		Yes	No
Greater than $5,000	This contract was entered into as a result of the state-level bidding process (RX was processed).	X	
	The proposals were reviewed by an in-agency committee, and the least costly and best-performance proposal was selected.	X	
Less than $5,000	This contract was entered into as a result of the state-level bidding process (RX was processed).		
	The proposals were reviewed by an in-agency committee, and the least costly and best-performance proposal was selected.		
General Information	The contract was awarded using appropriate policy and procedures.	X	
	The employment goals of the affirmative action program were followed.	X	
	A conflict of interest involving USOE/USOR staff exists.		X
	The contract uses federal funds.		X

Fund	Agency	Organ	Approp	Object	Activity	Project	Phase
2480	400	2801	PKA	6137	T014	80115	000

Agency approval certifies that all parties herein receiving frees, stipends, or other payment in excess of approved travel and per diem reimbursement will receive no remuneration from another state agency, state institution, school district, or other political subdivision (unless so stated in the parties' annual employment contract) for the time and service that they claim payment from the USOE in relation to this request. Upon final approval by State Finance:

Original: attach to documents
Duplicate: division accountant
Triplicate: division/unit

Division Superintendent or Designee **Date**

Accounting **Date**

Superintendent/Executive Director or Designee **Date**

Prepared by: smcray

C-3
5/2002

UTAH STATE OFFICE OF EDUCATION/UTAH STATE OFFICE OF REHABILITATION

Contract INFORMATION

State No.
Agency No.

Contractor and Address: Imagine Learning Inc 191 River Park Drive Provo Utah 84604	Vendor No. VC0000133397 Commodity Code: 20853

Agency Monitor: Tiffany Hall	Amount: $ 4,500,000	From: 07/01/2013	To: 06/30/2018

Schedule of Payments: Payment upon final approval of contract. *CONTRACT ENCOMPASSES 5 /ENDORS. TOTAL CONTRACT OF ALL 5 MAY NOT EXCEED $4,500,000.

Purpose of Contract:
Interactive computer software to address Literacy early intervention.

Correlation with Board Goals:
In correlation of HB513: To provide adaptive learning technology and assessments for early intervention students.

		Yes	No
Greater than $5,000	This contract was entered into as a result of the state-level bidding process (RX was processed).	X	
	The proposals were reviewed by an in-agency committee, and the least costly and best-performance proposal was selected.	X	
Less than $5,000	This contract was entered into as a result of the state-level bidding process (RX was processed).		
	The proposals were reviewed by an in-agency committee, and the least costly and best-performance proposal was selected.		
General Information	The contract was awarded using appropriate policy and procedures.	X	
	The employment goals of the affirmative action program were followed.	X	
	A conflict of interest involving USOE/USOR staff exists.		X
	The contract uses federal funds.		X

Fund	Agency	Organ	Approp	Object	Activity	Project	Phase
2480	400	2801	PKA	6137	T014	80115	000

Agency approval certifies that all parties herein receiving frees, stipends, or other payment in excess of approved travel and per diem reimbursement will receive no remuneration from another state agency, state institution, school district, or other political subdivision (unless so stated in the parties' annual employment contract) for the time and service that they claim payment from the USOE in relation to this request. Upon final approval by State Finance:

Original: attach to documents
Duplicate: division accountant
Triplicate: division/unit

Division Superintendent or Designee **Date**

Accounting **Date**

Superintendent/Executive Director or Designee **Date**

Prepared by: smcray

C-3
5/2002

UTAH STATE OFFICE OF EDUCATION/UTAH STATE OFFICE OF REHABILITATION

State No.
Agency No.

Contract INFORMATION

Contractor and Address: Waterford Institute Inc. 55 West 900 South Salt Lake City, Utah 84101	Vendor No. VC0000135355 Commodity Code: 20853

Agency Monitor: Tiffany Hall	Amount: * $ 4,500,000	From: 07/01/2013	To: 06/30/2018

Schedule of Payments: Payment upon final approval of contract . * CONTRACT ENCOMPASSES 5 VENDORS. TOTAL CONTRACT OF ALL 5 MAY NOT EXCEED $4,500,000.

Purpose of Contract:
Interactive computer software to address Literacy early intervention.

Correlation with Board Goals:
In correlation of HB513: To provide adaptive learning technology and assessments for early intervention students.

		Yes	No
Greater than $5,000	This contract was entered into as a result of the state-level bidding process (RX was processed).	X	
	The proposals were reviewed by an in-agency committee, and the least costly and best-performance proposal was selected.	X	
Less than $5,000	This contract was entered into as a result of the state-level bidding process (RX was processed).		
	The proposals were reviewed by an in-agency committee, and the least costly and best-performance proposal was selected.		
General Information	The contract was awarded using appropriate policy and procedures.	X	
	The employment goals of the affirmative action program were followed.	X	
	A conflict of interest involving USOE/USOR staff exists.		X
	The contract uses federal funds.		X

Fund	Agency	Organ	Approp	Object	Activity	Project	Phase
2480	400	2801	PKA	6137	T014	80115	000

Agency approval certifies that all parties herein receiving frees, stipends, or other payment in excess of approved travel and per diem reimbursement will receive no remuneration from another state agency, state institution, school district, or other political subdivision (unless so stated in the parties' annual employment contract) for the time and service that they claim payment from the USOE in relation to this request. Upon final approval by State Finance:

Original: attach to documents
Duplicate: division accountant
Triplicate: division/unit

Division Superintendent or Designee **Date**

Accounting **Date**

Superintendent/Executive Director or Designee **Date**

Prepared by: smcray

C-3
5/2002

UTAH STATE OFFICE OF EDUCATION/UTAH STATE OFFICE OF REHABILITATION

State No.
Agency No.

Contract INFORMATION

Contractor and Address: Curriculum Associates Inc. PO Box 2001 North Billerica, MA 01862	Vendor No. 33177G Commodity Code: 20853

Agency Monitor: Tiffany Hall	Amount: * $ 4,500,000	From: 07/01/2013	To: 06/30/2018

Schedule of Payments: Payment upon final approval of contract . * CONTRACT ENCOMPASSES 5 VENDORS. TOTAL CONTRACT OF ALL 5 MAY NOT EXCEED $4,500,000.

Purpose of Contract:
Interactive computer software to address Literacy early intervention.

Correlation with Board Goals:
In correlation of HB513: To provide adaptive learning technology and assessments for early intervention students.

		Yes	No
Greater than $5,000	This contract was entered into as a result of the state-level bidding process (RX was processed).	X	
	The proposals were reviewed by an in-agency committee, and the least costly and best-performance proposal was selected.	X	
Less than $5,000	This contract was entered into as a result of the state-level bidding process (RX was processed).		
	The proposals were reviewed by an in-agency committee, and the least costly and best-performance proposal was selected.		
General Information	The contract was awarded using appropriate policy and procedures.	X	
	The employment goals of the affirmative action program were followed.	X	
	A conflict of interest involving USOE/USOR staff exists.		X
	The contract uses federal funds.		X

Fund	Agency	Organ	Approp	Object	Activity	Project	Phase
2480	400	2801	PKA	6137	T014	80115	000

Agency approval certifies that all parties herein receiving frees, stipends, or other payment in excess of approved travel and per diem reimbursement will receive no remuneration from another state agency, state institution, school district, or other political subdivision (unless so stated in the parties' annual employment contract) for the time and service that they claim payment from the USOE in relation to this request. Upon final approval by State Finance:

Original: attach to documents
Duplicate: division accountant
Triplicate: division/unit

Division Superintendent or Designee **Date**

Accounting **Date**

Superintendent/Executive Director or Designee **Date**

Prepared by: smcray

C-3
5/2002

UTAH STATE OFFICE OF EDUCATION/UTAH STATE OFFICE OF REHABILITATION

Contract INFORMATION

State No.
Agency No.

Contractor and Address:	Vendor No.
Pearson Education, Inc. PO Box 2500 Lebanon, IN 46052	VC0000104125
	Commodity Code: 20853

Agency Monitor: Tiffany Hall	Amount: * $ 4,500,000	From: 07/01/2013	To: 06/30/2018

Schedule of Payments: Payment upon final approval of contract . * CONTRACT ENCOMPASSES 5 VENDORS. TOTAL CONTRACT OF ALL 5 MAY NOT EXCEED $4,500,000.

Purpose of Contract:
Interactive computer software to address Literacy early intervention.

Correlation with Board Goals:
In correlation of HB513: To provide adaptive learning technology and assessments for early intervention students.

		Yes	No
Greater than $5,000	This contract was entered into as a result of the state-level bidding process (RX was processed).	X	
	The proposals were reviewed by an in-agency committee, and the least costly and best-performance proposal was selected.	X	
Less than $5,000	This contract was entered into as a result of the state-level bidding process (RX was processed).		
	The proposals were reviewed by an in-agency committee, and the least costly and best-performance proposal was selected.		
General Information	The contract was awarded using appropriate policy and procedures.	X	
	The employment goals of the affirmative action program were followed.	X	
	A conflict of interest involving USOE/USOR staff exists.		X
	The contract uses federal funds.		X

Fund	Agency	Organ	Approp	Object	Activity	Project	Phase
2480	400	2801	PKA	6137	T014	80115	000

Agency approval certifies that all parties herein receiving frees, stipends, or other payment in excess of approved travel and per diem reimbursement will receive no remuneration from another state agency, state institution, school district, or other political subdivision (unless so stated in the parties' annual employment contract) for the time and service that they claim payment from the USOE in relation to this request. Upon final approval by State Finance:

Original: attach to documents
Duplicate: division accountant
Triplicate: division/unit

Division Superintendent or Designee **Date**

Accounting **Date**

Superintendent/Executive Director or Designee **Date**

Prepared by: smcray

C-3
5-2002

Replaces Contract #86-2792

UTAH STATE OFFICE OF EDUCATION/UTAH OFFICE OF REHABILITATION

Contract INFORMATION

State No. 111638

Agency No.

Contractor and Address: Price Acquisitions, LLC c/o General Property Management P.O.Box 177 Spanish Fork, UT 84660 801-465-8000 John Ashforth Poperty Manager	Vendor No. VC0000175852 Commodity Code 97145

Agency Monitor Mike Wollenzien Amount $ 317,677.02 From 05/01/2013 To 04/30/2016

Schedule of Payments:

Original Contract Amount	$317,677.02
Total of Previous Amendments	$
Current Amendment	$
Total Amount of Contract	$317,677.02

Purpose of Contract: To lease office space for the Division of Rehabilitation Services located at 475 W Price River Drive, Price UT

**********CHANGE OF OWNERSHIP**********

Correlation with Board Goals:

		Yes	No
Greater Than $5,000	This contract was entered into as a result of the state-level bidding process (RX was processed).	X	
	The proposals were reviewed by an in-agency committee, and the least-Costly and best-performance proposal was selected.	X	
Less than $5,000	This contract was entered into as a result of the state-level bidding process (RX was processed).		
	The proposals were reviewed by an in-agency committee, and the least-Costly and best-performance proposal was selected.		
General Information	The contract was awarded using appropriate policy and procedures.	X	
	The employment goals of the affirmative action program were followed.	X	
	A conflict of interest involving USOR/USOR staff exists.		X
	The contract uses federal funds.	X	

Agency approval certifies that all parties herein receiving fees, stipends, or other payment in excess of approved travel and perdiem reimbursement will revive no renuneration from another state agency, state institution, school district, or other political subdivision (unless so stated in the parties' annual employment contract) for the time and service that they claim payment from the USOE in relation to this request.

Fund	Agency	Organ	Approp	Object	Activity	Rep Cat	Project
240	400	3172	PBC	6161	T 623	F	17255000
240	400		P		T	F	
240	400		P		T	F	

Division Superintendent or Designee — Date 4/30/13

Upon final approval by State Finance:
Original: attach to documents
Duplicate: division accountant
Triplicate: division/unit

Accounting — Date 5-30-13

Superintendent/Executive Director or Designee — Date 4-26-13

Prepared by Dee MacLee

C-3
Aug. 95

UTAH STATE OFFICE OF EDUCATIION/UTAH STATE OFFICE OF REHABILITATION

Contract Information

State No. Amendment

Agency No. For Office Use Only

Contractor and Address
Precision Exams, LLC, 526 N 1440 E, Lehi, UT 84043

Vendor No VC0000164863
Commodity Code

Agency Monitor	Amount $	From	To
Wendi Morton	$255,500	05/29/13	06/30/16

Schedule of Payments
Payments will be made in phases.

Purpose of Contract
The general purpose of this contract is to provide: As well-defined career pathways have been completed and articulated in CTE, there is a need to deliver the information in a dynamic format to students, parents and counselors, which is easily updated and cost effective. A "career pathway" Web tool is needed that will give students "real-time" information on high school courses available at their local high school, post-secondary programs and pathways to certificate and degrees. The proposed Web tool will serve the needs of students across the state of Utah and tie dynamically into existing Websites such as schools.utah.gov, utahmajors.org and utahcte.org. This proposed project will also support the objectives in both the Utah Perkins plan and the Rigorous Programs of Study grant awarded to the Utah CTE.

Correlation with Board Goals: ~~Services for At Risk Students~~

		Yes	No
Greater than $5,000	This contract was entered into as a result of the state-level bidding process (RX was processed) Sole Source	X	
	The proposals were reviewed by an in-agency committee and the least-costly and best-performance proposal was selected.	X	
Less than $5,000	This contract was entered into as a result of the state-level bidding process (RX was processed).		
	The proposals were reviewed by an in-agency committee and the least-costly and best-performance proposal was selected.		
General Information	The contract was awarded using appropriate policy and procedures.	X	
	The employment goals of the affirmative action program were followed.	X	
	A conflict of interest involving USOE/USOR staff exists.		X
	The contract uses federal funds.	X	

Agency approval certifies that all parties herein receiving fees, stipends or other payment in excess of approved travel and perfume reimbursement will receive no remuneration from another state agency, state institution, school district, or other political sub-division (unless so stated in the parties' annual employment contract) for the time and service that they claim payment from the USOE in relation to this request.

Fund	Dept	Unit	Appr	Obj	Act	Program
2480	400	0662	PAM	6137	T213	66242 000
2480	400	0662	PAM	6137	T223	66238 000

Upon final approval by State Finance:
Original: attach to documents
Duplicate: division accountant
Triplicate: division/unit
Quadruplicate: Board agenda

Division Superintendent or Designee — Date

Accounting — Date

Superintendent/Executive Director or Designee — Date

Prepared by Diane Sutton

C-3
6/2009

UTAH STATE OFFICE OF EDUCATION/UTAH STATE OFFICE OF REHABILITATION

Contract

INFORMATION

State No.	116230
Agency No	

Contractor and Address: NCS Pearson, Inc.
9815 Monroe Street
Sandy, UT 84070

AMENDMENT #2

Vendor No. 94966A

Commodity Code 20837

Agency Monitor: Derek Howard | **Second Monitor: Jerry Winkler**

Amount $ **$258,000.00** **From** 6/10/2013 **To** 8/31/2015

Schedule of Payments
Vendor will invoice no later than July 4th of each year to ensure payment within the USOE fiscal year.

Purpose of Contract
Amends 116230 to include hold back payment for works in progress for SSID extension and electronic transcript service.

Correlation with Board Goals

		Yes	No
Greater than $5,000	This contract was entered into as a result of the state-level bidding process (RX was processed).	x	
	This proposals was reviewed by an in-agency committee, and the least costly and best-performance proposal was selected.	x	
Less than $5,000	The contract was entered into as a result of the state-level bidding process (RX was processed).		
	This proposals was reviewed by an in-agency committee, and the least costly and best-performance proposal was selected.		
General Information	The contract was awarded using appropriate policy and procedures.	x	
	The employement goals of the affirmative action program were followed.	x	
	A conflict of interest involving USOE/USOR staff exists.		x
	The contract uses federal funds.	x	

Agency approval certifies that all parties herein receving fees, stipends, or other payment in excess of approved travel and per diem reimbursement will receive no remuneration from another state agency, state institution, school district, or other political subdivision (unless so stated in the parties' annual eimployement contract) for the time and service that they claim payment from the USOE in relation to this request. Upon approval by State Finance:

Fund	Agency	Organ	Approp	Object	Activity	Project
2480	400	770	PAN	6616	T9K1	77011000

Division Superintendent or Designee — Date

White: attach to documents
Canary: division accountant
Pink: division/unit

Accounting — Date

Superintendent/Executive Director or Designee — Date

VP 5/30/13

C-3
Aug. 95

UTAH STATE OFFICE OF EDUCATIION/UTAH STATE OFFICE OF REHABILITATION

Contract Information

State No. 136084 amendment #1

Agency No. For Office Use Only

Vendor No VC0000164418
Commodity Code 91838

Contractor and Address
Mary Ann Williams
4702 Millrace Lane
Murray, UT 84107

Agency Monitor: Tiffanie Owens

Amount $ 18,000 From August 1, 2013 To July 31, 2014

Schedule of Payments
Reimbursement requests for actual expenditures may be submitted as often as monthly. Invoices are required with requests. Contractor will be paid $42.50 per hour up to 250 hours = $10,625. Contractor will be reimbursed for travel expenses at state per diem rates up to a total of $7,375 for a total of $18,000 per year. Expenditures through June 30, 2012 must be invoiced and reach USOE by July 3, 2013.
Original Amount: $18,000 Amount of Amendment: $18,000 New Total Amount: $36,000

Purpose of Contract
To provide monitoring for the Utah Program Improvement Planning Systems (UPIPS). Review files and procedures for LEA Self Assessments and Annual Performance Reports. Monitor LEA's for compliance with Individual With Disabilities Education Act (IDEA) and Utah State Board of Education Special Education rules.

Correlation with Board Goals
To provide services to students with disabilities

		Yes	No
Greater than $5,000	This contract was entered into as a result of the state-level bidding process (RX was processed) RX# 40022000000012. Bid MP12024	X	
	The proposals were reviewed by an in-agency committee and the least-costly and best-performance proposal was selected.	X	
Less than $5,000	This contract was entered into as a result of the state-level bidding process (RX was processed).		
	The proposals were reviewed by an in-agency committee and the least-costly and best-performance proposal was selected.		
General Information	The contract was awarded using appropriate policy and procedures.	X	
	The employment goals of the affirmative action program were followed.	X	
	A conflict of interest involving USOE/USOR staff exists.		X
	The contract uses federal funds.	X	

Agency approval certifies that all parties herein receiving fees, stipends or other payment in excess of approved travel and perfume reimbursement will receive no remuneration from another state agency, state institution, school district, or other political sub-division (unless so stated in the parties' annual employment contract) for the time and service that they claim payment from the USOE in relation to this request.

Fund	Agency	Org	Approp	Object	Activity	Project	phase
2480	400	0780	PAT	6137	T193	78072	000

Upon final approval by State Finance:
Original: attach to documents
Duplicate: division accountant
Triplicate: division/unit
Quadruplicate: Board agenda

Associate Superintendent or Designee — Date

Accounting — Date

Associate Supt. Admin./Exec. Director — Date

C-3

Aug. 95

UTAH STATE OFFICE OF EDUCATIION/UTAH STATE OFFICE OF REHABILITATION

Contract Information

State No. 136083 amendment #1

Agency No. For Office Use Only

Contractor and Address:	Lisa Morris 1434 W 1200 S Woods Cross, Utah 84087	Vendor No. VC0000169716	
		Commodity Code 91838	

Agency Monitor:	Tiffanie Owens	Amount $	18,000	From	August 1, 2013	To	July 31, 2014

Schedule of Payments
Reimbursement requests for actual expenditures may be submitted as often as monthly. Invoices are required with requests. Contractor will be paid $35.00 per hour for a maximum of 240 hours = $8,400. Eligible travel expenses will be reimbursed at state per diem rates up to $9,600 for a total of no more than $18,000 per year.
Original Amount: $18,000 Amount of Amendment: $18,000 New Total Amount: $36,000

Purpose of Contract: To provide Monitoring for the Utah Program Improvement Planning Systems (UPIPS). Review files and procedures and LEA Self Assessment and Annual Performance Reports. Monitor LEA's for compliance with Individual With Disabilities Education Act (IDEA) and Utah State Board of Education Special Education rules.

Correlation with Board Goals

Services for students with special needs.

		Yes	No
Greater than $5,000	This contract was entered into as a result of the state-level bidding process (RX was processed) #400 22000000012 FY13, Bid MP12024	X	
	The proposals were reviewed by an in-agency committee and the least-costly and best-performance proposal was selected.	X	
Less than $5,000	This contract was entered into as a result of the state-level bidding process (RX was processed).		
	The proposals were reviewed by an in-agency committee and the least-costly and best-performance proposal was selected.		
General Information	The contract was awarded using appropriate policy and procedures.	X	
	The employment goals of the affirmative action program were followed.	X	
	A conflict of interest involving USOE/USOR staff exists.		X
	The contract uses federal funds.	X	

Agency approval certifies that all parties herein receiving fees, stipends or other payment in excess of approved travel and perfume reimbursement will receive no remuneration from another state agency, state institution, school district, or other political sub-division (unless so stated in the parties' annual employment contract) for the time and service that they claim payment from the USOE in relation to this request.

Fund	Agency	Organ	Approp	Object	Activity		Project
2480	400	0780	PAT	6137	T193		78072000

Upon final approval by State Finance:
Original: attach to documents
Duplicate: division accountant
Triplicate: division/unit
Quadruplicate: Board agenda

Division Superintendent or Designee — Date

Accounting — Date

Superintendent/Executive Director or Designee — Date

C-3
OCT 03

UTAH STATE OFFICE OF EDUCATIION/UTAH STATE OFFICE OF REHABILITATION

Contract Information

State No. 096299

Agency No. For Office Use Only

Contractor and Address
Utah Restaurant Association
5645 S. Waterbury Way, Ste D203
Salt Lake City, UT 84121

Vendor No 445371
Commodity Code
91838

Agency Monitor Pearl Hart Amount $ 338,100 From 09/01/2008 To 6/30/2014

Schedule of Payments
As requested by vendor, quarterly preferred

Original Grant	$350,000
Amendment #1	$233,700
Amendment #2	$273,100
Amendment #3	$273,100
Amendment #4	$313,100
Amendment #5	$338,100
Total Contract Cost	**$1,781,100**

Purpose of Contract
Prepare high school juniors and seniors for a career in the restaurant and food service industry. Funding appropriated by the legislature to aid with training, mentoring, equipment, supplies and competitions in Utah High Schools.

Correlation with Board Goals

		Yes	No
Greater than $5,000	This contract was entered into as a result of the state-level bidding process (RX was processed)		X
	The proposals were reviewed by an in-agency committee and the least-costly and best-performance proposal was selected.	X	
Less than $5,000	This contract was entered into as a result of the state-level bidding process (RX was processed).		
	The proposals were reviewed by an in-agency committee and the least-costly and best-performance proposal was selected.		
General Information	The contract was awarded using appropriate policy and procedures.	X	
	The employment goals of the affirmative action program were followed.	X	
	A conflict of interest involving USOE/USOR staff exists.		X
	The contract uses federal funds.		X

Agency approval certifies that all parties herein receiving fees, stipends or other payment in excess of approved travel and perfume reimbursement will receive no remuneration from another state agency, state institution, school district, or other political sub-division (unless so stated in the parties' annual employment contract) for the time and service that they claim payment from the USOE in relation to this request.

Fund	Agency	Organ	Approp	Object	Activity	Rep Code	Project
2480	400	2801	PKA	6137	T013	F	80101000

Upon final approval by State Finance:
Original: attach to documents
Duplicate: division accountant
Triplicate: division/unit
Quadruplicate: Board agenda

Associate Superintendent or Designee Date

Accounting Date

Associate Supt. Admin./Exec. Director Date

C-3
5/2002

UTAH STATE OFFICE OF EDUCATION/UTAH STATE OFFICE OF REHABILITATION

State No. 126090
Agency No. 1066

Contract INFORMATION

RECEIVABLE

Contractor and Address: Brinkman – Forlini – Williams LLC P.O. Box 10 Bronxville, NY 10708	Vendor No. VC0000144784 Commodity Code:

Agency Monitor: Ann White	Amount: $ 30,000	From: 07/1/2013 To: 06/30/2014

Schedule of Payments: Invoice upon completion of scheduled conferences/institutes

Purpose of Contract: Provide Coaching and Leadership Institutes to LEA personnel and provide materials supporting practices promoted at these institutes

Correlation with Board Goals: The focus of these sessions will provide instructional coaches with practical strategies to assist them in their work with classroom teachers leading to higher rates of student engagement and achievement. Administrators' Leadership Institutes and Instructional Coaching institutes The fall session of Coaching institutes must include instruction on the use of classroom protocols on walkthroughs, on-site classroom walkthrough practice in local Utah Title I schools, with practical strategies for giving teachers feedback in order to improve instruction.
This effort correlates with the following State Board goals:
Goal: Continue to actively advocate for increased funding to provide quality education for all children and meet the demands of growing enrollments.
Goal: Promote the achievement of high standards of learning for each child, partnering with family, educators and community.

		Yes	No
Greater than $5,000	This contract was entered into as a result of the state-level bidding process (RX was processed).	X	
	The proposals were reviewed by an in-agency committee, and the least costly and best-performance proposal was selected.		X
Less than $5,000	This contract was entered into as a result of the state-level bidding process (RX was processed).		
	The proposals were reviewed by an in-agency committee, and the least costly and best-performance proposal was selected.		
General Information	The contract was awarded using appropriate policy and procedures.	X	
	The employment goals of the affirmative action program were followed.	X	
	A conflict of interest involving USOE/USOR staff exists.		X
	The contract uses federal funds.	X	

Amount	Fund	Agency	Organ	Approp	Object	Activity	Rep Cat	Project
40,689	2480	400	PAP	0668	6688	T122	000	66881
	2480	400			6688		000	

Division Superintendent or Designee **Date**

Accounting **Date**

Superintendent/Executive Director or Designee **Date**

Prepared by: smoore

R277. Education, Administration.
R277-403. Student Reading Proficiency and Notice to Parents.
R277-403-1. Definitions.

A. “Board” means the Utah State Board of Education.

B. “Competency” means a demonstrable acquisition of a specified knowledge, skill or ability that has been organized into a hierarchical arrangement leading to higher levels of knowledge, skill or ability.

C. “Lacks proficiency” for purposes of this rule means that a student requires additional instruction beyond that provided to typically developing peers in order to close the gap between the student’s current level of reading achievement and that expected of all students in that grade as determined by valid and reliable assessments as designated by the Board.

D. “LEA” means a local education agency, including local school boards/public school districts and charter schools.

E. “Midpoint of the school year” means January 31 of the school year.

F. “Notification to parents” for purposes of this rule means notice by any reasonable means including electronic notice, notice by telephone, written notice, or personal notice.

G. “Reading below grade level” for purposes of this rule means that a student requires additional instruction beyond that provided to typically developing peers in order to close the gap between the student’s current level of reading achievement and that expected of all students in that grade as determined by valid and reliable assessments as designated by the Board.

H. “Reading remediation interventions” means instruction or activities or both in reading given to students in addition to their regular reading instruction, during another time in the school day, outside regular instructional time, or in the summer, which is focused on specific needs as identified by reliable and valid assessments.

I. “USOE” means the Utah State Office of Education.

J. “Utah Consolidated Application (UCA)” means the web-based grants management tool employed by the Utah State Office of Education by which local education agencies submit plans and budgets for approval of the Utah State Office of Education.

R277-403-2. Authority and Purpose.

A. This rule is authorized under Utah Constitution Article X, Section 3 which vests general control and supervision over public education in the Board, by Section 53A-1-606.6 which directs the Board to make rules defining expected reading levels, providing necessary definitions, and establishing necessary timelines, and by Section 53A-1-401(3) which allows the Board to make rules in accordance with its responsibilities.

B. The purpose of this rule is to provide notice, reporting standards and timelines for LEAs and to provide for a report by the Board to the Education Interim Committee as required under Section 53A-1-606.6.

R277-403-3. LEA Responsibilities (For the 2011-2012 School Year).

A. Before the midpoint of the school year, each LEA or school

within an LEA, shall identify every first, second and third grade student currently enrolled in the school who is reading below grade level.

B. Each LEA shall notify the parent/legal guardian of each student identified under R277-403-3A as determined by the LEA by February 15 of the school year.

C. An LEA shall use at least two different assessments to identify students who are not reading at grade level.

D. One assessment shall be determined by the Board.

E. Each LEA shall select and submit the name or type of the additional assessment to the USOE that it shall use to identify students who are not reading at grade level as a part of the UCA.

F. LEAs shall determine the grade level designation for each selected assessment; the USOE shall provide guidance to LEAs to assist in their designation of grade level for various assessments.

G. If the reading assessment indicates a student lacks proficiency in a reading skill, the LEA shall:

(1) provide notice to the parent or guardian of each student reading below grade level, lack of proficiency and provide information to the parent or guardian of appropriate interventions available to the student outside regular instructional time that may include tutoring, before and after school programs, or summer school;

(2) provide focused intervention to develop the reading skill;

(3) administer formative assessments to measure the success of the focused intervention; and

(4) inform the student's parent or guardian of activities that the parent or guardian may engage in with the student to assist the student in improving reading proficiency.

H. LEAs shall report to parents the student’s reading level at the end of third grade.

I. LEAs shall provide as part of the Clearinghouse Data Submission, the following information:

(1) the number of students in each of grades 1, 2 and 3 that were reading below grade level at the midpoint of the school year;

(2) the number of students in each grade level that were reading below grade level at the midpoint of the school year and who received reading remediation interventions;

(3) the name of each student in grades 1, 2 and 3 and a designation of whether the student is reading at grade level or below grade level; and

(4) the name of each student in grades 1, 2 and 3 who received reading interventions as required under R277-403-3G in the prior school year.

R277-403-4. LEA Responsibilities (Beginning with the 2012-2013 School Year).

A. LEAs shall administer the Board approved benchmark assessments at the beginning, in the middle, and at the end of grade one, grade two and grade three within testing windows determined by USOE.

B. At the beginning, in the middle and at the end of the school year, each LEA or school within an LEA, shall identify every student currently enrolled in the school who is in the first,

second or third grade who is not reading at grade level.

C. Reading testing windows for the beginning, middle and end testing periods shall be set by the USOE.

D. If a benchmark assessment or supplemental reading assessment indicates a student lacks competency in a reading skill, the LEA shall:

(1) provide notice to parents of student’s lack of competency;

(2) provide information to the parent or guardian regarding appropriate interventions available to the student outside regular instructional time that may include tutoring, before and after school programs, or summer school;

(3) provide focused intervention to develop the reading skill;

(4) administer formative assessments to measure the success of the focused intervention; and

(5) inform the student's parent or guardian of activities that the parent or guardian may engage in with the student to assist the student in improving reading competency.

E. LEAs shall report to parents in the beginning, by February 15, and at the end of grade one, grade two and grade three, assessment results.

F. LEAs shall also report to parents the student’s reading level at the end of third grade.

G. LEAs shall provide as part of the Clearinghouse Data Submission, the following information:

(1) the number of students in each of grades 1, 2 and 3 that were reading below grade level at the beginning, midpoint, and end of the school year;

(2) the number of students in each grade level that were reading below grade level at the midpoint of the school year and who received reading remediation interventions;

(3) the name of each student in grades 1, 2 and 3 and a designation of whether the student is reading at grade level or below grade level; and

(4) the name of each student in grades 1, 2 and 3 who received reading interventions as required under R277-403-3G in the prior school year.

R277-403-5. Board/USOE Responsibilities.

A. The Board shall designate one benchmark assessment for use statewide by all LEAs to assess the reading competency of students in grades one, two, and three for the beginning, midpoint and end of year assessments.

B. The USOE shall provide guidance to LEAs about valid and reliable assessments to be used for the midpoint supplemental assessments to assist in evaluating the reading grade level of students.

C. The USOE shall provide procedures for LEAs to determine expected reading levels of first, second and third grade students.

D. The USOE shall report and provide data to the Education Interim Committee consistent with Section 53A-1-606.6(3).

E. The Board shall contract with an educational technology provider, selected through a request for proposals process, for a diagnostic assessment system for reading for students in kindergarten through grade three that meets the requirements of

53A-1-606.7.

F. To the extent of funds available, the USOE shall select interested LEAs to use the diagnostic assessment for reading.

G. The USOE shall provide timelines to LEAs for notification to the USOE of:

(1) LEA selected assessments;

(2) student reading data required by law;

(3) assurance of compliance with all legislative and Board requirements as requested.

H. LEAs that select the assessment technology shall use the assessment consistent with Board directives.

I. The Board shall evaluate the diagnostic assessment system for reading by comparing the learning gains for students in LEAs that do not use the diagnostic assessment system for reading with LEAs that used the diagnostic reading assessment.

J. The Board shall submit a report to the Public Education Appropriations Subcommittee annually on or before November 30.

K. The Board shall make an annual report to the Public Education Appropriations Subcommittee as described in 53A-17a-150.

KEY: students, reading, competency
Date of Enactment or Last Substantive Amendment: 2013
Notice of Continuation: 2013
Authorizing, and Implemented or Interpreted Law: Art X, Sec 3; 53A-1-606.6(2); 53A-1-401(3)

R277. Education, Administration.

R277-406. K-3 Reading Improvement Program and the State Reading Goal.

R277-406-1. Definitions.

A. “Benchmark assessment” means an assessment given three times each year (beginning of the year, middle of the year, and end of the year) designed to give teachers information to plan appropriate instruction, evaluate the effects of that instruction, and to provide data about the extent to which students are prepared to be successful on the end of year Criterion Referenced Test.

B. “Board” means the Utah State Board of Education.

C. “Grade level in reading” means that a student gains adequate meaning from independently reading texts designed for instruction at that grade level.

D. “LEA” means a local education agency, including local school boards/public school districts and charter schools.

E. “LEA plan” means the K-3 Reading Achievement Program Plan submitted by public school districts and public charter schools.

F. “Midpoint of school year” means January 31 of the school year.

G. “Program” means the K-3 Reading Improvement Program.

H. “Program money” means funds allocated to an LEA through the K-3 Reading Improvement Program.

I. “School plan” means the K-3 Reading Achievement Program Plan submitted by a school, including charter schools.

J. “USOE” means the Utah State Office of Education

R277-406-2. Authority and Purpose.

A. This rule is authorized under Utah Constitution, Article X Section 3, which vests general control and supervision over public education in the Board, by Section 53A-1-401(3) which allows the Board to make rules in accordance with its responsibilities, and by Section 53A-17a-150(14)(a) which directs the Board to develop rules for implementing the K-3 Reading Improvement Program.

B. The purpose of this rule is to outline the responsibilities of USOE and LEAs for implementation of Section 53A-17A-150, K-3 Reading Improvement Program, and Section 53A-1-606.5, State Reading Goal-Reading Achievement Plan.

R277-406-3. Board/USOE Responsibilities.

A. The USOE shall provide model Program plans.

B. The Board shall approve the Program plans submitted by LEAs pursuant to R277-406-4A.

C. The Board shall develop uniform standards for acceptable growth goals that an LEA adopts.

D. The USOE shall prepare and disseminate a Program report at the end of each school year from information submitted by LEAs.

E. The Board shall make a report to the Public Education Appropriations Subcommittee that includes information on:

(1) student learning gains in reading for the past school year

and the previous five years;

(2) the percentage of third grade students reading on grade level in the past school year and the previous five years;

(3) progress of schools and school districts in meeting the goals in their K-3 Reading Improvement Plan(s);

(4) correlation between third grade students reading on grade level and results of third grade language arts scores on criterion-referenced test or computer adaptive test; and

(5) may include recommendations on how to increase the percentage of third grade students that read on grade level.

R277-406-4. Responsibilities of LEAs.

A. To receive Program money, each elementary school or school with K-3 grade levels shall submit a school plan to its local board or charter board, and each LEA shall submit an LEA plan to the Board for reading proficiency improvement that incorporates the following components:

(1) assessment;

(2) intervention strategies;

(3) research-based best-practices;

(4) professional development for classroom teachers in kindergarten through grade three;

(5) reading performance standards;

(6) opportunity for parents to receive materials and guidance to assist their child at home; and

(7) specific measurable, gain-score goals that include:

(a) a goal of having every student reading at grade level by the end of grade three;

(b) a growth goal for each public school based on student learning gains as measured by benchmark assessments administered to increase the percentage of students who are at or above grade level at the end of third grade pursuant to Section 53A-1-603(2)d;

(c) goals for kindergarten, first grade, second grade, and third grade for each public school based upon student learning gains. As of July 1, 2012 this gain score goal must be based on benchmark assessments administered pursuant to Section 53A-1-606.6; and

(d) a growth goal for each public school to increase the percentage of third grade students who read on grade level from year to year as measured by the third grade reading test administered pursuant to Section 53A-1-603.

(8) reporting to parents:

(a) effective July 1, 2012, at the beginning, in the middle, and at the end of grade one, grade two, and grade three, parents shall receive their child's benchmark assessment results as required by Section 53A-1-606.6; and

(b) at the end of the third grade year, parents shall be notified whether or not the child is at grade level in reading.

B. The school plan shall be created:

(1) for schools in a district, under the direction of the

school community council;

(2) for charter schools, under the direction of the charter school governing board.

C. Program money shall be used only for reading proficiency improvement and only for students in kindergarten, first grade, second grade, and third grade, and may be used to supplement but not supplant other programs.

D. Program money may be used for:

(1) reading assessments;

(2) focused reading interventions that have proven to significantly increase the percentage of students reading at grade level including the use of:

(a) reading specialists;

(b) tutoring;

(c) before or after school programs;

(d) summer school programs;

(e) the use of reading software;

(f) or the purchase of portable technology devices used to administer reading assessments; or

(g) the use of interactive computer software programs for literacy instruction and assessments for students.

E. An LEA that uses Program money in a manner that is inconsistent with these rules, Utah law, or established rules of fiscal accountability shall be directed to reimburse the Board for the amount of money improperly used or managed.

F. LEAs shall complete the report pursuant to R277-406-3D within timelines set by the USOE.

G. If for two consecutive years an LEA fails to meet its goal to increase the percentage of third grade students who read on grade level, the LEA shall not receive K-3 Reading Improvement Program money the following year, and an LEA shall terminate any levy imposed under Section 53A-17a-151.

H. An LEA that loses Program money due to a failure to meet its goal of increasing the percentage of third grade students at grade level may reapply for the Program money upon submission of a revised K-3 Reading Improvement Plan after one year of not receiving Program money.

I. An LEA shall provide data and information for the USOE’s year-end Program report to the Public Education Appropriations Subcommittee consistent with Section 53A-17a-150(16). LEAs shall report:

(1) progress in meeting gain score goals for kindergarten, first grade, second grade, and third grade, including information from the previous five years;

(2) progress in meeting the state goal of all students at or above grade level in reading at the end of third grade, including the previous five years; and

(3) how Program money was expended, by categories of expenditure.

KEY: reading, improvement, goal
Date of Enactment or Last Substantive Amendment: 2013
Notice of Continuation: 2013
Authorizing, and Implemented or Interpreted Law: Art X Sec 3; 53A-1-401(3); 53A-17a-150(14)(a)

R277. Education, Administration.
R277-407. School Fees.
R277-407-3. Classes and Activities During the Regular School Day.

A. No fee may be charged in kindergarten through sixth grades for materials, textbooks, supplies, or for any class or regular school day activity, including assemblies and field trips.

B. Textbook fees may only be charged in grades seven through twelve.

C. Fees may be charged to students in sixth grade only if the student attends a school that includes grades 7, 8, 9, 10, 11, or 12. All school and school district materials and information, including local board-approved fees and parent information, shall include notice that fees may be charged to sixth graders and fee waiver requirements apply.

D. If a class is established or approved which requires payment of fees or purchase of materials, tickets to events, etc., in order for students to participate fully and to have the opportunity to acquire all skills and knowledge required for full credit and highest grades, the class shall be subject to the fee waiver provisions of R277-407-6.

E. Students of all grade levels may be required to provide materials for their optional projects, but a student may not be required to select an optional project as a condition for enrolling in or completing a course. Project-related courses must be based upon projects and experiences that are free to all students.

F. Schools shall provide school supplies for K-6 students. A student may, however, be required to replace supplies provided by the school which are lost, wasted, or damaged by the student through careless or irresponsible behavior.

G. An elementary school or teacher may provide to parents or guardians a suggested list of supplies. The suggested list shall contain the express language in Section 53A-12-102(2)(c).

H. Secondary students may be required to provide their own student supplies, subject to the provisions of Section R277-407-6.

KEY: education, school fees
Date of Enactment or Last Substantive Amendment: 2013
Notice of Continuation: August 14, 2012
Authorizing, and Implemented or Interpreted Law: Art X Sec 3; 53A-12-102; 53A-12-201; 53A-12-204; 53A-11-806(2); Doe v. Utah State Board of Education, Civil No. 920903376

R277. Education, Administration.
R277-422. State Supported Voted Local Levy, Board Local Levy and Reading Improvement Program.
R277-422-3. Requirements and Timelines for State-Supported Voted Local Levy.

A. A local board may establish a state-supported voted local levy program following an election process that approves a special tax. The election process is provided for under Section 53A-17a-133(2).

B. Local boards which have approved voted local levy or voted leeway programs since 1965 may set an annual fiscal year fixed tax rate levy for the voted local levy equal to or less than the levy authorized by the election.

C. A school district may budget an increased amount of ad valorem property tax revenue from a voted local levy in addition to revenue from new growth without required compliance with the advertisement requirements if the voted local levy is or was approved:

(1) on or after January 1, 2003;

(2) within the four-year period immediately preceding the year in which the school district seeks to budget an increased amount of ad valorem property tax; and

(3) for a voted local levy approved or modified on or after January 1, 2009, the proposition submitted to the voters contains the following statement: A vote in favor of this tax means that (name of school district) may increase revenue from this property tax without advertising the increase for the next five years.

D. Any prior year voted and board local funding balance shall be used to increase the current guarantee for the board and voted local levy programs. Funding shall be distributed based on the increased guarantee per WPU.

E. State and local funds received by a local board under the voted local levy program are unrestricted revenue and may be budgeted and expended within the school district’s general fund.

F. In order to receive state support for an initial voted local levy tax rate, a local board shall receive voter approval no later than December 1 prior to the commencement of the fiscal year of implementation of that initial voted local levy tax rate.

G. If a school district qualifies for state support the year prior to an increase in its existing voted local levy; and:

(1) does not receive voter approval for an increase after June 30 of the previous fiscal year and before December 2 of the previous fiscal year; and

(2) intends to levy the additional rate for the fiscal year starting the following July 1; then

(3) the district shall only receive state support for the existing voted local levy tax rate and not the additional voter-approved tax rate for the fiscal year commencing the following July 1, and

(4) shall receive state support for the existing and additional voter-approved tax rate for each year thereafter, as long as the district qualifies to receive state support.

KEY: education, finance

Date of Enactment or Last Substantive Amendment: 2013
Notice of Continuation: October 5, 2012
Authorizing, and Implemented or Interpreted Law: Art X Sec 3; 53A-1-402(1)(f); 53A-1-401(3); 53A-17a-133; 53A-17a-164; 53A-17a-150; 53A-17a-151; 59-2-919

R277. Education, Administration.
R277-436. Gang Prevention and Intervention Programs in the Schools.
R277-436-1. Definitions.

A. “Student at risk” means any student who because of his individual needs requires some kind of uniquely designed intervention in order to achieve literacy, graduate and be prepared for transition from school to post-school options.

B. “Board” means the Utah State Board of Education.

C. “Gang” (as defined in this rule) means a group of three or more people who form an allegiance and engage in a range of anti-social behaviors that may include violent or unlawful activity or both. These groups may have a name, turf, colors, symbols, or distinct dress, or any combination of the preceding characteristics.

D. “Gang prevention” means instructional and support strategies, activities, programs, or curricula designed and implemented to provide successful experiences for youth and families. These components shall promote cultural and social competence, self-management skills, citizenship, preparation for life skills, academic achievement, literacy, and interpersonal relationship skills required for school completion and full participation in society.

E. “Gang intervention” means specially designed services required by an individual student experiencing difficulty in cultural and social competence, self-management skills, citizenship, preparation for life skills, academic achievement, literacy, and interpersonal relationships within or outside of the school which may impact the individual's susceptibility to gang membership or gang-like activities or both.

F. “Gang Prevention and Intervention Program:” means specifically designed projects and activities to help at-risk students stay in school and enhance their cultural and social competence, self-management skills, citizenship, preparation for life skills, academic achievement, literacy, and interpersonal relationship skills required for school completion and full participation in society.

G. “In kind services” means those materials, staff and equipment which are required to develop and implement gang prevention and intervention services, strategies, activities, programs, and curricula with individual students, families, or both. In kind services do not include office space and related office support.

H. “Superintendent” means the State Superintendent of Public Instruction.

I. “USOE” means the Utah State Office of Education.

R277-436-2. Authority and Purpose.

A. This rule is authorized by Utah Constitution Article X, Section 3 which vests general control and authority over public education in the Board, by Section 53A-17a-166(1)(b) which appropriates funds to be used for Gang Prevention and Intervention Programs in the schools, and Section 53A-1-401(3) which allows the Board to adopt rules in accordance with its responsibilities.

B. The purpose of this rule is to establish standards and procedures for distributing funding for gang prevention and intervention programs in public schools.

R277-436-3. Application, Distribution of Funds, and Administrative Support.

A. Awards shall be made to individual schools and funds allocated to charter schools or to school districts to distribute to designated schools.

B. School districts may submit a single district-wide proposal for one or more schools within the district. The proposal shall:

(1) provide for distribution of funds to individual schools; and

(2) provide explanations of prevention and intervention activities and strategies planned for individual schools.

C. Charter schools may submit independent or joint proposals.

D. School districts or charter schools or charter consortia may utilize up to ten percent of their funding under the rule for the following specific purposes:

(1) administrative oversight;

(2) professional development for licensed and non-licensed employees who work directly in gang prevention/intervention activities; and

(3) professional and technical services.

E. Proposals/applications shall be provided by the USOE.

F. Awards per school shall be based on funds available.

G. Priority shall be given to applications reflecting interagency and intra-agency collaboration.

H. Proposals receiving funding shall be notified by July 1.

I. Schools or joint school applications that were funded and complied with all requirements of law and rule may reapply in subsequent years using an abbreviated proposal form provided by the USOE.

J. The USOE may retain up to five percent of the annual legislative appropriation for the following specific purposes:

(1) an amount not to exceed 2.5 percent for:

(a) site visits; and

(b) professional development, as determined and guided by the USOE.

(2) an amount not to exceed 2.5 percent for:

(a) administrative oversight; and

(b) statewide coordination training.

R277-436-4. Evaluation and Reports.

A. School districts and charter schools or consortia shall provide the USOE with a year-end evaluation report by June 30 for the previous fiscal year.

B. The year-end report shall include:

(1) an expenditure report;

(2) a narrative description of all activities funded;

(3) copies of any and all products developed;

(4) effectiveness report detailing evidence of individual and overall program impact on gang and gang-related activities and

involvement; and

(5) other information or data as required by the USOE.

C. The USOE may require additional evaluation or audit procedures from the grant recipient to demonstrate use of funds consistent with the law and Board rules.

R277-436-5. Waivers.

The Superintendent may grant a written request for a waiver of a requirement or deadline which a district or school finds unduly restrictive.

KEY: public schools, disciplinary problems, students at risk, gangs
Date of Enactment or Last Substantive Amendment: August 8, 2011
Notice of Continuation: 2013
Authorizing, and Implemented or Interpreted Law: Art X Sec 3; 53A-17a-166(1)(b); 53A-1-401(3)

R277. Education, Administration.
R277-445. Classifying Small Schools as Necessarily Existent.
R277-445-3. Standards.

A. A school may be classified as necessarily existent if it meets the following standards:

(1) the average daily membership for the school does not exceed:

(a) 160 for elementary schools, including kindergarten at a weighting of .55 per average daily membership; or

(b) 300 for one or two-year secondary schools; or

(c) 450 for three-year secondary schools; or

(d) 500 for four-year secondary schools; or

(e) 600 for six-year secondary schools.

(2) the school meets the criteria of Subsection 3(A)(1) and one-way bus travel over Board approved bus routes for any student from the assigned school to the nearest school within the district of the same type requires:

(a) students in kindergarten through grade six to travel more than 45 minutes;

(b) students in grades seven through twelve to travel more than one hour and 15 minutes.

(3) the school meets the criteria of Subsection 3(A)(1) for grades K-6 if it is an elementary school or grades 7-12 if it is a secondary school except as provided below:

(a) schools with less than six grades are not recognized as necessarily existent small schools if it is feasible in terms of school plant to consolidate them into larger schools and if consolidated would not meet the criteria listed in Subsections 3(A)(1) and 3(A)(2) above;

(b) a secondary complex or attendance area which when analyzed on a 7-12 grade basis, meets the criteria of necessarily existent, shall not have its qualifying status invalidated by a reorganization pattern determined by a district;

(c) in unusual circumstances, where in the judgment of a panel of at least five USOE staff members designated by the Superintendent, the existing conditions warrant approval of a middle school, such a school may be designated by the Superintendent as a necessarily existent small school, provided it meets the criteria listed in Subsection 3(A)(1) above or 3(A)(4) below.

(4) the school meets the criteria of Subsection 3(A)(1), may not meet the criteria of Subsection 3(A)(2), but is in a district which has been consolidated to the maximum extent possible, and activities in cooperation with neighboring districts within or across county boundaries are appropriately combined;

(5) the school meets the criteria of Subsection 3(A)(1), does not meet the criteria of Subsections 3(A)(2), but there is evidence acceptable to the Superintendent of increased growth in the school sufficient to take it out of the small school classification within a period of three years.

(a) The school may be classified as necessarily existent until its ADM surpasses the size standard for small schools of the same type.

(b) The school's ADM shall be annually compared to the

school's projected ADM to determine increases or decreases in enrollment.

(c) An increase in the school's ADM shall be 80 percent of the projected annual increase. If the assessment for the first or second year shows the increase in the ADM is less than 80 percent, the school shall no longer be classified as necessarily existent;

(6) the school meets both the criteria of Subsection 3(A)(1) and at least the accredited with comment level of Board accreditation standards (as provided in R277-410, R277-411, and R277-412), does not meet the criteria of Subsections 3(A)(2), 3(A)(3), 3(A)(4), or 3(A)(5), but there is evidence as determined by the Superintendent that consolidation may result in undesirable social, cultural, and economic changes in the community, and:

(a) the school has a safe and educationally adequate school facility with a life expectancy of at least ten years, as judged, at least every five years, by the USOE after consultation with the district; or

(b) the district shall incur construction costs by combining a school seeking necessarily existent small school status with an existing school and such construction and land costs exceed the insurance replacement value of the exiting school by 30 percent. The existing school shall have a life expectancy of at least ten years. In the event that the ADM from the school seeking necessarily existent small school status when combined with the ADM at the existing school exceed criteria in R277-445-3A(1), the existing school would be disqualified.

(c) schools qualifying under standard (b) above shall be evaluated every five years.

(7) the school meets the criteria of Subsection 3(A)(1), does not meet the criteria of Subsections 3(A)(2), 3(A)(3), 3(A)(4), 3(A)(5), or 3(A)(6), and the removal of the necessarily existent status results in capital costs which the school district cannot meet within three years when utilizing all funds available from local, state, or federal sources or a combination of the sources.

B. Any prior year funding balance in the Necessarily Existent Small Schools Program shall be distributed by the USOE in the current year using a formula that considers the tax effort of a local board of education.

C. Additional WPU funds allocated to school districts for necessarily existent small schools shall be utilized for programs at the school for which the units were allocated. The funds must supplement and not supplant other funds allocated to special schools by the local board of education.

D. Schools shall be classified after consultation with the district and in accordance with applicable state statutes and Board standards.

KEY: school enrollment, educational facilities
Date of Enactment or Last Substantive Amendment: 2013
Notice of Continuation: August 14, 2012
Authorizing, and Implemented or Interpreted Law: Art X Sec 3; 53A-1-401(3); 53A-17a-109(1)

R277. Education, Administration.
R277-484. Data Standards.
R277-484-1. Definitions.

A. "Annual Financial Report" means an account of LEA revenue and expenditures by source and fund sufficient to meet the reporting requirements specified in Section 53A-1-301(3)(d) and (e).

B. "Annual Program Report" means an account of LEA revenue and expenditures by source and program sufficient to meet the reporting requirements specified in Section 53A-1-301(3)(d) and (e).

C. "Board" means the Utah State Board of Education.

D. "Comprehensive Administration of Credentials for Teachers in Utah Schools (CACTUS)" means the database maintained on all licensed Utah educators. The database includes information such as:

(1) personal directory information;
(2) educational background;
(3) endorsements;
(4) employment history;
(5) professional development information;
(6) completion of employee background checks; and
(7) a record of disciplinary action taken against the educator.

E. "Data Warehouse" means the database of demographic information, course taking, and test results maintained by the USOE on all students enrolled in Utah schools.

F. "EDEN" means the Education Data Exchange Network, the mechanism by which state education agencies are mandated to submit data to the U.S. Department of Education.

G. "ESEA" means the federal Elementary and Secondary Education Act, also known as the No Child Left Behind Act.

H. "LEA" means local education agency, including local school boards/public school districts, charter schools, and, for purposes of this rule, the Utah Schools for the Deaf and the Blind.

I. "MSP" means Minimum School Program, the set of state support K-12 public school funding programs.

J. "MST" means Mountain Standard Time.

K. "Schools interoperability framework (SIF)" means an open global standard for seamless, real time data transfer and usage for Utah public schools.

L. "Student information system (SIS)" means a student data collection system used for Utah public schools.

M. "USOE" means Utah State Office of Education.

N. "Utah eTranscript and Record Exchange (UTREx)" means a system that allows individual detailed student records to be exchanged electronically between public education LEAs and the USOE, and allows electronic transcripts to be sent to any post-secondary institution, private or public, in-state or out-of-state, that participates in the e-transcript service.

O. "Year" means both the school year and the fiscal year for LEAs in Utah, which runs from July 1 through June 30.

R277-484-2. Authority and Purpose.

A. This rule is authorized by Utah Constitution Article X,

Section 3 which vests general control and supervision of public education in the Board, and by Section 53A-1-401(3) which permits the Board to adopt rules in accordance with its responsibilities and specifically allows the Board to interrupt disbursements of state aid to any LEA which fails to comply with rules.

B. The Board, through its chief executive officer, the State Superintendent of Public Instruction, is required to perform certain data collection related duties essential to the operation of statewide educational accountability and financial systems as mandated in state and federal law.

C. The purpose of this rule is to support the operation of required educational accountability and financial systems by ensuring timely submission of data by LEAs.

R277-484-3. Deadlines for Data Submission.

For the purpose of submission of student level data, each Utah LEA shall participate in UTREx. LEAs shall submit data to the USOE as directed by the USOE through the following reports by 5:00 p.m. MST on the date and in the format specified by the USOE:

A. February 28 - Community Development and Renewal Agency and/or Redevelopment Agency Taxing Entity Committee Representative List.

B. June 15

(1) Immunization Status Report (to Utah Department of Health) - final;

(2) Safe School Incidents Report - for current year.

C. June 29 - CACTUS - final update for current year.

D. July 1

(1) Fire Drill Compliance Statement - for prior year;

(2) Other Emergency (Earthquake and School Violence) Drills Compliance Statement - for prior year;

(3) Emergency Preparedness Compliance Statement - for prior year;

(4) Emergency Response Plan - for prior year.

E. July 7 - UTREx - final comprehensive update for prior year.

F. July 15

(1) Adult Education - final report for prior year;

(2) Classified Personnel Report – for prior year;

(3) Driver Education Report – for prior year;

(4) ESEA Choice and Supplemental Services Report – for prior year;

(5) Fee Waivers Report – for prior year;

(6) Home Schooled Students Report - for prior year;

(7) Teacher Benefits Report – for prior year;

(8) Pupil Transportation Statistics - for prior year:

(a) Bus Inventory Report;

(b) Year End Pupil Transportation Statistics Reports;

(9) Copy of local school board-adopted budget - for next fiscal year, unless the local school board provides documentation of planned truth-in-taxation process.

G. August 15 - copy of the local school board-adopted budget - for next fiscal year, if the local school board provides documentation of planned truth-in-taxation process.

H. September 15

(1) Membership Audit Report – for prior year;
(2) Adult Education - Financial Audit for prior year.
I. October 1
(1) Annual Financial Report (AFR) - for prior year;
(2) Annual Program Report (APR) - for prior year;
(3) Annual assurance letter required for compliance information and documentation for identified programs and funds, pursuant to R277-108.
J. Seven business days after October 1 - UTREx - complete update required as of October 1 for current year.
K. October 15 - UTREx - revised update as of October 1 for current year, if significant errors are identified by the USOE or the LEA.
L. November 1
(1) Enrollment and Transfer Student Documentation Audit Report – for current year;
(2) Immunization Status Report – for current year;
(3) Pupil Transportation Statistics for state funding:
(a) Schedule A1 (Miles, Minutes, Students Report) - projected for current year;
(b) Schedule B (Miscellaneous Expenditure Report) - for prior year;
(4) Negotiations report - for current year.
M. November 15
(1) CACTUS - update for current year; and
(2) Free and Reduced Price Lunch Enrollment Survey - as of October 31 for current year.
N. November 30 – Financial Audit Report - for prior year.
O. Seven business days after December 1 - UTREx - complete update required as of December 1 for current year.
P. December 15 - Bus Driver Credentials Report – for current year.
M. December 15 - UTREx - revised update as of December 1 for current year if significant errors are identified by the USOE or the LEA.

R277-484-4. Adjustments to Deadlines.
A. Deadlines in R277-484 that fall on a weekend or state holiday in a given year shall be moved to the first workday after the date specified for that year.
B. An LEA may seek an extension of a deadline to ensure continuation of funding and provide more accurate information to allocation formulas by submitting a written request to the USOE. The request shall be received by the USOE Director of School Finance at least 24 hours before the specified deadline in Section 3 and include:
(1) The reason(s) for the extension request;
(2) The signatures of the LEA business administrator and LEA superintendent/director; and
(3) The date by which the LEA shall submit the report.
C. In processing the request for the extension, the USOE Director of School Finance shall:
(1) Take into consideration the pattern of LEA compliance with reporting deadlines and the urgency of the need for the data to be

submitted; and either

(2) Approve the request and allow the MSP fund transfer process to continue; or

(3) Recommend denial of the request and forward it to the USOE Associate Superintendent for Business and Operations for a final decision on whether or not to stop the MSP fund transfer process.

D. If, after receiving an extension, the LEA fails to submit the report by the designated date, the MSP fund transfer process shall be stopped and the procedure described in Section 8 shall apply.

E. Extensions shall apply only to the report(s) and date(s) specified in the request.

F. Exceptions - Deadlines for the following reports may not be extended:

(1) CACTUS Update:

(a) June 29;

(b) November 15.

(2) UTREx Update:

(a) July 7 UTREx - final comprehensive update for prior year;

(b) Seven business days after October 1 UTREx - complete update required as of October 1;

(c) October 15 UTREx - revised update as of October 1;

(d) Seven business days after December 1 UTREx - complete update required as of December 1;

(e) December 15 UTREx - revised update as of December 15.

R277-484-5. Official Data Source and Required LEA Compatibility.

A. The USOE shall load operational data collections into the Data Warehouse as of the submission deadlines specified.

B. The Data Warehouse shall be the sole official source of data for annual:

(1) school performance reports required under Section 53A-3-602.5;

(2) determination of adequate yearly progress as required under the Utah Comprehensive Accountability System (UCAS); and

(3) submission of data files to the U.S. Department of Education via EDEN.

C. LEAs shall use a USOE-approved SIS to ensure compatibility with USOE data collection systems. The USOE maintains a list of approved student information systems.

(1) Prior to the USOE granting approval for an LEA to initiate or replace a student information system that was not previously approved, the LEA shall comply with the following:

(a) LEA shall send written request for approval to USOE's Director of Information Technology;

(b) LEA shall submit documentation to the USOE that the new or modified student information system is School Interoperability Framework (SIF) certified;

(c) LEA shall submit documentation to the USOE that a SIF agent can meet the UTREx specifications profile for Vertical Reporting Framework (VRF), and eTranscripts;

(d) LEA shall ensure that a new student information system can generate valid data collection by submitting an actual file to the USOE for review;

(e) LEA shall ensure that the new student information system can generate the Statewide Student Identifier (SSID) request file by submitting an actual file to the USOE for review.

(2) The USOE shall review documentation and grant or deny requests within 30 calendar days.

(3) LEA requests and approval shall be completed by January 15 of the school year prior to the year the LEA proposes to use the software for production data. Approved replacement systems shall run in parallel for a period of at least three months to a state-approved system and be able to generate duplicate reports to previously generated information.

D. No later than October 1, 2013, all public education LEAs shall begin submitting daily updates to the USOE Clearinghouse using all School Interoperability Framework (SIF) objects defined in the UTREx Clearinghouse specification. Noncompliance with this requirement may result in interruption of MSP funds consistent with R277-484-8.

E. All public high school transcripts requested by public education post-secondary schools shall be electronically submitted to those public education post-secondary schools if the post-secondary schools are capable of receiving transcripts through the electronic transcript service designated by the USOE. This process is mandatory for all public high schools as of October 1, 2013.

R277-484-6. Use of Data for Allocation of Funds.

The USOE School Finance Section shall publish by June 30 annually on its website a description of how data shall be used to allocate funds to LEAs in each MSP program in the following fiscal year.

R277-484-7. Adjustments to Summary Statistics Based on Compliance Audits.

A. For the purpose of allocating MSP funds and projecting enrollment, LEA level aggregate membership and fall enrollment counts may be modified by the USOE on the basis of the values in the Membership and Enrollment audit reports, respectively, when a USOE audit report review team agrees that an adjustment is warranted by the evidence of an audit:

(1) the audit report review team shall make its determination within 60 working days of the authorized audit report deadline;

(2) values can only be adjusted downward when audit reports are received after the authorized deadlines.

R277-484-8. Financial Consequences of Failure to Submit Reports on Time.

A. If an LEA fails to submit a report by its deadline as specified in Section 3, consistent with procedures outlined in R277-114, the USOE shall stop the MSP fund transfer process on the day after the deadline, unless the LEA has obtained an extension of the deadline in accordance with the procedure described in Section 4, to the following extent:

(1) 10% of the total monthly MSP transfer amount in the first month, 25% in the second month, and 50% in the third and subsequent months for any report other than June 15 Immunization Status

report.

(2) Loss of up to 1.0 WPU from Kindergarten or Grades 1-12 programs, depending on the grade level and aggregate membership of the student, in the current year Mid Year Update for each student whose prior year immunization status was not accounted for in accordance with Utah Code 53A-11-301 as of June 15.

B. If the USOE has stopped the MSP fund transfer process for an LEA, the USOE shall:

(1) upon receipt of a late report from that LEA, restart the transfer process within the month (if the report is submitted by 10:00 a.m. on or before the tenth working day of the month) or in the following month (if the report is submitted after 10:00 a.m. on or after the tenth working day of the month); and

(2) appropriately inform the Board at its next regularly scheduled meeting.

(3) inform the chair of the governing board if LEA staff are not responsive in correcting ongoing problems with data.

KEY: data standards, reports, deadlines
Date of Enactment or Last Substantive Amendment: 2013
Notice of Continuation: December 31, 2012
Authorizing, and Implemented or Interpreted Law: Art X Sec 3; 53A-1-401(3); 53A-1-301(3)(d) and (e)

R277. Education, Administration.
R277-477. Distribution of Funds from the Interest and Dividend Account and Administration of the School LAND Trust Program.
R277-477-1. Definitions.

A. “Approving Entity” means the school district, University, or other legally authorized entity that approves or rejects plans for a district or charter school.

B. “Board” means the Utah State Board of Education. The Board is the primary beneficiary representative and advocate for beneficiaries of the School Trust corpus and the School LAND Trust Program.

C. “Chartering Entity” means the school district, Board, university, or other entity authorized to charter a charter school.

D. “Charter trust land council” means a council comprised of a two person majority of elected parents or guardians of students attending the charter school and may include other members, as determined by the board of the charter school. The governing board of a charter school may serve as a charter trust land council if the board membership includes at least two more parents or guardians of students currently enrolled at the school than all other members combined consistent with Section 53A-16-101.5. If not, the board of the charter school shall develop a school policy governing the election of a charter trust land council. R277-491 does not apply to charter trust land councils.

E. “Councils” means school community councils and charter trust lands councils.

F. “Fall enrollment report” means the audited census of students registered in Utah public schools as reported in the audited October 1 Fall Enrollment Report from the previous year.

G. “Funds” means interest and dividend income as defined under Section 53A-16-101.5(2).

H. “Interest and Dividends Account” means a restricted account within the Uniform School Fund created under Section 53A-16-101 established to collect interest and dividends from the permanent State School Fund until the end of the fiscal year. The funds are distributed to school districts, charter schools and the USDB through the School LAND Trust Program at the beginning of the next fiscal year.

I. “Local board of education” means the locally-elected board designated in Section 53A-3-101 that makes decisions and directs the actions of local school districts and is directed in Section 53A-16-101.5(5)(b) to approve School LAND Trust plans for schools under the local board's authority.

J. “Most critical academic needs” for purposes of this rule means academic needs identified in an individual school’s improvement plan developed consistent with Section 53A-1a-108.5 or identified in the school charter.

K. “School Children's Trust Section” means employees who report to the State Superintendent of Public Instruction (Superintendent) or Superintendent's designee and have responsibilities as outlined in Sections 53A-16-101.5 and 53A-16-101.6.

L. “School community council” means the council organized at each school district public school as established in Section

53A-1a-108 and R277-491. The council includes the principal, school employee members and parent members. There shall be at least a two parent member majority.

M. “State Charter School Board (SCSB)” means the board designated under Section 53A-1a-501.5 that has responsibility for making recommendations regarding the welfare of charter schools to the Board.

N. “State Superintendent of Public Instruction (Superintendent)” means the individual appointed by the Board as provided for in Section 53A-1-301(1) to administer all programs assigned to the Board in accordance with the policies and the standards established by the Board.

O. “Student” means a child in public school grades kindergarten through twelve counted on the audited October 1 Fall Enrollment Report of the school district, charter school, or USDB.

P. “USDB” means the Utah Schools for the Deaf and the Blind.

Q. “USOE” means the Utah State Office of Education.

R277-477-2. Authority and Purpose.

A. This rule is authorized by Utah Constitution Article X, Section 3 which places general control and supervision of the public school system under the Board, by Section 53A-16-101.5(3)(c) which allows the Board to adopt rules regarding the time and manner in which the student count shall be made for allocation of school trust land funds, and by Section 53A-1-401(3) which allows the Board to adopt rules in accordance with its responsibilities.

B. The purpose of this rule is to:

(1) provide financial resources to public schools to enhance or improve student academic achievement and implement an academic component of the school improvement plan;

(2) involve parents and guardians of a school's students in decision making regarding the expenditure of School LAND Trust Program money allocated to the school;

(3) provide direction in the distribution from the Interest and Dividends Account created in Section 53A-16-101 and funded in Section 53A-16-101.5(2);

(4) provide for appropriate and adequate oversight of the expenditure and use of School LAND Trust monies by designated local boards of education, chartering entities, and the Board;

(5) provide for:

(a) reviewing and monitoring of funds and revenue generated by school trust lands and the permanent State School Fund;

(b) compliance by councils with requirements in statute and Board rule; and

(c) allocation of the monies as provided in Section 53A-16-101.5(3)(c) based on student count.

(6) define the roles, duties, and responsibilities of the School Children's Trust Section within the USOE.

R277-477-3. Distribution of Funds - Local Board or Local Charter Board Approval of School LAND Trust Plans.

A. All public schools receiving School LAND Trust Program funds shall have a council as required by Sections 53A-1a-108 and R277-491, a charter school trust lands council as required in

53A-16-101.5 (7), or have a local board approved exemption under R277-491-3(C). District public schools and charter schools shall submit a Principal Assurance Form, as described in R277-491(5)(a).

B. All charter schools that elect to receive School LAND Trust funds shall have a charter trust lands council, develop an academic plan in accordance with the school charter, and report the date when the charter trust lands council and charter board approved the plan. Plans shall be submitted on the School LAND Trust Program website no later than May 1.

C. Local boards of education or the other approving entity shall consider plans annually and may approve or disapprove a school plan. If a plan is not approved, the approving entity shall provide a written explanation of why the plan was not approved and request a revised plan for reconsideration, consistent with Section 53A-16-101.5.

D. Information on each school's plan to address most critical academic needs shall be completed via the School LAND Trust website maintained through the USOE for accurate and uniform reporting.

E. Plans shall be electronically submitted to the USOE on the School LAND Trust Program website, including a record of the vote by the school community council or charter trust land council when the school plan was approved including the date of the vote, votes for, against, and absent, consistent with Section 53A-16-101.5.

E. To facilitate submission of information by schools, each school board shall establish a school district submission date for the school district schools not later than May 1 of each year. Timelines shall allow for school committee reconsideration and amendment of the school plan following local board of approving entity explanation or plan rejection.

F. Funds shall only be distributed to schools with plans approved by the approving entity.

G. Prior to distribution of funds, the School Children's Trust Section shall ensure that plans include academic goals, specific steps to meet those goals, measurements to assess improvement and specific expenditures focused on student academic improvement. Funds shall not be distributed until schools have an approved plan to use their funds to enhance or improve a school's academic excellence consistent with Section 53A-16-101.5 and R277-477. For charter schools, the School Children’s Trust Section shall provide notice to the SCSB of changes required of charter schools for compliance with state law and Board rule.

H. Examples of successful plans using School LAND Trust Program monies include programs focused on:

(1) credit recovery courses and programs;

(2) study skills classes;

(3) college entrance exam preparation classes;

(4) academic field trips;

(5) classroom equipment and materials such as flashcards, math manipulatives, calculators, microscopes, maps or books;

(6) teachers, teacher aides, and student tutors;

(7) professional development directly tied to school academic goals;

(8) student focused educational technology, including hardware and software, computer carts and work stations;

(9) books, textbooks, workbooks, library books, bookcases, and audio-visual materials;

(10) student planners; and

(11) nominal student incentives that are academic in nature or of marginal total cost.

I. Examples of plans ineligible for School LAND Trust Program funding include, but are not limited to:

(1) security;

(2) phone, cell phone, electric, and other utility costs;

(3) behavior, character education, bullying prevention;

(4) sports and playground equipment;

(5) athletic or intermural programs;

(6) extra-curricular non-academic expenditures;

(7) audio-visual systems in non-classroom locations;

(8) non-academic field trips;

(9) food and drink for council meetings or parent nights;

(10) printing and mailing costs for notices to parents;

(11) accreditation, administrative, clerical, or secretarial costs;

(12) cash or cash equivalent incentives for students;

(13) other furniture; and

(14) staff bonuses.

J. Schools serving students with disabilities may use funds as needed to directly influence and improve student performance according to the students' Individual Education Plans (IEPs).

K. The school trust is intended to benefit all of Utah's school children. Councils are encouraged to design and implement plans in a way to benefit all children at each school.

L. School districts and charter schools wishing to submit information to the School LAND Trust website through a comprehensive electronic plan shall meet the parameters for programming and data entry required by the USOE. They shall review School LAND Trust plans on the USOE website prior to local board of education or chartering entity approval to ensure information consistent with the law has been downloaded by individual schools into the electronic plan visible on the School LAND Trust Program website.

M. A form that includes the names of members of the council shall be signed by members of the council to indicate their involvement in implementing the current School LAND Trust plan and developing the school plan for the upcoming year. The form shall be uploaded to the database by the principal, director, or school district employee.

N. When approving school plans on the School LAND Trust Program website, the approving entity shall report the meeting date(s) when the approving entity approved the plans.

R277-477-4. Distribution of Funds - Determination of Proportionate Share.

A. A designated amount appropriated by the Legislature from the Interest and Dividends Account shall be used to fund the School Children's Trust Section, the administration of the program and other duties outlined in this rule, Sections 53A-16-101.5 and 53A-16-101.6 Any unused balance initially allocated for School LAND

Trust Program administration shall be deposited in the Interest and Dividends Account for future distribution to schools in the School LAND Trust Program.

B. Funds shall be distributed to school districts and charter schools as provided under Section 53A-16-101.5(3)(a). The distribution shall be based on the state's total fall enrollment as reflected in the audited October 1 Fall Enrollment Report from the previous school year.

C. Each school district shall distribute funds received under R277-477-3A to each school within each school district on an equal per student basis.

D. Charter schools shall receive funding from the USOE on a per pupil basis, provided that each charter school receives at least 1/25 of one percent of the total available to charter schools as a group. The remainder of the distribution to charter schools shall be allocated to all charter schools that do not receive the minimum amount, on a per pupil basis.

E. Local boards of education shall adjust distributions, maintaining an equal per student distribution within a school district for school openings and closures and for boundary changes occurring after the audited October 1 Fall Enrollment Report of the prior year.

F. If a school chooses not to apply for School LAND Trust Program funds nor meet the requirements for receiving funds, the funds allocated for that school shall be retained at USOE and included with the statewide distribution for the following school year.

G. Local boards and school districts shall ensure timely notification to chairs and principals of the availability of the funds to schools with approved plans.

H. Plans submitted by the USDB governing board shall be reviewed and approved by the School Children's Trust Section and reported to the State Superintendent or designee.

R277-477-5. School LAND Trust Program: Implementation of Plans and Required Reporting.

A. Schools shall make full good faith efforts to implement the plan as approved.

B. The school community council or charter school trust land council may amend a current year plan when necessary. The council shall amend the plan by a majority vote of a quorum of the council. A school’s website shall show an amended plan.

C. Funds not used in the school approved plan may be carried over by the school to the next school year and added to the School LAND Trust Program funds available for expenditure in that school the following year.

D. Schools shall provide an explanation for any carry over that exceeds one-tenth of the school's allocation in the school plan or report. Districts and schools with consistently large carryover balances over multiple years are not making adequate and appropriate progress on their plans, and shall be subject to compliance review findings and corrective action. E. District and charter school business officials shall enter prior year audited expenditures by category on the School LAND Trust website

on or before October 15th. The expenditure data shall appear in the final reports submitted online by principals for reporting to parents as required in Section 53A-1a-108.

F. Expenditures made after the close of the fiscal year shall be accounted for as expenditures in the following fiscal year.

G. Final reports shall be submitted by schools on the website by November 15.

R277-477-6. School LAND Trust Program - School Children's Trust to Review Compliance.

A. The financial report in each school final report shall be reviewed by the School Children's Trust Section for consistency with the narrative submitted by that council.

B. Final reports indicating that funds from the School LAND Trust Program were expended inconsistent with the requirements and academic intent of the law, inconsistent with R277-477 or R277-491 and/or inconsistent with the school board/charter board approved plan shall be listed by the School Children's Trust Section and reported to the district contact, district superintendent, and local board or charter board president annually.

C. USOE staff may visit schools receiving funds from the School LAND Trust Program as directed by the Superintendent to discuss the program, receive information and suggestions, provide training, and answer questions.

D. Annual compliance reviews shall be conducted to review expenditure of funds relative to the approved plan and allowable expenses.

E. The School Children’s Trust Section shall report annually to the Board Audit Committee on compliance review findings and other compliance issues. The Board Audit Committee shall make determinations regarding questioned costs and corrective action, following review and consideration of compliance and financial reviews conducted by the School Children's Trust Section.

F. The State Board Audit Committee may reduce or eliminate funds if a school has failed to comply with code or Board rule.

KEY: schools, trust lands funds
Date of Enactment or Last Substantive Amendment: 2013
Notice of Continuation: 2013
Authorizing, and Implemented or Interpreted Law: Art X Sec 3; 53A-16-101.5(3)(c); 53A-1-401(3)

R277. Education, Administration.
R277-489. Early Intervention Program.
R277-489-1. Definitions.

A. “Adaptive learning technology and assessments” means technology tools and software that adjust the presentation of educational material according to students’ weaknesses and strengths, as indicated by student responses to questions.

B. “Board” means the Utah State Board of Education.

C. “Early intervention program” means a program that provides additional instruction to kindergarten age students either as an extended period before or after school, on Saturdays, during the summer, or through other means.

D. “Enrollment” means class enrollment of not more than the student enrollment of other kindergarten classes within the school.

E. “Kindergarten readiness assessment” means an assessment based on research and data that determines a child’s readiness to begin kindergarten, as determined by the school district or charter school.

F. “LEA” means a local education agency, including local school boards/public school districts and charter schools.

G. “LEA plan” means the Early Intervention Program plan submitted by LEAs and approved and accepted for funding by the Board.

H. “Program” means the Early Intervention Program.

I. “Student learning gains” means the score a student obtains by comparing performance on a pre-test at the beginning of an intervention to the performance on a post-test at the end of an intervention (post-test score minus pre-test score equals learning gains score).

J. “USOE” means the Utah State Office of Education.

R277-489-2. Authority and Purpose.

A. This rule is authorized by Utah Constitution Article X, Section 3 which vests general control and supervision of public education in the Board, by Section 53A-1-401(3) which permits the Board to adopt rules in accordance with its responsibilities, and by Section 53A-17a-167 which directs the Board to distribute funds appropriated for the Early Intervention Program, consistent with state law, to LEAs that apply for the funds.

B. The purpose of this rule is to establish criteria and procedures for application and reporting procedures to administer the early intervention program.

R277-489-3. Board/USOE Responsibilities.

A. The Board shall accept applications from LEAs for Early Intervention Programs delivered through enhanced kindergarten programs that satisfy the requirements of Section 53A-17a-167 and the provisions of this rule.

(1) The USOE shall accept applications annually beginning on June 1 for the 2012-2013 school year and April 1 in subsequent years and closing as determined by the USOE.

(2) The Board shall select charter schools with the greatest need for an enhanced kindergarten program in consultation with the State Charter School Board.

(3) The Board shall distribute funds to eligible charter schools based on a formula identifying the percentage of students in public schools and the percentage of students with the greatest need for an enhanced kindergarten program consistent with Section 53A-17a-167(4)(a).

(4) The Board shall distribute funds to eligible school districts by determining the number of students eligible to receive free lunch in the prior school year for each school district and prorating the remaining funds based on the number of students eligible to receive free lunch in each school district.

(5) All funds shall be distributed consistent with USOE established timelines.

(6) The USOE shall require pre and post-assessments from all funded programs and year-end data.

(7) The USOE shall require year-end data and a report from funded programs.

B. The Board shall select one or more technology providers through an RFP to provide adaptive learning technology and assessments for readingfor students in kindergarten through grade 3.

(1) The USOE shall accept applications from LEAs for grants to be used to purchase Board-selected adaptive learning technology and assessments for reading for students in kindergarten through grade 3.

(2) A school district or charter school that received a license for an adaptive learning technology in a previous school year shall be given priority to receive an equivalent license in subsequent years.

(3) The USOE shall require pre and post-assessments from all participating LEAs.

(4) The USOE shall require an annual report from all participating LEAs that assesses the impact of the adaptive learning technology and assessments or adaptive computer program for literacy instruction used by the LEA, including final testing data and student learning gain scores.

(5) The Board shall report final testing data and student learning scores regarding adaptive learning technology and assessments or adaptive computer program for literacy instruction on or before November 1, 2012 and every year thereafter to the Education Interim Committee and the Governor.

R277-489-4. LEA Responsibilities.

A. LEA applications for Early Intervention Programs shall include:

(1) names of schools for which Program funds shall be used;

(2) a description of the delivery method or methods that shall be used to serve eligible students (such as full-day kindergarten, two half-days, extra hours, summer program, or other means);

(3) a description of the evidence-based early intervention model used by the LEA;

(4) a description of how the program shall focus on age-appropriate literacy and numeracy skills;

(5) a description of how the program shall be targeted to at-risk students;

(6) a description of the assessment procedures and tools that shall be used by participating schools within the LEA; and

(7) other information as requested by the USOE.

B. LEAs may apply for grants for Board-selected adaptive learning technology and assessments for reading for students in kindergarten through grade 3.

(1) LEA adaptive learning technology and assessments grant recipients shall use a pre-test before using the technology tools and software with early intervention kindergarten students and shall administer a post-test at the end of the year.

(2) LEAs shall prepare and submit a report to the USOE detailing final testing data including student learning gains regarding the adaptive learning technology.

(3) LEA adaptive computer program for literacy instruction for early grade interventions grant recipients shall use a pre-test before using the technology tools and software with early intervention students in kindergarten through first grade and shall administer a post-test at the end of the year.

(4) LEAs shall prepare and submit a report to the USOE detailing final testing data including student learning gains regarding the adaptive computer program for literacy instruction for early grade interventions.

C. LEAs that fail to provide complete and accurate data and reports as requested shall not receive Program funding in subsequent years.

D. An LEA may not require a student to participate in an early intervention program.

R277-489-5. Assessment, Accountability and Reporting.

A. LEAs shall use a self-selected kindergarten pre-assessment with all kindergarten students:

(1) The days used for assessment shall be consistent with R277-419-7, Pupil Accounting.

(2) The USOE may provide a model kindergarten assessment from a list of appropriate assessments.

(3) Post assessments shall be completed by LEAs prior to the ending of the school year and reported to the Board as soon as reasonably possible.

(4) Post assessment results for all kindergarten students shall provide evidence of student learning matched to the program's pre-assessments used for program placement.

B. LEAs that fail to provide complete, accurate and timely reports may not receive funding in subsequent years.

KEY: early intervention
Date of Enactment or Last Substantive Amendment: 2013
Notice of Continuation: June 15, 2012
Authorizing, and Implemented or Interpreted Law: Art X Sec 3; 53A-1-401(3); 53A-17a-167

R277. Education, Administration.
R277-490. Beverley Taylor Sorenson Elementary Arts Learning Program.
R277-490-1. Definitions.

A. “Arts equipment and supplies” means musical instruments, recording and play-back devices, cameras, projectors, computers to be used in the program, CDs, DVDs, teacher reference books, and art-making supplies. This list is not exhaustive.

B. “Arts Program coordinators (coordinator)” means individuals, employed full-time, who are responsible to coordinate arts programs for the LEA (as defined in R277-490-1G) or consortium, inform arts teachers, organize arts professional development (including organizing arts local learning communities), oversee/guide/organize the gathering of assessment data, represent the LEA or consortium arts program, and provide general leadership for arts education throughout the LEA or consortium.

C. Beverley Taylor Sorenson Elementary Arts Learning Program model means a Program with the following components:

(1) a qualified arts specialist to work collaboratively with the regular classroom teacher to deliver quality, sequential, and developmental arts instruction in alignment with the state Fine Arts Core Curriculum; and

(2) regular collaboration between the classroom teacher and arts specialist in planning arts integrated instruction.

D. “Board” means the Utah State Board of Education.

E. “Highly qualified school arts program specialist (arts specialist)” means:

(1) an educator with a current educator license and a Level 2 or K-12 specialist endorsement in the art form; or

(2) an elementary classroom teacher with a current educator license who is currently enrolled in a Level 2 specialist endorsement program in the art form and who works with a mentor who holds an arts endorsement; or

(3) a professional artist employed by a public school and accepted into the Board Alternative Routes to License (ARL) program under R277-503 to complete a K-12 endorsement in the art form, which includes the Praxis exam in the case of art, music, or theatre.

(4) In addition to required licensure and endorsements, prospective teachers should provide evidence of facilitating elementary Core learning in at least one art form.

F. “Independent evaluator,” for purposes of this rule and Program, means an evaluator selected jointly by the Board and the Utah Arts Council through the required procurement process. The evaluator shall have experience and expertise in education programs and in the arts.

G. “LEA” means a local education agency, including local school boards/public school districts, charter schools, and for purposes of this rule, the Utah Schools for the Deaf and the Blind.

H. “Matching funds,” for purposes of this rule and Program, means funds that equal the total grant amount received by an LEA/consortium to fund an LEA/consortium arts coordinator under Section 53A-17a-162(3)(c) and R277-490-5.

I. “USOE” means the Utah State Office of Education.

J. “Utah Arts Council” is a state and nationally funded government entity that assists with professional development and provides direct matching grants to nonprofit organizations across the state of Utah. The Utah Arts Council also conducts programs which provide outreach services (including financial assistance) to schools, local arts councils and organizations, community centers, performing groups, and individual artists.

R277-490-2. Authority and Purpose.

A. This rule is authorized by Utah Constitution Article X, Section 3 which vests general control and supervision of public education in the Board, Section 53A-1-401(3) which permits the Board to adopt rules in accordance with its responsibilities, and Section 53A-17a-162 which directs the Board to establish a grant program for LEAs to hire qualified arts professionals to encourage student participation in the arts in Utah public schools and embrace student learning in Core subject areas.

B. The purpose of this rule is:

(1) to implement the Beverley Taylor Sorenson Elementary Arts Learning Program model in public schools through LEAs and consortia that submit grants to hire arts specialists who are highly qualified and paid on the licensed teacher salary schedule;

(2) to distribute funds to arts specialists through LEAs to purchase supplies and equipment;

(3) to allow ten Utah school districts/consortia to hire arts coordinators;

(4) to establish partnerships within established networks with Utah higher education institutions to provide pre-service training, professional development, research and leadership for arts educators and arts education in Utah public schools; and

(5) appropriately monitor, evaluate and report programs and Program results.

R277-490-3. Arts Specialist Grant Program.

A. LEAs or consortia of LEAs may submit grant requests consistent with time lines provided in this rule.

B. LEA consortia:

(1) LEAs may form consortia to employ arts specialists appropriate for the number of students served.

(2) The LEA shall develop its proposal consistent with the Beverley Taylor Sorenson Elementary Arts Learning Program model outlined under R277-490-1C.

(3) The LEA grant shall explain the necessity or greater efficiency and benefit of an arts specialist serving several elementary schools within a consortium of LEAs.

(4) The LEA grant shall explain a schedule for the specialist(s) to serve the group of schools within several LEAs similarly to an arts specialist in a single school.

(5) A consortium grant shall provide information for a consortium arts specialist's schedule that minimizes the arts specialist's travel and allows the arts specialist to be well integrated into several schools.

C. Arts specialist grant requirements

(1) Grant programs shall be developed and submitted to the

Board consistent with the Beverley Taylor Sorenson Elementary Arts Learning Program model described in R277-490-1C.

(2) Grant applications shall include documents of compliance with the collaboratively developed implementation requirements. These requirements shall be developed in consultation with a committee with representative members of stakeholder groups in the Program.

D. LEAs shall review grant applications and forward approved applications to the USOE.

E. Arts specialist timelines

(1) Continuing Beverley Taylor Sorenson schools shall complete assurances as provided by the USOE and submit to school districts by May 1, annually.

(2) New Beverley Taylor Sorenson schools shall complete applications as provided by the USOE and submit to school districts by May 1, annually.

(3) LEAs shall submit completed applications requiring funding to the USOE by May 7 annually.

(4) The Board, after close consultation with the Utah Arts Council, shall designate schools/consortia for funding no later than June 1 annually.

F. Distribution of funds for arts specialists

(1) Continuing Beverley Taylor Sorenson LEAs shall submit complete information of salaries (including benefits) of all Beverley Taylor Sorenson specialists employed by the LEA, as requested by the USOE.

(2) The USOE shall distribute funds to continuing Beverley Taylor Sorenson LEAs annually in equal amounts per program, consistent with Section 53A-17a-162(6) and (7).

(3) The USOE shall distribute funds designated in Section 53A-17a-162(7) to additional Beverley Taylor Sorenson LEAs.

R277-490-4. Distribution of Funds for Arts Specialist Supplies.

A. The Board shall distribute funds for arts specialist supplies to LEAs/consortia as available.

B. LEAs shall distribute funds to participating schools as provided in the approved LEA/consortia grant and consistent with LEA procurement policies.

C. LEAs/consortia shall require arts specialists to provide adequate documentation of arts supplies purchased consistent with the school/consortium plan, this rule and the law.

D. Summary information about effective supplies and equipment shall be provided in the school/consortium evaluation of the Program.

R277-490-5. LEA/Consortia Employment of LEA/Consortia Arts Coordinators.

A. LEAs/consortia may apply for funds to employ full-time arts coordinators in their LEAs/consortium.

B. Applicants shall explain how arts coordinators will be used consistent with the Beverley Taylor Sorenson Elementary Arts Learning Program model, what requirements arts coordinators must meet, and what training will be provided by whom.

C. Applicants shall provide documentation of committed

matching funds that equal the request from the LEA/consortium.

D. Preference shall be given to applicants that demonstrate in their proposed recruitment and use of coordinators diligent and creative efforts to employ arts coordinators who mirror the minority or unique populations that make up the schools in which coordinators will work.

E. The Board, following close consultation with the Utah Arts Council, shall select LEAs/consortia to receive funds under this section.

F. Funds shall be distributed to designated LEAs/consortia no later than July 1 annually.

R277-490-6. Arts Program Partnership with Utah Institutions of Higher Education for Pre-service, Professional Development, Research, and Leadership Training.

A. The Board shall work closely with the Utah Arts Council to identify interested Utah higher education institutions eligible, prepared and geographically and programmatically suited to work with identified arts specialists, arts coordinators and the schools and programs in which specialists/coordinators are employed.

B. The Board, in close partnership with the Utah Arts Council, shall determine funding and payment timelines to eligible Utah higher education institutions for designated services as appropriate and necessary.

R277-490-7. Beverley Taylor Sorenson Elementary Arts Learning Program Evaluation and Reporting.

A. The Board, in consultation with the Utah Arts Council, shall contract annually with an independent qualified evaluator through the state procurement process.

B. The Board and the Utah Arts Council shall jointly report annually to the Education Interim Committee as provided in Section 53A-17a-162(6).

KEY: arts program, grants, public schools
Date of Enactment or Last Substantive Amendment: 2013
Notice of Continuation: 2013
Authorizing, and Implemented or Interpreted Law: Art X Sec 3; 53A-1-401(3); 53A-17a-162

R277. Education, Administration.

R277 498. Grant for Math Teaching Training.

R277-498-1. Definitions.

A. “Board” means the Utah State Board of Education.

B. “Comprehensive Administration of Credentials for Teachers in Utah Schools (CACTUS)” means the electronic file maintained on all licensed Utah educators. The file includes information such as:

(1) personal directory information;

(2) educational background;

(3) endorsements;

(4) employment history; and

(5) a record of disciplinary action taken against the educator.

C. “Endorsements in mathematics” means one or more endorsements in the mathematics teaching field that qualify an educator or prospective educator to teach a specific or specific level of mathematics course. A notation indicating the educator's competency is maintained on the educator's CACTUS record.

D. “Matching funds” means funds provided by the grant recipient in order to receive state funds under Section 53A-6-901.

E. “Teaching license” or “educator license” means an authorization issued by the Board which permits the holder to serve in a professional capacity in the public schools.

F. “USOE” means the Utah State Office of Education.

R277-498-2. Authority and Purpose.

A. This rule is authorized by Utah Constitution Article X, Section 3 which vests general control and supervision of public education in the Board, by Section 53A-1-401(3) which allows the Board to adopt rules in accordance with its responsibilities, and by Section 53A-6-901(2) that directs the Board to write rules to provide criteria to award grant(s) to a higher education institution(s) to encourage prospective educators to earn mathematics endorsements.

B. The purpose of this rule is to award funds, consistent with 2012 legislation, to institution(s) of higher education to support and encourage prospective educators to earn mathematics endorsements.

R277-498-3. Board/USOE Procedures for Distributing Funds.

A. The USOE shall identify one or more institutions of higher education that meets the criteria of Section 53A-6-901 and the criteria of this rule from requests submitted by interested institutions of higher education.

B. The USOE shall notify selected institutions of their eligibility to receive funds under this program following review of the request and the assurance of matching funds.

C. The USOE may identify one eligible and qualified institution of higher education and establish a funding schedule to distribute funds or allow institutions to submit applications until

March 30, 2013.

D. The USOE, under the direction of the Board, shall distribute the appropriation provided for in Section 53A-6-901, Section 2 by June 30 2013.

R277-498-4. Criteria for Awarding Grants.

A. The USOE shall consider the amount or percent of matching funds that an institution of higher education shall offer.

B. The USOE shall determine that the institution of higher education requesting funds under Section 53A-6-907 shall use the funds for teachers and training consistent with Section 53A-6-901(1).

R277-498-5. Accountability and Documentation.

A. The USOE shall maintain records of the distribution of funds to institution(s) of higher education that made requests for funds provided under Section 53A-6-901 and R277-498.

B. The recipient of funds under Section 53A-6-901 shall maintain documentation of the matching funds offered by the institution that established the institution's eligibility.

C. Both the USOE and the eligible institution(s) shall maintain documentation of the number of prospective educators and the relevant training received from funding provided in Section 53A-6-901.

KEY: grants, educator, math teaching training
Date of Enactment or Last Substantive Amendment: 2013
Authorizing, and Implemented or Interpreted Law: Art X, Sec 3; 53A-1-401(3); 53A-6-901(2)

R277. Education, Administration.
R277-525. Special Educator Stipends.
R277-525-1. Definitions.

A. “After the school year” means two weeks after the final day of the required contract period, as determined by the employer. For year-round schools, “after the school year” means off-track periods, but not vacation periods.

B. “Before the school year” means two weeks before the first day of the required contract period, as determined by the employer.

C. “Board” means the Utah State Board of Education.

D. “Duties related to the IEP process” means;

(1) duties/responsibilities provided in 53A- 17a-156(4);

(2) preparing paperwork related to the implementation of IDEA; and

(3) other duties or responsibilities related to the IEP process, as determined by the special educator.

Duties related to the IEP process do not include:

(1) professional development;

(2) district level planning; and

(3) direct student instruction.

E. “Federal law regulating students with disabilities” means the Individual with Disabilities Education Act (IDEA), Title 1, Part A, Section 602.

F. “Special educator,” for purposes of this rule, means:

(1) a licensed special education teacher as defined under 53A-17a-158(c); or

(2) a licensed speech-language pathologist as defined under Section 53A-17a-158(c).

G. “Special education teacher” means an individual who has a Utah educator license with a special education area of concentration and whose primary assignment is the instruction of students with disabilities who are eligible for special education services.

H. “Speech-language pathologist” means an individual who has a Utah educator license with a speech-language pathologist area of concentration or a speech-language pathologist license and whose primary assignment is the instruction of students with disabilities who are eligible for special education services.

I. “USOE” means the Utah State Office of Education.

J. “Work day for special educator” means the special educator's contract day as determined by the employer. Stipends shall only be paid for actual days worked. A teacher shall not be paid if days/hours are not actually worked. Days are not transferable among teachers.

R277-525-2. Authority and Purpose.

A. This rule is authorized by Utah Constitution Article X, Section 3 which vests general control and supervision of public education in the Board, Section 53A-1-401(3) which permits the Board to adopt rules in accordance with its responsibilities, and Section 53A-17a-158 which requires the Board to distribute money appropriated for stipends for special educators for additional days of work.

B. The purpose of this rule is provide standards and

procedures for distributing money appropriated for stipends for special educators for additional days of work:

(1) in recognition of the added duties and responsibilities assumed by special educators to comply with federal law regulating the education of students with disabilities; and

(2) the need to attract and retain qualified special educators.

R277-525-3. School District/Charter School Responsibilities.

A. School districts and charter schools shall contract with individual special educators, defined under R277-525-1F, and request in writing from the special educators:

(1) the number of days (not to exceed 10 or the number of days established by the Board) that the special educator commits to work consistent with R277-525-1G and H; and

(2) the time period (before the school year begins or after the school year ends) that the special educator commits to working the additional days.

B. Special educators hired by school districts/charter schools after October 15 shall receive funding for extra days to the extent of funds available.

C. School districts/charter schools shall submit an invoice to the USOE twice within a fiscal year (July 1 to June 30) for reimbursement for additional contract days worked by special educators as follows:

(1) no later than October 1 for special educators who worked before the school year began; and

(2) no later than June 30 for special educators who worked after the school year ended.

D. School districts/charter schools shall submit a final report to the USOE no later than June 30 annually that provides:

(1) the number of contract days worked by designated special educators;

(2) data and information compiled about hours, duties and responsibilities completed by special educators during additional days on a tracking and accounting form provided by the USOE or using another form acceptable to the USOE; and

(3) other assessment or evaluation information requested from the USOE.

R277-525-4. Board/USOE Responsibilities.

A. The Board shall annually review this program and determine, based upon the annual appropriation, the number of special education days that shall be funded.

B. To simplify accounting and evaluation requirements for school districts and charter schools, the USOE shall:

(1) provide model tracking and accounting materials to school districts and charter schools before June 1, 2008.

(2) provide a checklist of appropriate duties or tasks for special educators consistent with R277-525-1D.

(3) distribute funds to participating school districts and charter schools for eligible special educators on a semiannual basis.

(4) request and collect data regarding use of days for

appropriate accountability and evaluation.

KEY: special educators, stipends
Date of Enactment or Last Substantive Amendment: July 8, 2008
Notice of Continuation: 2013
Authorizing, and Implemented or Interpreted Law: Art X Sec 3; 53A-1-401(3); 53A-17a-158

R277. Education, Administration.
R277-617. Smart School Technology Program.
R277-617-1. Definitions.

A. “Board” means the Utah State Board of Education.

B. “Independent Evaluating Committee” means the committee established under Section 53A-1-709(5).

C. “Smart School Technology Program (Program)” means a three-year program developed by a selected technology provider for a customized whole-school technology deployment plan individualized for each school selected by the Board.

D. “Technology,” for purposes of this rule, means technology provided as examples under Section 53A-1-709(7) or other technology approved by the independent evaluating committee.

E. “USOE” means the Utah State Office of Education.

R277-617-2. Authority and Purpose.

A. This rule is authorized by Utah Constitution Article X, Section 3 which vests the general control and supervision of public education in the Board, by Section 53A-1-401(3) which authorizes the Board to adopt rules in accordance with its responsibilities, and by Section 53A-1-709(8)(d) that directs the Board to make rules specifying procedures and criteria to be used for selecting schools that may participate in the Program.

B. The purpose of this rule is to provide criteria and procedures for the Board to select schools to participate in the Smart School Technology Program.

R277-617-3. School Selection Criteria.

A. Public schools that include any combination of grades K-12 shall be eligible for the Program

B. An applicant school shall provide a technology implementation plan with its application. At a minimum, the plan shall:

(1) identify technology (or technologies) that the school will employ;

(2) estimate numbers of technology devices needed based on numbers of students expected to be in the school for identified school years;

(3) explain, including explaining the use of technology and providing supporting documentation, about how technology will support the improvement of student achievement with respect to the core curriculum;

(4) explain how technology will improve students’ skill using technology;

(5) explain what filtering devices or protections will be used by the school to protect students from inappropriate technology use and sites;

(6) agree that the school will provide all data and information required by the USOE for evaluation purposes, as requested by the USOE;

(7) explain the current technology capabilities and equipment available at the applicant school; and

(8) provide additional information requested by the USOE on the application.

R277-617-4. Required Matching Funds.

A. The USOE application form will provide specific information about the level or amount of matching funds or resources that the school must provide and when the matching funds must be available.

B. The application shall explain how the school or LEA will provide matching funds to satisfy the requirement of Section 53A-1-709 (8)(d) for matching funds.

C. The applicant school shall assure the USOE that it will meet the requirement for matching local funds through the duration of the Program or may be obligated to repay the state funds to the USOE.

R277-617-5. School Selection and Evaluation.

A. The USOE shall provide an application for the Program before May 15, 2013.

B. Completed applications shall be returned to the USOE before June 1, 2013.

C. The USOE shall screen all applications for compliance with all state laws, R277-617 and application requirements.

D. The USOE shall seek the participation and advice of the independent evaluating committee in selecting final applications to recommend for funding. The Board shall make final school selections.

E. To the extent possible, selected applicants shall represent geographic, economic and demographic diversity, in addition to other criteria provided in the USOE application.

F. Funded applicants shall be selected and notified before June 30, 2013.

G. Selection timelines may be modified by mutual agreement between the USOE and the independent evaluating committee.

H. The Board and the education technology provider shall evaluate the Program consistent with Section 53A-1-709(9).

KEY: schools, technology
Date of Enactment or Last Substantive Amendment: 2013
Notice of Continuation: 2013
Authorizing, and Implemented or Interpreted Law: Art X Sec 3; 53A-1-401(3); 53A-1-709(8)(d)

R277. Education, Administration.
R277-619. Student Leadership Skills Development.
R277-619-1. Definitions.

A. “Board” means the Utah State Board of Education.

B. “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 Section 53A-17a-169(5)(a).

C. “Student leadership skills development” means a program to develop students' behaviors and skills vital for learning and career success and that will enhance a school’s learning environment.

D. “USOE” means the Utah State Office of Education.

R277-619-2. Authority and Purpose.

A. This rule is authorized under Utah Constitution Article X, Section 3 which vests general control and supervision over public education in the Board, by Section 53A-17a-169(4) which directs the Board to make rules for elementary school participation in this pilot grant program, and by Section 53A-1-401(3) which allows the Board to make rules in accordance with its responsibilities.

B. 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.

R277-619-3. School Selection Criteria.

A. Elementary Schools that include any combination of grades K-6 shall be eligible for the program.

B. An applicant school shall provide a completed application for its pilot program that shall:

(1) indicate how the program will develop communication skills, teamwork skills; interpersonal skills; initiative and self-motivation; goal setting skills; problem solving skills; and creativity;

(2) estimate the number of students that will be served by the program;

(3) agree that the school will provide all data and information required by the USOE for evaluation and reporting purposes, as requested by the USOE;

(4) provide additional information requested by the USOE on the application including selection criteria and assurances provided in Section 53A-17a-169(5).

R277-619-4. Required Matching Funds.

A. The application shall explain how the school will provide matching funds to the amount requested by the applicant as required under Section 53A-17a-169 (5)(a).

B. The applicant school shall assure the USOE that it shall meet the requirement for matching funds for the two-year duration of the pilot program.

C. The USOE application shall explain or require the nature of the match such as in kind, dollar for dollar, or other creative match options.

R277-619-5. School Selection and Criteria.

A. The USOE shall provide an application for the Student Leadership Skills Development pilot program by May 15, 2013.

B. Completed applications shall be returned to the USOE before June 17, 2013.

C. The USOE shall screen all applications for compliance with all state laws, R277-619 and application requirements.

D. The USOE may seek the participation and advice of an independent evaluating committee in recommending applications for funding. The Board shall make final school selections consistent with the criteria of Section 53A-17a-169 and R277-619.

E. The USOE expects to recommend approximately 25 schools for Board selection for funding, allowing $10,000 per school plus matching funds. Final number of schools and amounts per school, not to exceed $10,000 per school, shall be determined by number and quality of applications.

E. Funded applications shall be selected and notified by July 1, 2013.

F. The Board shall evaluate the program and report on findings consistent with 53A-17a-169. (7)(a).

KEY: students, leadership skills
Date of Enactment or Last Substantive Amendment: 2013
Authorizing, and Implemented or Interpreted Law: Art X, Sec 3; 53A-17a-169(4); 53A-1-401(3)

R277. Education, Administration.

R277-713. Concurrent Enrollment of High School Students in College Courses.

R277-713-1. Definitions.

A. “Adjunct/Concurrent faculty” means instructors approved by the cooperating USHE institution and approved by LEAs (as defined in R277-713-1F) receiving concurrent enrollment services from the instructor to teach concurrent enrollment classes on behalf of the USHE institution.

B. “Annual Concurrent Enrollment Contract” means a written plan, negotiated by an LEA and a USHE institution, to provide college level courses to high school students.

C. “Board” means the Utah State Board of Education.

D. “Concurrent enrollment” for state funding and for the purposes of this rule means enrollment by public school students in one or more USHE institution course(s) under a contractual agreement between the USHE institution and an LEA. Students continue to be enrolled in public schools, counted in average daily membership, and receive credit toward graduation. They also receive college credit for courses.

E. “Fees” for purposes of concurrent enrollment and this rule mean expenses to students directly related to enrollment and tuition. Fees do not include reasonable lab costs, expenses for textbooks and consumable curriculum materials that are required only for USHE credit or grades.

F. “LEA” means a local education agency which includes school boards/public school districts and charter schools.

G. “Technology-intensive concurrent enrollment courses (TICE),” means designed hybrid courses, having a blend of different learning activities available both in classrooms and online, or courses delivered exclusively online.

H. “USHE” means the Utah System of Higher Education.

I. “USOE” means the Utah State Office of Education.

R277-713-2. Authority and Purpose.

A. This rule is authorized by Utah Constitution Article X, Section 3 which provides for the State Board to have general supervision and control over public schools and by Section 53A-17a-120.5 which directs the Board to adopt rules providing that a school participating in the concurrent enrollment programs offered under Section 53A-15-101 shall receive an allocation from the monies as provided in Section 53A-15-101, Section 53A-1-402(1)(c) which directs the Board to adopt minimum standards for curriculum, and Section 53A-1-401(3) which allows the Board to adopt rules in accordance with its responsibilities.

B. The purpose of concurrent enrollment is to provide a challenging college-level and productive secondary school experience, particularly in the senior year, and to provide transition courses that can be applied to post-secondary education.

C. The purpose of this rule is to specify the standards and

procedures for concurrent enrollment courses and criteria for funding appropriate concurrent enrollment expenditures.

R277-713-3. Student Eligibility.

A. LEAs and USHE institutions shall jointly establish student eligibility requirements which shall be sufficiently selective to predict a successful experience for students.

B. LEAs have the primary responsibility for identifying students who are eligible to participate in concurrent enrollment classes.

C. To ensure that a student is prepared for college level work, an appropriate assessment shall be administered to the student prior to participation in all concurrent mathematics and English courses, and to determine that the student meets prerequisites previously established for the same campus-based course by the sponsoring USHE institutions.

D. Each student participating in the concurrent enrollment program shall have a current student education/occupation plan (SEOP) on file at the participating school, as required under Section 53A-1a-106(2)(b).

E. LEAs and USHE institutions shall jointly coordinate advice and information provided to a prospective or current high school student who participates in the concurrent enrollment program consistent with Section 53A-15-101. Advising shall include providing information on general education requirements at USHE institutions and assisting students or parents to efficiently choose concurrent enrollment courses to avoid duplication and excess credit hours.

R277-713-4. Courses and Student Participation.

A. Concurrent enrollment allows students the option to complete high school graduation requirements and prepares students to meet college admission requirements at the conclusion of the eleventh grade, but does not preclude a student involved in accelerated learning programs from graduating by the eleventh grade.

B. USHE institutions have the responsibility to determine the USHE institution credit for concurrent enrollment courses, consistent with USHE policies.

C. College-level courses taught in the high school have the same credit hour value as when taught on a college campus; they apply toward graduation on the same basis as courses taught at a USHE institution to which the credits are submitted.

D. Concurrent enrollment offerings shall be limited to courses in English, mathematics, fine arts, humanities, science, social science, world languages, and career technical programs to allow a focus of energy and resources on quality instruction in these courses. There may be a variety of courses in the career technical education area. Concurrent Enrollment courses should assist students toward post-secondary degrees.

E(1) TICE concurrent enrollment courses are designed as hybrid courses, having a blend of different learning activities available both in classrooms and online, they may be delivered exclusively online.

(2) TICE courses shall facilitate articulation, transfer of credit, and, when possible, use open source materials available to all USHE institutions in order to reduce costs.

F. All concurrent enrollment courses shall be approved or orchestrated by the high school or the USOE and shall provide for waiver of fees to eligible students.

G. The USOE Teaching and Learning Section shall reimburse LEAs only for courses on the USOE master list.

H. The Board of Regents, after consultation with LEAs, shall provide the USOE with proposed new course offerings, including syllabi and curriculum materials by November 30 of the year preceding the school year in which courses shall be offered.

I. Concurrent enrollment funding shall be provided only for 1000 or 2000 level courses unless a student's SEOP identifies a student's readiness and preparation for a higher level course. This exception shall be individually approved by the student's counselor and the LEA's concurrent enrollment administrator. Concurrent enrollment funding shall not fund unilateral parent/student initiated college attendance or course-taking.

J. Concurrent enrollment course offerings shall reflect the strengths and resources of the respective schools and USHE institutions and be based upon student needs. The number of courses selected shall be kept small enough to ensure coordinated statewide development and professional development activities for participating teachers.

K. Appropriate USHE institutions shall take responsibility for course content, procedures, examinations, teaching materials, and program monitoring and all procedures and materials shall be consistent with Utah law, and shall ensure quality and comparability with courses offered on the college or university campus.

L. Participation in concurrent enrollment generates higher education credit that becomes a part of a student's permanent college transcript.

M. LEAs and USHE institutions shall jointly align information technology systems with all individual student academic achievement so that student information will be tracked through both education systems consistent with Section 53A-1-603.5.

R277-713-5. Program Delivery.

A. USHE institutions that grant higher education/college credit may participate in the concurrent enrollment program, provided that such participation shall be consistent with the law and consistent with Board rules specific to the use of public education funds and rules for public education programs.

B. Concurrent enrollment courses, with exception of courses

delivered through technology, may be offered to high school students only by USHE institutions in the corresponding geographic service region, as determined by the State Board of Regents.

C(1) An LEA may contact the USHE institution in the corresponding geographical service region to provide concurrent enrollment courses, and the higher education institution shall respond to the request within 60 days after the day on which the LEA contacts the institution on whether the institution will offer the requested courses.

(2) If the USHE institution in the corresponding service region denies the request for concurrent enrollment courses, another USHE institution may offer the concurrent enrollment course(s).

(3) Courses delivered through technology are not subject to the corresponding geographic service region requirement.

D. Concurrent enrollment courses shall be offered at the most appropriate location using the most appropriate methods for the course content, the faculty, and the students involved.

E. Concurrent enrollment curriculum may be provided through live classroom instruction or telecommunications. The concurrent enrollment program shall be designed and implemented to take full advantage of the most current available educational technology.

F. LEAs shall not be reimbursed for concurrent enrollment courses taken by students who have received a diploma, whose class has graduated or who have participated in graduation exercises. Senior students shall complete reimbursable concurrent enrollment courses prior to their graduation or participation in graduation exercises.

G. Concurrent enrollment is intended primarily for students in their last two years of high school.

(1) Concurrent enrollment offerings may not include high school courses that are typically offered in grades 9 or 10.

(2) The Early College High School Program, specifically initiated to encourage students to earn college credit beginning in the ninth grade leading to a college diploma earned concurrently with a high school diploma, may enroll student Program participants in grades 9 and 10 in concurrent enrollment courses.

H. The Board and State Board of Regents shall cooperate closely in developing, implementing and evaluating this program.

I. LEAs shall use USOE designated 11-digit course codes for concurrent enrollment courses.

R277-713-6. Student Tuition, Fees and Credit for Concurrent Enrollment Programs.

A. Secondary students may be assessed a one-time per institution admissions fee required for full-time or part-time students in concurrent enrollment courses. No additional application fee may be charged.

B. A secondary student may be charged partial tuition up to $30 per credit hour for each concurrent enrollment course for which

the student receives college credit.

C(1) A USHE institution may charge a concurrent enrollment student who qualifies for free or reduced school lunch partial tuition of no more than $5 per credit hour for each concurrent enrollment course for which the student receives college credit.

(2) If a concurrent enrollment course is taught by a public school educator in a public school facility, a USHE institution may charge a concurrent enrollment student no more than $10 per credit hour for the concurrent enrollment course for which the student receives college credit.

(3) If a concurrent enrollment course is taught through video conferencing, a USHE institution may charge a concurrent enrollment student no more than $15 per credit hour for the concurrent enrollment course for which the student receives USHE credit.

D. Concurrent enrollment program costs attributable only to USHE credit or enrollment are not fees and as such are not subject to fee waiver under R277-407.

E. All non-USHE related student costs or fees related to concurrent enrollment classes, which may include consumables, lab fees, copying, and material costs, as well as textbooks required for the course, are subject to fee waiver consistent with R277-407.

F. LEAs shall be responsible for these waivers. The agreement between the USHE institution and the district may address the responsibility for fee waivers.

G. Credit:

(1) A student shall receive high school credit for a concurrent enrollment course that is consistent with the LEA policies for awarding credit for graduation.

(2) Concurrent enrollment course credit shall count toward high school graduation credit requirements and for college credit; college credit shall be determined by the USHE institution consistent with this rule.

(3) College level courses taught in the high school carry the same credit hour value as when taught on a college or university campus and apply toward college/university graduation on the same basis as courses taught at the USHE institution to which the credits are submitted.

(4) Credit earned through the concurrent enrollment program shall be transferable from one USHE institution to another.

R277-713-7. Faculty Requirements.

A. Public school educators in concurrent enrollment programs shall be approved prior to teaching as adjunct faculty and supervised by a USHE institution. Public school educators shall have secondary endorsements in the subject area(s) in which they teach and meet highly qualified standards for their assignment(s) consistent with R277-510.

B. USHE institution faculty beginning their USHE employment after the 2004-05 school year who are not K-12 teachers and who have significant unsupervised access to K-12 students and instruct

in the concurrent enrollment program defined under this rule shall complete a criminal background check consistent with Section 53A-3-410. The adjunct faculty employer shall have responsibility for determining the need for criminal background checks consistent with the law and for satisfying this requirement and shall maintain appropriate documentation.

C. Adjunct faculty status of high school teachers:

(1) High school teachers who hold adjunct or part time faculty status with a USHE institution for the purpose of teaching concurrent enrollment courses shall be included as fully as possible in the academic life of the supervising academic department.

(2) LEAs and USHE institutions shall share expertise and professional development, as necessary, to adequately prepare teachers at all levels to teach concurrent enrollment students and content, including both federal and state laws specific to student privacy and student records.

R277-713-8. Concurrent Enrollment Funding and Use of Concurrent Enrollment Funds.

A. LEAs shall receive a pro-rated amount of the funds appropriated for concurrent enrollment according to the number of semester hours successfully completed by students registered through the LEA in the prior year compared to the state total of completed concurrent enrollment hours. Successfully completed means that a student received USHE credit for the course. Concurrent enrollment funds may not reimburse LEAs for concurrent enrollment courses repeated by students. Appropriate reimbursement may be verified at any reasonable time by USOE audit.

B. The funds shall first be allocated proportionally, based upon student credit hours delivered.

(1) Courses that are taught by public school educators: 60 percent of the funds shall be allocated to LEAs, and 40 percent of the funds shall be allocated to the State Board of Regents.

(2) Courses taught by college or university faculty: 60 percent of the funds shall be allocated to the State Board of Regents, and 40 percent of the funds shall be allocated to LEAs.

C. Each LEA shall receive its proportional share of concurrent enrollment monies allocated to the LEA pursuant to Section 53A-17a-120.5 based upon the hours of concurrent enrollment course work successfully completed by students on the high school campus as compared to the state total of completed concurrent enrollment hours.

D. The state shall not reimburse LEAs for concurrent enrollment in excess of 30 semester hours per student per year.

E. Funds allocated to LEAs for concurrent enrollment shall not be used for any other program.

F. LEA use of state funds for concurrent enrollment is limited to the following:

(1) aid in professional development of adjunct faculty in

cooperation with the participating USHE institution;

(2) assistance with delivery costs for distance learning programs;

(3) participation in the costs of LEA personnel who work with the program;

(4) student textbooks and other instructional materials; and

(5) fee waivers for costs or expenses related to concurrent enrollment for fee waiver eligible students under R277-407.

(6) purchases by LEAs of classroom equipment required to conduct concurrent enrollment courses.

(7) other uses approved in writing by the USOE consistent with the law and purposes of this rule.

G. LEAs shall provide the USOE with end-of-year expenditures reports itemized by the categories.

R277-713-9. Annual Contracts and Other Student Instruction Issues.

A. Collaborating LEAs and USHE institutions shall negotiate annual contracts including:

(1) the courses offered;

(2) the location of the instruction;

(3) the teacher;

(4) student eligibility requirements;

(5) course outlines;

(6) texts, and other materials needed; and

(7) the administrative and supervisory services, professional development, and reporting mechanisms to be provided by each party to the contract.

(a) each LEA shall provide an annual report to the USOE regarding supervisory services and professional development provided by a USHE institution.

(b) each LEA shall provide an annual report to the USOE indicating that all concurrent enrollment instructors are in compliance with R277-713-7.

B. An LEA shall provide a copy of the annual contract entered into between an LEA and a USHE institution for the upcoming school year no later than May 30 annually.

C. The annual concurrent enrollment agreement between a USHE institution and an LEA who has responsibility shall:

(1) provide for parental permission for students to participate in concurrent enrollment classes, which includes notice to parents that participation in concurrent enrollment courses counts toward a student’s college record/transcript,

(2) provide for the entity responsible for parent notification about concurrent enrollment purpose(s) and student and family privacy protections; and

(3) provide for discussion and training, as necessary, to all concurrent enrollment instructors about student information, student records laws, and student confidentiality.

KEY: students, curricula, higher education

Date of Enactment or Last Substantive Amendment: 2013
Notice of Continuation: August 14, 2012
Authorizing, and Implemented or Interpreted Law: Art X Sec 3; 53A-17a-120; 53A-1-402(1)(c); 53A-1-401(3)

State: UTAH

STATE PLAN FOR INDEPENDENT LIVING (SPIL)

Chapter 1, Title VII of the Rehabilitation Act of 1973, as Amended

STATE INDEPENDENT LIVING SERVICES (SILS) PROGRAM
PART B

CENTERS FOR INDEPENDENT LIVING (CIL) PROGRAM
PART C

FISCAL YEARS 2014-2016

OMB NUMBER: 1820-0527 Effective Date: October 1, 2014

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PART I: Assurances

State of: __Utah_____

Section 1: Legal Basis and Certifications

1.1 The designated State unit (DSU) eligible to submit the State Plan for Independent Living (SPIL or the plan) and authorized under State law to perform the functions of the State under the State Independent Living Services (SILS) and Centers for Independent Living (CIL) programs is Utah State Office of Rehabilitation (USOR). *34 CFR 76.104(a)(1) and (2); 34 CFR 364.22(a)*

1.2 The separate State agency eligible to submit the plan and authorized under State law to provide vocational rehabilitation (VR) services to individuals who are blind is **NA**. Indicate N/A if not applicable. *34 CFR 76.104(a)(1) and (2); 34 CFR 364.20(d) and 364.22(c)*

1.3 The Statewide Independent Living Council (SILC) that meets the requirements of section 705 of the Act and is authorized to perform the functions outlined in section 705(c) of the Act in the State is Utah Statewide Independent Living Council. *34 CFR 364.21(a)*

1.4 The Utah State Office of Rehabilitation is authorized and the Utah Statewide Independent Living Council is authorized is to jointly develop, sign and submit this SPIL on behalf of the State, and have adopted or otherwise formally approved the SPIL. *34 CFR 76.104(a)(7); 34 CFR 364.20(c) and (d)*

1.5 The USOR may legally carry out each provision of the plan and will comply with all applicable Federal statutes and regulations in effect with respect to the three-year period it receives funding under the SPIL. *34 CFR 76.104; 34 CFR 80.11(c)*

1.6 The SPIL is the basis for State operation and administration of the program. All provisions of the SPIL are consistent with State law. *34 CFR 76.104(a)(4) and (8)*

1.7 The representative, who has the authority under State law to receive, hold, and disburse Federal funds made available under the SPIL and to submit the SPIL jointly with the SILC chairperson is Don Uchida. *34 CFR 76.104(a)(5) and (6)*

Section 2: SPIL Development

2.1 The plan shall be reviewed and revised not less than once every three years, to ensure the existence of appropriate planning, financial support and coordination, and other assistance to appropriately address, on a statewide and comprehensive basis, the needs in the State for:

- The provision of State independent living services;
- The development and support of a statewide network of centers for independent living; and

- Working relationships between programs providing independent living services and independent living centers, the vocational rehabilitation program established under title I, and other programs providing services for individuals with disabilities. *34 CFR 364.20(f)*

2.2 The USOR and USILC conduct public meetings to provide all segments of the public, including interested groups, organizations and individuals, an opportunity to comment on the State plan prior to its submission to the Commissioner and on any revisions to the approved State plan. *34 CFR 364.20(g)(1)*

2.3 The USOR and USILC establish and maintain a written description of procedures for conducting public meetings in accordance with the following requirements. The DSU and SILC shall provide:

- appropriate and sufficient notice of the public meetings (that is, at least 30 days prior to the public meeting through various media available to the general public, such as newspapers and public service announcements, and through specific contacts with appropriate constituency groups and organizations identified by the DSU and SILC);
- reasonable accommodation to individuals with disabilities who rely on alternative modes of communication in the conduct of the public meetings, including providing sign language interpreters and audio-loops; and
- public meeting notices, written material provided prior to or at the public meetings, and the approved State plan in accessible formats for individuals who rely on alternative modes of communication. *34 CFR 364.20(g)(2)*

2.4 At the public meetings to develop the State plan, the USOR and USILC identify those provisions in the SPIL that are State-imposed requirements beyond what would be required to comply with the regulations in 34 CFR parts 364, 365, 366, and 367. *34 CFR 364.20(h*)

2.5 The USOR will seek to incorporate into, and describe in, the State plan any new methods or approaches for the provision of IL services to older individuals who are blind that are developed under a project funded under chapter 2 of title VII of the Act and that the DSU determines to be effective. *34 CFR 364.28*

2.6 The USOR and USILC actively consult, as appropriate, in the development of the State plan with the director of the Client Assistance Program (CAP) authorized under section 112 of the Act. *34 CFR 364.20(e)*

Section 3: Independent Living Services

3.1 The State, directly or through grants or contracts, will provide IL services with Federal, State, or other funds. *34 CFR 364.43(b)*

3.2 Independent living services shall be provided to individuals with significant disabilities in accordance with an independent living plan mutually agreed upon by an appropriate staff

member of the service provider and the individual, unless the individual signs a waiver stating that such a plan is unnecessary. *34 CFR 364.43(c)*

3.3 All service providers will use formats that are accessible to notify individuals seeking or receiving IL services under chapter 1 of title VII about:

- the availability of the CAP authorized by section 112 of the Act;
- the purposes of the services provided under the CAP; and
- how to contact the CAP. *34 CFR 364.30*

3.4 Participating service providers meet all applicable State licensure or certification requirements. *34 CFR 365.31(c)*

Section 4: Eligibility

4.1 Any individual with a significant disability, as defined in 34 CFR 364.4(b), is eligible for IL services under the SILS and CIL programs authorized under chapter 1 of title VII of the Act. Any individual may seek information about IL services under these programs and request referral to other services and programs for individuals with significant disabilities, as appropriate. The determination of an individual's eligibility for IL services under the SILS and CIL programs meets the requirements of 34 CFR 364.51. *34 CFR 364.40(a), (b) and (c)*

4.2 Service providers apply eligibility requirements without regard to age, color, creed, gender, national origin, race, religion or type of significant disability of the individual applying for IL services. *34 CFR 364.41(a)*

4.3 Service providers do not impose any State or local residence requirement that excludes any individual who is present in the State and who is otherwise eligible for IL services from receiving IL services. *34 CFR 364.41(b)*

Section 5: Staffing Requirements

5.1 Service provider staff includes personnel who are specialists in the development and provision of IL services and in the development and support of centers. *34 CFR 364.23(a*)

5.2 To the maximum extent feasible, a service provider makes available personnel able to communicate:

- with individuals with significant disabilities who rely on alternative modes of communication, such as manual communication, nonverbal communication devices, Braille or audio tapes, and who apply for or receive IL services under title VII of the Act; and
- in the native languages of individuals with significant disabilities whose English proficiency is limited and who apply for or receive IL services under title VII of the Act. *34 CFR 364.23(b)*

5.3 Service providers establish and maintain a program of staff development for all classes of positions involved in providing IL services and, if appropriate, in administering the CIL program. The staff development programs emphasize improving the skills of staff directly responsible for the provision of IL services, including knowledge of and practice in the IL philosophy. *34 CFR 364.24*

5.4 All recipients of financial assistance under parts B and C of chapter 1 of title VII of the Act will take affirmative action to employ and advance in employment qualified individuals with significant disabilities on the same terms and conditions required with respect to the employment of individuals with disabilities under section 503 of the Act. *34 CFR 364.31*

Section 6: Fiscal Control and Fund Accounting

6.1 All recipients of financial assistance under parts B and C of chapter 1 of title VII of the Act will comply with applicable EDGAR fiscal and accounting requirements and will adopt those fiscal control and fund accounting procedures as may be necessary to ensure the proper disbursement of and accounting for those funds. *34 CFR 364.34*

Section 7: Recordkeeping, Access and Reporting

7.1 In addition to complying with applicable EDGAR recordkeeping requirements, all recipients of financial assistance under parts B and C of chapter 1 of title VII of the Act will maintain records that fully disclose and document:

- the amount and disposition by the recipient of that financial assistance;
- The total cost of the project or undertaking in connection with which the financial assistance is given or used;
- the amount of that portion of the cost of the project or undertaking supplied by other sources;
- compliance with the requirements of chapter 1 of title VII of the Act and Part 364 of the regulations; and
- other information that the Commissioner determines to be appropriate to facilitate an effective audit. *34 CFR 364.35(a) and (b)*

7.2 With respect to the records that are required by 34 CFR 364.35, all recipients of financial assistance under parts B and C of chapter 1 of title VII of the Act will submit reports that the Commissioner determines to be appropriate. *34 CFR 364.36*

7.3 All recipients of financial assistance under parts B and C of chapter 1 of title VII of the Act will provide access to the Commissioner and the Comptroller General, or any of their duly

authorized representatives, to the records listed in 34 CFR 364.37 for the purpose of conducting audits, examinations, and compliance reviews. *34 CFR 364.37*

Section 8: Protection, Use, and Release of Personal Information

8.1 Each service provider will adopt and implement policies and procedures to safeguard the confidentiality of all personal information, including photographs and lists of names in accordance with the requirements of 34 CFR 364.56(a)(1-6). *34 CFR 364.56(a)*

Section 9: Signatures

After having carefully reviewed all of the assurances in sections 1 - 8 of this SPIL, the undersigned hereby affirm that the State of Utah is in compliance and will remain in compliance with the aforementioned assurances during October 1, 2013 – September 30, 2016.
The effective date of this SPIL is October 1, 2013

SIGNATURE OF SILC CHAIRPERSON DATE

Donna McCormick
NAME OF SILC CHAIRPERSON

SIGNATURE OF DSU DIRECTOR DATE

Don Uchida, Utah State Office of Rehabilitation Executive Director
NAME AND TITLE OF DSU DIRECTOR

N/A
SIGNATURE OF DIRECTOR OF THE SEPARATE STATE AGENCY FOR INDIVIDUALS WHO ARE BLIND DATE

N/A
NAME AND TITLE OF THE DIRECTOR OF THE SEPARATE STATE AGENCY FOR INDIVIDUALS WHO ARE BLIND

Part II: Narrative

Section 1: Goals, Objectives and Activities

1.1 Goals and Mission – 34 CFR 364.42(b)(1)

Describe the overall goals and mission of the State's IL programs and services. The SPIL must address the goals and mission of both the SILS and the CIL programs, including those of the State agency for individuals who are blind as they relate to the parts of the SPIL administered by that agency.

UTAH 'S INDEPENDENT LIVING NETWORK MISSION

People with disabilities have equal opportunity to participate in their community according to their individual choice, abilities and circumstances.

Narrative: The Utah Independent Living Program is operated under a partnership between:

(1) The Six individual non-profit Centers for Independent Living that offer Independent Living services on a statewide basis to people with disabilities.

(2) The Federally Designated State Unit, the Utah State Office of Rehabilitation, who monitors the program and assures compliance with federal and state regulations.

(3) The Utah Statewide Independent Living Council which is a citizen composed council that assists in the development and implementation of the State Plan for Independent Living.

Together this Independent Living Network works towards assuring individuals with disabilities living in Utah have opportunities to access services and supports which enhance their equal participation in their community according to their individual choice, abilities and circumstances.

Utah's IL network believes that for people with disabilities in Utah to participate fully in their communities there needs to be at a minimum (1) a statewide network of IL services available to address the supports some individuals need to achieve independence, and (2) have those services be at a level of quality that efficiently assists those using them to achieve their individual IL goals.

Goal 1: People with disabilities in Utah receive effective and quality IL services from Utah's CIL's

Narrative: The front line of IL service provision is the CILs. The Utah IL network has established six CILs in Utah with each serving a specific region of the state. Because of this network it is our belief that no area of the state is unserved, in terms of availability of IL services. This does not mean that Utah's IL Network has an adequate level of resources to meet the IL needs of all people with disabilities. Indeed, it is estimated that our IL network is only

reaching approximately one percent of people with disabilities in Utah. It simply means that there are CIL services available in each of the six regions of the state.

Goal 2: People in Utah are aware of the issues disability presents to the individual and the community; and the value of full participation in society.

Narrative: To achieve a society where people with disabilities are able to participate to the full extent of their ability and choice, it is necessary to ensure the community is aware of disability and the issues it presents to our society.

Goal 3: Youth with disabilities are participating in their communities according to their choice, abilities and circumstances.

Narrative: Utah's IL Network believes that in order for youth to successfully transition into adult life they need opportunities to learn, experience, and practice the skills the community will expect of them as adults. In order to facilitate opportunities for learning these skills it is necessary for youth with disabilities to 1) explore and determine what they feel are the relevant skills and opportunities, and 2) help ensure that such opportunities are or become available to them.

Goal 4: Utah Public Policy is reflective of the supports necessary for people with disabilities to participate independently in their communities.

Narrative: To achieve the goals, objectives and overall mission of Utah's SPIL it will be necessary to establish a community: 1) who are aware of the supports needed by some of its citizens with disabilities and 2) believe in the importance of making sure public policy is responsive to them. The Utah SPIL addresses this by a plan that assists people in knowing the techniques of effective advocacy.

1.2 Objectives – 34 CFR 364.42(a)(1) and (d); 34 CFR 364.32; 34 CFR 364.33

1.2A Specify the objectives to be achieved and the time frame for achieving them.

Objective 1.1: *Each year of the SPIL, Utah's six CIL's will provide statewide IL services to a minimum of 20 percent new individuals compared to the statewide CSR count reported on the Federal 704 report, as demonstrated by the number of new CSRs compared to the total CSR number.*

Activities:
Utah's network of six CILs will continue to promote the provision of IL services in their individual regions based on community and individual needs and available resources. In addressing the continuation of individual IL services, a minimum of 20 percent will be new individuals receiving services, Utah's Centers will maintain their activities of outreach, intake, planning, setting of individual goals and desired outcomes, providing services to achieve goal(s), coordination of necessary supports, documenting demographics, and providing follow up services as needed. The provision of these IL services includes the four core services and an

array of others that may be needed by individuals working towards living independently in their communities.

The 704 report, compiled by the DSU each year, will document the outcome measure that at least 20 percent of individuals served on a statewide basis will be new consumers. The measure will be determined by comparing the number of Consumer Service Records that are opened for new individuals to the total number of Consumer Service Records recorded on the RSA 704 Report.

Objective 1.2 *The CILs will continue to provide individualized IL services for people with significant disabilities that facilitate achievement of their individual independent living goals.*

Activities:
The six CILs will provide, at a minimum, the four basic core services required by law. Utah CILs will provide services in a manner consistent with the local community needs. Services to achieve individual independent living goals are:

Information and referral: All six CILs have well established programs to provide information and referral to individuals requesting such for disability issues and services. These services include local, statewide, and national information.

Peer Support: All of Utah's CILs have programs where staff, volunteers, or others with disabilities serve as role models to consumers on a one to one basis.

Skills Training: Each CIL has programs to provide the training needed for individual consumers to achieve or increase their level of independence.

Advocacy: In addition to community and state level advocacy, all CILs provide individual advocacy programs to meet their consumer's needs.

Additional Services:

Nursing Home Diversion and Transition: The Utah CILs are participating in a state funded program to prevent people with disabilities from inappropriate institutionalization and to enhance community based living. Each CIL operates a local community Nursing Home Diversion and Transition program with the goal of keeping people who do not need to be in nursing homes out of them. Each of the six programs combined these specific services with center services to achieve this extremely important individual and community goal.

Assistive Technology: Each Center provides assistive technology services that include evaluation, acquiring or loaning equipment, and training and follow up services. Level and scope of AT services provided in each Center depends upon availability of community based services and state funding.

These services will be measured through outcomes identified in the contract between the DSU and the CILs and as documented in the 704 on an annual basis.

Objective 2.1 *People in Utah will have the opportunity to gain or increase their awareness of disability and disability issues*

Activities:
The IL Network will continue to provide information on disability issues to a variety of community organizations and agencies, as well as increasing the use of social media. This will be measured yearly by each organization in the IL network documenting the number of committees we have representation on, or attend, and the number of presentations made to community organizations.

Objective 2.2 *People with disabilities have opportunities to participate in community activities.*

Activities:
The Utah IL Program will provide specific services as dictated by consumer needs. Direct services to consumers are provided by CILs only in Utah. Each Center has a program that assists consumers to actively participate in their communities, through the Community Integration Program and other services available through the CILs. Consumers will set their own goals for increased participation that will be monitored and reported in the annual 704 report.

Objective 2.3 *The USILC Website is a site where current information on disability services, activities, and issues are available*

Activities:
The USILC website will continue to be developed to more fully meet the information needs of the Utah IL Network. The site will provide information to include but not be limited to:

- Comprehensive information to assist advocates in understanding the issues
- Legislative action alerts
- Basic IL services
- Summary of local and statewide advocacy efforts and activities.
- Information on Utah IL Network
- Links to disability organizations, services, information, and resources.

The site will be continuously evaluated by USILC and appropriate modifications will be made to enhance the system as needed. A questionnaire will be developed to solicit input from other members of the IL Network.

Objective 2.4 *Identify and participate in current housing and transportation planning activities to develop strategies to enhance accessible and affordable housing and transportation options*

Activities:
Participants from the IL Network will work to maximize services that are available and needed by IL consumers through participating with disability related organizations, councils and groups in an effort to ensure that independent living philosophy and services are taken into account when programs are being developed or reviewed in the areas of housing and transportation options. These activities will be documented on the 704 annually in the community activities

section.

Objective 3.1 *The IL Network will demonstrate continuous improvement in their service delivery, as evidenced by serving a larger number of youth than the previous year.*

Activities:
The Utah IL Network believes that youth with disabilities are an underserved group. The USILC will support the CILs with technical assistance and guidance (as requested) on developing youth activities that are designed to meet local needs to increase participation of youth in center services and activities. The USILC will encourage CILs in reaching out to existing groups of young adults with disabilities (such as transition classes in local school districts) with regular opportunities to learn about the history of Independent Living, the philosophy of IL, and the services offered by CILs that can support the transition to adulthood and independent living. The USILC will also: 1) support the involvement of youth in regular CIL activities and services, and 2) encourage youth to become involved in the planning of additional activities/services that will better meet their collective and individual needs.

Objective 3.2 *USILC will develop a Youth Advisory Council to provide input to the IL network to better meet the needs of youth with disabilities.*

Activities:
In order to more effectively accomplish the activities listed in Objective 3.1, USILC will develop and support a Youth Committee that may consist of members of USILC, members from the IL Network, and interested Youth. A Youth will also be recruited to sit on USILC. The Youth Committee will review ways to support greater inclusion of youth with disabilities in IL services and activities across the State as funding allows. Youth Committee minutes will be recorded and available for review. Recruitment of a youth member for USILC will occur during the first year of the SPIL and be appointed in the second year.

Objective 3.3 *USILC will support the creation and maintenance of an IL focused Youth Leadership training initiative across the state.*

Activities:
Reviewing the results of the first statewide IL Youth Leadership training, being held in June 2013, USILC's Youth Committee will encourage the IL Network to increase the number of youth with disabilities who receive formal advocacy and leadership training through CILs and related organizations. As funding permits, the youth committee will work towards offering annual youth leadership training.

Objective 4.1 *People will speak for themselves, their family and community to Utah policy makers.*

Activities:
The USILC will actively partner with the Utah Legislative Coalition for People with Disabilities, the Utah Developmental Disabilities Council, the Grassroots Advocacy Program and others to strengthen the network of regional disability coalitions in their ability to educate public policy

makers concerning the issues and needs of people with disabilities. USILC will collaborate with local disability advocacy group(s) in providing information exchange, strategy development, and other things the local groups determine as important in their efforts to advocate on behalf of individuals with disabilities in their communities. These efforts will always be coordinated with the local CILs. Records of activities will be documented.

Objective 4.2 *The IL Network will provide state policy makers and Legislators with information to ensure they are aware of the needs and issues of people with disabilities and the solutions to address those needs.*

Activities:
The IL Network, with appropriate funding sources, will participate in the coordination of legislative advocacy and awareness events with statewide disability groups, be present and available to provide information at state legislative meetings, and be present and available to provide information at state disability agencies and other organizations, public hearings and advisory meetings. Record of ongoing activities will be documented by the IL Network. Issues and recommendations will also be documented and available on the USILC website.

1.2B Describe the steps planned regarding outreach to populations in the State that are unserved or underserved by programs under title VII, including minority groups and urban and rural populations. This section of the SPIL must:

- Identify the populations to be designated for targeted outreach efforts;
- Identify the geographic areas (i.e., communities) in which the targeted populations reside; and
- Describe how the needs of individuals with significant disabilities from minority group backgrounds will be addressed.

Although each of Utah's six CILs have established programs to outreach underserved populations, all report that there is still a significant number of underserved individuals with disabilities in their service regions. This is primarily due to the lack of resources, including transportation, funding, and staff time. Over the course of this three-year plan, the IL network will continue to identify and serve underserved populations.

Eighty percent of Utah's population is located along the Wasatch Front which comprises 14% of the geographic area. This area is served by three Centers individually located in Ogden, Salt Lake City, and Provo. The remaining geographic area (86%) is served by the three rural Centers located in Logan, Price and St. George. The targeted populations reside in all areas of the state. Since there are available IL services in each of Utah's six IL regional areas, which cover the entire state, we consider no area un-served. This does not mean we have the resources to serve all those in need of IL services. In fact, we estimate that we are only serving as little as one percent of individuals with disabilities residing in Utah.

The Utah IL Network, in conjunction with the Association for Independent Living of Utah (AILU), has identified, and continues to address, outreach to underserved populations, which includes minority groups, urban and rural populations, and people living in nursing homes, youth, seniors, and other groups identified by a specific Center. The IL Network will review

existing Utah census and disability information concerning disability types, gender, age, ethnicity, and race. The information collected will be reviewed. The IL Network will prioritize and advocate for the resources necessary to implement these outreach strategies.

The Centers will demonstrate continued services to minority and underserved populations as evidenced on the 704 report.

1.3 Financial Plan – 34 CFR 364.42(a)(2) and (3); 34 CFR 364.29

Describe in sections 1.3A and 1.3B, below, the financial plan for the use of Federal and non-Federal funds to meet the SPIL objectives.

As required under Title VII, Section 364.4(b)(i) of the Rehabilitation Act, the USILC and the USOR have developed and approved for inclusion in the Utah SPIL a resource plan for the provision of resources, including staff and personnel necessary to carry out the functions of the SILC.

The method or process by which this plan was developed includes community input from six focus groups, consultation with the six directors of Utah's CIL's, negotiations between the USILC and the USOR, review and approval by the USILC and the fiscal sub-committee, and review and approval by the Utah State Board of Education, for the administration of the Vocational Rehabilitation and Independent Living programs.

1.3A Financial Plan Tables

Complete the financial plan tables covering years 1, 2 and 3 of this SPIL. For each funding source, provide estimated dollar amounts anticipated for the applicable uses. The financial plan table should include only those funding sources and amounts that are intended to support one or more of the objectives identified in section 1.2 of the SPIL. To the extent possible, the tables and narratives must reflect the applicable financial information from centers for independent living. Refer to the SPIL Instructions for additional information about completing the financial tables and narratives.

– Insert additional rows for the specific funding sources and amounts expected within the categories of Other Federal Funds and Non-Federal Funds.

– Year 1 - Approximate Funding Amounts and Uses

Sources	SILC Resource Plan	IL Services	General CIL Operations	Other SPIL Activities
Title VII Funds - Chapter 1, Part B		$311,766		
Title VII Funds - Chapter 1, Part C			$812,532	
Title VII Funds - Chapter 2, OIB (only those provided by the OIB grantee to further a SPIL objective)				
Other Federal Funds - Sec. 101(a)(18) of the Act (Innovation and Expansion)	$82,655			
Other Federal Funds - Other				
Non-Federal Funds -State Funds		$2,885,703		$67,918
Non-Federal Funds - Other				

Year 2 - Approximate Funding Amounts and Uses

Sources	SILC Resource Plan	IL Services	General CIL Operations	Other SPIL Activities
Title VII Funds - Chapter 1, Part B		$311,766		
Title VII Funds - Chapter 1, Part C			$812,532	

Sources	SILC Resource Plan	IL Services	General CIL Operations	Other SPIL Activities
Title VII Funds - Chapter 2, OIB (only those provided by the OIB grantee to further a SPIL objective)				
Other Federal Funds - Sec. 101(a)(18) of the Act (Innovation and Expansion)	$82,655			
Other Federal Funds - Other				
Non-Federal Funds -State Funds		$2,885,703		$67,918
Non-Federal Funds - Other				

Year 3 - Approximate Funding Amounts and Uses

Sources	SILC Resource Plan	IL Services	General CIL Operations	Other SPIL Activities
Title VII Funds - Chapter 1, Part B		$311,766		
Title VII Funds - Chapter 1, Part C			$812,532	
Title VII Funds - Chapter 2, OIB (only those provided by the OIB grantee to further a SPIL objective)				
Other Federal Funds - Sec. 101(a)(18) of the Act (Innovation and Expansion)	$82,655			

Sources	SILC Resource Plan	IL Services	General CIL Operations	Other SPIL Activities
Other Federal Funds - Other				
Non-Federal Funds -State Funds		$2,885,703		$67,918
Non-Federal Funds - Other				

1.3B Financial Plan Narratives

1.3B (1) Specify how the part B, part C and chapter 2 (Older Blind) funds, if applicable, will further the SPIL objectives.

Utah has developed a coordinated plan to meet the needs of IL consumers and comply with Federal requirements. All of federal Part B funds in the amount of $311,766, plus any available rollover, is divided between the six CIL's via an agreed upon formula and is used to provide IL service through contracts with USOR. Innovation and Expansion (Sec. 110 I&E) funds are contracted to the USILC for resources that are necessary to fulfill its statutory duties, and $67,918 in state funds is contracted to the USILC for other SPIL activities. State funds of $2,885,703 primarily go to the six centers, with an additional $67,918 going to the USILC. Part C funds of $813,532.00 are used by the six CIL's for general CIL operations. All funding is used for the general CIL's operations in providing IL services to consumers and in providing the resources to meet the objectives outlined in the SPIL.

1.3B(2) Describe efforts to coordinate Federal and State funding for centers and IL services, including the amounts, sources and purposes of the funding to be coordinated.

Federal funding used to provide IL services and support CIL operations consists of $311,766 of Part B funding including any available rollover, and $812,532.00 of Part C. Part B funding is used to provide IL services to consumers of the CIL's and Part C funding is used by the centers to support general operations. The IL program, including all aspects of the SPIL, CIL, and USILC support, are under the USOR Specialized Services Program. The USOR Specialized Services Program Coordinator provides support and direction as required. Fiscal services and support are provided by the Utah State Office of Education fiscal unit.

1.3B(3) Describe any in-kind resources including plant, equipment or services to be provided in support of the SILC resource plan, IL services, general CIL operations and/or other SPIL objectives.

NA

1.3B(4) Provide any additional information about the financial plan, as appropriate.

1.4 Compatibility with Chapter 1 of Title VII and the CIL Work Plans – 34 CFR 364.42(c) and (e)

1.4A Describe how the SPIL objectives are consistent with and further the purpose of chapter 1 of title VII of the Act as stated in section 701 of the Act and 34 CFR 364.2.

This SPIL was developed based on the IL philosophy as reflected in these citations. Careful consideration was given to the development and submission of this SPIL to ensure consistency with the IL Philosophy, Title VII of the Act, and 34 CFR 364.2.

The objectives of this SPIL are developed based on the IL philosophy and purposes as reflected in these citations and are consistent with Chapter I Title VII of the Act, 34 CFR 362.2 and CIL Work plans. The SPIL specifically outlines objectives to assist individuals with significant disabilities in becoming more independent and being integrated in the communities in which they live by the provision of the four IL core services, nursing home diversion, and transition, and the use of assistive technology. The objectives also provide a plan to expand these services by providing a twenty percent increase in new Consumer Service Records (CSR's), while partnering with other disability organizations to enhance the use of resources and avoid duplication of services. The SPIL objectives also address outreach efforts, IL network expansion, youth programs, and involvement with training CIL's in systems advocacy efforts. The purpose of the SPIL goals and objectives is to ensure people with disabilities are living independently according to their individually selected IL plan and to have communities where people with disabilities can participate to the fullest extent possible according to their individual ability and choice.

1.4B Describe how, in developing the SPIL objectives, the DSU and the SILC considered and incorporated, where appropriate, the priorities and objectives established by centers for independent living under section 725(c)(4) of the Act.

The DSU and the SILC were careful to consider the priorities and objectives of the CIL's. These priorities were incorporated in the SPIL by conducting separate public focus groups with consumers and CIL staff, the Association for Independent Living in Utah (AILU), USOR administration and staff and the SILC members. These focus groups were facilitated by the SILC and Center Directors. A written compilation which reflected the priorities of consumers, SILC members, USOR and CIL's was produced. These priorities and CIL objectives were incorporated into this SPIL with full agreement by USOR, USILC and all six CIL Executive Directors.

1.5 Cooperation, Coordination, and Working Relationships Among Various Entities – 34 CFR 364.26

Describe the steps that will be taken to maximize the cooperation, coordination and working relationships among the SILS program, the SILC, and centers; the DSU, other State agencies represented on the SILC and other councils that address the needs of specific disability populations and issues; and other public and private entities determined to be appropriate by the SILC.

– The description must identify the entities with which the DSU and the SILC will cooperate and coordinate.

Services within the SILS program are provided only by CIL's in Utah through contract with USOR. The six CIL Executive Directors work together as members of the Association of Independent Living in Utah (AILU). The USOR and the USILC regularly attend the AILU meetings. USOR and USILC also meet with CIL Executive Directors individually. USOR attends the USILC meetings regularly and works closely with USILC. A designated USILC member regularly attends State Rehabilitation Council meetings. All of these steps are taken to increase cooperation and coordination of services. Each entity demonstrates the importance of positive working relationships on the overall success of the SPIL and provision of services to IL consumers.

In the same manner of cooperation and coordination reflected above, USOR, USILC and Center Directors and staff frequently attend and or serve on disability related organizations and agencies councils and Boards. These include but are not limited to; the Division of Services to the Deaf and Hard of Hearing, the Division of Services to the Blind and Visually Impaired, the Developmental Disabilities Council, the Utah Assistive Technology Program, the Utah Assistive Technology Foundation, the Legislative Coalition for People with Disabilities, the Coordinating Council for People with Disabilities, and other relevant organizations. The purpose of attending and/or serving on these organizations is to ensure that independent living philosophy and services are taken into account when these organizations develop activities, services and policy.

The Director of USOR is a member of the Coordinating Council for People with Disabilities (CCPD). This legislatively mandated Council consists of the directors of Utah's major disability agencies and organizations and has the ability to implement policy change. The CCPD identifies policies and services of individual agencies and organizations that impact the lives of people with disabilities. The CCPD strives to avoid duplication of services and maximize the effectiveness of services with disabilities. The USOR Director and his designees regularly meet with the Center Directors and the Council to hear IL issues and needs, including coordination with other entities. In this manner the USOR Director represents the Utah Independent Living Program on the CCPD.

1.6 Coordination of Services – 34 CFR 364.27

Describe how IL services funded under chapter 1 of title VII of the Act will be coordinated with and complement other services to avoid unnecessary duplication with other Federal, State, and local programs, including the OIB program authorized by chapter 2 of title VII of the Act, that provide IL- or VR-related services.

The Utah IL Program will provide the specific services outlined in the Act as well as Nursing Home Diversion and Transition services, Assistive Technology services and a variety of IL services and programs designed to meet local needs. As stated in 1.5 Cooperation, Coordination and Working Relationships among Various Entities, the Utah IL Program staff, council, and consumers will continue to serve on a wide range of boards and councils and is represented on

the CCPD which consists of representatives from special education, vocational education, developmental disabilities services, public health, mental health,. In addition CIL's staffs are members of numerous regional and local committees and boards with the goal of representing IL and ensuring that resources are not wasted on duplication of services.

1.7 Independent Living Services for Individuals who are Older Blind – 34 CFR 364.28

Describe how the DSU seeks to incorporate into, and describe in, the State plan any new methods or approaches for the provision of IL services to older individuals who are blind that are developed under the Older Individuals who are Blind program and that the DSU determines to be effective.

The Division of Services for the Blind and Visually Impaired (DSBVI) under the Utah State Office of Rehabilitation (USOR) contracts with the three Independent Living Centers in the rural communities in Utah. The centers include: Active Re-Entry Center for Independent Living in Eastern Utah, OPTIONS for Independence in Northern Utah and Red Rock Center for Independence in Southern Utah.

The program will attempt to contact additional older blind and visually impaired individuals living in these communities. Older Blind Specialists will involve these clients in support groups, full-time training programs for the blind at DSBVI in Salt Lake City, other training services and low vision evaluation programs. Orientation and training programs in these rural areas will be conducted by the Older Blind Specialists and DSBVI Staff. The duration of these training sessions will be from 2-3 days. Attempts will be made to involve the eligible individuals in the services listed above. These activities address outreach activities of this program as outlined in objectives associated with SPIL goals one and two.

Section 2: Scope, Extent, and Arrangements of Services

2.1 Scope and Extent – 34 CFR 364.42(b)(2)(3); 34 CFR 364.43(b); 34 CFR 364.59(b)

2.1A Check the appropriate boxes in the SPIL Instrument table indicating the types of IL services to be provided to meet the objectives identified in section 1.2 of this SPIL, and whether the services will be provided by the CILs or by the DSU (directly and/or through contract or grant).

Table 2.1A: Independent living services

Table 2.1A: Independent living services	**Provided by the DSU (directly)**	**Provided by the DSU (through contract and/or grant)**	**Provided by the CILs (Not through DSU contracts/ grants)**

Table 2.1A: Independent living services	Provided by the DSU (directly)	Provided by the DSU (through contract and/or grant)	Provided by the CILs (Not through DSU contracts/ grants)
Core IL Services - Information and referral		X	X
Core I L Services - IL skills training		X	X
Core IL Services - Peer counseling		X	X
Core IL Services - Individual and systems advocacy		X	X
Counseling services, including psychological, psychotherapeutic, and related services			
Services related to securing housing or shelter, including services related to community group living, and supportive of the purposes of this Act and of the titles of this Act, and adaptive housing services (including appropriate accommodations to and modifications of any space used to serve, or occupied by, individuals with significant disabilities)	X	X	X
Rehabilitation technology	X	X	X
Mobility training	X	X	X
Services and training for individuals with cognitive and sensory disabilities, including life skills training, and interpreter and reader services	X	X	X
Personal assistance services, including attendant care and the training of personnel providing such services			
Surveys, directories and other activities to identify appropriate housing, recreation, accessible transportation and other support services		X	X
Consumer information programs on rehabilitation and IL services available under this Act, especially for minorities and other individuals with disabilities who have traditionally been unserved or underserved by programs under this Act		X	X
Education and training necessary for living in the community and participating in community activities		X	X
Supported living		X	X
Transportation, including referral and assistance for such transportation			X
Physical rehabilitation			
Therapeutic treatment			
Provision of needed prostheses and other appliances and devices	X	X	X

Table 2.1A: Independent living services	Provided by the DSU (directly)	Provided by the DSU (through contract and/or grant)	Provided by the CILs (Not through DSU contracts/ grants)
Individual and group social and recreational services		X	X
Training to develop skills specifically designed for youths who are individuals with significant disabilities to promote self-awareness and esteem, develop advocacy and self-empowerment skills, and explore career options		X	X
Services for children with significant disabilities		X	X
Services under other Federal, State, or local programs designed to provide resources, training, counseling, or other assistance of substantial benefit in enhancing the independence, productivity, and quality of life of individuals with significant disabilities		X	X
Appropriate preventive services to decrease the need of individuals with significant disabilities for similar services in the future		X	X
Community awareness programs to enhance the understanding and integration into society of individuals with disabilities		X	X
Other necessary services not inconsistent with the Act		X	X

2.1B Describe any service provision priorities, including types of services or populations, established for meeting the SPIL objectives identified in section 1.2.

NA

2.1C If the State allows service providers to charge consumers for the cost of services or to consider the ability of individual consumers to pay for the cost of IL services, specify the types of IL services for which costs may be charged and for which a financial need test may be applied, and describe how the State will ensure that:

- Any consideration of financial need is applied uniformly so that all individuals who are eligible for IL services are treated equally; and
- Written policies and consumer documentation required by 34 CFR 364.59(d) will be kept by the service provider.

Indicate N/A if not applicable.
NA

2.2 Arrangements for State-Provided Services – 34 CFR 364.43(d) and (e)

2.2A If the DSU will provide any of the IL services identified in section 2.1A through grants or contractual arrangements with third parties, describe such arrangements.

As described above, USOR contracts all (see 1.3A Financial Plan Tables) of Federal Part B funds to the six CIL's for the provision of direct services. Contracts are developed and monitored by standards required by the Utah Division of Purchasing, Utah State Office of Education, and the "Standards and Assurances" outlined in the Act

2.2B If the State contracts with or awards a grant to a center for the general operation of the center, describe how the State will ensure that the determination of an individual's eligibility for services from that center shall be delegated to the center.

The state contracts with the Centers were developed in the 1980's and is amended yearly as needed to meet State and Federal requirements. Eligibility determination by the Centers has been delegated since the beginning of USOR contracts in the 1980's. Eligibility training is conducted periodically and CSR's are reviewed in the monitoring process.

Section 3: Design for the Statewide Network of Centers

3.1 Existing Network – 34 CFR 364.25

Provide an overview of the existing network of centers, including non-Part C-funded centers that comply with the standards and assurances in section 725 (b) and (c) of the Act, and the geographic areas and populations currently served by the centers.

The State has developed a design and established a statewide network of CIL's that comply with the standards and assurances set forth in section 725 (b) and (c) of the Act. The following shows the geographic areas by county and the population currently served by each of the six centers.

Physical location of CIL's statewide and the population served by each Center according to the latest estimates of the U.S. Census Bureau:

Options for Independence located in Logan, Cache County, Utah

Serving Cache, Rich and Box Elder counties.
(Branch office located in Brigham City, Box Elder County, Utah)
Total population for these counties =163,836.
Funding: Federal Part C, B and Chapter II (older blind), and State.
Populations primarily served: The majority of consumers served are adults with a significant number over age 60, with physical/mobility impairments, and low vision impairments, primarily white and living in rural areas. An effort is currently being made for outreach to a greater extent directed toward the minority populations, especially Hispanic in ethnicity.

Roads to Independence located in Ogden, Weber County, Utah

Serving Weber, Morgan and Davis counties.
Total population for these counties = 531,488.
Funding: Federal Part B, C and State.
Populations primarily served: The majority of consumers served are adults with many being over age 60. Race demographics show the vast majority to be white, but a significant number of consumers of Hispanic ethnicity are also being served. Most consumers live in urban areas and have physical disabilities.

Utah Independent Living Center located in Salt Lake City, Salt Lake County, Utah

Serving Summit, Salt Lake and Tooele counties.
(Branch office located in Tooele, Tooele County, Utah)
Total population for these counties = 1,115,692.
Funding: Federal Part C, B, and State.
Populations primarily served: The majority of consumers served are adults working age, with a significant amount of youth, children, and seniors being served. Race demographics show most consumers are white. Most live in urban areas, but the branch office is serving some of the rural population in the center's area. A majority of the consumers experience physical disabilities with a significant number of consumers with cognitive disabilities also being served.

Ability First Utah located in Provo, Utah County, Utah

Serving Wasatch, Utah, Sanpete and Juab counties.
(Branch office located in Manti, Sanpete County, Utah)
Total population for these counties = 587,406.
Funding: Federal Part C, B and State.
Populations primarily served: The majority of consumers being served are adults working age and seniors, with many youth and children also being served. Race demographics show the majority to be white with a significant number of Hispanic ethnicity also being served. Most live in urban areas but there are many in the rural areas being served by the branch office in Manti. Most have physical disabilities.

Active Re-Entry Center for Independent Living located in Price, Carbon County, Utah

Serving Carbon, Daggett, Uintah, Duchesne, Emery, Grand, and San Juan counties.
(Branch offices located in Moab, Grand County, Utah and Vernal, Uintah County, Utah)
Funding: Federal Part C and B, and Chapter II (older blind), along with State funding.
Total population for these counties = 102,387.
Populations primarily served: The majority of consumers being served are seniors, with a significant number of working age consumers along with some youth and children. The majority are white in race, with a significant number of American Indians and Hispanics also being served. Most consumers live in rural areas, and are experiencing mostly physical disabilities and vision disabilities. Many have multiple disabilities. This center is making a concerted effort to serve the Navajo Native American population through its branch office in Moab.

Red Rock Center for Independence located in St. George, Washington County, Utah

Serving Washington, Iron, Kane, Garfield, Wayne, Piute, Beaver, Millard and Sevier counties.

(Branch offices located in Minersville and Cedar City, Iron County, Utah and Richfield, Sevier County, Utah)

Total population for these counties = 235,615.

Funding: Federal Part C and B, Chapter II (older blind), and State.

Populations primarily served: The majority of consumers are white with physical and/or low vision disabilities. The consumer population is being served in both urban and rural areas. The majority age group consists of seniors, with significant numbers or working age and youth also being served.

3.2 Expansion of Network – 34 CFR 364.25

Describe the design for the further expansion of the network, including identification of the unserved and underserved areas in the State and the order of priority for serving these areas as additional funding becomes available (beyond the required cost-of-living increase).

The existing IL Network includes six CIL's with eight branch offices, the DSU, AILU and the Council. The six Centers divide the entire state into six regional areas. Through this design all counties of the State are covered by IL services. This of course does not mean that all individuals needing IL services receive them. The Network does not have sufficient resources to meet the extensive needs. The Utah IL Network has been relatively successful in obtaining federal and state funding to establish the six centers that currently serve the state. Since 1998 the expansion of Utah's Centers for Independent Living (CIL) has been based on an established formula which fairly distributes any increases and or decreases in funding. The funding formula is as follows.

Utah IL Funding Distribution Formula: Distribution of the increase and or decrease of funding and or resources to Utah's CIL's shall occur in the following manner, unless otherwise agreed on by the Utah Statewide Independent Living Council and the Utah State Office of Rehabilitation. Fifty percent of the total funds are divided evenly between Utah's six existing CIL's. Thirty percent of remaining funds are distributed according to the percent of the state population in each CIL service area (based on the most recent U.S. census data). Twenty percent of the remaining amount is distributed according to the percent of geographic area of each CIL service area in relationship to the total square miles of the state.

It has been the policy of the IL Network to advocate for funding to increase the capacity of the Centers to provide outreach to the underserved populations in their regions (see goal 1, objective 1.3). This expansion of capacity to deliver services to underserved IL consumers is the IL Program's strategy for expansion of the Network.

3.3 Section 723 States Only – 34 CFR 364.39

3.3A If the State follows an order of priorities for allocating funds among centers within a State

that is different from what is outlined in 34 CFR 366.22, describe the alternate order of priority that the DSU director and the SILC chair have agreed upon. Indicate N/A if not applicable.
NA

3.3B Describe how the State policies, practices and procedures governing the awarding of grants to centers and the oversight of these centers are consistent with 34 CFR 366.37 and 366.38.
NA

Section 4: Designated State Unit (DSU)

4.1 Administrative Support Services – 34 CFR 364.4; 34 CFR 364.22(b)

4.1A Describe the administrative support services to be provided by the DSU for the SILS (Part B) program and, if the State is a Section 723 State, for the CIL (Part C) program.

– Refer to the SPIL Instructions for additional information about administrative support services.

The USOR is the Designated State Unit (DSU) for the purposes of this SPIL. The mission of the USOR is to assist individuals with disabilities to obtain employment and increase their independence. To be successful with this mission, the independent living needs of people with disabilities must also be supported. USOR's responsibilities under the SPIL shall include the following:

(1) USOR will act in partnership with the USILC and CIL's to promote IL philosophy and support advocacy activities to develop, enhance and support a successful network of CIL's.

(2) USOR will provide guidance to CIL's for training to all staff on independent living philosophy and services.

(3) USOR will provide access to technical support in areas identified in the SPIL.

(4) USOR will contract funding for the operations of the State Independent Living Council.

(5) USOR will administer and monitor fiscal and program compliance of CIL grants awarded with Federal and State IL funds.

4.1B Describe other DSU arrangements for the administration of the IL program, if any.

Under the direction of the USOR, the Division of Services for the Blind and Visually Impaired (DSBVI) administers the Older Blind program for individuals 55 and over. Three of the CIL's serve substantial rural areas and have Older Blind Specialists that work with the DSBVI in providing services for individuals who are blind or visually impaired.

Section 5: Statewide Independent Living Council (SILC)

5.1 Resource plan – 34 CFR 364.21(i)

5.1A Describe the resource plan prepared by the SILC in conjunction with the DSU for the provision of resources, including staff and personnel, made available under parts B and C of chapter 1 of title VII, section 101(a)(18) of the Act, and from other public and private sources that may be necessary to carry out the functions of the SILC identified in section 705(c). The description must address the three years of this SPIL.

– Refer to the SPIL Instructions for more information about completing this section.

Utah has developed a coordinated plan to meet the needs of IL consumers and comply with Federal requirements. All of Federal Part B funds are divided between the six CIL's to provide IL service through contracts with USOR. Innovation and Expansion funds of $82,655 and $67,918 in state funds are contracted to USILC for resources required to meet SPIL requirements. A significant amount of state funds go to the six Centers. These funds are for the general CIL operations in providing IL services to consumers.

USOR employs one staff member on a full-time basis and one staff member who is 75% FTE to support the IL program. These positions include an IL Coordinator, and an Executive Secretary. The IL Program, including all aspects of the SPIL, CILs, and USILC support, is under the USOR Specialized Services Program. The USOR Specialized Services Program Coordinator provides support and direction, as required. Fiscal services and support are provided by the Utah State Office of Education fiscal unit.

5.1B Describe how the following SILC resource plan requirements will be addressed:

– The SILC's responsibility for the proper expenditure of funds and use of resources that it receives under the resource plan.
– Non-inclusion of conditions or requirements in the SILC resource plan that may compromise the independence of the SILC.
– Reliance, to the maximum extent possible, on the use of resources in existence during the period of implementation of the State plan.

5.2 Establishment and Placement – 34 CFR 364.21(a)

Describe how the establishment and placement of the SILC ensures its independence with respect to the DSU and all other State agencies.

– Refer to the SPIL Instructions for more information about completing this section.

The USILC has been established as a 501(c)(3) for the last five State Plan cycles. The placement of the SILC is not within the State's organizational structure and is located outside the State's structure as a non-profit organization.

5.3 Appointment and Composition – 34 CFR 364.21(b) – (f)

Describe the process used by the State to appoint members to the SILC who meet the composition requirements in section 705(b).

– Refer to the SPIL Instructions for more information about completing this section.

The USILC ensures appropriate appointment and composition of the Council by strictly adhering to its approved Bylaws. The Bylaws are reflective of 705(b) requirements.

The process of appointing an individual to serve as a voting member to the USILC is as follows: The Council's Nomination/Membership Committee screens potential candidates and presents their recommendations for appointment to the Council for nomination consideration. The voting membership of the Council votes to approve or disapprove the candidates. Approved candidates are then submitted to the Utah State Board of Education for consideration for appointment. Those approved by the Board are appointed as members to the USILC.

The Chair of the Nomination/Membership Committee is responsible to ensure that the nomination process and membership requirements as stated in the Bylaws and Federal regulations are adhered to. This includes making certain that the membership consists of at least 51% individuals with disabilities and are not employed by a State agency or CIL; and that a majority of the voting membership are individuals with disabilities and not employed by any State agency or Center.

5.4 Staffing – 34 CFR 364.21(j)

Describe how the following SILC staffing requirements will be met:

– SILC supervision and evaluation, consistent with State law, of its staff and other personnel as may be necessary to carry out its functions.
– Non-assignment of duties to SILC staff and other personnel made available by the DSU, or any other State agency or office that would create a conflict of interest while assisting the SILC in carrying out its duties.

In order to carry out the goals and objectives of the Council identified in the SPIL over each of the next three years, resources have been identified to fund the following positions.

(a) Public Policy Specialist/Administrator: 1 FTE: This position reports to the Council Chair and is responsible for carrying out the coordination of training and technical assistance in coalition building for the six IL regional centers. This position is also responsible for the supervision of the USILC Coordinator and oversees the activities identified in the SPIL. This position is primarily state funded.

(b) USILC Coordinator: ¾ FTE: This position reports to the Public Policy Specialist/Administrator. The Coordinator is also responsible for overseeing all contracts and fiscal activities of the Council. The Coordinator is responsible for

the effective day to day operation of the Council, office and all programs and activities, and is responsible for the day to day clerical and fiscal responsibilities of the office. In addition, the position is responsible for the functional operation of the Council including scheduling meetings, meeting preparations, and documentation.

Section 6: Service Provider Requirements

Describe how the following service provider requirements will be met:

6.1 Staffing – 34 CFR 364.23; 34 CFR 364.24; 34 CFR 364.31

- Inclusion of personnel who are specialists in the development and provision of IL services and in the development and support of centers.
- Availability, to the maximum extent feasible, of personnel able to communicate (1) with individuals with significant disabilities who rely on alternative modes of communication, such as manual communication, nonverbal communication devices, Braille, or audio tapes and (2) in the native languages of individuals with significant disabilities whose English proficiency is limited and who apply for or receive IL services under title VII of the Act.
- Establishment and maintenance of a program of staff development for all classes of positions involved in providing IL services and, where appropriate, in administering the CIL program, improving the skills of staff directly responsible for the provision of IL services, including knowledge of and practice in the IL philosophy.
- Affirmative action to employ and advance in employment qualified individuals with significant disabilities on the same terms and conditions required with respect to the employment of individuals with disabilities under section 503 of the Act.

USOR contracts require CILs, when providing services to individuals covered under this contract ensure that the majority of the staff and individuals in decision making positions are individuals with disabilities. This is a reflection of the IL Philosophy tenet and the Act that the IL program and services be consumer driven. Hiring criteria, including minimum qualifications, are developed to require the aptitudes and skills required for specific positions.

Availability, to the maximum extent feasible, of personnel able to communicate (1) with individuals with significant disabilities who rely on alternative modes of communication, such as manual communication, nonverbal communication devices, Braille, or audio tapes and (2) in the native languages of individuals with significant disabilities whose English proficiency is limited and who apply for or receive IL services under title VII of the Act.

USOR's contract with CIL's requires that services will be provided by staff members who are able to communicate in the native languages of applicants. If this is not possible, arrangements will be made as necessary and appropriate. The CIL's will ensure that appropriate modes of communication for all applicants and eligible individuals are used.

Establishment and maintenance of a program of staff development for all classes of positions involved in providing IL services and, where appropriate, in administering the CIL program,

improving the skills of staff directly responsible for the provision of IL services, including knowledge of and practice in the IL philosophy.

Individual performance plans are written annually that identify each staff member's training needs. Training may include conferences, classes, supervisory, and co-work/peer training.

Based on the employee's job requirements, training topics may range from IL skills and philosophy training, to administrative tasks, fiscal management, training, and increasing knowledge of community/disability services and support services.

Affirmative action to employ and advance in employment qualified individuals with significant disabilities on the same terms and conditions required with respect to the employment of individuals with disabilities under section 503 of the Act.

USOR contracts require CIL's to use sound organizational and personnel practices, including affirmative action, to employ and advance in employment qualified individuals with significant disabilities. Each CIL has developed affirmative action policies and practices.

6.2 Fiscal Control and Fund Accounting – 34 CFR 364.34

– Adoption of those fiscal control and fund accounting procedures as may be necessary to ensure the proper disbursement of and accounting for funds made available through parts B and C of chapter 1 of title VII of the Act, in addition to complying with applicable EDGAR fiscal and accounting requirements.

Adoption of those fiscal control and fund accounting procedures as may be necessary to ensure the proper disbursement of and accounting for funds made available through parts B and C of chapter 1 of title VII of the Act, in addition to complying with applicable EDGAR fiscal and accounting requirements.

USOR contracts require that CIL's practice sound fiscal management. USOR expects CIL's to comply with EDGAR fiscal and accounting requirements. Annual audits must be completed according to audit requirements established in OMB Circular A-133 issued under the authority of the Budget and Accounting Act of 1921 as amended; Budget and Accounting Procedures Act of 1950, as amended; Reorganization Plan No. 2 of 1980; and Executive Order No. 11541, and provide that report to USOR. The annual financial report must include, at a minimum, a statement of revenues and expenditures and a copy of any applicable audit reports. CIL's must provide, or allow inspection of, financial source documentation including journal entries and other relevant financial documentation to, or by, USOR designated staff. The annual financial audit must be conducted according to audit requirements established in the Statement on Auditing Standards (SAS) No. 99, Management Antifraud Programs and Controls. CIL's must implement all USOR audit recommendations.

6.3 Recordkeeping, Access and Reporting – 34 CFR 364.35; 34 CFR 364.36; 34 CFR 364.37

– Maintenance of records that fully disclose and document the information listed in 34 CFR 364.35.
– Submission of annual performance and financial reports, and any other reports that the Secretary determines to be appropriate
– Access to the Commissioner and the Comptroller General, or any of their duly authorized representatives, for the purpose of conducting audits, examinations, and compliance reviews, to the information listed in 34 CFR 364.37.

The USOR acting as the DSU has a contract with each individual CIL and the SILC. As part of the contract, the CIL's and the SILC are obligated to comply with applicable EDGAR fiscal and accounting requirements and records that fully disclose and document the requirements outlined in 34 CFR 364.35. In addition, the CIL's and the SILC are required to submit all reports the Secretary determines to be appropriate. All records outlined in 34 CFR 364.37 are also required to be made accessible to the Secretary and Comptroller General or their duly authorized representatives for review. The Utah State Office of Rehabilitation monitors these contracts to assure compliance with these regulations through annual and semi-annual reports, audits and reviews.

As described in 6.2 above, a fiscal audit is completed annually with each CIL. Any recommendations regarding improvements in record-keeping are implemented. In addition, USOR contracted with an independent auditor for thorough audits of each CIL. A number of record-keeping improvements were implemented on the basis of recommendations from that audit. A follow-up audit was completed in 2006 by the Utah State Board of Education Internal Auditor. No audit exceptions were identified. Record-keeping, access and reporting were consistent with all related regulations.

Submission of annual performance and financial reports, and any other reports that the Secretary determines to be appropriate

USOR contracts require annual mid-year progress reports from each CIL. The 704 report is submitted to USOR for review. As reported in 6.1 and 6.2 above, financial reports are submitted annually.

Access to the Commissioner and the Comptroller General, or any of their duly authorized representatives, for the purpose of conducting audits, examinations, and compliance reviews, to the information listed in 34 CFR 364.37.

Each CIL is accessible to all authorized Federal and State officials for audits, examinations and compliance reviews

6.4 <u>Eligibility – 34 CFR 364.40; 34 CFR 364.41</u>

– Eligibility of any individual with a significant disability, as defined in 34 CFR 364.4(b), for IL services under the SILS and CIL programs.

– Ability of any individual to seek information about IL services under these programs and to request referral to other services and programs for individuals with significant disabilities.
– Determination of an individual's eligibility for IL services under the SILS and CIL programs in a manner that meets the requirements of 34 CFR 364.51.
– Application of eligibility requirements without regard to age, color, creed, gender, national origin, race, religion, or type of significant disability of the individual applying for IL services.
– Non-exclusion from receiving IL services of any individual who is present in the State and who is otherwise eligible for IL services, based on the imposition of any State or local residence requirement.

Eligibility of any individual with a significant disability, as defined in 34 CFR 364.4(b), for IL services under the SILS and CIL programs.

USOR contracts with the CIL's require that the contractor provide services to individuals with a range of significant disabilities. The CIL's operate under policies and procedures that outline eligibility requirements for services that meet the definition defined in 34 CFR 364.4(b). USOR conducts periodic trainings on these policies and procedures including eligibility requirements. USOR also periodically conducts CSR reviews to ensure compliance with the established policies and procedures including eligibility requirements.

Ability of any individual to seek information about IL services under these programs and to request referral to other services and programs for individuals with significant disabilities.

Each CIL is under contract with the USOR to provide access to any individual seeking information about IL services and provide appropriate response to requests for referral to other services and programs for individuals with significant disabilities. Training is conducted to ensure appropriate staff members have the skills required to make appropriate referrals and to disseminate information regarding other services and programs for individuals with significant disabilities to any individual. The USOR monitors the provision of these services through mid-year reports and the year end 704 report.

Determination of an individual's eligibility for IL services under the SILS and CIL programs in a manner that meets the requirements of 34 CFR 364.51.

CSR's are periodically reviewed by CIL Executive Directors and USOR to establish the CIL's compliance with USOR contracts, and the established policies and procedures that require the CIL's to certify an individual's eligibility by date and signature of qualified staff, and justify this determination with a case note. USOR in cooperation with the CIL's have developed a document that fulfills this requirement. Training is conducted on the proper use of this document and 34 CFR 364.51.

Application of eligibility requirements without regard to age, color, creed, gender, national origin, race, religion, or type of significant disability of the individual applying for IL services.

Clear policies and procedures are established by the CIL's and monitored and periodically

reviewed by the USOR to ensure that eligibility consideration is given to all individuals with significant disabilities in compliance with 34 CFR 364.41(a) and to apply eligibility requirements without regard to age, color, creed, gender, national origin, race, religion, or type of disability. Training is periodically conducted to enhance the abilities and skills of appropriate CIL staff on all aspects of eligibility requirements outlined in the regulations.

Non-exclusion from receiving IL services of any individual who is present in the State and who is otherwise eligible for IL services, based on the imposition of any State or local residence requirement.

Clear policies and procedures are established by the CIL's and monitored with periodic reviews by the USOR to ensure that residency requirements for all individuals with significant disabilities are in compliance with 34 CFR 364.41(b) and include the assurance that IL services must be made available to any eligible individual who is present in the state, without the imposition of any state or local residency requirement. Training is periodically conducted to enhance the abilities and skills of appropriate CIL staff on all aspects of eligibility requirements outlined in the regulations.

6.5 Independent Living Plans – 34 CFR 364.43(c)

– Provision of IL services in accordance with an IL plan complying with Sec. 364.52 and mutually agreed upon by the individuals with significant disabilities and the appropriate service provider staff unless the individual signs a waiver stating that an IL plan is unnecessary.

– Provision of IL services in accordance with an IL plan complying with Sec. 364.52 and mutually agreed upon by the individuals with significant disabilities and the appropriate service provider staff unless the individual signs a waiver stating that an IL plan is unnecessary.

Unless the consumer signs such a waiver, IL plans are developed with all consumers in compliance with CFR 364.52. Training is conducted on IL plan development and plans are reviewed by Center supervisory staff and randomly reviewed by USOR.

6.6 Client Assistance Program (CAP) Information – 34 CFR 364.30

– Use of accessible formats to notify individuals seeking or receiving IL services under chapter 1 of title VII about the availability of the CAP program, the purposes of the services provided under the CAP, and how to contact the CAP.

Consumers are notified about the availability of the CAP program, the purposes of the services provided under the CAP, and how to contact the CAP. Accessible formats to inform consumers about the CAP are provided to those consumers who need them.

6.7 Protection, Use and Release of Personal Information – 34 CFR 364.56(a)

– Adoption and implementation of policies and procedures meeting the requirements of 34 CFR 364.56(a), to safeguard the confidentiality of all personal information, including photographs and lists of names.

All Utah CIL's have adopted and implemented policies and procedures to safeguard the confidentiality of all personal information according to CFR requirements. These include photographs and lists of names.

Section 7: Evaluation

Describe the method that will be used to periodically evaluate the effectiveness of the plan in meeting the objectives established in Section 1. The description must include the State's evaluation of satisfaction by individuals with significant disabilities who have participated in the program. 34 CFR 364.38

The Utah IL Network views evaluation of the network as having outcome date in two separate categories. One category is the evaluation of the implementation of the SPIL, with the Council being the responsive party. USILC staff will coordinate with USILC Committee Chairs on an annual basis to access the process of meeting the goals and objectives of the SPIL and report back to the Council. In year one, a training will be given to USILC regarding their role within the IL Network as well as the goals, objectives and activities within the SPIL. Year two, a report will be developed by USILC staff to measure the accomplishments and whether the activities need to be rewritten to more accurately reflect current activities. Year three, the report will be finalized and the results will be utilized to develop the next three year SPIL.

The second category is the evaluation of the scope and effectiveness of the services provided by the network. The second category is primarily that of the six CILs and the DSU. Evaluation is seen as a critical component of an effective IL system. In addition, as is outlined in contacts, CILs shall meet with USOR at least once during the year for the purpose of conducting a review and evaluating program outcomes according to the objectives and activities outlined in the contract attachments. This review will provide an opportunity to determine the need for any revisions to the objectives and/or contract. The contractor will provide reports and documents required by USOR for evaluation of the contractor's compliance to this contract.

Satisfaction surveys will be conducted at least annually by the CILs. There is a standard set of questions that all of the CILs include in their surveys.

Section 8: State-Imposed Requirements

Identify any State-imposed requirements contained in the provisions of this SPIL. Indicate N/A if not applicable. 34 CFR 364.20(h)

Instructional Materials Search

Information Technology **Computer Literacy** **5/22/2013**

ISBN	Pub Id	Media	ST	Series / Title	05-04-00-00-001	Elem Subj	Author	Copy Right	Price	Adopt	Adoption Action
9780763847654	EMC	text	S	Our Digital World / Our Digital World Text & Online Companion Website			Gordon	2012	87.95	2013	Recommended
Information Technology				Computer Literacy	05-04-00-00-001	0000					Primary
9781453108963	ZANERBLOSER	intr	S	Voices 3C eLessons and Leveled Library / Grade 2			Zaner Bloser	2013	1,957.99	2013	Recommended
Language Arts				Applied Communication I	06-01-00-00-020	0000					Limited
9781453108987	ZANERBLOSER	intr	S	Voices 3C eLessons and Leveled Library / Grade 4			Zaner Bloser	2013	1,223.99	2013	Recommended
Language Arts				Applied Communication I	06-01-00-00-020	0000					Limited
9781453108994	ZANERBLOSER	intr	S	Voices 3C eLessons and Leveled Library / Grade 5			Zaner Bloser	2013	1,223.99	2013	Recommended
Language Arts				Applied Communication I	06-01-00-00-020	0000					Limited
9781453109007	ZANERBLOSER	intr	S	Voices 3C eLessons and Leveled Library / Grade 6			Zaner Bloser	2013	1,427.99	2013	Recommended
Language Arts				Applied Communication I	06-01-00-00-020	0000					Limited
9781453108949	ZANERBLOSER	intr	S	Voices 3C eLessons and Leveled Library / Grade K			Zaner Bloser	2013	672.99	2013	Recommended
Language Arts				Applied Communication I	06-01-00-00-020	0000					Limited
9781453108970	ZANERBLOSER	intr	S	Voices 3C eLessons and Leveled Library / Grade 3			Zaner Bloser	2013	1,957.99	2013	Recommended
Language Arts				Applied Communication I	06-01-00-00-020	0000					Limited
9781453108956	ZANERBLOSER	intr	S	Voices 3C eLessons and Leveled Library / Grade 1			Zaner Bloser	2013	1,345.49	2013	Recommended
Language Arts				Applied Communication I	06-01-00-00-020	0000					Limited
9781453108512	ZANERBLOSER	intr	S	Voices 3C eLessons and Leveled Library / Grades K-6			Zaner Bloser	2013	9,809.00	2013	Recommended
Language Arts				Applied Communication I	06-01-00-00-020	0000					Limited
9781453108871	ZANERBLOSER	TEXT	S	Inquire / Grades 9 to 12			Zaner Bloser	2013	22.99	2013	Recommended
Language Arts				Applied Communication I	06-01-00-00-020	0000					Limited
9781623820756	Reading Horizons	text	S	Reading Horizons Discovery / Discovery Teacher Kit			Reading Hori	2012	399.00	2013	Not Sampled
Language Arts				Elementary Reading	06-01-00-00-060	0600					
SUNBURSTT2807	SUNBURST	INTR	S	Big Universe 1 Bldg 1 Yr Site Lic BUI Online / Big Universe			BigUniverse	2013	1,499.95	2013	Not Reviewed
Language Arts				Elementary Reading	06-01-00-00-060	0600					
SUNBURSTT2801	SUNBURST	INTR	S	Big Universe 5 to 9 Bldgs 1 Yr Site Lic BUI Online / Big Universe			BigUniverse	2013	1,349.10	2013	Not Reviewed
Language Arts				Elementary Reading	06-01-00-00-060	0600					
9781623820794	Reading Horizons	soft	S	Reading Horizons Discovery / Reading Horizons Discovery Software			Reading Hori	2012	200.00	2013	Not Sampled
Language Arts				Elementary Reading	06-01-00-00-060	0600					
SUNBURSTT2993	SUNBURST	INTR	S	Big Universe 2 to 4 Bldgs 1 Yr Site Lic BUI Online / Big Universe			BigUniverse	2013	1,424.05	2013	Not Reviewed
Language Arts				Elementary Reading	06-01-00-00-060	0600					
0132748800	PEARSONPRENT	mult	S	Writing America / Stu Ed w Pearson MyLab w eText 5 year access			Jolliffe	2014	79.97	2013	Recommended
Language Arts				A.P. English Language	06-01-00-00-092	0000					Limited
9780928424751	Reading Horizons	text	S	Reading Horizons Comprehensive / Comprehensive Teacher Kit			Reading Hori	2010	189.00	2013	Not Sampled
Language Arts				Eng. Lang. Dev. I (9-12)	06-01-00-00-201	0000					
9780928424751	Reading Horizons	text	S	Reading Horizons Comprehensive / Comprehensive Teacher Kit			Reading Hori	2010	189.00	2013	Not Sampled
Language Arts				Eng. Lang. Dev. II (9-12)	06-01-00-00-202	0000					
9780928424751	Reading Horizons	text	S	Reading Horizons Comprehensive / Comprehensive Teacher Kit			Reading Hori	2010	189.00	2013	Not Sampled
Language Arts				Eng. Lang. Dev. III (9-12)	06-01-00-00-203	0000					
9780928424751	Reading Horizons	text	S	Reading Horizons Comprehensive / Comprehensive Teacher Kit			Reading Hori	2010	189.00	2013	Not Sampled
Language Arts				Eng. Lang. Dev. IV (9-12)	06-01-00-00-204	0000					
9780928424751	Reading Horizons	text	S	Reading Horizons Comprehensive / Comprehensive Teacher Kit			Reading Hori	2010	189.00	2013	Not Sampled
Language Arts				Eng. Lang. Dev. I (6-8)	06-01-00-00-205	0600					
9780928424751	Reading Horizons	text	S	Reading Horizons Comprehensive / Comprehensive Teacher Kit			Reading Hori	2010	189.00	2013	Not Sampled
Language Arts				Eng. Lang. Dev. II (6-8)	06-01-00-00-206	0600					
9780928424751	Reading Horizons	text	S	Reading Horizons Comprehensive / Comprehensive Teacher Kit			Reading Hori	2010	189.00	2013	Not Sampled
Language Arts				Eng. Lang. Dev. III (6-8)	06-01-00-00-207	0600					

Instructional Materials Search

Language Arts **Eng. Lang. Dev. IV (6-8)** **5/22/2013**

ISBN	Pub Id	Media	ST	Series / Title	06-01-00-00-208	Elem Subj	Author	Copy Right	Price	Adopt	Adoption Action
9780928424751	Reading Horizons	text	S	Reading Horizons Comprehensive / Comprehensive Teacher Kit			Reading Hori	2010	189.00	2013	Not Sampled
Language Arts				Eng. Lang. Dev. IV (6-8)	06-01-00-00-208	0600					
SUNBURSTT2823	SUNBURST	INTR	S	Defined STEM Annual Bldg Subscription Online / Defined STEM			DefinedSTEM	2013	1,995.00	2013	Not Reviewed
Language Arts				Language Arts 6	06-02-00-00-010	0600					
SUNBURSTT2801	SUNBURST	INTR	S	Big Universe 5 to 9 Bldgs 1 Yr Site Lic BUI Online / Big Universe			BigUniverse	2013	1,349.10	2013	Not Reviewed
Language Arts				Language Arts 6	06-02-00-00-010	0600					
SUNBURSTT2993	SUNBURST	INTR	S	Big Universe 2 to 4 Bldgs 1 Yr Site Lic BUI Online / Big Universe			BigUniverse	2013	1,424.05	2013	Not Reviewed
Language Arts				Language Arts 6	06-02-00-00-010	0600					
SUNBURSTT2807	SUNBURST	INTR	S	Big Universe 1 Bldg 1 Yr Site Lic BUI Online / Big Universe			BigUniverse	2013	1,499.95	2013	Not Reviewed
Language Arts				Language Arts 6	06-02-00-00-010	0600					
9780783678801	TRIUMPHLEARNII	text	S	Crosswalk to the Common Core / Crosswalk Grade 6 ELA			Triumph Lear	2011	8.99	2013	Rec. Student Resource
Language Arts				Language Arts 6	06-02-00-00-010	0000					
7657657655	EDGENUITY	intr	S	Language Arts 6 / Language Arts 6 (yearly subscription)			EDGENUITY	2012	150.00	2013	Recommended Limited
Language Arts				Language Arts 6	06-02-00-00-010	0000					
9781619978386	TRIUMPHLEARNII	text	S	The Book Jam / The Watsons go to Birmingham			Alan Sitomer	2012	799.99	2013	Recommended Limited
Language Arts				Language Arts 6	06-02-00-00-010	0000					
2013000069	CURRICULUM AD	intr	S	Classworks / Classworks Language Arts Math and Science K-9			Classworks	2013	16,500.00	2013	Not Sampled
Language Arts				Language Arts 6	06-02-00-00-010	0000					
9781619973114	TRIUMPHLEARNII	text	S	The Book Jam / Nerd Girls			Alan Sitomer	2012	799.99	2013	Recommended Limited
Language Arts				Language Arts 6	06-02-00-00-010	0000					
2013000029	CURRICULUM AD	intr	S	Classworks / Classworks Language Arts K-9			Classworks	2013	13,500.00	2013	Not Reviewed
Language Arts				Language Arts 6	06-02-00-00-010	0000					
9781619978379	TRIUMPHLEARNII	text	S	The Book Jam / Maniac Magee			Alan Sitomer	2012	799.99	2013	Recommended Limited
Language Arts				Language Arts 6	06-02-00-00-010	0000					
9780783693408	TRIUMPHLEARNII	text	S	Best Practices in Reading / Best Practices Grade 7			Triumph Lear	2012	9.99	2013	Reviewed Not Recomm.
Language Arts				Language Arts 7	06-02-00-00-020	0000					
9781619978379	TRIUMPHLEARNII	text	S	The Book Jam / Maniac Magee			Alan Sitomer	2012	799.99	2013	Recommended Limited
Language Arts				Language Arts 7	06-02-00-00-020	0000					
7657657656	EDGENUITY	intr	S	Language Arts 7 / Language Arts 7 (yearly subscription)			EDGENUITY	2012	150.00	2013	Recommended Limited
Language Arts				Language Arts 7	06-02-00-00-020	0000					
9780783678818	TRIUMPHLEARNII	text	S	Crosswalk to the Common Core / Crosswalk Grade 7 ELA			Triumph Lear	2011	8.99	2013	Recommended Limited
Language Arts				Language Arts 7	06-02-00-00-020	0000					
9781601612465	TRIUMPHLEARNII	text	S	Comprehension Matters / Student Worktext Set Grade 7			Triumph Lear	2012	124.99	2013	Rec. Student Resource
Language Arts				Language Arts 7	06-02-00-00-020	0000					
9781619973114	TRIUMPHLEARNII	text	S	The Book Jam / Nerd Girls			Alan Sitomer	2012	799.99	2013	Recommended Limited
Language Arts				Language Arts 7	06-02-00-00-020	0000					
2013000069	CURRICULUM AD	intr	S	Classworks / Classworks Language Arts Math and Science K-9			Classworks	2013	16,500.00	2013	Not Reviewed
Language Arts				Language Arts 7	06-02-00-00-020	0000					
SUNBURSTT2993	SUNBURST	INTR	S	Big Universe 2 to 4 Bldgs 1 Yr Site Lic BUI Online / Big Universe			BigUniverse	2013	1,424.05	2013	Not Reviewed
Language Arts				Language Arts 7	06-02-00-00-020	0000					
9780783689050	TRIUMPHLEARNII	text	S	Common Core Clinics / Common Core Clinics Grade 6 ELA Combo			Triumph Lear	2011	19.99	2013	Rec. Student Resource
Language Arts				Language Arts 7	06-02-00-00-020	0000					
2013000029	CURRICULUM AD	intr	S	Classworks / Classworks Language Arts K-9			Classworks	2013	13,500.00	2013	Not Reviewed
Language Arts				Language Arts 7	06-02-00-00-020	0000					
9781601612473	TRIUMPHLEARNII	text	S	Comprehension Matters / Student Worktext Set Grade 8			Triumph Lear	2012	124.99	2013	Rec. Student Resource
Language Arts				Language Arts 7	06-02-00-00-020	0000					

Instructional Materials Search

Language Arts **Language Arts 7** **5/22/2013**

ISBN	Pub Id	Media	ST	Series / Title	06-02-00-00-02(	Elem Subj	Author	Copy Right	Price	Adopt	Adoption Action
9781619978386	TRIUMPHLEARNII	text	S	The Book Jam / The Watsons go to Birmingham			Alan Sitomer	2012	799.99	2013	Recommended Limited
Language Arts				Language Arts 7	06-02-00-00-020	0000					
SUNBURSTT2807	SUNBURST	INTR	S	Big Universe 1 Bldg 1 Yr Site Lic BUI Online / Big Universe			BigUniverse	2013	1,499.95	2013	Not Reviewed
Language Arts				Language Arts 7	06-02-00-00-020	0000					
9781619978409	TRIUMPHLEARNII	text	S	The Book Jam / Hunger Games			Alan Sitomer	2012	799.99	2013	Recommended Limited
Language Arts				Language Arts 7	06-02-00-00-020	0000					
SUNBURSTT2823	SUNBURST	INTR	S	Defined STEM Annual Bldg Subscription Online / Defined STEM			DefinedSTEM	2013	1,995.00	2013	Not Reviewed
Language Arts				Language Arts 7	06-02-00-00-020	0000					
9780783699714	TRIUMPHLEARNII	TEXT	S	COMMON CORE COACH / Common Core Coach ELA Grade 7			Triumph Lear	2012	14.99	2013	Recommended Limited
Language Arts				Language Arts 7	06-02-00-00-020	0000					
SUNBURSTT2801	SUNBURST	INTR	S	Big Universe 5 to 9 Bldgs 1 Yr Site Lic BUI Online / Big Universe			BigUniverse	2013	1,349.10	2013	Not Reviewed
Language Arts				Language Arts 7	06-02-00-00-020	0000					
9781619973114	TRIUMPHLEARNII	text	S	The Book Jam / Nerd Girls			Alan Sitomer	2012	799.99	2013	Recommended Limited
Language Arts				Language Arts 8	06-02-00-00-030	0000					
2013000069	CURRICULUM AD	intr	S	Classworks / Classworks Language Arts Math and Science K-9			Classworks	2013	16,500.00	2013	Not Reviewed
Language Arts				Language Arts 8	06-02-00-00-030	0000					
9781619978409	TRIUMPHLEARNII	text	S	The Book Jam / Hunger Games			Alan Sitomer	2012	799.99	2013	Recommended Limited
Language Arts				Language Arts 8	06-02-00-00-030	0000					
7657657657	EDGENUITY	intr	S	Language Arts 8 / Language Arts 8 (yearly subscription)			EDGENUITY	2012	150.00	2013	Recommended Limited
Language Arts				Language Arts 8	06-02-00-00-030	0000					
9780783689067	TRIUMPHLEARNII	text	S	Common Core Clinics / Common Core Clinics Grade 7 ELA Combo			Triumph Lear	2011	19.99	2013	Rec. Student Resource
Language Arts				Language Arts 8	06-02-00-00-030	0000					
9781619978478	TRIUMPHLEARNII	text	S	The Book Jam / Night			Alan Sitomer	2012	799.99	2013	Recommended Limited
Language Arts				Language Arts 8	06-02-00-00-030	0000					
9781619978379	TRIUMPHLEARNII	text	S	The Book Jam / Maniac Magee			Alan Sitomer	2012	799.99	2013	Recommended Limited
Language Arts				Language Arts 8	06-02-00-00-030	0000					
9781601612473	TRIUMPHLEARNII	text	S	Comprehension Matters / Student Worktext Set Grade 8			Triumph Lear	2012	124.99	2013	Rec. Student Resource
Language Arts				Language Arts 8	06-02-00-00-030	0000					
SUNBURSTT2823	SUNBURST	INTR	S	Defined STEM Annual Bldg Subscription Online / Defined STEM			DefinedSTEM	2013	1,995.00	2013	Not Reviewed
Language Arts				Language Arts 8	06-02-00-00-030	0000					
SUNBURSTT2807	SUNBURST	INTR	S	Big Universe 1 Bldg 1 Yr Site Lic BUI Online / Big Universe			BigUniverse	2013	1,499.95	2013	Not Reviewed
Language Arts				Language Arts 8	06-02-00-00-030	0000					
9781619978256	TRIUMPHLEARNII	text	S	The Book Jam / To Kill a Mockingbird			Alan Sitomer	2012	799.99	2013	Recommended Limited
Language Arts				Language Arts 8	06-02-00-00-030	0000					
9780783693422	TRIUMPHLEARNII	text	S	Best Practices in Reading / Best Practices Grade 8			Triumph Lear	2012	9.99	2013	Reviewed Not Recomm.
Language Arts				Language Arts 8	06-02-00-00-030	0000					
2013000029	CURRICULUM AD	intr	S	Classworks / Classworks Language Arts K-9			Classworks	2013	13,500.00	2013	Not Reviewed
Language Arts				Language Arts 8	06-02-00-00-030	0000					
9781619978386	TRIUMPHLEARNII	text	S	The Book Jam / The Watsons go to Birmingham			Alan Sitomer	2012	799.99	2013	Recommended Limited
Language Arts				Language Arts 8	06-02-00-00-030	0000					
9781619978232	TRIUMPHLEARNII	text	S	The Book Jam / Adventures of HUckleberry Finn			Alan Sitomer	2012	799.99	2013	Recommended Limited
Language Arts				Language Arts 8	06-02-00-00-030	0000					
SUNBURSTT2993	SUNBURST	INTR	S	Big Universe 2 to 4 Bldgs 1 Yr Site Lic BUI Online / Big Universe			BigUniverse	2013	1,424.05	2013	Not Reviewed
Language Arts				Language Arts 8	06-02-00-00-030	0000					
9780783678825	TRIUMPHLEARNII	text	S	Crosswalk to the Common Core / Crosswalk Grade 8 ELA			Triumph Lear	2011	8.99	2013	Recommended Limited
Language Arts				Language Arts 8	06-02-00-00-030	0000					

Instructional Materials Search

Language Arts **Language Arts 8** **5/22/2013**

ISBN	Pub Id	Media	ST	Series / Title	06-02-00-00-030	Elem Subj	Author	Copy Right	Price	Adopt	Adoption Action
9780783699721	TRIUMPHLEARNII	TEXT	S	COMMON CORE COACH / Common Core Coach ELA Grade 9			Triumph Lear	2012	14.99	2013	Recommended Limited
Language Arts				Language Arts 8	06-02-00-00-030	0000					
SUNBURSTT2801	SUNBURST	INTR	S	Big Universe 5 to 9 Bldgs 1 Yr Site Lic BUI Online / Big Universe			BigUniverse	2013	1,349.10	2013	Not Reviewed
Language Arts				Language Arts 8	06-02-00-00-030	0000					
9780783680521	TRIUMPHLEARNII	text	S	Buckle Down to the Common Core / Buckle Down ELA Grade 6			Triumph Lear	2011	8.99	2013	Recommended Limited
Language Arts				Language Arts 8	06-02-00-00-030	0000					
9781619977112	TRIUMPHLEARNII	text	S	The Book Jam / Poetry Jambox			Alan Sitomer	2012	1,799.00	2013	Recommended Limited
Language Arts				Language Arts 9	06-02-00-00-040	0000					
9781285192833	CENGAGE	Text	S	National Geographic Learning Reader Series / Cultural Identity in America access TG			NGL	2014	15.00	2013	Not Sampled
Language Arts				Language Arts 9	06-02-00-00-040	0000					
9781285194455	CENGAGE	Text	S	National Geographic Learning Reader Series / Water access TG online			NGL	2014	15.00	2013	Not Sampled
Language Arts				Language Arts 9	06-02-00-00-040	0000					
9781619978249	TRIUMPHLEARNII	text	S	The Book Jam / The Great Gatsby			Alan Sitomer	2012	799.99	2013	Recommended Limited
Language Arts				Language Arts 9	06-02-00-00-040	0000					
9781285194448	CENGAGE	Text	S	National Geographic Learning Reader Series / Green access TG online			NGL	2014	15.00	2013	Not Sampled
Language Arts				Language Arts 9	06-02-00-00-040	0000					
9781619978386	TRIUMPHLEARNII	text	S	The Book Jam / The Watsons go to Birmingham			Alan Sitomer	2012	799.99	2013	Recommended Limited
Language Arts				Language Arts 9	06-02-00-00-040	0000					
9781619978478	TRIUMPHLEARNII	text	S	The Book Jam / Night			Alan Sitomer	2012	799.99	2013	Recommended Limited
Language Arts				Language Arts 9	06-02-00-00-040	0000					
9781285447582	CENGAGE	Intr	S	National Geographic Learning Reader Series / Biological Anthropology eBook access			NGL	2014	15.00	2013	Not Sampled
Language Arts				Language Arts 9	06-02-00-00-040	0000					
9781285834504	CENGAGE	Text	S	World Windows / Levels 1 thru 3 Classroom Set access TG online			NGL	2012	1,687.50	2013	Not Sampled
Language Arts				Language Arts 9	06-02-00-00-040	0000					
9781285431420	CENGAGE	Text	S	National Geographic Learning Reader Series / Archaeology access TG online			NGL	2014	15.00	2013	Not Sampled
Language Arts				Language Arts 9	06-02-00-00-040	0000					
9781285447513	CENGAGE	Intr	S	National Geographic Learning Reader Series / Gender Roles eBook access TG onlin			NGL	2014	15.00	2013	Not Sampled
Language Arts				Language Arts 9	06-02-00-00-040	0000					
9781285443645	CENGAGE	Intr	S	National Geographic Learning Reader Series / Green eBook access TG online			NGL	2014	15.00	2013	Not Sampled
Language Arts				Language Arts 9	06-02-00-00-040	0000					
9781285447674	CENGAGE	Intr	S	National Geographic Learning Reader Series / Water eBk access TG online			NGL	2014	15.00	2013	Not Sampled
Language Arts				Language Arts 9	06-02-00-00-040	0000					
9781285447490	CENGAGE	Intr	S	National Geographic Learning Reader Series / Cultural Identity in America eBook acc			NGL	2014	15.00	2013	Not Sampled
Language Arts				Language Arts 9	06-02-00-00-040	0000					
9781285349305	CENGAGE	Text	S	Global Issues / Global Issues Classroom Set Includes TG			NGL	2014	1,566.00	2013	Not Sampled
Language Arts				Language Arts 9	06-02-00-00-040	0000					
9781619978232	TRIUMPHLEARNII	text	S	The Book Jam / Adventures of HUckleberry Finn			Alan Sitomer	2012	799.99	2013	Recommended Limited
Language Arts				Language Arts 9	06-02-00-00-040	0000					
9781619973114	TRIUMPHLEARNII	text	S	The Book Jam / Nerd Girls			Alan Sitomer	2012	799.99	2013	Recommended Limited
Language Arts				Language Arts 9	06-02-00-00-040	0000					
9781285194479	CENGAGE	Text	S	National Geographic Learning Reader Series / Biological Anthropology access TG on			NGL	2014	15.00	2013	Not Sampled
Language Arts				Language Arts 9	06-02-00-00-040	0000					
9781619978409	TRIUMPHLEARNII	text	S	The Book Jam / Hunger Games			Alan Sitomer	2012	799.99	2013	Recommended Limited
Language Arts				Language Arts 9	06-02-00-00-040	0000					
9780783680538	TRIUMPHLEARNII	text	S	Buckle Down to the Common Core / Buckle Down ELA Grade 7			Triumph Lear	2011	8.99	2013	Recommended Limited
Language Arts				Language Arts 9	06-02-00-00-040	0000					

Instructional Materials Search

Language Arts **Language Arts 9** **5/22/2013**

ISBN	Pub Id	Media	ST	Series / Title	06-02-00-00-040	Elem Subj	Author	Copy Right	Price	Adopt	Adoption Action
9781285447599	CENGAGE	Intr	S	National Geographic Learning Reader Series / Archaeology eBook access TG online			NGL	2014	15.00	2013	Not Sampled
Language Arts				Language Arts 9	06-02-00-00-040	0000					
9781285194462	CENGAGE	Text	S	National Geographic Learning Reader Series / Climate Change access TG online			NGL	2014	15.00	2013	Not Sampled
Language Arts				Language Arts 9	06-02-00-00-040	0000					
2013000069	CURRICULUM AD	intr	S	Classworks / Classworks Language Arts Math and Science K-9			Classworks	2013	16,500.00	2013	Not Reviewed
Language Arts				Language Arts 9	06-02-00-00-040	0000					
7657657658	EDGENUITY	intr	S	Language Arts 9 / Language Arts 9 (yearly subscription)			EDGENUITY	2012	150.00	2013	Recommended Limited
Language Arts				Language Arts 9	06-02-00-00-040	0000					
9781285192826	CENGAGE	Text	S	National Geographic Learning Reader Series / Gender Roles access TG online			NGL	2014	15.00	2013	Not Sampled
Language Arts				Language Arts 9	06-02-00-00-040	0000					
9781619978454	TRIUMPHLEARNII	text	S	The Book Jam / Animal Farm			Alan Sitomer	2012	799.99	2013	Recommended Limited
Language Arts				Language Arts 9	06-02-00-00-040	0000					
9780783689074	TRIUMPHLEARNII	text	S	Common Core Clinics / Common Core Clinics Grade 8 ELA Combo			Triumph Lear	2011	19.99	2013	Rec. Student Resource
Language Arts				Language Arts 9	06-02-00-00-040	0000					
9781619978379	TRIUMPHLEARNII	text	S	The Book Jam / Maniac Magee			Alan Sitomer	2012	799.99	2013	Recommended Limited
Language Arts				Language Arts 9	06-02-00-00-040	0000					
9781619978256	TRIUMPHLEARNII	text	S	The Book Jam / To Kill a Mockingbird			Alan Sitomer	2012	799.99	2013	Recommended Limited
Language Arts				Language Arts 9	06-02-00-00-040	0000					
9781285447629	CENGAGE	Intr	S	National Geographic Learning Reader Series / Climate Change eBook access TG on			NGL	2014	15.00	2013	Not Sampled
Language Arts				Language Arts 9	06-02-00-00-040	0000					
2013000029	CURRICULUM AD	intr	S	Classworks / Classworks Language Arts K-9			Classworks	2013	13,500.00	2013	Not Reviewed
Language Arts				Language Arts 9	06-02-00-00-040	0000					
9781285194455	CENGAGE	Text	S	National Geographic Learning Reader Series / Water access TG online			NGL	2014	15.00	2013	Not Sampled
Language Arts				Language Arts 10	06-02-00-00-050	0000					
9781285192833	CENGAGE	Text	S	National Geographic Learning Reader Series / Cultural Identity in America access TG			NGL	2014	15.00	2013	Not Sampled
Language Arts				Language Arts 10	06-02-00-00-050	0000					
9781619978379	TRIUMPHLEARNII	text	S	The Book Jam / Maniac Magee			Alan Sitomer	2012	799.99	2013	Recommended Limited
Language Arts				Language Arts 10	06-02-00-00-050	0000					
9781619978386	TRIUMPHLEARNII	text	S	The Book Jam / The Watsons go to Birmingham			Alan Sitomer	2012	799.99	2013	Recommended Limited
Language Arts				Language Arts 10	06-02-00-00-050	0000					
9781285192826	CENGAGE	Text	S	National Geographic Learning Reader Series / Gender Roles access TG online			NGL	2014	15.00	2013	Not Sampled
Language Arts				Language Arts 10	06-02-00-00-050	0000					
9781619978249	TRIUMPHLEARNII	text	S	The Book Jam / The Great Gatsby			Alan Sitomer	2012	799.99	2013	Recommended Limited
Language Arts				Language Arts 10	06-02-00-00-050	0000					
9781619978232	TRIUMPHLEARNII	text	S	The Book Jam / Adventures of HUckleberry Finn			Alan Sitomer	2012	799.99	2013	Recommended Limited
Language Arts				Language Arts 10	06-02-00-00-050	0000					
9781619978478	TRIUMPHLEARNII	text	S	The Book Jam / Night			Alan Sitomer	2012	799.99	2013	Recommended Limited
Language Arts				Language Arts 10	06-02-00-00-050	0000					
9781285447513	CENGAGE	Intr	S	National Geographic Learning Reader Series / Gender Roles eBook access TG onlin			NGL	2014	15.00	2013	Not Sampled
Language Arts				Language Arts 10	06-02-00-00-050	0000					
9781285349305	CENGAGE	Text	S	Global Issues / Global Issues Classroom Set Includes TG			NGL	2014	1,566.00	2013	Not Sampled
Language Arts				Language Arts 10	06-02-00-00-050	0000					
9781619977112	TRIUMPHLEARNII	text	S	The Book Jam / Poetry Jambox			Alan Sitomer	2012	1,799.00	2013	Recommended Limited
Language Arts				Language Arts 10	06-02-00-00-050	0000					
9781285194462	CENGAGE	Text	S	National Geographic Learning Reader Series / Climate Change access TG online			NGL	2014	15.00	2013	Not Sampled
Language Arts				Language Arts 10	06-02-00-00-050	0000					

Instructional Materials Search

Language Arts **Language Arts 10** **5/22/2013**

ISBN	Pub Id	Media	ST	Series / Title	06-02-00-00-050	Elem Subj	Author	Copy Right	Price	Adopt	Adoption Action
9781285834504	CENGAGE	Text	S	World Windows / Levels 1 thru 3 Classroom Set access TG online			NGL	2012	1,687.50	2013	Not Sampled
Language Arts				Language Arts 10	06-02-00-00-050	0000					
9781285447674	CENGAGE	Intr	S	National Geographic Learning Reader Series / Water eBk access TG online			NGL	2014	15.00	2013	Not Sampled
Language Arts				Language Arts 10	06-02-00-00-050	0000					
9781285447599	CENGAGE	Intr	S	National Geographic Learning Reader Series / Archaeology eBook access TG online			NGL	2014	15.00	2013	Not Sampled
Language Arts				Language Arts 10	06-02-00-00-050	0000					
9781285447582	CENGAGE	Intr	S	National Geographic Learning Reader Series / Biological Anthropology eBook access			NGL	2014	15.00	2013	Not Sampled
Language Arts				Language Arts 10	06-02-00-00-050	0000					
9781285443645	CENGAGE	Intr	S	National Geographic Learning Reader Series / Green eBook access TG online			NGL	2014	15.00	2013	Not Sampled
Language Arts				Language Arts 10	06-02-00-00-050	0000					
9781285194479	CENGAGE	Text	S	National Geographic Learning Reader Series / Biological Anthropology access TG on			NGL	2014	15.00	2013	Not Sampled
Language Arts				Language Arts 10	06-02-00-00-050	0000					
9781285431420	CENGAGE	Text	S	National Geographic Learning Reader Series / Archaeology access TG online			NGL	2014	15.00	2013	Not Sampled
Language Arts				Language Arts 10	06-02-00-00-050	0000					
9781619973114	TRIUMPHLEARNII	text	S	The Book Jam / Nerd Girls			Alan Sitomer	2012	799.99	2013	Recommended Limited
Language Arts				Language Arts 10	06-02-00-00-050	0000					
9781285447490	CENGAGE	Intr	S	National Geographic Learning Reader Series / Cultural Identity in America eBook acc			NGL	2014	15.00	2013	Not Sampled
Language Arts				Language Arts 10	06-02-00-00-050	0000					
9781619978409	TRIUMPHLEARNII	text	S	The Book Jam / Hunger Games			Alan Sitomer	2012	799.99	2013	Recommended Limited
Language Arts				Language Arts 10	06-02-00-00-050	0000					
9781619978454	TRIUMPHLEARNII	text	S	The Book Jam / Animal Farm			Alan Sitomer	2012	799.99	2013	Recommended Limited
Language Arts				Language Arts 10	06-02-00-00-050	0000					
9781619978614	TRIUMPHLEARNII	intr	S	Readiness for the Common Core / Grades 3-8 MATH for 500+ students			Triumph Lear	2012	4,999.00	2013	Not Reviewed
Language Arts				Language Arts 10	06-02-00-00-050	0000					
7657657659	EDGENUITY	intr	S	Language Arts 10 / Language Arts 10 (yearly subscription)			EDGENUITY	2012	150.00	2013	Recommended Limited
Language Arts				Language Arts 10	06-02-00-00-050	0000					
9781285447629	CENGAGE	Intr	S	National Geographic Learning Reader Series / Climate Change eBook access TG on			NGL	2014	15.00	2013	Not Sampled
Language Arts				Language Arts 10	06-02-00-00-050	0000					
9780783680545	TRIUMPHLEARNII	text	S	Buckle Down to the Common Core / Buckle Down ELA Grade 8			Triumph Lear	2011	8.99	2013	Recommended Limited
Language Arts				Language Arts 10	06-02-00-00-050	0000					
9781285194448	CENGAGE	Text	S	National Geographic Learning Reader Series / Green access TG online			NGL	2014	15.00	2013	Not Sampled
Language Arts				Language Arts 10	06-02-00-00-050	0000					
9781619978256	TRIUMPHLEARNII	text	S	The Book Jam / To Kill a Mockingbird			Alan Sitomer	2012	799.99	2013	Recommended Limited
Language Arts				Language Arts 10	06-02-00-00-050	0000					
9781285447582	CENGAGE	Intr	S	National Geographic Learning Reader Series / Biological Anthropology eBook access			NGL	2014	15.00	2013	Not Sampled
Language Arts				Language Arts 11	06-02-00-00-060	0000					
9781285194479	CENGAGE	Text	S	National Geographic Learning Reader Series / Biological Anthropology access TG on			NGL	2014	15.00	2013	Not Sampled
Language Arts				Language Arts 11	06-02-00-00-060	0000					
9781285447629	CENGAGE	Intr	S	National Geographic Learning Reader Series / Climate Change eBook access TG on			NGL	2014	15.00	2013	Not Sampled
Language Arts				Language Arts 11	06-02-00-00-060	0000					
9781285447599	CENGAGE	Intr	S	National Geographic Learning Reader Series / Archaeology eBook access TG online			NGL	2014	15.00	2013	Not Sampled
Language Arts				Language Arts 11	06-02-00-00-060	0000					
9781285349305	CENGAGE	Text	S	Global Issues / Global Issues Classroom Set Includes TG			NGL	2014	1,566.00	2013	Not Sampled
Language Arts				Language Arts 11	06-02-00-00-060	0000					
9781285431420	CENGAGE	Text	S	National Geographic Learning Reader Series / Archaeology access TG online			NGL	2014	15.00	2013	Not Sampled
Language Arts				Language Arts 11	06-02-00-00-060	0000					

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Language Arts **Language Arts 11** **5/22/2013**

ISBN	Pub Id	Media	ST	Series / Title	06-02-00-00-060	Elem Subj	Author	Copy Right	Price	Adopt	Adoption Action
9781285834504	CENGAGE	Text	S	World Windows / Levels 1 thru 3 Classroom Set access TG online			NGL	2012	1,687.50	2013	Not Sampled
Language Arts				Language Arts 11	06-02-00-00-060	0000					
9781285443645	CENGAGE	Intr	S	National Geographic Learning Reader Series / Green eBook access TG online			NGL	2014	15.00	2013	Not Sampled
Language Arts				Language Arts 11	06-02-00-00-060	0000					
9781619978256	TRIUMPHLEARNII	text	S	The Book Jam / To Kill a Mockingbird			Alan Sitomer	2012	799.99	2013	Recommended Limited
Language Arts				Language Arts 11	06-02-00-00-060	0000					
9781619978379	TRIUMPHLEARNII	text	S	The Book Jam / Maniac Magee			Alan Sitomer	2012	799.99	2013	Recommended Limited
Language Arts				Language Arts 11	06-02-00-00-060	0000					
9781619978409	TRIUMPHLEARNII	text	S	The Book Jam / Hunger Games			Alan Sitomer	2012	799.99	2013	Recommended Limited
Language Arts				Language Arts 11	06-02-00-00-060	0000					
9781619978249	TRIUMPHLEARNII	text	S	The Book Jam / The Great Gatsby			Alan Sitomer	2012	799.99	2013	Recommended Limited
Language Arts				Language Arts 11	06-02-00-00-060	0000					
9781285194455	CENGAGE	Text	S	National Geographic Learning Reader Series / Water access TG online			NGL	2014	15.00	2013	Not Sampled
Language Arts				Language Arts 11	06-02-00-00-060	0000					
9781619978478	TRIUMPHLEARNII	text	S	The Book Jam / Night			Alan Sitomer	2012	799.99	2013	Recommended Limited
Language Arts				Language Arts 11	06-02-00-00-060	0000					
9781285194462	CENGAGE	Text	S	National Geographic Learning Reader Series / Climate Change access TG online			NGL	2014	15.00	2013	Not Sampled
Language Arts				Language Arts 11	06-02-00-00-060	0000					
9781285447513	CENGAGE	Intr	S	National Geographic Learning Reader Series / Gender Roles eBook access TG onlin			NGL	2014	15.00	2013	Not Sampled
Language Arts				Language Arts 11	06-02-00-00-060	0000					
9781619978386	TRIUMPHLEARNII	text	S	The Book Jam / The Watsons go to Birmingham			Alan Sitomer	2012	799.99	2013	Recommended Limited
Language Arts				Language Arts 11	06-02-00-00-060	0000					
9781285447490	CENGAGE	Intr	S	National Geographic Learning Reader Series / Cultural Identity in America eBook acc			NGL	2014	15.00	2013	Not Sampled
Language Arts				Language Arts 11	06-02-00-00-060	0000					
7657657610	EDGENUITY	intr	S	Language Arts 11 / Language Arts 11 (yearly subscription)			EDGENUITY	2012	150.00	2013	Recommended Limited
Language Arts				Language Arts 11	06-02-00-00-060	0000					
9781285194448	CENGAGE	Text	S	National Geographic Learning Reader Series / Green access TG online			NGL	2014	15.00	2013	Not Sampled
Language Arts				Language Arts 11	06-02-00-00-060	0000					
9781285192833	CENGAGE	Text	S	National Geographic Learning Reader Series / Cultural Identity in America access TG			NGL	2014	15.00	2013	Not Sampled
Language Arts				Language Arts 11	06-02-00-00-060	0000					
9781285192826	CENGAGE	Text	S	National Geographic Learning Reader Series / Gender Roles access TG online			NGL	2014	15.00	2013	Not Sampled
Language Arts				Language Arts 11	06-02-00-00-060	0000					
9781619978232	TRIUMPHLEARNII	text	S	The Book Jam / Adventures of HUckleberry Finn			Alan Sitomer	2012	799.99	2013	Recommended Limited
Language Arts				Language Arts 11	06-02-00-00-060	0000					
9781285447674	CENGAGE	Intr	S	National Geographic Learning Reader Series / Water eBk access TG online			NGL	2014	15.00	2013	Not Sampled
Language Arts				Language Arts 11	06-02-00-00-060	0000					
9781619977112	TRIUMPHLEARNII	text	S	The Book Jam / Poetry Jambox			Alan Sitomer	2012	1,799.00	2013	Recommended Limited
Language Arts				Language Arts 11	06-02-00-00-060	0000					
9781619973114	TRIUMPHLEARNII	text	S	The Book Jam / Nerd Girls			Alan Sitomer	2012	799.99	2013	Recommended Limited
Language Arts				Language Arts 11	06-02-00-00-060	0000					
9781619978454	TRIUMPHLEARNII	text	S	The Book Jam / Animal Farm			Alan Sitomer	2012	799.99	2013	Recommended Limited
Language Arts				Language Arts 11	06-02-00-00-060	0000					
9781285834504	CENGAGE	Text	S	World Windows / Levels 1 thru 3 Classroom Set access TG online			NGL	2012	1,687.50	2013	Not Sampled
Language Arts				Language Arts 12	06-02-00-00-070	0000					
9781619973114	TRIUMPHLEARNII	text	S	The Book Jam / Nerd Girls			Alan Sitomer	2012	799.99	2013	Recommended Limited
Language Arts				Language Arts 12	06-02-00-00-070	0000					

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Language Arts **Language Arts 12** **5/22/2013**

ISBN	Pub Id	Media	ST	Series / Title	06-02-00-00-070	Elem Subj	Author	Copy Right	Price	Adopt	Adoption Action
9781285447599	CENGAGE	Intr	S	National Geographic Learning Reader Series / Archaeology eBook access TG online			NGL	2014	15.00	2013	Not Sampled
Language Arts				Language Arts 12	06-02-00-00-070	0000					
9781285447674	CENGAGE	Intr	S	National Geographic Learning Reader Series / Water eBk access TG online			NGL	2014	15.00	2013	Not Sampled
Language Arts				Language Arts 12	06-02-00-00-070	0000					
9781285194479	CENGAGE	Text	S	National Geographic Learning Reader Series / Biological Anthropology access TG on			NGL	2014	15.00	2013	Not Sampled
Language Arts				Language Arts 12	06-02-00-00-070	0000					
9781285447629	CENGAGE	Intr	S	National Geographic Learning Reader Series / Climate Change eBook access TG on			NGL	2014	15.00	2013	Not Sampled
Language Arts				Language Arts 12	06-02-00-00-070	0000					
9781285447513	CENGAGE	Intr	S	National Geographic Learning Reader Series / Gender Roles eBook access TG onlin			NGL	2014	15.00	2013	Not Sampled
Language Arts				Language Arts 12	06-02-00-00-070	0000					
9781285192826	CENGAGE	Text	S	National Geographic Learning Reader Series / Gender Roles access TG online			NGL	2014	15.00	2013	Not Sampled
Language Arts				Language Arts 12	06-02-00-00-070	0000					
9781285447490	CENGAGE	Intr	S	National Geographic Learning Reader Series / Cultural Identity in America eBook acc			NGL	2014	15.00	2013	Not Sampled
Language Arts				Language Arts 12	06-02-00-00-070	0000					
9781619978232	TRIUMPHLEARNII	text	S	The Book Jam / Adventures of HUckleberry Finn			Alan Sitomer	2012	799.99	2013	Recommended Limited
Language Arts				Language Arts 12	06-02-00-00-070	0000					
9781619978386	TRIUMPHLEARNII	text	S	The Book Jam / The Watsons go to Birmingham			Alan Sitomer	2012	799.99	2013	Recommended Limited
Language Arts				Language Arts 12	06-02-00-00-070	0000					
9781619978478	TRIUMPHLEARNII	text	S	The Book Jam / Night			Alan Sitomer	2012	799.99	2013	Recommended Limited
Language Arts				Language Arts 12	06-02-00-00-070	0000					
9781619978256	TRIUMPHLEARNII	text	S	The Book Jam / To Kill a Mockingbird			Alan Sitomer	2012	799.99	2013	Recommended Limited
Language Arts				Language Arts 12	06-02-00-00-070	0000					
9781619978409	TRIUMPHLEARNII	text	S	The Book Jam / Hunger Games			Alan Sitomer	2012	799.99	2013	Recommended Limited
Language Arts				Language Arts 12	06-02-00-00-070	0000					
9781285349305	CENGAGE	Text	S	Global Issues / Global Issues Classroom Set Includes TG			NGL	2014	1,566.00	2013	Not Sampled
Language Arts				Language Arts 12	06-02-00-00-070	0000					
9781285194462	CENGAGE	Text	S	National Geographic Learning Reader Series / Climate Change access TG online			NGL	2014	15.00	2013	Not Sampled
Language Arts				Language Arts 12	06-02-00-00-070	0000					
9781619978379	TRIUMPHLEARNII	text	S	The Book Jam / Maniac Magee			Alan Sitomer	2012	799.99	2013	Recommended Limited
Language Arts				Language Arts 12	06-02-00-00-070	0000					
9781285194455	CENGAGE	Text	S	National Geographic Learning Reader Series / Water access TG online			NGL	2014	15.00	2013	Not Sampled
Language Arts				Language Arts 12	06-02-00-00-070	0000					
9781285447582	CENGAGE	Intr	S	National Geographic Learning Reader Series / Biological Anthropology eBook access			NGL	2014	15.00	2013	Not Sampled
Language Arts				Language Arts 12	06-02-00-00-070	0000					
9781285443645	CENGAGE	Intr	S	National Geographic Learning Reader Series / Green eBook access TG online			NGL	2014	15.00	2013	Not Sampled
Language Arts				Language Arts 12	06-02-00-00-070	0000					
7657657611	EDGENUITY	intr	S	Language Arts 12 / Language Arts 12 (yearly subscription)			EDGENUITY	2012	150.00	2013	Recommended Limited
Language Arts				Language Arts 12	06-02-00-00-070	0000					
9781285431420	CENGAGE	Text	S	National Geographic Learning Reader Series / Archaeology access TG online			NGL	2014	15.00	2013	Not Sampled
Language Arts				Language Arts 12	06-02-00-00-070	0000					
9781285192833	CENGAGE	Text	S	National Geographic Learning Reader Series / Cultural Identity in America access TG			NGL	2014	15.00	2013	Not Sampled
Language Arts				Language Arts 12	06-02-00-00-070	0000					
9781285194448	CENGAGE	Text	S	National Geographic Learning Reader Series / Green access TG online			NGL	2014	15.00	2013	Not Sampled
Language Arts				Language Arts 12	06-02-00-00-070	0000					
9781619978249	TRIUMPHLEARNII	text	S	The Book Jam / The Great Gatsby			Alan Sitomer	2012	799.99	2013	Recommended Limited
Language Arts				Language Arts 12	06-02-00-00-070	0000					

Instructional Materials Search

Language Arts **Language Arts 12** **5/22/2013**

ISBN	Pub Id	Media	ST	Series / Title	06-02-00-00-070	Elem Subj	Author	Copy Right	Price	Adopt	Adoption Action
9781619977112	TRIUMPHLEARNII	text	S	The Book Jam / Poetry Jambox			Alan Sitomer	2012	1,799.00	2013	Recommended Limited
Language Arts				Language Arts 12	06-02-00-00-070	0000					
9781619978454	TRIUMPHLEARNII	text	S	The Book Jam / Animal Farm			Alan Sitomer	2012	799.99	2013	Recommended Limited
Language Arts				Language Arts 12	06-02-00-00-070	0000					
9781619977037	TRIUMPHLEARNII	mult	S	Plugged-in to Reading / Plugged-in to Reading Non-Fiction L2B Set			Dr. Janet Al	2012	6,995.00	2013	Not Sampled
Language Arts				Language Arts 7 - Special Ed	06-02-00-23-020	0000					
9781619973046	TRIUMPHLEARNII	mult	S	Plugged-in to Reading / Plugged-in to Reading Fiction L2b Set			Dr. Janet Al	2012	6,995.00	2013	Not Sampled
Language Arts				Language Arts 7 - Special Ed	06-02-00-23-020	0000					
9781619973053	TRIUMPHLEARNII	mult	S	Plugged-in to Reading / Plugged-in to Reading Fiction L3A Set			Dr. Janet Al	2012	6,995.00	2013	Not Sampled
Language Arts				Language Arts 8 - Special Ed	06-02-00-23-030	0000					
9781619977044	TRIUMPHLEARNII	mult	S	Plugged-in to Reading / Plugged-in to Reading Non-Fiction L3A Set			Dr. Janet Al	2012	6,995.00	2013	Not Sampled
Language Arts				Language Arts 8 - Special Ed	06-02-00-23-030	0000					
9781619977051	TRIUMPHLEARNII	mult	S	Plugged-in to Reading / Plugged-in to Reading Non-Fiction L3B Set			Dr. Janet Al	2012	6,995.00	2013	Not Sampled
Language Arts				Language Arts 9 - Special Ed	06-02-00-23-040	0000					
9781619973060	TRIUMPHLEARNII	mult	S	Plugged-in to Reading / Plugged-in to Reading Fiction L3B Set			Dr. Janet Al	2012	6,995.00	2013	Not Sampled
Language Arts				Language Arts 9 - Special Ed	06-02-00-23-040	0000					
9781619973077	TRIUMPHLEARNII	mult	S	Plugged-in to Reading / Plugged-in to Reading Fiction L4A Set			Dr. Janet Al	2012	6,995.00	2013	Not Sampled
Language Arts				Language Arts 10 - Special Ed	06-02-00-23-050	0000					
9781619977068	TRIUMPHLEARNII	mult	S	Plugged-in to Reading / Plugged-in to Reading Non-Fiction L4A Set			Dr. Janet Al	2012	6,995.00	2013	Not Sampled
Language Arts				Language Arts 10 - Special Ed	06-02-00-23-050	0000					
9781619977075	TRIUMPHLEARNII	mult	S	Plugged-in to Reading / Plugged-in to Reading Non-Fiction L4B Set			Dr. Janet Al	2012	6,995.00	2013	Not Sampled
Language Arts				Language Arts 12 - Special Ed	06-02-00-23-060	0000					
9781619973084	TRIUMPHLEARNII	mult	S	Plugged-in to Reading / Plugged-in to Reading Fiction L4B Set			Dr. Janet Al	2012	6,995.00	2013	Not Sampled
Language Arts				Language Arts 12 - Special Ed	06-02-00-23-060	0000					
9781619977099	TRIUMPHLEARNII	mult	S	Plugged-in to Reading / Plugged-in to Reading Non-Fiction L5B Set			Dr. Janet Al	2012	6,995.00	2013	Not Sampled
Language Arts				Language Arts 11 - Special Ed	06-02-00-23-070	0000					
9781619977082	TRIUMPHLEARNII	mult	S	Plugged-in to Reading / Plugged-in to Reading Non-Fiction L5A Set			Dr. Janet Al	2012	6,995.00	2013	Not Sampled
Language Arts				Language Arts 11 - Special Ed	06-02-00-23-070	0000					
9781619973091	TRIUMPHLEARNII	mult	S	Plugged-in to Reading / Plugged-in to Reading Fiction L5A Set			Dr. Janet Al	2012	6,995.00	2013	Not Sampled
Language Arts				Language Arts 11 - Special Ed	06-02-00-23-070	0000					
9781574580518	ASCEND	intr	S	Ascend Math OnlineTutorial / Ascend Math: Grades K to 12 Complete Ascend Packag				2012	72.00	2013	Rec. Student Resource
Mathematics				Mathematics - Grade 6	07-01-00-00-007	0000					
SUNBURSTT2823	SUNBURST	INTR	S	Defined STEM Annual Bldg Subscription Online / Defined STEM			DefinedSTEM	2013	1,995.00	2013	Not Reviewed
Mathematics				Mathematics - Grade 6	07-01-00-00-007	0700					
7657657612	EDGENUITY	intr	S	Math 6 / 6th Grade Mathematics(yearly subscription)			EDGENUITY	2012	150.00	2013	Recommended Primary
Mathematics				Mathematics - Grade 6	07-01-00-00-007	0000					
9781574580525	ASCEND	intr	S	Ascend Math OnlineTutorial / Ascend Math: Grades 3 to 9 Junior High School Packag				2012	44.00	2013	Rec. Student Resource
Mathematics				Mathematics - Grade 6	07-01-00-00-007	0000					
9781574580600	ASCEND	intr	S	Ascend Math OnlineTutorial / Ascend Math: Grades 3 to 12 High School Package				2012	58.00	2013	Rec. Student Resource
Mathematics				Mathematics - Grade 6	07-01-00-00-007	0000					
9781619978614	TRIUMPHLEARNII	intr	S	Readiness for the Common Core / Grades 3-8 MATH for 500+ students			Triumph Lear	2012	4,999.00	2013	Not Reviewed
Mathematics				Mathematics - Grade 6	07-01-00-00-007	0000					
9781603280778	CPM	mult	S	Core Connections / Core Connections Course 1			Kysh Judith	2013	74.00	2013	Recommended Limited
Mathematics				Mathematics - Grade 6	07-01-00-00-007	0000					
2013000049	CURRICULUM AD	intr	S	Classworks / Classworks Mathematics K-9			Classworks	2013	13,500.00	2013	Not Sampled
Mathematics				Mathematics - Grade 6	07-01-00-00-007	0000					

Instructional Materials Search

Mathematics **Mathematics - Grade 6** **5/22/2013**

ISBN	Pub Id	Media	ST	Series / Title	07-01-00-00-007	Elem Subj	Author	Copy Right	Price	Adopt	Adoption Action
2013000069	CURRICULUM AD	intr	S	Classworks / Classworks Language Arts Math and Science K-9			Classworks	2013	16,500.00	2013	Not Sampled
Mathematics				Mathematics - Grade 6	07-01-00-00-007	0000					
9781574580495	ASCEND	intr	S	Ascend Math Online Tutorial / Ascend Math: Grades K to 6 Elementary Package				2012	28.00	2013	Rec. Student Resource
Mathematics				Mathematics - Grade 6	07-01-00-00-007	0000					
9781619978614	TRIUMPHLEARNII	intr	S	Readiness for the Common Core / Grades 3-8 MATH for 500+ students			Triumph Lear	2012	4,999.00	2013	Not Reviewed
Mathematics				Mathematics - Grade 7	07-01-00-00-008	0000					
2013000069	CURRICULUM AD	intr	S	Classworks / Classworks Language Arts Math and Science K-9			Classworks	2013	16,500.00	2013	Not Sampled
Mathematics				Mathematics - Grade 7	07-01-00-00-008	0000					
2013000049	CURRICULUM AD	intr	S	Classworks / Classworks Mathematics K-9			Classworks	2013	13,500.00	2013	Not Sampled
Mathematics				Mathematics - Grade 7	07-01-00-00-008	0000					
SUNBURSTT2823	SUNBURST	INTR	S	Defined STEM Annual Bldg Subscription Online / Defined STEM			DefinedSTEM	2013	1,995.00	2013	Not Reviewed
Mathematics				Mathematics - Grade 7	07-01-00-00-008	0000					
9781574580525	ASCEND	intr	S	Ascend Math OnlineTutorial / Ascend Math: Grades 3 to 9 Junior High School Packag				2012	44.00	2013	Rec. Student Resource
Mathematics				Mathematics - Grade 7	07-01-00-00-008	0000					
9781574580518	ASCEND	intr	S	Ascend Math OnlineTutorial / Ascend Math: Grades K to 12 Complete Ascend Packag				2012	72.00	2013	Rec. Student Resource
Mathematics				Mathematics - Grade 7	07-01-00-00-008	0000					
9781574580495	ASCEND	intr	S	Ascend Math Online Tutorial / Ascend Math: Grades K to 6 Elementary Package				2012	28.00	2013	Rec. Student Resource
Mathematics				Mathematics - Grade 7	07-01-00-00-008	0000					
9781574580600	ASCEND	intr	S	Ascend Math OnlineTutorial / Ascend Math: Grades 3 to 12 High School Package				2012	58.00	2013	Rec. Student Resource
Mathematics				Mathematics - Grade 7	07-01-00-00-008	0000					
9781619978614	TRIUMPHLEARNII	intr	S	Readiness for the Common Core / Grades 3-8 MATH for 500+ students			Triumph Lear	2012	4,999.00	2013	Not Reviewed
Mathematics				Mathematics 6 - Special Ed	07-01-00-23-007	0000					
9781574580600	ASCEND	intr	S	Ascend Math OnlineTutorial / Ascend Math: Grades 3 to 12 High School Package				2012	58.00	2013	Rec. Student Resource
Mathematics				Mathematics 6 - Special Ed	07-01-00-23-007	0000					
9781574580518	ASCEND	intr	S	Ascend Math OnlineTutorial / Ascend Math: Grades K to 12 Complete Ascend Packag				2012	72.00	2013	Rec. Student Resource
Mathematics				Mathematics 6 - Special Ed	07-01-00-23-007	0000					
9781574580495	ASCEND	intr	S	Ascend Math Online Tutorial / Ascend Math: Grades K to 6 Elementary Package				2012	28.00	2013	Rec. Student Resource
Mathematics				Mathematics 6 - Special Ed	07-01-00-23-007	0000					
9781574580525	ASCEND	intr	S	Ascend Math OnlineTutorial / Ascend Math: Grades 3 to 9 Junior High School Packag				2012	44.00	2013	Rec. Student Resource
Mathematics				Mathematics 6 - Special Ed	07-01-00-23-007	0000					
9781574580518	ASCEND	intr	S	Ascend Math OnlineTutorial / Ascend Math: Grades K to 12 Complete Ascend Packag				2012	72.00	2013	Rec. Student Resource
Mathematics				Mathematics 7 - Special Ed	07-01-00-23-008	0000					
9781574580495	ASCEND	intr	S	Ascend Math Online Tutorial / Ascend Math: Grades K to 6 Elementary Package				2012	28.00	2013	Rec. Student Resource
Mathematics				Mathematics 7 - Special Ed	07-01-00-23-008	0000					
9781619978614	TRIUMPHLEARNII	intr	S	Readiness for the Common Core / Grades 3-8 MATH for 500+ students			Triumph Lear	2012	4,999.00	2013	Not Reviewed
Mathematics				Mathematics 7 - Special Ed	07-01-00-23-008	0000					
9781574580600	ASCEND	intr	S	Ascend Math OnlineTutorial / Ascend Math: Grades 3 to 12 High School Package				2012	58.00	2013	Rec. Student Resource
Mathematics				Mathematics 7 - Special Ed	07-01-00-23-008	0000					
9781574580525	ASCEND	intr	S	Ascend Math OnlineTutorial / Ascend Math: Grades 3 to 9 Junior High School Packag				2012	44.00	2013	Rec. Student Resource
Mathematics				Mathematics 7 - Special Ed	07-01-00-23-008	0000					
SUNBURSTB4121	SUNBURST	SOFT	S	Claro Math Gr 7 / Claro			SunburstDgl	2011	549.99	2013	Not Reviewed
Mathematics				Mathematics 7 - ESL	07-01-00-24-008	0000					
9781574580518	ASCEND	intr	S	Ascend Math OnlineTutorial / Ascend Math: Grades K to 12 Complete Ascend Packag				2012	72.00	2013	Rec. Student Resource
Mathematics				Mathematics 7 - ESL	07-01-00-24-008	0000					
9781574580495	ASCEND	intr	S	Ascend Math Online Tutorial / Ascend Math: Grades K to 6 Elementary Package				2012	28.00	2013	Rec. Student Resource
Mathematics				Mathematics 7 - ESL	07-01-00-24-008	0000					

Instructional Materials Search

Mathematics **Mathematics 7 - ESL** **5/22/2013**

ISBN	Pub Id	Media	ST	Series / Title	07-01-00-24-008	Elem Subj	Author	Copy Right	Price	Adopt	Adoption Action
9781619978614	TRIUMPHLEARNII	intr	S	Readiness for the Common Core / Grades 3-8 MATH for 500+ students			Triumph Lear	2012	4,999.00	2013	Not Reviewed
Mathematics				Mathematics 7 - ESL	07-01-00-24-008	0000					
9781574580600	ASCEND	intr	S	Ascend Math OnlineTutorial / Ascend Math: Grades 3 to 12 High School Package				2012	58.00	2013	Rec. Student Resource
Mathematics				Mathematics 7 - ESL	07-01-00-24-008	0000					
9781574580525	ASCEND	intr	S	Ascend Math OnlineTutorial / Ascend Math: Grades 3 to 9 Junior High School Packag				2012	44.00	2013	Rec. Student Resource
Mathematics				Mathematics 7 - ESL	07-01-00-24-008	0000					
9781574580518	ASCEND	intr	S	Ascend Math OnlineTutorial / Ascend Math: Grades K to 12 Complete Ascend Packag				2012	72.00	2013	Not Reviewed
Mathematics				Pre-algebra (7 - 8)	07-02-00-00-001	0000					
9781574580495	ASCEND	intr	S	Ascend Math Online Tutorial / Ascend Math: Grades K to 6 Elementary Package				2012	28.00	2013	Not Reviewed
Mathematics				Pre-algebra (7 - 8)	07-02-00-00-001	0000					
9781574580600	ASCEND	intr	S	Ascend Math OnlineTutorial / Ascend Math: Grades 3 to 12 High School Package				2012	58.00	2013	Not Reviewed
Mathematics				Pre-algebra (7 - 8)	07-02-00-00-001	0000					
9781574580525	ASCEND	intr	S	Ascend Math OnlineTutorial / Ascend Math: Grades 3 to 9 Junior High School Packag				2012	44.00	2013	Not Reviewed
Mathematics				Pre-algebra (7 - 8)	07-02-00-00-001	0000					
9781574580525	ASCEND	intr	S	Ascend Math OnlineTutorial / Ascend Math: Grades 3 to 9 Junior High School Packag				2012	44.00	2013	Not Reviewed
Mathematics				Algebra 1 (7-12)	07-02-00-00-010	0000					
9781574580600	ASCEND	intr	S	Ascend Math OnlineTutorial / Ascend Math: Grades 3 to 12 High School Package				2012	58.00	2013	Not Reviewed
Mathematics				Algebra 1 (7-12)	07-02-00-00-010	0000					
9781574580518	ASCEND	intr	S	Ascend Math OnlineTutorial / Ascend Math: Grades K to 12 Complete Ascend Packag				2012	72.00	2013	Not Reviewed
Mathematics				Algebra 1 (7-12)	07-02-00-00-010	0000					
9781574580495	ASCEND	intr	S	Ascend Math Online Tutorial / Ascend Math: Grades K to 6 Elementary Package				2012	28.00	2013	Not Reviewed
Mathematics				Algebra 1 (7-12)	07-02-00-00-010	0000					
9781574580525	ASCEND	intr	S	Ascend Math OnlineTutorial / Ascend Math: Grades 3 to 9 Junior High School Packag				2012	44.00	2013	Not Reviewed
Mathematics				Algebra 1A (9-12)	07-02-00-00-011	0000					
9781574580600	ASCEND	intr	S	Ascend Math OnlineTutorial / Ascend Math: Grades 3 to 12 High School Package				2012	58.00	2013	Not Reviewed
Mathematics				Algebra 1A (9-12)	07-02-00-00-011	0000					
9781574580518	ASCEND	intr	S	Ascend Math OnlineTutorial / Ascend Math: Grades K to 12 Complete Ascend Packag				2012	72.00	2013	Rec. Student Resource
Mathematics				Algebra 1A (9-12)	07-02-00-00-011	0000					
9781574580495	ASCEND	intr	S	Ascend Math Online Tutorial / Ascend Math: Grades K to 6 Elementary Package				2012	28.00	2013	Not Reviewed
Mathematics				Algebra 1A (9-12)	07-02-00-00-011	0000					
9781574580518	ASCEND	intr	S	Ascend Math OnlineTutorial / Ascend Math: Grades K to 12 Complete Ascend Packag				2012	72.00	2013	Not Reviewed
Mathematics				Algebra 1B (9-12)	07-02-00-00-012	0000					
9781574580495	ASCEND	intr	S	Ascend Math Online Tutorial / Ascend Math: Grades K to 6 Elementary Package				2012	28.00	2013	Not Reviewed
Mathematics				Algebra 1B (9-12)	07-02-00-00-012	0000					
9781574580600	ASCEND	intr	S	Ascend Math OnlineTutorial / Ascend Math: Grades 3 to 12 High School Package				2012	58.00	2013	Not Reviewed
Mathematics				Algebra 1B (9-12)	07-02-00-00-012	0000					
9781574580525	ASCEND	intr	S	Ascend Math OnlineTutorial / Ascend Math: Grades 3 to 9 Junior High School Packag				2012	44.00	2013	Not Reviewed
Mathematics				Algebra 1B (9-12)	07-02-00-00-012	0000					
9781574580600	ASCEND	intr	S	Ascend Math OnlineTutorial / Ascend Math: Grades 3 to 12 High School Package				2012	58.00	2013	Not Reviewed
Mathematics				Algebra 2 (9-12)	07-02-00-00-020	0000					
9781574580525	ASCEND	intr	S	Ascend Math OnlineTutorial / Ascend Math: Grades 3 to 9 Junior High School Packag				2012	44.00	2013	Not Reviewed
Mathematics				Algebra 2 (9-12)	07-02-00-00-020	0000					
9781574580518	ASCEND	intr	S	Ascend Math OnlineTutorial / Ascend Math: Grades K to 12 Complete Ascend Packag				2012	72.00	2013	Not Reviewed
Mathematics				Algebra 2 (9-12)	07-02-00-00-020	0000					
9781574580495	ASCEND	intr	S	Ascend Math Online Tutorial / Ascend Math: Grades K to 6 Elementary Package				2012	28.00	2013	Not Reviewed
Mathematics				Algebra 2 (9-12)	07-02-00-00-020	0000					

Instructional Materials Search

Mathematics **Algebra 2 (9-12) CE** **5/22/2013**

ISBN	Pub Id	Media	ST	Series / Title	07-02-00-13-02(	Elem Subj	Author	Copy Right	Price	Adopt	Adoption Action
9781574580525	ASCEND	intr	S	Ascend Math OnlineTutorial / Ascend Math: Grades 3 to 9 Junior High School Packag				2012	44.00	2013	Not Reviewed
Mathematics				Algebra 2 (9-12) CE	07-02-00-13-020	0000					
9781574580600	ASCEND	intr	S	Ascend Math OnlineTutorial / Ascend Math: Grades 3 to 12 High School Package				2012	58.00	2013	Not Reviewed
Mathematics				Algebra 2 (9-12) CE	07-02-00-13-020	0000					
9781574580518	ASCEND	intr	S	Ascend Math OnlineTutorial / Ascend Math: Grades K to 12 Complete Ascend Packag				2012	72.00	2013	Not Reviewed
Mathematics				Algebra 2 (9-12) CE	07-02-00-13-020	0000					
9781574580495	ASCEND	intr	S	Ascend Math Online Tutorial / Ascend Math: Grades K to 6 Elementary Package				2012	28.00	2013	Not Reviewed
Mathematics				Algebra 2 (9-12) CE	07-02-00-13-020	0000					
9781574580518	ASCEND	intr	S	Ascend Math OnlineTutorial / Ascend Math: Grades K to 12 Complete Ascend Packag				2012	72.00	2013	Not Reviewed
Mathematics				Pre-algebra (8-9) - Special Ed	07-02-00-23-001	0000					
9781574580495	ASCEND	intr	S	Ascend Math Online Tutorial / Ascend Math: Grades K to 6 Elementary Package				2012	28.00	2013	Not Reviewed
Mathematics				Pre-algebra (8-9) - Special Ed	07-02-00-23-001	0000					
9781574580600	ASCEND	intr	S	Ascend Math OnlineTutorial / Ascend Math: Grades 3 to 12 High School Package				2012	58.00	2013	Not Reviewed
Mathematics				Pre-algebra (8-9) - Special Ed	07-02-00-23-001	0000					
9781574580525	ASCEND	intr	S	Ascend Math OnlineTutorial / Ascend Math: Grades 3 to 9 Junior High School Packag				2012	44.00	2013	Not Reviewed
Mathematics				Pre-algebra (8-9) - Special Ed	07-02-00-23-001	0000					
9781574580600	ASCEND	intr	S	Ascend Math OnlineTutorial / Ascend Math: Grades 3 to 12 High School Package				2012	58.00	2013	Not Reviewed
Mathematics				Algebra 1 (9-12) - Special Ed	07-02-00-23-010	0000					
9781574580518	ASCEND	intr	S	Ascend Math OnlineTutorial / Ascend Math: Grades K to 12 Complete Ascend Packag				2012	72.00	2013	Not Reviewed
Mathematics				Algebra 1 (9-12) - Special Ed	07-02-00-23-010	0000					
9781574580495	ASCEND	intr	S	Ascend Math Online Tutorial / Ascend Math: Grades K to 6 Elementary Package				2012	28.00	2013	Not Reviewed
Mathematics				Algebra 1 (9-12) - Special Ed	07-02-00-23-010	0000					
9781574580525	ASCEND	intr	S	Ascend Math OnlineTutorial / Ascend Math: Grades 3 to 9 Junior High School Packag				2012	44.00	2013	Not Reviewed
Mathematics				Algebra 1 (9-12) - Special Ed	07-02-00-23-010	0000					
9781574580600	ASCEND	intr	S	Ascend Math OnlineTutorial / Ascend Math: Grades 3 to 12 High School Package				2012	58.00	2013	Not Reviewed
Mathematics				Algebra 1A - Special Ed	07-02-00-23-011	0000					
9781574580518	ASCEND	intr	S	Ascend Math OnlineTutorial / Ascend Math: Grades K to 12 Complete Ascend Packag				2012	72.00	2013	Not Reviewed
Mathematics				Algebra 1A - Special Ed	07-02-00-23-011	0000					
9781574580495	ASCEND	intr	S	Ascend Math Online Tutorial / Ascend Math: Grades K to 6 Elementary Package				2012	28.00	2013	Not Reviewed
Mathematics				Algebra 1A - Special Ed	07-02-00-23-011	0000					
9781574580525	ASCEND	intr	S	Ascend Math OnlineTutorial / Ascend Math: Grades 3 to 9 Junior High School Packag				2012	44.00	2013	Not Reviewed
Mathematics				Algebra 1A - Special Ed	07-02-00-23-011	0000					
9781574580518	ASCEND	intr	S	Ascend Math OnlineTutorial / Ascend Math: Grades K to 12 Complete Ascend Packag				2012	72.00	2013	Rec. Student Resource
Mathematics				Algebra 1B - Special Ed	07-02-00-23-012	0000					
9781574580495	ASCEND	intr	S	Ascend Math Online Tutorial / Ascend Math: Grades K to 6 Elementary Package				2012	28.00	2013	Not Reviewed
Mathematics				Algebra 1B - Special Ed	07-02-00-23-012	0000					
9781574580600	ASCEND	intr	S	Ascend Math OnlineTutorial / Ascend Math: Grades 3 to 12 High School Package				2012	58.00	2013	Not Reviewed
Mathematics				Algebra 1B - Special Ed	07-02-00-23-012	0000					
9781574580525	ASCEND	intr	S	Ascend Math OnlineTutorial / Ascend Math: Grades 3 to 9 Junior High School Packag				2012	44.00	2013	Not Reviewed
Mathematics				Algebra 1B - Special Ed	07-02-00-23-012	0000					
9781574580495	ASCEND	intr	S	Ascend Math Online Tutorial / Ascend Math: Grades K to 6 Elementary Package				2012	28.00	2013	Not Reviewed
Mathematics				Algebra 2 (9-12) - Special Ed	07-02-00-23-020	0000					
9781574580600	ASCEND	intr	S	Ascend Math OnlineTutorial / Ascend Math: Grades 3 to 12 High School Package				2012	58.00	2013	Not Reviewed
Mathematics				Algebra 2 (9-12) - Special Ed	07-02-00-23-020	0000					
9781574580525	ASCEND	intr	S	Ascend Math OnlineTutorial / Ascend Math: Grades 3 to 9 Junior High School Packag				2012	44.00	2013	Not Reviewed
Mathematics				Algebra 2 (9-12) - Special Ed	07-02-00-23-020	0000					

Instructional Materials Search

Mathematics **Algebra 2 (9-12) - Special Ed** **5/22/2013**

ISBN	Pub Id	Media	ST	Series / Title	07-02-00-23-02(	Elem Subj	Author	Copy Right	Price	Adopt	Adoption Action
9781574580518	ASCEND	intr	S	Ascend Math OnlineTutorial / Ascend Math: Grades K to 12 Complete Ascend Packa(				2012	72.00	2013	Not Reviewed
Mathematics				Algebra 2 (9-12) - Special Ed	07-02-00-23-020	0000					
9781574580600	ASCEND	intr	S	Ascend Math OnlineTutorial / Ascend Math: Grades 3 to 12 High School Package				2012	58.00	2013	Not Reviewed
Mathematics				Pre-algebra (7-8) - ESL	07-02-00-24-001	0000					
9781574580518	ASCEND	intr	S	Ascend Math OnlineTutorial / Ascend Math: Grades K to 12 Complete Ascend Packa(				2012	72.00	2013	Not Reviewed
Mathematics				Pre-algebra (7-8) - ESL	07-02-00-24-001	0000					
9781574580495	ASCEND	intr	S	Ascend Math Online Tutorial / Ascend Math: Grades K to 6 Elementary Package				2012	28.00	2013	Not Reviewed
Mathematics				Pre-algebra (7-8) - ESL	07-02-00-24-001	0000					
9781574580525	ASCEND	intr	S	Ascend Math OnlineTutorial / Ascend Math: Grades 3 to 9 Junior High School Packa(				2012	44.00	2013	Not Reviewed
Mathematics				Pre-algebra (7-8) - ESL	07-02-00-24-001	0000					
9781574580518	ASCEND	intr	S	Ascend Math OnlineTutorial / Ascend Math: Grades K to 12 Complete Ascend Packa(				2012	72.00	2013	Not Reviewed
Mathematics				Algebra 1 (7-12) - ESL	07-02-00-24-010	0000					
9781574580495	ASCEND	intr	S	Ascend Math Online Tutorial / Ascend Math: Grades K to 6 Elementary Package				2012	28.00	2013	Not Reviewed
Mathematics				Algebra 1 (7-12) - ESL	07-02-00-24-010	0000					
9781574580525	ASCEND	intr	S	Ascend Math OnlineTutorial / Ascend Math: Grades 3 to 9 Junior High School Packa(				2012	44.00	2013	Not Reviewed
Mathematics				Algebra 1 (7-12) - ESL	07-02-00-24-010	0000					
9781574580600	ASCEND	intr	S	Ascend Math OnlineTutorial / Ascend Math: Grades 3 to 12 High School Package				2012	58.00	2013	Not Reviewed
Mathematics				Algebra 1 (7-12) - ESL	07-02-00-24-010	0000					
9781429250740	BEDFORD FREEM	text	S	Rogawski's Calculus for AP Early Transcendentals / 2nd Edition			Jon Rogawski	2012	110.00	2013	Recommended Primary
Mathematics				A.P. Calculus (AB) (10-12)	07-04-00-00-001	0000					
9781429250740	BEDFORD FREEM	text	S	Rogawski's Calculus for AP Early Transcendentals / 2nd Edition			Jon Rogawski	2012	110.00	2013	Recommended Primary
Mathematics				A.P. Calculus (BC) (10-12)	07-04-00-00-002	0000					
0133132102	PEARSONPRENT	mult	S	Precalculus / Stu Ed incl FREE 1 year access to MathXL for Schl			Blitzer	2014	118.97	2013	Recommended Limited
Mathematics				Precalculus (10-12)	07-04-00-00-020	0000					
0132843188	PEARSONPRENT	mult	S	College Algebra and Trigonometry / Stu Ed incl FREE 1 year access to MathXL for Sc			Lial	2013	118.97	2013	Not Reviewed
Mathematics				Precalculus (10-12)	07-04-00-00-020	0000					
0133132110	PEARSONPRENT	mult	S	Algebra and Trigonometry / Stu Ed incl FREE 1 year access to MathXL for Schl			Blitzer	2014	118.97	2013	Not Reviewed
Mathematics				Precalculus (10-12)	07-04-00-00-020	0000					
9780132854351	PEARSONPRENT	MULT	S	Precalc Enhanced with Graphing Utilities / Student Edition with 1 yr free MathXL for S			SULLIVAN	2013	108.97	2013	Recommended Primary
Mathematics				Precalculus (10-12)	07-04-00-00-020	0700					
9781574580600	ASCEND	intr	S	Ascend Math OnlineTutorial / Ascend Math: Grades 3 to 12 High School Package				2012	58.00	2013	Not Reviewed
Mathematics				Geometry (8-12)	07-05-00-00-001	0000					
9781574580525	ASCEND	intr	S	Ascend Math OnlineTutorial / Ascend Math: Grades 3 to 9 Junior High School Packa(				2012	44.00	2013	Not Reviewed
Mathematics				Geometry (8-12)	07-05-00-00-001	0000					
9781574580518	ASCEND	intr	S	Ascend Math OnlineTutorial / Ascend Math: Grades K to 12 Complete Ascend Packa(				2012	72.00	2013	Not Reviewed
Mathematics				Geometry (8-12)	07-05-00-00-001	0000					
9781574580495	ASCEND	intr	S	Ascend Math Online Tutorial / Ascend Math: Grades K to 6 Elementary Package				2012	28.00	2013	Not Reviewed
Mathematics				Geometry (8-12)	07-05-00-00-001	0000					
9781574580600	ASCEND	intr	S	Ascend Math OnlineTutorial / Ascend Math: Grades 3 to 12 High School Package				2012	58.00	2013	Not Reviewed
Mathematics				Geometry - Special Ed	07-05-00-23-001	0000					
9781574580525	ASCEND	intr	S	Ascend Math OnlineTutorial / Ascend Math: Grades 3 to 9 Junior High School Packa(				2012	44.00	2013	Not Reviewed
Mathematics				Geometry - Special Ed	07-05-00-23-001	0000					
9781574580518	ASCEND	intr	S	Ascend Math OnlineTutorial / Ascend Math: Grades K to 12 Complete Ascend Packa(				2012	72.00	2013	Not Reviewed
Mathematics				Geometry - Special Ed	07-05-00-23-001	0000					
9781574580495	ASCEND	intr	S	Ascend Math Online Tutorial / Ascend Math: Grades K to 6 Elementary Package				2012	28.00	2013	Not Reviewed
Mathematics				Geometry - Special Ed	07-05-00-23-001	0000					

Instructional Materials Search

Mathematics **Geometry (8-12) - ESL** **5/22/2013**

ISBN	Pub Id	Media	ST	Series / Title	07-05-00-24-001	Elem Subj	Author	Copy Right	Price	Adopt	Adoption Action
9781574580518	ASCEND	intr	S	Ascend Math OnlineTutorial / Ascend Math: Grades K to 12 Complete Ascend Packa				2012	72.00	2013	Not Reviewed
Mathematics				Geometry (8-12) - ESL	07-05-00-24-001	0000					
9781574580495	ASCEND	intr	S	Ascend Math Online Tutorial / Ascend Math: Grades K to 6 Elementary Package				2012	28.00	2013	Not Reviewed
Mathematics				Geometry (8-12) - ESL	07-05-00-24-001	0000					
9781574580600	ASCEND	intr	S	Ascend Math OnlineTutorial / Ascend Math: Grades 3 to 12 High School Package				2012	58.00	2013	Not Reviewed
Mathematics				Geometry (8-12) - ESL	07-05-00-24-001	0000					
9781574580525	ASCEND	intr	S	Ascend Math OnlineTutorial / Ascend Math: Grades 3 to 9 Junior High School Packag				2012	44.00	2013	Not Reviewed
Mathematics				Geometry (8-12) - ESL	07-05-00-24-001	0000					
9781429274371	BEDFORD FREEM	text	S	Statistical Reasoning in Sports / 1st Edition			Josh Tabor	2012	90.00	2013	Recommended Primary
Mathematics				Statistics (10-12)	07-06-00-00-010	0000					
013313217x	PEARSONPRENT	mult	S	Elementary Statistics / Stu Ed incl FREE 1 yr MathXL for Schl			Triola	2014	113.97	2013	Recommended Primary
Mathematics				Statistics (10-12)	07-06-00-00-010	0000					
9781429262552	BEDFORD FREEM	text	S	Modeling with Mathematics: A Bridge to Algebra II / Second Edition			Nancy Crisle	2013	90.00	2013	Reviewed Not Recomm.
Mathematics				Supplemental Secondary Math	07-07-00-00-005	0000					
9781429254816	BEDFORD FREEM	text	S	For All Practical Purposes / Ninth Edition			COMAP	2012	95.00	2013	Rec. Teacher Resource
Mathematics				Supplemental Secondary Math	07-07-00-00-005	0000					
9781574580525	ASCEND	intr	S	Ascend Math OnlineTutorial / Ascend Math: Grades 3 to 9 Junior High School Packag				2012	44.00	2013	Not Reviewed
Mathematics				Supplemental Secondary Math	07-07-00-00-005	0000					
9781608406012	BEDFORD FREEM	text	S	Math & YOU / First Edition			Ron Larson	2013	80.00	2013	Rec. Teacher Resource
Mathematics				Supplemental Secondary Math	07-07-00-00-005	0000					
9781574580495	ASCEND	intr	S	Ascend Math Online Tutorial / Ascend Math: Grades K to 6 Elementary Package				2012	28.00	2013	Rec. Student Resource
Mathematics				Supplemental Secondary Math	07-07-00-00-005	0000					
9781429299350	BEDFORD FREEM	text	S	Modeling with Mathematics: Bridge to Algebra II w/ eBook / Second Edition			Nancy Crisle	2013	105.00	2013	Reviewed Not Recomm.
Mathematics				Supplemental Secondary Math	07-07-00-00-005	0000					
9781429293112	BEDFORD FREEM	text	S	Quantitative Literacy / First Edition			Bruce Craude	2013	90.00	2013	Rec. Teacher Resource
Mathematics				Supplemental Secondary Math	07-07-00-00-005	0000					
9781574580600	ASCEND	intr	S	Ascend Math OnlineTutorial / Ascend Math: Grades 3 to 12 High School Package				2012	58.00	2013	Not Reviewed
Mathematics				Supplemental Secondary Math	07-07-00-00-005	0000					
9781574580518	ASCEND	intr	S	Ascend Math OnlineTutorial / Ascend Math: Grades K to 12 Complete Ascend Packag				2012	72.00	2013	Rec. Student Resource
Mathematics				Supplemental Secondary Math	07-07-00-00-005	0000					
9781574580518	ASCEND	intr	S	Ascend Math OnlineTutorial / Ascend Math: Grades K to 12 Complete Ascend Packag				2012	72.00	2013	Rec. Student Resource
Mathematics				Mathematics Electives-Algebra or Higher	07-07-00-00-010	0000					
0133132110	PEARSONPRENT	mult	S	Algebra and Trigonometry / Stu Ed incl FREE 1 year access to MathXL for Schl			Blitzer	2014	118.97	2013	Not Reviewed
Mathematics				Mathematics Electives-Algebra or Higher	07-07-00-00-010	0000					
9781574580600	ASCEND	intr	S	Ascend Math OnlineTutorial / Ascend Math: Grades 3 to 12 High School Package				2012	58.00	2013	Not Reviewed
Mathematics				Mathematics Electives-Algebra or Higher	07-07-00-00-010	0000					
0132847515	PEARSONPRENT	mult	S	Intermediate Algebra / Stu Ed incl FREE 1 year access to MathXL for Schl			Martin Gay	2013	102.97	2013	Not Reviewed
Mathematics				Mathematics Electives-Algebra or Higher	07-07-00-00-010	0000					
9781574580525	ASCEND	intr	S	Ascend Math OnlineTutorial / Ascend Math: Grades 3 to 9 Junior High School Packag				2012	44.00	2013	Not Reviewed
Mathematics				Mathematics Electives-Algebra or Higher	07-07-00-00-010	0000					
0132847507	PEARSONPRENT	mult	S	Beginning Algebra / Stu Ed incl FREE 1 year access to MathXL for Schl			Martin Gay	2013	102.97	2013	Not Reviewed
Mathematics				Mathematics Electives-Algebra or Higher	07-07-00-00-010	0000					
9781574580495	ASCEND	intr	S	Ascend Math Online Tutorial / Ascend Math: Grades K to 6 Elementary Package				2012	28.00	2013	Rec. Student Resource
Mathematics				Mathematics Electives-Algebra or Higher	07-07-00-00-010	0000					
9781574580495	ASCEND	intr	S	Ascend Math Online Tutorial / Ascend Math: Grades K to 6 Elementary Package				2012	28.00	2013	Rec. Student Resource
Mathematics				Mathematics Electives - Remedial	07-07-00-00-015	0000					

Instructional Materials Search

Mathematics **Mathematics Electives - Remedial** **5/22/2013**

ISBN	Pub Id	Media	ST	Series / Title	07-07-00-00-015	Elem Subj	Author	Copy Right	Price	Adopt	Adoption Action
9781574580518	ASCEND	intr	S	Ascend Math OnlineTutorial / Ascend Math: Grades K to 12 Complete Ascend Packa				2012	72.00	2013	Rec. Student Resource
Mathematics				Mathematics Electives - Remedial	07-07-00-00-015	0000					
9781574580525	ASCEND	intr	S	Ascend Math OnlineTutorial / Ascend Math: Grades 3 to 9 Junior High School Packag				2012	44.00	2013	Rec. Student Resource
Mathematics				Mathematics Electives - Remedial	07-07-00-00-015	0000					
0133241394	PEARSONPRENT	mult	S	onRamp to Algebra / onRamp to Algebra Classroom Kit for 20 Stu			Pearson	2013	2,225.00	2013	Not Reviewed
Mathematics				Mathematics Electives - Remedial	07-07-00-00-015	0000					
9781574580600	ASCEND	intr	S	Ascend Math OnlineTutorial / Ascend Math: Grades 3 to 12 High School Package				2012	58.00	2013	Not Reviewed
Mathematics				Mathematics Electives - Remedial	07-07-00-00-015	0000					
9781608406012	BEDFORD FREEM	text	S	Math & YOU / First Edition			Ron Larson	2013	80.00	2013	Recommended Limited
Mathematics				Mathematics of Personal Finance	07-07-00-00-020	0000					
9781429293112	BEDFORD FREEM	text	S	Quantitative Literacy / First Edition			Bruce Craude	2013	90.00	2013	Recommended Primary
Mathematics				Mathematics of Personal Finance	07-07-00-00-020	0000					
013211660x	PEARSONPRENT	mult	S	Personal Financial Literacy / Stu Ed w MyFinLab with Pearson eText up to 5 years			Madura	2014	78.47	2013	Recommended Primary
Mathematics				Mathematics of Personal Finance	07-07-00-00-020	0000					
9781574580495	ASCEND	intr	S	Ascend Math Online Tutorial / Ascend Math: Grades K to 6 Elementary Package				2012	28.00	2013	Rec. Student Resource
Mathematics				Mathematical Essentials	07-07-00-00-050	0000					
9781574580525	ASCEND	intr	S	Ascend Math OnlineTutorial / Ascend Math: Grades 3 to 9 Junior High School Packag				2012	44.00	2013	Not Reviewed
Mathematics				Mathematical Essentials	07-07-00-00-050	0000					
9781574580518	ASCEND	intr	S	Ascend Math OnlineTutorial / Ascend Math: Grades K to 12 Complete Ascend Packa				2012	72.00	2013	Rec. Student Resource
Mathematics				Mathematical Essentials	07-07-00-00-050	0000					
0133132161	PEARSONPRENT	mult	S	Excursions in Modern Math / Stu Ed incl FREE 1 year access to MathXL for Schl			Tannenbaum	2014	107.97	2013	Rec. Teacher Resource
Mathematics				Mathematical Essentials	07-07-00-00-050	0000					
9781574580600	ASCEND	intr	S	Ascend Math OnlineTutorial / Ascend Math: Grades 3 to 12 High School Package				2012	58.00	2013	Not Reviewed
Mathematics				Mathematical Essentials	07-07-00-00-050	0000					
0133132153	PEARSONPRENT	mult	S	Mathematics All Around / Stu Ed incl FREE 1 year access to MathXL for Schl			Pirnot	2014	107.97	2013	Recommended Limited
Mathematics				Mathematical Essentials	07-07-00-00-050	0000					
0132843129	PEARSONPRENT	mult	S	A Survey of Math with Applications / Stu Ed incl FREE 1 year access to MathXL for S			Angel	2013	107.97	2013	Rec. Teacher Resource
Mathematics				Mathematical Essentials	07-07-00-00-050	0000					
9781429262552	BEDFORD FREEM	text	S	Modeling with Mathematics: A Bridge to Algebra II / Second Edition			Nancy Crisle	2013	90.00	2013	Reviewed Not Recomm.
Mathematics				College Prep Math	07-07-00-00-060	0000					
9781574580600	ASCEND	intr	S	Ascend Math OnlineTutorial / Ascend Math: Grades 3 to 12 High School Package				2012	58.00	2013	Not Reviewed
Mathematics				College Prep Math	07-07-00-00-060	0000					
9781574580525	ASCEND	intr	S	Ascend Math OnlineTutorial / Ascend Math: Grades 3 to 9 Junior High School Packag				2012	44.00	2013	Not Reviewed
Mathematics				College Prep Math	07-07-00-00-060	0000					
9781574580518	ASCEND	intr	S	Ascend Math OnlineTutorial / Ascend Math: Grades K to 12 Complete Ascend Packa				2012	72.00	2013	Rec. Student Resource
Mathematics				College Prep Math	07-07-00-00-060	0000					
9781429299350	BEDFORD FREEM	text	S	Modeling with Mathematics: Bridge to Algebra II w/ eBook / Second Edition			Nancy Crisle	2013	105.00	2013	Reviewed Not Recomm.
Mathematics				College Prep Math	07-07-00-00-060	0000					
9781574580495	ASCEND	intr	S	Ascend Math Online Tutorial / Ascend Math: Grades K to 6 Elementary Package				2012	28.00	2013	Rec. Student Resource
Mathematics				College Prep Math	07-07-00-00-060	0000					
0132843129	PEARSONPRENT	mult	S	A Survey of Math with Applications / Stu Ed incl FREE 1 year access to MathXL for S			Angel	2013	107.97	2013	Rec. Teacher Resource
Mathematics				Modern Mathematics	07-07-00-00-080	0000					
0133132161	PEARSONPRENT	mult	S	Excursions in Modern Math / Stu Ed incl FREE 1 year access to MathXL for Schl			Tannenbaum	2014	107.97	2013	Rec. Teacher Resource
Mathematics				Modern Mathematics	07-07-00-00-080	0000					
0133132153	PEARSONPRENT	mult	S	Mathematics All Around / Stu Ed incl FREE 1 year access to MathXL for Schl			Pirnot	2014	107.97	2013	Recommended Limited
Mathematics				Modern Mathematics	07-07-00-00-080	0000					

Instructional Materials Search

Mathematics | **Mathematical Decision Making for Life** | **5/22/2013**

ISBN	Pub Id	Media	ST	Series / Title	07-07-00-00-090	Elem Subj	Author	Copy Right	Price	Adopt	Adoption Action
9781429254816	BEDFORD FREEM	text	S	For All Practical Purposes / Ninth Edition			COMAP	2012	95.00	2013	Recommended Limited
Mathematics				Mathematical Decision Making for Life	07-07-00-00-090	0000					
9781429293112	BEDFORD FREEM	text	S	Quantitative Literacy / First Edition			Bruce Craude	2013	90.00	2013	Recommended Primary
Mathematics				Mathematical Decision Making for Life	07-07-00-00-090	0000					
9781608406012	BEDFORD FREEM	text	S	Math & YOU / First Edition			Ron Larson	2013	80.00	2013	Recommended Limited
Mathematics				Mathematical Decision Making for Life	07-07-00-00-090	0000					
0133132153	PEARSONPRENT	mult	S	Mathematics All Around / Stu Ed incl FREE 1 year access to MathXL for Schl			Pirnot	2014	107.97	2013	Recommended Limited
Mathematics				Mathematical Decision Making for Life	07-07-00-00-090	0000					
0132843129	PEARSONPRENT	mult	S	A Survey of Math with Applications / Stu Ed incl FREE 1 year access to MathXL for S			Angel	2013	107.97	2013	Rec. Teacher Resource
Mathematics				Mathematical Decision Making for Life	07-07-00-00-090	0000					
0133132161	PEARSONPRENT	mult	S	Excursions in Modern Math / Stu Ed incl FREE 1 year access to MathXL for Schl			Tannenbaum	2014	107.97	2013	Rec. Teacher Resource
Mathematics				Mathematical Decision Making for Life	07-07-00-00-090	0000					
9781574580600	ASCEND	intr	S	Ascend Math OnlineTutorial / Ascend Math: Grades 3 to 12 High School Package				2012	58.00	2013	Not Reviewed
Mathematics				Math. Electives-Algebra or Higher CE	07-07-00-13-010	0000					
9781574580525	ASCEND	intr	S	Ascend Math OnlineTutorial / Ascend Math: Grades 3 to 9 Junior High School Packag				2012	44.00	2013	Not Reviewed
Mathematics				Math. Electives-Algebra or Higher CE	07-07-00-13-010	0000					
9781574580518	ASCEND	intr	S	Ascend Math OnlineTutorial / Ascend Math: Grades K to 12 Complete Ascend Packag				2012	72.00	2013	Rec. Student Resource
Mathematics				Math. Electives-Algebra or Higher CE	07-07-00-13-010	0000					
9781574580495	ASCEND	intr	S	Ascend Math Online Tutorial / Ascend Math: Grades K to 6 Elementary Package				2012	28.00	2013	Rec. Student Resource
Mathematics				Math. Electives-Algebra or Higher CE	07-07-00-13-010	0000					
9780783688985	TRIUMPHLEARNII	text	S	Common Core Clinics / Clinics Math Grade 7 Combo			Triumph Lear	2012	22.99	2013	Recommended Limited
Mathematics				7th Grade Mathematics	07-08-00-00-070	0000					
7657657650	EDGENUITY	intr	S	Math 7 / 7th Grade Mathematics (yearly subscription)			EDGENUITY	2012	150.00	2013	Recommended Primary
Mathematics				7th Grade Mathematics	07-08-00-00-070	0000					
9780783678511	TRIUMPHLEARNII	text	S	Crosswalk to the Common Core / Crosswalk Grade 7 MATH			Triumph Lear	2011	8.99	2013	Rec. Student Resource
Mathematics				7th Grade Mathematics	07-08-00-00-070	0000					
2013000069	CURRICULUM AD	intr	S	Classworks / Classworks Language Arts Math and Science K-9			Classworks	2013	16,500.00	2013	Not Sampled
Mathematics				7th Grade Mathematics	07-08-00-00-070	0000					
2013000049	CURRICULUM AD	intr	S	Classworks / Classworks Mathematics K-9			Classworks	2013	13,500.00	2013	Not Sampled
Mathematics				7th Grade Mathematics	07-08-00-00-070	0000					
SUNBURSTT2823	SUNBURST	INTR	S	Defined STEM Annual Bldg Subscription Online / Defined STEM			DefinedSTEM	2013	1,995.00	2013	Not Reviewed
Mathematics				7th Grade Mathematics	07-08-00-00-070	0000					
SUNBURSTB4005	SUNBURST	SOFT	S	Ignite Torch Math Sci Soc Studies Gr 4 to 8 / Ignite Torch			SunburstDgl	2011	1,249.95	2013	Not Reviewed
Mathematics				7th Grade Mathematics	07-08-00-00-070	0000					
SUNBURSTB4003	SUNBURST	SOFT	S	Ignite Torch Math Gr 4 to 8 / Ignite Torch			SunburstDgl	2011	549.95	2013	Not Reviewed
Mathematics				7th Grade Mathematics	07-08-00-00-070	0000					
9780783679891	TRIUMPHLEARNII	text	S	Buckle Down to the Common Core / Buckle Down MATH Grade 7			Triumph Lear	2011	8.99	2013	Recommended Limited
Mathematics				7th Grade Mathematics	07-08-00-00-070	0000					
SUNBURSTB4001	SUNBURST	SOFT	S	Ignite Torch Math Single Gr 4 to 8 / Ignite Torch			SunburstDgl	2011	299.95	2013	Not Reviewed
Mathematics				7th Grade Mathematics	07-08-00-00-070	0000					
9781619978614	TRIUMPHLEARNII	intr	S	Readiness for the Common Core / Grades 3-8 MATH for 500+ students			Triumph Lear	2012	4,999.00	2013	Not Reviewed
Mathematics				7th Grade Mathematics	07-08-00-00-070	0000					
9781603280846	CPM	mult	S	Core Connections / Core Connections Course 2			Kysh Judith	2013	74.00	2013	Reviewed Not Recomm.
Mathematics				7th Grade Mathematics	07-08-00-00-070	0000					
9781601619402	TRIUMPHLEARNII	text	S	Math Problem Solving / Math Problem Solving Grade 7			Triumph Lear	2012	10.99	2013	Rec. Teacher Resource
Mathematics				7th Grade Mathematics	07-08-00-00-070	0000					

Instructional Materials Search

Mathematics **7th Grade Mathematics** **5/22/2013**

ISBN	Pub Id	Media	ST	Series / Title	07-08-00-00-070	Elem Subj	Author	Copy Right	Price	Adopt	Adoption Action
9781574580600	ASCEND	intr	S	Ascend Math OnlineTutorial / Ascend Math: Grades 3 to 12 High School Package				2012	58.00	2013	Rec. Student Resource
Mathematics				7th Grade Mathematics	07-08-00-00-070	0000					
9781574580525	ASCEND	intr	S	Ascend Math OnlineTutorial / Ascend Math: Grades 3 to 9 Junior High School Packag				2012	44.00	2013	Rec. Student Resource
Mathematics				7th Grade Mathematics	07-08-00-00-070	0000					
9781574580518	ASCEND	intr	S	Ascend Math OnlineTutorial / Ascend Math: Grades K to 12 Complete Ascend Packag				2012	72.00	2013	Rec. Student Resource
Mathematics				7th Grade Mathematics	07-08-00-00-070	0000					
9781574580495	ASCEND	intr	S	Ascend Math Online Tutorial / Ascend Math: Grades K to 6 Elementary Package				2012	28.00	2013	Rec. Student Resource
Mathematics				7th Grade Mathematics	07-08-00-00-070	0000					
9780783699776	TRIUMPHLEARNII	text	S	Common Core Coach / Common Core Coach Math Grade 7			Triumph Lear	2013	14.99	2013	Rec. Teacher Resource
Mathematics				7th Grade Mathematics	07-08-00-00-070	0000					
9781574580600	ASCEND	intr	S	Ascend Math OnlineTutorial / Ascend Math: Grades 3 to 12 High School Package				2012	58.00	2013	Rec. Student Resource
Mathematics				7th Grade Mathematics- Honors	07-08-00-00-075	0000					
9781574580525	ASCEND	intr	S	Ascend Math OnlineTutorial / Ascend Math: Grades 3 to 9 Junior High School Packag				2012	44.00	2013	Rec. Student Resource
Mathematics				7th Grade Mathematics- Honors	07-08-00-00-075	0000					
9781574580518	ASCEND	intr	S	Ascend Math OnlineTutorial / Ascend Math: Grades K to 12 Complete Ascend Packag				2012	72.00	2013	Rec. Student Resource
Mathematics				7th Grade Mathematics- Honors	07-08-00-00-075	0000					
9781603280846	CPM	mult	S	Core Connections / Core Connections Course 2			Kysh Judith	2013	74.00	2013	Rec. Teacher Resource
Mathematics				7th Grade Mathematics- Honors	07-08-00-00-075	0000					
9781574580495	ASCEND	intr	S	Ascend Math Online Tutorial / Ascend Math: Grades K to 6 Elementary Package				2012	28.00	2013	Rec. Student Resource
Mathematics				7th Grade Mathematics- Honors	07-08-00-00-075	0000					
2013000049	CURRICULUM AD	intr	S	Classworks / Classworks Mathematics K-9			Classworks	2013	13,500.00	2013	Not Sampled
Mathematics				8th Grade Mathematics	07-08-00-00-080	0000					
9781603280914	CPM	mult	S	Core Connections / Core Connections Course 3			Kysh Judith	2013	74.00	2013	Reviewed Not Recomm.
Mathematics				8th Grade Mathematics	07-08-00-00-080	0000					
9780783688992	TRIUMPHLEARNII	text	S	Common Core Clinics / Clinics Math Grade 8 Combo			Triumph Lear	2012	22.99	2013	Recommended Limited
Mathematics				8th Grade Mathematics	07-08-00-00-080	0000					
9780783679907	TRIUMPHLEARNII	text	S	Buckle Down to the Common Core / Buckle Down MATH Grade 8			Triumph Lear	2011	8.99	2013	Recommended Limited
Mathematics				8th Grade Mathematics	07-08-00-00-080	0000					
9780783678528	TRIUMPHLEARNII	text	S	Crosswalk to the Common Core / Crosswalk Grade 8 MATH			Triumph Lear	2011	8.99	2013	Rec. Student Resource
Mathematics				8th Grade Mathematics	07-08-00-00-080	0000					
7657657651	EDGENUITY	intr	S	Math 8 / 8th Grade Mathematics (yearly subscription)			EDGENUITY	2012	150.00	2013	Recommended Primary
Mathematics				8th Grade Mathematics	07-08-00-00-080	0000					
2013000069	CURRICULUM AD	intr	S	Classworks / Classworks Language Arts Math and Science K-9			Classworks	2013	16,500.00	2013	Not Sampled
Mathematics				8th Grade Mathematics	07-08-00-00-080	0000					
9780783699783	TRIUMPHLEARNII	text	S	Common Core Coach / Common Core Coach Math Grade 8			Triumph Lear	2013	14.99	2013	Rec. Teacher Resource
Mathematics				8th Grade Mathematics	07-08-00-00-080	0000					
SUNBURSTT2823	SUNBURST	INTR	S	Defined STEM Annual Bldg Subscription Online / Defined STEM			DefinedSTEM	2013	1,995.00	2013	Not Reviewed
Mathematics				8th Grade Mathematics	07-08-00-00-080	0000					
SUNBURSTB4005	SUNBURST	SOFT	S	Ignite Torch Math Sci Soc Studies Gr 4 to 8 / Ignite Torch			SunburstDgl	2011	1,249.95	2013	Not Reviewed
Mathematics				8th Grade Mathematics	07-08-00-00-080	0000					
SUNBURSTB4003	SUNBURST	SOFT	S	Ignite Torch Math Gr 4 to 8 / Ignite Torch			SunburstDgl	2011	549.95	2013	Not Reviewed
Mathematics				8th Grade Mathematics	07-08-00-00-080	0000					
SUNBURSTB4001	SUNBURST	SOFT	S	Ignite Torch Math Single Gr 4 to 8 / Ignite Torch			SunburstDgl	2011	299.95	2013	Not Reviewed
Mathematics				8th Grade Mathematics	07-08-00-00-080	0000					
9781619978614	TRIUMPHLEARNII	intr	S	Readiness for the Common Core / Grades 3-8 MATH for 500+ students			Triumph Lear	2012	4,999.00	2013	Not Reviewed
Mathematics				8th Grade Mathematics	07-08-00-00-080	0000					

Instructional Materials Search

Mathematics **8th Grade Mathematics** **5/22/2013**

ISBN	Pub Id	Media	ST	Series / Title	07-08-00-00-080	Elem Subj	Author	Copy Right	Price	Adopt	Adoption Action
9781601619419	TRIUMPHLEARNII	text	S	Math Problem Solving / Math Problem Solving Grade 8			Triumph Lear	2012	10.99	2013	Rec. Teacher Resource
Mathematics				8th Grade Mathematics	07-08-00-00-080	0000					
9781574580600	ASCEND	intr	S	Ascend Math OnlineTutorial / Ascend Math: Grades 3 to 12 High School Package				2012	58.00	2013	Rec. Student Resource
Mathematics				8th Grade Mathematics	07-08-00-00-080	0000					
9781574580525	ASCEND	intr	S	Ascend Math OnlineTutorial / Ascend Math: Grades 3 to 9 Junior High School Packag				2012	44.00	2013	Rec. Student Resource
Mathematics				8th Grade Mathematics	07-08-00-00-080	0000					
9781574580518	ASCEND	intr	S	Ascend Math OnlineTutorial / Ascend Math: Grades K to 12 Complete Ascend Packag				2012	72.00	2013	Rec. Student Resource
Mathematics				8th Grade Mathematics	07-08-00-00-080	0000					
9781574580495	ASCEND	intr	S	Ascend Math Online Tutorial / Ascend Math: Grades K to 6 Elementary Package				2012	28.00	2013	Rec. Student Resource
Mathematics				8th Grade Mathematics	07-08-00-00-080	0000					
9781574580495	ASCEND	intr	S	Ascend Math Online Tutorial / Ascend Math: Grades K to 6 Elementary Package				2012	28.00	2013	Rec. Student Resource
Mathematics				8th Grade Mathematics-Honors	07-08-00-00-085	0000					
9781603280914	CPM	mult	S	Core Connections / Core Connections Course 3			Kysh Judith	2013	74.00	2013	Rec. Teacher Resource
Mathematics				8th Grade Mathematics-Honors	07-08-00-00-085	0000					
9781574580600	ASCEND	intr	S	Ascend Math OnlineTutorial / Ascend Math: Grades 3 to 12 High School Package				2012	58.00	2013	Rec. Student Resource
Mathematics				8th Grade Mathematics-Honors	07-08-00-00-085	0000					
9781574580525	ASCEND	intr	S	Ascend Math OnlineTutorial / Ascend Math: Grades 3 to 9 Junior High School Packag				2012	44.00	2013	Rec. Student Resource
Mathematics				8th Grade Mathematics-Honors	07-08-00-00-085	0000					
9781574580518	ASCEND	intr	S	Ascend Math OnlineTutorial / Ascend Math: Grades K to 12 Complete Ascend Packag				2012	72.00	2013	Rec. Student Resource
Mathematics				8th Grade Mathematics-Honors	07-08-00-00-085	0000					
9781574580600	ASCEND	intr	S	Ascend Math OnlineTutorial / Ascend Math: Grades 3 to 12 High School Package				2012	58.00	2013	Rec. Student Resource
Mathematics				Secondary Mathematics I	07-08-00-00-090	0000					
9781574580525	ASCEND	intr	S	Ascend Math OnlineTutorial / Ascend Math: Grades 3 to 9 Junior High School Packag				2012	44.00	2013	Not Reviewed
Mathematics				Secondary Mathematics I	07-08-00-00-090	0000					
9781574580518	ASCEND	intr	S	Ascend Math OnlineTutorial / Ascend Math: Grades K to 12 Complete Ascend Packag				2012	72.00	2013	Rec. Student Resource
Mathematics				Secondary Mathematics I	07-08-00-00-090	0000					
9781574580495	ASCEND	intr	S	Ascend Math Online Tutorial / Ascend Math: Grades K to 6 Elementary Package				2012	28.00	2013	Not Reviewed
Mathematics				Secondary Mathematics I	07-08-00-00-090	0000					
9780825170904	WALCHPUB	mult	S	Common Core Integrated Pathway: Mathematics I / Common Core Integrated Pathwa			Walch	2012	695.00	2013	Recommended Primary
Mathematics				Secondary Mathematics I	07-08-00-00-090	0000					
9780076639458	MCGRAWHILL	Text	S	Utah Integrated Math I / Student Edition			Carter et al	2012	87.54	2013	Recommended Primary
Mathematics				Secondary Mathematics I	07-08-00-00-090	0000					
7657657652	EDGENUITY	intr	S	Secondary Math / Secondary Mathematics I (yearly subscription)			EDGENUITY	2012	150.00	2013	Recommended Primary
Mathematics				Secondary Mathematics I	07-08-00-00-090	0000					
9781574580525	ASCEND	intr	S	Ascend Math OnlineTutorial / Ascend Math: Grades 3 to 9 Junior High School Packag				2012	44.00	2013	Not Reviewed
Mathematics				Secondary Mathematics I-Honors	07-08-00-00-095	0000					
9781574580600	ASCEND	intr	S	Ascend Math OnlineTutorial / Ascend Math: Grades 3 to 12 High School Package				2012	58.00	2013	Rec. Student Resource
Mathematics				Secondary Mathematics I-Honors	07-08-00-00-095	0000					
9781574580518	ASCEND	intr	S	Ascend Math OnlineTutorial / Ascend Math: Grades K to 12 Complete Ascend Packag				2012	72.00	2013	Rec. Student Resource
Mathematics				Secondary Mathematics I-Honors	07-08-00-00-095	0000					
9781574580495	ASCEND	intr	S	Ascend Math Online Tutorial / Ascend Math: Grades K to 6 Elementary Package				2012	28.00	2013	Not Reviewed
Mathematics				Secondary Mathematics I-Honors	07-08-00-00-095	0000					
9780076640751	MCGRAWHILL	Text	S	Utah Integrated Math II / Student Edition			Carter et al	2012	87.54	2013	Recommended Primary
Mathematics				Secondary Mathematics II	07-08-00-00-100	0000					
9781574580600	ASCEND	intr	S	Ascend Math OnlineTutorial / Ascend Math: Grades 3 to 12 High School Package				2012	58.00	2013	Rec. Student Resource
Mathematics				Secondary Mathematics II	07-08-00-00-100	0000					

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Mathematics **Secondary Mathematics II** **5/22/2013**

ISBN	Pub Id	Media	ST	Series / Title	07-08-00-00-100	Elem Subj	Author	Copy Right	Price	Adopt	Adoption Action
9781574580525	ASCEND	intr	S	Ascend Math OnlineTutorial / Ascend Math: Grades 3 to 9 Junior High School Packag				2012	44.00	2013	Not Reviewed
Mathematics				Secondary Mathematics II	07-08-00-00-100	0000					
9781574580518	ASCEND	intr	S	Ascend Math OnlineTutorial / Ascend Math: Grades K to 12 Complete Ascend Packag				2012	72.00	2013	Rec. Student Resource
Mathematics				Secondary Mathematics II	07-08-00-00-100	0000					
9781574580495	ASCEND	intr	S	Ascend Math Online Tutorial / Ascend Math: Grades K to 6 Elementary Package				2012	28.00	2013	Not Reviewed
Mathematics				Secondary Mathematics II	07-08-00-00-100	0000					
7657657653	EDGENUITY	intr	S	Secondary Math / Secondary Mathematics II (yearly subscription)			EDGENUITY	2012	150.00	2013	Recommended Primary
Mathematics				Secondary Mathematics II	07-08-00-00-100	0000					
9781574580495	ASCEND	intr	S	Ascend Math Online Tutorial / Ascend Math: Grades K to 6 Elementary Package				2012	28.00	2013	Not Reviewed
Mathematics				Secondary Mathematics II- Honors	07-08-00-00-105	0000					
9781574580525	ASCEND	intr	S	Ascend Math OnlineTutorial / Ascend Math: Grades 3 to 9 Junior High School Packag				2012	44.00	2013	Not Reviewed
Mathematics				Secondary Mathematics II- Honors	07-08-00-00-105	0000					
9781574580518	ASCEND	intr	S	Ascend Math OnlineTutorial / Ascend Math: Grades K to 12 Complete Ascend Packag				2012	72.00	2013	Rec. Student Resource
Mathematics				Secondary Mathematics II- Honors	07-08-00-00-105	0000					
9781574580600	ASCEND	intr	S	Ascend Math OnlineTutorial / Ascend Math: Grades 3 to 12 High School Package				2012	58.00	2013	Rec. Student Resource
Mathematics				Secondary Mathematics II- Honors	07-08-00-00-105	0000					
9781574580525	ASCEND	intr	S	Ascend Math OnlineTutorial / Ascend Math: Grades 3 to 9 Junior High School Packag				2012	44.00	2013	Rec. Student Resource
Mathematics				Secondary Mathematics III	07-08-00-00-110	0000					
9781574580518	ASCEND	intr	S	Ascend Math OnlineTutorial / Ascend Math: Grades K to 12 Complete Ascend Packag				2012	72.00	2013	Rec. Student Resource
Mathematics				Secondary Mathematics III	07-08-00-00-110	0000					
9781574580495	ASCEND	intr	S	Ascend Math Online Tutorial / Ascend Math: Grades K to 6 Elementary Package				2012	28.00	2013	Not Reviewed
Mathematics				Secondary Mathematics III	07-08-00-00-110	0000					
9780076653102	MCGRAWHILL	Text	S	Utah Integrated Math III / Student Edition			Carter et al	2012	92.70	2013	Recommended Primary
Mathematics				Secondary Mathematics III	07-08-00-00-110	0000					
7657657654	EDGENUITY	intr	S	Secondary Math / Secondary Mathematics III (yearly subscription)			EDGENUITY	2012	150.00	2013	Recommended Primary
Mathematics				Secondary Mathematics III	07-08-00-00-110	0000					
9781574580600	ASCEND	intr	S	Ascend Math OnlineTutorial / Ascend Math: Grades 3 to 12 High School Package				2012	58.00	2013	Rec. Student Resource
Mathematics				Secondary Mathematics III	07-08-00-00-110	0000					
9781574580600	ASCEND	intr	S	Ascend Math OnlineTutorial / Ascend Math: Grades 3 to 12 High School Package				2012	58.00	2013	Rec. Student Resource
Mathematics				Secondary Mathematics III- Honors	07-08-00-00-115	0000					
9781574580525	ASCEND	intr	S	Ascend Math OnlineTutorial / Ascend Math: Grades 3 to 9 Junior High School Packag				2012	44.00	2013	Not Reviewed
Mathematics				Secondary Mathematics III- Honors	07-08-00-00-115	0000					
9781574580518	ASCEND	intr	S	Ascend Math OnlineTutorial / Ascend Math: Grades K to 12 Complete Ascend Packag				2012	72.00	2013	Rec. Student Resource
Mathematics				Secondary Mathematics III- Honors	07-08-00-00-115	0000					
9781574580495	ASCEND	intr	S	Ascend Math Online Tutorial / Ascend Math: Grades K to 6 Elementary Package				2012	28.00	2013	Not Reviewed
Mathematics				Secondary Mathematics III- Honors	07-08-00-00-115	0000					
9781574580495	ASCEND	intr	S	Ascend Math Online Tutorial / Ascend Math: Grades K to 6 Elementary Package				2012	28.00	2013	Rec. Student Resource
Mathematics				7th Grade Mathematics- Special Ed	07-08-00-23-070	0000					
9781619978614	TRIUMPHLEARNII	intr	S	Readiness for the Common Core / Grades 3-8 MATH for 500+ students			Triumph Lear	2012	4,999.00	2013	Not Reviewed
Mathematics				7th Grade Mathematics- Special Ed	07-08-00-23-070	0000					
9781574580600	ASCEND	intr	S	Ascend Math OnlineTutorial / Ascend Math: Grades 3 to 12 High School Package				2012	58.00	2013	Rec. Student Resource
Mathematics				7th Grade Mathematics- Special Ed	07-08-00-23-070	0000					
9781574580525	ASCEND	intr	S	Ascend Math OnlineTutorial / Ascend Math: Grades 3 to 9 Junior High School Packag				2012	44.00	2013	Rec. Student Resource
Mathematics				7th Grade Mathematics- Special Ed	07-08-00-23-070	0000					
9781574580518	ASCEND	intr	S	Ascend Math OnlineTutorial / Ascend Math: Grades K to 12 Complete Ascend Packag				2012	72.00	2013	Rec. Student Resource
Mathematics				7th Grade Mathematics- Special Ed	07-08-00-23-070	0000					

Instructional Materials Search

Mathematics **8th Grade Mathematics- Special Ed** **5/22/2013**

ISBN	Pub Id	Media	ST	Series / Title	07-08-00-23-080	Elem Subj	Author	Copy Right	Price	Adopt	Adoption Action
9781574580518	ASCEND	intr	S	Ascend Math OnlineTutorial / Ascend Math: Grades K to 12 Complete Ascend Packa				2012	72.00	2013	Rec. Student Resource
Mathematics				8th Grade Mathematics- Special Ed	07-08-00-23-080	0000					
9781574580495	ASCEND	intr	S	Ascend Math Online Tutorial / Ascend Math: Grades K to 6 Elementary Package				2012	28.00	2013	Rec. Student Resource
Mathematics				8th Grade Mathematics- Special Ed	07-08-00-23-080	0000					
9781619978614	TRIUMPHLEARNII	intr	S	Readiness for the Common Core / Grades 3-8 MATH for 500+ students			Triumph Lear	2012	4,999.00	2013	Not Reviewed
Mathematics				8th Grade Mathematics- Special Ed	07-08-00-23-080	0000					
9781574580600	ASCEND	intr	S	Ascend Math OnlineTutorial / Ascend Math: Grades 3 to 12 High School Package				2012	58.00	2013	Rec. Student Resource
Mathematics				8th Grade Mathematics- Special Ed	07-08-00-23-080	0000					
9781574580525	ASCEND	intr	S	Ascend Math OnlineTutorial / Ascend Math: Grades 3 to 9 Junior High School Packag				2012	44.00	2013	Rec. Student Resource
Mathematics				8th Grade Mathematics- Special Ed	07-08-00-23-080	0000					
9781574580525	ASCEND	intr	S	Ascend Math OnlineTutorial / Ascend Math: Grades 3 to 9 Junior High School Packag				2012	44.00	2013	Rec. Student Resource
Mathematics				Secondary Mathematics I- Special Ed	07-08-00-23-090	0000					
9781574580518	ASCEND	intr	S	Ascend Math OnlineTutorial / Ascend Math: Grades K to 12 Complete Ascend Packa				2012	72.00	2013	Rec. Student Resource
Mathematics				Secondary Mathematics I- Special Ed	07-08-00-23-090	0000					
9781574580495	ASCEND	intr	S	Ascend Math Online Tutorial / Ascend Math: Grades K to 6 Elementary Package				2012	28.00	2013	Rec. Student Resource
Mathematics				Secondary Mathematics I- Special Ed	07-08-00-23-090	0000					
9781574580600	ASCEND	intr	S	Ascend Math OnlineTutorial / Ascend Math: Grades 3 to 12 High School Package				2012	58.00	2013	Rec. Student Resource
Mathematics				Secondary Mathematics I- Special Ed	07-08-00-23-090	0000					
9781574580600	ASCEND	intr	S	Ascend Math OnlineTutorial / Ascend Math: Grades 3 to 12 High School Package				2012	58.00	2013	Rec. Student Resource
Mathematics				Secondary Mathematics II- Special Ed	07-08-00-23-100	0000					
9781574580525	ASCEND	intr	S	Ascend Math OnlineTutorial / Ascend Math: Grades 3 to 9 Junior High School Packag				2012	44.00	2013	Not Reviewed
Mathematics				Secondary Mathematics II- Special Ed	07-08-00-23-100	0000					
9781574580518	ASCEND	intr	S	Ascend Math OnlineTutorial / Ascend Math: Grades K to 12 Complete Ascend Packa				2012	72.00	2013	Rec. Student Resource
Mathematics				Secondary Mathematics II- Special Ed	07-08-00-23-100	0000					
9781574580495	ASCEND	intr	S	Ascend Math Online Tutorial / Ascend Math: Grades K to 6 Elementary Package				2012	28.00	2013	Not Reviewed
Mathematics				Secondary Mathematics II- Special Ed	07-08-00-23-100	0000					
9781574580495	ASCEND	intr	S	Ascend Math Online Tutorial / Ascend Math: Grades K to 6 Elementary Package				2012	28.00	2013	Not Reviewed
Mathematics				Secondary Mathematics III- Special Ed	07-08-00-23-110	0000					
9781574580600	ASCEND	intr	S	Ascend Math OnlineTutorial / Ascend Math: Grades 3 to 12 High School Package				2012	58.00	2013	Rec. Student Resource
Mathematics				Secondary Mathematics III- Special Ed	07-08-00-23-110	0000					
9781574580525	ASCEND	intr	S	Ascend Math OnlineTutorial / Ascend Math: Grades 3 to 9 Junior High School Packag				2012	44.00	2013	Not Reviewed
Mathematics				Secondary Mathematics III- Special Ed	07-08-00-23-110	0000					
9781574580518	ASCEND	intr	S	Ascend Math OnlineTutorial / Ascend Math: Grades K to 12 Complete Ascend Packa				2012	72.00	2013	Rec. Student Resource
Mathematics				Secondary Mathematics III- Special Ed	07-08-00-23-110	0000					
9781603018265	LAB AIDS	TEXT	S	Science and Global Issues / Biol Evolution Unit Stud Book w/Online Book			SEPUP	2012	26.80	2013	Recommended Limited
Science				Biology	08-02-00-00-010	0000					
9781603018258	LAB AIDS	TEXT	S	Science and Global Issues / Biol Genetics Unit Stud Book w/Online Book			SEPUP	2012	26.80	2013	Recommended Limited
Science				Biology	08-02-00-00-010	0000					
9781603018241	LAB AIDS	TEXT	S	Science and Global Issues / Biol Cell Biol Unit Stud Book w/Online Book			SEPUP	2012	26.80	2013	Recommended Limited
Science				Biology	08-02-00-00-010	0000					
9781603018234	LAB AIDS	TEXT	S	Science and Global Issues / Biol Eco Unit Stud Book w/ Online Book			SEPUP	2012	26.80	2013	Recommended Limited
Science				Biology	08-02-00-00-010	0000					
9781603013284	LAB AIDS	TEXT	S	Biology Series / Science and Global Issues Biol Stud Book w/Online Book			SEPUP	2012	75.00	2013	Recommended Limited
Science				Biology	08-02-00-00-010	0000					
9781464130687	BEDFORD FREEM	text	S	Scientific American Biology for a Changing World / 1st Edition			Michele Shus	2012	90.00	2013	Recommended Primary
Science				Biology	08-02-00-00-010	0000					

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Science **Biology** **5/22/2013**

ISBN	Pub Id	Media	ST	Series / Title	08-02-00-00-010	Elem Subj	Author	Copy Right	Price	Adopt	Adoption Action
0132879069	PEARSONPRENT	mult	S	Campbell Essential Biology w Physiology / Stu Ed w MasteringBio w Pearson eText u			Simon	2013	120.97	2013	Recommended
Science				Biology	08-02-00-00-010	0000					Primary
0008020000010	OER	TEXT	S	Biology / Biology Open Education Resource etext			USOE	2013	0.00	2013	Recommended
Science				Biology	08-02-00-00-010	0000					Primary
9781603018258	LAB AIDS	TEXT	S	Science and Global Issues / Biol Genetics Unit Stud Book w/Online Book			SEPUP	2012	26.80	2013	Recommended
Science				Biology/Agriculture Science & Technology	08-02-00-00-020	0000					Limited
9781603018241	LAB AIDS	TEXT	S	Science and Global Issues / Biol Cell Biol Unit Stud Book w/Online Book			SEPUP	2012	26.80	2013	Recommended
Science				Biology/Agriculture Science & Technology	08-02-00-00-020	0000					Limited
9781603018234	LAB AIDS	TEXT	S	Science and Global Issues / Biol Eco Unit Stud Book w/ Online Book			SEPUP	2012	26.80	2013	Recommended
Science				Biology/Agriculture Science & Technology	08-02-00-00-020	0000					Limited
9781603013284	LAB AIDS	TEXT	S	Biology Series / Science and Global Issues Biol Stud Book w/Online Book			SEPUP	2012	75.00	2013	Recommended
Science				Biology/Agriculture Science & Technology	08-02-00-00-020	0000					Limited
9781603018265	LAB AIDS	TEXT	S	Science and Global Issues / Biol Evolution Unit Stud Book w/Online Book			SEPUP	2012	26.80	2013	Recommended
Science				Biology/Agriculture Science & Technology	08-02-00-00-020	0000					Limited
SUNBURSTT2890	SUNBURST	INTR	S	ADAM Interactive Anatomy / ADAM Interactive Anatomy Online 12 Mo Bldg Up to 250			ADAMEdu	2012	8,580.00	2013	Not Sampled
Science				Anatomy and Physiology	08-02-00-00-065	0000					
SUNBURST2922	SUNBURST	SOFT	S	ADAM Inside Out 12 Mo Larg Sch Bldg Lic 1000+ FTE / ADAM Inside Out			ADAMEdu	2012	1,085.00	2013	Not Sampled
Science				Anatomy and Physiology	08-02-00-00-065	0000					
SUNBURST2921	SUNBURST	SOFT	S	ADAM Inside Out 12 Mo Med Sch Bldg Lic 500 to 999 FTE / ADAM Inside Out			ADAMEdu	2012	835.00	2013	Not Sampled
Science				Anatomy and Physiology	08-02-00-00-065	0000					
9780821963593	EMC	text	S	Applied Anatomy & Physiology / Applied Anatomy & Physiology A Case Study Approa			Shmaefsky	2013	74.95	2013	Recommended
Science				Anatomy and Physiology	08-02-00-00-065	0000					Primary
SUNBURSTT2920	SUNBURST	SOFT	S	ADAM Inside Out 12 Mo Sml Sch Bldg Lic Under 500 FTE / ADAM Inside Out			ADAMEdu	2012	545.00	2013	Not Sampled
Science				Anatomy and Physiology	08-02-00-00-065	0000					
SUNBURSTT2891	SUNBURST	INTR	S	ADAM Interactive Anatomy / ADAM Interactive Anatomy Online 12 Mo Bldg 251 to 50			ADAMEduc	2012	11,880.00	2013	Not Sampled
Science				Anatomy and Physiology	08-02-00-00-065	0000					
0008020000010	OER	TEXT	S	Biology / Biology Open Education Resource etext			USOE	2013	0.00	2013	Recommended
Science				Biology with Lab CE	08-02-00-13-010	0000					Limited
0008020000010	OER	TEXT	S	Biology / Biology Open Education Resource etext			USOE	2013	0.00	2013	Recommended
Science				Biology - Special Ed	08-02-00-23-010	0000					Primary
9780076637669	MCGRAWHILL	Text	S	Chemistry Concepts And Applications / Chemistry Concepts And Applications SE			Phillips	2014	90.00	2013	Not Reviewed
Science				Chemistry (9-12)	08-03-00-00-010	0000					
0133100227	PEARSONPRENT	mult	S	Basic Chemistry / Stu Ed w MasteringChem w Pearson eText up to 5 years			Timberlake	2014	105.47	2013	Recommended
Science				Chemistry (9-12)	08-03-00-00-010	0000					Primary
0008030000010	OER	TEXT	S	Chemistry / Chemistry Open Education Resource etext			USOE	2013	0.00	2013	Recommended
Science				Chemistry (9-12)	08-03-00-00-010	0000					Primary
9781603014472	LAB AIDS	TEXT	S	Chemistry Series / A Nat Approach To Chem Stud Book and Lab Manual w/Online Bo			Hsu Chaniota	2010	90.00	2013	Recommended
Science				Chemistry (9-12)	08-03-00-00-010	0000					Primary
9781429219525	BEDFORD FREEM	text	S	Chemistry in the Community / 6th Edition			American Che	2012	92.50	2013	Recommended
Science				Chemistry (9-12)	08-03-00-00-010	0000					Primary
9781603014472	LAB AIDS	TEXT	S	Chemistry Series / A Nat Approach To Chem Stud Book and Lab Manual w/Online Bo			Hsu Chaniota	2010	90.00	2013	Recommended
Science				Chemistry with Lab	08-03-00-00-012	0000					Primary
0008030000010	OER	TEXT	S	Chemistry / Chemistry Open Education Resource etext			USOE	2013	0.00	2013	Recommended
Science				Chemistry Elective CE	08-03-00-13-010	0000					Primary
0008040000010	OER	TEXT	S	Earth Science / Earth Science Open Education Resource etext			USOE	2013	0.00	2013	Recommended
Science				Earth Systems (9-12)	08-04-00-00-010	0000					Primary

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Science **Environmental Science** **5/22/2013**

ISBN	Pub Id	Media	ST	Series / Title	08-04-00-00-02(	Elem Subj	Author	Copy Right	Price	Adopt	Adoption Action
9781464135736	BEDFORD FREEM	text	S	Scientific American Environmental Science for a Changing Wor / 1st Edition			Anne Houtman	2013	90.00	2013	Recommended
Science				Environmental Science	08-04-00-00-020	0000					Primary
0008040000010	OER	TEXT	S	Earth Science / Earth Science Open Education Resource etext			USOE	2013	0.00	2013	Recommended
Science				Earth Systems (9-12) - Special Ed	08-04-00-23-010	0000					Primary
SUNBURSTT2823	SUNBURST	INTR	S	Defined STEM Annual Bldg Subscription Online / Defined STEM			DefinedSTEM	2013	1,995.00	2013	Not Reviewed
Science				Integrated Science (Grade 7)	08-05-00-00-001	0000					
SUNBURSTB4005	SUNBURST	SOFT	S	Ignite Torch Math Sci Soc Studies Gr 4 to 8 / Ignite Torch			SunburstDgl	2011	1,249.95	2013	Not Reviewed
Science				Integrated Science (Grade 7)	08-05-00-00-001	0000					
0008050000001	OER	TEXT	S	Science 7 / 7th Grade Integrated Science Open Education Resource etext			USOE	2013	0.00	2013	Recommended
Science				Integrated Science (Grade 7)	08-05-00-00-001	0000					Primary
SUNBURSTT2823	SUNBURST	INTR	S	Defined STEM Annual Bldg Subscription Online / Defined STEM			DefinedSTEM	2013	1,995.00	2013	Not Reviewed
Science				Science (Grade 6)	08-05-00-00-005	0800					
SUNBURSTB4005	SUNBURST	SOFT	S	Ignite Torch Math Sci Soc Studies Gr 4 to 8 / Ignite Torch			SunburstDgl	2011	1,249.95	2013	Not Reviewed
Science				Science (Grade 6)	08-05-00-00-005	0800					
SUNBURSTT2823	SUNBURST	INTR	S	Defined STEM Annual Bldg Subscription Online / Defined STEM			DefinedSTEM	2013	1,995.00	2013	Not Reviewed
Science				Integrated Science (Grade 8)	08-05-00-00-010	0000					
SUNBURSTB4005	SUNBURST	SOFT	S	Ignite Torch Math Sci Soc Studies Gr 4 to 8 / Ignite Torch			SunburstDgl	2011	1,249.95	2013	Not Reviewed
Science				Integrated Science (Grade 8)	08-05-00-00-010	0000					
0008050000010	OER	TEXT	S	Science 8 / 8th Grade Integrated Science Open Education Resource etext			USOE	2013	0.00	2013	Recommended
Science				Integrated Science (Grade 8)	08-05-00-00-010	0000					Primary
0008050000001	OER	TEXT	S	Science 7 / 7th Grade Integrated Science Open Education Resource etext			USOE	2013	0.00	2013	Recommended
Science				Integrated Science (Grade 7) - Special E	08-05-00-23-001	0000					Primary
0008050000010	OER	TEXT	S	Science 8 / 8th Grade Integrated Science Open Education Resource etext			USOE	2013	0.00	2013	Recommended
Science				Integrated Science (Grade 8) -Special Ed	08-05-00-23-010	0000					Primary
9781429272391	BEDFORD FREEM	text	S	SmartPhysics Print Edition / Volume 2			Timothy Stel	2012	15.00	2013	Recommended
Science				A.P. Physics	08-06-00-00-001	0000					Limited
0008060000020	OER	TEXT	S	Physics / Physics Open Education Resource etext			USOE	2013	0.00	2013	Recommended
Science				Physics (10-12)	08-06-00-00-020	0000					Primary
0008060000020	OER	TEXT	S	Physics / Physics Open Education Resource etext			USOE	2013	0.00	2013	Recommended
Science				Physics with Technology (Science)	08-06-00-00-030	0000					Primary
0008060000020	OER	TEXT	S	Physics / Physics Open Education Resource etext			USOE	2013	0.00	2013	Recommended
Science				Physics with Lab CE	08-06-00-13-020	0000					Primary
0008060000020	OER	TEXT	S	Physics / Physics Open Education Resource etext			USOE	2013	0.00	2013	Recommended
Science				Physics Lab CE	08-06-00-13-021	0000					Primary
0008060000020	OER	TEXT	S	Physics / Physics Open Education Resource etext			USOE	2013	0.00	2013	Recommended
Science				Physics no Lab CE	08-06-00-13-022	0000					Primary
9781934825587	Handwriting	TEXT	S	Handwriting Without Tears / My Printing Book workbook			Olsen	2013	8.25	2013	Recommended
Elementary / Early Childhood				Grade 1	22-01-00-00-002	0600					Limited
2013000055	CURRICULUM AD	intr	S	Classworks / Classworks Language Arts Math and Science K-6			Classworks	2013	15,000.00	2013	Not Sampled
Elementary / Early Childhood				Grade 1	22-01-00-00-002	0600					
2013000049	CURRICULUM AD	intr	S	Classworks / Classworks Mathematics K-9			Classworks	2013	13,500.00	2013	Not Sampled
Elementary / Early Childhood				Grade 1	22-01-00-00-002	0700					
2013000035	CURRICULUM AD	intr	S	Classworks / Classworks Mathematics K-6			Classworks	2013	12,500.00	2013	Not Sampled
Elementary / Early Childhood				Grade 1	22-01-00-00-002	0700					
2013000029	CURRICULUM AD	intr	S	Classworks / Classworks Language Arts K-9			Classworks	2013	13,500.00	2013	Not Reviewed
Elementary / Early Childhood				Grade 1	22-01-00-00-002	0600					

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Elementary / Early Childhood **Grade 1** **5/22/2013**

ISBN	Pub Id	Media	ST	Series / Title	22-01-00-00-002	Elem Subj	Author	Copy Right	Price	Adopt	Adoption Action
2013000015	CURRICULUM AD	intr	S	Classworks / Classworks Language Arts K-6			Classworks	2013	12,500.00	2013	Not Sampled
Elementary / Early Childhood				Grade 1	22-01-00-00-002	0600					
9781453108512	ZANERBLOSER	intr	S	Voices 3C eLessons and Leveled Library / Grades K-6			Zaner Bloser	2013	9,809.00	2013	Recommended Limited
Elementary / Early Childhood				Grade 1	22-01-00-00-002	0600					
9781453104156	ZANERBLOSER	TEXT	S	Strategies for Writers / Grade 1			Zaner Bloser	2013	649.99	2013	Rec. Student Resource
Elementary / Early Childhood				Grade 1	22-01-00-00-002	0600					
9780786388923	TRIUMPHLEARNII	text	S	Common Core Clinics / Clinics Math Grade 1 Combo			Triumph Lear	2012	19.99	2013	Rec. Student Resource
Elementary / Early Childhood				Grade 1	22-01-00-00-002	0700					
9780783693279	TRIUMPHLEARNII	text	S	Best Practices in Reading / Best Practices Grade 1			Triumph Lear	2012	9.99	2013	Reviewed Not Recomm.
Elementary / Early Childhood				Grade 1	22-01-00-00-002	0600					
9781939648129	WRITESTEPS	intr	S	WriteSteps / Print WriteSteps Kit			Suzanne Klei	2011	735.00	2013	Recommended Limited
Elementary / Early Childhood				Grade 1	22-01-00-00-002	0600					
9781939648112	WRITESTEPS	intr	S	WriteSteps / eWriteSteps Kit			Suzanne Klei	2011	610.00	2013	Recommended Limited
Elementary / Early Childhood				Grade 1	22-01-00-00-002	0600					
9780545496490	SCHOLASTIC	MULT	S	Scholastic Math Reads / Math Reads Kit Grade 1			M.Burns	2012	649.00	2013	Rec. Teacher Resource
Elementary / Early Childhood				Grade 1	22-01-00-00-002	0700					
9780328697526	SCOTTFORESMA	Text	S	Investigations in Numbers Data & Space CCSS Gr.1 / Student Activity Bk Core Ed.-C			Susan Jo Rus	2012	19.47	2013	Recommended Primary
Elementary / Early Childhood				Grade 1	22-01-00-00-002	0700					
9780021195688	MCGRAWHILL	Mult	S	Reading Wonders / Digital Program 6 Year Subscription Grade 1			Shanahan et	2014	121.86	2013	Not Sampled
Elementary / Early Childhood				Grade 1	22-01-00-00-002	0600					
9781453108956	ZANERBLOSER	intr	S	Voices 3C eLessons and Leveled Library / Grade 1			Zaner Bloser	2013	1,345.49	2013	Recommended Limited
Elementary / Early Childhood				Grade 1	22-01-00-00-002	0600					
9780783689005	TRIUMPHLEARNII	text	S	Common Core Clinics / Clinics ELA Grade 1 Combination			Triumph Lear	2011	19.99	2013	Rec. Student Resource
Elementary / Early Childhood				Grade 1	22-01-00-00-002	0600					
9780547913070	HMHARCOURT	TEXT	S	Houghton Mifflin Harcourt Journeys / Premium Common Core Student Package Grad			Baumann et a	2014	155.75	2013	Recommended Primary
Elementary / Early Childhood				Grade 1	22-01-00-00-002	0600					
2013000069	CURRICULUM AD	intr	S	Classworks / Classworks Language Arts Math and Science K-9			Classworks	2013	16,500.00	2013	Not Sampled
Elementary / Early Childhood				Grade 1	22-01-00-00-002	0600					
2013000035	CURRICULUM AD	intr	S	Classworks / Classworks Mathematics K-6			Classworks	2013	12,500.00	2013	Not Sampled
Elementary / Early Childhood				Grade 2	22-01-00-00-003	0700					
2013000055	CURRICULUM AD	intr	S	Classworks / Classworks Language Arts Math and Science K-6			Classworks	2013	15,000.00	2013	Not Sampled
Elementary / Early Childhood				Grade 2	22-01-00-00-003	0600					
2013000049	CURRICULUM AD	intr	S	Classworks / Classworks Mathematics K-9			Classworks	2013	13,500.00	2013	Not Sampled
Elementary / Early Childhood				Grade 2	22-01-00-00-003	0700					
2013000029	CURRICULUM AD	intr	S	Classworks / Classworks Language Arts K-9			Classworks	2013	13,500.00	2013	Not Reviewed
Elementary / Early Childhood				Grade 2	22-01-00-00-003	0600					
2013000015	CURRICULUM AD	intr	S	Classworks / Classworks Language Arts K-6			Classworks	2013	12,500.00	2013	Not Sampled
Elementary / Early Childhood				Grade 2	22-01-00-00-003	0600					
9781939648228	WRITESTEPS	intr	S	WriteSteps / Print WriteSteps Kit			Suzanne Klei	2011	735.00	2013	Recommended Limited
Elementary / Early Childhood				Grade 2	22-01-00-00-003	0600					
9781939648211	WRITESTEPS	intr	S	WriteSteps / eWriteSteps Kit			Suzanne Klei	2011	610.00	2013	Recommended Limited
Elementary / Early Childhood				Grade 2	22-01-00-00-003	0600					
9781934825822	Handwriting	TEXT	S	Handwriting Without Tears / Printing Power Plus workbooks			Olsen	2013	10.25	2013	Recommended Limited
Elementary / Early Childhood				Grade 2	22-01-00-00-003	0600					
9781934825624	Handwriting	TEXT	S	Handwriting Without Tears / Printing Power workbook			Olsen	2013	8.25	2013	Recommended Limited
Elementary / Early Childhood				Grade 2	22-01-00-00-003	0600					

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Elementary / Early Childhood **Grade 2** **5/22/2013**

ISBN	Pub Id	Media	ST	Series / Title	22-01-00-00-003	Elem Subj	Author	Copy Right	Price	Adopt	Adoption Action
2013000069	CURRICULUM AD	intr	S	Classworks / Classworks Language Arts Math and Science K-9			Classworks	2013	16,500.00	2013	Not Sampled
Elementary / Early Childhood				Grade 2	22-01-00-00-003	0600					
9781598214048	AMPLIFY	TEXT	S	Seeds of Science Roots of Reading / Unit 3 - Designing Mixtures Core Kit - Print Mat			Barber et al	2013	795.00	2013	Rec. Teacher Resource
Elementary / Early Childhood				Grade 2	22-01-00-00-003	0800					
9781598214031	AMPLIFY	TEXT	S	Seeds of Science Roots of Reading / Unit 2 - Soil Habitats Core Kit - Print Materials			Barber et al	2013	1,095.00	2013	Rec. Teacher Resource
Elementary / Early Childhood				Grade 2	22-01-00-00-003	0800					
9781453108963	ZANERBLOSER	intr	S	Voices 3C eLessons and Leveled Library / Grade 2			Zaner Bloser	2013	1,957.99	2013	Recommended Limited
Elementary / Early Childhood				Grade 2	22-01-00-00-003	0600					
9781453108512	ZANERBLOSER	intr	S	Voices 3C eLessons and Leveled Library / Grades K-6			Zaner Bloser	2013	9,809.00	2013	Recommended Limited
Elementary / Early Childhood				Grade 2	22-01-00-00-003	0600					
9780786388930	TRIUMPHLEARNII	text	S	Common Core Clinics / Clinics Math Grade 2 Combo			Triumph Lear	2012	19.99	2013	Rec. Student Resource
Elementary / Early Childhood				Grade 2	22-01-00-00-003	0700					
9780783689012	TRIUMPHLEARNII	text	S	Common Core Clinics / Clinics Grade 2 Combination			Triumph Lear	2011	19.99	2013	Rec. Student Resource
Elementary / Early Childhood				Grade 2	22-01-00-00-003	0600					
9780547910161	HMHARCOURT	TEXT	S	Houghton Mifflin Harcourt Journeys / Premium Common Core Student Package Grad			Baumann et a	2014	92.45	2013	Recommended Primary
Elementary / Early Childhood				Grade 2	22-01-00-00-003	0600					
9780545496506	SCHOLASTIC	MULT	S	Scholastic Math Reads / Math Reads Kit Grade 2			M.Burns	2012	649.00	2013	Rec. Teacher Resource
Elementary / Early Childhood				Grade 2	22-01-00-00-003	0700					
9780328697533	SCOTTFORESMA	Text	S	Investigations in Numbers Data & Space CCSS Gr.2 / Student Activity Bk Core Ed-Co			Susan Jo Rus	2012	19.47	2013	Recommended Primary
Elementary / Early Childhood				Grade 2	22-01-00-00-003	0700					
9780021190607	MCGRAWHILL	Mult	S	Reading Wonders / Digital Program 6 Year Subscription Grade 2			Shanahan et	2014	69.54	2013	Not Sampled
Elementary / Early Childhood				Grade 2	22-01-00-00-003	0600					
9781598214024	AMPLIFY	TEXT	S	Seeds of Science Roots of Reading / Unit 1 - Shoreline Science Core Kit - Print Mate			Barber et al	2013	1,095.00	2013	Rec. Teacher Resource
Elementary / Early Childhood				Grade 2	22-01-00-00-003	0800					
9781598214086	AMPLIFY	TEXT	S	Seeds of Science Roots of Reading / Unit 4 - Gravity and Magnetism Core Kit - Print			Barber et al	2013	795.00	2013	Rec. Teacher Resource
Elementary / Early Childhood				Grade 2	22-01-00-00-003	0800					
9780783693309	TRIUMPHLEARNII	text	S	Best Practices in Reading / Best Practices Grade 2			Triumph Lear	2012	9.99	2013	Reviewed Not Recomm.
Elementary / Early Childhood				Grade 2	22-01-00-00-003	0600					
9781619973138	TRIUMPHLEARNII	mult	S	Plugged-in to Reading / Plugged-in to Reading Non-Fiction L0 Set			Dr. Janet Al	2012	6,995.00	2013	Recommended Limited
Elementary / Early Childhood				Grade 3	22-01-00-00-004	0600					
9781939648327	WRITESTEPS	intr	S	WriteSteps / Print WriteSteps Kit			Suzanne Klei	2011	735.00	2013	Recommended Limited
Elementary / Early Childhood				Grade 3	22-01-00-00-004	0600					
9781934825648	Handwriting	TEXT	S	Handwriting Without Tears / Cursive Handwriting workbook			Olsen	2013	8.25	2013	Recommended Limited
Elementary / Early Childhood				Grade 3	22-01-00-00-004	0600					
2013000029	CURRICULUM AD	intr	S	Classworks / Classworks Language Arts K-9			Classworks	2013	13,500.00	2013	Not Reviewed
Elementary / Early Childhood				Grade 3	22-01-00-00-004	0600					
2013000015	CURRICULUM AD	intr	S	Classworks / Classworks Language Arts K-6			Classworks	2013	12,500.00	2013	Not Sampled
Elementary / Early Childhood				Grade 3	22-01-00-00-004	0600					
9781598214086	AMPLIFY	TEXT	S	Seeds of Science Roots of Reading / Unit 4 - Gravity and Magnetism Core Kit - Print			Barber et al	2013	795.00	2013	Rec. Teacher Resource
Elementary / Early Childhood				Grade 3	22-01-00-00-004	0800					
9781601619365	TRIUMPHLEARNII	text	S	Math Problem Solving / Math Problem Solving Grade 3			Triumph Lear	2012	10.99	2013	Rec. Teacher Resource
Elementary / Early Childhood				Grade 3	22-01-00-00-004	0700					
9781601612473	TRIUMPHLEARNII	text	S	Comprehension Matters / Student Worktext Set Grade 8			Triumph Lear	2012	124.99	2013	Rec. Student Resource
Elementary / Early Childhood				Grade 3	22-01-00-00-004	0600					
9781619978614	TRIUMPHLEARNII	intr	S	Readiness for the Common Core / Grades 3-8 MATH for 500+ students			Triumph Lear	2012	4,999.00	2013	Not Reviewed
Elementary / Early Childhood				Grade 3	22-01-00-00-004	0700					

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Elementary / Early Childhood **Grade 3** **5/22/2013**

ISBN	Pub Id	Media	ST	Series / Title	22-01-00-00-004	Elem Subj	Author	Copy Right	Price	Adopt	Adoption Action
9781598214079	AMPLIFY	TEXT	S	Seeds of Science Roots of Reading / Unit 6 - Weather and Water Core Kit - Print Mat			Barber et al	2013	1,095.00	2013	Rec. Teacher Resource
Elementary / Early Childhood				Grade 3	22-01-00-00-004	0800					
9781598214062	AMPLIFY	TEXT	S	Seeds of Science Roots of Reading / Unit 5 - Light Energy Core Kit - Print Materials			Barber et al	2013	1,095.00	2013	Rec. Teacher Resource
Elementary / Early Childhood				Grade 3	22-01-00-00-004	0800					
9781598214055	AMPLIFY	TEXT	S	Seeds of Science Roots of Reading / Unit 7 - Variation and Adaptation Core Kit - Prin			Barber et al	2013	795.00	2013	Rec. Teacher Resource
Elementary / Early Childhood				Grade 3	22-01-00-00-004	0800					
9781598214048	AMPLIFY	TEXT	S	Seeds of Science Roots of Reading / Unit 3 - Designing Mixtures Core Kit - Print Mat			Barber et al	2013	795.00	2013	Rec. Teacher Resource
Elementary / Early Childhood				Grade 3	22-01-00-00-004	0800					
9781598214031	AMPLIFY	TEXT	S	Seeds of Science Roots of Reading / Unit 2 - Soil Habitats Core Kit - Print Materials			Barber et al	2013	1,095.00	2013	Rec. Teacher Resource
Elementary / Early Childhood				Grade 3	22-01-00-00-004	0800					
9781598214024	AMPLIFY	TEXT	S	Seeds of Science Roots of Reading / Unit 1 - Shoreline Science Core Kit - Print Mate			Barber et al	2013	1,095.00	2013	Rec. Teacher Resource
Elementary / Early Childhood				Grade 3	22-01-00-00-004	0800					
9780783699677	TRIUMPHLEARNII	TEXT	S	COMMON CORE COACH / Common Core Coach ELA Grade 3			Triumph Lear	2012	14.99	2013	Rec. Student Resource
Elementary / Early Childhood				Grade 3	22-01-00-00-004	0600					
9780783693323	TRIUMPHLEARNII	text	S	Best Practices in Reading / Best Practices Grade 3			Triumph Lear	2012	9.99	2013	Reviewed Not Recomm.
Elementary / Early Childhood				Grade 3	22-01-00-00-004	0600					
9781453108970	ZANERBLOSER	intr	S	Voices 3C eLessons and Leveled Library / Grade 3			Zaner Bloser	2013	1,957.99	2013	Recommended Limited
Elementary / Early Childhood				Grade 3	22-01-00-00-004	0600					
9780783699981	TRIUMPHLEARNII	mult	S	Plugged-in to Reading / Plugged-in to Reading Fiction L0 Set			Dr. Janet Al	2012	6,995.00	2013	Recommended Limited
Elementary / Early Childhood				Grade 3	22-01-00-00-004	0600					
9780547913322	HMHARCOURT	TEXT	S	Houghton Mifflin Harcourt Journeys / Premium Common Core Student Package Grad			Baumann et a	2014	96.50	2013	Recommended Primary
Elementary / Early Childhood				Grade 3	22-01-00-00-004	0600					
9780545496513	SCHOLASTIC	MULT	S	Scholastic Math Reads / Math Reads Kit Grade 3			M.Burns	2012	649.00	2013	Rec. Teacher Resource
Elementary / Early Childhood				Grade 3	22-01-00-00-004	0700					
9780783689029	TRIUMPHLEARNII	text	S	Common Core Clinics / Clinics ELA Grade 3 Combo			Triumph Lear	2011	19.99	2013	Rec. Student Resource
Elementary / Early Childhood				Grade 3	22-01-00-00-004	0600					
9780783688947	TRIUMPHLEARNII	text	S	Common Core Clinics / Clinics Math Grade 3 Combo			Triumph Lear	2012	19.99	2013	Rec. Student Resource
Elementary / Early Childhood				Grade 3	22-01-00-00-004	0700					
9780783680491	TRIUMPHLEARNII	text	S	Buckle Down to the Common Core / Buckle Down Grade 3 ELA			Triumph Lear	2011	8.99	2013	Rec. Student Resource
Elementary / Early Childhood				Grade 3	22-01-00-00-004	0600					
2013000049	CURRICULUM AD	intr	S	Classworks / Classworks Mathematics K-9			Classworks	2013	13,500.00	2013	Not Sampled
Elementary / Early Childhood				Grade 3	22-01-00-00-004	0700					
2013000035	CURRICULUM AD	intr	S	Classworks / Classworks Mathematics K-6			Classworks	2013	12,500.00	2013	Not Sampled
Elementary / Early Childhood				Grade 3	22-01-00-00-004	0700					
9780328697540	SCOTTFORESMA	Text	S	Investigations in Numbers Data & Space CCSS Gr.3 / Student Activity Bk Core Ed.-C			Susan Jo Rus	2012	19.47	2013	Recommended Primary
Elementary / Early Childhood				Grade 3	22-01-00-00-004	0700					
9780021192229	MCGRAWHILL	Mult	S	Reading Wonders / Digital Program 6 Year Subscription Grade 3			Shanahan et	2014	74.16	2013	Not Sampled
Elementary / Early Childhood				Grade 3	22-01-00-00-004	0600					
9780783678474	TRIUMPHLEARNII	text	S	Crosswalk to the Common Core / Crosswalk Grade 3 MATH			Triumph Lear	2011	8.99	2013	Rec. Student Resource
Elementary / Early Childhood				Grade 3	22-01-00-00-004	0700					
2013000055	CURRICULUM AD	intr	S	Classworks / Classworks Language Arts Math and Science K-6			Classworks	2013	15,000.00	2013	Not Sampled
Elementary / Early Childhood				Grade 3	22-01-00-00-004	0600					
2013000069	CURRICULUM AD	intr	S	Classworks / Classworks Language Arts Math and Science K-9			Classworks	2013	16,500.00	2013	Not Reviewed
Elementary / Early Childhood				Grade 3	22-01-00-00-004	0600					
9781453108512	ZANERBLOSER	intr	S	Voices 3C eLessons and Leveled Library / Grades K-6			Zaner Bloser	2013	9,809.00	2013	Recommended Limited
Elementary / Early Childhood				Grade 3	22-01-00-00-004	0600					

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Elementary / Early Childhood **Grade 3** **5/22/2013**

ISBN	Pub Id	Media	ST	Series / Title	22-01-00-00-004	Elem Subj	Author	Copy Right	Price	Adopt	Adoption Action
9780783699738	TRIUMPHLEARNII	text	S	Common Core Coach / Common Core Coach Math Grade 3			Triumph Lear	2013	14.99	2013	Rec. Teacher Resource
Elementary / Early Childhood				Grade 3	22-01-00-00-004	0700					
9780783678771	TRIUMPHLEARNII	text	S	Crosswalk Coach for the Common Core / Crosswalk Grade 3 ELA			Triumph Lear	2011	8.99	2013	Recommended Limited
Elementary / Early Childhood				Grade 3	22-01-00-00-004	0600					
9781598214093	AMPLIFY	TEXT	S	Seeds of Science Roots of Reading / Unit 8-Digestion and Body Systems Core Kit-Pr			Barber et al	2013	795.00	2013	Rec. Teacher Resource
Elementary / Early Childhood				Grade 3	22-01-00-00-004	0800					
9781939648310	WRITESTEPS	intr	S	WriteSteps / eWriteSteps Kit			Suzanne Klei	2011	610.00	2013	Recommended Limited
Elementary / Early Childhood				Grade 3	22-01-00-00-004	0600					
9781601612427	TRIUMPHLEARNII	text	S	Comprehension Matters / Student Worktext Set Grade 3			Triumph Lear	2012	124.99	2013	Rec. Student Resource
Elementary / Early Childhood				Grade 3	22-01-00-00-004	0600					
2013000055	CURRICULUM AD	intr	S	Classworks / Classworks Language Arts Math and Science K-6			Classworks	2013	15,000.00	2013	Not Sampled
Elementary / Early Childhood				Grade 4	22-01-00-00-005	0600					
2013000049	CURRICULUM AD	intr	S	Classworks / Classworks Mathematics K-9			Classworks	2013	13,500.00	2013	Not Sampled
Elementary / Early Childhood				Grade 4	22-01-00-00-005	0700					
2013000035	CURRICULUM AD	intr	S	Classworks / Classworks Mathematics K-6			Classworks	2013	12,500.00	2013	Not Sampled
Elementary / Early Childhood				Grade 4	22-01-00-00-005	0700					
2013000029	CURRICULUM AD	intr	S	Classworks / Classworks Language Arts K-9			Classworks	2013	13,500.00	2013	Not Reviewed
Elementary / Early Childhood				Grade 4	22-01-00-00-005	0600					
2013000015	CURRICULUM AD	intr	S	Classworks / Classworks Language Arts K-6			Classworks	2013	12,500.00	2013	Not Sampled
Elementary / Early Childhood				Grade 4	22-01-00-00-005	0600					
9781619973145	TRIUMPHLEARNII	mult	S	Plugged-in to Reading / Plugged-in to Reading Non-Fiction L1A Set			Dr. Janet Al	2012	6,995.00	2013	Recommended Limited
Elementary / Early Childhood				Grade 4	22-01-00-00-005	0600					
9781619973015	TRIUMPHLEARNII	mult	S	Plugged-in to Reading / Plugged-in to Reading Fiction L1A Set			Dr. Janet Al	2012	6,995.00	2013	Recommended Limited
Elementary / Early Childhood				Grade 4	22-01-00-00-005	0600					
9781601619372	TRIUMPHLEARNII	text	S	Math Problem Solving / Math Problem Solving Grade 4			Triumph Lear	2012	10.99	2013	Rec. Teacher Resource
Elementary / Early Childhood				Grade 4	22-01-00-00-005	0700					
9781939648426	WRITESTEPS	intr	S	WriteSteps / Print WriteSteps Kit			Suzanne Klei	2011	735.00	2013	Recommended Limited
Elementary / Early Childhood				Grade 4	22-01-00-00-005	0600					
2013000069	CURRICULUM AD	intr	S	Classworks / Classworks Language Arts Math and Science K-9			Classworks	2013	16,500.00	2013	Not Sampled
Elementary / Early Childhood				Grade 4	22-01-00-00-005	0600					
9781598214130	AMPLIFY	TEXT	S	Seeds of Science Roots of Reading / Unit 12 - Chemical Changes Core Kit - Print Ma			Barber et al	2013	795.00	2013	Rec. Teacher Resource
Elementary / Early Childhood				Grade 4	22-01-00-00-005	0800					
9781598214123	AMPLIFY	TEXT	S	Seeds of Science Roots of Reading / Unit 11 - Models of Matter Core Kit - Print Mater			Barber et al	2013	795.00	2013	Rec. Teacher Resource
Elementary / Early Childhood				Grade 4	22-01-00-00-005	0800					
9781598214109	AMPLIFY	TEXT	S	Seeds of Science Roots of Reading / Unit 9 - Planets and Moons Core Kit - Print Mat			Barber et al	2013	1,095.00	2013	Rec. Teacher Resource
Elementary / Early Childhood				Grade 4	22-01-00-00-005	0800					
9781939648419	WRITESTEPS	intr	S	WriteSteps / eWriteSteps Kit			Suzanne Klei	2011	610.00	2013	Recommended Limited
Elementary / Early Childhood				Grade 4	22-01-00-00-005	0600					
9781934825662	Handwriting	TEXT	S	Handwriting Without Tears / Cursive Success workbook			Olsen	2013	8.25	2013	Recommended Limited
Elementary / Early Childhood				Grade 4	22-01-00-00-005	0600					
9781598214062	AMPLIFY	TEXT	S	Seeds of Science Roots of Reading / Unit 5 - Light Energy Core Kit - Print Materials			Barber et al	2013	1,095.00	2013	Rec. Teacher Resource
Elementary / Early Childhood				Grade 4	22-01-00-00-005	0800					
9781598214055	AMPLIFY	TEXT	S	Seeds of Science Roots of Reading / Unit 7 - Variation and Adaptation Core Kit - Prin			Barber et al	2013	795.00	2013	Rec. Teacher Resource
Elementary / Early Childhood				Grade 4	22-01-00-00-005	0800					
9781453108987	ZANERBLOSER	intr	S	Voices 3C eLessons and Leveled Library / Grade 4			Zaner Bloser	2013	1,223.99	2013	Recommended Limited
Elementary / Early Childhood				Grade 4	22-01-00-00-005	0600					

Instructional Materials Search

Elementary / Early Childhood **Grade 4** **5/22/2013**

ISBN	Pub Id	Media	ST	Series / Title	22-01-00-00-005	Elem Subj	Author	Copy Right	Price	Adopt	Adoption Action
9781453108512	ZANERBLOSER	intr	S	Voices 3C eLessons and Leveled Library / Grades K-6			Zaner Bloser	2013	9,809.00	2013	Recommended Limited
Elementary / Early Childhood				Grade 4	22-01-00-00-005	0600					
9781601612473	TRIUMPHLEARNII	text	S	Comprehension Matters / Student Worktext Set Grade 8			Triumph Lear	2012	124.99	2013	Rec. Student Resource
Elementary / Early Childhood				Grade 4	22-01-00-00-005	0600					
9781601612434	TRIUMPHLEARNII	text	S	Comprehension Matters / Student Worktext Set Grade 4			Triumph Lear	2012	124.99	2013	Rec. Student Resource
Elementary / Early Childhood				Grade 4	22-01-00-00-005	0600					
9780783693347	TRIUMPHLEARNII	text	S	Best Practices in Reading / Best Practices Grade 4			Triumph Lear	2012	9.99	2013	Reviewed Not Recomm.
Elementary / Early Childhood				Grade 4	22-01-00-00-005	0600					
9780783689036	TRIUMPHLEARNII	text	S	Common Core Clinics / Clinics Grade 4 Combo ELA			Triumph Lear	2011	19.99	2013	Rec. Student Resource
Elementary / Early Childhood				Grade 4	22-01-00-00-005	0600					
9780783688954	TRIUMPHLEARNII	text	S	Common Core Clinics / Clinics Math Grade 4 Combo			Triumph Lear	2012	22.99	2013	Rec. Student Resource
Elementary / Early Childhood				Grade 4	22-01-00-00-005	0700					
9780783680507	TRIUMPHLEARNII	text	S	Buckle Down to the Common Core / Buckle Down ELA Grade 4			Triumph Lear	2011	8.99	2013	Recommended Limited
Elementary / Early Childhood				Grade 4	22-01-00-00-005	0600					
9781598214116	AMPLIFY	TEXT	S	Seeds of Science Roots of Reading / Unit 10 - Aquatic Ecosystems Core Kit - Print M			Barber et al	2013	1,095.00	2013	Rec. Teacher Resource
Elementary / Early Childhood				Grade 4	22-01-00-00-005	0800					
9781598214093	AMPLIFY	TEXT	S	Seeds of Science Roots of Reading / Unit 8-Digestion and Body Systems Core Kit-Pr			Barber et al	2013	795.00	2013	Rec. Teacher Resource
Elementary / Early Childhood				Grade 4	22-01-00-00-005	0800					
9781598214079	AMPLIFY	TEXT	S	Seeds of Science Roots of Reading / Unit 6 - Weather and Water Core Kit - Print Mat			Barber et al	2013	1,095.00	2013	Rec. Teacher Resource
Elementary / Early Childhood				Grade 4	22-01-00-00-005	0800					
9780547912424	HMHARCOURT	TEXT	S	Houghton Mifflin Harcourt Journeys / Premium Common Core Student Package Grad			Baumann et a	2014	66.85	2013	Recommended Primary
Elementary / Early Childhood				Grade 4	22-01-00-00-005	0600					
9780545496520	SCHOLASTIC	MULT	S	Scholastic Math Reads / Math Reads Kit Grade 4			M.Burns	2012	649.00	2013	Rec. Teacher Resource
Elementary / Early Childhood				Grade 4	22-01-00-00-005	0700					
9780328697557	SCOTTFORESMA	Text	S	Investigations in Numbers Data & Space CCSS Gr. 4 / Student Activity Bk Core Ed.-C			Susan Jo Rus	2012	19.47	2013	Recommended Primary
Elementary / Early Childhood				Grade 4	22-01-00-00-005	0700					
9780021186877	MCGRAWHILL	Mult	S	Reading Wonders / Digital Program 6 Year Subscription Grade 4			Shanahan et	2014	50.46	2013	Not Sampled
Elementary / Early Childhood				Grade 4	22-01-00-00-005	0600					
9780783699745	TRIUMPHLEARNII	text	S	Common Core Coach / Common Core Coach Math Grade 4			Triumph Lear	2013	14.99	2013	Rec. Teacher Resource
Elementary / Early Childhood				Grade 4	22-01-00-00-005	0700					
9781619978614	TRIUMPHLEARNII	intr	S	Readiness for the Common Core / Grades 3-8 MATH for 500+ students			Triumph Lear	2012	4,999.00	2013	Not Reviewed
Elementary / Early Childhood				Grade 4	22-01-00-00-005	0700					
9780783699684	TRIUMPHLEARNII	TEXT	S	COMMON CORE COACH / Common Core Coach ELA Grade 4			Triumph Lear	2012	14.99	2013	Rec. Student Resource
Elementary / Early Childhood				Grade 4	22-01-00-00-005	0600					
9780783678788	TRIUMPHLEARNII	text	S	Crosswalk to the Common Core / Crosswalk ELA Grade 4			Triumph Lear	2011	8.99	2013	Recommended Limited
Elementary / Early Childhood				Grade 4	22-01-00-00-005	0600					
9780783678481	TRIUMPHLEARNII	text	S	Crosswalk to the Common Core / Crosswalk Grade 4 MATH			Triumph Lear	2011	8.99	2013	Rec. Student Resource
Elementary / Early Childhood				Grade 4	22-01-00-00-005	0700					
9781939648525	WRITESTEPS	intr	S	WriteSteps / Print WriteSteps Kit			Suzanne Klei	2011	735.00	2013	Recommended Limited
Elementary / Early Childhood				Grade 5	22-01-00-00-006	0600					
9781939648518	WRITESTEPS	intr	S	WriteSteps / eWriteSteps Kit			Suzanne Klei	2011	610.00	2013	Recommended Limited
Elementary / Early Childhood				Grade 5	22-01-00-00-006	0600					
2013000029	CURRICULUM AD	intr	S	Classworks / Classworks Language Arts K-9			Classworks	2013	13,500.00	2013	Not Reviewed
Elementary / Early Childhood				Grade 5	22-01-00-00-006	0600					
2013000015	CURRICULUM AD	intr	S	Classworks / Classworks Language Arts K-6			Classworks	2013	12,500.00	2013	Not Sampled
Elementary / Early Childhood				Grade 5	22-01-00-00-006	0600					

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Elementary / Early Childhood **Grade 5** **5/22/2013**

ISBN	Pub Id	Media	ST	Series / Title	22-01-00-00-006	Elem Subj	Author	Copy Right	Price	Adopt	Adoption Action
9781601612473	TRIUMPHLEARNII	text	S	Comprehension Matters / Student Worktext Set Grade 8			Triumph Lear	2012	124.99	2013	Rec. Student Resource
Elementary / Early Childhood				Grade 5	22-01-00-00-006	0600					
9781601612441	TRIUMPHLEARNII	text	S	Comprehension Matters / Student Worktext Set Grade 5			Triumph Lear	2012	124.99	2013	Rec. Student Resource
Elementary / Early Childhood				Grade 5	22-01-00-00-006	0600					
9781891627743	Handwriting	TEXT	S	Handwriting Without Tears / Can Do Cursive			Olsen	2008	8.25	2013	Recommended Limited
Elementary / Early Childhood				Grade 5	22-01-00-00-006	0600					
9781619978614	TRIUMPHLEARNII	intr	S	Readiness for the Common Core / Grades 3-8 MATH for 500+ students			Triumph Lear	2012	4,999.00	2013	Not Reviewed
Elementary / Early Childhood				Grade 5	22-01-00-00-006	0700					
9781619973152	TRIUMPHLEARNII	mult	S	Plugged-in to Reading / Plugged-in to Reading Non-Fiction L1B Set			Dr. Janet Al	2012	6,995.00	2013	Recommended Limited
Elementary / Early Childhood				Grade 5	22-01-00-00-006	0600					
9781619973022	TRIUMPHLEARNII	mult	S	Plugged-in to Reading / Plugged-in to Reading Fiction L1B Set			Dr. Janet Al	2012	6,995.00	2013	Recommended Limited
Elementary / Early Childhood				Grade 5	22-01-00-00-006	0600					
9780783699752	TRIUMPHLEARNII	text	S	Common Core Coach / Common Core Coach Math Grade 5			Triumph Lear	2013	14.99	2013	Rec. Teacher Resource
Elementary / Early Childhood				Grade 5	22-01-00-00-006	0700					
9781598214130	AMPLIFY	TEXT	S	Seeds of Science Roots of Reading / Unit 12 - Chemical Changes Core Kit - Print Ma			Barber et al	2013	795.00	2013	Rec. Teacher Resource
Elementary / Early Childhood				Grade 5	22-01-00-00-006	0800					
9781598214123	AMPLIFY	TEXT	S	Seeds of Science Roots of Reading / Unit 11 - Models of Matter Core Kit - Print Mater			Barber et al	2013	795.00	2013	Rec. Teacher Resource
Elementary / Early Childhood				Grade 5	22-01-00-00-006	0800					
9781598214116	AMPLIFY	TEXT	S	Seeds of Science Roots of Reading / Unit 10 - Aquatic Ecosystems Core Kit - Print M			Barber et al	2013	1,095.00	2013	Rec. Teacher Resource
Elementary / Early Childhood				Grade 5	22-01-00-00-006	0800					
9781598214109	AMPLIFY	TEXT	S	Seeds of Science Roots of Reading / Unit 9 - Planets and Moons Core Kit - Print Mat			Barber et al	2013	1,095.00	2013	Rec. Teacher Resource
Elementary / Early Childhood				Grade 5	22-01-00-00-006	0800					
9781601619389	TRIUMPHLEARNII	text	S	Math Problem Solving / Math Problem Solving Grade 5			Triumph Lear	2012	10.99	2013	Rec. Teacher Resource
Elementary / Early Childhood				Grade 5	22-01-00-00-006	0700					
9780783679884	TRIUMPHLEARNII	text	S	Buckle Down to the Common Core / Buckle Down MATH Grade 6			Triumph Lear	2011	8.99	2013	Reviewed Not Recomm.
Elementary / Early Childhood				Grade 5	22-01-00-00-006	0700					
9780783699691	TRIUMPHLEARNII	TEXT	S	COMMON CORE COACH / Common Core Coach ELA Grade 5			Triumph Lear	2012	14.99	2013	Rec. Student Resource
Elementary / Early Childhood				Grade 5	22-01-00-00-006	0600					
9780783693361	TRIUMPHLEARNII	text	S	Best Practices in Reading / Best Practices Grade 5			Triumph Lear	2012	9.99	2013	Reviewed Not Recomm.
Elementary / Early Childhood				Grade 5	22-01-00-00-006	0600					
9780783689043	TRIUMPHLEARNII	text	S	Common Core Clinics / Common Core Clinics Grade 5 ELA Combo			Triumph Lear	2011	19.99	2013	Rec. Student Resource
Elementary / Early Childhood				Grade 5	22-01-00-00-006	0600					
9781453108994	ZANERBLOSER	intr	S	Voices 3C eLessons and Leveled Library / Grade 5			Zaner Bloser	2013	1,223.99	2013	Recommended Limited
Elementary / Early Childhood				Grade 5	22-01-00-00-006	0600					
9781453108512	ZANERBLOSER	intr	S	Voices 3C eLessons and Leveled Library / Grades K-6			Zaner Bloser	2013	9,809.00	2013	Recommended Limited
Elementary / Early Childhood				Grade 5	22-01-00-00-006	0600					
9780783679860	TRIUMPHLEARNII	text	S	Buckle Down to the Common Core / Buckle Down MATH Grade 4			Triumph Lear	2011	8.99	2013	Reviewed Not Recomm.
Elementary / Early Childhood				Grade 5	22-01-00-00-006	0700					
9780783679853	TRIUMPHLEARNII	text	S	Buckle Down to the Common Core / Buckle Down MATH Grade 3			Triumph Lear	2011	8.99	2013	Reviewed Not Recomm.
Elementary / Early Childhood				Grade 5	22-01-00-00-006	0700					
9780783678795	TRIUMPHLEARNII	text	S	Crosswalk to the Common Core / Crosswalk Grade 5 ELA			Triumph Lear	2011	8.99	2013	Recommended Limited
Elementary / Early Childhood				Grade 5	22-01-00-00-006	0600					
9780783678504	TRIUMPHLEARNII	text	S	Crosswalk to the Common Core / Crosswalk Grade 6 MATH			Triumph Lear	2011	8.99	2013	Rec. Student Resource
Elementary / Early Childhood				Grade 5	22-01-00-00-006	0700					
9780783688961	TRIUMPHLEARNII	text	S	Common Core Clinics / Clinics Math Grade 5 Combo			Triumph Lear	2012	19.99	2013	Rec. Student Resource
Elementary / Early Childhood				Grade 5	22-01-00-00-006	0700					

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Elementary / Early Childhood **Grade 5** **5/22/2013**

ISBN	Pub Id	Media	ST	Series / Title	22-01-00-00-006	Elem Subj	Author	Copy Right	Price	Adopt	Adoption Action
9780783680514	TRIUMPHLEARNII	text	S	Buckle Down to the Common Core / Buckle Down ELA Grade 5			Triumph Lear	2011	8.99	2013	Recommended Limited
Elementary / Early Childhood				Grade 5	22-01-00-00-006	0600					
9780021193936	MCGRAWHILL	Mult	S	Reading Wonders / Digital Program 6 Year Subscription Grade 5			Shanahan et	2014	50.46	2013	Not Sampled
Elementary / Early Childhood				Grade 5	22-01-00-00-006	0600					
2013000069	CURRICULUM AD	intr	S	Classworks / Classworks Language Arts Math and Science K-9			Classworks	2013	16,500.00	2013	Not Reviewed
Elementary / Early Childhood				Grade 5	22-01-00-00-006	0600					
9780783678489	TRIUMPHLEARNII	text	S	Crosswalk to the Common Core / Crosswalk Grade 5 MATH			Triumph Lear	2011	8.99	2013	Rec. Student Resource
Elementary / Early Childhood				Grade 5	22-01-00-00-006	0700					
9780547910505	HMHARCOURT	TEXT	S	Houghton Mifflin Harcourt Journeys / Premium Common Core Student Package Grad			Baumann et a	2014	66.85	2013	Recommended Primary
Elementary / Early Childhood				Grade 5	22-01-00-00-006	0600					
9780545496537	SCHOLASTIC	MULT	S	Scholastic Math Reads / Math Reads Kit Grade 5			M.Burns	2012	649.00	2013	Rec. Teacher Resource
Elementary / Early Childhood				Grade 5	22-01-00-00-006	0700					
9780783679877	TRIUMPHLEARNII	text	S	Buckle Down to the Common Core / Buckle Down MATH Grade 5			Triumph Lear	2011	8.99	2013	Reviewed Not Recomm.
Elementary / Early Childhood				Grade 5	22-01-00-00-006	0700					
2013000055	CURRICULUM AD	intr	S	Classworks / Classworks Language Arts Math and Science K-6			Classworks	2013	15,000.00	2013	Not Sampled
Elementary / Early Childhood				Grade 5	22-01-00-00-006	0600					
2013000049	CURRICULUM AD	intr	S	Classworks / Classworks Mathematics K-9			Classworks	2013	13,500.00	2013	Not Sampled
Elementary / Early Childhood				Grade 5	22-01-00-00-006	0700					
2013000035	CURRICULUM AD	intr	S	Classworks / Classworks Mathematics K-6			Classworks	2013	12,500.00	2013	Not Sampled
Elementary / Early Childhood				Grade 5	22-01-00-00-006	0700					
9780328697564	SCOTTFORESMA	Text	S	Investigations in Numbers Data & Space CCSS Gr.5 / Student Activity Bk Core Ed.-C			Susan Jo Rus	2012	19.47	2013	Recommended Primary
Elementary / Early Childhood				Grade 5	22-01-00-00-006	0700					
2013000029	CURRICULUM AD	intr	S	Classworks / Classworks Language Arts K-9			Classworks	2013	13,500.00	2013	Not Reviewed
Elementary / Early Childhood				Grade 6	22-01-00-00-007	0600					
2013000015	CURRICULUM AD	intr	S	Classworks / Classworks Language Arts K-6			Classworks	2013	12,500.00	2013	Not Sampled
Elementary / Early Childhood				Grade 6	22-01-00-00-007	0600					
9781603280778	CPM	mult	S	Core Connections / Core Connections Course 1			Kysh Judith	2013	74.00	2013	Recommended Limited
Elementary / Early Childhood				Grade 6	22-01-00-00-007	0700					
9781601619396	TRIUMPHLEARNII	text	S	Math Problem Solving / Math Problem Solving Grade 6			Triumph Lear	2012	10.99	2013	Rec. Teacher Resource
Elementary / Early Childhood				Grade 6	22-01-00-00-007	0700					
9781601612473	TRIUMPHLEARNII	text	S	Comprehension Matters / Student Worktext Set Grade 8			Triumph Lear	2012	124.99	2013	Rec. Student Resource
Elementary / Early Childhood				Grade 6	22-01-00-00-007	0600					
2013000055	CURRICULUM AD	intr	S	Classworks / Classworks Language Arts Math and Science K-6			Classworks	2013	15,000.00	2013	Not Sampled
Elementary / Early Childhood				Grade 6	22-01-00-00-007	0600					
2013000049	CURRICULUM AD	intr	S	Classworks / Classworks Mathematics K-9			Classworks	2013	13,500.00	2013	Not Sampled
Elementary / Early Childhood				Grade 6	22-01-00-00-007	0700					
2013000035	CURRICULUM AD	intr	S	Classworks / Classworks Mathematics K-6			Classworks	2013	12,500.00	2013	Not Sampled
Elementary / Early Childhood				Grade 6	22-01-00-00-007	0700					
9781601612458	TRIUMPHLEARNII	text	S	Comprehension Matters / Student Worktext Set Grade 6			Triumph Lear	2012	124.99	2013	Rec. Student Resource
Elementary / Early Childhood				Grade 6	22-01-00-00-007	0600					
9781453109007	ZANERBLOSER	intr	S	Voices 3C eLessons and Leveled Library / Grade 6			Zaner Bloser	2013	1,427.99	2013	Recommended Limited
Elementary / Early Childhood				Grade 6	22-01-00-00-007	0600					
9781453108512	ZANERBLOSER	intr	S	Voices 3C eLessons and Leveled Library / Grades K-6			Zaner Bloser	2013	9,809.00	2013	Recommended Limited
Elementary / Early Childhood				Grade 6	22-01-00-00-007	0600					
9780783699769	TRIUMPHLEARNII	text	S	Common Core Coach / Common Core Coach Math Grade 6			Triumph Lear	2013	14.99	2013	Rec. Teacher Resource
Elementary / Early Childhood				Grade 6	22-01-00-00-007	0700					

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Elementary / Early Childhood **Grade 6** **5/22/2013**

ISBN	Pub Id	Media	ST	Series / Title	22-01-00-00-007	Elem Subj	Author	Copy Right	Price	Adopt	Adoption Action
9781619977020	TRIUMPHLEARNII	mult	S	Plugged-in to Reading / Plugged-in to Reading Non-Fiction L2A Set			Dr. Janet Al	2012	6,995.00	2013	Recommended Limited
Elementary / Early Childhood				Grade 6	22-01-00-00-007	0600					
9781619973039	TRIUMPHLEARNII	mult	S	Plugged-in to Reading / Plugged-in to Reading Fiction L2A Set			Dr. Janet Al	2012	6,995.00	2013	Recommended Limited
Elementary / Early Childhood				Grade 6	22-01-00-00-007	0600					
9780547913353	HMHARCOURT	TEXT	S	Houghton Mifflin Harcourt Journeys / Premium Common Core Student Package Grad			Baumann et a	2014	66.85	2013	Recommended Primary
Elementary / Early Childhood				Grade 6	22-01-00-00-007	0600					
9780021193271	MCGRAWHILL	Mult	S	Reading Wonders / Digital Program 6 Year Subscription Grade 6			Shanahan et	2014	50.46	2013	Not Sampled
Elementary / Early Childhood				Grade 6	22-01-00-00-007	0600					
2013000069	CURRICULUM AD	intr	S	Classworks / Classworks Language Arts Math and Science K-9			Classworks	2013	16,500.00	2013	Not Sampled
Elementary / Early Childhood				Grade 6	22-01-00-00-007	0600					
9780783699707	TRIUMPHLEARNII	TEXT	S	COMMON CORE COACH / Common Core Coach ELA Grade 6			Triumph Lear	2012	14.99	2013	Rec. Student Resource
Elementary / Early Childhood				Grade 6	22-01-00-00-007	0600					
9780783693385	TRIUMPHLEARNII	text	S	Best Practices in Reading / Best Practices Grade 6			Triumph Lear	2012	9.99	2013	Reviewed Not Recomm.
Elementary / Early Childhood				Grade 6	22-01-00-00-007	0600					
9780783688978	TRIUMPHLEARNII	text	S	Common Core Clinics / Clinics Math Grade 6 Combo			Triumph Lear	2012	22.99	2013	Rec. Student Resource
Elementary / Early Childhood				Grade 6	22-01-00-00-007	0700					
9781453108949	ZANERBLOSER	intr	S	Voices 3C eLessons and Leveled Library / Grade K			Zaner Bloser	2013	672.99	2013	Recommended Limited
Elementary / Early Childhood				Kindergarten	22-02-00-00-001	0600					
9781453108512	ZANERBLOSER	intr	S	Voices 3C eLessons and Leveled Library / Grades K-6			Zaner Bloser	2013	9,809.00	2013	Recommended Limited
Elementary / Early Childhood				Kindergarten	22-02-00-00-001	0600					
9781453104149	ZANERBLOSER	TEXT	S	Strategies for Writers / Grade K			Zaner Bloser	2013	649.99	2013	Rec. Teacher Resource
Elementary / Early Childhood				Kindergarten	22-02-00-00-001	0600					
2013000069	CURRICULUM AD	intr	S	Classworks / Classworks Language Arts Math and Science K-9			Classworks	2013	16,500.00	2013	Not Sampled
Elementary / Early Childhood				Kindergarten	22-02-00-00-001	0600					
2013000055	CURRICULUM AD	intr	S	Classworks / Classworks Language Arts Math and Science K-6			Classworks	2013	15,000.00	2013	Not Sampled
Elementary / Early Childhood				Kindergarten	22-02-00-00-001	0600					
2013000049	CURRICULUM AD	intr	S	Classworks / Classworks Mathematics K-9			Classworks	2013	13,500.00	2013	Not Sampled
Elementary / Early Childhood				Kindergarten	22-02-00-00-001	0700					
2013000035	CURRICULUM AD	intr	S	Classworks / Classworks Mathematics K-6			Classworks	2013	12,500.00	2013	Not Sampled
Elementary / Early Childhood				Kindergarten	22-02-00-00-001	0700					
2013000029	CURRICULUM AD	intr	S	Classworks / Classworks Language Arts K-9			Classworks	2013	13,500.00	2013	Not Reviewed
Elementary / Early Childhood				Kindergarten	22-02-00-00-001	0600					
2013000015	CURRICULUM AD	intr	S	Classworks / Classworks Language Arts K-6			Classworks	2013	12,500.00	2013	Not Sampled
Elementary / Early Childhood				Kindergarten	22-02-00-00-001	0600					
9780547905556	HMHARCOURT	TEXT	S	Houghton Mifflin Harcourt Journeys / Common Core Kindergarten Kit Complete			Baumann et a	2014	2,426.15	2013	Recommended Primary
Elementary / Early Childhood				Kindergarten	22-02-00-00-001	0600					
9780545496483	SCHOLASTIC	MULT	S	Scholastic Math Reads / Math Reads Kit Grade K			M.Burns	2012	649.00	2013	Rec. Teacher Resource
Elementary / Early Childhood				Kindergarten	22-02-00-00-001	0700					
9780328697519	SCOTTFORESMA	Text	S	Investigations in Numbers Data & Space CCSS Gr K / Student Activity Bk Core Ed.-C			Susan Jo Rus	2012	7.47	2013	Recommended Primary
Elementary / Early Childhood				Kindergarten	22-02-00-00-001	0700					
9781939648020	WRITESTEPS	intr	S	WriteSteps / Print WriteSteps Kit			Suzanne Klei	2011	735.00	2013	Recommended Limited
Elementary / Early Childhood				Kindergarten	22-02-00-00-001	0600					
9781939648013	WRITESTEPS	intr	S	WriteSteps / eWriteSteps Kit			Suzanne Klei	2011	610.00	2013	Recommended Limited
Elementary / Early Childhood				Kindergarten	22-02-00-00-001	0600					
9781934825563	Handwriting	TEXT	S	Handwriting Without Tears / Letters and Numbers for Me workbook			Olsen	2013	8.25	2013	Recommended Limited
Elementary / Early Childhood				Kindergarten	22-02-00-00-001	0600					

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Elementary / Early Childhood **Early Childhood (Pre-K)** **5/22/2013**

ISBN	Pub Id	Media	ST	Series / Title	22-04-00-00-001	Elem Subj	Author	Copy Right	Price	Adopt	Adoption Action
9780547816937	HMHARCOURT	INTR	S	Houghton Mifflin Harcourt JUBA: Early Childhood / Online Intractiv Discvry Progrm fo			Houghton Mif	2010	500.00	2013	Not Sampled
Elementary / Early Childhood				Early Childhood (Pre-K)	22-04-00-00-001	0600					
SUNBURSTB4105	SUNBURST	SOFT	S	Sparito Lanyard Kit / Sparito			SunburstDgl	2011	199.95	2013	Not Reviewed
Elementary / Early Childhood				Early Childhood (Pre-K)	22-04-00-00-001	0600					
9781934825532	Handwriting	TEXT	S	Handwriting Without Tears / My First School Book			Olsen	2012	8.25	2013	Recommended Limited
Elementary / Early Childhood				Early Childhood (Pre-K)	22-04-00-00-001	0600					
1256836680	PEARSONPRENT	mult	S	Agriscience Explorations / Stu Ed w CourseSmart eText 5 year access			Lee	2014	99.97	2013	Recommended Primary
CTE / Agricultural Education				Agricultural Science I	30-01-00-00-050	0000					
1256854883	PEARSONPRENT	mult	S	Intro to Horticulture / Stu Ed w CourseSmart eText 5 year access			Schroeder	2014	93.97	2013	Recommended Primary
CTE / Agricultural Education				Applied Ornamental Horticulture Programs	30-01-00-00-110	0000					
9781435439634	CENGAGE	TEXT	S	Interior Plantscaping: Principles & Practices / Interior Plantscaping: Principles & Prac			Delprince	2013	82.50	2013	Recommended Limited
CTE / Agricultural Education				Floriculture	30-01-00-00-152	0000					
9781418063030	CENGAGE	TEXT	S	The Art of Floral Design / The Art of Floral Design			Hunter	2013	227.50	2013	Recommended Primary
CTE / Agricultural Education				Floriculture	30-01-00-00-152	0000					
1256836672	PEARSONPRENT	mult	S	Landscape Design Construction and Maintenance / Stu Ed w CourseSmart eText 5 y			Biondo	2014	99.97	2013	Recommended Primary
CTE / Agricultural Education				Landscape Management	30-01-00-00-160	0000					
1256854891	PEARSONPRENT	mult	S	Intro to Livestock and Companion Animals / Stu Ed w CourseSmart eText 5 year acce			Lee	2014	102.47	2013	Recommended Primary
CTE / Agricultural Education				Animal Science I	30-02-00-00-040	0000					
9780840064981	CENGAGE	TEXT	S	Century 21 Accounting General Journal / Century 21 Accounting General Journal			Gilbertson	2014	84.50	2013	Recommended Primary
CTE / Business Education				Accounting I	32-02-00-00-010	0000					
9780840064653	CENGAGE	TEXT	S	Century 21 Accounting Multicolumn / Century 21 Accounting Multicolumn			Gilbertson	2014	84.50	2013	Recommended Primary
CTE / Business Education				Accounting I	32-02-00-00-010	0000					
9780763853099	EMC	text	S	Computerized Accounting / Computerized Accounting with Sage 50 Text with Student			Mazza	2013	93.95	2013	Recommended Limited
CTE / Business Education				Accounting I	32-02-00-00-010	0000					
9781111571726	Cengage	TEXT	S	Business Management / Business Management			Burrow	2013	79.75	2013	Recommended Primary
CTE / Business Education				Business Management	32-02-00-00-140						
SUNBURSTP2073	SUNBURST	SOFT	S	Type to Learn 4 K12 Web Enabled / Type to Learn 4			SunburstDgl	2008	999.95	2013	Not Reviewed
CTE / Business Education				Elementary Keyboarding	32-02-00-00-210	0000					
SUNBURSTP1380	SUNBURST	SOFT	S	Type to Learn 4 K12 Network Unlimted / Type to Learn 4			SunburstDgl	2008	799.95	2013	Not Reviewed
CTE / Business Education				Elementary Keyboarding	32-02-00-00-210	0000					
9780763852696	EMC	text	S	Marquee Series / Marquee Series:Microsoft Access2013 Text with data files CD			Rutkosky	2013	35.95	2013	Recommended Limited
CTE / Business Education				Computer Technology II	32-02-00-00-216	0000					
9780763852689	EMC	text	S	Marquee Series / Marquee Series:Microsoft Excel 2013 Text with data files CD			Rutkosky	2013	35.95	2013	Recommended Limited
CTE / Business Education				Computer Technology II	32-02-00-00-216	0000					
9780763830038	EMC	text	S	Benchmark Series / Benchmark Series: Microsoft Access 2007 Level 2 Text w/data			Rutkosky	2008	43.95	2013	Not Reviewed
CTE / Business Education				Computer Technology II	32-02-00-00-216	0000					
9781605257822	GOODHEART-WIL	TEXT	S	Entrepreneurship / Entrepreneurship			Clark et al	2013	67.50	2013	Recommended Primary
CTE / Business Education				Entrepreneurship - Business	32-02-00-00-220	0000					
9780076632947	MCGRAWHILL	Intr	S	ICheck Office 2010 Connect Plus / Single User 3 Yr Sub			Glencoe McGr	2013	105.66	2013	Not Reviewed
CTE / Business Education				Computer Technology	32-02-00-00-240	0000					
9781133815143	CENGAGE	TEXT	S	The Web Collection Revealed Premium Edition / Adobe Dreamweaver CS6 Flash CS			Bishop	2013	59.96	2013	Recommended Limited
CTE / Business Education				Business Web Page Design	32-02-00-00-280	0000					
9780763847876	EMC	text	S	Paradigm Keyboarding / Paradigm Keyboarding:Sessions 1-30 Text and SNAP Onlin			Mitchell	2012	62.95	2013	Recommended Limited
CTE / Business Education				Keyboarding I	32-02-00-00-300	0000					
9780763847890	EMC	text	S	Paradigm Keyboarding / Paradigm Keyboarding & Applications:Sessions 61-120 Text			Mitchell	2012	91.95	2013	Recommended Limited
CTE / Business Education				Keyboarding Applications	32-02-00-00-310	0000					

Instructional Materials Search

CTE / Business Education **Keyboarding Applications** **5/22/2013**

ISBN	Pub Id	Media	ST	Series / Title	32-02-00-00-310	Elem Subj	Author	Copy Right	Price	Adopt	Adoption Action
9780763847883	EMC	text	S	Paradigm Keyboarding / Paradigm Keyboarding & Applications:Sessions 1-60 Text ar			Mitchell	2012	86.95	2013	Recommended Limited
CTE / Business Education				Keyboarding Applications	32-02-00-00-310	0000					
9780763852672	EMC	text	S	Marquee Series / Marquee Series:Microsoft Word 2013 Text with data files CD			Rutkosky	2013	35.95	2013	Recommended Limited
CTE / Business Education				Word Processing - Basics	32-02-00-00-360	0000					
9780763852672	EMC	text	S	Marquee Series / Marquee Series:Microsoft Word 2013 Text with data files CD			Rutkosky	2013	35.95	2013	Recommended Limited
CTE / Business Education				Word Processing	32-02-00-00-370	0000					
9781133608196	CENGAGE	TEXT	S	Network + Guide to Networks / Network + Guide to Networks			Dean	2013	85.75	2013	Recommended Primary
CTE / Information Technology				Network+	35-01-00-00-030	0000					
9781111644185	CENGAGE	TEXT	S	Security Awareness:Applying Practical Security in Your World / Security Awareness:A			Ciampa	2014	66.75	2013	Recommended Primary
CTE / Information Technology				Security Fundamentals	35-01-00-00-036	0000					
9781133135081	CENGAGE	TEXT	S	A+ Guide to Managing & Maintaining Your PC / A+ Guide to Managing & Maintaining			Andrews	2014	86.25	2013	Recommended Primary
CTE / Information Technology				A+ (Computer Repair/Maintenance)	35-01-00-00-040	0000					
1256050245	PEARSONPRENT	text	S	Intro to Computers and Info Technology / Student Edition			Emergent Lea	2012	55.97	2013	Reviewed Not Recomm.
CTE / Information Technology				Introduction to Information Technology	35-02-00-00-005						
9781133815143	CENGAGE	TEXT	S	The Web Collection Revealed Premium Edition / Adobe Dreamweaver CS6 Flash CS			Bishop	2013	59.96	2013	Rec. Teacher Resource
CTE / Information Technology				Web Development I	35-02-00-00-060	0000					
9781133691655	CENGAGE	TEXT	S	Body Structures and Functions / Body Structures and Functions			Scott/Fong	2014	63.75	2013	Rec. Student Resource
CTE / Health Science				Medical Anatomy & Physiology	36-01-00-00-110	0000					
9780076617692	MCGRAWHILL	Text	S	Essentials Of Human Anatomy and Physiology / SE W/Connect Plus 6 Yr Sub			Shier	2012	155.37	2013	Rec. Teacher Resource
CTE / Health Science				Medical Anatomy & Physiology	36-01-00-00-110	0000					
9781111543273	CENGAGE	TEXT	S	Medical Terminology for Health Professions / Medical Terminology for Health Professi			Ehrlich	2013	79.25	2013	Recommended Primary
CTE / Health Science				Medical Terminology	36-01-00-00-175	0000					
9780763852399	EMC	text	S	Pharmacy Labs for Techs / Pharmacy Labs for Techs Text w/Simulation Software CD			Sparks	2013	83.91	2013	Recommended Primary
CTE / Health Science				Pharmacy Technician	36-01-00-00-210	0000					
9780763852337	EMC	text	S	Pharmacology for Technicians / Pharmacology for Technicians Text w/Study Partner (			Ballington	2012	97.24	2013	Recommended Limited
CTE / Health Science				Pharmacy Technician	36-01-00-00-210	0000					
9781111573232	CENGAGE	TEXT	S	Advertising & Sales Promotion / Advertising & Sales Promotion			Kaser	2013	64.25	2013	Recommended Limited
CTE / Marketing Education				Advertising / Promotion	37-01-00-00-001	0000					
9781418060992	CENGAGE	TEXT	S	CNC Programming: Principles & Applications / CNC Programming: Principles & Appli			Mattson	2010	101.25	2013	Recommended Limited
CTE / Technology & Engineering				Computer Integrated Manufacturing - PLTW	38-01-00-00-003	0000					
9781439060001	CENGAGE	TEXT	S	Digital Electronics / Digital Electronics			Dueck/Reid	2012	85.25	2013	Recommended Primary
CTE / Technology & Engineering				Digital Electronics - PLTW	38-01-00-00-008	0000					
9780076618361	MCGRAWHILL	Mult	S	Engineering Design / Connect Plus Single Student 6 Yr Sub			Bertoline	2013	65.49	2013	Recommended Primary
CTE / Technology & Engineering				Engineering Design	38-01-00-00-037	0000					
9780076626182	MCGRAWHILL	Mult	S	Pre-Engineering Essen / Print SE & Connect Plus Single User 6 Yr Sub			Harms	2012	97.50	2013	Recommended Primary
CTE / Technology & Engineering				Pre-engineering Technology	38-01-00-00-075	0000					
9780078883583	MCGRAWHILL	Text	S	Applying Life Skills / Student Edition			Kelly et al	2010	54.81	2013	Recommended Primary
CTE / General				Career & Technical Education, Intro	39-01-00-00-001	0000					
9780078797859	MCGRAWHILL	Text	S	Introduction To Technology / Introduction To Technology SE			Pierce et al	2010	50.49	2013	Recommended Primary
CTE / General				Career & Technical Education, Intro	39-01-00-00-001	0000					
9781605255828	GOODHEART-WIL	TEXT	S	Modern Residential Wiring / Modern Residential Wiring			Holzman	2011	57.00	2013	Recommended Limited
CTE / Skilled & Technical Sciences				Electrician 1	40-08-00-00-050						
9781605255828	GOODHEART-WIL	TEXT	S	Modern Residential Wiring / Modern Residential Wiring			Holzman	2011	57.00	2013	Recommended Limited
CTE / Skilled & Technical Sciences				Electrician 2	40-08-00-00-055						
0132571099	PEARSONPRENT	text	S	Power Line Worker / Trainee Guide			NCCER	2012	65.00	2013	Not Reviewed
CTE / Skilled & Technical Sciences				Electrical Lineworker Technician	40-08-00-00-060	0000					

Instructional Materials Search

CTE / Skilled & Technical Sciences **Plumbing 1** **5/22/2013**

ISBN	Pub Id	Media	ST	Series / Title	40-08-00-00-10(	Elem Subj	Author	Copy Right	Price	Adopt	Adoption Action
013292143x	PEARSONPRENT	text	S	Plumbing Level 1 / Trainee Guide			NCCER	2013	65.00	2013	Not Reviewed
CTE / Skilled & Technical Sciences				Plumbing 1	40-08-00-00-100	0000					
013292143x	PEARSONPRENT	text	S	Plumbing Level 1 / Trainee Guide			NCCER	2013	65.00	2013	Not Reviewed
CTE / Skilled & Technical Sciences				Plumbing 2	40-08-00-00-105	0000					
9781133601876	CENGAGE	TEXT	S	Collision Repair and Refinishing / Collision Repair & Ref.:A Foundation Course for Te			Thomas/Judd	2014	97.50	2013	Recommended Primary
CTE / Skilled & Technical Sciences				Basic Automotive Collision Repair	40-09-00-00-005	0000					
9781619603875	GOODHEART-WIL	TEXT	S	Auto Collision Repair and Refinishing / Auto Collision Repair and Refinishing			Crandell	2014	74.97	2013	Recommended Primary
CTE / Skilled & Technical Sciences				Collision nonstructural&Structual Repair	40-09-00-00-010	0000					
9781435447677	CENGAGE	TEXT	S	Precision Machining Technology / Precision Machining Technology			Hoffman	2012	80.50	2013	Recommended Primary
CTE / Skilled & Technical Sciences				Machinist Technician / CNC	40-10-00-00-070	0000					
9781605257952	GOODHEART-WIL	TEXT	S	Modern Welding / Modern Welding			Bowditch et	2013	79.98	2013	Recommended Limited
CTE / Skilled & Technical Sciences				Welding Technician - Entry Level	40-10-00-00-110	0000					
9781111039172	CENGAGE	TEXT	S	Welding Principles & Applications / Welding Principles & Applications			Jeffus	2012	108.75	2013	Recommended Primary
CTE / Skilled & Technical Sciences				Welding Technician - Entry Level	40-10-00-00-110	0000					

Utah School Boards
860 East 9085 South
Sandy, UT 84094
USA

Voice: 801.566.1207
Fax: 801.561.4579

INVOICE

Invoice Number: 1960
Invoice Date: May 20, 2013
Page: 1

Bill To:	Ship to:
Martell Menlove, State Supt. USOE 250 E. 520 So., P.O. Box 14420 S.L.C., UT 84114-2107	

Customer ID	Customer PO	Payment Terms	
48			
Sales Rep ID	**Shipping Method**	**Ship Date**	**Due Date**
			7/1/13

Quantity	Item	Description	Unit Price	Amount
		2013-14 USBA Dues		1,500.00

Subtotal	1,500.00
Sales Tax	
Total Invoice Amount	1,500.00
Payment/Credit Applied	
TOTAL	**1,500.00**

Check/Credit Memo No:

Proposed Amendments to the Bylaws – Submitted to the Member States by the Board of Directors, May 23, 2013

Words in italics are proposed to be deleted from the current bylaws. **Words in bold are proposed to be added.** The formatting of Articles and Sections has been changed to align with the format recommended by *Roberts Rules of Order, Newly Revised.* Proposed changes thought to require an explanation are followed by an explanation in parenthesis. In many cases, wording proposed to be *deleted* repeats information already stated elsewhere in the bylaws, or has been found to be confusing or to make a procedure unnecessarily complicated. In many cases, wording proposed to be **added** simply brings the bylaws into alignment with provisions or wording recommended for bylaws by *Roberts Rules of Order, Newly Revised*.

Bylaws
of the
National Association of State Boards of Education

Article I.
Name

The name of the Association shall be the National Association of State Boards of Education, Inc. **(hereinafter, "NASBE" or "the Association.")**

Article II.
Purposes

The National Association of State Boards of Education will:
A. Be a forum for education policy-makers and for those who influence education policy.
B. Through its adopted processes, synthesize the themes and ideas which describe effective, student-focused education policy into positions of advocacy or into additional organizational beliefs.
C. Attract and retain staff members who are highly-qualified to support inquiry and analysis in the areas of concern to education policy-makers. NASBE will further provide forums for staff experts to work with members and other invited participants on important education issues.
D. Examine the issues and themes of education policy and provide information, comment, or advice to members and to states which desire to examine such issues for their states' policy creation. NASBE will provide expertise in how such policy issues will be affected by states' diverse statutory and governance requirements.
E. Provide a variety of programs and member services that can be used by state boards and state board members to improve their knowledge of education issues or their skills in being an effective board member and education policy-maker.

Article III.
Membership

Section 1. Voting Members. Any state, the District of Columbia, or any territorial board (hereinafter, "state") having jurisdiction over elementary and secondary education may become an equal voting member of the Association upon payment of required dues. In states not having boards of education, the chief state school officer may become a voting member of the Association upon payment by the state or territory of the required dues.

Section 2. Non-Voting Members. Non-voting members of the Association shall receive all information services of the Association as defined by the Board of Directors; may attend and participate in all meetings and conferences of the Association; and shall be eligible, if appointed, to serve as voting members of committees and study groups of the Association, with the exception of the Governmental Affairs Committee and the Public Education Positions Committee, and shall not be voting members of the Association as described in Section 1.

A. Associate Members. Associate members are those individuals who are not state board of education members or executive directors to state boards of education and who pay the required dues. In addition, an association or institution interested in the purposes of this Association may, upon approval of the Board of Directors and payment of dues fixed by the Board, become an associate member.

B. Affiliate Members. The National Association of State Boards of Education recognizes two affiliate members: The National Council of State Board of Education Executives (NCSBEE) and The National Council of State Education Attorneys (NCOSEA.) A state board of education executive whose state board is a dues-paying member of the Association is thereby a member of NCSBEE and an affiliate member of NASBE. A state education attorney who pays dues to NCOSEA, as fixed by the NASBE Board, is thereby a member of NCOSEA and an affiliate member of NASBE.

C. Former State Board Members. Any former member of a state board of education may, upon payment of dues fixed by the Board of Directors, become a member of the Association, **and the Board of Directors may establish a Life Membership for former state board members, and fix the dues thereof.**

D. Honorary Life Members. The Executive Committee of the Board of Directors may confer honorary life membership upon individuals who, by their actions, have demonstrated a high degree of devotion to the purposes of the Association. Association presidents will become honorary life members upon completion of their presidency.

Article IV.
Organization

Section 1. The Association is divided into the following areas:

Central - Illinois, Indiana, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, Oklahoma, South Dakota, Wisconsin.

Northeastern - Connecticut, Delaware, District of Columbia, Maine, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Puerto Rico, Rhode Island, Vermont, Virgin Islands.

Southern - Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Virginia, West Virginia.

Western - Alaska, American Samoa, Arizona, California, Colorado, Guam, Hawaii, Idaho, Montana, Nevada, New Mexico, Northern Marianas Islands, Oregon, Utah, Washington, Wyoming.

Article V.
Officers

Section 1. Officers and Duties. The officers of the Association shall be a President, President-elect, Secretary-Treasurer, Immediate Past President, two Area Directors elected by each Area, and two New Member Representatives. The officers shall perform the duties prescribed by these bylaws and by the parliamentary authority adopted by the Association, **and as directed by the Board and/or the Delegate Assembly**. The President shall preside at the Annual Meeting and at other meetings, shall be chairman of the Board of Directors, shall appoint committees, and may serve as a non-voting member ex-officio of each committee except the Nominations Committee. The President-elect shall assist the President, preside in the President's absence, and succeed to the office of President if that office becomes vacant. The Immediate Past President shall chair the Nominations Committee and assist the President when requested. The

Secretary-Treasurer shall chair the Finance and Audit Committee, and be responsible for the custody and accounting of all assets of the Association.

Section 2. Qualifications. All candidates must submit a letter of support from their state board of education, and **at the time of election to office** may not be in the final year of a term of service on their state board of education. **The Board of Directors may, by a two-thirds vote, set aside this limitation when unusual circumstances occur.** An officer shall be a member of a dues-paying state board of education, except that any person actually assuming the office of President shall be eligible to complete the term as President and Immediate Past President even though his or her state board term has expired, **or the state is no longer a member of the Association.** The Secretary-Treasurer shall likewise be eligible to complete the term even if his or her state board term has expired, **or the state is no longer a member of the Association.** Any person holding office under the above exceptions must maintain i**ndividual** membership in the Association *in one of the Non-Voting membership categories*, **as a Former State Board Member, but this shall not be construed as to deny such an officer the right to vote in board meetings or board committee meetings.** Candidates for President-elect shall have **current or** prior service on the Board of Directors, or have chaired a study group, the Governmental Affairs Committee, **or the Public Education Positions Committee**. **No member may hold more than one NASBE office at a time.**

(Explanation: The Association needs stable leadership. The recent recession caused us to lose some states as members without much warning. State governments may also abruptly change the terms of office for state board members, reduce the number of board members, consolidate districts, etc., all of which can cause a NASBE officer to suddenly, in mid-term, be ineligible to serve. The foregoing changes in this section are recommended to cushion the impact of such events from de-stabilizing our leadership.)

Section 3. Nomination. The Nominations Committee shall nominate at least one candidate each year for President-elect, at least one candidate each year for Area Director for each Area, and at least one candidate every second year for Secretary-Treasurer. The Nominations Committee shall solicit recommendations for candidates from the membership. Such recommendations must be received at NASBE headquarters at least 48 hours prior to the meeting of the Nominations Committee. Additional nominations for President-elect and Secretary-Treasurer may be made by written petition signed by voting delegates of at least five states from two or more regions *eligible to vote*. Additional nominations for Area Director may be made by written petition signed by the voting delegates of three or more states from the Area. Such petitions must be received **45 days** prior to the Annual Meeting. If by the time of the Annual Meeting a candidate's withdrawal leaves just one candidate, or no candidate, for an office, then nominations may be made from the floor during the Annual Meeting, **or during the Area Meeting in the case of electing Area Directors.**

Section 4. Election Procedure. A state unable to send a delegate may send a written ballot, **for any or all offices**, by mail **or electronic transmission** to the Association headquarters at least **15 days** before the start of the Annual Meeting, *and after notifying the senior Area Director*. The election of Area Directors shall be at the Area Meeting during the Annual Meeting, by majority vote **of the delegates from that Area and any written ballots submitted under the provisions of this Section, above, following the introduction of the nominated candidate(s) by an incumbent Area Director.** If no candidate receives a majority vote, the election shall be decided by majority vote of the delegates present and voting by secret ballot. The election of President-elect and Secretary-Treasurer shall be **following the report of the Nominations Committee** at the Annual Meeting, by majority vote of the delegates **and any written ballots submitted under the provisions of this Section, above**. If no candidate receives a majority vote, the delegates present and voting shall cast a **second** secret ballot to decide the election. In the event that this second ballot does not result in a majority for any candidate, the Board of Directors, excluding any candidates in the pending election **who may also be members of the Board,** shall decide the election by secret ballot. A New

Member Representative shall be elected annually by majority vote of the members attending the New Member Institute.

(Explanation: The NASBE office can notify area directors if/when written ballots are received from states. Requiring the state to notify their area director in addition to sending their ballot creates the potential for confusion over whether to count their ballot if they submit it on time but neglect to notify the area director that they are sending a ballot.)

Section 5. Term of Office. The President-elect shall take office January 1st following election, and serve one year, becoming President January 1st of the following year, and Immediate Past President on the following January 1st, for one year, or until a successor is elected. The Secretary-Treasurer shall take office January 1st following election, and serve two years, or until a successor is elected. Area Directors shall take office January 1st following election and serve two years (with staggered terms,) or until a successor is elected. No person may serve as Area Director more than two consecutive two-year terms. The New Member Representative shall take office January 1st following election, and serve two years (with staggered terms,) or until a successor is elected.

Section 6. Vacancies. When a vacancy occurs in an office, the Board of Directors may appoint a member who meets the eligibility requirements to complete the term for the vacant office, *except that if the vacancy occurs in the office of Area Director before the meeting of the Nominations Committee in the first year of the term, an Area Director shall be elected, through the normal procedure for electing Area Directors, to complete the remainder of the term.* **A President-elect who is so-appointed shall succeed to the offices of President, and Immediate Past President, in the same manner as if he or she had been elected President-elect.** If any officer *other than the President, Immediate Past President, or Secretary-Treasurer,* shall resign from, or be removed from membership on the state board of education, *or if an officer's state shall cease to be a member of the Association,* the office shall be considered vacated, and the vacancy shall be filled as herein provided.

(Explanation: Clarifies what happens if a President-elect has to be appointed by the Board. Simplifies the filling of Area Director vacancies.)

Section 7. Indemnification. Any *director,* officer, employee, agent, or other persons serving at the request of the Association shall be indemnified **by the Association** against civil or administrative litigation expenses, judgments, and amounts paid in settlement of civil or administrative actions against any such person, provided that such person acted in good faith and reasonably believed that such actions were in the best interest of the Association, and provided further that such indemnification and the amount of any settlement paid are approved in advance by the majority *of the quorum of* the Board of Directors, or a court or agency having jurisdiction of the matter. This indemnification shall not include criminal litigation.

(Explanation: Directors *are* officers, and therefore included in the word "officer" in the first sentence. Including the word "director" is therefore redundant.)

Section 8. Executive Director. The Board of Directors shall employ an Executive Director to serve pursuant to contract at such compensation as may be determined by the Board. The Executive Director shall perform such duties as may be determined by the Board of Directors and set forth in the Board's policy and administrative manual. The Executive Director may attend all meetings of the Association, its areas, and its committees and may speak on any subject, but shall have no vote.

(Explanation: The Executive Director is an appointed employee, not an officer of the Association, and therefore the position should not be described in the bylaws, which creates the potential for conflict with

what is stated in a separate job description or other employment documents. So this section should be deleted.)

Article VI.
Board of Directors

Section 1. Board Composition. The officers of the Association shall constitute the Board of Directors, with the addition of **the presiding officers** of the National Council of State Education Attorneys and the National Council of State Board of Education Executives, who shall be voting members ex-officio of the Board.

Section 2. Duties and Powers. **The Board shall have general supervision of the business and welfare of the Association between Annual Meetings; shall appoint an executive director of the Association to serve at the Board's pleasure, and fix the compensation thereof; shall adopt an annual budget for the Association; and shall in all matters be subject to the directives of the Delegate Assembly at the Annual Meeting.** The Board shall establish the policies and goals of the Association, and may delegate to the Executive Committee, as appropriate.

Section 3. Board Meetings. Meetings of the Board of Directors may be called by the President as the business of the Association may require. The President shall convene the board at the written request of four members of the Board. Written notice of Board meetings and a copy of the agenda shall be given by the Executive Director to the members of the Board. A majority of the members of the Board, not counting vacant seats, shall constitute a quorum, *and the action of a majority of the full board shall be the official action of the Board.* A quorum may be achieved through the use of teleconference and/or other appropriate technology, **and board members attending by electronic means shall be entitled to debate, vote, and otherwise participate as if they were present**. Two absences by a member of the Board which are not excused by a majority vote of the Board will result in the position being declared vacant.

(Explanation: It is a basic axiom of parliamentary procedure that the action of a majority constitutes the official action of the body, so it is unnecessary to re-state it in the bylaws. *Roberts Rules of Order* recommends the added language regarding attending meetings electronically.)

Article VII.
Annual Meeting

Section 1. Time, Place, and Notice. The Annual Meeting of the Association shall be held at a time and place determined by the Board of Directors, with at least 60 days written notice to all members by the *Executive Director* **President**.

Section 2. Delegate Assembly. **The Delegate Assembly shall exercise ultimate authority over the Association, and may delegate powers and duties to the Board of Directors, committees, or particular officers of the Association.** Each dues-paying state shall have one vote, which shall be cast by the voting delegate or alternate **who has been certified by the presiding officer of the state board or by the state board executive**, **and** each *of whom* **delegate or alternate** shall be registered with the Credentials Committee *appointed by the President*. **States unable to send a voting delegate may submit a written ballot to vote on agenda items by mail or electronic transmission to the Association headquarters at least 15 days before the start of the Annual Meeting.** Fifteen **delegates present** *member states* shall constitute a quorum, *and such quorum being present, the action of a majority of the delegates voting shall be the official action of the Association.*

(Explanation: Clarifies the role and certifying of Delegates, and voting at the Annual Meeting. Clarifies that written ballots are counted for the votes for which they were submitted, but are not counted in determining whether a quorum is present -- only actual delegates present count toward a quorum.)

Section 3. Duties of the Delegate Assembly. The Delegate Assembly shall convene at the Annual Meeting and shall elect officers of the Association; receive and act on reports and recommendations from the Board of Directors, officers, committees, the executive director and others; confer honors and recognition to deserving individuals and organizations; and otherwise act to advance the cause of the Association.

Article VIII.
Dues

Annual membership dues and method of payment, or any changes thereto, shall be approved by the Board of Directors.

Article IX.
Fiscal Year

The fiscal year for the Association shall be January 1 through December 31.

Article X.
Committees

Section 1. General Provisions for Committees. A majority of the members of any committee shall constitute a quorum for that committee. *and the action of a majority of the Committee shall be the official action of the Committee.* A quorum may be achieved through the use of teleconference and/or other appropriate technology, **and members attending by electronic means shall be entitled to debate, vote, and otherwise participate as if they were present.** Except as otherwise noted herein, the terms of members appointed to a committee expire at the end of the fiscal year. When the President determines that a vacancy exists on a committee, the President may appoint an eligible member to fill such vacancy for the remainder of the term.

Section 2. Executive Committee. The Executive Committee shall have four members, namely the President who shall be chairman, the President-elect, the Secretary-Treasurer, and the Immediate Past President. The Executive Committee shall evaluate the Executive Director, perform the routine business of the association and other affairs as delegated by the Board of Directors, and shall report fully to the Board of Directors.

Section 3. Nominations Committee. The Nominations Committee shall have seven members: the Immediate Past President, who shall be chairman and vote only in case of a tie; one representative from each Area, and two members elected at-large by the Delegate Assembly during the Annual Meeting. Each Area representative to the Nominations Committee shall be elected at the Area Meeting during the Annual Meeting, and all members must be current members of a state board of education. Priority for appointment to this committee shall be a past Area Director from each Area. *In the event that there is not available to serve a past area director, the appointee should be a member of the Association who has served either on a committee or a Study Group of the Association.* Each area will also have an alternate, *should the appointee be unable to serve* **who shall be** recommended by the current Area Directors and appointed by the President. The terms of the members are one year, and all members **other than the Immediate Past President** are eligible to serve a maximum of three **consecutive** years.

Section 4. Public Education Positions Committee. The Public Education Positions Committee shall have nine members, **appointed to one year terms,** consisting of the four junior Area Directors, the senior New Member Representative, and four additional members appointed by the President, preferably from each Area. The Chair of the committee shall be appointed by the President from the members of the Committee. No member may serve more than two consecutive terms. **The Committee shall recommend Public Education Positions to the Delegate Assembly for adoption as Positions of the Association.** When a member state's *proposal* **proposed Position or amendment to a Position** is *accepted* **adopted** by the Committee **for recommendation to the Delegate Assembly**, the state will be notified within five days. New *proposals* **proposed Positions and amendments to Positions** which are not *accepted* **adopted** by the Committee may be **re-**submitted **by the state** for consideration **by the Delegate Assembly** at the Annual Meeting if presented to Association headquarters not less than 45 days before the Annual Meeting, for distribution to the membership not less than 40 days before the Annual Meeting. *New or amended Public Education Positions not recommended by the Committee and/ or emergency resolutions recommended by the Public Education Positions Committee may be considered at the Annual Business Meeting only by the agreement of the majority of the delegates present and voting.* The printed Public Education Positions **as adopted by the Committee for recommendation to the Delegate Assembly** may record the dissenting votes by state designation and shall provide a section for written minority statements. *The language of such minority statements shall require the concurrence of five voting delegates recorded as voting "no." The length of such minority statements shall be determined by the Public Education Positions Committee.*

(Explanation: Some provisions which are proposed to be deleted were unclear, or needlessly complex, or anticipate situations which have not, and are not likely to occur. It is the Board's opinion that it is adequate that the bylaws protect the right for minority statements to be included in the report, without making the process for adopting those statements highly complicated. Changing "accepted" to "adopted" eliminates confusion as to whether "accepted" means only that the Committee has received and will *consider* the proposal, versus actually adopting it as a recommended official Position.)

Section 5. Finance and Audit Committee. The Finance and Audit Committee shall have at least four and not more than seven members: the Secretary-Treasurer, who shall be chairman, and additional members appointed to three year terms by the President with Board approval. *Upon assuming office, the NASBE President will appoint with Board approval one member of the Finance and Audit Committee to a three year term such that the Committee will receive one new member each year.* **Members may serve no more than two consecutive terms.** The Committee shall review the financial condition of the Association, its dues structures, budget, investments, and the manner in which staff have managed the *business* **finances** of the Association. The Committee shall oversee the Association's annual independent audit, shall recommend **to the Board a proposed** budget of the Association for the next fiscal year, **and may make other recommendations** to **the Delegate Assembly at** the Annual Meeting. **The Committee shall recommend to the Board of Directors any changes or improvements in the financial management of the Association.**

Section 6. Governmental Affairs Committee. The Governmental Affairs Committee shall be open to any member who wishes to serve on the Committee and has their board approval; however membership will be limited to one person per state. The chair of the Committee will be appointed by *the NASBE Board of Directors* **the President with Board approval,** and must have served previously on the Committee. *It is the role of the Governmental Affairs Committee to provide a forum for discussion of issues that have become the subject of Federal legislation or of importance to a large number of states.* The committee*'s responsibility* shall *include* recommend*ing* to the Board of Directors, by at least a two-thirds majority, *legislative* positions **on Federal legislation, agency regulations, or other policy issues of national scope**. *Only those positions that are approved by a two-thirds majority of the Committee will be recommended to the NASBE Board of directors. These positions shall not be inconsistent with the duly adopted NASBE*

resolutions, missions, and beliefs. The Committee shall also recommend positions compatible with the purposes of the Association on issues for which there are no established policies.

(Explanation: Removes redundancies in stating the committee's purpose and procedures. Frees the Committee to recommend positions it deems appropriate, letting the Board and/or the Delegate Assembly resolve any inconsistencies with other stated positions of the Association by either rejecting the Committee's recommendation, or by amending the "other position" which is in conflict.)

Section 7. Credentials Committee. The Credentials Committee shall have **at least three but** no more than five members, appointed by the President. The Committee shall register a voting delegate and alternate from each state to vote at the Annual Business Meeting; **shall prepare for the Secretary-Treasurer a final roster of delegates and alternates, by state, prior to the call to order of the Delegate Assembly at the Annual Meeting; and shall resolve, by majority vote, any questions, challenges, or disputes concerning the validity of any delegate or alternate.**

(Explanation: The primary purpose of a Credentials Committee is to prepare the list of voting delegates so that as votes are taken during the business meeting the secretary knows who is eligible to receive a ballot and vote, and the president knows whom to recognize as the spokesperson for a member state when assigning the floor during debate.)

Section 8. Ad Hoc Committees. Ad Hoc Committees may be *designated* **established** by the Board of Directors **as-needed** to further the purposes of the Association. The Board shall determine the function, term, number of members, and budget of each committee and the President shall appoint the members **and the chair**. **The Board may reserve, at the time the committee is established, the right to ratify the President's appointments.**

Article XI.
Amendment of Bylaws

Section 1. Proposed Amendments from the Board. The Board of Directors will review the bylaws of the Association on an "as-needed" basis. In the event the Board should recommend a bylaws *change* **amendment** to the membership, the proposed *change* **amendment(s)** shall be distributed to the Association membership at least 60 days prior to the start of the Annual Meeting.

Section 2. Proposed Amendments from the Membership. In addition to *recommendations for* amendments submitted by the Board of Directors, *the bylaws may also be amended at the annual business meeting by a two-thirds vote of the voting delegates* **proposed amendments may be submitted by any member state board to the Secretary-Treasurer at least 65 days prior to the Annual Meeting, for distribution to the membership at least 60 days prior to the Annual Meeting.**

(Explanation: It is not recommended to permit amending of bylaws with no prior notice to the membership.)

Section 3**. Adoption Requirement. Amendments shall be adopted by at least a two-thirds vote of the Delegate Assembly and any ballots received under the provisions of Section 2 of Article VII, unless the proposed amendment has been further amended during consideration by the Delegate Assembly, in which case the written ballots submitted in advance shall not be counted, and adoption of the amended amendments shall be by a two-thirds vote only of the delegates present.**

(Explanation: *Roberts Rules of Order* allows proposed amendments to bylaws to be further amended during consideration, provided that an amendment to the proposed amendment would not "increase the 'scope' or 'modification'" of the proposed amendment beyond that stated in the 60 day prior notice. An amendment to the proposed amendment can *reduce* the scope or modification of the proposed amendment, but not *increase* it. Thus, only delegates who are actually present will be able to cast an informed vote on whether to adopt a proposed amendment which has been further amended during consideration. States submitting written ballots in advance could not have contemplated the effect of any further amending of the proposed amendment, and so submitted written ballots cannot be counted in the final vote to adopt an *amended* proposed amendment.)

Article XII.
Parliamentary Authority

The procedures at all meetings shall be governed by **the current edition of** *Robert's Rules of Order, Newly Revised*, except as modified by these bylaws and any standing rules of the Board of Directors, and/or the Delegate Assembly at the Annual Meeting.

Board Report

APPROPRIATION UNIT TOTALS
FOR FISCAL YEAR 2013
MONTH ENDING Apr 30, 2013
17% OF YEAR REMAINING

CATEGORY TITLE	ORIGINAL BUDGET	WORK BUDGET	ENCUMB YTD	CUR MONTH EXP	EXP YTD	BALANCE	PCT WORK BUDGET	LAST YEAR EXP	VAR
SALARIES AND BENEFITS	72,847,221	81,263,177	-3,198	6,132,863	61,948,413	19,317,962	23.8%	59,646,065	104%
TRAVEL	956,604	1,294,781	0	173,741	1,058,462	236,318	18.3%	910,174	116%
CURRENT EXPENSES	71,379,155	93,278,848	1,899,543	4,228,564	33,275,273	58,104,032	62.3%	27,002,346	123%
CAPITAL OUTLAY	169,819	686,302	39,554	92,672	683,233	-36,485	-5.3%	1,131,814	60%
FEDERAL FUNDS TO SCHOOL DIST.	331,634,359	536,282,344	0	23,658,488	275,499,310	260,783,033	48.6%	313,866,836	88%
STATE FUNDS TO SCHOOL DIST.	2,520,212,771	2,626,115,615	34,800	204,234,815	2,119,997,922	506,082,892	19.3%	2,017,182,733	105%
Rehabilitation Case Services & Provider Pa	17,601,627	33,525,149	0	2,336,726	27,938,598	5,586,551	16.7%	25,619,112	109%
Grants to Child Care Facilities	12,000,000	16,132,442	0	2,419,883	21,345,632	-5,213,190	-32.3%	20,370,840	105%
Transfer Funds to Another Agency	17,154,201	38,112,751	0	1,189,929	21,981,154	16,131,598	42.3%	21,337,479	103%
Transfer of Indirect Costs	3,245,915	4,017,641	0	254,125	1,898,604	2,119,037	52.7%	2,438,340	78%
FLOW THRU	2,901,848,872	3,254,185,942	34,800	234,093,966	2,468,661,220	785,489,922	24.1%	2,400,815,341	103%
TOTALS	3,047,201,670	3,430,709,050	1,970,699	244,721,806	2,565,626,602	863,111,749	25.2%	2,489,505,740	103%
STATE SOURCES	2,581,014,752	2,653,964,146	1,158,232	206,750,255	2,160,505,060	492,300,854	18.5%	2,050,603,066	105%
FEDERAL SOURCES	396,420,303	675,415,426	385,275	32,938,891	366,636,539	308,393,612	45.7%	400,961,246	91%
OTHER SOURCES	69,766,615	101,329,478	427,193	5,032,660	38,485,003	62,417,283	61.6%	37,941,427	101%
TOTALS	3,047,201,670	3,430,709,050	1,970,699	244,721,806	2,565,626,602	863,111,749	25.2%	2,489,505,740	103%

Board Report

APPROPRIATION UNIT CHILD NUTRITION
FOR FISCAL YEAR 2013
MONTH ENDING Apr 30, 2013
17% OF YEAR REMAINING

CATEGORY TITLE	ORIGINAL BUDGET	WORK BUDGET	ENCUMB YTD	CUR MONTH EXP	EXP YTD	BALANCE	PCT WORK BUDGET	LAST YEAR EXP	VAR
SALARIES AND BENEFITS	1,258,975	1,672,992	0	132,525	1,331,097	341,895	20.4%	1,151,752	116%
TRAVEL	15,100	46,947	0	3,511	59,181	-12,234	-26.1%	33,485	177%
CURRENT EXPENSES	954,300	2,718,539	9,600	58,543	579,834	2,129,105	78.3%	596,722	97%
CAPITAL OUTLAY	75,000	132,500	0	0	196,500	-64,000	-48.3%	115,950	169%
FEDERAL FUNDS TO SCHOOL DIST.	123,000,000	147,620,620	0	11,976,187	85,844,057	61,776,563	41.8%	85,507,415	100%
STATE FUNDS TO SCHOOL DIST.	35,704,725	59,033,479	0	2,338,997	14,672,632	44,360,847	75.1%	14,217,593	103%
Grants to Child Care Facilities	12,000,000	16,132,442	0	2,419,883	21,345,632	-5,213,190	-32.3%	20,370,840	105%
Transfer Funds to Another Agency	900,000	804,060	0	10,882	698,030	106,030	13.2%	804,372	87%
Transfer of Indirect Costs	164,400	178,012	0	0	85,689	92,323	51.9%	74,478	115%
FLOW THRU	171,769,125	223,768,613	0	16,745,949	122,646,040	101,122,572	45.2%	120,974,699	101%
TOTALS	174,072,500	228,339,590	9,600	16,940,528	124,812,651	103,517,339	45.3%	122,872,608	102%
STATE SOURCES	139,600	139,600	0	5,823	64,350	75,250	53.9%	59,980	107%
FEDERAL SOURCES	124,878,175	168,716,511	9,600	14,554,900	110,050,812	58,656,099	34.8%	108,089,251	102%
OTHER SOURCES	49,054,725	59,483,479	0	2,379,805	14,697,489	44,785,990	75.3%	14,723,378	100%
TOTALS	174,072,500	228,339,590	9,600	16,940,528	124,812,651	103,517,339	45.3%	122,872,608	102%

Board Report

APPROPRIATION UNIT DEAF AND BLIND SCHOOLS
FOR FISCAL YEAR 2013
MONTH ENDING Apr 30, 2013
17% OF YEAR REMAINING

CATEGORY TITLE	ORIGINAL BUDGET	WORK BUDGET	ENCUMB YTD	CUR MONTH EXP	EXP YTD	BALANCE	PCT WORK BUDGET	LAST YEAR EXP	VAR
SALARIES AND BENEFITS	21,956,780	21,956,780	0	1,671,510	16,970,445	4,986,335	22.7%	16,350,435	104%
TRAVEL	450,750	450,750	0	52,550	375,547	75,203	16.7%	328,279	114%
CURRENT EXPENSES	6,474,670	7,031,773	273,863	533,225	5,014,250	1,743,660	24.8%	4,422,533	113%
CAPITAL OUTLAY	0	164,723	39,052	92,672	149,698	-24,027	-14.6%	133,282	112%
STATE FUNDS TO SCHOOL DIST.	0	888	0	0	1,133	-245	-27.6%	14,250	8%
FLOW THRU	0	888	0	0	1,133	-245	-27.6%	14,250	8%
TOTALS	28,882,200	29,604,915	312,915	2,349,957	22,511,074	6,780,926	22.9%	21,248,779	106%
STATE SOURCES	23,978,066	24,153,557	305,430	1,848,423	18,101,666	5,746,461	23.8%	17,976,299	101%
FEDERAL SOURCES	0	0	172	5,518	66,971	-67,143	0.0%	68,183	98%
OTHER SOURCES	4,904,134	5,451,358	7,313	496,016	4,342,437	1,101,608	20.2%	3,204,297	136%
TOTALS	28,882,200	29,604,915	312,915	2,349,957	22,511,074	6,780,926	22.9%	21,248,779	106%

Board Report

APPROPRIATION UNIT EDUCATIONAL CONTRACTS
FOR FISCAL YEAR 2013
MONTH ENDING Apr 30, 2013
17% OF YEAR REMAINING

CATEGORY TITLE	ORIGINAL BUDGET	WORK BUDGET	ENCUMB YTD	CUR MONTH EXP	EXP YTD	BALANCE	PCT WORK BUDGET	LAST YEAR EXP	VAR
CURRENT EXPENSES	15,200	15,200	0	0	0	15,200	100.0%	0	0%
STATE FUNDS TO SCHOOL DIST.	3,122,600	3,289,643	0	0	1,604,686	1,684,957	51.2%	2,226,263	72%
FLOW THRU	3,122,600	3,289,643	0	0	1,604,686	1,684,957	51.2%	2,226,263	72%
TOTALS	3,137,800	3,304,843	0	0	1,604,686	1,700,157	51.4%	2,226,263	72%
STATE SOURCES	3,137,800	3,304,843	0	0	1,604,686	1,700,157	51.4%	2,226,263	72%
TOTALS	3,137,800	3,304,843	0	0	1,604,686	1,700,157	51.4%	2,226,263	72%

Board Report

APPROPRIATION UNIT EDUCATIONAL LICENSURE FEE
FOR FISCAL YEAR 2013
MONTH ENDING Apr 30, 2013
17% OF YEAR REMAINING

CATEGORY TITLE	ORIGINAL BUDGET	WORK BUDGET	ENCUMB YTD	CUR MONTH EXP	EXP YTD	BALANCE	PCT WORK BUDGET	LAST YEAR EXP	VAR
SALARIES AND BENEFITS	917,400	914,360	0	65,301	640,571	273,789	29.9%	627,567	102%
TRAVEL	7,585	10,035	0	660	6,662	3,373	33.6%	6,842	97%
CURRENT EXPENSES	939,815	844,349	45,856	62,640	432,819	365,673	43.3%	524,010	83%
STATE FUNDS TO SCHOOL DIST.	0	96,056	0	0	0	96,056	100.0%	0	0%
Transfer of Indirect Costs	120,700	120,700	0	0	51,182	69,518	57.6%	54,245	94%
FLOW THRU	120,700	216,756	0	0	51,182	165,574	76.4%	54,245	94%
TOTALS	1,985,500	1,985,500	45,856	128,601	1,131,235	808,409	40.7%	1,212,664	93%
STATE SOURCES	0	0	0	4,674	4,674	-4,674	0.0%	0	0%
OTHER SOURCES	1,985,500	1,985,500	45,856	123,928	1,126,561	813,082	41.0%	1,219,051	92%
TOTALS	1,985,500	1,985,500	45,856	128,601	1,131,235	808,409	40.7%	1,219,051	93%

Board Report

APPROPRIATION UNIT FINE ARTS
FOR FISCAL YEAR 2013
MONTH ENDING Apr 30, 2013
17% OF YEAR REMAINING

CATEGORY TITLE	ORIGINAL BUDGET	WORK BUDGET	ENCUMB YTD	CUR MONTH EXP	EXP YTD	BALANCE	PCT WORK BUDGET	LAST YEAR EXP	VAR
Transfer Funds to Another Agency	3,075,000	3,075,000	0	426,475	2,016,587	1,058,413	34.4%	2,186,754	92%
FLOW THRU	3,075,000	3,075,000	0	426,475	2,016,587	1,058,413	34.4%	2,186,754	92%
TOTALS	3,075,000	3,075,000	0	426,475	2,016,587	1,058,413	34.4%	2,186,754	92%
STATE SOURCES	3,075,000	3,075,000	0	426,475	2,016,587	1,058,413	34.4%	2,186,754	92%
TOTALS	3,075,000	3,075,000	0	426,475	2,016,587	1,058,413	34.4%	2,186,754	92%

Board Report

APPROPRIATION UNIT GRANTS AND INITIATIVES
FOR FISCAL YEAR 2013
MONTH ENDING Apr 30, 2013
17% OF YEAR REMAINING

CATEGORY TITLE	ORIGINAL BUDGET	WORK BUDGET	ENCUMB YTD	CUR MONTH EXP	EXP YTD	BALANCE	PCT WORK BUDGET	LAST YEAR EXP	VAR
SALARIES AND BENEFITS	317,703	285,951	0	111,255	346,806	-60,855	-21.3%	249,597	139%
TRAVEL	1,500	1,500	0	0	720	780	52.0%	1,913	38%
CURRENT EXPENSES	24,641,277	20,300,529	415,128	1,179,781	10,590,808	9,294,593	45.8%	5,908,563	179%
STATE FUNDS TO SCHOOL DIST.	341,000	8,237,159	0	40,301	7,591,884	645,275	7.8%	1,634,750	464%
Transfer Funds to Another Agency	24,500	129,951	0	9,000	53,675	76,275	58.7%	18,185	295%
Transfer of Indirect Costs	38,720	26,562	0	6,430	6,430	20,132	75.8%	19,845	32%
FLOW THRU	404,220	8,393,672	0	55,731	7,651,989	741,683	8.8%	1,672,780	457%
TOTALS	25,364,700	28,981,652	415,128	1,346,767	18,590,322	9,976,202	34.4%	7,832,852	237%
STATE SOURCES	21,609,700	21,609,700	415,128	479,139	14,074,448	7,120,124	32.9%	3,650,671	386%
OTHER SOURCES	3,755,000	7,371,952	0	867,628	4,515,874	2,856,078	38.7%	4,182,181	108%
TOTALS	25,364,700	28,981,652	415,128	1,346,767	18,590,322	9,976,202	34.4%	7,832,852	237%

Board Report

APPROPRIATION UNIT MINIMUM SCHOOL
FOR FISCAL YEAR 2013
MONTH ENDING Apr 30, 2013
17% OF YEAR REMAINING

CATEGORY TITLE	ORIGINAL BUDGET	WORK BUDGET	ENCUMB YTD	CUR MONTH EXP	EXP YTD	BALANCE	PCT WORK BUDGET	LAST YEAR EXP	VAR
CURRENT EXPENSES	0	0	0	0	0	0	0.0%	0	0%
FEDERAL FUNDS TO SCHOOL DIST.	2,996,997	2,996,997	0	0	2,943,968	53,029	1.8%	17,146,607	17%
STATE FUNDS TO SCHOOL DIST.	2,468,255,262	2,539,027,399	0	201,133,345	2,084,046,140	454,981,259	17.9%	1,989,055,437	105%
Transfer Funds to Another Agency	3,476,099	7,899,846	0	115,874	7,763,523	136,324	1.7%	7,838,004	99%
FLOW THRU	2,474,728,358	2,549,924,243	0	201,249,219	2,094,753,631	455,170,612	17.9%	2,014,040,048	104%
TOTALS	2,474,728,358	2,549,924,243	0	201,249,219	2,094,753,631	455,170,612	17.9%	2,014,040,048	104%
STATE SOURCES	2,471,731,361	2,546,867,246	0	201,249,219	2,091,809,663	455,057,583	17.9%	1,996,893,441	105%
FEDERAL SOURCES	2,996,997	2,996,997	0	0	2,943,968	53,029	1.8%	17,146,607	17%
OTHER SOURCES	0	60,000	0	0	0	60,000	100.0%	0	0%
TOTALS	2,474,728,358	2,549,924,243	0	201,249,219	2,094,753,631	455,170,612	17.9%	2,014,040,048	104%

Board Report

APPROPRIATION UNIT OFFICE OF EDUCATION
FOR FISCAL YEAR 2013
MONTH ENDING Apr 30, 2013
17% OF YEAR REMAINING

CATEGORY TITLE	ORIGINAL BUDGET	WORK BUDGET	ENCUMB YTD	CUR MONTH EXP	EXP YTD	BALANCE	PCT WORK BUDGET	LAST YEAR EXP	VAR
SALARIES AND BENEFITS	11,971,530	18,088,335	0	1,305,768	13,589,122	4,499,213	24.9%	13,637,770	100%
TRAVEL	169,560	399,994	0	72,551	351,590	48,404	12.1%	326,880	108%
CURRENT EXPENSES	13,214,254	39,226,749	626,457	1,806,579	9,963,001	28,637,291	73.0%	8,546,828	117%
CAPITAL OUTLAY	0	276,000	502	0	276,000	-502	-0.2%	828,611	33%
FEDERAL FUNDS TO SCHOOL DIST.	204,838,598	384,756,171	0	11,646,514	186,184,358	198,571,813	51.6%	208,371,515	89%
STATE FUNDS TO SCHOOL DIST.	5,933,001	11,677,628	0	562,525	7,977,997	3,699,631	31.7%	8,386,293	95%
Transfer Funds to Another Agency	7,544,134	24,064,597	0	521,486	10,100,812	13,963,785	58.0%	9,216,192	110%
Transfer of Indirect Costs	1,217,252	1,849,025	0	247,696	690,716	1,158,309	62.6%	962,817	72%
FLOW THRU	219,532,985	422,347,421	0	12,978,220	204,953,884	217,393,537	51.5%	226,936,817	90%
TOTALS	244,888,330	480,338,499	626,959	16,163,117	229,133,597	250,577,943	52.2%	250,276,906	92%
STATE SOURCES	22,359,300	30,901,600	88,263	1,548,133	13,840,958	16,972,379	54.9%	12,336,388	112%
FEDERAL SOURCES	218,219,971	428,640,115	286,303	13,944,317	205,976,933	222,376,880	51.9%	227,924,756	90%
OTHER SOURCES	4,309,059	20,796,784	252,393	670,668	9,315,706	11,228,684	54.0%	10,009,374	93%
TOTALS	244,888,330	480,338,499	626,959	16,163,117	229,133,597	250,577,943	52.2%	250,270,519	92%

Board Report

APPROPRIATION UNIT OFFICE OF REHABILITATION
FOR FISCAL YEAR 2013
MONTH ENDING Apr 30, 2013
17% OF YEAR REMAINING

CATEGORY TITLE	ORIGINAL BUDGET	WORK BUDGET	ENCUMB YTD	CUR MONTH EXP	EXP YTD	BALANCE	PCT WORK BUDGET	LAST YEAR EXP	VAR
SALARIES AND BENEFITS	32,539,882	34,265,728	-3,198	2,536,109	26,003,060	8,265,867	24.1%	24,776,394	105%
TRAVEL	258,958	327,898	0	43,630	242,529	85,369	26.0%	171,273	142%
CURRENT EXPENSES	23,336,555	21,250,963	441,629	430,600	5,613,294	15,196,040	71.5%	5,728,963	98%
CAPITAL OUTLAY	74,819	93,079	0	0	61,035	32,044	34.4%	41,850	146%
FEDERAL FUNDS TO SCHOOL DIST.	798,764	908,556	0	35,787	526,927	381,629	42.0%	536,479	98%
STATE FUNDS TO SCHOOL DIST.	4,698,794	2,508,246	0	153,209	1,871,544	636,702	25.4%	1,641,954	114%
Rehabilitation Case Services & Provider Pa	17,601,627	33,525,149	0	2,336,726	27,938,598	5,586,551	16.7%	25,619,112	109%
Transfer Funds to Another Agency	9,467	14,298	0	33,702	48,000	-33,702	-235.7%	19,932	241%
Transfer of Indirect Costs	1,665,843	1,796,640	0	0	1,044,448	752,192	41.9%	1,307,331	80%
FLOW THRU	24,774,495	38,752,889	0	2,559,424	31,429,517	7,323,372	18.9%	29,124,807	108%
TOTALS	80,984,709	94,690,557	438,431	5,569,762	63,349,435	30,902,691	32.6%	59,843,287	106%
STATE SOURCES	29,779,925	18,708,600	238,966	1,075,670	15,183,901	3,285,732	17.6%	13,780,137	110%
FEDERAL SOURCES	50,325,161	75,061,803	89,200	4,434,157	47,597,856	27,374,747	36.5%	45,180,985	105%
OTHER SOURCES	879,624	920,154	110,265	59,936	567,678	242,212	26.3%	882,166	64%
TOTALS	80,984,709	94,690,557	438,431	5,569,762	63,349,435	30,902,691	32.6%	59,843,287	106%

Board Report

APPROPRIATION UNIT SCIENCE
FOR FISCAL YEAR 2013
MONTH ENDING Apr 30, 2013
17% OF YEAR REMAINING

CATEGORY TITLE	ORIGINAL BUDGET	WORK BUDGET	ENCUMB YTD	CUR MONTH EXP	EXP YTD	BALANCE	PCT WORK BUDGET	LAST YEAR EXP	VAR
Transfer Funds to Another Agency	2,125,000	2,125,000	0	72,510	1,300,526	824,474	38.8%	1,254,040	104%
FLOW THRU	2,125,000	2,125,000	0	72,510	1,300,526	824,474	38.8%	1,254,040	104%
TOTALS	2,125,000	2,125,000	0	72,510	1,300,526	824,474	38.8%	1,254,040	104%
STATE SOURCES	2,125,000	2,125,000	0	72,510	1,300,526	824,474	38.8%	1,254,040	104%
TOTALS	2,125,000	2,125,000	0	72,510	1,300,526	824,474	38.8%	1,254,040	104%

Board Report

APPROPRIATION UNIT PED CHARTER SCHOOL BOARD
FOR FISCAL YEAR 2013
MONTH ENDING Apr 30, 2013
17% OF YEAR REMAINING

CATEGORY TITLE	ORIGINAL BUDGET	WORK BUDGET	ENCUMB YTD	CUR MONTH EXP	EXP YTD	BALANCE	PCT WORK BUDGET	LAST YEAR EXP	VAR
SALARIES AND BENEFITS	296,500	339,980	0	28,463	247,756	92,225	27.1%	211,985	117%
TRAVEL	27,575	27,630	0	222	9,267	18,363	66.5%	24,978	37%
CURRENT EXPENSES	558,536	631,750	75,645	5,067	66,366	489,739	77.5%	232,651	29%
FEDERAL FUNDS TO SCHOOL DIST.	0	0	0	0	0	0	0.0%	2,304,820	0%
STATE FUNDS TO SCHOOL DIST.	2,157,389	2,245,116	34,800	6,439	2,231,906	-21,590	-1.0%	0	0%
Transfer of Indirect Costs	39,000	46,702	0	0	20,138	26,563	56.9%	19,624	103%
FLOW THRU	2,196,389	2,291,818	34,800	6,439	2,252,045	4,973	0.2%	2,324,444	97%
TOTALS	3,079,000	3,291,179	110,445	40,190	2,575,434	605,300	18.4%	2,794,058	92%
STATE SOURCES	3,079,000	3,079,000	110,445	40,190	2,502,005	466,550	15.2%	239,094	1046%
FEDERAL SOURCES	0	0	0	0	0	0	0.0%	2,551,464	0%
OTHER SOURCES	0	212,179	0	0	73,429	138,750	65.4%	3,500	2098%
TOTALS	3,079,000	3,291,179	110,445	40,190	2,575,434	605,300	18.4%	2,794,058	92%

Board Report

APPROPRIATION UNIT PED INDIRECT COST POOL AND INTERNAL SERVICE FUNDS
FOR FISCAL YEAR 2013
MONTH ENDING Apr 30, 2013
17% OF YEAR REMAINING

CATEGORY TITLE	ORIGINAL BUDGET	WORK BUDGET	ENCUMB YTD	CUR MONTH EXP	EXP YTD	BALANCE	PCT WORK BUDGET	LAST YEAR EXP	VAR
SALARIES AND BENEFITS	3,588,450	3,739,050	0	281,933	2,819,556	919,494	24.6%	2,640,564	107%
TRAVEL	25,576	30,026	0	618	12,966	17,060	56.8%	16,525	78%
CURRENT EXPENSES	1,244,547	1,258,996	11,365	152,130	1,014,901	232,731	18.5%	1,042,076	97%
CAPITAL OUTLAY	20,000	20,000	0	0	0	20,000	100.0%	12,121	0%
STATE FUNDS TO SCHOOL DIST.	0	0	0	0	0	0	0.0%	6,193	0%
FLOW THRU	0	0	0	0	0	0	0.0%	6,193	0%
TOTALS	4,878,573	5,048,072	11,365	434,680	3,847,423	1,189,284	23.6%	3,717,480	103%
STATE SOURCES	0	0	0	0	1,595	-1,595	0.0%	0	0%
OTHER SOURCES	4,878,573	5,048,072	11,365	434,680	3,845,828	1,190,879	23.6%	3,717,480	103%
TOTALS	4,878,573	5,048,072	11,365	434,680	3,847,423	1,189,284	23.6%	3,717,480	103%

06/03/2013

Utah State Office of Education
Monthly Board Report

TOTAL NUMBER OF EDUCATOR LICENSES AND LICENSE AREAS PROCESSED BETWEEN 5/1/2013 and 5/31/2013

Licenses Processed									
License Level	Expired	Incomplete Renewed	New	Pending Payment	Renewed	Revoked	Student	Suspended	Grand Total
1			558		156				714
2			422		1014				1436
3			12		8				20
Alt. Route to Licensure			6						6
Certified Paraprofessional			12						12
Student							57		57
Temporary			3						3
University Recommend				396					396
Intl. Guest Teacher			1						1
Grand Total	0	0	1014	396	1178	0	57	0	2645

06/03/2013

Utah State Office of Education
Monthly Board Report

TOTAL NUMBER OF EDUCATOR LICENSES AND LICENSE AREAS PROCESSED BETWEEN 5/1/2013 and 5/31/2013

License Areas Processed																							
USOE Qualified by Code / License Area	?	A	B	C	D	E	F	G	I	K	L	M	N	P	Q	R	S	T	U	V	X	Y	Total
Career and Technical Education																					2		2
Career and Technical Education (APP only		1																			1		2
Early Childhood Education (K-3)				1								25							36				62
Elementary Education (K-6)							1					273							33				307
Elementary Education (1-8)		1									4	169							10				184
Secondary Education (6-12)		2									21	43	1						382				449
School Counselor (K-12)												12							9				21
School Psychologist (K-12)												1							2				3
School Social Worker (K-12)																			8				8
Title I Paraprofessional						6											4					3	13
Administrative/Supervisory (K-12)												4							16				20
Communication Disorders (K-12+)												1											1
Special Education (K-12+)											2	66							36				104
Preschool Special Education (Birth - age 5												1											1
Speech - Language Pathologist												7							10				17
Grand Total	0	4	0	1	0	6	1	0	0	0	27	602	1	0	0	0	4	0	542	0	3	3	1194

Qualified By Codes:

? Not Known
A Authorization
B Portfolio
C Demonstrated Competency
D Major Equivalent
E Exam
F Foreign Credentials
G Local Acad Assessment

I Troops to Teachers
K Alt Route University
L Alt Route to Licensure
M Major
N Minor
P Special Program
Q Certificate Program
R Restricted

S Associate Degree
T Alt Preparation
U University Program
V Transition to Teaching
W SUSPENDED
X Experience
Y Two Years College
Z Exemption

R277. Education, Administration.
R277-487. Public School Data Confidentiality and Disclosure.
R277-487-1. Definitions.

A. "Board" means the Utah State Board of Education.

B. "Classroom-level assessment data" means student scores on state-required tests, aggregated in groups of more than 10 students at the classroom level or, if appropriate, at the course level, without individual student identifiers of any kind.

C. "Comprehensive Administration of Credentials for Teachers in Utah Schools (CACTUS)" means the electronic file maintained and owned by the USOE on all licensed Utah educators. The file includes information such as:

(1) personal directory information;

(2) educational background;

(3) endorsements;

(4) employment history; and

(5) a record of disciplinary action taken against the educator.

D. "Disciplinary action" means any lesser action taken by UPPAC which does not materially affect a licensed educator's license and licensing action taken by the Board for suspension or revocation.

E. "FERPA" means the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. 1232g, a federal law designed to protect the privacy of students' education records. The law is hereby incorporated by reference.

F. "LEA" means local education agency, including local school boards/public school districts, charter schools, and, for purposes of this rule, the Utah Schools for the Deaf and the Blind.

G. "Student information" means materials, information, records and knowledge that an LEA possesses or maintains, or both, about individual students. Student information is broader than student records and may include information or knowledge that school employees possess or learn in the course of their duties.

H. "Student record" means a record in any form, including handwriting, print, computer media, video or audio tape, film, microfilm, and microfiche, that is directly related to a student and maintained by an educational agency or institution or by a party acting for an agency or institution. Student records shall be maintained by LEAs consistent with 20 U.S.C. Section 1232g.

R277-487-2. Authority and Purpose.

A. This rule is authorized under Utah Constitution Article X, Section 3 which vests general control and supervision over public education in the Board, by Section 53A-1-401(3) which allows the Board to make rules in accordance with its responsibilities; by Section 53A-13-301(3) regarding confidentiality and required or appropriate disclosure of student records data; by Section 53A-1-607(2) regarding disclosure of student data to LEAs for assessment and accountability purposes; by Section 53A-8a-410(4) to ensure the

privacy and protection of individual educator evaluation data; by Section 53A-3-602.5 regarding a school performance report requiring criterion-referenced or online computer adaptive tests to be aggregated for all students by class; by Section 53A-1-411 which directs the Board to establish procedures for administering or making available online surveys to obtain information about public education issues; and by Section 53A-6-104 which authorizes the Board to issue licenses to educators and maintain licensing information.

B. The purpose of this rule is to:

(1) provide for appropriate review and disclosure of student assessment data on state mandated assessments as required by law;

(2) provide for adequate and appropriate review of student assessment data on state mandated assessments to professional education staff and parents of students;

(3) ensure the privacy of student records, as directed by law;

(4) provide an online education survey conducted with public funds for Board review and approval; and

(5) provide for appropriate protection and maintenance of educator licensing data.

R277-487-3. Confidentiality of Student Data.

A. Board Responsibilities:

(1) The Board shall develop resource materials for LEAs to train employees, aids, and volunteers of an LEA regarding confidentiality of student information and student records, as defined in FERPA.

(2) The Board shall make the materials available to each LEA.

B. LEA Responsibilities:

(1) LEAs shall establish policies and provide appropriate training for employees regarding the confidentiality of student records, including an overview of all, state, and local laws that pertain to the privacy of students, their parents, and their families. The policy should address the specific needs or priorities of the LEA.

(2) LEAs shall require password protection for all student records maintained electronically.

C. Public Education Employee and Volunteer Responsibilities:

(1) All public education employees, aids, and volunteers in public schools shall become familiar with federal, state, and local law regarding the confidentiality of student information and student records.

(2) All public education employees, aids, and volunteers shall maintain appropriate confidentiality pursuant to federal, state, and local laws with regard to student records.

(3) An employee, aid, or volunteer shall maintain student records in a secure and appropriate place as designated by policies of an LEA.

(4) An employee, aid, or volunteer accessing student records in electronic format shall comply with policies of an LEA regarding

the procedures for maintaining confidentiality of electronic records.

(5) An employee, aid, or volunteer shall not share, disclose, or disseminate passwords for electronic maintenance of student records.

(6) All public education employees, aids and volunteers have a responsibility to protect confidential student information and access records only as necessary for their assignment(s).

(7) Public education employees licensed under Section 53A-6-104 shall access and use student information and records consistent with R277-515, Utah Educator Standards. Violations may result in licensing discipline.

R277-487-4. Comprehensive Administration of Credentials for Teachers in Utah Schools (CACTUS) Data, Confidentiality, and Appropriate Disclosure.

A. CACTUS maintains public, protected and private information on licensed Utah educators. Private or protected information includes such items as home address, date of birth, social security number, and any disciplinary action taken against an individual's license.

B. A CACTUS file shall be opened on a licensed Utah educator when:

(1) the individual initiates a USOE background check, or

(2) the USOE receives a paraprofessional license application from an LEA.

C. The data in CACTUS may only be changed as follows:

(1) Authorized USOE staff or authorized LEA staff may change demographic data.

(2) Authorized USOE staff may update licensing data such as endorsements, degrees, license areas of concentration and licensed work experience.

(3) Authorized employing LEA staff may update data on educator assignments for the current school year only.

D. A licensed individual may view his own personal data. An individual may not change or add data except under the following circumstances:

(1) A licensed individual may change his demographic data when renewing his license.

(2) A licensed individual shall contact his employing LEA for the purpose of correcting demographic or current educator assignment data.

(3) A licensed individual may petition the USOE for the purpose of correcting any errors in his CACTUS file.

E. Individuals currently employed by public or private schools under letters of authorization or as interns are included in CACTUS.

F. Individuals working in LEAs as student teachers are included in CACTUS.

G. Designated individuals have access to CACTUS data:

(1) Training shall be provided to designated individuals prior to granting access.

(2) Authorized USOE staff may view or change CACTUS files on a limited basis with specific authorization.

(3) For employment or assignment purposes only, authorized LEA staff members may access data on individuals employed by their own LEA or data on licensed individuals who do not have a current assignment in CACTUS.

(4) Authorized LEA staff may also view specific limited information on job applicants if the applicant has provided the LEA with a CACTUS identification number.

(5) CACTUS information belongs solely to the USOE. The USOE shall make the final determination of information included in or deleted from CACTUS.

(6) CACTUS data consistent with Section 63G-2-301(1) under the Government Records Access and Management Act are public information and shall be released by the USOE.

R277-487-5. Educator Evaluation Data.

A. The Board shall provide classroom-level assessment data to administrators and teachers. School administrators shall share information requested by parents while ensuring the privacy of individual student information and educator evaluation data.

B. Individual educator evaluation data shall be protected at the school, LEA and state levels and, if applicable, at the USOE.

C. LEAs shall designate employees who may have access to educator evaluation records.

D. LEAs may not release or disclose student assessment information that reveals educator evaluation information or records.

E. LEAs shall train employees in the confidential nature of employee evaluations and the importance of securing evaluations and records.

R277-487-6. Public Education Research Data.

A. The USOE may provide limited or extensive data sets for research and analysis purposes to qualified researchers or organizations.

(1) A reasonable method shall be used to qualify researchers or organizations to receive data, such as evidence that a research proposal has been approved by a federally recognized Institutional Review Board (IRB).

(2) Aggregate deidentified student assessment data are available through the USOE website. Individual student information is protected.

(3) The USOE is not obligated to fill every request for data and has procedures to determine which requests will be filled or to assign priorities to multiple requests. The USOE/Board understands that it will respond in a timely manner to all requests submitted under Section 63G-2-101 et seq., Government Records Access and

Management Act. In filling data requests, higher priority may be given to requests that will help improve instruction in Utah's public schools.

(4) A fee may be charged to prepare data or to deliver data, particularly if the preparation requires original work. The USOE shall comply with Section 63G-2-203 in assessing fees.

(5) The researcher or organization shall provide a copy of the report or publication produced using USOE data to the USOE at least 10 business days prior to the public release.

B. Student information: Requests for data that disclose student information shall be provided in accordance with the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. Section 1232g; such responses may include:

(1) individual student data that are de-identified, meaning it is not possible to trace the data to individual students;

(2) agreements with recipients of student data where recipients agree not to report or publish data in a manner that discloses students' identities. For example, reporting test scores for a race subgroup that has a count, also known as n-size, of less than 10 could enable someone to identify the actual students and shall not be published;

(3) release of student data, with appropriate binding agreements, for state or federal accountability or for the purpose of improving instruction to specific student subgroups.

C. Licensed educator information:

(1) The USOE shall provide information about licensed educators maintained in the CACTUS database that is required under Section 63G-2-301(2).

(2) Additional information/data may be released by the USOE consistent with the purposes of CACTUS, the confidentiality protections accepted by requester(s), and the benefit that the research may provide for public education in Utah, as determined by the USOE.

D. Recipients of USOE research data shall sign a USOE non-disclosure agreement if required by the USOE.

E. The Board or the USOE may commission research or may approve research requests.

R277-487-7. Public Education Survey Data.

A. The Board shall approve statewide education surveys administered with public funds through the USOE or through a contract issued by the USOE, as required under Section 53A-1-411.

B. Data obtained from USOE statewide surveys administered with public funds are the property of the Board.

C. Data obtained from USOE statewide surveys administered with public funds shall be made available as follows:

(1) Survey data made available by the Board shall protect the privacy of students in accordance with FERPA.

(2) Survey data about educators shall be available in a manner that protects the privacy of individual educators consistent with

State law.

KEY: students, records, confidentiality
Date of Enactment or Last Substantive Amendment: 2013
Notice of Continuation: December 31, 2012
Authorizing, and Implemented or Interpreted Law: Art X Sec 3; 53A-13-301(3); 53A-1-401(3); 53A-1-411

R277. Education, Administration.
R277- 602. Special Needs Scholarships – Funding and Procedures.
R277-602-1. Definitions.

A. "Agreed upon procedure" for purposes of this rule means the agreed upon procedure as provided for under Section 53A-1a-705(1)(b)(i)(B).

B. "Annual assessment" for purposes of this rule means a formal testing procedure carried out under prescribed and uniform conditions that measures students' academic progress, consistent with Section 53A-1a-705(1)(f).

C. "Appeal" for purposes of the rule means an opportunity to discuss/contest a final administrative decision consistent with and expressly limited to the procedures of this rule.

D. "Assessment team" means the individuals designated under Section 53A-1a-703(1).

E. "Audit of a private school" for purposes of this rule means a financial audit provided by an independent certified public accountant, as provided under Section 53A-1a-705(1)(b).

F. "Board" means the Utah State Board of Education.

G. "Days" means school days unless specifically designated otherwise in this rule.

H. "Disclosure to parents" for purposes of this rule means the express acknowledgments and acceptance required under Section 53A-1a-704(5) as part of parent application available through schools districts.

I. "Eligible student" for purposes of this rule means:

(1) the student's parent resides in Utah;

(2) the student has a disability as designated in 53A-1a-704(2)(b); and

(3) the student is school age.

(4) Eligible student also means that the student was enrolled in a public school in the school year prior to the school year in which the student will be enrolled in a private school, has an IEP and has obtained acceptance for admission to an eligible private school; and

(5) The requirement to be enrolled in a public school in the year prior and have an IEP does not apply if:

(a) the student is enrolled or has obtained acceptance for admission to an eligible private school that has previously served students with disabilities; and

(b) an assessment team is able to readily determine with reasonable certainty that the student has a disability and would qualify for special education services if enrolled in a public school and the appropriate level of special education services which would be provided were the student enrolled in a public school.

J. "Enrollment" for purposes of this rule means that the student has completed the school enrollment process, the school maintains required student enrollment information and documentation of age eligibility, the student is scheduled to receive services at

the school, the student attends regularly, and has been accepted consistent with R277-419 and the student's IEP.

K. "Final administrative action" for purposes of this rule means the concluding action under Section 53A-1a-701 through 53A-1a-710 and this rule.

L. "Individual education program (IEP)" means a written statement for a student with a disability that is developed, reviewed, and revised in accordance with Board Special Education Rules and Part B of the Individuals with Disabilities Education Act (IDEA).

M. "Private school that has previously served students with disabilities" means a school that:

(1) has enrolled students within the last three years under the special needs scholarship program;

(2) has enrolled students within the last three years who have received special education services under Individual Services Plans (ISP from the school district where the school is geographically located; or

(3) can provide other evidence to the Board that is determinative of having enrolled students with disabilities within the last three years.

N. "Special Needs Scholarship Appeals Committee (Appeals Committee)" means a committee comprised of:

(1) the special needs scholarship coordinator;

(2) the USOE Special Education Director;

(3) one individual appointed by the Superintendent or designee; and

(4) two Board-designated special education advocates.

O. "USOE" means the Utah State Office of Education.

P. "Warrant" means payment by check to a private school.

R277-602-2. Authority and Purpose.

A. This rule is authorized by Utah Constitution Article X, Section 3 which vests general control and supervision of the public school system under the Board, Section 53A-1a-706(5)(b) which provides for Board rules to establish timelines for payments to private schools, Section 53A-3-410(6)(b)(i)(c) which provides for criminal background checks for employees and volunteers, Section 53A-1a-707 which provides for Board rules about eligibility of students for scholarships and the application process for students to participate in the scholarship program, and by Section 53A-1-401(3) which allows the Board to adopt rules in accordance with its responsibilities.

B. The purpose of this rule is to outline responsibilities for parents/students, public schools, school districts or charter schools, and eligible private schools that accept scholarships from special needs students and the State Board of Education in providing choice for parents of special needs students who choose to have their children served in private schools and in providing accountability for the citizenry in the administration and

distribution of the scholarship funds.

R277-602-3. Parent/Guardian Responsibilities.

A. If the student is enrolled in a public school or was enrolled in a public school in the year previous to the year in which the scholarship is sought, the parent/guardian shall submit an application, available from the USOE or online, to the school district or charter school within which the parent/guardian resides.

(1) The parent shall complete all required information on the application and submit the following documentation with the application form:

(a) documentation that the parent/guardian is a resident of the state of Utah;

(b) documentation that the student is at least five years of age before September 2 of the year of enrollment, consistent with Section 53A-3-402(6);

(c) documentation that the student is not more than 21 years of age and has not graduated from high school consistent with Section 53A-15-301(1)(a);

(d) documentation that the student has satisfied R277-602-3A or B; and

(e) documentation that the student has official acceptance at an eligible private school, as defined under Section 53A-1a-705;

(2) The parent shall sign the acknowledgments and refusal to consent to services on the application form consistent with Section 53A-1a-704.

(3) Any intentional falsification, misinformation, or incomplete information provided on the application may result in the cancellation of the scholarship to the student and non-payment to the private school.

B. If the student was not enrolled in a public school in the year previous to the year in which the scholarship is sought, the parent/guardian shall submit an application to the school district in which the private school is geographically located (school district responsible for child find under IDEA, Sec. 612(a)(3)).

(1) The parent shall complete all required information on the application and submit the following documentation with application form:

(a) documentation that the parent/guardian is a resident of the state of Utah;

(b) documentation that the student is at least five years of age, before September 2 of the year of enrollment;

(c) documentation that the student is not more than 21 years of age and has not graduated from high school consistent with Section 53A-15-301(1)(a);

(d) documentation that the student has satisfied R277-602-3A or B; and

(e) documentation that the student has official acceptance at an eligible private school, as defined under Section 53A-1a-705.

(2) The parent shall sign the acknowledgments and refusal to consent to services on the application form consistent with Section 53A-1a-704.

(3) The parent shall participate in an assessment team meeting to determine if a student would qualify for special education services and the level of services for which the student would be eligible if enrolled in a public school.

C. Payment provisions - Upon review and receipt of documentation that verifies a student's admission to, or continuing enrollment and attendance at, a private school, the Board shall make scholarship payments quarterly in equal amounts in each school year in which a scholarship is in force.

D. A special needs scholarship shall be effective for three years subject to renewal under Section 53A-1a-704(6).

E. The parent shall, consistent with Section 53A-1a-706(8), endorse the warrant received by the private school from the USOE no more than 15 school days after the private school's receipt of the warrant.

F. The parent shall notify the Board in writing within five days if the student does not continue in enrollment in an eligible private school for any reason including parent/student choice, suspension or expulsion of the student or the student misses more than 10 consecutive days at which point the Board may modify the payment to the private school consistent with R277-419-1J.

G. The parent shall cooperate and respond within 10 days to an enrollment cross-checking request from the Board.

H. The parent shall notify the Board in writing by March 1 annually to indicate the student's continued enrollment.

R277-602-4. School District or Charter School Responsibilities.

A. The school district or charter school that receives the student's scholarship application consistent with Section 53A-1a-704(4) shall forward applications to the Board no more than 10 days following receipt of the application.

B. The school district or charter school that received the student's scholarship application shall:

(1) receive applications from students/parents;

(2) verify enrollment of the student seeking a scholarship in previous school year within a reasonable time following contact by the Board;

(3) verify the existence of the student's IEP and level of service to the USOE within a reasonable time;

(4) provide personnel to participate on an assessment team to determine:

(a) if a student who was previously enrolled in a private school that has previously served students with disabilities would qualify for special education services if enrolled in a public school and the appropriate level of special education services which would be provided were the child enrolled in a public school for purposes of determining the scholarship amount consistent with

Section 53A-1a-706(2);

(b) if a student previously receiving a special needs scholarship is entitled to receive the scholarship during the subsequent eligibility period.

C. Special needs scholarship students shall not be enrolled in public or charter schools for dual enrollment or extracurricular activities, consistent with the parents'/guardians' assumption of full responsibility for students' services under Section 53A-1a-704(5).

D. School districts and charter schools shall cooperate with the Board in cross-checking special needs scholarship student enrollment information, as requested by the Board.

E. School district and charter school notification to students with IEPs:

(1) School districts and charter schools shall provide written notice to parents or guardians of students who have an IEP of the availability of a scholarship to attend a private school through the Special Needs Scholarship Program through state special education monitoring procedures.

(2) The written notice shall consist of the following statement: School districts and charter schools are required by Utah law, 53A-1a-704(10), to inform parents of students with IEPs enrolled in public schools, of the availability of a scholarship to attend a private school through the Carson Smith Scholarship Program.

(3) The written notice shall be provided no later than 30 days after the student initially qualifies for an IEP.

(4) The written notice shall be provided annually no later than February 1 to all students who have IEPs.

(5) The written notice shall include the address of the Internet website maintained by the Board that provides prospective applicants and their parents with program information and application forms for the Carson Smith Scholarship Program.

(6) A school district, school within a school district, or charter school that has an enrolled student who has an IEP shall post the address of the Carson Smith Internet website maintained by the Board on the school district's or school's website, if the school district or school has one.

R277-602-5. State Board of Education Responsibilities.

A. The Board shall provide applications, containing acknowledgments required under Section 53A-1a-704(5), for parents seeking a special needs scholarship online, at the Board offices, at school district or charter school offices, and at charter schools no later than April 1 prior to the school year in which admission is sought.

B. The Board shall provide a determination that a private school meets the eligibility requirements of Section 53A-1a-705 as soon as possible but no more than 30 days after the private school submits an application and completed documentation of eligibility.

The Board may:

(1) provide reasonable timelines within the application for satisfaction of private school requirements;

(2) issue letters of warning, require the school to take corrective action within a time frame set by the Board, suspend the school from the program consistent with Section 53A-1a-708, or impose such other penalties as the Board determines appropriate under the circumstances.

(3) establish appropriate consequences or penalties for private schools that:

(a) fail to provide affidavits under Section 53A-1a-708;

(b) fail to administer assessments, fail to report assessments to parents or fail to report assessments to assessment team under Section 53a-1a-705(1)(f);

(c) fail to employ teachers with credentials required under Section 53A-1a-705(g);

(d) fail to provide to parents relevant credentials of teachers under Section 53A-1a-705(h);

(e) fail to require completed criminal background checks under Section 53A-3-410(2) and (3) and take appropriate action consistent with information received.

(4) initiate complaints and hold administrative hearings, as appropriate, and consistent with R277-602.

C. The Board shall make a list of eligible private schools updated annually and available no later than June 1 of each year.

D. Information about approved scholarships and availability and level of funding shall be provided to scholarship applicant parents/guardians no later than March 1 of each year.

E. The Board shall mail scholarship payments directly to private schools as soon as reasonably possible consistent with Section 53A-1a-706(8).

F. If an annual legislative appropriation is inadequate to cover all scholarship applicants and documented levels of service, the Board shall establish by rule a lottery system for determining the scholarship recipients, with preference provided for under Section 53A-1a-706(1)(c)(i).

G. The Board shall verify and cross-check, using USOE technology services, special needs scholarship student enrollment information consistent with Section 53A-1a-706(7).

R277-602-6. Responsibilities of Private Schools that Receive Special Needs Scholarships.

A. Private schools shall submit applications by March 1 prior to the school year in which it intends to enroll scholarship students.

B. Applications and appropriate documentation from private schools for eligibility to receive special needs scholarship students shall be provided to the USOE on forms designated by the USOE consistent with Section 53A-1a-705(3).

C. Private schools shall satisfy criminal background check

requirements for employees and volunteers consistent with Section 53A-3-410.

D. Private schools that seek to enroll special needs scholarship students shall, in concert with the parent seeking a special needs scholarship for a student, initiate the assessment team meetings required under Sections 53A-1a-704(3) and 53A-1a-704(6).

(1) Meetings shall be scheduled at times and locations mutually acceptable to private schools, applicant parents and participating public school personnel.

(2) Designated private school and public school personnel shall maintain documentation of the meetings and the decisions made for the students.

(3) Documentation regarding required assessment team meetings, including documentation of meetings for students denied scholarships or services and students admitted into private schools and their levels of service, shall be maintained confidentially by the private and public schools, except the information shall be provided to the USOE for purposes of determining student scholarship eligibility, or for verification of compliance upon request by the USOE.

E. Private schools receiving scholarship payments under this rule shall provide complete student records in a timely manner to other private schools or public schools requesting student records if parents have transferred students under Section 53A-1a-704(7).

F. Private schools shall notify the Board within five days if the student does not continue in enrollment in an eligible private school for any reason including parent/student choice, suspension or expulsion of the student or the student misses more than 10 consecutive days of school.

G. Private schools shall satisfy health and safety laws and codes under Section 53A-1a-705(1)(d) including:

(1) the adoption of emergency preparedness response plans that include training for school personnel and parent notification for fire drills, natural disasters, and school safety emergencies and

(2) compliance with R392-200, Design, Construction, Operation, Sanitation, and Safety of Schools.

H. An approved eligible private school that changes ownership shall submit a new application for eligibility to receive Carson Smith scholarship payments from the Board; the application shall demonstrate that the school continues to meet the eligibility requirements of R277-602.

(1) The application for renewed eligibility shall be received from the school within 60 calendar days of the change of ownership.

(2) Ownership changes on the date that an agreement is signed between previous owner and new owner.

(3) If the application is not received by the USOE within the 60 days, the new owner/school is presumed ineligible to receive continued Carson Smith scholarship payments from the USOE and, at the discretion of the Board, the USOE may reclaim any payments made

to a school within the previous 60 days.

(4) If the application is not received by the USOE within 60 days after the change of ownership, the school is not an eligible school and shall submit a new application for Carson Smith eligibility consistent with the requirements and timelines of R277-602.

R277-602-7. Special Needs Scholarship Appeals.

A. A parent or legal guardian of an eligible student or a parent or legal guardian of a prospective eligible student may appeal only the following actions under this rule:

(1) alleged USOE violations of Section 53A-1a-701 through 710 or R277-602; or

(2) alleged USOE violations of required timelines.

B. The Appeals Committee may not grant an appeal contrary to the statutory provisions of Section 53A-1a-701 through 53A-1a-710.

C. An appeal shall be submitted in writing to the USOE Special Needs Scholarship Coordinator at: Utah State Office of Education, 250 East 500 South, P.O. Box 144200, Salt Lake City, UT 84114-4200.

(1) The appeal opportunity is expressly limited to an appeal submitted in writing for USOE consideration. The appeal opportunity does not include an investigation required under or similar to an IDEA state complaint investigation.

(2) Appellants have no right to additional elements of due process beyond the specific provisions of this rule.

(3) Nothing in the appeals process established under R277-602 shall be construed to limit, replace or adversely affect parental appeal rights available under IDEA.

D. Appeals shall be made within 15 days of written notification of the final administrative decision.

E. Appeals shall be considered by the Appeals Committee within 15 days of receipt of the written appeal.

F. The decision of the Appeals Committee shall be transmitted to parents no more than ten days following consideration by the Appeals Committee.

G. Appeals shall be finalized as expeditiously as possible in the joint interest of schools and students involved.

H. The Appeals Committee's decision is the final administrative action.

KEY: special needs students, scholarships
Date of Enactment or Last Substantive Amendment: 2013
Notice of Continuation: 2013
Authorizing, and Implemented or Interpreted Law: Art X Sec 3; 53A-1a-706(5)(b); 53A-3-410(6)(i)(c); 53A-1a-707; 53A-1-401(3)

CHARTER SCHOOLS COMMITTEE
Basement West Conference Room

ACTION: Charter Amendment Request from Promontory School of Expeditionary Learning	Tab 5-A
ACTION: Charter Amendment Request from Ranches Academy	Tab 5-B
ACTION: Charter Amendment Request from Spectrum Academy	Tab 5-C
ACTION: Charter Amendment Request from Guadalupe School	Tab 5-D
ACTION: R277-410-3 *Accreditation of Schools–Accreditation of Public Schools* (Amendment)	Tab 5-E
ACTION: R277-470 *Charter Schools - General Provisions* (Amendment)	Tab 5-F
ACTION: R277-481 *Charter School Oversight, Monitoring and Appeals* (Amendment and Continuation)	Tab 5-G
ACTION: R277-482 *Charter School Timelines and Approval Processes*	Tab 5-H
ACTION: Charter Amendment Agreements	Tab 5-I

UTAH STATE BOARD OF EDUCATION

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MEMORANDUM

TO: Members, Utah State Board of Education

FROM: Martell Menlove, Ph.D.
Chief Executive Officer

DATE: June 7, 2013

ACTION: Amendment Request from Promontory School of Expeditionary Learning

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Background:
Promontory School of Expeditionary Learning opened in fall 2012 and currently serves 450 students in Perry, Utah. The school requests a waiver from State Board of Education Rule R277-419 specific to the required number of school days for kindergarten students. The State Charter School Board has reviewed and approved the school's request and forwards it to the State Board of Education for consideration.

Key Points:
Promontory School of Expeditionary Learning requests to reduce the number of days for kindergarten students from 180 to 157. Specifically, the school would have the two different kindergarten sections attend only every other Wednesday. By attending every other week, the kindergarten students would receive five hours of instruction on early out days rather than two hours every week. The executive summary report is included and additional information submitted by the school can be found at http://www.schools.utah.gov/charterschools/State-Charter-School-Board/2013-Board-Meetings/May-2013.aspx

Anticipated Action:
The Charter Schools Committee will consider approving Promontory School of Expeditionary Learning governing board's request to waive Board Rule R277-419 specific to the number of school days for kindergarten student as outlined in the amendment request. If approved by the Committee, the Board will consider Promontory School of Expeditionary Learning governing board's request to update its charter agreement.

Contact: Brenda Hales, Deputy Superintendent, 801-538-7515
Marlies Burns, Director of Charter Schools, 801-538-7817

AMENDMENT

Utah State Board of Education
Charter School Board Executive Summary Report

The Utah State Charter School Board (SCSB) is charged with authorizing, monitoring, evaluating, and dismissing charters of public schools in Utah. Its work is under the direct supervision of the Utah State Board of Education (USBE) per Utah Code 53A-1a-501.5. This summary report shall be completed by the SCSB and submitted to Brenda Hales, Deputy Superintendent, Utah State Office of Education, two weeks prior to the regularly scheduled USBE meetings for approval and inclusion in the board's agenda materials. Only that which is in writing, and included in the agenda materials, as ratified for recommendation by the SCSB, shall be considered by the USBE in its final approval process. Attachments, by way of clarification, or elaboration, may be included.

1. Charter School Promontory School of Expeditionary Learning

2. Website: www.promontoryschool.org

   Board Chair: Valerie Neslen Email: vneslen@promontoryschool.org

3. The Charter school is located in which school district? Box Elder

4. Requested amendment to charter (Summary below. Full report can be found on Utah State Charter School Board website at http://www.schools.utah.gov/charterschools/State-Charter-School-Board/2013-Board-Meetings/May-2013/Amendment-request---Promontory-FINAL.aspx):

   Promontory School of Expeditionary Learning requests a waiver from Board Rule R277-419, *Minimum School Days*, to reduce the number of days for kindergarten students from 180 to 157. This would be accomplished by having kindergarten students attend every-other Wednesday for a full day, rather than every Wednesday for two hours on the early-out days.

5. Charter school mission and purpose:

   To provide a rich educational environment that views learning as an expedition and uses the study of great thinkers to cultivate the value of excellence and the love of knowledge. Using investigation and discovery to make connections to ideas and our community, we empower children to embrace challenge, act with humanity, and become the great thinkers of the 21st century.

6. School demographics:

   - 452 students in grades K-8
   - 2.7% ethnic minority, 100.0% white (NOTE: Total ethnicity reported may exceed 100%)
   - 27.2%students are economically disadvantaged
   - 0.0%students are learning English as a second language
   - 6.4% students with disabilities (NOTE: SWD count is not due until December 15)

7. Financial position:

Promontory School of Expeditionary Learning is a first year school and has not yet received its first audited financial statement. The State Charter School Board has no position on the school's financial position at this time.

8. What is the position of the local district regarding the amendment request? Who was the contact at the local district? (Attachment of letters, if necessary)

Ron Wolff, Superintendent, Box Elder School District was provided a copy of this document on April 17, 2013. USOE has not received a response to date.

9. Please provide a summary of the Utah State Charter School Board discussion pertaining to this amendment request, including points it would like the Utah State Board of Education to consider when making the decision to approve the amendment.

There was much discussion regarding whether or not the school had received buy-in from parents for this plan. The school indicated it had received complaints from parents in the past about the two-hour days in the form of parents forgetting to pick up their child or being frustrated that they seemed to have dropped the child off and then had to turn around to pick the child up. However, the school had not formally surveyed parents. The school's reasoning was that they didn't want to promise a schedule until it was approved. Several State Charter School Board members recommended a survey of parents be completed prior to the State Board of Education Charter Schools Committee meeting.

10. Votes of the SCSB in approving the charter school application:

(Listing of charter board members' vote)

Tim Beagley, Laura Belnap,
Dean Brockbank, Robert Enger,
Kristin Elinkowski, Howard Headlee
Bruce Davis _____ Recommended full approval

_____ Did not recommend approval

_____ Recommended alternate approval*

*Provide detailed explanation of alternate approval

The Utah State Charter School Board assures the accuracy of this report, supports this application, and submits it to the Utah State Board of Education for final approval.

_____ _____

Signature, SCSB Chair Date

The Utah State Board of Education considered this application on _____

Date

This application is: ( ) Approved ( ) Not Approved, for the following reasons:

_____ _____

Signature, USBE Chair Date

UTAH STATE BOARD OF EDUCATION

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Lorraine Austin, Board Secretary

MEMORANDUM

TO: Members, Utah State Board of Education

FROM: Martell Menlove, Ph.D.
Chief Executive Officer

DATE: June 7, 2013

ACTION: Amendment Request from Ranches Academy

Background:
Ranches Academy opened in fall 2004 and currently serves 364 students in Eagle Mountain. The school requests to change some performance standards and its bylaws to reflect best practices for governing boards. The State Charter School Board has reviewed and approved the school's request and forwards it to the State Board of Education for consideration.

Key Points:
Ranches Academy requests to reduce the number of board membership classes from four to three and the size of the governing board from nine to seven; the school will no longer have a School Council in addition to the Governing Board; and the authority for the governing board is revised to reflect current practice. The executive summary report is included and additional information submitted by the school can be found at http://www.schools.utah.gov/charterschools/State-Charter-School-Board/2013-Board-Meetings/May-2013.aspx

Anticipated Action:
The Charter Schools Committee will consider approving Ranches Academy governing board's request to modify some performance standards and change board bylaws as outlined in the amendment request. If approved by the Committee, the Board will consider Ranches Academy governing board's request to update its charter agreement.

Contact: Brenda Hales, Deputy Superintendent, 801-538-7515
Marlies Burns, Director of Charter Schools, 801-538-7817

250 East 500 South P.O. Box 144200 Salt Lake City, UT 84114-4200 Voice: (801) 538-7517 Fax: (801) 538-7768 TDD: (801) 538-7876

AMENDMENT

Utah State Board of Education
Charter School Board Executive Summary Report

The Utah State Charter School Board (SCSB) is charged with authorizing, monitoring, evaluating, and dismissing charters of public schools in Utah. Its work is under the direct supervision of the Utah State Board of Education (USBE) per Utah Code 53A-1a-501.5. This summary report shall be completed by the SCSB and submitted to Brenda Hales, Deputy Superintendent, Utah State Office of Education, two weeks prior to the regularly scheduled USBE meetings for approval and inclusion in the board's agenda materials. Only that which is in writing, and included in the agenda materials, as ratified for recommendation by the SCSB, shall be considered by the USBE in its final approval process. Attachments, by way of clarification, or elaboration, may be included.

1. Charter School The Ranches Academy

2. Website: www.theranchesacademy.com

   Board Chair: Stephanie Colson Email: scolson@theranchesacademy.com

3. The Charter school is located in which school district? Alpine

4. Requested amendment to charter (Summary below. Full report can be found on Utah State Charter School Board website at http://www.schools.utah.gov/charterschools/State-Charter-School-Board/2013-Board-Meetings/May-2013/Amendment-request---Ranches-FINAL.aspx):

   The Ranches Academy requests to reduce the number of board membership classes from four to three and the size of the governing board from nine to seven; the school will no longer have a School Council in addition to the Governing Board; and the authority for the governing board is revised to reflect current practice.

5. Charter school mission and purpose:

   The Ranches Academy Charter School was founded to join parents, teachers and students, and community together to create an environment where students have the opportunity to reach their highest potential and are challenged academically, primarily in the areas of reading, writing, and arithmetic. This will be accomplished through an academically rigorous, content-rich educational program, in an environment of discipline, respect and parental involvement.

   The Ranches Academy Charter School places an emphasis on academics that will be applied through direct teaching and other effective techniques used in academically rigorous, content-rich educational program. All children should be given access to the same knowledge that assures future educational success. Curriculum should include detailed, explicit and systematic sequences of grade specific content that can be consistent, year after year. To maximize the learning experience for all, an environment of discipline and respect will be cultivated and maintained. To maximize student progress, parental involvement will be encouraged and opportunities provided for hands-on involvement in the education of their children.

6. School demographics:

- 364 students in grades K-6
- 14.3% ethnic minority, 98.9% white (NOTE: Total ethnicity reported may exceed 100%)
- 9.9%students are economically disadvantaged
- 0.0%students are learning English
- 10.4% students with disabilities

7. Financial position:

The Utah State Charter School Board reviewed the financial performance and sustainability of the school, using the measures in its financial performance standards, and found the school to be in compliance with all minimum standards and guidance provisions. The school ranked in the top quartile of all Utah charter schools.

8. What is the position of the local district regarding the amendment request? Who was the contact at the local district? (Attachment of letters, if necessary)

Vern Henshaw, Alpine Superintendent received a copy of the complete amendment on April 15, 2013. USOE has not received a response to date.

9. Please provide a summary of the Utah State Charter School Board discussion pertaining to this amendment request, including points it would like the Utah State Board of Education to consider when making the decision to approve the amendment.

The State Charter School Board asked clarifying questions regarding the prior model, which included two decision-making bodies with different responsibilities, and felt comfortable with the answers the school gave. Laura Belnap did not recommend approval since the school had two governing board members that had not yet completed their background checks. The school assured the State Charter School Board that the checks were in process but had not been received back to date.

10. Votes of the SCSB in approving the charter school application:

(Listing of charter board members' vote)

Tim Beagley, Bruce Davis Dean Brockbank, Robert Enger, Kristin Elinkowski, Howard Headlee	Recommended full approval
Laura Belnap	Did not recommend approval
	Recommended alternate approval*

*Provide detailed explanation of alternate approval

The Utah State Charter School Board assures the accuracy of this report, supports this application, and submits it to the Utah State Board of Education for final approval.

_____ _____

Signature, SCSB Chair Date

The Utah State Board of Education considered this application on _____

Date

This application is: ( ) Approved ( ) Not Approved, for the following reasons:

_____ _____

Signature, USBE Chair Date

UTAH STATE BOARD OF EDUCATION

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Lorraine Austin, Board Secretary

MEMORANDUM

TO: Members, Utah State Board of Education

FROM: Martell Menlove, Ph.D.
Chief Executive Officer

DATE: June 7, 2013

ACTION: Amendment Request from Spectrum Academy

Background:
Spectrum Academy currently serves 488 students in grades K – 12 at its North Salt Lake campus (opened in fall 2006). In June 2012, the Board approved a satellite campus for Spectrum Academy to be located in Murray School District and serve 400 students in grades 7 – 12. The school requests to make changes to its location, grades served, and enrollment. The State Charter School Board has reviewed and approved the school's request and forwards it to the State Board of Education for consideration.

Key Points:
Spectrum Academy requests to modify its charter agreement to change its location from Murray School District to Alpine School District, add grades K – 6 (to ultimately serve students in grades K – 12), as well as expand its student enrollment by 200 students beginning with the 2014-2015 school year. The executive summary report is included and additional information submitted by the school can be found at http://www.schools.utah.gov/charterschools/State-Charter-School-Board/2013-Board-Meetings/May-2013.aspx

Anticipated Action:
The Charter Schools Committee will consider approving Spectrum Academy governing board's request to change location, grades served, and add 200 students as outlined in the amendment request. If approved by the Committee, the Board will consider Spectrum Academy governing board's request to update its charter agreement.

Contact: Brenda Hales, Deputy Superintendent, 801-538-7515
Marlies Burns, Director of Charter Schools, 801-538-7817

AMENDMENT

Utah State Board of Education
Charter School Board Executive Summary Report

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1. Charter School Spectrum Academy

2. Website: http://www.spectrumcharter.org

   Board Chair: Marney DeVroom, Esq. Email: mdevroom@spectrumcharter.org

3. The Charter school is located in which school district? Davis

4. Requested amendment to charter (Summary below. Full report can be found on Utah State Charter School Board website at http://www.schools.utah.gov/charterschools/State-Charter-School-Board/2013-Board-Meetings/May-2013/Amendment-Request---Spectrum-FINAL.aspx):

   Spectrum Academy requests to modify its charter agreement to change its location from Murray School District to Alpine School District, add grades K-6 (to ultimately serve students in grades K-12 at this location – the school is already approved to serve grades 7 – 12), as well as expend it student enrolment by 200 students beginning with the 2014-2015 school year.

5. Charter school mission and purpose:

   Mission: Spectrum Academy is the premier charter school in Utah for students with high functioning Autism, Asperger's and others who would benefit from our unique learning environment. We provide small class sizes, with individualized instruction and innovative social skills curriculum. We help students reach their fullest potential academically, socially and emotionally, leading to a productive and successful future.

   Purpose: Spectrum Academy exists to provide an education based on State standards for students K-12 who have high-functioning Autism, Asperger's Syndrome, and others who would benefit from our unique learning environment, in order to prepare them to be productive citizens in their communities.

6. School demographics:

   - 488 students in grades K-12
   - 10.0% ethnic minority, 97.7% white (NOTE: Total ethnicity reported may exceed 100%)
   - 23.6%students are economically disadvantaged
   - 0.0%students are learning English
   - 50.8% students with disabilities (NOTE: SWD count is not due until December 15)

7. Financial position:

The Utah State Charter School Board reviewed the financial performance & sustainability of the school, using the measures in its financial performance standards, and found the school to be in compliance with all minimum standards four guidance provisions. The school's current debt ratio (0.95) is slightly higher than the State Charter School Board's recommendation (< 0.90). The school is in the second quartile (mid-high) for all Utah charter schools.

8. What is the position of the local district regarding the amendment request? Who was the contact at the local district? (Attachment of letters, if necessary)

Dr. Bryan Bowles, Superintendent Davis School District and Dr. Vern Henshaw, Superintendent Alpine School District, received copies of the complete amendment request on March 21, 2013. USOE has not received a response from either district to date.

9. Please provide a summary of the Utah State Charter School Board discussion pertaining to this amendment request, including points it would like the Utah State Board of Education to consider when making the decision to approve the amendment.

The State Charter School Board commended Spectrum Academy for re-evaluating the market and determining a location in northern Utah County would be better to serve students on the wait list for Spectrum Academy.

10. Votes of the SCSB in approving the charter school application:

(Listing of charter board members' vote)

Tim Beagley, Laura Belnap,
Dean Brockbank, Robert Enger,
Kristin Elinkowski, Howard Headlee
Bruce Davis _____ Recommended full approval

_____ Did not recommend approval

_____ Recommended alternate approval*

*Provide detailed explanation of alternate approval

The Utah State Charter School Board assures the accuracy of this report, supports this application, and submits it to the Utah State Board of Education for final approval.

_____ _____

Signature, SCSB Chair Date

The Utah State Board of Education considered this application on _____

Date

This application is: ( ) Approved ( ) Not Approved, for the following reasons:

_____ _____

Signature, USBE Chair Date

UTAH STATE BOARD OF EDUCATION

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Tami W. Pyfer
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Lorraine Austin, Board Secretary

MEMORANDUM

TO: Members, Utah State Board of Education

FROM: Martell Menlove, Ph.D.
Chief Executive Officer

DATE: June 7, 2013

ACTION: Amendment Request from Guadalupe School

Background:
Guadalupe School opened as a charter school in fall 2007 and currently serves 127 students in grades K–4 at its campus in Glendale. Currently, the school is approved to serve 175 students in grades K–6, but cannot accommodate this number in their facility. As such, the school will build a new facility which can accommodate the 175 students plus more. The school requests to make changes to its enrollment by 105 students to serve 280 students total beginning in the 2014-2015 school year. The State Charter School Board has reviewed and approved the school's request and forwards it to the State Board of Education for consideration.

Key Points:
Guadalupe School requests to modify its charter agreement to expand its student enrollment by 105 students beginning with the 2014-2015 school year. The executive summary report is included and additional information submitted by the school can be found at http://www.schools.utah.gov/charterschools/State-Charter-School-Board/2013-Board-Meetings/April-2013.aspx

Anticipated Action: The Charter Schools Committee will consider approving Guadalupe School governing board's request to add 105 students as outlined in the amendment request. If approved by the Committee, the Board will consider Guadalupe School governing board's request to update its charter agreement.

Contact: Brenda Hales, Deputy Superintendent, 801-538-7515
Marlies Burns, Director of Charter Schools, 801-538-7817

250 East 500 South P.O. Box 144200 Salt Lake City, UT 84114-4200 Voice: (801) 538-7517 Fax: (801) 538-7768 TDD: (801) 538-7876

AMENDMENT

Utah State Board of Education
Charter School Board Executive Summary Report

The Utah State Charter School Board (SCSB) is charged with authorizing, monitoring, evaluating, and dismissing charters of public schools in Utah. Its work is under the direct supervision of the Utah State Board of Education (USBE) per Utah Code 53A-1a-501.5. This summary report shall be completed by the SCSB and submitted to Brenda Hales, Deputy Superintendent, Utah State Office of Education, two weeks prior to the regularly scheduled USBE meetings for approval and inclusion in the board's agenda materials. Only that which is in writing, and included in the agenda materials, as ratified for recommendation by the SCSB, shall be considered by the USBE in its final approval process. Attachments, by way of clarification, or elaboration, may be included.

1. Charter School Guadalupe School

2. Website: www.guadalupeschoolslc.org Phone: 801-531-6100

   Board Chair: Dave Lamb Email: DaveLamb@q.com

3. The Charter school is located in which school district? Salt Lake City School District

4. Requested amendment to charter (Summary below. Full report can be found on State Charter School Board website at http://www.schools.utah.gov/charterschools/State-Charter-School-Board/2013-Board-Meetings/April-2013/Amendment-request---Guadalupe-School.aspx):

   Guadalupe School requests to expand enrollment by 105 students in 2014-2015 school year, bringing total student population served to 280 students.

5. Charter school mission and purpose(s):

   The mission of Guadalupe School is to provide high quality, individualized instruction for children who are at risk of school failure. Emphasizing: English language instruction; small adult/child ratio to meet individual social/emotion, cognitive, and physical skills; creative learning environment that is hands-on, offers choices, and exploration for child centered learning; an atmosphere where children and adults feel safe and secure; continuity in curriculum and instruction; and empowerment for parents to be actively involved in their child's education so they can continue to advocate for their child's needs in the future.

   Guadalupe Center Educational Program, Inc. has served the educational needs of disadvantaged children since 1970, as well as adult immigrants and refugees on Salt Lake City's west side since 1966. Through education, our programs help students overcome the barriers of poverty, illiteracy, English-as-a second language, and school failure. Our programs are tuition free and have vast donor support providing 86% of our funding.

   We seek to cultivate students who are community minded and who understand the complexities around them. Guadalupe School students are positive agents of change and find their unique abilities with which to affect the world. We utilize recognized methodology to foster individuals who are life-long learners; individuals with a breadth and depth of knowledge, vision, and compassion, intellectual agility and a sense of calling and responsibility in the world.

6. Charter school student demographics (e.g., enrollment, grade configuration, students with disabilities statistics, ethnicity statistics, economically disadvantaged statistics, etc.)

- 127 students in grades K-4
- 126.0% ethnic minority, 71.7% white (NOTE: Total ethnicity reported may exceed 100%)
- 100.0% students are economically disadvantaged
- 26.8% students are learning English as a second language
- 7.1% students with disabilities reported in fall enrollment

7. Financial position:

The Utah State Charter School Board reviewed the financial performance & sustainability of the school, using the measures in its financial performance standards, and found the school to be in compliance with all minimum standards and guidance provisions. The school is in the top quartile of all Utah charter schools.

8. What is the position of the local district regarding the amendment request? Who was the contact at the local district? (Attachment of letters, if necessary)

The amendment request was provided to Dr. McKell Withers, Superintendent of Schools, Salt Lake City School District on Thursday, March 21, 2103. No response has been received from the district to date.

9. Please provide a summary of the Utah State Charter School Board discussion pertaining to this amendment request, including points it would like the Utah State Board of Education to consider when making the decision to approve the amendment.

There was discussion with the school regarding if the new facility could hold the additional students requested. The school confirmed it would.

10. Votes of the SCSB in approving the charter school application:

(Listing of charter board members' vote)

Tim Beagley, Laura Belnap, Dean Brockbank, Robert Enger, Kristin Elinkowski	Recommended full approval
_____	Did not recommend approval
_____	Recommended alternate approval*

*Provide detailed explanation of alternate approval

The Utah State Charter School Board assures the accuracy of this report, supports this application, and submits it to the Utah State Board of Education for final approval.

_____ _____

Signature, SCSB Chair Date

The Utah State Board of Education considered this application on _____

Date

This application is: ( ) Approved ( ) Not Approved, for the following reasons:

_____ _____

Signature, USBE Chair Date

UTAH STATE BOARD OF EDUCATION

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Tami W. Pyfer
David L. Thomas

Martell Menlove, Chief Executive Officer
Lorraine Austin, Board Secretary

MEMORANDUM

TO: Members, Utah State Board of Education

FROM: Martell Menlove, Ph.D.
Chief Executive Officer

DATE: June 7, 2013

ACTION: R277-410-3 *Accreditation of Schools - Accreditation of Public Schools* (Amendment)

Background:
In 2010, following a Legislative audit on charter school oversight and monitoring, the State Charter School Board directed that all charter schools be accredited through the State Board of Education's approved accreditation program while it worked on a set of charter school specific performance standards. At its April 2013 meeting, the State Charter School Board finalized its performance standards, and as such, elementary charter schools are no longer required to be accredited.

Key Points:
The requirement for all charter schools to be members of AdvancED Northwest and be accredited by AdvancED Northwest is removed from R277-410-3 *Accreditation of Public Schools*.

Anticipated Action:
It is proposed that the Charter Schools Committee consider approving R277-410-3, as amended, on first reading, and if approved by the Committee, the Board will consider approving R277-410-3, as amended, on second reading.

Contact: Brenda Hales, 801-538-7515
Marlies Burns, 801-538-7817

R277. Education, Administration.

R277-410. Accreditation of Schools.

R277-410-3. Accreditation of Public Schools.

A. The USOE has responsibility to facilitate accreditation by the Board for Utah public schools. The Board is not responsible for the accreditation of nonpublic schools, including private, parochial, or other independent schools.

B. Utah public secondary schools, as defined in R277-410-1H[~~, and all charter schools,~~] and consistent with R277-481-3A(2), shall be members of AdvancED Northwest and be accredited by AdvancED Northwest.

C. Utah public elementary and middle schools that desire accreditation shall be members of AdvancED Northwest and meet the requirements of R277-410-5 and R277-410-6. AdvancED Northwest accreditation is optional for Utah elementary and middle schools.

D. All AdvancED Northwest accredited schools shall complete and file reports in accordance with AdvancED Northwest protocols.

E. If a school includes grade levels for which accreditation is both mandatory and optional, the school shall be accredited in its entirety.

KEY: accreditation, public schools, nonpublic schools

Date of Enactment or Last Substantive Amendment: [~~September 21, 2012~~]2013

Notice of Continuation: August 1, 2012

Authorizing, and Implemented or Interpreted Law: Art X Sec 3; 53A-1-402(1)(c); 53A-1-401(3)

The definition of “Secondary school” is provided below because it is referred to in the amended language.

H. “Secondary school” for the purpose of this rule means a school that includes grades 9-12 that offers credits toward high school graduation or diplomas or both in whatever kind of school the grade levels exist.

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Martell Menlove, Chief Executive Officer
Lorraine Austin, Board Secretary

MEMORANDUM

TO: Members, Utah State Board of Education

FROM: Martell Menlove, Ph.D.
Chief Executive Officer

DATE: June 7, 2013

ACTION: R277-470 *Charter Schools – General Provisions* (Amendment and Continuation)

Background:

1. The Legislature created a State Charter School Board Mentoring Program in 2012 legislation. The State Charter School Board recommends changes to the program, as well as other technical changes to update rule language.
2. In addition to the amendments to R277-470, the rule is recommended for continuation consistent with Board policy for continuation of rules and the Utah Administrative Rulemaking Act.

Key Points:

1. The amendments include:
   - Amended timeline for notification from local school boards and institutions of higher education to the State Charter School Board regarding new approved schools.
   - Amended criteria for eligible schools to qualify for state start-up and implementation grant.
   - Additional ways for charter schools to spend mentoring funds.
   - Technical changes.
2. This rule continues to be necessary because it provides procedures for authorizing, funding, and a mentoring program that charter schools may choose to participate in.

Anticipated Action:

1. It is proposed that the Charter Schools Committee consider approving R277-470, as amended, on first reading, and if approved by the Committee, the Board consider approving R277-470, as amended, on second reading.
2. It is proposed that the Charter Schools Committee consider approving R277-470 for continuation on first reading, and if approved by the Committee, the Board consider approving R277-470 for continuation on second reading.

Contact: Brenda Hales, 801-538-7515
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R277. Education, Administration.

R277-470. Charter Schools - General Provisions.

R277-470-1. Definitions.

A. “Board” means the Utah State Board of Education.

B. “Chartering entities” means entities that authorize a charter school under Section 53A-1a-501.3(2).

C. “Charter schools” means schools acknowledged as charter schools by chartering entities under Sections 53A-1a-515, 53A-1a-521, and this rule or by the Board under Section 53A-1a-505.

D. “Charter school governing board” means the board designated by the charter school to make decisions for the operation of the school.

[~~H~~]E. “[~~No Child Left Behind (NCLB)~~]ESEA” means the federal law under the Elementary and Secondary Education Act, Title IX, Part A, 20 U.S.C. 7801.

[~~E~~]F. “Expansion” means a proposed[~~ ten percent~~] increase of students or adding grade level(s) in an operating charter school at a single location.

[~~F~~]G. “Mentor,” for purposes of the mentoring program, means an individual with experience as a charter school governing board member, employee, advisor, or a public educator with an area of expertise or demonstrated competence, willing to advise charter schools, approved by the State Charter School Board to participate in the mentoring program.

[~~G~~]H. “Mentoring program,” for purposes of this rule, means the State Charter School Board mentoring program.

I. “Satellite school” means a charter school affiliated with an operating charter school having a common governing board and a similar program of instruction, but located at a different site or in a different geographical area. The parent school and all satellites shall be considered a single local education agency (LEA) for purposes of public school funding and reporting.

J. “State Charter School Board” means the board designated in Section 53A-1a-501.5.

K. “USOE” means the Utah State Office of Education.

L. “Utah Consolidated Application (UCA)” means the web-based grants management tool employed by the Utah State Office of Education by which local education agencies submit plans and budgets for approval of the Utah State Office of Education.

M. “Utah eTranscript and Record Exchange (UTREx)” means a system that allows individual detailed student records to be exchanged electronically between public education local education agencies (LEAs) and the USOE, and allows electronic transcripts to be sent to any post-secondary institution, private or public, in-state or out-of-state, that participates in the e-transcript service.

R277-470-2. Authority and Purpose.

A. This rule is authorized under Utah Constitution Article X, Section 3 which vests general control and supervision over public education in the Board, Section 53A-1a-513 which directs the Board to distribute funds for charter school students directly to the charter school, Section 53A-1-401(3) which allows the Board to adopt rules in accordance with its responsibilities, and 20 U.S.C., Section 8063(3) which directs the Board to submit specific information prior to charter schools’ receipt of federal funds.

B. The purpose of this rule is to [~~establish procedures for authorizing, funding, and monitoring charter schools and for repealing charter school authorizations. The rule also establishes timelines as required by law to provide for adequate training for beginning charter schools.~~]provide directions to charter schools for federal funds and startup and implementation funding. The rule also provides criteria for a charter school mentoring program and additional charter

school-specific directives.

R277-470-3. Maximum Authorized Charter School Students.

A. Local school boards and institutions of higher education may approve charter schools by notifying the State Charter School Board by [~~April~~]October 1 of the [~~calendar~~]state fiscal year [~~two~~]one year[~~s~~] prior to opening of proposed charter schools, including authorized numbers of students and other information as required in Sections 53A-1a-515 and 53A-1a-521.

B. The Board, in consultation with the State Charter School Board and chartering entities, may approve schools, expansions and satellite charter schools for the total number of students authorized under Section 53A-1a-502.5

C. The number of students requested from all chartering entities shall be considered as students are allocated[~~ by the State Charter School Board~~] and approved by the Board.

R277-470-4. Charter Schools and [~~NCLB~~]ESEA Funds.

A. Charter schools that desire to receive [~~NCLB~~]ESEA funds shall comply with the requirements of R277-470-4.

B. To obtain its allocation of [~~NCLB~~]ESEA formula funds, a charter school shall complete all appropriate sections of the Utah Consolidated Application (UCA) and identify its economically disadvantaged students in the October [~~upload of the Data Clearinghouse~~]UTREx submission.

C. If the school does not operate a federal school lunch program, the school:

(1) shall determine the economically disadvantaged status for its students on the basis of criteria no less stringent than those established by the U.S. Department of Agriculture for identifying students who qualify for reduced price lunch for the fiscal year in question; or

(2) may use the Charter School Declaration of Household

Income form provided by the USOE for this purpose.

D. A school which does not use the form shall maintain equivalent documentation in its records, which may be subject to audit.

R277-470-5. Charter School Start-up and Implementation Grants.

A. Charter schools that desire to receive State Charter School Board start-up and implementation grant funds shall comply with the requirements of R277-470-5.

B. To receive a State Charter School Board start-up or implementation grant, a charter school shall be eligible and meet the requirements consistent with Section 53A-1a-507. New schools and satellite schools are eligible; school expansions are not eligible.

C. Eligible charter schools shall complete an application and may be awarded a grant for no more than 36 months.

D. Only schools that have not received state start-up or implementation grant funds in prior years are eligible.

E. Amounts and conditions of distribution of state start-up or implementation grant funds shall be determined annually in conjunction with the State Charter School Board's new charter approval process.

F. Grant funds may only be used for allowable expenditures as provided by the State Charter School Board.

G. Grant recipients shall participate in monitoring activities.

H. Grantee [~~schools~~]recipients shall provide monitoring information to the USOE, as directed.

I. Charter schools shall repay grant funds to the State Charter School Board if recipients change to non-charter status within ten years of receiving grant funds. An exception may be made for schools that convert status due to either federal or state law requirements for academic

purposes.

R277-470-6. Charter School Mentoring Program.

A. Board-approved or existing charter schools may choose to participate in the mentoring program.

B. Charter schools choosing to participate in the mentoring program shall submit an application to the USOE, consistent with USOE timelines.

C. Subject to the availability of funds, participating charter schools shall be eligible for reimbursement of allowable expenditures through the mentoring program if the charter school:

(1) submits an approved reimbursement form; and

(2) submits an approved mentor and program evaluation.

D. Allowable expenditures in the mentoring program include all reasonable expenditures, including:

(1) mileage for mentor to and from home base to participating charter school, consistent with the USOE adopted travel policy;

(2) lodging consistent with the USOE adopted travel policy;

(3) meals consistent with the USOE adopted travel policy;[~~ and~~]

(4) substitute per diem (paid to mentor's employer) of $65 for a full day or $32.50 for a half day, if the mentor has to miss work and a substitute is necessary[~~.~~];

(5) payment for mentors and teacher stipend, or both, consistent with USOE policy; and

(6) supplies and materials used in the training, consistent with USOE policy.

E. A mentor shall submit an application to the State Charter School Board to participate in the mentoring program that identifies areas of expertise and demonstrated competencies.

F. The State Charter School Board shall:

(1) receive an annual program report from the USOE;

(2) evaluate the mentoring program annually;

(3) publish, on its website, information from participating schools regarding mentor evaluations; and

(4) maintain a list of approved mentors.

R277-470-7. Charter School Parental Involvement.

A. Charter schools shall encourage and provide opportunities for parental involvement in management decisions at the school level.

B. Charter schools that elect to receive School LAND Trust funds shall have a committee[~~ consisting of a majority of parents elected from parents of students currently attending the charter school that is designated to make decisions about the School LAND Trust funds~~] consistent with R277-477-3[~~E~~]A.

R277-470-8. Transportation.

A. Charter schools are not eligible for to-and-from school transportation funds.

B. A charter school that provides transportation to students shall comply with Utah law Section 53-8-211.

C. A school district may provide transportation for charter school students on a space-available basis on approved routes.

D. Charter school students and their parents who participate in transportation by the school district as guests shall receive notice of applicable district transportation policies and may forfeit with no recourse the privilege of transportation for violation of the policies.

R277-470-9. Miscellaneous Provisions.

A. The State Charter School Board shall provide a form on

its website for individuals to report threats to health, safety or welfare of students consistent with Section 53A-1a-510(3).

(1) Individuals making reports shall be directed to report suspected criminal activity to local law enforcement and suspected child abuse to local law enforcement or the Division of Child and Family Services consistent with Sections 62A-4a-403 and 53A-11-605(3(a)).

(2) Additionally, individuals may report threats to the health, safety or welfare of students to the charter school governing board.

(a) reports shall be made in writing;

(b) reports shall be timely;

(c) anonymous reports shall not be reviewed further.

(3) Charter school governing boards shall verify that potential criminal activity or suspected child abuse has been reported consistent with state law and this rule.

(4) Charter school governing boards shall act promptly to investigate disciplinary action, if appropriate, against students who may be participants in threatening activities or take appropriate and reasonable action to protect students or both.

B. The Board shall have authority for final approval of all charter schools that receive minimum school program funds. All charter schools shall be subject to accountability standards established by the Board and to monitoring and auditing by the Board.

KEY: education, charter schools

Date of Enactment or Last Substantive Amendment: [~~August 8, 2012~~]2013

Notice of Continuation: [~~October 9, 2008~~]2013

Authorizing, and Implemented or Interpreted Law: Art X, Sec 3; 53A-1a-515; 53A-1a-505; 53A-1a-513; 53A-1-401(3); 53A-1a-

510; 53A-1a-519; 53A-1a-501.5; 53A-1-301; 53A-1a-502.5; 53-8-211; 62A-4a-403; 53A-11-605; 53A-1a-522; 53A-1a-521; 53A-1a-501.3; 53A-1a-513.5

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Martell Menlove, Chief Executive Officer
Lorraine Austin, Board Secretary

MEMORANDUM

TO: Members, Utah State Board of Education

FROM: Martell Menlove, Ph.D.
Chief Executive Officer

DATE: June 7, 2013

ACTION: R277-481 *Charter School Oversight, Monitoring and Appeals*
(Amendment and Continuation)

Background:

1. R277-481 *Charter School Oversight, Monitoring and Appeals* is amended in response to a 2010 legislative audit about charter school oversight and monitoring. The State Charter School Board requested all charter schools be accredited through the State Board of Education's approved accreditation program while it worked on a set of charter school specific performance standards. At its April 2013 meeting, the State Charter School Board finalized its performance standards and as such, sees no continuing need for elementary charter schools to be accredited. New language requiring local school boards and institutions of higher education chartering entities to audit and investigate claims of fraud or misuse of public assets or funds is also added to the rule.
2. In addition to the amendments to R277-481, the rule is recommended for continuation consistent with Board policy for continuation of rules.

Key Points:

1. Accreditation requirements for charter elementary schools are removed from the rule; new language requiring local school boards and institutions of higher education chartering entities to audit and investigate claims of fraud or misuse of public assets or funds is provided, and technical changes are made.
2. This rule continues to be necessary because it provides procedures for oversight and monitoring charter agreements and charter schools for compliance with minimum standards.

Anticipated Action:

1. It is proposed that the Charter Schools Committee consider approving R277-481, as amended, on first reading, and if approved by the Committee, the Board consider approving R277-481, as amended, on second reading.
2. It is proposed that the Charter Schools Committee consider approving R277-481 for continuation on first reading, and if approved by the Committee, the Board consider approving R277-481 for continuation on second reading.

Contact: Brenda Hales, 801-538-7515
Marlies Burns, 801-538-7817

R277. Education, Administration.

R277-481. Charter School Oversight, Monitoring and Appeals.

R277-481-1. Definitions.

A. “Board” means the Utah State Board of Education.

B. “Chartering entities” means entities that authorize a charter school under Section 53A-1a-501.3(2).

C. “Charter schools” means schools acknowledged as charter schools by chartering entities under Sections 53A-1a-515, 53A-1a-521, and this rule or by the Board under Section 53A-1a-505.

D. “Charter school agreement (charter agreement)” means the terms and conditions for the operation of an approved charter school. The charter school agreement shall be maintained at the USOE and is considered the final, official and complete agreement.

E. “Charter school deficiencies” means the following information:

(1) a charter school is not satisfying financial, academic or operational obligations as required in its charter agreement;

(2) a charter school is not providing required documentation after being placed on warning status;

(3) compelling evidence of fraud or misuse of funds by charter school governing board members or employees. Fraud or misuse of funds need not rise to the minimal standard. It may include failure to properly account for funds received at the school; failure to follow regularly established accounting and receipting practices or failure to provide data, financial records or information as requested by the State Charter School Board or the Board.

F. “Charter school governing board” means the board designated by the charter school to make decisions for the operation of the school.

[~~G. “Northwest” means the Northwest Accreditation~~

~~Commission, the regional accrediting association of which Utah is a member.~~]

[~~H~~]G. “Probation” means a formal process and time period during which a school is permitted to demonstrate its full compliance with its charter agreement and all applicable laws, rules and regulations.

[~~I~~]H. “State Charter School Board” means the board designated in Section 53A-1a-501.5.

[~~J~~]I. “Superintendent” means the State Superintendent of Public Instruction as designated under Section 53A-1-301.

[~~K~~]J. “USOE” means the Utah State Office of Education.

[~~L~~]K. “Warning status” means an informal status in which a school is placed through written notification from the USOE for the school’s failure to maintain compliance with its charter agreement, applicable laws, rules or regulations.

R277-481-2. Authority and Purpose.

A. This rule is authorized under Utah Constitution Article X, Section 3 which vests general control and supervision over public education in the Board, Section 53A-1-401(3) which allows the Board to adopt rules in accordance with its responsibilities, and 20 U.S.C., Section 8063(3) which directs the Board to submit specific information prior to charter schools’ receipt of federal funds.

B. The purpose of this rule is to establish procedures for oversight and monitoring charter agreements and charter schools for compliance with minimum standards. The rule also provides appeals criteria and a process for schools found out of compliance with [~~State Charter School Board~~]chartering entity findings.

R277-481-3. State Charter School Board Oversight, Minimum Standards, and Consequences.

A. The State Charter School Board shall provide direct

oversight to the[~~ state's Board~~] charter[~~ed~~] schools for which it is the chartering entity, including requiring all charter schools to:

(1) comply with their charter agreements containing clear and meaningful expectations for measuring charter school quality.

[~~(2) be members of and fully accredited by the Northwest Accreditation Commission by the end of its fourth year of operation;~~]

([~~3~~]2) annually review charter agreements, as maintained by the USOE;

([~~4~~]3) regularly review other matters specific to effective charter school operations[~~ as recommended by the USOE staff~~], including a comprehensive review of governing board performance at least once every five years; and

([~~5~~]4) audit and investigate claims of fraud or misuse of public assets or funds.

B. All charter schools authorized by the State Charter School Board shall also meet the following minimum standards:

(1) charter schools shall have no unresolved material findings, financial condition findings or repeat significant findings in the school's independent financial audit, federal single audit or USOE audits;

(2) charter schools shall maintain a minimum of 30 days cash on hand or the cash or other reserve amount required in bond covenants, whichever is greater;

(3) charter schools shall have no violations of federal or state law or regulation, Board rules or Board directives;

(4) charter schools shall have all teachers properly licensed and endorsed for teaching assignments in CACTUS; and

(5) charter school governing boards shall ensure all employees and board members have criminal background checks on file.

C. Warning status

(1) A charter school that fails to meet any of the minimum standards or a significant number of [~~the guidance provisions found in the Utah Charter School Best Practice Guidelines~~]performance standards may be placed on warning status and notified in writing by the USOE.

(2) While a school is on warning status, the school may seek technical assistance from the USOE staff to remedy any deficiencies.

D. Probation status

(1) If any minimum standard or a significant number of [~~the guidance provisions~~]performance standards has not been met by an assigned date following designation of warning status,[~~ as evidenced by a second report identifying the same problem(s),~~] the State Charter School Board shall notify the school in writing of the specific minimum standard(s) the school did not meet.

(2) Based on the State Charter School Board's review of the charter school's noncompliance, progress and response to technical assistance, the State Charter School Board may place the school on probation for up to one calendar year following the designation of warning status.

(3) Upon placing a school on probation, the State Charter School Board shall set forth a written plan outlining those provisions in the charter agreement, applicable laws, rules and regulations with which the school is not in full compliance. This written plan shall set forth the terms and conditions and the timeline that the school shall follow in order to be removed from probation.

(4) If the school complies with the written plan in a timely manner, the State Charter School Board shall remove the school from probation.

(5) While a school is on probation, it shall be required to satisfy certain requirements and conditions set forth by the State Charter School Board. If the school fails to

satisfy specific requirements and conditions by a date established by the State Charter School Board, the State Charter School Board may terminate the school's charter.

(6) While a school is on probation, the school may seek technical assistance from the USOE staff to remedy any deficiencies.

(7) The State Charter School Board may, for good cause, or if the health, safety, or welfare of the students at the school is threatened at any time during the probationary period, terminate the charter immediately.

R277-481-4. Charter School Governing Board Compliance with Law.

A. The Board may review or terminate the charter based upon factors that may include:

(1) failure to meet measures of charter school quality which includes adherence to a charter agreement required and monitored by [~~the State Charter School Board~~]chartering entities; or

(2) charter school deficiencies; or

(3) failure of the charter school to comply with federal or state law or regulation, Board rules or Board directives.

B. If a charter school's charter conflicts with applicable federal or state law or rule, the charter shall be interpreted to require compliance with such law or rule; all other provisions of the school's charter shall remain in full force and effect.

C. A charter school shall notify the Board and the chartering entity of any and all lawsuits filed against the charter school within 30 days of the filing of the lawsuit.

R277-481-5. Chartering Entity Oversight and Monitoring.

A. Local school board and institutions of higher education chartering entities shall:

(1) visit a charter school at least once during its first year of operation in order to ensure adherence to and implementation of approved charter and to finalize a review process;

(2) visit a charter school as determined in the review process;[~~ and~~]

(3) provide written reports to a charter school after the visits that set forth strengths, deficiencies, corrective actions, timelines and the reason for charter termination, if applicable[~~.~~]; and

(4) audit and investigate claims of fraud or misuse of public assets or funds.

B. Chartering entities shall notify the Board within 20 days of charter school deficiencies that initiate corrective action by chartering entities.

R277-481-6. Charter School Financial Practices and Training.

A. Charter school business administrators shall attend USOE required business meetings for charter schools.

B. Charter school governing board members and school administrators shall be invited to all [~~applicable~~]appropriate Board-sponsored training, meetings, and sessions for traditional school district financial personnel.

C. The Board shall work with other education agencies to encourage their inclusion of charter school representatives at training and professional development sessions.

D. A charter school shall appoint a business administrator consistent with Sections 53A-3-302 and 303. The business administrator shall be responsible for the submission of all financial and statistical information required by the Board.

E. The Board may interrupt disbursements to charter schools for failure to comply with financial and statistical information required by law or Board rules.

F. Charter schools shall comply with the Utah State Procurement Code, Title 63G, Chapter 6.

G. Charter schools are not eligible for necessarily existent small schools funding under Section 53A-17a-109(2) and R277-445.

R277-481-7. Remedying Charter School Financial Deficiencies.

A. Upon receiving credible information of charter school deficiencies, the [~~State Charter School Board~~]chartering entity shall immediately direct an independent review or audit through the charter school governing board[~~, by State Charter School Board staff, or by an independent auditor hired by the State Charter School Board.~~]

B. The [~~State Charter School Board~~]chartering entity or the Board through the [~~State Charter School Board~~]chartering entity may direct a charter school governing board or the charter school administration to take reasonable action to protect state or federal funds consistent with Section 53A-1a-510.

C. The [~~State Charter School Board~~]chartering entity or the Board may:

(1) allow a charter school governing board to hold a hearing to determine financial responsibility and assist the charter school governing board with the hearing process;

(2) immediately terminate the flow of state funds;

(3) recommend cessation of federal funding to the school;

(4) take immediate or subsequent corrective action with employees who are responsible for charter school deficiencies consistent with Section 53A-1a-509; or

(5) any combination of the foregoing (1), (2), (3) and (4).

D. The recommendation by the [~~State Charter School Board~~]chartering entity shall be made within 20 school days of receipt of complaint of deficiency(ies).

E. The [~~State Charter School Board~~]chartering entity may exercise flexibility for good cause in making recommendation(s) regarding deficiency(ies).

F. The Board shall consider and affirm or modify the [~~State Charter School Board's~~]chartering entity's recommendation(s) for remedying a charter school's deficiency(ies) within 60 days of receipt of information from the [~~State Charter School Board~~]chartering entity.

G. In addition to remedies provided for in Section 53A-1a-509, the [~~State Charter School Board~~]chartering entity may provide for a remediation team to work with the school.

R277-481-8. Appeals Criteria and Procedures.

A. Only an operating charter school, a charter school that has been recommended for approval[~~ by the State Charter School Board~~] to the Board, or a charter school applicant that has met State Charter School Board requirements for review by the full State Charter School Board, may appeal [~~State Charter School Board~~]chartering entity administrative decisions or recommendations to the Board.

B. The following [~~State Charter School Board~~]chartering entity administrative decisions may be appealed to the Board:

(1) termination of a charter;

(2) denial of proposed amendments to charter agreement;

(3) denial or withholding of funds from charter school governing boards; and

(4) denial of a charter.

C. Appeals procedures and timelines

(1) The [~~State Charter School Board~~]chartering entity shall, upon taking any of the administrative actions:

(a) provide written notice of denial to the charter school or approved charter school;

(b) provide written notice of appeal rights and timelines to the charter school governing board chair or authorized

agent; and

(c) post information about the appeals process on [~~the USOE~~]its website and provide training to charter school governing board members and authorized agents regarding the appeals procedure.

(2) A charter school governing board chair or authorized agent (appellant) may submit a written appeal to the State Superintendent within 14 calendar days of the [~~State Charter School Board~~]chartering entity administrative action.

(3) The Superintendent shall, in consultation with Board Leadership, review the written appeal and determine if the appeal addresses an administrative decision by a chartering entity. If the Superintendent and Board Leadership determine that the appeal is appropriate, Board Leadership shall designate three to five Board members and a hearing officer, who is not a Board member, to act as an objective hearing panel.

(4) The hearing officer, in consultation with the Superintendent, shall set a hearing date and provide notice to all parties, including the [~~State Charter School Board~~]chartering entity and staff.

(5) The Hearing shall be held no more than 45 days following receipt of the written appeal.

(6) The hearing officer shall establish procedures that provide fairness for all parties, which may include:

(a) a request for parties to provide a written explanation of the appeal and related information and evidence;

(b) a determination of time limits and scope of testimony and witnesses;

(c) a determination for recording the hearing;

(d) preliminary decisions about evidence; and

(e) decisions about representation of parties.

(7) The hearing panel shall make written findings and

provide an appeal recommendation to the Board no more than 10 calendar days following the hearing.

(8) The Board shall take action on the hearing report findings at the next regularly scheduled Board meeting.

(9) The recommendation of the [~~State Charter School Board~~]chartering entity shall be in place pending the conclusion of the appeals process, unless the Superintendent in his sole discretion, determines that the [~~State Charter School Board'~~C]chartering entity's recommendation or failure to act presents a serious threat to students or an imminent threat to public property or resources.

(10) All parties shall work to schedule and conclude hearings as fairly and expeditiously as possible.

(11) The Board's acceptance or rejection of the hearing report is the final administrative action on the issue.

KEY: charter schools, oversight, monitoring, appeals

Date of Enactment or Last Substantive Amendment: [~~January 10, 2012~~]2013

Notice of Continuation: 2013

Authorizing, and Implemented or Interpreted Law: Art X Sec 3; 53A-1-401(3); 53A-1a-501.3; 53A-1a-515; 53A-1a-521; 53A-1a-505; 53A-1a-501.5; 53A-1a-510; 53A-1a-509; 53A-1-301; 53A-3-302; 53A-3-303; 53A-17a-109

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Martell Menlove, Chief Executive Officer
Lorraine Austin, Board Secretary

MEMORANDUM

TO: Members, Utah State Board of Education

FROM: Martell Menlove, Ph.D.
Chief Executive Officer

DATE: June 7, 2013

ACTION: R277-482 *Charter School Timelines and Approval Processes* (Amendment and Continuation)

Background:

1. R277-*482 Charter School Timelines and Approval Processes* is amended to provide minor changes to the current timeline for approval of new charter schools and school expansions to ensure USOE can meet its student projection obligation to the Common Data Committee and provides technical changes.
2. In addition to the amendments to R277-482, the rule is recommended for continuation consistent with Board policy for continuation of rules.

Key Points:

1. The amended rule includes the following new requirements:
   - New charter schools be approved by July 1, one fiscal year prior to the fiscal year new schools intend to serve students in order to be eligible for state funding.
   - Schools with major renovation of facilities must begin construction no later than January 1 the year the school is scheduled to open.
   - Schools with minimal renovation shall enter into written agreements no later than May 1 the year the school is scheduled to open; require schools expanding enrollment that need major renovation to be approved before October 1 one fiscal year prior to the fiscal year it will expand.
   - Schools with expanding enrollment that do not need major renovation to be approved before May 1 one fiscal year prior to the fiscal year it will expand.
   - Satellite schools to be approved by July, one fiscal year prior to the fiscal year schools intend to serve students, in order to be eligible for state funds.
2. This rule continues to be necessary because it provides procedures for timelines and approval processes for charter schools.

Anticipated Action:

1. It is proposed that the Charter Schools Committee consider approving R277-482, as amended, on first reading, and if approved by the Committee, the Board consider approving the rule on second reading.
2. It is proposed that the Charter Schools Committee consider approving R277-482 for continuation on first reading, and if approved by the Committee, the Board consider continuing the rule on second reading.

Contact: Brenda Hales, 801-538-7515
Marlies Burns, 801-538-7817

R277. Education, Administration.

R277-482. Charter School Timelines and Approval Processes.

R277-482-1. Definitions.

A. “Amendment,” for purposes of this rule, means a change or addition to the charter agreement.

B. “Board” means the Utah State Board of Education.

C. “Chartering entities” means entities that authorize a charter school under Section 53A-1a-501.3(2).

D. “Charter schools” means schools acknowledged as charter schools by chartering entities under Sections 53A-1a-515, 53A-1a-521, and this rule or by the Board under Section 53A-1a-505.

E. “Charter school agreement (charter agreement)” means the terms and conditions for the operation of an approved charter school. The charter school agreement shall be maintained at the USOE and is considered the final, official and complete agreement.

F. “Charter school application” means the official chartering document by which a prospective charter school seeks recognition and funding under Section 53A-1a-505. The application includes the basic elements of the charter to be established between the charter school and the chartering board.

G. “Charter school governing board” means the board designated by the charter school to make decisions for the operation of the school.

H. “Expansion” means a proposed[~~ ten percent~~] increase of students or adding grade level(s) in an operating charter school at a single location.

[~~I. “No Child Left Behind (NCLB)” means the federal law under the Elementary and Secondary Education Act, Title IX, Part A, 20 U.S.C. 7801.~~]

[~~J~~]H. “Satellite school” means a charter school affiliated with an operating charter school having a common

governing board and a similar program of instruction, but located at a different site[~~ or in a different geographical area~~]. The parent school and all satellites shall be considered a single local education agency (LEA) for purposes of public school funding and reporting.

[~~K~~]I. “State Charter School Board” means the board designated in Section 53A-1a-501.5.

[~~L~~]J. “USOE” means the Utah State Office of Education.

R277-482-2. Authority and Purpose.

A. This rule is authorized under Utah Constitution Article X, Section 3 which vests general control and supervision over public education in the Board, Section 53A-1a-513 which directs the Board to distribute funds for charter school students directly to the charter school, Section 53A-1-401(3) which allows the Board to adopt rules in accordance with its responsibilities, and 20 U.S.C., Section 8063(3) which directs the Board to submit specific information prior to charter schools’ receipt of federal funds.

B. The purpose of this rule is to establish procedures for timelines and approval processes for charter schools.

R277-482-3. State Charter School Board Application and Training.

A. All charter school applicants shall attend pre-application and planning year training sessions, as well as other training sessions designated by the State Charter School Board.

B. Pre-application training sessions shall be scheduled four times annually and may be available electronically, as determined by the State Charter School Board.

C. Charter schools and applicants that attend training sessions [~~shall~~]may be eligible for additional funds, upon approval, in an amount to be determined by the State Charter

School Board provided through federal charter school funds or a General Fund appropriation to the extent of funds available. Charter school applicants that attend training sessions may receive priority for approval from the State Charter School Board and the Board.

D. Training sessions shall provide information including:

(1) charter school implementation requirements;

(2) charter school statutory and Board requirements;

(3) charter school financial and data management requirements;

(4) charter school legal requirements;

(5) federal requirements for charter school funding; and

(6) other items as determined by the State Charter School Board.

R277-482-4. New or Expanding Charter School Notification to Prospective Students and Parents.

A. All new or expanding charter schools shall have available on its website and notify all families consistent with the schools' outreach plans described in the charter agreements of:

(1) the school's approved charter, purpose, focus and governance structure, including names, qualifications, and contact information of all governing board members;

(2) the number of new students that will be admitted into the school by grade;

(3) the proposed school calendar for the charter school, including at a minimum the first and last days of school, scheduled holidays, scheduled professional development days (no student attendance), and other scheduled non-school days;

(4) the charter school's timelines for acceptance of new students consistent with Section 53A-1a-506.5;

(5) the requirement and availability of a

[~~State-approved~~] charter school student application;

(6) procedures for transferring to or from a charter school, together with applicable timelines; and

(7) provisions for payment, if required, of a one-time fee per secondary school enrollment, not to exceed $5.00, consistent with Section 53A-12-103.

B. New or expanding charter schools shall provide written notice of the information in R277-482-4A consistent with the school’s outreach plan and on the school’s website at least 180 days before the proposed opening day of school.

C. New or expanding charter schools shall have an operative and readily accessible electronic website providing information required under R277-482-4A in place. The completed charter school website shall be provided to the State Charter School Board for review at least 210 days prior to the proposed opening day of school and prior to posting the websites publicly.

D. The State Charter School Board and the Board shall, in the recommendation and approval process, consider and may give priority to charter school applications that target underserved student populations, or provide an innovative educational program, service, or setting as determined by the State Charter School Board, among traditional public schools and operating charter schools.

(1) Underserved student populations may include economically disadvantaged students, students with disabilities, English language learners, children of refugee families, or students in remote areas of the state who have limited access to the full range of academic courses;

(2) Innovative educational opportunities shall be described on the State Charter School Board’s website;

(3) Priority may also be given to charter school applicants for proposed schools that do not have other charter schools within the school district; and

(4) To be given priority, the charter school application and proposed employee and site information shall support the school's designated focus.

E. The Board or [~~State Charter School Board~~]chartering entity may request documentation of underserved student criteria that schools designate and for which they request a preference.

F. The Board shall have authority for final approval of all charter schools.

R277-482-5. Timelines - Charter School Starting Date and Facilities.

A. [~~The State Charter School Board~~]Chartering entities shall accept a proposed starting date from a charter school applicant, or the [~~State Charter School Board~~]chartering entity shall negotiate and recommend a starting date prior to recommending final charter approval to the Board.

B. Only charter schools approved [~~within the state~~]as new charter schools by July 1, one fiscal year[~~ two years~~] prior to the state fiscal year [~~it~~]they intend[~~s~~] to serve students shall be eligible for state funds.

C. A [~~state-chartered~~]State Charter School Board authorized school shall [~~acquire a facility and enter into a written agreement, or~~]begin construction on a new or existing facility requiring major renovation, such as requiring a project number consistent with R277-471, no later than January 1 of the year the school is scheduled to open.

[~~E~~]D. A [~~state-chartered~~]State Charter School Board authorized school that intends to [~~lease~~]occupy a facility requiring only minimal renovation, such as renovation not requiring a project number according to R277-471, shall enter into a written agreement no later than May 1 of the calendar year the school is scheduled to open.

[~~D~~]E. Each charter school shall submit any lease, lease-

purchase agreement, or other contract or agreement relating to the charter school's facilities or financing the charter school facilities to its chartering entity for review and advice prior to the charter school entering into the lease, agreement, or contract, consistent with Section 53A-1a-507(9).

F. If students are not enrolled and attending classes by October 1, a charter school shall not receive funding from the state for that school year.

G. Despite a charter school meeting starting dates, a charter school shall be required to satisfy R277-419 requirements of 180 days and 990 hours of instruction time, unless otherwise exempted by the Board under Section 53A-1a-511.

H. The Board may, following review of information, approve the recommended starting date or determine a different charter school starting date after giving consideration to the [~~State Charter School Board~~]chartering entity's recommendation.

R277-482-6. Procedures and Timelines to Change Chartering Entities.

A. A charter school may change chartering entities.

B. A charter school shall submit an application provided by the new chartering entity to the Board to request a new chartering entity at least three months prior to the proposed change.

C. The application may require some or all of the following, as determined by the new chartering entity:

(1) current board members and founding members;

(2) financial records, including most recent annual financial report (AFR), annual project report (APR) and audited financial statement;

(3) test scores, including [~~U-PASS, Adequate Yearly Progress, and status under No Child Left Behind~~]all state

required assessments;

(4) current employees: identifying assignments and licensing status, if applicable;

(5) school calendar for previous school year and prospective school year;

(6) course offerings, if applicable;

(7) affidavits, signed by all board members providing or certifying (documentation may be required):

(a) the school's nondiscrimination toward students and employees;

(b) the school's compliance with all state and federal laws and regulations;

(c) that all information on application provided is complete and accurate;

(d) that school meets/complies with all health and safety codes/laws;

(e) that the school is current with all required policies (personnel, salaries, and fees), including board minutes for the most recent three months;

(f) that the school is operating consistent with the school's charter;

(g) that there are no outstanding lawsuits or judgments or identifying outstanding lawsuits filed or judgments against the school;

D. A charter school seeking to change chartering entities shall submit a position statement from the current chartering entity about school status, compliance with the chartering entity requirements and any unresolved concerns to the proposed new chartering entity.

E. An application for changing a chartering entity shall be reviewed for acceptance by the new chartering entity within 60 days of submission of complete application, including all required documentation.

F. The Board shall consider an application to change

chartering entities to the State Charter School Board within 60 days of State Charter School Board approval, or next possible monthly Board meeting, whichever is sooner.

G. Final approval or denial of changing chartering entities to the State Charter School Board is final administrative action by the Board.

R277-482-7. Approved Charter School Expansion.

A. The following shall apply to requests for expansion from approved and operating charter schools:

(1) The school satisfies all requirements of federal and state law, regulations, Board rule and charter agreement.

(2) The approved charter agreement shall provide for an expansion consistent with the request; or

(3) The charter school governing board has submitted a formal amendment request to the [~~State Charter School Board [that provides documentation that:~~]chartering entity consistent with the chartering entity's requirements.

[~~(a) the school district in which the charter school is located has been notified of the proposed expansion and location of the school in the same manner as required in Section 53A-1a-505(1);~~

~~(b) the school can accommodate the expansion within existing facilities or that necessary structures will be completed, meeting all requirements of law and Board rule, by the proposed date of operation;~~

~~(c) the securing of the building site shall be verified by a real estate closing document, signed lease agreement, or other contract indicating a right of occupancy pursuant to R277-482-5C;~~

~~(d) failure to secure a site by the required date may, at the discretion of the State Charter School Board, delay the expansion for at least one school year;~~

~~(e) written certification that no later than 15 days~~

~~after securing a building site, the charter school governing board shall notify the State Charter School board and school district of the specific school location;~~

~~(f) students at the school are performing on standardized assessments at or above the standard in the charter agreement; and~~

~~(g) adequate qualified administrators and staff shall be available to meet the needs of the increased number of students at the time the expansion is implemented.~~]

[~~B. If an expansion request requires a new facility, the request shall be submitted to the State Charter School Board before April 1 of the state fiscal year two state fiscal years prior to the date the school intends to expand.~~

~~C. If the expansion request does not require a new facility, the request shall be made before April 1 of the state fiscal year one state fiscal year prior to the intended expansion date.~~]

B. If the chartering entity approves a charter school expansion:

(1) requiring a construction project number under R277-471, the expansion shall be approved before October 1 of the state fiscal year prior to the school's intended expansion date.

(2) that does not require a construction project number under R277-471, the charter school shall be approved before May 1 of the state fiscal year prior to the school's intended expansion.

[~~D~~]C. If the expansion request is for an increase in enrollment capacity in the amount of 0.25 times or less, the number of students in grades 9 through 12 enrolled in an online course in the previous school year through the Statewide Online Education Program, the request shall be submitted to the Board by October 1 of the school year for which the increase is requested.

[~~E~~]D. Requests under R277-482-7[~~D~~]C are subject to the availability of sufficient funds appropriated under Section 53A-1a-513 to provide the full amount of the per student allocation for each charter school student in the state to supplement school district property tax revenues.

[~~D~~]E. Expansion requests shall be considered by the State Charter School Board as part of the total number of charter school students allowed under Section 53A-1a-502.5(1).

R277-482-8. Satellite School for Approved Charter Schools.

A. An existing charter school may submit an amendment request to the [~~State Charter School Board~~]chartering entity for a satellite school[~~ no later than April 1 of the state fiscal year two state fiscal years prior to the date of the proposed implementation of the satellite~~] if the charter school fully satisfies the following:

(1) The school currently satisfies all requirements of state law and Board rule;

(2) The school has operated successfully for at least three years meeting the terms of its charter agreement;

(3) Students at the school are performing on standardized assessments at or above the standard in the charter agreement;

(4) The proposed satellite school will provide educational services, assessment, and curriculum consistent with the services, assessment, and curriculum currently being offered at the existing charter school;

(5) Adequate qualified administrators, including at least one onsite administrator, and staff are available to meet the needs of the proposed student population at the satellite school;

(6) The school provides any additional information or documentation requested by the [~~State Charter School Board~~]chartering entity or the Board.

(7) A satellite school that receives School LAND Trust funds shall have a School LAND Trust committee and satisfy all requirements for School LAND Trust committees consistent with R277-477.

[~~B. The satellite school amendment request shall include the following:~~

~~(1) Written certification from the charter school governing board that the charter school currently satisfies all requirements of federal and state law, Board rule and charter agreement;~~

~~(2) A detailed explanation of the governance structure for the satellite school, including appointed or elected representation on the governing board;~~

~~(3) Information detailing the grades to be served, the number of students to be served and general information regarding the physical facilities anticipated to serve the school;~~

~~(4) A detailed financial plan for the satellite school;~~

~~(5) A signed acknowledgment by the charter school governing board certifying board members' understanding that a physical site for the building must be secured no later than January 1 of the year the satellite school is scheduled to open;~~

~~(a) the securing of the building site must be verified by a real estate closing document, signed lease agreement, or other contract indicating a right of occupancy pursuant to R277-482-5C;~~

~~(b) failure to secure a site by the required date may, at the discretion of the State Charter School Board, delay the opening of the satellite school for at least one academic year.~~

~~(6) Notification to both the school district in which the charter school is located and the school district of the proposed satellite school location in the same manner as~~

~~required in Section 53A-1a-505(1);~~

~~(7) Written certification that no later than 15 days after securing a building site, the charter school governing board shall notify the school district in which the satellite school is located of the school location, grades served, and anticipated enrollment by grade with a copy of the notification sent to the State Charter School Board; and~~

~~(8) A signed acknowledgment by the charter school governing board that the board understands the satellite school shall be held to its own charter agreement, including academic and operational performance.~~]

B. Only a satellite school approved by July 1 of the state fiscal year prior to the year the school intends to serve students shall be eligible for state funds.

C. The approval of the satellite school by the [~~State Charter School Board~~]chartering entity requires ratification by the State Board of Education and will expire 24 months following such ratification if a building site has not been secured for the satellite school.

KEY: training, timelines, expansion, satellite

Date of Enactment or Last Substantive Amendment: [~~August 8, 2012~~]2013

Notice of Continuation: 2013

Authorizing, and Implemented or Interpreted Law: Art X Sec 3; 53A-1a-513; 53A-1-401(3); 53A-1a-502.5

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Lorraine Austin, Board Secretary

MEMORANDUM

TO: Members, Utah State Board of Education

FROM: Martell Menlove, Ph.D.
Chief Executive Officer

DATE: June 7, 2013

ACTION: Charter Agreement Amendments

Background:
In the February 2013 State Board of Education meeting, a revised chart detailing USBE responsibilities for changes to charters, and State Charter School Board responsibilities was discussed. No formal action was deemed necessary. In the last board meeting, members expressed a desire to revisit the chart. A chart with proposed responsibilities will be discussed with the Charter Schools Committee.

Key Points:
The Utah Constitution grants general control and supervision of the public education system to the State Board of Education. In the Utah Charter School's Act, the State Board of Education is also granted specific responsibility to approve increases in charter school enrollment capacity, approve revolving loans, and approve new school applications. The balance of the Act directs chartering entities (i.e., State Charter School Board, local boards of education, or institutions of higher education) in their responsibilities.

In 1998, Utah's Charter Schools Act was enacted by the Legislature and in 2004 the State Charter School Board was created as a chartering entity. State law (U.C.A. 53A-1a-505) states that after approval of a charter school application, the applicant and the State Charter School Board shall set forth the terms and conditions for the operation of the charter school in a written contractual agreement. The agreement is the school's charter. Modifications to this charter can be made by mutual agreement of the two parties (U.C.A. 53A-1a-508).

Anticipated Action:
The Charter Schools Committee will consider approving the charter schools responsibility chart. If approved by the Committee, the Board will consider the charter schools responsibility chart.

Contact: Brenda Hales, Deputy Superintendent, 801-538-7515
Marlies Burns, Director of Charter Schools, 801-538-7817

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Charter Amendment Guidelines

June 2013

Full State Board of Education approval:

- Waiver from Board rule
- Prioritization of ongoing budget requests
- Adopt Rules governing charter school activities
- New charter schools, satellite schools, and expansions of student enrollment
- Revolving loan approval

PROCESS: Requires change in contract with State Charter School Board (i.e., amendment paperwork), recommendation from Charter Schools Committee, and approval from State Board of Education.

Full State Charter School Board approval:

- Change in educational program or methods of instruction
- Goals by which the school's governing board is held accountable
- Change in number of school governing board members or selection method
- Postponement of school opening year
- Matriculation agreements

PROCESS: Requires change in contract with State Charter School Board (i.e., amendment paperwork), including a presentation/discussion in open meeting about the request, and approval from State Charter School Board.

Administrative approval as granted by State Charter School Board:

- Alignment of charter with existing board rule
- Change name of school
- Decreasing grades or enrollment served
- Recommending charter school audits to be completed by USOE auditor
- Recommending charter risk-based monitoring to be completed by charter school staff
- Adding grades served or acceleration of approved growth model with no additional students

PROCESS: Requires change in contract with State Charter School Board (i.e., administrative change paperwork), approved by Charter Director and Deputy Superintendent.

DRAFT

Full State Board of Education approval:

- Waiver from Board rule
- Prioritization of ongoing budget requests
- New charter schools, satellite schools, and expansions of student enrollment
- Moving to another school district / municipality
- Revolving loan approval

PROCESS: Requires change in contract with State Charter School Board (i.e., amendment paperwork), recommendation from Charter Schools Committee, and approval from State Board of Education.

USBE Consent Calendar:

- Approval of School LAND Trust proposals
- Re-chartering to/from State Charter School Board and another chartering entity

PROCESS: Requires change in contract with State Charter School Board (i.e., amendment paperwork) and approval from State Board of Education.

Full State Charter School Board approval:

- Change in educational program or methods of instruction
- Goals by which the school's governing board is held accountable
- Change in number of school governing board members or selection method
- Postponement of school opening year

PROCESS: Requires change in contract with State Charter School Board (i.e., amendment paperwork), including a presentation/discussion in open meeting about the request.

SCSB Consent Calendar:

- State Charter School Board meeting schedule
- Matriculation agreements

PROCESS: Requires change in contract with State Charter School Board (i.e., consent calendar paperwork), but no presentation/discussion in open meeting.

Administrative approval:

- Alignment of charter with existing board rule
- Non-substantive changes to grant or charter applications
- Timeline for submission of applications, amendment requests, etc.
- Non-substantive changes to checklists, rubrics, etc.
- Change name of school
- Decreasing grades or enrollment served
- Calling for charter school audits to be completed by USOE auditor
- Calling for charter risk-based monitoring to be completed by charter school staff
- Adding grades served or acceleration of approved growth model with no additional students

PROCESS: Requires change in contract with State Charter School Board (i.e., administrative change paperwork), approved by Charter Director and Deputy Superintendent.

USDB COMMITTEE
2nd Floor North Conference Room 241

DISCUSSION: USDB Superintendent Search Review	Tab 5-J
DISCUSSION: USDB Business Administrator Position	Tab 5-K
DISCUSSION: USDB Memorandums of Agreements	Tab 5-L

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Martell Menlove, Chief Executive Officer
Lorraine Austin, Board Secretary

MEMORANDUM

TO: Members, Utah State Board of Education

FROM: Martell Menlove, Ph.D.
Chief Executive Officer

DATE: June 7, 2013

ACTION: USDB Superintendent Search

Background:
R277-800 addresses the appointment and employment of the USDB superintendent. The Board is currently in the process of hiring a new superintendent.

Key Points:
Initial interviews have been conducted, and three candidates have been selected to be interviewed by the State Board of Board of Education on June 6. Is anticipated the Board will appoint a USDB Superintendent in its meeting on June 7.

Anticipated Action:
The USDB Committee will review the USDB superintendent selection process.

Contact: Martell Menlove, Superintendent, 801-538-7510
Dave Rodemack, HR Director, 801-538-7652

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Martell Menlove, Chief Executive Officer
Lorraine Austin, Board Secretary

MEMORANDUM

TO: Members, Utah State Board of Education

FROM: Martell Menlove, Ph.D.
Chief Executive Officer

DATE: June 7, 2013

DISCUSSION: Utah Schools for the Deaf and the Blind (USDB) Business Administrator Position

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Background:
One of the initial tasks for the new USDB Superintendent will be hiring a new USDB Business Administrator. This process has begun but will not be completed until the new Superintendent is appointed.

Key Points:
If the USDB Committee has input, questions, or concerns with this process or specific questions concerning the job announcement this will be an opportunity for input and discussion.

Anticipated Action:
None

Contact: Glenna Gallo, 801-538-7757
David Rodemack, 801-538-7652

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Martell Menlove, Chief Executive Officer
Lorraine Austin, Board Secretary

MEMORANDUM

TO: Members, Utah State Board of Education

FROM: Martell Menlove, Ph.D.
Chief Executive Officer

DATE: June 7, 2013

DISCUSSION: USDB Memorandums of Agreement (MOUs)

Background:
There have been some concerns raised with certain MOUs between USDB and other entities. These MOUs allow for USDB students to receive services from an entity other than USDB. The funding that that would go for additional staff, supplies, indirect services, etc. goes to the providing entity as described and outlined in the MOU.

Key Points:
This is an opportunity for members of the USDB Committee to better understand these MOUs with the anticipation that MOUs may be different or discontinued in the future.

Anticipated Action:
None

Contact: Glenna Gallo, 801-538-7757

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Martell Menlove, Chief Executive Officer
Lorraine Austin, Board Secretary

MEMORANDUM

TO: Members, Utah State Board of Education

FROM: Martell Menlove, Ph.D.
Chief Executive Officer

DATE: June 7, 2013

DISCUSSION/ACTION: Request from Utah Media Partners

Background:
We have been approached by Utah Media Partners concerning a joint effort to provide Utah's seniors in high school a publication entitled, *Utah Business NEXT, Your Life After High School*. Utah Media Partners publishes multiple magazines for governmental entities in Utah. They are seeking the assistance of the State Board in using the State Board logo and assistance from the State Office in the distribution of the magazine.

Key Points:
1. There is no cost involved. The cost of publication is covered by advertising.
2. We will have some control over content. The goal of the magazine is to ensure college and career readiness of Utah seniors in high school.
3. Articles include features on Utah colleges and universities, military careers, scholarships, hot career paths, etc.

Anticipated Action:
The Committee will hear a presentation by Utah Media Partners and have time to ask questions and seek clarification. If the Committee agrees to partner, they may establish parameters of the partnership and make such a recommendation to the full Board for action.

Contact: Martell Menlove, 801-538-7510

250 East 500 South P.O. Box 144200 Salt Lake City, UT 84114-4200 Voice: (801) 538-7517 Fax: (801) 538-7768

Next

A how-to guide for life after high school, focusing on higher education and career choices.

Will include four main sections:

1. Preparing for higher education
2. Financing your education
3. Starting college
4. Finding a career

Preparing for higher education

College countdown:

- A month-by-month look at what tasks juniors/seniors should be doing to prepare for college.

How to articles:

- How to study for the ACT/SAT.
- How to write an effective college entry essay.
- How to fill out a college application.
- How to make the most out of a campus visit.

Selecting the school that's right for you:

What's the difference between the following schools:

- Career/tech centers
- Two-year schools
- Four-year schools
- Graduate programs
- State schools
- Private schools
- Online-only schools

Student Q&A

- College students talk about their college experience so far.

Military Service:

- Is military service right for you? Highlight educational opportunities available through the military?)

Financing Your Education:

- How to get a scholarship and grants
- What you need to know about financial aid.
- What type of student loans are available/best for you? Will emphasize responsible student loan behavior.

- Tips to save money while in high school and during higher education.
- A look at the Utah Educational Savings Plan.

Starting College:

- How to choose a major, describing majors and what jobs they lead to.
- Which classes are best to take first?
- Is a tablet or laptop better for your needs?
- A description of study abroad programs.
- Working while in college. Should you work part time, full time?
- How to get an internship/apprenticeship. Why internships are important.
- The pros and cons of various housing options
    - Dorms, on-campus apartments, living off campus, Greek housing, living with parents.
- How to maintain a good school/social life balance.

Finding a career:

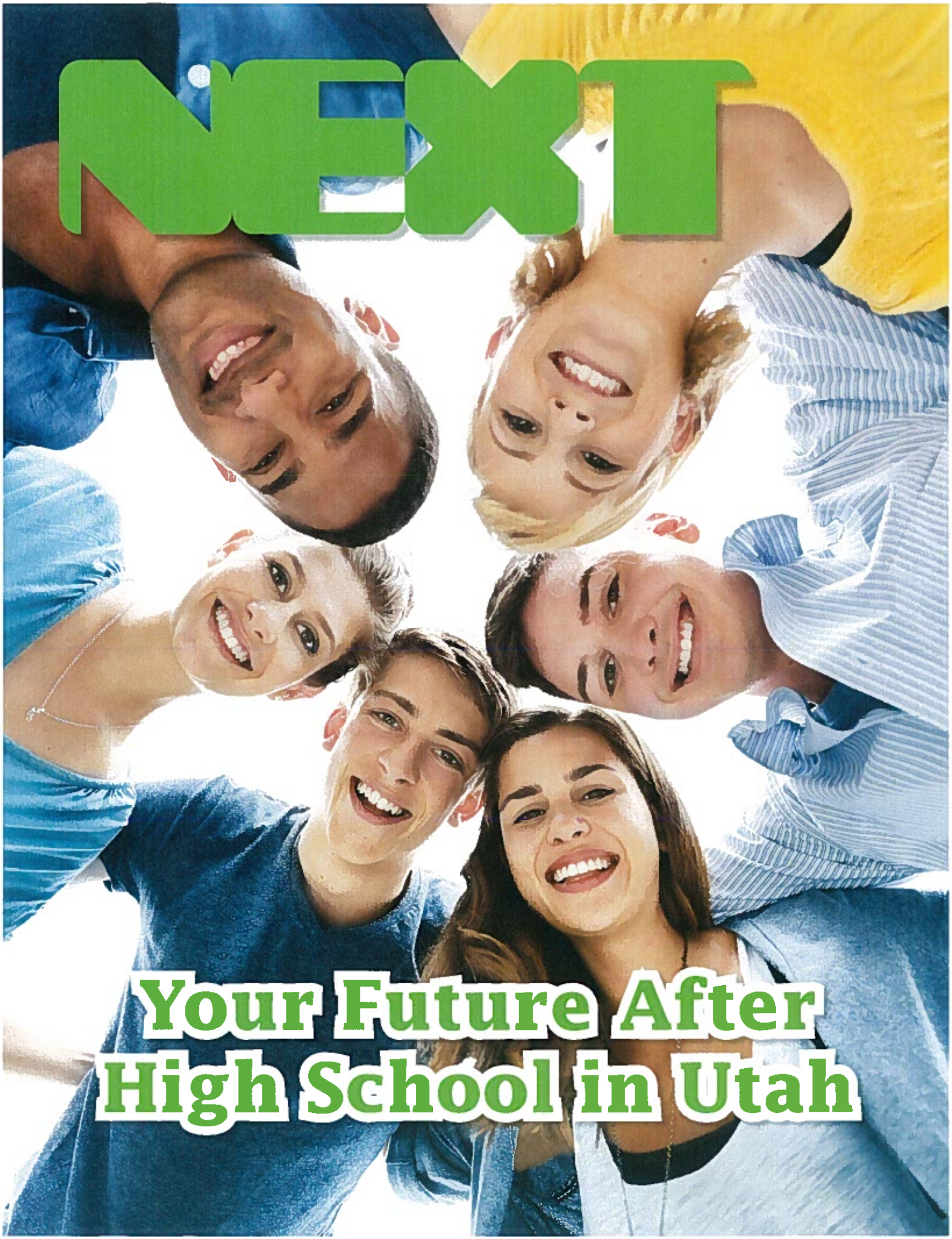
- **Exploring options:**

With so many career options, how can you determine what job will fit you best? What should you consider when choosing your career. Skills required, job outlook, compensation, etc.

- **Hot Jobs:**

Will highlight highest-paying and in-demand jobs. Will also note education level needed for those positions.

- Profile a few careers and/or recent college graduates who have landed good jobs.
- How to write a resume/cover letter.
- How to prepare for a job interview. Including etiquette and dressing tips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For more information please contact:

Mary Ann Carlton
Director of Custom Publishing
Utah Business NEXT
Phone: 801-839-1404
Mobile: 801-318-8610
Email: mcarlton@utahbusiness.com

Publishing: September 2013

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For more information please contact:

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COMMUNICATIONS COMMITTEE
2nd Floor North Conference Room 241

DISCUSSION/ACTION: Request from Utah Media Partners	Tab 5-M
DISCUSSION/ACTION: Board Resolution	Tab 5-N
DISCUSSION/ACTION: Public Relations Plan	Tab 5-O

UTAH STATE BOARD OF EDUCATION

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Martell Menlove, Chief Executive Officer
Lorraine Austin, Board Secretary

MEMORANDUM

TO: Members, Utah State Board of Education

FROM: Martell Menlove, Ph.D.
Chief Executive Officer

DATE: June 7, 2013

DISCUSSION/ ACTION: Board Resolution

Background:
In its May 2013 meeting, the Board adopted resolutions on Utah Core Standards and Data Sharing. An additional resolution has been prepared for Board review and possible adoption.

Key Points:
A resolution on testing and assessment has been prepared for review by the Communications Committee.

Anticipated Action:
The Communications Committee will review the proposed resolution and consider forwarding recommendations for adoption to the full Board. The Board will consider recommendations from the committee and adoption of the resolution.

Contact: Tami Pyfer, 435-753-7529

250 East 500 South P.O. Box 144200 Salt Lake City, UT 84114-4200 Voice: (801) 538-7517 Fax: (801) 538-7768

UTAH STATE BOARD OF EDUCATION

RESOLUTION NO. 2013-04 [Version 2]

A RESOLUTION ESTABLISHING THE OFFICIAL POSITION OF THE UTAH STATE BOARD OF EDUCATION REGARDING THE PROPER ROLE OF TESTING AND ASSESSMENT IN THE UTAH PUBLIC SCHOOLS.

WHEREAS, the Utah State Board of Education has the constitutional obligation of general control and supervision of public education in the state of Utah; and

WHEREAS, the Utah State Board of Education has the moral obligation to promote educational "best practices" in Utah schools; and

WHEREAS, assessment of student learning is an integral part of the effective teaching cycle; and

WHEREAS, formal, informal, standardized and non-standardized assessments all play different roles in the assessment of student knowledge and student learning; and

WHEREAS, Utah state law requires that certain assessments be used in a high stakes fashion, applying assessment scores in a manner outside of what these assessments were originally designed to measure; and

WHEREAS, leading professional organizations, including the American Educational Research Association, American Psychological Association, and the National Council on Measurement in Education, have taken the position that assessments may be used for purposes for which they were not originally designed, but *only* if a new test use is supported with data indicating that the new test use is appropriate and valid; and

WHEREAS, student time is typically best used in instruction, and the purpose of assessment is to improve student learning by appropriately monitoring and adjusting instruction; and

WHEREAS, computer adaptive tests have been field tested in Utah schools and use testing time more effectively to receive more accurate information about student knowledge and abilities; reduce cheating by students and adults; reduce the time needed to score exams; increase precision of scores; increase the timeliness of feedback to teachers, parents, and other decision makers; and improve the quality of data about Utah public school students' learning; and

WHEREAS, the Utah State Board of Education strongly supports public policies supporting parents' choice in their children's participation in school-wide testing, balanced with program accountability and proper measurement of student

DRAFT

achievement, and believes that participation in assessments should reflect the entire population of the school for the data to be useful to government officials, taxpayers, parents, teachers, and school district personnel.

NOW THEREFORE BE IT RESOLVED, that the Utah State Board of Education affirms its support of computer adaptive assessment when appropriately used as a component of high quality instruction; and

BE IT further RESOLVED, that the Utah State Board of Education calls upon the members of the Utah Legislature to work collaboratively with the State Board to review, revisit and revise such laws as necessary to assure the appropriate use of testing and assessment, while assuring accountability for student achievement in Utah's public schools.

PASSED and APPROVED this _____ day of June, 2013

Utah State Board of Education

_____
Debra G. Roberts, Chair

ATTEST:

_____
Lorraine Austin
Board Secretary

DRAFT

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Martell Menlove, Chief Executive Officer
Lorraine Austin, Board Secretary

MEMORANDUM

TO: Members, Utah State Board of Education

FROM: Martell Menlove, Ph.D.
Chief Executive Officer

DATE: June 7, 2013

DISCUSSION/ ACTION: Public Relations Plan

Background:
Several Board members have been working with USOE staff to develop a public relations plan specifically for the State Board of Education.

Key Points:
A public relations plan has been developed for the State Board in order to improve communications with the Board's various stakeholders and the legislature and provide a vehicle for informing the public about the work of the Board on behalf of public schools in Utah.

Anticipated Action:
The Communications Committee will review the public relations plan and make recommendations to the Board for approval of the plan.

Contact: Sydnee Dickson, 801-538-7739
Mark Peterson, 801-538-7635

250 East 500 South P.O. Box 144200 Salt Lake City, UT 84114-4200 Voice: (801) 538-7517 Fax: (801) 538-7768

ACCOUNTABILITY AND FINANCE COMMITTEE
2nd Floor North Conference Room 241

ACTION: Box Elder County Redevelopment Agency Plymouth Economic Development Project Area	Tab 5-P
ACTION: USOE, USDB, USOR Budget Presentation and Approval	Tab 5-Q
ACTION: R277-606 *Grants to Purchase or Retrofit Clean School Buses* (Repeal)	Tab 5-R
ACTION: R277-425 *Budgeting, Accounting, and Auditing for Utah* Local Education Agencies (LEAs) (Amendment and Continuation)	Tab 5-S
ACTION: Exceptions to Contracts Requiring Board Approval	Tab 5-T
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ACTION: Loan Recommendations from the Charter School Building Revolving Subaccount Committee	Tab 5-V
ACTION: USBE Retirement Incentive Program Changes	Tab 5-W

UTAH STATE BOARD OF EDUCATION

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Martell Menlove, Chief Executive Officer
Lorraine Austin, Board Secretary

MEMORANDUM

TO: Members, Utah State Board of Education

FROM: Martell Menlove, Ph.D.
Chief Executive Officer

DATE: June 7, 2013

ACTION: Box Elder County Redevelopment Agency Plymouth Economic Development Project Area

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Background: UCA 17C-1-402 (11) states:

> *Each time a school district representative or a representative of the State Board of Education votes as a member of a taxing entity committee to allow an agency to be paid tax increment or to increase the amount or length of time that an agency may be paid tax increment, that representative shall, within 45 days after the vote, provide to the representative's respective school board an explanation in writing of the representative's vote and the reasons for the vote.*

Additionally, State Board policy now requires a report back to the Board each time there is a positive or negative Taxing Entity Committee project vote on all Community Development and Renewal Agency project budgets.

Key Points: The Redevelopment Agency of Box Elder County will be requesting Taxing Entity Committee (TEC) approval to approve the budget of the Plymouth Economic Development Project Area Plan Budget.

Anticipated Action: It is anticipated that the Accountability and Finance Committee will give specific direction to the Board's TEC representative regarding this proposed TEC budget.

Contact: Bruce Williams, Associate Superintendent, 801-538-7514
David Roberts, School Finance Director, 801-538-7668
Cathy Dudley, MSP Budget and Property Tax Specialist, 801-538-7667

Reasons for Recommended Vote
REDEVELOPMENT AGENCY OF BOX ELDER COUNTY
PLYMOUTH ECONOMIC DEVELOPMENT PROJECT AREA PLAN
June 7, 2013

Box Elder County Plymouth Economic Development Project Area Plan

The Box Elder County Redevelopment Agency is in the process of creating the Plymouth Economic Development (EDA) Project Area. This new project area will promote and provide for the development of a new industrial/business park within the project area. This area will initially include 54,500 square feet of manufacturing space, located on 34 acres (of the total 123 acres), as proposed by Great Basin Industrial, LLC (GBI). GBI is a rapidly-growing company that provides field-erected steel plate tank construction and repairs for the petrochemical and mining industries. GBI has grown 50 percent per year since its inception in 2007 and has significant expansion needs. The company is currently considering moving its operations, for expansion purposes, to Pocatello, ID or elsewhere. The creation of the Plymouth EDA is necessary in order to retain the existing 32 jobs within Box Elder County and for the addition of 11 new jobs at Great Basin – a total of 43 good-paying jobs within Box Elder County. The project area will also include other industrial development over time and an estimated 156 jobs.

It is anticipated that the project will generate economic activity in the county through the creation of both temporary construction and permanent employment, the generation of additional property tax revenue, and the creation of new business opportunities. In addition to the 156 permanent jobs, construction jobs will also be generated as part of this project, with construction wages approximating $1,188,000 for the Great Basin project alone – or the equivalent of 44 one-year full-time equivalent (FTE) jobs.

Originally a 20-year time frame with an 80 percent increment was considered, however, a shorter time frame has been suggested (15 years, with 90 percent going to the redevelopment agency and 10 percent going to the taxing entities). This equates to a total of $1,872,693 in tax increment with 10 percent ($187,269) flowing through to the taxing entities (Box Elder County School District's portion will be approximately $133,994). Of the remaining amount, 5 percent ($84,271) will be used for administrative costs, 16 percent ($272,464) will be used for GBI infrastructure and relocation costs ($272,464), and 79 percent ($1,328,689) will be used for incentives and infrastructure for other development.

During the initial TEC meeting on May 15, it was suggested implementing a 10-year project area plan or a 15-year project with a 12-year amortization. As of this date, no numbers have been distributed on those suggestions. However, another TEC meeting is scheduled for Tuesday, May 28, to go over any new information. This will be reported at the Board meeting on June 7, 2013.

Currently, the Plymouth Project Area is generating an estimated $5,988 annually in property taxes for all of the taxing entities represented in the Plymouth Project Area. At the completion of the project area, an estimated $273,195 will be generated annually in property tax revenues. The Great Basin site, with a current taxable value of $2,176 on its 34 acres, generated $26.53 in property tax revenues in 2012. When the GBI expansion takes place, the project area will generate an estimated incremental $60,000 to $80,000 annually in property tax revenues from GBI. Development on other parcels in the project area will increase this amount.

Recommendation: To vote in favor for this potential fifteen (15) year project or the same way Box Elder County School District votes on this project.

Reasons for the vote are as follows:

- This is a somewhat short project period (15 years) with only $1.8 million of tax increment being collected and 10 percent of that tax increment flowing through to the taxing entities;
- The Redevelopment Agency has made an effort to reduce the time period of the original project area budget and may reduce it further;
- The Box Elder County School District is in favor of this project;
- The retaining of GBI's existing 32 employees;
- The increase in 11 new jobs at GBI and the potential increase of 156 jobs through other development; and
- The Redevelopment Project Area Plan is reasonable and accomplishable within the parameters of the plan.

UTAH STATE BOARD OF EDUCATION

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Martell Menlove, Chief Executive Officer
Lorraine Austin, Board Secretary

MEMORANDUM

TO: Members, Utah State Board of Education

FROM: Martell Menlove, Ph.D.
Chief Executive Officer

DATE: June 7, 2013

ACTION: USOE, USDB, USOR Budget Presentation and Approval

Background:
Based on the appropriations from the recent legislative session, the Internal Accounting Section under the direction of Associate Superintendent Bruce Williams has developed the Fiscal Year 2013-14 budgets for USOE and USOR. Accounting staff at USDB has prepared the FY 13-14 budget for the Utah Schools for the Deaf and Blind. These budgets are provided for Board of Education review.

Key Points:
Associate Superintendent Bruce Williams will make a presentation to the Board concerning these budgets prior to proposed action. This review will include discussion of the budget for each section at USOE and budgets for USOR and USDB.

Anticipated Action:
It is anticipated that following the budget presentation, the Board will take action to approve budgets for the upcoming fiscal year beginning July 1, 2013.

Contact: Bruce Williams, Associate Superintendent, 801-538-7514

250 East 500 South P.O. Box 144200 Salt Lake City, UT 84114-4200 Voice: (801) 538-7517 Fax: (801) 538-7768

Utah State Board of Education Financial Report
Fiscal Year 2013 and Fiscal Year 2014
Current As of May 20, 2013
Agency Totals

Description	Fiscal Year 13 Budget	Fiscal Year 13 Actuals-to-Date	Fiscal Year 14 Budget
EXPENDITURES			
Salaries	39,884,900	43,328,300	53,908,400
Benefits	42,405,000	21,743,700	28,867,700
Purchased Services	42,892,300	23,045,600	35,757,500
Travel	1,372,100	1,115,500	1,283,400
Supplies and Materials	47,643,300	10,085,200	13,717,100
Equipment	2,097,900	1,928,200	2,309,500
Capital Expenditures	80,400	205,700	81,700
TOTAL EXPENDITURES	176,375,900	101,452,200	135,925,300
Grants and Transfers to Other Agencies	96,517,300	79,504,600	104,452,800
Flow Through Funds to LEAs	3,158,135,400	2,392,387,300	3,083,012,400
TOTAL EXPENDITURES AND FLOW THROUGH	3,431,028,600	2,573,344,100	3,323,390,500

REVENUES	Fiscal Year 13 Budget	Fiscal Year 13 Actuals-to-Date	Fiscal Year 14 Budget
State Sources	2,670,589,600	2,173,942,100	2,699,289,900
Federal Sources	675,747,200	370,089,400	542,479,100
Other Sources	84,691,800	29,312,600	81,621,500
TOTAL REVENUE AND SOURCES	3,431,028,600	2,573,344,100	3,323,390,500

Utah State Office of Education			
EXPENDITURES	**Fiscal Year 13 Budget**	**Fiscal Year 13 Actuals-to-Date**	**Fiscal Year 14 Budget**
Salaries	17,512,400	13,330,800	16,567,900
Benefits	8,532,900	6,587,800	8,689,900
Purchased Services	34,160,200	15,748,700	24,948,400
Travel	590,500	475,100	552,600
Supplies and Materials	28,958,500	6,746,500	11,005,100
Equipment	1,100,500	983,200	1,712,400
Capital Expenditures	-	-	12,100
TOTAL EXPENDITURES	90,855,000	43,872,100	63,488,400
Grants and Transfers to Other Agencies	57,743,000	46,053,500	59,229,300
Flow Through Funds to LEAs	3,158,135,400	2,392,387,400	3,083,012,400
TOTAL EXPENDITURES AND FLOW THROUGH	3,306,733,400	2,482,313,000	3,205,730,100

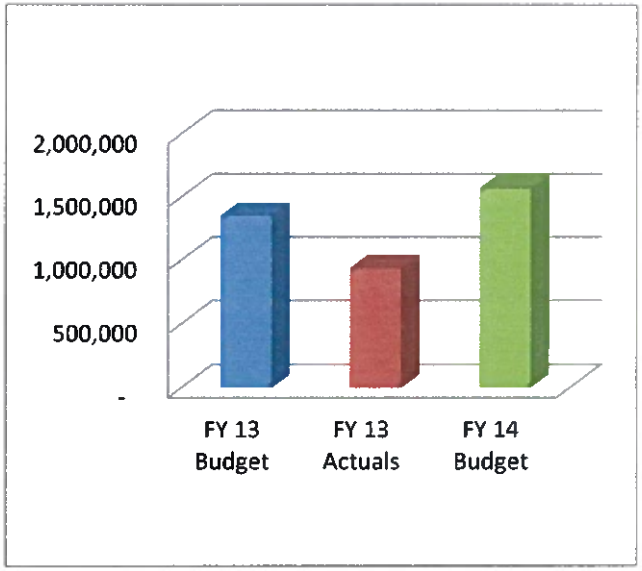
Utah State Office of Rehabilitation			
EXPENDITURES	**Fiscal Year 13 Budget**	**Fiscal Year 13 Actuals-to-Date**	**Fiscal Year 14 Budget**
Salaries	22,372,500	18,073,900	22,656,100
Benefits	11,915,300	9,222,600	12,170,300
Purchased Services	3,964,100	3,109,300	4,556,800
Travel	331,000	256,400	280,000
Supplies and Materials	16,595,600	2,460,200	2,712,000
Equipment	683,300	420,900	500,000
Capital Expenditures	55,400	49,600	69,600
TOTAL EXPENDITURES	55,917,200	33,592,900	42,944,800
Grants and Transfers to Other Agencies	38,773,400	33,449,800	45,223,500
Flow Through Funds to LEAs	-	-	-
TOTAL EXPENDITURES AND FLOW THROUGH	94,690,600	67,042,700	88,168,300

Utah Schools Deaf and Blind			
EXPENDITURES	**Fiscal Year 13 Budget**	**Fiscal Year 13 Actuals-to-Date**	**Fiscal Year 14 Budget**
Salaries	-	11,923,600	14,684,400
Benefits	21,956,800	5,933,000	8,007,500
Purchased Services	4,768,100	4,187,400	6,252,300
Travel	450,800	384,100	450,800
Supplies and Materials	2,089,200	878,400	-
Equipment	314,100	524,500	97,100
Capital Expenditures	25,100	156,100	-
TOTAL EXPENDITURES	29,604,100	23,987,100	29,492,100
Grants and Transfers to Other Agencies	900	1,100	-
Flow Through Funds to LEAs	-	-	-
TOTAL EXPENDITURES AND FLOW THROUGH	29,605,000	23,988,200	29,492,100

Department Budgets and Expenditures Breakdown
Fiscal Year 2013 and Fiscal Year 2014
Current As of May 20, 2013

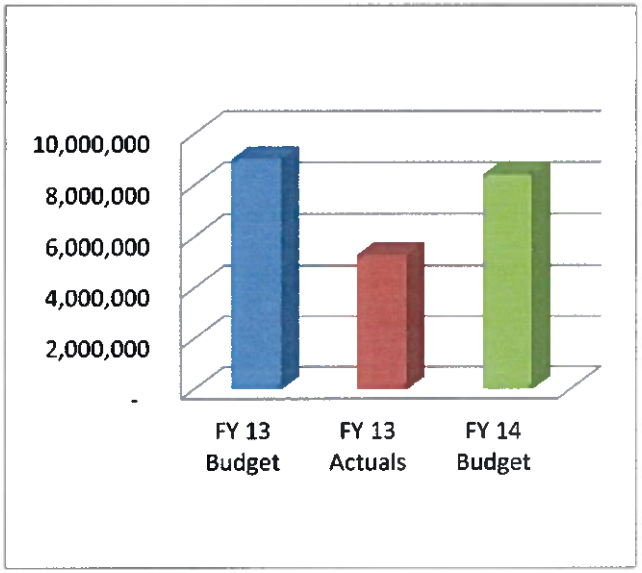
Board of Education

EXPENDITURES	Fiscal Year 13 Budget	Fiscal Year 13 Actuals-to-Date	Fiscal Year 14 Budget
Salaries	389,100	294,300	475,000
Benefits	300,000	208,800	608,100
Purchased Services	44,400	214,100	44,000
Travel	60,100	74,500	72,300
Supplies and Materials	454,500	71,500	287,400
Equipment	14,500	14,200	14,000
Capital Expenditures	-	-	-
TOTAL EXPENDITURES	1,262,600	877,400	1,500,800
Grants and Transfers to Other Agencies	88,500	59,500	68,500
Flow Through Funds to LEAs	-	-	-
TOTAL EXPENDITURES AND FLOW THROUGH	1,351,100	936,900	1,569,300



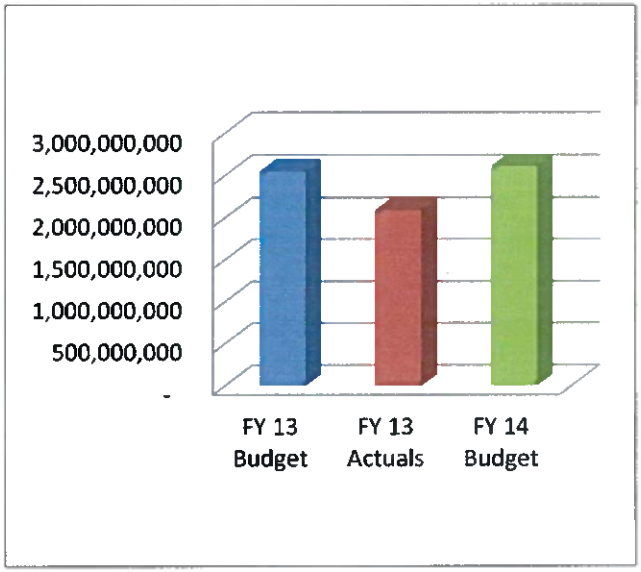
Administration

EXPENDITURES	Fiscal Year 13 Budget	Fiscal Year 13 Actuals-to-Date	Fiscal Year 14 Budget
Salaries	2,778,100	2,206,500	2,380,200
Benefits	1,330,200	1,071,400	1,281,400
Purchased Services	801,400	776,600	851,400
Travel	39,600	23,400	18,200
Supplies and Materials	3,647,400	612,300	252,500
Equipment	268,000	216,200	320,100
Capital Expenditures	-	-	12,100
TOTAL EXPENDITURES	8,864,700	4,906,400	5,115,900
Grants and Transfers to Other Agencies	24,200	23,200	24,200
Flow Through Funds to LEAs	120,000	370,000	3,260,500
TOTAL EXPENDITURES AND FLOW THROUGH	9,008,900	5,299,600	8,400,600

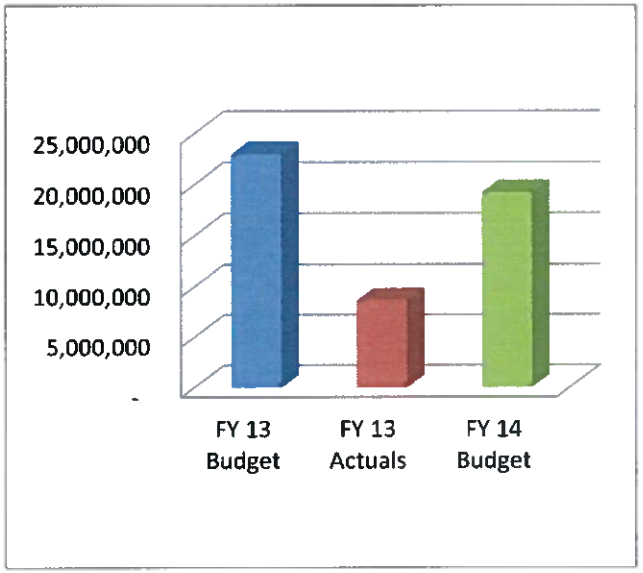


Department Budgets and Expenditures Breakdown
Fiscal Year 2013 and Fiscal Year 2014
Current As of May 20, 2013

Minimum School Program EXPENDITURES	Fiscal Year 13 Budget	Fiscal Year 13 Actuals-to-Date	Fiscal Year 14 Budget
Salaries	-	-	-
Benefits	-	-	-
Purchased Services	-	-	-
Travel	-	-	-
Supplies and Materials	-	-	-
Equipment	-	-	-
Capital Expenditures	-	-	-
TOTAL EXPENDITURES	-	-	-
Grants and Transfers to Other Agencies	7,899,800	7,768,900	7,900,000
Flow Through Funds to LEAs	2,542,012,200	2,086,990,100	2,602,071,500
TOTAL EXPENDITURES AND FLOW THROUGH	2,549,912,000	2,094,759,000	2,609,971,500



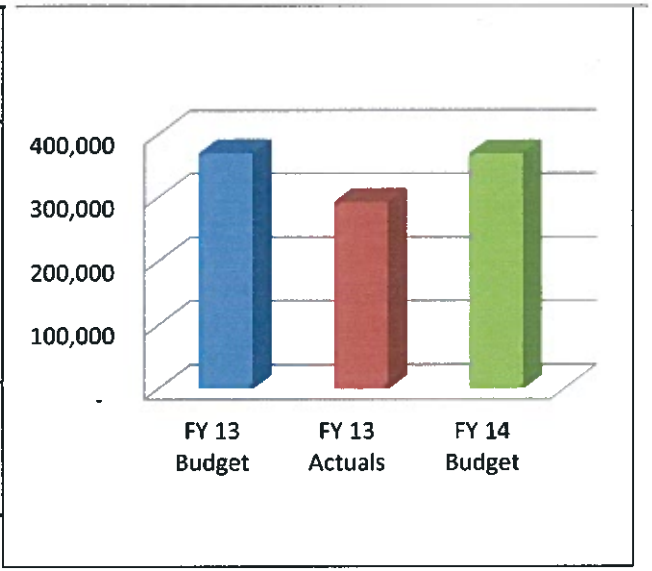
Special Services and Federal Programs EXPENDITURES	Fiscal Year 13 Budget	Fiscal Year 13 Actuals-to-Date	Fiscal Year 14 Budget
Salaries	1,495,000	1,063,200	1,434,200
Benefits	844,700	558,900	743,000
Purchased Services	14,672,800	4,841,500	12,981,300
Travel	38,100	21,100	53,700
Supplies and Materials	1,183,200	56,400	1,183,000
Equipment	56,300	48,600	131,500
Capital Expenditures	-	-	-
TOTAL EXPENDITURES	18,290,100	6,589,700	16,526,700
Grants and Transfers to Other Agencies	796,900	343,000	466,200
Flow Through Funds to LEAs	3,915,300	1,697,600	2,240,700
TOTAL EXPENDITURES AND FLOW THROUGH	23,002,300	8,630,300	19,233,600



Department Budgets and Expenditures Breakdown
Fiscal Year 2013 and Fiscal Year 2014
Current As of May 20, 2013

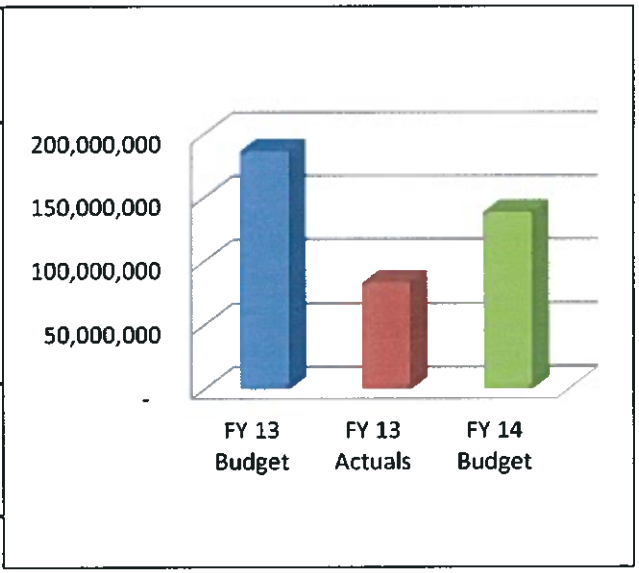
Educational Equity

EXPENDITURES	Fiscal Year 13 Budget	Fiscal Year 13 Actuals-to-Date	Fiscal Year 14 Budget
Salaries	184,900	153,400	186,400
Benefits	100,600	82,700	100,700
Purchased Services	14,000	6,800	14,000
Travel	3,400	1,900	2,000
Supplies and Materials	31,400	20,900	30,600
Equipment	-	-	-
Capital Expenditures	-	-	-
TOTAL EXPENDITURES	334,300	265,700	333,700
Grants and Transfers to Other Agencies	35,800	27,700	36,300
Flow Through Funds to LEAs	-	-	-
TOTAL EXPENDITURES AND FLOW THROUGH	370,100	293,400	370,000



ESEA and Special Programs

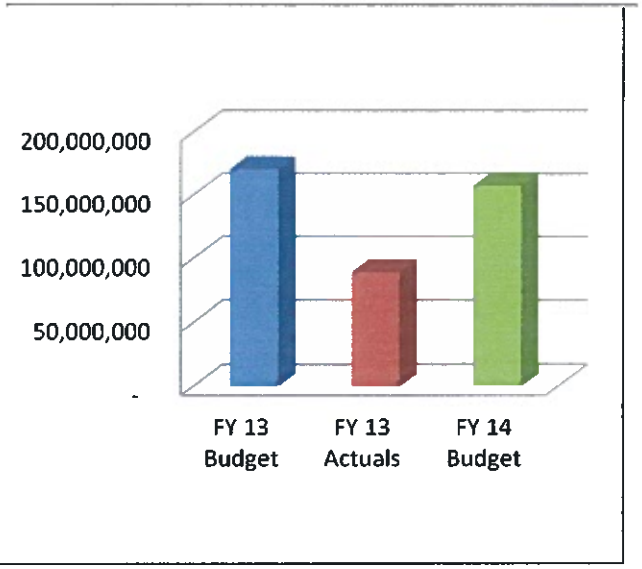
EXPENDITURES	Fiscal Year 13 Budget	Fiscal Year 13 Actuals-to-Date	Fiscal Year 14 Budget
Salaries	1,043,800	820,000	994,900
Benefits	567,100	423,400	515,500
Purchased Services	453,800	175,400	250,100
Travel	44,100	43,800	52,200
Supplies and Materials	1,911,500	226,200	456,000
Equipment	29,400	29,300	113,100
Capital Expenditures	-	-	-
TOTAL EXPENDITURES	4,049,700	1,718,100	2,381,800
Grants and Transfers to Other Agencies	3,756,800	1,652,200	2,225,100
Flow Through Funds to LEAs	178,844,800	79,767,700	133,721,600
TOTAL EXPENDITURES AND FLOW THROUGH	186,651,300	83,138,000	138,328,500



Department Budgets and Expenditures Breakdown
Fiscal Year 2013 and Fiscal Year 2014
Current As of May 20, 2013

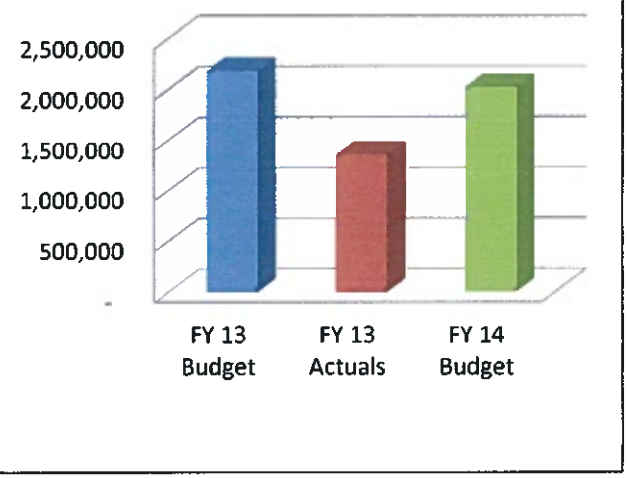
Special Education

EXPENDITURES	Fiscal Year 13 Budget	Fiscal Year 13 Actuals-to-Date	Fiscal Year 14 Budget
Salaries	1,201,500	991,300	1,236,800
Benefits	595,000	470,600	594,800
Purchased Services	488,800	640,300	488,800
Travel	48,300	48,000	76,100
Supplies and Materials	1,443,200	405,400	1,101,700
Equipment	66,000	58,400	104,400
Capital Expenditures	-	-	-
TOTAL EXPENDITURES	3,842,800	2,614,000	3,602,600
Grants and Transfers to Other Agencies	5,709,500	1,499,200	2,298,000
Flow Through Funds to LEAs	160,872,200	85,047,100	151,347,600
TOTAL EXPENDITURES AND FLOW THROUGH	170,424,500	89,160,300	157,248,200



School Finance

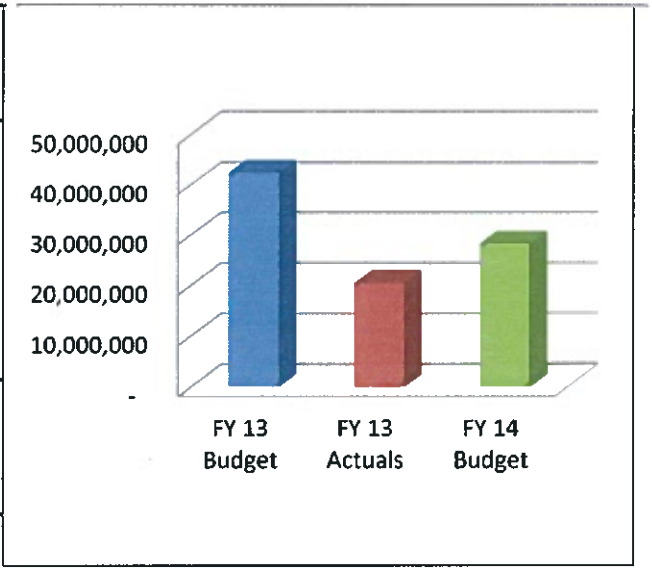
EXPENDITURES	Fiscal Year 13 Budget	Fiscal Year 13 Actuals-to-Date	Fiscal Year 14 Budget
Salaries	880,300	745,300	940,100
Benefits	494,200	386,300	491,400
Purchased Services	34,100	20,000	34,100
Travel	39,600	21,700	9,000
Supplies and Materials	579,400	41,800	191,800
Equipment	7,800	9,000	9,100
Capital Expenditures	-	-	-
TOTAL EXPENDITURES	2,035,400	1,224,100	1,675,500
Grants and Transfers to Other Agencies	147,700	136,100	349,400
Flow Through Funds to LEAs	-	-	-
TOTAL EXPENDITURES AND FLOW THROUGH	2,183,100	1,360,200	2,024,900



Department Budgets and Expenditures Breakdown
Fiscal Year 2013 and Fiscal Year 2014
Current As of May 20, 2013

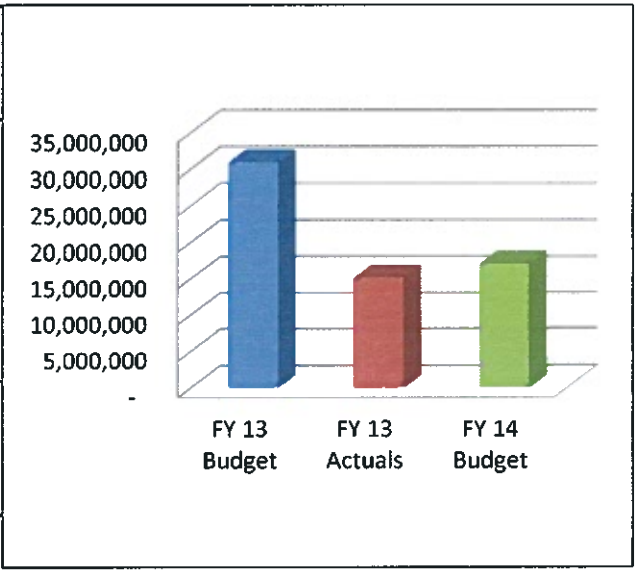
Instructional Services - Teaching and Learning

EXPENDITURES	Fiscal Year 13 Budget	Fiscal Year 13 Actuals-to-Date	Fiscal Year 14 Budget
Salaries	1,771,100	1,318,500	1,802,800
Benefits	819,400	602,500	823,300
Purchased Services	1,725,800	801,500	1,100,000
Travel	60,700	45,900	85,200
Supplies and Materials	3,563,700	808,900	2,350,900
Equipment	33,800	33,500	41,500
Capital Expenditures	-	-	-
TOTAL EXPENDITURES	7,974,500	3,610,800	6,203,700
Grants and Transfers to Other Agencies	1,899,400	659,900	979,100
Flow Through Funds to LEAs	32,545,200	16,195,100	21,037,200
TOTAL EXPENDITURES AND FLOW THROUGH	42,419,100	20,465,800	28,220,000



Career and Technology Education

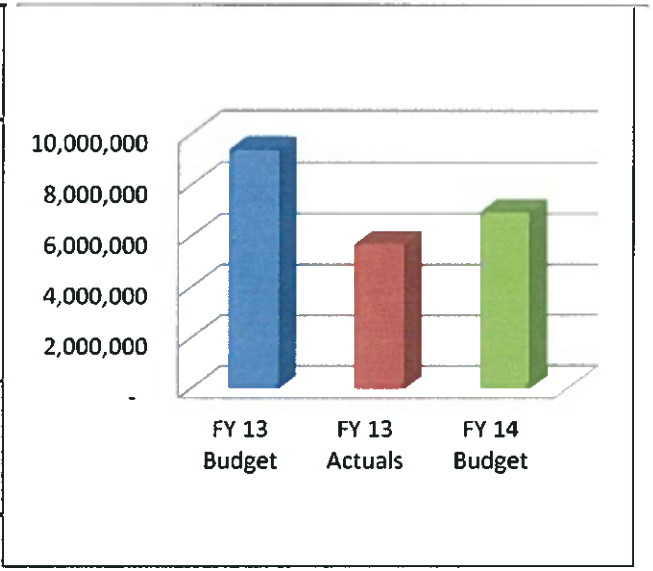
EXPENDITURES	Fiscal Year 13 Budget	Fiscal Year 13 Actuals-to-Date	Fiscal Year 14 Budget
Salaries	2,322,900	1,763,100	2,235,000
Benefits	919,300	824,900	1,036,800
Purchased Services	354,000	221,200	320,000
Travel	105,400	86,100	81,200
Supplies and Materials	2,517,900	490,500	572,200
Equipment	13,000	19,400	45,400
Capital Expenditures	-	-	-
TOTAL EXPENDITURES	6,232,500	3,405,200	4,290,600
Grants and Transfers to Other Agencies	9,125,600	4,764,500	6,464,400
Flow Through Funds to LEAs	15,508,300	6,950,900	6,275,900
TOTAL EXPENDITURES AND FLOW THROUGH	30,866,400	15,120,600	17,030,900



Department Budgets and Expenditures Breakdown
Fiscal Year 2013 and Fiscal Year 2014
Current As of May 20, 2013

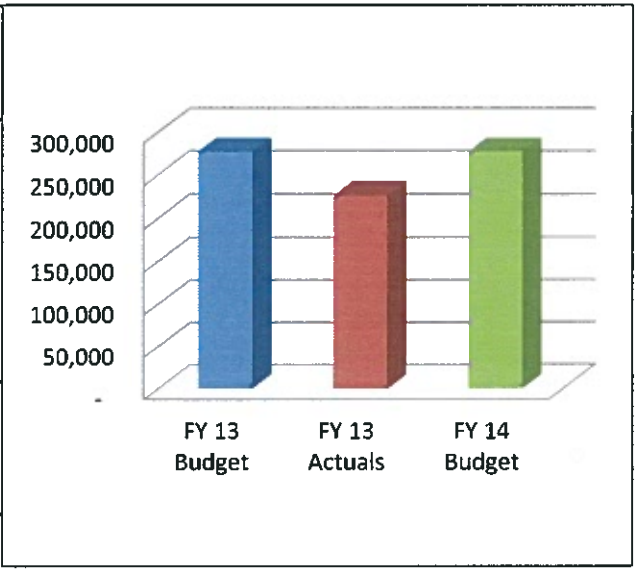
District Computer Services

EXPENDITURES	Fiscal Year 13 Budget	Fiscal Year 13 Actuals-to-Date	Fiscal Year 14 Budget
Salaries	2,281,200	1,655,300	2,111,600
Benefits	1,104,300	849,000	1,115,400
Purchased Services	70,700	33,000	71,000
Travel	13,600	8,900	5,900
Supplies and Materials	868,000	234,300	400,900
Equipment	140,400	123,800	517,600
Capital Expenditures	-	-	-
TOTAL EXPENDITURES	4,478,200	2,904,300	4,222,400
Grants and Transfers to Other Agencies	4,896,500	2,788,100	2,721,600
Flow Through Funds to LEAs	-	-	-
TOTAL EXPENDITURES AND FLOW THROUGH	9,374,700	5,692,400	6,944,000



Law and Legislation

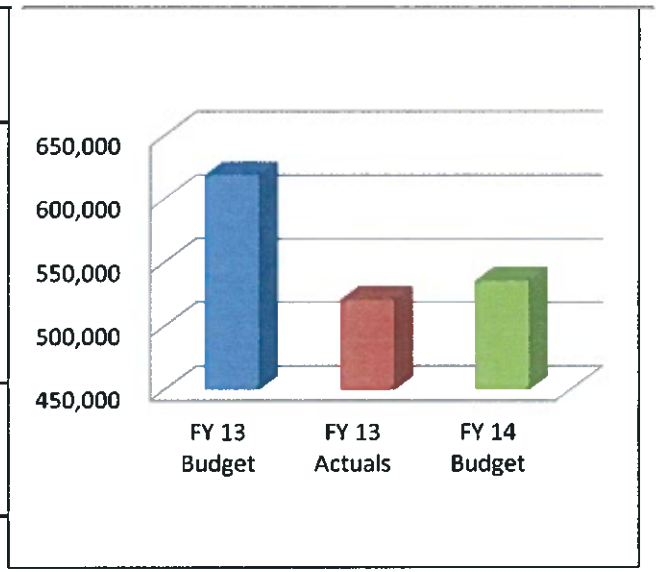
EXPENDITURES	Fiscal Year 13 Budget	Fiscal Year 13 Actuals-to-Date	Fiscal Year 14 Budget
Salaries	149,000	124,200	147,400
Benefits	70,600	59,200	70,800
Purchased Services	10,900	8,800	10,900
Travel	4,500	2,500	2,900
Supplies and Materials	12,200	8,000	17,000
Equipment	3,300	2,300	500
Capital Expenditures	-	-	-
TOTAL EXPENDITURES	250,500	205,000	249,500
Grants and Transfers to Other Agencies	27,000	21,500	28,000
Flow Through Funds to LEAs	-	-	-
TOTAL EXPENDITURES AND FLOW THROUGH	277,500	226,500	277,500



Department Budgets and Expenditures Breakdown
Fiscal Year 2013 and Fiscal Year 2014
Current As of May 20, 2013

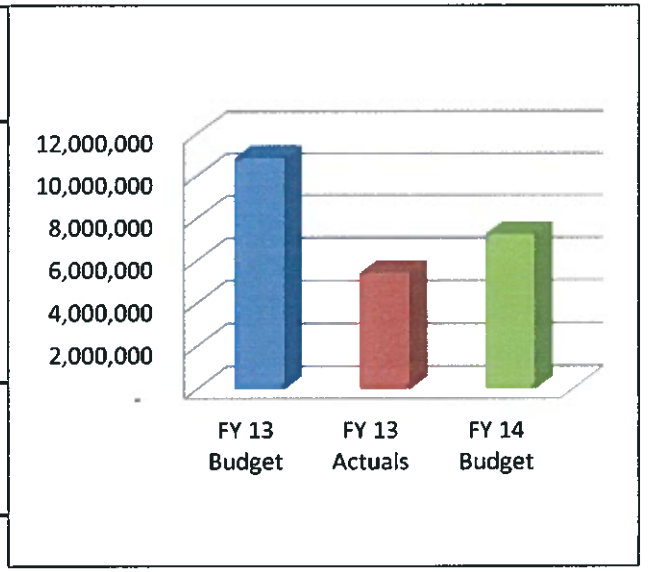
School Trust Lands

EXPENDITURES	Fiscal Year 13 Budget	Fiscal Year 13 Actuals-to-Date	Fiscal Year 14 Budget
Salaries	263,800	219,100	262,500
Benefits	131,700	109,900	132,000
Purchased Services	65,600	50,500	65,600
Travel	12,200	7,100	5,500
Supplies and Materials	13,200	11,600	20,800
Equipment	1,100	1,200	1,100
Capital Expenditures	-	-	-
TOTAL EXPENDITURES	487,600	399,400	487,500
Grants and Transfers to Other Agencies	48,500	38,700	48,500
Flow Through Funds to LEAs	82,900	82,900	-
TOTAL EXPENDITURES AND FLOW THROUGH	619,000	521,000	536,000



Licensing and UPPAC

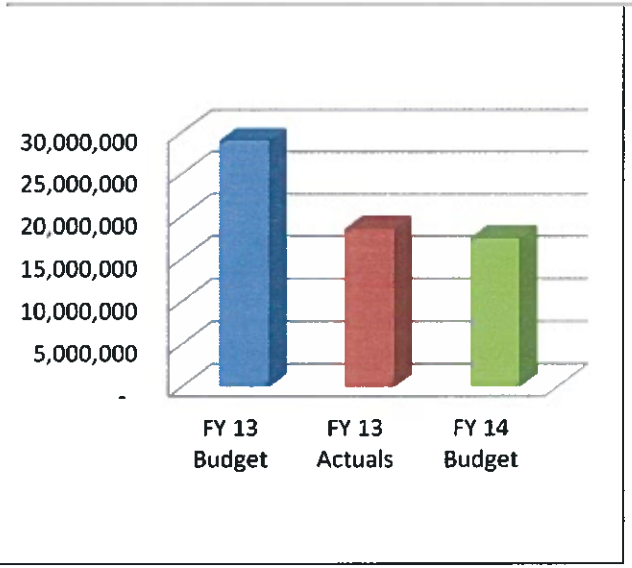
EXPENDITURES	Fiscal Year 13 Budget	Fiscal Year 13 Actuals-to-Date	Fiscal Year 14 Budget
Salaries	820,900	570,700	868,300
Benefits	430,400	291,200	387,300
Purchased Services	657,800	461,600	657,800
Travel	13,800	13,800	10,200
Supplies and Materials	4,640,500	335,600	312,300
Equipment	17,900	23,400	9,200
Capital Expenditures	-	-	-
TOTAL EXPENDITURES	6,581,300	1,696,300	2,245,100
Grants and Transfers to Other Agencies	183,200	117,800	134,900
Flow Through Funds to LEAs	4,060,000	3,592,300	4,826,900
TOTAL EXPENDITURES AND FLOW THROUGH	10,824,500	5,406,400	7,206,900



Department Budgets and Expenditures Breakdown
Fiscal Year 2013 and Fiscal Year 2014
Current As of May 20, 2013

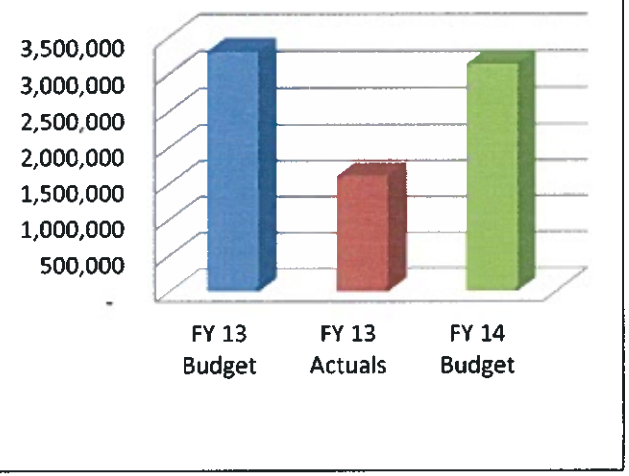
Contracts and Grants (Initiatives)

EXPENDITURES	Fiscal Year 13 Budget	Fiscal Year 13 Actuals-to-Date	Fiscal Year 14 Budget
Salaries	628,300	326,700	132,500
Benefits	117,600	75,800	74,500
Purchased Services	13,380,700	7,033,300	7,225,900
Travel	1,500	800	2,900
Supplies and Materials	6,209,800	3,167,300	3,623,300
Equipment	250,000	250,000	250,000
Capital Expenditures	-	-	-
TOTAL EXPENDITURES	20,587,900	10,853,900	11,309,100
Grants and Transfers to Other Agencies	156,500	68,100	130,600
Flow Through Funds to LEAs	8,237,200	7,591,900	5,982,700
TOTAL EXPENDITURES AND FLOW THROUGH	28,981,600	18,513,900	17,422,400



Educational Contracts

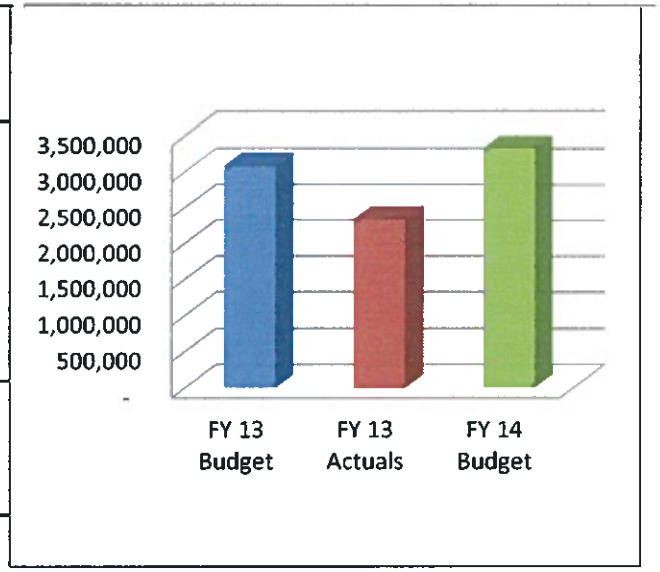
EXPENDITURES	Fiscal Year 13 Budget	Fiscal Year 13 Actuals-to-Date	Fiscal Year 14 Budget
Salaries	-	-	-
Benefits	-	-	-
Purchased Services	15,200	-	-
Travel	-	-	-
Supplies and Materials	-	-	-
Equipment	-	-	-
Capital Expenditures	-	-	-
TOTAL EXPENDITURES	15,200	-	-
Grants and Transfers to Other Agencies	-	-	-
Flow Through Funds to LEAs	3,289,600	1,604,700	3,137,800
TOTAL EXPENDITURES AND FLOW THROUGH	3,304,800	1,604,700	3,137,800



Department Budgets and Expenditures Breakdown
Fiscal Year 2013 and Fiscal Year 2014
Current As of May 20, 2013

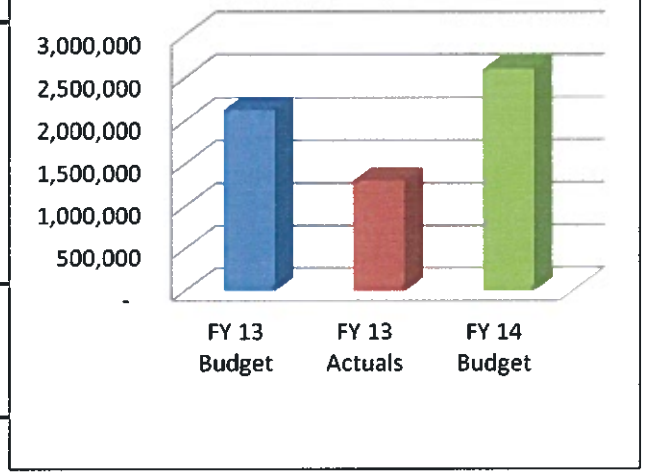
Fine Arts (POPS)

EXPENDITURES	Fiscal Year 13 Budget	Fiscal Year 13 Actuals-to-Date	Fiscal Year 14 Budget
Salaries	-	-	-
Benefits	-	-	-
Purchased Services	-	-	-
Travel	-	-	-
Supplies and Materials	-	-	-
Equipment	-	-	-
Capital Expenditures	-	-	-
TOTAL EXPENDITURES	-	-	-
Grants and Transfers to Other Agencies	3,075,000	2,333,000	3,325,000
Flow Through Funds to LEAs	-	-	-
TOTAL EXPENDITURES AND FLOW THROUGH	3,075,000	2,333,000	3,325,000



Science (iSEE)

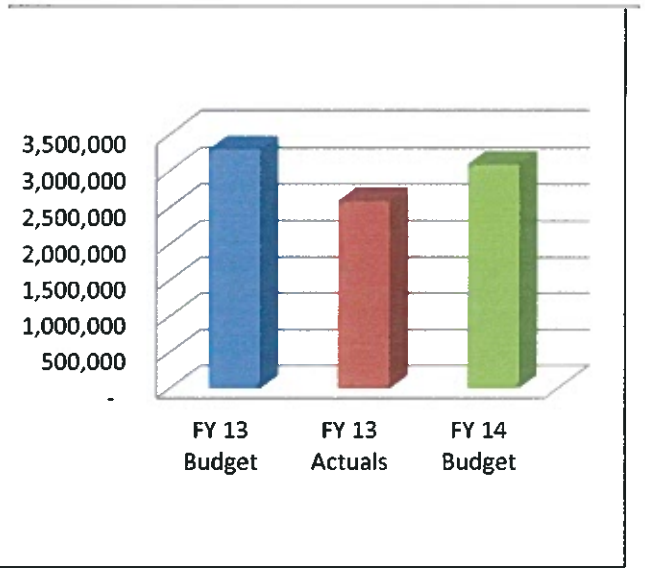
EXPENDITURES	Fiscal Year 13 Budget	Fiscal Year 13 Actuals-to-Date	Fiscal Year 14 Budget
Salaries	-	-	-
Benefits	-	-	-
Purchased Services	-	-	-
Travel	-	-	-
Supplies and Materials	-	-	-
Equipment	-	-	-
Capital Expenditures	-	-	-
TOTAL EXPENDITURES	-	-	-
Grants and Transfers to Other Agencies	2,125,000	1,300,500	2,600,000
Flow Through Funds to LEAs	-	-	-
TOTAL EXPENDITURES AND FLOW THROUGH	2,125,000	1,300,500	2,600,000



Department Budgets and Expenditures Breakdown
Fiscal Year 2013 and Fiscal Year 2014
Current As of May 20, 2013

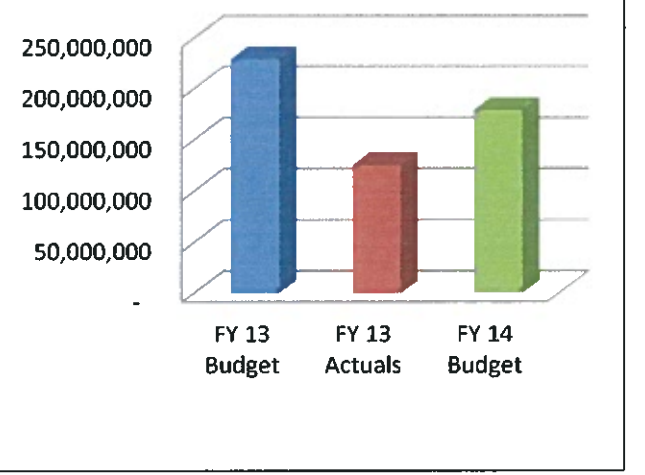
Charter School Board

EXPENDITURES	Fiscal Year 13 Budget	Fiscal Year 13 Actuals-to-Date	Fiscal Year 14 Budget
Salaries	225,800	176,300	287,100
Benefits	114,100	85,500	137,800
Purchased Services	282,800	26,500	201,500
Travel	27,600	11,400	32,200
Supplies and Materials	345,600	40,500	78,000
Equipment	3,400	600	6,400
Capital Expenditures	-	-	-
TOTAL EXPENDITURES	999,300	340,800	743,000
Grants and Transfers to Other Agencies	46,700	20,100	29,000
Flow Through Funds to LEAs	2,245,100	2,231,900	2,317,400
TOTAL EXPENDITURES AND FLOW THROUGH	3,291,100	2,592,800	3,089,400



Child Nutrition Programs

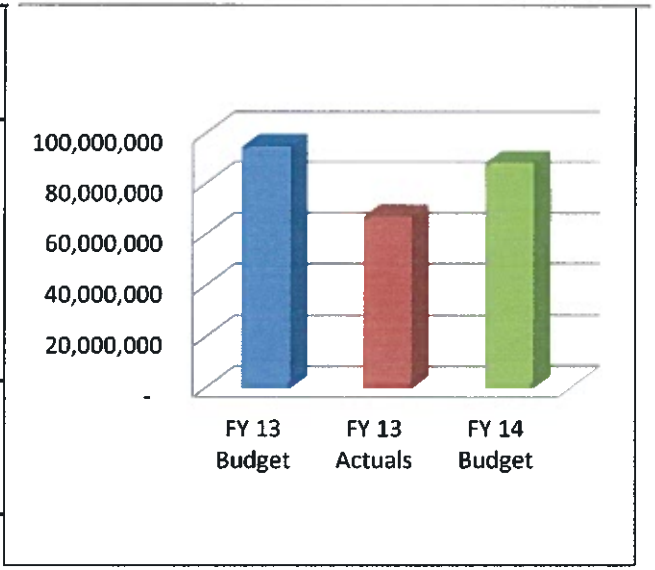
EXPENDITURES	Fiscal Year 13 Budget	Fiscal Year 13 Actuals-to-Date	Fiscal Year 14 Budget
Salaries	1,076,700	902,900	1,073,100
Benefits	593,700	487,700	577,100
Purchased Services	1,087,400	437,600	632,000
Travel	78,000	64,200	43,100
Supplies and Materials	1,537,000	215,300	126,700
Equipment	195,600	153,300	148,500
Capital Expenditures	-	-	-
TOTAL EXPENDITURES	4,568,400	2,261,000	2,600,500
Grants and Transfers to Other Agencies	17,700,400	22,431,500	29,400,500
Flow Through Funds to LEAs	206,402,600	100,265,200	146,792,600
TOTAL EXPENDITURES AND FLOW THROUGH	228,671,400	124,957,700	178,793,600



Department Budgets and Expenditures Breakdown
Fiscal Year 2013 and Fiscal Year 2014
Current As of May 20, 2013

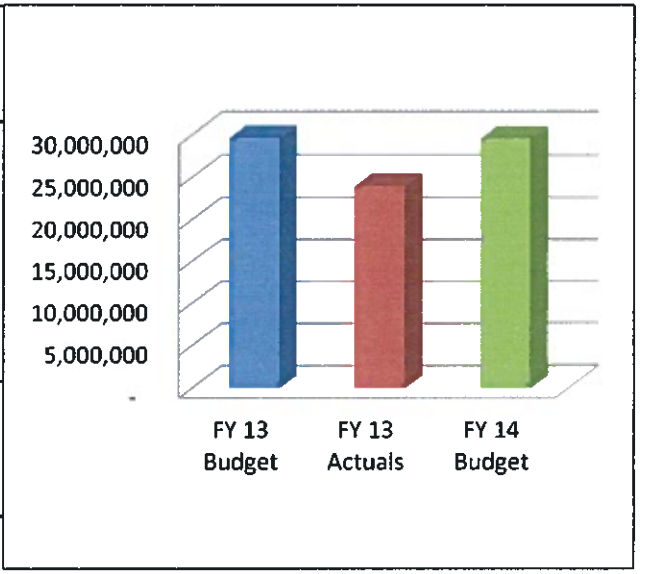
Utah State Office of Rehabilitation

EXPENDITURES	Fiscal Year 13 Budget	Fiscal Year 13 Actuals-to-Date	Fiscal Year 14 Budget
Salaries	22,372,500	18,073,900	22,656,100
Benefits	11,915,300	9,222,600	12,170,300
Purchased Services	3,964,100	3,109,300	4,556,800
Travel	331,000	256,400	280,000
Supplies and Materials	16,595,600	2,460,200	2,712,000
Equipment	683,300	420,900	500,000
Capital Expenditures	55,400	49,600	69,600
TOTAL EXPENDITURES	55,917,200	33,592,900	42,944,800
Grants and Transfers to Other Agencies	38,773,400	33,449,800	45,223,500
Flow Through Funds to LEAs	-	-	-
TOTAL EXPENDITURES AND FLOW THROUGH	94,690,600	67,042,700	88,168,300



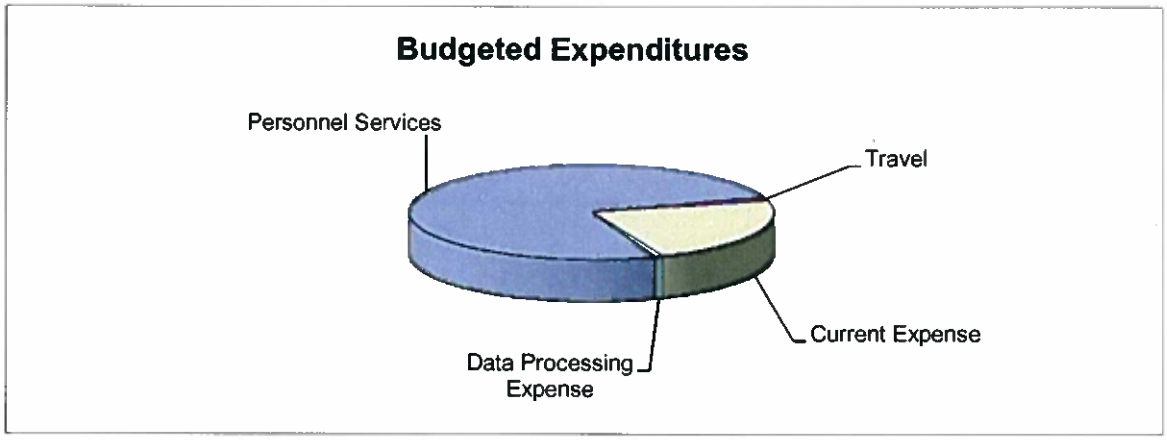
Utah Schools Deaf and Blind

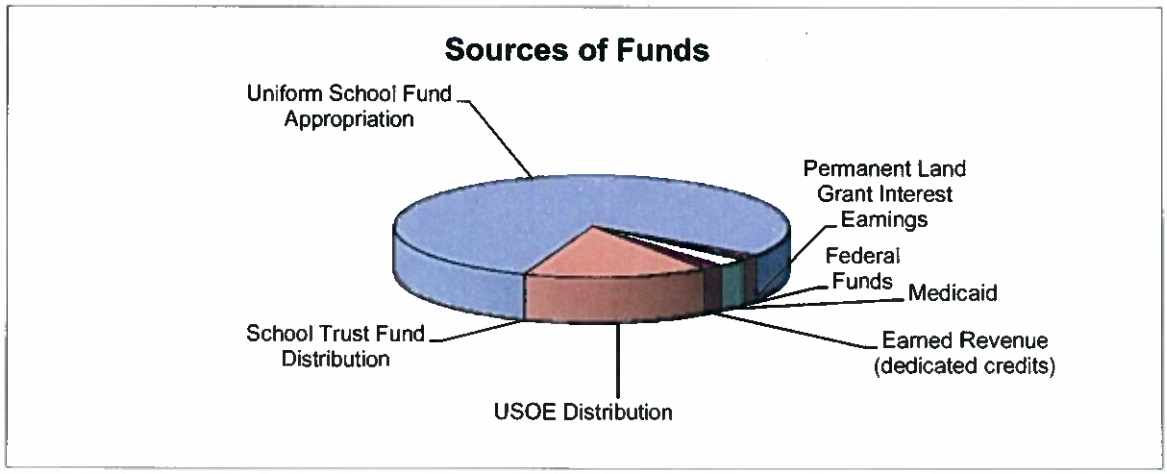
EXPENDITURES	Fiscal Year 13 Budget	Fiscal Year 13 Actuals-to-Date	Fiscal Year 14 Budget
Salaries	-	11,923,600	14,684,400
Benefits	21,956,800	5,933,000	8,007,500
Purchased Services	4,768,100	4,187,400	6,252,300
Travel	450,800	384,100	450,800
Supplies and Materials	2,089,200	878,400	-
Equipment	314,100	524,500	97,100
Capital Expenditures	25,100	156,100	-
TOTAL EXPENDITURES	29,604,100	23,987,100	29,492,100
Grants and Transfers to Other Agencies	900	1,100	-
Flow Through Funds to LEAs	-	-	-
TOTAL EXPENDITURES AND FLOW THROUGH	29,605,000	23,988,200	29,492,100



Utah Schools for the Deaf and the Blind
Fiscal Year 2014: July 1, 2013 to June 30, 2014

Budgeted Expenditures			
	Personnel Services	$ 22,175,400	75.2%
	Travel	450,800	1.5%
	Current Expense	6,637,400	22.5%
	Data Processing Expense	229,100	0.8%
Total		$ 29,492,700	100.0%
Sources of Funds			
	Uniform School Fund Appropriation	$ 23,249,500	78.8%
	Permanent Land Grant Interest Earnings	475,000	1.6%
	Federal Funds	94,500	0.3%
	Medicaid	690,000	2.3%
	Earned Revenue (dedicated credits)	545,000	1.8%
	USOE Distribution	4,426,420	15.0%
	School Trust Fund Distribution	12,280	0.0%
Total		$ 29,492,700	100.0%



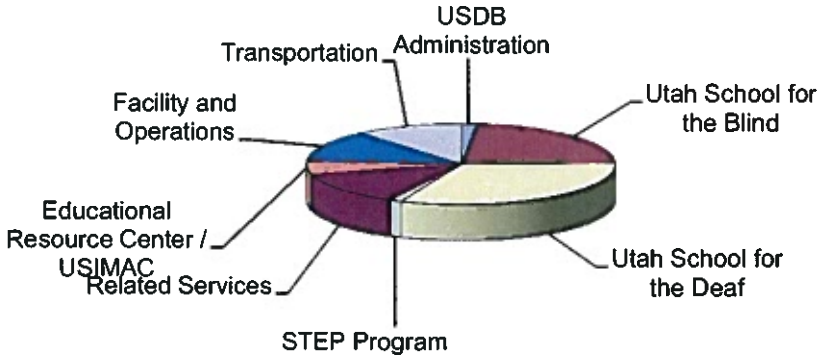


Utah Schools for the Deaf and the Blind
Fiscal Year 2014: July 1, 2013 to June 30, 2014

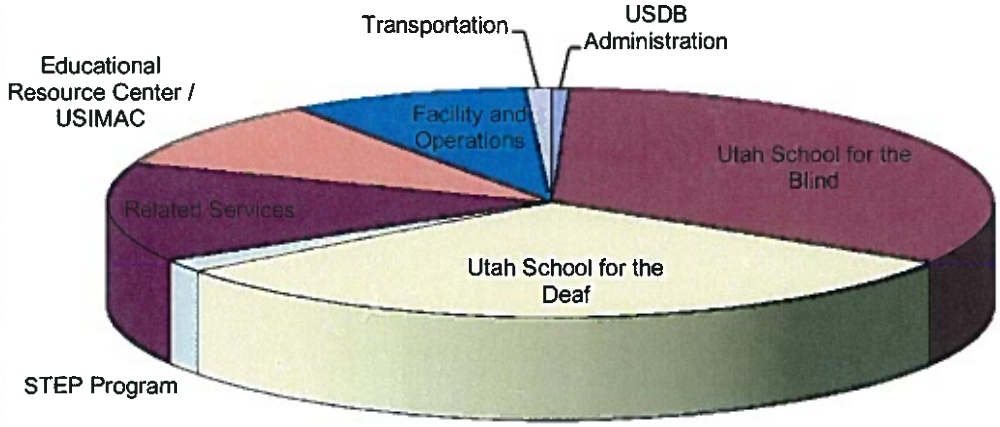
Divisions		**Budget**	
USDB Administration	$	452,524	1.5%
Utah School for the Blind		6,793,500	23.0%
Utah School for the Deaf		9,356,000	31.7%
STEP Program		360,100	1.2%
Related Services		3,956,000	13.4%
Educational Resource Center / USIMAC		1,439,776	4.9%
Facility and Operations		3,824,100	13.0%
Transportation		3,310,700	11.2%
Total	$	29,492,700	100.0%

Divisions	**FTE**	
USDB Administration	2.00	0.6%
Utah School for the Blind	110.32	33.2%
Utah School for the Deaf	102.41	30.8%
STEP Program	5.83	1.8%
Related Services	46.66	14.1%
Educational Resource Center / USIMAC	32.22	9.7%
Facility and Operations	29.54	8.9%
Transportation	3.01	0.9%
Total	331.99	100.0%

Budget


USDB Administration
Transportation
Utah School for the Blind
Facility and Operations
Educational Resource Center / USIMAC
Related Services
Utah School for the Deaf
STEP Program

FTE


Transportation
USDB Administration
Educational Resource Center / USIMAC
Facility and Operations
Utah School for the Blind
Related Services
Utah School for the Deaf
STEP Program

USDB Administration
Fiscal Year 2014: July 1, 2013 to June 30, 2014

Expenditures			
	Personnel Services	$ 235,000	51.9%
	Travel	32,400	7.2%
	Current Expense	184,624	40.8%
	Data Processing Expense	500	0.1%
Total		$ 452,524	100.0%
Sources of Funds			
	Uniform School Fund Appropriation	$ 452,524	100.0%
Total		$ 452,524	100.0%

Utah School for the Blind
Fiscal Year 2014: July 1, 2013 to June 30, 2014

Expenditures			
	Personnel Services	$ 6,545,000	96.3%
	Travel	134,200	2.0%
	Current Expense	112,800	1.7%
	Data Processing Expense	1,500	0.0%
Total		$ 6,793,500	100.0%
Sources of Funds			
	Uniform School Fund Appropriation	$ 5,507,850	81.1%
	Federal Funds	94,500	1.4%
	Medicaid	345,000	5.1%
	Earned Revenue (Dedicated Credits)	244,300	3.6%
	USOE Distribution	595,710	8.8%
	School Trust Fund Distribution	6,140	0.1%
Total		$ 6,793,500	100.0%

Utah School for the Deaf
Fiscal Year 2014: July 1, 2013 to June 30, 2014

Expenditures			
	Personnel Services	$ 8,490,000	90.7%
	Travel	87,400	0.9%
	Current Expense	776,600	8.3%
	Data Processing Expense	2,000	0.0%
Total		$ 9,356,000	100.0%
Sources of Funds			
	Uniform School Fund Appropriation	$ 8,164,850	87.3%
	Medicaid	345,000	3.7%
	Earned Revenue (Dedicated Credits)	244,300	2.6%
	USOE Distribution	595,710	6.4%
	School Trust Fund Distribution	6,140	0.1%
Total		$ 9,356,000	100.0%

STEP Program
Fiscal Year 2014: July 1, 2013 to June 30, 2014

Expenditures			
	Personnel Services	$ 345,000	95.8%
	Current Expense	15,100	4.2%
Total		$ 360,100	100.0%
Sources of Funds			
	Uniform School Fund Appropriation	$ 360,100	100.0%
Total		$ 360,100	100.0%

Related Services
Fiscal Year 2014: July 1, 2013 to June 30, 2014

Expenditures			
	Personnel Services	$ 3,770,000	95.3%
	Travel	23,800	0.6%
	Current Expense	149,800	3.8%
	Data Processing Expense	12,400	0.3%
Total		$ 3,956,000	100.0%
Sources of Funds			
	Uniform School Fund Appropriation	$ 3,956,000	100.0%
Total		$ 3,956,000	100.0%

Educational Resource Center / USIMAC
Fiscal Year 2014: July 1, 2013 to June 30, 2014

Expenditures			
	Personnel Services	$ 997,700	69.3%
	Travel	500	0.0%
	Current Expense	441,076	30.6%
	Data Processing Expense	500	0.0%
Total		$ 1,439,776	100.0%
Sources of Funds			
	Uniform School Fund Appropriation	$ 1,354,776	94.1%
	Earned Revenue (Dedicated Credits)	50,000	3.5%
	USOE Distribution	35,000	2.4%
Total		$ 1,439,776	100.0%

Facilities and Operations
Fiscal Year 2014: July 1, 2013 to June 30, 2014

Expenditures			
	Personnel Services	$ 1,717,000	44.9%
	Travel	147,500	3.9%
	Current Expense	1,747,400	45.7%
	Data Processing Expense	212,200	5.5%
Total		$ 3,824,100	100.0%
Sources of Funds			
	Uniform School Fund Appropriation	$ 3,342,700	87.4%
	Permanent Land Grant Interest Earnings	475,000	12.4%
	Earned Revenue (Dedicated Credits)	6,400	0.2%
Total		$ 3,824,100	100.0%

Facilities and Operations
Fiscal Year 2014: July 1, 2013 to June 30, 2014

Expenditures			
	Personnel Services	$ 1,717,000	44.9%
	Travel	147,500	3.9%
	Current Expense	1,747,400	45.7%
	Data Processing Expense	212,200	5.5%
Total		$ 3,824,100	100.0%
Sources of Funds			
	Uniform School Fund Appropriation	$ 3,342,700	87.4%
	Permanent Land Grant Interest Earnings	475,000	12.4%
	Earned Revenue (Dedicated Credits)	6,400	0.2%
Total		$ 3,824,100	100.0%

Utah Schools for the Deaf and the Blind
Fiscal Year 2014: July 1, 2013 to June 30, 2014

Vision Statement

Realization of Individual Potential

Mission Statement

The Utah Schools for the Deaf and the Blind leads the way in providing a caring, responsive and innovative approach to meet the educational needs for our low incidence population.

Funding Sources

Education Fund

Primary funding source for USDB. Funds are appropriated from the legislature as requested by USDB through the State Board of Education and supported by the Governor's Budget Recommendations. Funding is provided on a state agency basis not by WPU or MSP program calculation.

Federal Funds

IDEA funds are provided to USDB as a state institution. The two program allocations are Part B and Preschool funding.

Earned Revenue (Dedicated Credits)

Fees generated from the rental of property owned by USDB. Additional sources of revenue that are considered earned revenue could be revenue generated from the sale of goods and contract services provided to local education agencies.

Permanent Land Grant Interest Earnings

The enabling act of Utah identifies the School for the Deaf and the School for the Blind as beneficiaries of the land grant administered through SITLA. The interest earnings are derived from land usage fees, mineral extraction lease payments and investment gains from the proceeds of land exchanges and sales. The legislative audit from 2004 directs that 80% of the previous years earnings be budgeted and expended in the following year. Remaining funds are a reserve for unforeseen expenditures at the schools.

Donated Account

All funds donated, gifted, or bequest are deposited in a state trust and agency fund. These funds are disbursed according to donor wishes and overseen by the Superintendent.

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Martell Menlove, Chief Executive Officer
Lorraine Austin, Board Secretary

MEMORANDUM

TO: Members, Utah State Board of Education

FROM: Martell Menlove, Ph.D.
Chief Executive Officer

DATE: June 7, 2013

ACTION: R277-606 *Grants to Purchase or Retrofit Clean School Buses* (Repeal)

Background:
R277-606 *Grants to Purchase or Retrofit Clean School Buses* is being repealed. All objectives of the rule have been met and grants to purchase 27 new school buses and retrofit over 1,200 school buses have been fully utilized.

Key Points:
A number of partnering entities provided support for the clean school bus effort. The state of Utah was recently recognized in Washington D.C. by the Environmental Protection Agency and the American School Bus Council as a School Bus Champion in creating one of the greenest school bus fleets in America. School buses that were considered too old for retrofitting are a continuing priority for replacement as soon as possible.

Anticipated Action:
It is proposed that the Accountability and Finance Committee consider approving R277-606 for repeal on first reading, and if approved by the Committee, the Board consider R277-606 for repeal on second reading.

Contact: Bruce Williams, Associate Superintendent, 801-538-7514
David Roberts, School Finance Director, 801-538-7668
Murrell Martin, Pupil Transportation Director, 801-538-7666

REPEAL IN ITS ENTIRETY

[~~**R277. Education, Administration.**~~
~~**R277-606. Grants to Purchase or Retrofit Clean School Buses.**~~
~~**R277-606-1. Definitions.**~~

~~A. "Appropriation" for purposes of this rule means one-time funding provided by the 2008 Utah Legislature for the purpose of encouraging school districts to purchase or retrofit their school buses to meet federal standards as defined in 42 U.S.C. Sec. 16091, January 3, 2006, which are hereby incorporated by reference.~~

~~B. "Board" means "the State Board of Education.~~

~~C. "Matching funds" means grant funding provided by the federal government or private sources to school districts for the purchase or retrofit of clean school buses as defined in 42 U.S.C. 220 Sec. 1609.~~

~~D. "USOE" means the Utah State Office of Education.~~

~~**R277-606-2. Authority and Purpose.**~~

~~A. This rule is authorized by Utah Constitution Article X, Section 3 which vests general control and supervision of public education in the Board, Section 53A-1-401(3) which permits the Board to adopt rules in accordance with its responsibilities, and by Section 41-6a-1308 which directs the Board, in consultation with school districts and the Air Quality Board, to adopt idling programs and standards for public school buses.~~

~~B. The purpose of the rule is to distribute state funds appropriated by the 2008 Legislature to school districts to match grants awarded by the federal government or private sources to purchase new school buses or retrofit existing school buses to meet designated federal clean air standards, to the extent of funds available.~~

~~**R277-606-3. State Board of Education Grants and Timelines.**~~

~~A. The USOE acting on behalf of the Board shall provide an electronic application for grants under Section 41-6a-1308 and R277-606 directed to school districts.~~

~~B. The USOE shall work closely with the Utah Division of Environmental Quality (DEQ) in developing the application for state funds.~~

~~C. The USOE in consultation with the DEQ shall select grant applicants based on:~~

~~(1) availability and stability of matching funds;~~

~~(2) district support for improving school buses and maintaining and servicing the improvements;~~

~~(3) geographic and district-size diversity of applicants; and~~

~~(4) other criteria, as determined mutually by the USOE and the DEQ.~~

~~D. The USOE shall notify successful grant recipients upon application approval.~~

~~E. If there are insufficient grant applications that meet all~~

REPEAL IN ITS ENTIRETY

~~requirements of Section 41-6a-1308 and R277-606, the Board may retain the funding and seek grant applicants throughout the 2008-09 school year and beyond, if necessary.~~

~~**R277-606-4. School District Responsibilities.**~~

~~A. School district applicants shall obtain government or private grants and receive state funds appropriated to the Board by the Legislature for the purposes of this rule.~~

~~B. School district applicants shall agree to participate in all evaluation and reporting requirements established by the USOE and the DEQ consistent with the purposes of Section 41-6a-1308.~~

~~**KEY: school bus, retrofit, purchase, grant**~~
~~**Date of Enactment or Last Substantive Amendment: December 8, 2008**~~
~~**Authorizing, and Implemented or Interpreted Law: Art X Sec 3; 53A-1-401(3); 41-6a-1308**~~]

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Martell Menlove, Chief Executive Officer
Lorraine Austin, Board Secretary

MEMORANDUM

TO: Members, Utah State Board of Education

FROM: Martell Menlove, Ph.D.
Chief Executive Officer

DATE: June 7, 2013

ACTION: R277-425 *Budgeting, Accounting, and Auditing for Utah Local Education Agencies (LEAs)* (Amendment and Continuation)

Background:

1. R277-425 *Budgeting, Accounting, and Auditing for Utah Local Education Agencies (LEAs)* outlines specific uniform budgeting, accounting, and auditing procedures for LEAs pursuant to Generally Accepted Accounting Principles (GAAP) and Generally Accepted Auditing Standards (GAAS), including specific requirements for LEAs as GAAP and GAAS relates to budgeting, financial accounting, indirect costs, financial audits, statistical audits and compliance and performance audits for schools. LEAs submitting public financial information are now required to meet new financial reporting requirements.
2. In addition to the amendments to R277-425, the rule is recommended for continuation consistent with Board policy for continuation of rules and the Utah Administrative Rulemaking Act.

Key Points:

1. The major amendments in this rule are intended to align R277-425 with new state statute from the 2013 Legislative Session. Amendments establish a new monetary threshold and reporting requirements applicable for LEAs. Other changes require financial submission of transactions to align with the uniform chart of accounts pursuant to rules adopted by the State Board of Education and required by state law.
2. This rule continues to be necessary because it specifies uniform budgeting, accounting, and auditing procedures for LEAs.

Anticipated Action:

1. It is proposed that the Accountability and Finance Committee consider approving R277-425, as amended, on first reading and if approved by the Committee, the Board consider R277-425, as amended, for approval on second reading.
2. It is proposed that the Accountability and Finance Committee consider approving R277-425 for continuation on first reading and if approved by the Committee, the Board consider R277-425 for continuation on second reading.

Contact: Bruce Williams, Associate Superintendent, 801-538-7514
David Roberts, School Finance Director, 801-538-7668
Natalie Grange, Internal Audit Director, 801-538-7813

250 East 500 South P.O. Box 144200 Salt Lake City, UT 84114-4200 Voice: (801) 538-7517 Fax: (801) 538-7768

R277. Education, Administration.

R277-425. Budgeting, Accounting, and Auditing for Utah Local Education Agencies (LEAs).

R277-425-1. Definitions.

A. “Board” means the Utah State Board of Education.

B. "Modified accrual basis of accounting" means a method under which expenditures other than accrued interest on general long-term debt are recorded at the time liabilities are incurred and revenues are recorded when they become measurable and available to finance expenditures of the current period.

C. “GAAP” means Generally Accepted Accounting Principles, as defined in the Codification of Governmental Accounting and Financial Reporting Standards, as published by the Governmental Accounting Standards Board.

D. “GAAS” means auditing standards established by the American Institute of Certified Public Accountants, generally referred to as Generally Accepted Auditing Standards.

E. “LEA” means local education agency which includes school districts and charter schools.

F. “USOE” means the Utah State Office of Education.

R277-425-2. Authority and Purpose.

A. This rule is authorized by Utah Constitution Article X, Section 3 which vests general control and supervision over public education in the Board, Section 53A-1-402(1)(e)(iv) which allows the Board to adopt rules regarding financial, statistical, and student accounting requirements, Section 53A-1-404 which allows the Board to approve auditing standards for school boards, Section 53A-1-405 which requires the Board to verify accounting procedures of school boards for the purpose of determining the allocation of Uniform School Funds, and Section 53A-1-401(3) which allows the Board to adopt rules in accordance with its responsibilities.

B. The purpose of this rule is to specify uniform budgeting, accounting, and auditing procedures for LEAs consistent with Generally Accepted Accounting Principles

(GAAP) and Generally Accepted Auditing Standards (GAAS).

R277-425-3. LEA Audit Requirements.

A. Each LEA with expenditures of less than $500,000 shall file an unaudited financial statement with the State Auditor's office on forms prescribed by the State Auditor.

B. The State Auditor sets timelines and format for the state auditing reporting requirement.

R277-425-[~~3~~]4. Reporting Standards.

A. Each LEA's financial reporting shall be in accordance with GAAP which include GAAS.

B. Each LEA's financial reporting shall be provided in the modified accrual basis of accounting in accordance with GAAP. LEAs that use nonprofit accounting shall also provide a reconciliation between the two bases of accounting and reporting.

C. LEAs shall provide data and information consistent with School Finance budgeting, accounting and auditing standards for Utah LEAs provided online by the Utah State Office of Education, October, [~~2011~~]2013 and reviewed annually. The USOE School Finance website contains applicable Utah statutes, applicable Board rules, and uniform rules for:

(1) budgeting;

(2) financial accounting which includes a chart of accounts for LEAs required under Section 63A-3-406;

(3) student membership and attendance accounting;

(4) indirect costs and proration;

(5) financial audits;

(6) statistical audits; and

(7) compliance and performance audits.

D. Section 53A-19-103 allows LEAs to have an undistributed reserve not to exceed five percent of the LEA general fund budgeted expenditures. The purpose of the reserve is to meet unexpected and unspecified contingencies.

KEY: education finance

71 **Date of Enactment or Last Substantive Amendment: [~~February 7,~~**
72 **~~2012~~]2013**
73 **Notice of Continuation: [~~February 13, 2009~~]2013**
74 **Authorizing, and Implemented or Interpreted Law: Art X Sec 3;**
75 **53A-1-402(1)(e); 53A-1-404; 53A-1-405; 53A-1-401(3)**

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Martell Menlove, Chief Executive Officer
Lorraine Austin, Board Secretary

MEMORANDUM

TO: Members, Utah State Board of Education

FROM: Martell Menlove, Ph.D.
Chief Executive Officer

DATE: June 7, 2013

ACTION: Exceptions to Contracts Requiring Board Approval

Background:
In April and May, the Accountability and Finance Committee held preliminary discussions regarding potential exceptions to contracts requiring full Board approval.

Key Points:
The Board now approves all contracts, including those with minor amendments.

Anticipated Action:
It is proposed that the Accountability and Finance Committee will allow contracts and amendments in the amount of $100,000 or less to be approved by the State Superintendent of Public Instruction or his designee, unless there is a potential conflict with the contract.

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Martell Menlove, Chief Executive Officer
Lorraine Austin, Board Secretary

MEMORANDUM

TO: Members, Utah State Board of Education

FROM: Martell Menlove, Ph.D.
Chief Executive Officer

DATE: June 7, 2013

ACTION: Pupil Transportation Drug and Alcohol Testing Policies and Procedures

---

Background:
During the March 2013 Board meeting, the Accountability and Finance Committee asked the Pupil Transportation Specialist to reconvene the Drug and Alcohol Policy Committee to develop the following:

1. A driver/doctor disclosure form verifying doctor awareness of the safety sensitive job duties of the driver and requirement to be free of impairment and fit for duty.
2. A policy to identify under what conditions a local school district may want to develop local policy for ordering a separate nine-panel test in addition to the federally required five-panel test.
3. Additional policy addressing the need for increased education and awareness of the risks of impairment from the use or misuse of prescription or over-the-counter drugs.

Key Points:
The updated Pupil Transportation Drug and Alcohol Testing Policies and Procedures will be presented to the Board for approval.

Anticipated Action:
It is proposed that the Accountability and Finance Committee review the revised Pupil Transportation Drug and Alcohol Testing Policies and Procedures, and if approved by the Committee, that the Board consider approval.

Contact: Bruce Williams, Associate Superintendent, 801-538-7514
David Roberts, School Finance Director, 801-538-7668
Murrell Martin, Pupil Transportation Specialist, 801-538-7666

STATE OF UTAH

PUPIL TRANSPORTATION DRUG AND ALCOHOL TESTING POLICIES AND PROCEDURES

EMPLOYEE HANDBOOK

UTAH STATE OFFICE OF EDUCATION
250 EAST 500 SOUTH
SALT LAKE CITY, UTAH 84114

The cover photo was taken in Iron County School District by Danny Cowan,
Pupil Transportation Supervisor.
The cover photo is not an endorsement of any particular bus model or manufacturer
by the Utah State Office of Education.

EMPLOYEE HANDBOOK

PUPIL TRANSPORTATION
DRUG AND ALCOHOL TESTING
POLICIES AND PROCEDURES

UTAH STATE OFFICE OF EDUCATION

Martell Menlove
State Superintendent of Public Instruction

Bruce Williams
Associate Superintendent Business and Operations

David Roberts
Educational Director School Finance

Murrell Martin
Pupil Transportation Specialist

Salt Lake City, Utah
~~April~~ June 2013

ACKNOWLEDGEMENTS

Special thanks to James P. (Pat) O'Hara, Pupil Transportation Specialist at the time of the first edition of this document, published in 1997. The first edition provided an employee handbook for many years, as well as a foundation for this edition.

The Utah State Office of Education also expresses appreciation to the following individuals for participating in and contributing their knowledge and expertise to updating this handbook.

Murrell Martin	*Utah State Office of Education*
Susan Shultz	*Utah State Office of Education*
Brent Chaston	*Park City School District*
Dr. Paul Teynor	*IMRO Medical Review Officer*
Danny Cowan	*Iron County School District*
Tom Given	*Granite School District*
Russ Fuller	*Granite School District*
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*Board of Regents Appointments
**UCAT Representative Appointment
***CMAC Advisory Representative Appointment
****USBA Advisory Representative Appointment
*****Charter School Representative Appointment

January 2013

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FOREWORD

In the interest of providing safe and efficient transportation for Utah children to and from school-related activities, and to meet its statutory responsibility for maintaining a drug-free workplace, the Utah State Board of Education has adopted these policies and procedures.

Illegal drug use is contrary to state law, the federal Drug-Free Workplace Act of 1988, and Utah State Board of Education rules. Possession, use, distribution, or manufacture of alcohol or illegal drugs in the workplace is prohibited. Involvement of any type with alcohol or other drugs that interfere with an employee's ability to perform assigned duties, regardless of where the drugs or alcohol are consumed, is also a concern that must be addressed by the supervisor as well as the individual. Violation of drug-free rules and laws may result in termination from employment.

It is the policy of the Utah State Board of Education that the workplace be drug free. A drug testing program has been implemented statewide that covers every Utah school district, charter school or private carrier, which will hereafter be referred to as DCPs (i.e., "district/charter/private"). The policy will pertain to any employee or contract employee working for a DCP who is assigned to a safety-sensitive position as defined by this policy and required, by reason of that job assignment, to possess a Commercial Driver's License. DCPs shall use the drug testing procedures, contract testing company, medical review officer, laboratories, and testing sites established under this policy to test other employees, provided that such testing is authorized by separate local district or charter school policy written and adopted for that purpose. Testing will be conducted in strict accordance with the guidelines of the Substance Abuse Mental Health Services Administration, formerly the National Institute on Drug Abuse, and Part 40 of Title 49, Code of Federal Regulations.

Private, commercial carriers under contract to local school districts or charter schools to transport Utah school children to and from school or related activities are required to adhere to this policy. Responsibility for payment for testing and related services is a matter of contract negotiation between the commercial carrier and the school district or charter school.

Martell Menlove
State Superintendent of Public Instruction

PURPOSE

The purpose of this policy is to establish guidelines for alcohol and controlled substances testing that comply with the Omnibus Transportation Employee Testing Act of 1991 (the Omnibus Act) and to set forth the procedures for implementing this policy.

I. GENERAL STATEMENTS OF POLICY

It is the policy of the Utah State Board of Education that:

A. Covered employees will adhere to the rules and regulations set forth in this policy.

B. DCPs will strive to maintain a workplace free of the unlawful use, manufacture, distribution, dispensing, or possession of alcohol and illegal controlled substances.

C. DCPs will take action against employees who use, distribute, or possess illegal controlled substances or alcohol on the job.

D. Covered employees will report to work in a fit condition for duty. Being under the influence of alcohol or illegal controlled substances on duty is prohibited.

E. If the employee seeks help prior to discovery or notification of random testing, then confidentiality, job security, and promotional opportunities will be protected.

F. If the employee does not seek help and the problem in some way comes to the attention of the employer, then corrective or disciplinary action will result.

G. As of the approval of this policy, the "Zero Tolerance Policy" will apply to all current DCP drivers and new applicants to drive.

H. If an employee is arrested off the job for drug involvement, the DCP will consider various circumstances surrounding the arrest before taking action.

I. A covered employee charged with the possession, use, sale, distribution, or manufacture of alcohol or illegal controlled substances on DCP property will be removed from safety-sensitive duties until the charges are adjudicated. If the charges result in termination from DCP employment, the DCP will not participate financially in any subsequent counseling, rehabilitation, or hospitalization.

J. If an employee is under treatment with a medication that could alter his/her ability to perform a job, a recommendation will be sought from a physician. Upon recommendation by the physician, the employee could be subject to reassignment. This requires a note from the physician stating the possible impairment from prescribed drugs, such as drugs that may cause drowsiness, or the ability to operate equipment. The note should state how many days off are necessary and the approximate date of possible return to duty.

K. Supervisors and other employees in jobs classified as "safety-sensitive" will receive annual substance abuse training in accordance with the Omnibus Act.

L. As a condition of employment in a job with a Utah DCP having safety-sensitive duties, an employee or applicant must agree, in writing, to the release of the records of:
   1. Positive controlled substances test,
   2. Alcohol test that registered above, 0.02 BAC,
   3. When positive tests resulted in disciplinary action, or

4. Any refusal to be tested.

The signed release must stipulate that the employee agrees to the release of such records dating back three years from the date of hire for new hires and two years from any inquiry related to employment status in which the driving record or performance record of the individual is at issue, and that the records may be released to other Utah DCPs and other states via confidential transmittal through the Pupil Transportation Specialist.

M. All Utah DCPs will implement the policy set forth in Paragraph K above, by including in the employment application for safety-sensitive positions, statements to the effect that:
   1. An essential function of safety-sensitive jobs in the DCP is that the person performing such a job do so free of illegal controlled substances and with a BAC within the limits set forth in this policy, and,
   2. Application for employment in such a job in the DCP implies consent to the conditions stated in Paragraph K.

II. DEFINITIONS

Act, the The Drug-Free Workplace Act of 1988.

alcohol The intoxicating agent in beverage alcohol, ethyl alcohol, or other low-molecular-weight alcohols, including methyl and isopropyl alcohol.

blood-alcohol concentration (BAC)
A unit of measurement specifying the percentage of alcohol in a person's bloodstream.

Chain of Custody

The documented control of an item of evidence from the time and place of its creation or identification as evidence to its final use or disposition. In drug and alcohol testing, the "Chain of Custody" is tracked and recorded on the "Custody and Control Form." See definition below.

commerce Commerce means (1) any trade, traffic, or transportation within the jurisdiction of the United States between a place in a state and a place outside of such state, including a place outside of the United States, and (2) trade, traffic, or transportation described in paragraph (1) of this definition**. School bus traffic, whether in the transportation of students to and from school or on activity and field trips, is commerce.**

commercial motor vehicle (CMV)
Commercial motor vehicle (CMV) means a motor vehicle or combination of motor vehicles that:
A. Has a gross combination weight rating of 26,001 or more pounds inclusive of a towed unit with a gross vehicle weight rating of more than 10,000 pounds; <u>or</u>
B. Has a gross vehicle weight rating of 26,001 or more pounds, <u>or</u>
C. Is designed to transport 16 or more passengers, including the driver; <u>or</u>
D. Is of any size and is used in the transportation of materials found to be hazardous for the purposes of the Hazardous Materials Transportation Act and which require the motor vehicle to be placarded under the Hazardous Materials Regulations (49 C.F.R. part 172, subpart F or
E. Is any vehicle meeting the definition of "School Bus" as defined in the "Standards for Utah School Buses and Operations."

confirmatory test

A confirmatory test is a chemically independent test conducted on a urine specimen to substantiate the results of a prior test. The confirmatory test must employ federally approved methods of analysis as described in this policy.

controlled substances

Medications prescribed under Utah law by licensed medical personnel or illegal drugs identified in the Omnibus Transportation Employee Testing Act of 1991, listed on page 9 of this handbook.

covered employee

A DCP employee assigned to a safety sensitive position, as defined by this policy and subject to the Omnibus Transportation Employee Testing Act of 1991. (Includes a school bus driver in the State of Utah.)

covered event

An accident or other incident where there is reasonable suspicion that prohibited use of controlled substances or alcohol occurred.

Custody and Control Form

The document completed by the donor prior to providing the urine specimen, which accompanies the specimen to document where it goes, how it is handled, and by whom. Copies of the Custody and Control Form are sent to the district Drug Program Coordinator or Site Coordinator for their use in billing and employee notification. The Custody and Control Form is a multi-page document with copies distributed according to the notification rules of this policy.

consortium/third party administrator (C/TPA)

A person and/or company that handles the random drug testing pool.

district/charter school/private carrier (DCP)

Utah public school district, charter school or private commercial carrier under contract to local school districts or charter schools to transport Utah school children to and from school or related activities.

DCP supervisor

The DCP employee with day-to-day responsibility for managing pupil transportation, whether holding the title Superintendent, Assistant Superintendent, Director, Supervisor, Coordinator, or other title.

donor The individual being tested or scheduled to provide a urine or breath specimen for testing under this policy.

drug May refer to legal medications prescribed according to Utah state law or to illegal controlled substances. When used in the context of "testing for illegal controlled substances," the term "drugs" refers to the five controlled substances targeted by the Omnibus Transportation Employee Testing Act of 1991.

Drug Program Coordinator or designated employer representative (DER)

The individual designated at the ~~district~~ local level to oversee implementation of the drug testing policy for the pupil transportation department. The Drug Program Coordinator is the designated employee representative (DER). This may be the transportation supervisor

(director), the superintendent or an assistant superintendent, or a senior transportation employee subordinate to the supervisor.

employee Used interchangeably with "donor" in this policy. Both terms refer to Utah public school district employees or contract employees assigned safety-sensitive duties and possessing a Commercial Driver's License.

employee assistance program (EAP)
A program to provide district employees with counseling services, which includes services for employees with substance abuse problems. Referrals and recommendations are at the discretion of the district or the employer.

human resources management (HRM)
District-level human resource office.

medical review officer (MRO)
The medical review officer (physician or osteopath) under contract with the USOE to provide statewide technical assistance in implementing the drug testing program by performing duties specified on page 23 of this handbook.

National Institute on Drug Abuse (NIDA)
Renamed from Substance Abuse Mental Health Services Administration. An agency within the federal Department of Health and Human Services designated by presidential executive order as the national certification authority for forensic urine testing.

Omnibus Act

The Omnibus Transportation Employee Testing Act of 1991.

reasonable suspicion
A conclusion, as a result of examination of the pertinent facts, that prohibited drug or alcohol use *may be* present, or may have contributed to or caused a critical incident.

"refusal to test/submit"
Refusing to submit (to an alcohol or drug test) means that a driver:

A. Fails to appear for any test (except a pre-employment test) as determined by the employer and consistent with DOT agency regulations, after being directed to do so by the employer;
B. Fails to remain at the testing site until the testing is complete. Provided that a covered employee leaves the testing site before the testing process commences (see 49 CFR 40.63(c)) employer and DOT for pre-employment test is not determined to have refused to test;
C. Fails to provide a urine specimen for any drug test required by the employer and DOT regulations;
D. In the case of a directly observed or monitored collection in a drug test, fails to permit the observation or monitoring of your provision of a specimen (see 49 CFR 40.67(I) and 40.69(g));
E. Fails to provide a sufficient amount of urine when directed, unless it has been determined through a required medical evaluation, that there was an adequate medical explanation for the failure;
F. Fails to undergo a medical evaluation as directed by the MRO as part of the verification process or as directed by the DER concerning the evaluation of the shy bladder procedures in 49 CFR part 40, subpart 1 of this title;

G. Fails to cooperate with any part of the testing process;
H. Fails or declines to take a second test the employer or collector has directed the covered employee to take; or
I. Is reported by the MRO as having a verified adulterated or substituted test result.

safety-sensitive duties

In Utah public school districts, duties performed during "on-duty" time by all school bus drivers (full- and part-time or substitute); mechanics who hold the CDL license; state-level instructors, district-level instructors, and behind-the-wheel trainers who hold the CDL; and any other employee involved in the transport of public school students who holds a CDL license. This encompasses all time from the time a driver begins to work or is required to be in readiness to work until the time he/she is relieved from work and all responsibility for performing work. "On-duty" time will include:

A. All time at a carrier or shipper plant, terminal, facility, or other property, or on any public property spent waiting to be dispatched, unless the driver has been relieved from duty by the motor carrier.
B. All time inspecting, servicing or conditioning any motor vehicle at anytime.
C. All driving time.
D. All time, other than driving time, in or upon any motor vehicle.
E. All time spent loading or unloading a vehicle, supervising or assisting in the loading or unloading, attending a vehicle loading or unloading, remaining in readiness to operate the vehicle, giving or receiving receipts for shipments loaded or unloaded, or checking manifests of students.
F. All time spent performing required driver responsibilities upon an accident and/or collision.
G. All time repairing, obtaining assistance, or remaining in attendance with a disabled vehicle.

site coordinator

The individual on site at the location where urine and breath specimens are collected and who is responsible for coordinating specimen collection. The Site Coordinator and Drug Program Coordinator may be the same person if assigned a dual role by the district. (See Drug Program Coordinator .)

split sampling

Under federal law, all urine testing is a "split sample testing," meaning that the donor's sample is collected in a single, disposable container and then poured into two specimen bottles. One bottle, containing 30 milliliters of urine, is tested immediately. The second bottle, called the split, contains 15 milliliters of urine. It is placed in storage for two years. The two bottles carry identical donor identifying information along with the date of collection.

Substance Abuse Mental Health Services Administration (SAMHSA)

An agency within the Federal Department of Health and Human Services, designated by presidential executive order, as the National Certification Authority for Forensic "Urine and Breathe Alcohol Testing." (Replaces NIDA; see above.)

substance abuse professional (SAP)

A professional counselor employed by a public or private mental health or substance abuse treatment facility that is licensed by the Utah Department of Human Services as an agency authorized to conduct substance abuse treatment.

Utah State Office of Education (USOE)

The education agency for the State of Utah, as directed by the Utah State Board of Education.

~~**zero tolerance**~~

~~Any measurable detection of drugs or alcohol above 0.02 BAC. This is the amount that an instrument or device can legally detect these substances with reportable accuracy. If you are a school bus driver and fail a drug or alcohol test, you cannot again drive a public school bus in Utah.~~

zero tolerance drug and alcohol testing

Any failed DOT drug test or BAC 0.02 or above. This is the amount of alcohol that an instrument or device can legally detect with reportable accuracy. If you are a school bus driver at a school district or charter school, or with a private carrier on contract with either, and fail a drug or alcohol test, you cannot again drive a public school bus in Utah.

zero tolerance DUI convictions

1. No applicant for a school bus driver position may have a DUI conviction on his/her MVR for the past ten years.
2. Employed school bus drivers, while driving private vehicles, may not be convicted of a DUI. If convicted, a school bus driver is not eligible for consideration as a school bus driver in Utah for a period of ten years.

III. STATUTES

A. Drug-Free Workplace Act of 1988

1. The law requires federal contractors (with contracts of $25,000 or more) and grantees to achieve and maintain a "drug-free workplace."
2. The Act became effective on March 18, 1988.
3. 41 U.S.C. 701 specifically requires the covered contractor or grantee to certify that it is providing a drug-free workplace.

B. The Omnibus Transportation Employee Testing Act of 1991

1. The Omnibus Act became effective October 28, 1991.
2. The Omnibus Act requires employers to test certain employees for alcohol and controlled substances under various conditions. Employers must adopt policies and procedures covering prior notification, sanctions, types of tests, laboratory certification, medical review officer qualifications and duties, record keeping and training.

IV. AWARENESS PROGRAM

Since drug and alcohol abuse can result in injury or death to students, school bus drivers, or others, as well as lost productivity and misuse of public property, the Utah State Board of Education is obligated to establish policies that address these issues as they affect DCP employees. Therefore, polices are herewith established that not only set forth restrictions and penalties, but also provide for the dissemination of information concerning prevention, health effects, and rehabilitation programs.

Drivers:

All Utah school bus drivers are required to receive a minimum of 60 minutes of drug and alcohol awareness instruction each year. This shall include presentation and/or discussion time accompanied by a test within the minimum amount of time. Annual awareness instruction may be completed using an online course approved by the Utah State Office of Education.

A. Objectives

It is the policy of the Utah State Board of Education, as well as a requirement of the Omnibus Transportation Employee Testing Act of 1991, that all DCP pupil transportation personnel employed in "safety-sensitive" positions, as defined in this policy (see "covered employees" under Definitions, above), undergo annual training to accomplish the following objectives:

1. To ensure that each covered employee in the DCP receives educational materials that explain the requirements of the Omnibus Transportation Employee Testing Act of 1991 and local DCP policies concerning drugs and alcohol.
2. To ensure that the identity of the person designated in each DCP to answer questions about the policies is known to every person in the DCP holding a safety-sensitive position.
3. To ensure that every covered employee in the DCP knows that the duties being performed are considered safety-sensitive, and that, therefore, this written policy and the Omnibus Transportation employee Testing Act of 1991 must be followed.
4. To ensure that every covered employee in the DCP knows exactly what period of the workday he/she is subject to this policy or parts of this policy.

5. To ensure that each covered employee or prospective employee understands the "zero tolerance" policy. This means no illegal drug use or alcohol abuse. If this occurs, termination proceedings shall take place, and an employee shall not drive school bus again in Utah.
6. To ensure that the circumstances under which covered employees will be or may be tested under this policy are clearly understood.
7. To ensure that the procedures that will be used to test covered employees for the presence of alcohol and controlled substances protect covered employees and the integrity of the testing processes, safeguard the validity of the test results, and ensure that those results are attributed to the correct employee.
8. To ensure that all covered employees in all DCPs understand that they are ***required***, under federal law and Utah State Board of Education policy, to submit to alcohol and controlled substances testing as set forth in this policy.
9. To ensure that covered employees understand what constitutes "refusal" and "failure" to submit to testing, and that there are consequences for refusing or failing to submit to testing under this policy.
10. To ensure that all covered employees understand the consequences for violating any prohibition of this policy.
11. To ensure that all covered employees understand the possibility of impairment from the use of prescription drugs, and understand that they are subject to reasonable suspicion nine-panel testing at the discretion of their local DCP.
12. To ensure that all covered employees understand the possibility of impairment from the use of over-the-counter drugs, and understand that they are subject to reasonable suspicion nine-panel testing at the discretion of their local DCP.
13. To ensure that all covered employees understand that they are required to provide a Doctor/Driver Prescription Drug Disclosure Form each time they are required to supply a DOT physical, and that the form must be updated each time a doctor prescribes a medication that could impair the ability of a driver to safely operate a motor vehicle.

B. Self-Referral

Employees may refer themselves for treatment using the DCPs Employee Assistance Program, if any, or to a private physician or program, before discovery or before being notified of random test selection. This may not be construed in any attempt to circumvent the purposes of the "random," "post-accident" or "reasonable suspicion" tests provided for in this policy. Financial responsibility for any such referral, treatment, counseling, rehabilitation or hospitalization will be as provided for in the DCPs policy. This does not apply to new applicants, because they automatically fall under the "zero tolerance policy." See Section G under "General Statements of Policy."

C. DCP Actions

The DCP may impose discipline up to and including termination of the employee for violations of this policy. Employees who are found to be ~~illicit~~ drug users and who ~~did not~~ meet the criteria for termination from employment may not be permitted to remain in or return to a safety-sensitive position. Such employees shall not drive a school bus again in the State of Utah.

V. GENERAL PROHIBITIONS AND SANCTIONS, ALCOHOL

A. This policy prohibits any alcohol misuse that could affect the performance of a covered employee driving a commercial motor vehicle (CMV), including:
   1. The presence in the body, possession, use, distribution, dispensing, and/or unlawful manufacture of alcohol or alcohol products is not condoned while conducting DCP business, on or off employer premises. No covered employee will work under the influence of alcohol. It will be

against the employer policy for any supervisor/manager who has actual knowledge of a driver using a controlled substance or alcohol to permit the driver to perform or to continue to perform safety-sensitive functions.

2. No school bus driver shall perform safety-sensitive functions within eight hours after using alcohol. No employer having actual knowledge that a driver has used alcohol within eight hours shall permit a driver to perform or continue to perform safety-sensitive functions. Use includes alcohol in any form, including medication.
3. No driver shall use alcohol for eight hours after an accident, if required to take a post-accident alcohol test under Sec.382.303, or until he/she undergoes a post-accident test, or the employer directly tells the driver a post-accident test is not required, whichever occurs first.

B. No DCP employee assigned safety-sensitive duties, or contract carrier employee serving a DCP and assigned safety-sensitive duties, will refuse to submit to post-accident, random, reasonable suspicion, or follow-up alcohol or controlled substances testing. No DCP supervisor will permit an employee who refuses to submit to such testing to perform or continue to perform safety-sensitive duties.

C. Prohibited Breath/Saliva-Alcohol Concentrations (BAC)

1. **This rule establishes a ZERO TOLERANCE policy for covered employees under the Utah State Office of Education.** ***This policy is stricter than Federal limits.***
2. A covered employee with a BAC of at least 0.02 is not permitted to perform safety-sensitive duties for a DCP.
3. A covered employee with a BAC of 0.02 or greater is subject to the provisions of paragraph D below.

D. Sanctions

Following a determination that an employee has violated the alcohol prohibitions listed in this section, including having a test result of 0.02 BAC or greater, the following sanctions apply:
If the violation occurs immediately prior to, or while the employee is engaged in safety-sensitive duties or immediately after the employee ceases to perform safety-sensitive duties, termination from employment is mandatory. Under the Utah State Office of Education policy, a driver is disqualified from again driving a school bus in the State of Utah.

VI. GENERAL PROHIBITIONS AND SANCTIONS, DRUGS

A. Controlled Substances (Drugs)

1. Prohibited Drugs: The presence in the body (including the presence as a metabolite), possession, use, distribution, dispensing, and/or, unlawful manufacture of prohibited drugs is not condoned while conducting employer business, or while in work areas or employer vehicles on or off employer premises. No covered employee will work under the influence of prohibited drugs.
   The following drugs are prohibited by FMCASA/DOT regulations:
   a. Marijuana
   b.Cocaine
   c. Opiates
   d. Amphetamines
   e. Phencyclidine (PCP)
   Employer policy prohibits the use of all other controlled substances (unless legally prescribed under conditions that do not cause impairment while driving a school bus), and all illegal drugs not listed above.
   The Five Panel Test used by the Utah Office of Education is as follows:
   a. Marijuana

b. Cocaine
d. Opiates
e. Amphetamines
f. Phencyclidine (PCP)

2. Except for medications validly prescribed to the employee, no employee will store, or bring into a DCP facility or vehicle, controlled substances except those held as evidence. (A vehicle is a school bus owned or on contract with a DCP.)
3. Use of prescription drugs, where the prescribing physician advises that it could impair the ability of a driver to safely operate a commercial motor vehicle, or a warning label on a medication (prescription or over-the-counter medication) warns of possible impairment, must be reported to the employee's supervisor.
4. <u>All covered employees shall use the Utah State Office of Education-approved Driver/Doctor Prescription Drug Disclosure Form to disclose all prescribed medications that could impair the ability of a driver to safely operate a motor vehicle. For each drug that may impair a driver's ability to safely operate a vehicle, the prescribing physician shall list the amount of time that is needed after taking the drug before the employee is safe to operate a school bus again.</u>
5. Employees who find it necessary to bring a prescribed controlled substance into a <u>DCP</u> ~~state~~ facility will be responsible for securing the medication in a manner that will prevent its theft or use by others.
6. Termination from employment is mandatory if the driver tests positive or has adulterated or substituted a test specimen for controlled substances. No employer, having actual knowledge that a driver has tested positive or has adulterated or substituted a test specimen for controlled substances, shall permit the driver to perform or to continue to perform safety-sensitive functions.
7. Sanctions:
   a. Following a determination that an employee has misused legal, prescribed controlled substances, he/she will be removed from safety-sensitive duties. The employee is subject to termination~~, and the sanctions on page 9 are the same as Alcohol Sanctions~~.
   b. Termination from the DCP's employment is mandatory for an employee whose test for illegal controlled substances is confirmed to be positive under test guidelines set forth in this policy, provided the employee failed to report such use to the supervisor prior to being tested or prior to being notified of the test when such notice is given.
      1. The employer will commence termination proceedings immediately upon receipt of the laboratory report verifying the violation.
      2. Any employee to be terminated from employment under this policy will be notified immediately, in writing, of the employer's intent to terminate.
      3. The written notice of intent to terminate will include language that advises the employee of the right to a second test of the SAME urine sample under the conditions known as testing the split portion of "split test sampling."
      4. An individual whose employment is terminated due to use of prohibited drugs or abuse of alcohol may not apply for reinstatement to the safety-sensitive position previously held in the school district or with the contract carrier, and may not apply for a similar position again in another Utah DCP.

VII. GENERAL REGULATIONS

A. ~~School District~~ DCP Program

The Utah State Office of Education is responsible for ensuring that the procedures contained in this policy are uniformly implemented throughout the State. Each DCP will appoint the necessary drug program personnel to accomplish the objectives of this policy. At a minimum, all DCPs must appoint a Drug Program Coordinator and an alternate Drug Program Coordinator to perform the coordinator's duties in his/her absence. The responsibilities of the alternate are identical to those of the coordinator. In order to meet the requirement to have an Alternate Drug Program Coordinator, small DCPs with less than ten drivers may establish a reciprocating agreement with a neighboring DCP for coverage with an Alternate Drug Program Coordinator in the event of the need for an alternate in an emergency situation.

B. Drug Program Coordinator

1. The Drug Program Coordinator (designated employee representative or DER) referred to throughout this policy is the person designated as having primary responsibility for the coordination of drug testing program activities for the DCP's pupil transportation personnel.
2. The responsibilities of the Drug Program Coordinator may be delegated in those districts with large numbers of employees. In this case, the superintendent will ensure that all of the Drug Program Coordinator's responsibilities outlined in this guide are clearly understood.
3. The Alternate Drug Program Coordinator will be fully trained in and ready to assume all the Coordinator responsibilities in his/her absence.
4. The DCP's supervisor, Drug Program Coordinator, and the Site Coordinator may be the same person.

C. Site Coordinator

The size or location of some districts may dictate that the Drug Program Coordinator cannot be present for drug testing. In such cases, the DCP may appoint a Site Coordinator to assist the collector on the day of collection if it is deemed necessary. The responsibilities of the Site Coordinator will include, but not be limited to:

1. Coordinating the scheduling of employees selected for testing with the collector and the Drug Program Coordinator .
2. Ensuring that employees are selected from the test list in accordance with the procedures outlined in this policy.
3. Assisting the collector with logistical arrangements.

D. Safeguarding of Records Related to Drug Test Results

Test results are confidential. An employer or service agent (e.g., testing laboratory, MRO or SAP) is not permitted to disclose test results to outside parties without the employee's written consent. However, test information may be released (without consent) in certain situations, such as legal proceedings, grievances, or administrative proceedings brought by the employee or on his/her behalf, which resulted from a positive result or a refusal. When the information is released, the employer must notify the employee in writing of any information the employer released.

E. Transmission of Test Results

1. If you are a C/TPA (Consortium/Third Party Administrator) you may, acting as an intermediary, transmit the information in the following sections of this part to the DER for an employer, if the employer chooses to have you do so. These are the only items that you are permitted to transmit to

the employer as an intermediary. The use of C/TPA intermediaries is prohibited in all other cases, such as transmission of laboratory drug test results to MROs, the transmission of medical information from MROs to employers, the transmission of SAP reports to employers, the transmission of positive alcohol test results, and the transmission of medical information from MROs to employers.

2. In every case, you must ensure that, in transmitting the information, you meet all requirements (e.g., concerning confidentiality and timing) that would apply if the party originating the information (e.g., an MRO or collector) sent the information directly to the employer. For example, if you transmit MROs' drug testing results to DERs, you must transmit each drug test result to the DER in compliance with the requirements for MROs set forth in §40.167.

F. Release of Positive Test Results

A confirmed positive test result will not be distributed until a review has been conducted by the MRO and the positive result has been verified. At the conclusion of contact between the MRO and the tested employee, the signed, verified positive test report will be sent to the Pupil Transportation Specialist.

G. Release of Negative Test Results

Negative results will be sent to the Drug Program Coordinator, who will then provide employees with the results of their tests. For applicants, the Drug Program Coordinator will send results of the pre-employment tests to the district office.

H. Records Maintenance and Retention

1. All random test lists generated by the contractor for each district will be sent to the Drug Program Coordinator of each school district.
2. The report will be maintained in a secure filing system in such a manner as to limit access.
3. No other copies of the verified positive test report will be made or maintained.

VIII. TESTING OPERATIONS

A. Target Substances

The Omnibus Transportation Employee Testing Act of 1991 (the Omnibus Act) requires that employees performing safety-sensitive duties and holding the Commercial Driver's License (CDL) be tested for alcohol and five specific controlled substances:

1. Cannabinoids
2. Cocaine Metabolite
3. Opiates
4. Phencyclidine (PCP)
5. Amphetamines/Methamphetamine

B. Test Conditions

The Omnibus Act requires that employees performing safety-sensitive duties and holding a CDL be tested for controlled substances under **six** conditions:

1. Pre-employment
2. Random
3. Reasonable suspicion
4. Post-accident
5. Return to duty
6. Follow-up

The Omnibus Act requires that employees performing safety-sensitive duties and holding a CDL be tested for blood-alcohol concentrations under **five*** conditions:

1. Random
2. Reasonable suspicion
3. Post-accident
4. Return-to-duty
5. Follow-up

*** Note: Pre-employment testing includes the five-drug screen but does not include the alcohol test. Under this policy, Utah DCPS are specifically prohibited from administering the alcohol test for pre-employment purposes.**

C. Common Procedures:

Certain procedures will be common to all five testing conditions and will first be introduced prior to a discussion of each of the five testing conditions. They are:

1. Unobserved urine collection. This is the routine urine collection conducted in the privacy of a rest room stall or other such facility.
2. Direct observation urine collection. This procedure is followed when previous violations have occurred, or when tampering with specimens is suspected, prompting the employer to exert extra care in documenting the source and handling of a urine specimen.
3. Procedure following failure of employee to report to test site.
4. Procedure following failure of employee to provide specimen.
5. Procedure following refusal by employee to provide specimen.
6. Procedure following suspected tampering with, adulteration, or substitution of urine specimen.
7. Acceptable forms of identification.

D. Procedures for Unobserved Urine Collection

1. The collection contractor will provide detailed collection procedures that comply with Part 40 Title 49, Code of Federal Regulations.
2. Upon the donor's arrival at the collection site, the collector will request that the donor present acceptable photo identification.
   a. Failure of the donor to have a proper identification will be noted on the Custody and Control Form.
   b. The Drug Program Coordinator or Site Coordinator will contact the donor's immediate supervisor to confirm identification of the donor. The supervisor must be positively identified and will be required to positively identify the donor. The recommended method is for the supervisor to present photo identification and positively identify the donor in person.
3. The collector will have preprinted Custody and Control Forms or will complete such forms at the time of collection. These forms serve as identification documents for the urine sample. A different form is used for alcohol testing. These forms cannot require a list of prescription or over-the-counter medications the employee is using. If an employee tests positive, he/she may disclose any information regarding medication directly to the MRO.
4. If a person is taking any medication at the time of the test, the collector will offer him/her the opportunity to make a notation, as a "memory jogger," on the Custody and Control From. This notation serves to facilitate discussion later on if the tested employee has a need to discuss the test with the MRO.
5. The collector will require the donor to remove any unnecessary outer garments (coat, jacket, etc.) that might conceal items or substances that could be used to tamper with or adulterate the urine specimen. Under no circumstances will any tested employee be requested to disrobe or to remove any clothing except a coat, jacket, sweater, vest, or other item classed as an "outer" garment.

6. All personal belongings (purse, briefcase, etc.) must remain with outer garments; the donor may retain a wallet.
7. The collector will notify the Drug Program Coordinator if the donor exhibits unusual behavior or appearance at the time of collection.
8. The donor will be instructed to wash and dry his/her hands prior to urination. After washing hands, the donor will remain in the presence of the collector and will not have access to water fountains, faucets, soap dispensers, cleaning agents, or any other materials that could be used to adulterate the specimen.
9. To deter the dilution of specimens at the collection site, toilet water bluing agents will be placed in the toilet bowl for each collection so the water in the toilet bowl always remains blue. There should not be any other source of water (shower, sink, etc.) in the enclosure where urination occurs.
10. The specimen will be provided in the privacy of a stall or otherwise partitioned area that allows for individual privacy.
11. The donor will be asked to void into a disposable specimen container provided at the site and will not flush the toilet until the specimen has been handed over to the collector.
12. The donor may then flush the toilet and observe the collector complete the chain of custody procedure.
13. The specimen is then transferred by the collector to the specimen bottles. This transfer from the collection container to the specimen bottles will be observed by the donor.
14. After the specimen has been provided and submitted to the collector, the donor should be allowed to wash his/her hands.
15. Upon receiving the specimen from the donor, the collector will determine that it contains at least 45 milliliters of urine.
    a. If there is not sufficient urine to fill the first bottle with 30 milliliters and the second bottle (the “split”) with 15 milliliters, it will be discarded and another sample collected.
    b. Should a second specimen be required, the donor will be allowed, if necessary, to drink up to ~~40~~ 44 ounces of fluids to facilitate urination.
16. Immediately after collection, the collector will measure the temperature of the specimen using a “temperature strip,” inspect the color, and look for signs of possible contaminants.
    a. Any unusual findings resulting from the inspection will be noted on the Custody and Control Form.
    b. The time from urination to delivery of the specimen for temperature measurement is critical and will in no case exceed four minutes.
    c. The donor will be asked to observe the reading of the temperature and the recording of the reading on the Custody and Control Form, and then initial in the proper block on the form.
    d. If the temperature of the specimen is outside the range of 90 to 100 degrees F, the collector has reason to believe that tampering, adulteration, or substitution has occurred.
    e. After consultation with the Drug Program Coordinator, another specimen will be collected under direct observation and both specimens will be forwarded to the laboratory.
17. Any suspect specimen will be forwarded for testing.
18. Both the donor and the collector will keep the specimen in view at all times until it has been packaged and sealed for shipment. If the specimen is transferred from a collection container to specimen bottles, the collector will request that the donor observe the transfer of the specimen and the placement of the tamper-proof seals over the bottle caps and down the sides of the bottles.

19. The seals will contain the date of collection, name of collection official, and required donor identifying information. The donor will initial the seals on the specimen bottles using initials corresponding to the name on the Custody and Control Form.
20. The donor will be asked to read and sign a statement certifying that the urine in the bottles came from his or her body at the time of collection.
21. In the event the donor refuses to sign the statement, the collector will immediately notify the Drug Program Coordinator, who will consult with the donor as to the reason for the refusal. A final refusal by the donor to sign the form constitutes a refusal to be tested, and is grounds for termination for employment.
22. The collector will complete the Custody and Control Form for the collection process.
23. The specimens and Custody of Control Forms may now be shipped to the laboratory.
24. Copies of the Custody and Control Form will be distributed as marked on each copy.
25. All specimens will be shipped as soon as possible after collections for that day are completed.
26. While any part of the chain of custody procedures is being performed, it is essential that the urine specimen and Custody and Control Form be under the control of the person in charge of the collection site. The collector is responsible for keeping specimens and Custody and Control Forms in secure storage until shipment to the laboratory is completed.

E. Procedures for Observed Urine Collection

1. Collection of urine under direct observation will be made by the collector only with proper authorization from the Drug Program Coordinator.
2. Collections of urine specimens will be made under direct observation only as provided for in this policy. Direct observation collection may be ordered when facts and circumstances provide a reasonable basis to conclude that the person to be tested:
   a. Is seen to have equipment or implements used to tamper with urine specimens.
   b. Is known to have recently tampered with a specimen.
   c. Has provided a specimen in the past hour and the condition or temperature of the specimen indicates possible adulteration or substitution.
   d. Is undergoing follow-up testing following rehabilitation.
3. Upon the donor's arrival at the collection site, the collector will request that the donor present photo identification and will inform the donor that collection will be done under direct observation.
   a. Failure of the donor to have proper identification will be noted on the Custody and Control Form.
   b. The Drug Program Coordinator or Site Coordinator will contact the donor's immediate supervisor to confirm identification of the donor. The supervisor must be positively identified and will be required to positively identify the donor. The recommended method is for the supervisor to present photo identification and positively identify the donor in person.
4. The collector will have preprinted Custody and Control Forms or will complete one at the time of collection. This form serves as the identification document for the urine specimen collected. This form cannot require a list of prescription or over-the-counter medications the donor is using. If a donor tests positive, the donor may disclose any information regarding medication directly to the MRO.
5. The collector will require the donor to remove any unnecessary outer garments (coat, jacket, etc.), that might conceal items or substances that could be used to tamper with or adulterate the urine specimen. Under no circumstances will any tested employee be requested to disrobe to remove any clothing except a coat, jacket, sweater, vest, or other item classed as an "outer" garment.

6. All personal belongings (purse, briefcase, etc.) must remain with outer garments; the donor may retain a wallet.
7. The collector will note any unusual behavior or appearance of the donor on the Custody and Control Form.
8. The donor will be instructed to wash and dry his/her hands prior to urination. After washing hands, the donor will remain in the presence of the collector and not have access to water fountains, faucets, soap dispensers, cleaning agents or any other materials that could be used to adulterate the specimen.
9. Only the donor and collector will be in the toilet area when the collection is made.
    a. The collector, who will be of the same gender as the donor, will serve as the observer.
    b. The collector/observer will assume a position such that during collection it can be ascertained that the specimen, was in fact, provided by the donor.
10. The donor will be asked to void into a disposable specimen container and not flush the toilet until the specimen has been handed over to the collector.
14. The donor may then flush the toilet and observe the collector as he/she completes the chain of custody procedure.
15. The specimen is then transferred by the collector to the specimen bottles. This transfer from the collection container to the specimen bottles will be observed by the donor.
16. After the specimen has been provided and submitted to the collector, the donor should be allowed to wash his/her hands.
17. Upon receiving the specimen from the donor, the collector will determine that it contains at least 45 milliliters of urine.
    a. If there is not sufficient urine in the container, the sample will be discarded and another specimen collected.
    b. If necessary, the donor will be asked to drink fluids to facilitate urination.
18. Immediately after collection, the collector will measure the temperature of the specimen using a "temperature strip," inspect the color, and look for signs of possible contaminants.
    a. Any unusual findings resulting from the inspection will be noted on the Custody and Control Form.
    b. The time from urination to delivery of the specimen for temperature measurement is critical and in no case will exceed four minutes.
    c. The donor will be asked to observe the reading of the temperature and the recording of that reading on the Custody and Control Form, and then initial in the proper block on the form.
    d. If the temperature of the specimen is outside the range of 90 to 100 degrees F, the specimen is suspect.
    e. Another specimen will be collected, again under direct observation, and both specimens will be forwarded to the laboratory.
19. Any specimen suspected of being adulterated or substituted will be forwarded for testing.
20. Both the donor and the collector will keep the specimen in view at all times until it has been packaged and sealed for shipment. When the specimen is transferred from a collection container to specimen bottles, the collector will request that the donor observe the transfer of the specimen and the placement of tamper-proof seals over the bottle caps and down the sides of the bottles.
21. The seals will contain the date of collection, name of collector, and identifying information relating to the donor. The donor will initial the seals on the specimen bottles using initials corresponding with the name on the Custody and Control Form.
22. The donor will be asked to read and sign a statement certifying that the urine in the bottles came from his/her body at the time of collection. Refusal to sign this statement will be noted on the form by the collector.

23. In the event the donor refuses to sign the statement, the collector will immediately notify the Drug Program Coordinator, who will consult with the donor as to the reason for the refusal. A final refusal by the donor to sign the form constitutes a refusal to be tested and is grounds for termination from employment.
24. The direct observation of the collection of a urine specimen is highly confidential, and no information will be released concerning the observation other than the fact that it was performed. All procedures will be conducted in a detached, objective manner.
25. The collector will annotate the Custody and Control Form to indicate the specimen was collected under direct observation.
26. When testing under "reasonable suspicion" provisions, the collector will ensure that the Custody and Control Form is marked to indicate "reasonable suspicion" testing conducted under direct observation.
27. The specimens and Custody and Control Forms are now ready for shipment to the state's contract laboratory. Copies of the Custody and Control Form are distributed as shown on each copy of the form.
28. The specimens will be immediately prepared for shipment.

F. Procedures for Alcohol Testing

Employers subject to this policy may choose either the breath test or the saliva test as the **initial screen** for alcohol.

1. The breath test may be used for the initial screen and for confirmatory testing. When the breath test is used, it must be performed by a certified Breath Alcohol Technician and must be performed under the conditions of the USOE Drug/Alcohol Testing Statewide Contract and in accordance with Part 40, Title 49, Code of Federal Regulations as amended.
2. The saliva test must be administered under the following conditions:
   a. The saliva alcohol test may be used for **initial alcohol screening** under random, post-accident, return-to-duty, follow-up, and reasonable suspicion test conditions. It **may not** be used for confirmatory testing.
   b. An initial positive test result (BAC greater than .001) **must be confirmed** by the administration of a breath-alcohol test. In such an event, the drug/alcohol testing contractor servicing the USOE statewide contract must be notified immediately and confirmatory breath test requested.
   c. The confirmatory breath test must be administered no sooner than 20 minutes following the saliva test.
   d. The ~~CDL~~ DCP employee providing the specimen shall be removed from safety-sensitive duties until the confirmatory test result is received by the supervisor.
   e. The saliva alcohol test may be administered ONLY by persons certified in the use of this instrument.

G. Failure of Employee to Report to Collection Site

1. If an employee fails to appear for a scheduled collection, the collector will immediately notify the Drug Program Coordinator.
2. The Drug Program Coordinator will document the failure to appear in the employee's personnel file to include date, time, and location of the missed appointment.
3. If the employee can document an acceptable reason failing to appear for the scheduled collection, the supervisor will reschedule the employee's test.
4. Failure of the employee to appear for the second collection appointment will be considered as a refusal to be tested if an acceptable reason for the failure cannot be verified. Accordingly, termination from district employment is mandatory.

H. Failure of Employee to Provide Specimen

1. If the employee fails to provide a sufficient quantity of urine, at least 45 milliliters, the following procedures will apply:
   a. The employee will remain at the collection site and will be given a reasonable period of time to provide a specimen. As a general rule, the employee will be allowed two hours or until the end of the shift, whichever is later.
   b. The employee will be allowed to drink up to 44 ounces of fluid to facilitate urination.
   c. If, at the end of the waiting period, the individual still cannot provide a specimen of sufficient quantity, this inability will be recorded by the Drug Program Coordinator in the form of memorandum for record.
   d. At this time, the employee will cease to perform safety-sensitive duties.
   e. The Drug Program Coordinator will then take action to schedule an appointment for the employee to consult with a physician to determine the reason for the failure.
      1. If the physician concludes that the employee's justification is medically acceptable, the employee will be advised that he/she may return to service upon providing a specimen.
      2. If, on the other hand, the physician finds no medical basis for the failure to provide a specimen, the Drug Program Coordinator or District Supervisor will be so notified.
   f. Upon a report of "no medical basis," a refusal is assumed, and the District Supervisor will initiate termination action in accordance with the next section of this policy, "Refusal of Employee to Provide Specimen."

I. Refusal by Employee to Provide Specimen

1. An employee who refuses to submit to drug or alcohol testing under this policy is violating a state policy and will be immediately terminated from employment.
2. The employee will be advised by the collector to report back to the District Supervisor.
3. The collector will immediately notify the Drug Program Coordinator or District Supervisor and document the refusal in writing.
4. The DCP Supervisor or appropriate management official will initiate termination action.
5. Notice of termination will be sent to the Pupil Transportation Specialist, including employee's name, ~~social security number,~~ and CDL number. In addition, one copy of the collector's written record of the refusal will be sent to the Pupil Transportation Specialist.

J. Tampering With, Adulteration, or Substitution of Urine Specimens

1. Should the collector, as a matter of professional judgment, believe the donor has tampered with, adulterated, or substituted a urine specimen, the collector will:
   a. Request that the donor remain at the collection site, preferably in the presence of a second collector.
   b. Immediately contact the Drug Program Coordinator to detail the reasons for this suspicion.
   c. Document these reasons in writing before proceeding further.
2. The Drug Program Coordinator or Supervisor will:
   a. Authorize a second collection under direct observation if the circumstances establish reasonable suspicion. In questionable cases, the Pupil Transportation Specialist may be consulted.
   b. Document the conversation with the collector, including the collector's specific reasons for requesting observation and final decision, and the rationale for this decision.
3. Both specimens—the first, suspect specimen and the second specimen—will be clearly distinguished from each other by annotations made on the Custody and Control Forms. One will be marked "FIRST COLLECTION—SUSPECT," and the other will be marked "SECOND COLLECTION—OBSERVED."

a. Both specimens will be sent to the laboratory for testing.
b. The Drug Program Coordinator will notify the MRO that TWO SPECIMENS for the individual donor are being sent in for testing, and include the reasons for this action.
c. The MRO will report on both the SUSPECT and the OBSERVED specimens.
d. Should the MRO confirm that the SUSPECT specimen was adulterated, substituted, or otherwise modified and that the OBSERVED specimen tested **positive,** termination from the district employment is mandatory.

4. The DCP Supervisor will inform the Pupil Transportation Specialist of all actions taken under this section of the policy within 48 hours of the conclusion of the actions taken, to include the name, ~~social security number~~ and CDL number of the employee disciplined or terminated.

K. Acceptable Identification

Acceptable identification includes a driver's license with photo, Utah State Identification Card with photo, a department employee identification with photo, or a student identification card with photo.

IX. PRE-EMPLOYMENT TESTING

A. General Procedure

All applicants for safety-sensitive positions will be tested for the five drugs prohibited under this policy prior to the first time they perform safety-sensitive duties. This includes current employees in non-covered positions who are applying for safety-sensitive positions and all external applicants for safety-sensitive positions. Pre-employment testing DOES NOT INCLUDE testing for alcohol. A negative test result must be verified prior to placing an applicant/student/employee behind the steering wheel of a school bus.

B. Exemptions

A school district may exempt an applicant from pre-employment controlled substances testing if:

1. The employee has participated in a drug testing program that meets the requirements of this policy within the previous 30 days, and
2. While participating in that program,
   a. Was tested for controlled substances within the past six months (from the date of application), or
   b. Participated in a random controlled substances testing program for the previous 12 months (from the date of application), and
   c. The district ensures that no prior employer of the applicant of whom the district has knowledge has records of a violation of the controlled substances misuse rules of another agency within the previous six months.
3. In order to waive pre-employment testing for an applicant under this rule, a district must contact the previous employer(s) of the applicant and document:
   a. Name and address of the previous employer.
   b. Verification that the applicant participated in the program.
   c. Verification that the program complies with Part 40 of Title 49, code of Federal Regulations.
   d. Verification that the applicant is qualified under Part 382 of Title 49, Code of Federal Regulations, including that the driver has not refused to be tested for alcohol and controlled substances.
   e. The date that the applicant was last tested for alcohol and controlled substances and the results of those tests.

X. RANDOM TESTING

A. Submission of Employee Lists

1. Each year in the months of October, January, and April, not later than the tenth working day of the month, the Drug Program Coordinator in each school district will submit an update to its list of covered employees, to the Pupil Transportation Specialist or designated USOE staff.
2. Each October, January, and April, not later than the twentieth working day, the Pupil Transportation Specialist or designated staff will forward the updated lists described in paragraph 1, above, to the state's testing contractor.

B. Testing Rates

1. Commencing with the 1994-95 school year, the minimum annual percentage rate for random alcohol testing is 10 percent of the average number of safety-sensitive positions of record in the state as of October 1 of each year.
2. Commencing February 1995, the minimum annual percentage rate for random controlled substances testing is 50 percent of the average number of safety-sensitive positions of record in the state as of October 1 of each year.
3. Testing rates may be modified upward or downward by the Administrator of the Federal Highway Administration depending upon the violation rate experienced in the school transportation industry and as approved by the Secretary of Transportation.
4. The testing rates established above apply to the statewide population of covered positions taken collectively and are not calculated for districts individually.

C. Employee Notification

1. Prior to the collection, the Supervisor will privately communicate with the employee that he/she has been randomly selected for drug testing by urinalysis, breath-alcohol measurement, or both.
   a. The employee will be clearly informed of the time and location of the test and will be instructed to take appropriate photo identification.
   b. Acceptable identification includes a driver's license with photo, or employee identification card with photo.
3. Every effort will be made by the Drug Program Coordinator to personally provide the above information to the employee to avoid any misunderstandings.
4. The Drug Program Coordinator will be knowledgeable about the drug testing program and will be able to provide information in response to employee questions that may extend beyond the information provided in written notices.
5. Intermediate supervisors will immediately report to the Drug Program Coordinator any problems encountered during employee notification. These problems will be recorded on the test list by the Drug Program Coordinator.
6. When an employee selected for random testing is unavailable for legitimate reasons (working different shift, travel, leave, etc.), the Drug Program Coordinator will annotate the list indicating the reason and the name of the supervisor who provided the information.
7. The official test list will be annotated, signed, dated, and securely filed by the District Supervisor.

XI. REASONABLE SUSPICION/CAUSE

A. Determination of Reasonable Suspicion

1. Reasonable suspicion testing is authorized when management believes an employee is using controlled substances or alcohol in violation of state law or district or state policies.
2. Reasonable suspicion does not require certainty, but neither are mere "hunches" sufficient to meet this standard. DCP Pupil Transportation Supervisors, other supervisory personnel, and contract carrier managers who are certified by the USOE Pupil Transportation Specialist as having met the training requirements of the Omnibus Transportation Employee Testing Act of 1991 may implement reasonable suspicion testing procedures. Other employees of the school district may recommend reasonable suspicion testing under authority of the Omnibus Act, but the order for testing may emanate only from individuals so certified.
3. Local DCP policy may require that additional members of the management team be consulted prior to the implementation of this authority. Nevertheless, ordering the test remains the sole responsibility of the person in the DCP specifically trained and certified to do so. Regardless of reporting procedures, any incident calling for use of this authority will be immediately reported to the USOE Pupil Transportation Specialist, citing the circumstances and course of action contemplated by the DCP.
4. For the purposes of this type of testing, reasonable suspicion that an employee uses illegal controlled substances or abuses alcohol may be based upon specific, contemporaneous, articulable observations concerning the appearance, behavior, speech, or body odors of the employee observed during, just preceding, or immediately after the period of the work day in which the employee is required to perform safety-sensitive duties. These may include, but are not limited to:
   a. Observable phenomena, such as direct observation of drug use or the physical symptoms of being under the influence of alcohol or controlled substances.
   b. A pattern of abnormal conduct or erratic behavior.
   c. The identification of an employee as the focus of a criminal investigation into use, possession, or trafficking in illegal controlled substances.
   d. Evidence that the employee has tampered with, adulterated, or substituted a specimen. The supervisor or management official will provide the employee with specific, written notice that he/she is being tested under the "Reasonable Suspicion" standard and instruct the employee as to the test time and location.

B. Collection Procedures

Unobserved collection procedures will be used for all tests conducted under "reasonable suspicion" conditions unless the Drug Program Coordinator specifically orders observed collection. See "Procedures for Unobserved Urine Collection."

XII. POST-ACCIDENT TESTING

A. Covered Events

Testing for the influence of controlled substances and alcohol will be conducted following an accident when:

1. The accident involves the loss of human life, or
2. The driver covered under this policy receives a citation under state or local law for a moving traffic violation arising from the accident, if the accident involved:

a. Bodily injury to any person who, as a result of the injury, immediately receives medical treatment away from the scene of the accident, or
b. One or more vehicles incurring disabling damage as a result of the accident, requiring the motor vehicle to be transported away from the scene by a tow truck or other motor vehicle, or

3. The accident involves accident-related circumstances that meet the "reasonable suspicion" criteria of this policy, or
4. In the absence of criteria listed above, and by mutual agreement between the driver involved in the accident and the supervisor of the driver, a test is considered advisable.

Table for Determining Need for Post-Accident Testing

Type of Accident Involved	Citation issued to a covered driver	Tests must be performed
Human fatality	YES NO	YES YES
Bodily injury with immediate medical treatment away from the scene	YES NO	YES NO
Disabling damage to any motor vehicle requiring tow-away	YES NO	YES NO

B. Determination That Drug/Alcohol Testing Will Be Conducted

1. In some DCPs, the positions of DCP Supervisor and Drug Program Coordinator may be held by the same individual while in other DCPs they may be held by different individuals. This section of the policy requires that certain duties be performed by the DCP Supervisor following an accident. Therefore, if the two positions are held by different individuals, the duties assigned to the DCP Supervisor in this section may not be performed by the Drug Program Coordinator.
2. Following a determination that the accident qualified as a covered event, the DCP Supervisor will take all practical steps to identify each employee whose work performance or behavior may have contributed to the accident.
3. After identification of each employee as specified above, the DCP Supervisor will exclude any employee from testing when specific and objective information collected in the investigation of the accident shows that the employee's work performance at or about the time of the accident could not have been a contributing factor.
4. Employees who management believes may have contributed to an accident or who were involved in an accident that meets the criteria established in paragraph A of this policy will be subject to drug and alcohol testing.
5. The decision to order testing will be made by the DCP Supervisor in consultation with the Drug Program Coordinator if these positions are held by different individuals. **In any event, the DCP Supervisor is charged with rendering this decision.**
6. An employee who is subject to post-accident testing will remain readily available for testing unless the employee must leave to seek medical assistance. If an employee does not remain readily available for such testing, and the cause of the employee's absence is not related to the seeking of medical assistance, refusal to be tested may be inferred.
7. No employee required to undergo post-accident testing will consume alcohol for eight hours following the accident or until undergoing the test, whichever is first.
8. No employee will be subject to testing until the actions specified in paragraphs 2 and 3 above are satisfied.

9. The process of determination specified in paragraphs 1 and 2 above must be completed, the proper notification must be given the employee, and procedures for scheduling urine and breath sampling must be started as soon as possible after notice by the DCP Supervisor of an accident that qualifies as a covered event. The employee may be given verbal notification at the time of the accident with a follow-up letter of formal notification. If possible, the urine and breath samples will be collected not later than two hours after the employee has been released from the scene of the accident by law enforcement personnel.
10. The DCP Supervisor will document the reasons for failure to accomplish alcohol and drug testing of individuals within two hours of release from the scene if determination is made that testing is necessary. This documentation must remain on file in the district's confidential drug testing files for a period of five years.
11. The results of blood, breath, or urine tests conducted by federal, state, or local law enforcement agencies while conducting accident investigations may be used to meet the requirements of this section.
12. Alcohol testing **may not** be initiated later than eight hours after the time of the accident's occurrence as shown on the police agency accident report.
13. Drug testing **may not** be initiated later than 32 hours after the time of the accident's occurrence as shown on the police agency accident report.

XIII. RETURN-TO-DUTY AND FOLLOW-UP TESTING

A. Purpose

Return-to-duty and follow-up testing is conducted to discourage further violations by employees who have self-referred for treatment using a ~~school district or charter school~~ DCP Employee Assistance Program. An employee subject to this type of testing has been removed from safety-sensitive duties following self-referral, and has entered into a rehabilitation program. This testing is carried out over a 12-month period following completion of the rehabilitation program. In addition, return-to-duty testing may be required when an employee returns to duty following an extended absence not related to rehabilitation.

B. Test Scheduling

1. An employee may return to safety-sensitive duties following self-referral under three conditions:
   a. The employee must undergo return-to-duty testing, the results of which must be .001 BAC or lower for alcohol and negative for controlled substances, and
   b. The employee must undergo evaluation by a substance abuse professional to determine that he/she has properly followed any rehabilitation program.
   c. The employee must undergo a series of at least six unannounced tests for alcohol or controlled substances, or both, during the following 12 months under the supervision of a substance abuse professional. The substance abuse professional will complete a Follow-up Testing Worksheet to be used by the district in developing an individualized follow-up testing plan for the following 12 months based on this information. The substance abuse professional originally evaluating the employee in connection with this policy **may not** also serve as the supervising substance abuse professional overseeing the rehabilitation program.
2. A positive controlled substances test or an alcohol test above .001 BAC resulting from the return-to-duty-test or from any of the six unannounced tests during the 12-month period following reinstatement requires mandatory termination from employment.
3. DCPs may require that certain covered positions require a return to duty medical examination for any employee identified as an alcohol or controlled substance abuser. This examination will, in all

such instances, include alcohol and controlled substance testing. This test will serve as the "return-to-duty" test, but not as the first follow-up test of the six required tests.

XIV. MEDICAL REVIEW OFFICER

A. Duties

1. Provides the medical review of laboratory test results and determines whether the laboratory-confirmed positive test findings are consistent with illegal controlled substances use.
2. Monitors the specimen collection operation, laboratory testing and reporting operations to ensure that accurate and complete information is available for decision-making purposes.
3. Maintains the medical system of records for the testing program.
4. Provides the state Pupil Transportation Specialist with summary statistical data on the program test findings.
5. Determines when an employee who has entered a rehabilitation/abatement program is medically fit to return to safety-sensitive duties.

B. Organizational Relationships

1. The Medical Review Officer (MRO) receives and maintains records of all specimen collections and drug testing results. The MRO is an independent medical doctor under subcontractor to the state's drug testing contractor.
2. Notifications to the employee of positive test results will ordinarily be made directly by the state's Medical Review Officer. Notifications to appropriate management officials, Employee Assistance Program (EAP) coordinators, and the school districts (in the case of applicants) concerning positive test results will ordinarily be made by the USOE Pupil Transportation Specialist who receives a copy of the verified positive test report from the MRO.

C. Communications

1. Communications regarding sensitive medical information (positive drug test results, medical record reviews, medical interviews, consultations with treating physicians, etc.) will be conducted in a manner that provides the maximum protection of the employee's right to privacy. Medical details in individual cases will be restricted to communications between health care professionals and only as required to arrive at a decision regarding a positive drug test result or return to duty for employees who have entered an abatement or rehabilitation program.
2. Telephone communication is permitted for the purpose of acquiring medical or other information necessary to arrive at a medical determination in individual cases. Only those persons who have a need to know will participate in such conversations.
3. Transmittal of written medical information will be by sealed envelope labeled "Confidential." This includes test results, medical record and interview information, communications between an EAP coordinator and a MRO, and copies of the Custody and Control Form.

D. Test Results

a. Test results from the contract laboratory will be received directly in the MRO's Office.
b. The medical review of each positive test result must be performed by the MRO, a licensed physician or doctor of osteopathy with knowledge of substance abuse disorders. The purpose of the review is to determine whether the positive result is evidence of illegal drug use.
c. The only person an employee will be required to disclose use of prescribed or over-the-counter medications is the MRO, except as previously outlined in Controlled Substances (Drugs) 1, 2 and 3.
d. There may be circumstances in which formal verification cannot be made immediately because of the need to obtain additional information. For example, a positive result for opiates or

amphetamines may be due to legitimate prescribed use of certain legal drugs. In such situations, the MRO will obtain documentation needed for a final decision in as expeditious a manner as possible.

e. The MRO will undertake the evaluation of alternative explanations of positive test results.
   1. This may include the conduct of employee or applicant medical interviews, review of an individual's medical history, or the review of their biomedical factors.
   2. Any requests for medical information will be made by the MRO directly to the employee or applicant to ensure maximum confidentiality.
   3. The MRO will review all medical records made available by the donor when a positive test could have resulted from legally prescribed medications.
   4. In situations where individual consultations are considered necessary, the MRO will conduct such consultations, but not necessarily face to face.
   5. In situations where face-to-face consultations with an employee or applicant, is not considered to be necessary by the MRO, the employee or applicant may propose to submit additional information. The MRO will determine if this information is pertinent to a medical review or is information that should be considered by the appropriate management official.

f. The MRO review to verify a positive test result will not address any issues of innocent ingestion. These are matters to be considered by the appropriate management official.

g. The review of positive test results by the MRO will be initiated immediately upon receipt of the laboratory test report and will be completed as soon as possible after receipt of all information pertinent to the review

h. Each positive test result received from the contract laboratory will be accompanied by a statement signed by the MRO to the effect that the positive test result has been verified as positive.

E. Distribution of Test Results

1. Negative results will be sent to the Drug Program Coordinator who will then provide employees with the results of their tests. For applicants, the Drug Program Coordinator will send results of the pre-employment tests to the district office.
2. A confirmed positive test result will not be distributed until a review has been conducted by the MRO and the positive test result has been verified. A copy of the verified positive test result will be provided by the MRO to the employee at his home address in an envelope clearly labeled "To be opened by addressee only." This notice will be mailed on the same day as verification of the positive test result by the MRO and will be signed by the MRO.
3. At the conclusion of contact between the MRO and the tested employee, the signed, verified positive test report will be sent to the Pupil Transportation Specialist.
4. The Pupil Transportation Specialist will notify the Drug Program Coordinator, who will in turn notify only the employee and the District Supervisor.
   1.Care should be taken to safeguard the confidentiality of the report.
   2.The report will be maintained in a secure filing system in such a manner as to limit access.
   3. No other copies of the verified positive test report will be made or maintained.

F. Reinstatement of Employee to Safety-Sensitive Duties

1. The MRO is responsible for determining when an employee may be medically cleared to return to safety-sensitive duties.
2. If an Employee Assistance Program (EAP) is available in the DCP and an EAP coordinator becomes involved in advising an employee, or if a substance abuse professional becomes involved, these individuals may assist the MRO in determining whether an employee is fit to return to safety-sensitive duties. If such individuals become involved, they may provide:

a. Evaluation reports that include a professional opinion regarding the type of substances used in the past, extent or frequency of use, results of any tests given, prognosis, follow-up recommendations, and a conclusion on whether the employee is attending and cooperating with treatment.
b. Admission summary, interim progress reports, and discharge summary where inpatient treatment or evaluation is involved.
c. Where outpatient therapy or counseling is required beyond the initial evaluation, progress reports at reasonable intervals.

3. The EAP coordinator or substance abuse professional will be responsible to obtain release from an employee prior to releasing this information.

XV. SUBJECT TO FEDERAL REQUIREMENTS AND CHANGES IN FEDERAL REQUIREMENTS

These policies and procedures are subject to federal requirements and are subject to any changes in federal requirements that may take place. In the event these policies and procedures are found to be more restrictive than federal requirements, they shall apply in addition to federal requirements.

XVI. DOCTOR/DRIVER PRESCRIPTION DRUG DISCLOSURE FORM

Refer to page 35.

Utah State Office of Education
Doctor/Driver Prescription Drug Disclosure Form
For Use in Meeting the Requirements of State Pupil Transportation Drug and Alcohol Policies and Procedures

Name_____ Date_____

It is required that anyone holding a CDL driver's license as a certified school bus driver transporting public education students must report any prescribed medications that could impair the ability of a driver to safely operate a school bus. Your doctor must initial each prescription and sign at the bottom of this form. The information will be kept in your medical file and will be kept completely confidential. Only your local Drug Program Coordinator or coordinators and the state Medical Review Officer (MRO) have a need to know this information. This form should be returned to the care and custody of your local Drug Program Coordinator. If your medications change at any time, it is your responsibility to turn in a new form. We must have current medical information in your file at all times. **This form is to be used each time you renew your DOT physical and each time a new applicable medication is prescribed by a doctor.**

Medication #1

Prescribed Medication_____ Dosage_____

When Taken_____ Date Prescribed_____

Date Stopped_____ Reason_____

Dr. Initial_____

Medication #2

Prescribed Medication_____ Dosage_____

When Taken_____ Date Prescribed_____

Date Stopped_____ Reason_____

Dr. Initial_____

Medication #3

Prescribed Medication_____ Dosage_____

When Taken_____ Date Prescribed_____

Date Stopped_____ Reason_____

Dr. Initial_____

For Prescribing Doctor:

I have reviewed this form with the driver listed and am aware that he/she is employed in a safety-sensitive position that requires him/her to be fit for duty, free of possible impairment from any prescribed drugs. I have advised the driver listed as to dosage amounts and minimum dosage times ahead of driving in order to avoid the possibility of impairment from the prescribed drug or drugs.

_____

Doctor Signature_____ Date

For School Bus Drivers:
I have made my prescribing doctor aware that I am employed in a safety-sensitive duty position as a school bus driver. I have been advised by my prescribing doctor on how to avoid the possibility of impairment while driving from the medications I have been prescribed. I understand that I am subject to reasonable suspicion testing related to a possible misuse of the prescribed medications, and that a documented misuse may result in termination of my position as a school bus driver.

_____

Driver Signature_____ Date

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Martell Menlove, Chief Executive Officer
Lorraine Austin, Board Secretary

MEMORANDUM

TO: Members, Utah State Board of Education

FROM: Martell Menlove, Ph.D.
Chief Executive Officer

DATE: June 7, 2013

ACTION: Loan Recommendations from the Charter School Building Revolving Subaccount Committee

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Background: UCA 53A-1a-522 provides for the Charter School Building Revolving Subaccount Committee to review and make recommendations regarding loans to charter schools. The State Board of Education is charged with approving loans to charter schools specifically to pay for the costs of: (a) planning expenses; (b) constructing or renovating charter school buildings (c) equipment and supplies, or (d) other start-up or expansion expenses. The Charter School Revolving Account Committee developed the criteria and a loan application process. There was originally $6,000,000 allocated by the Legislature for this account, to be distributed at a maximum of $2,000,000 per fiscal year.

Key Points: The Charter School Building Revolving Subaccount Committee recommends revolving loans to:

- Ascent Academies for $297,500
- Kairos Academy for $200,000
- Maria Montessori Academy for $163,400
- Mountain West Montessori Academy for $297,600
- Scholar Academy for $300, 000.

Anticipated Action: The Accountability and Finance Committee will consider approving the Charter School Building Revolving Subccount Committee's loan recommendations. If approved by the Committee, the Board will consider issuing loans for Ascent Academies, Kairos Academy, Maria Montessori Academy, Mountain West Montessori Academy, and Scholar Academy.

Contact: Bruce Williams, Associate Superintendent, 801-538-7514
Marlies Burns, Director of Charter Schools, 801-538-7817

CHARTER SCHOOL REVOLVING LOAN FUND ACCOUNT

Utah State Board of Education

The State Board of Education is charged with approving loans to Charter Schools per Utah Code Annotated §53A-1a-522. Charter schools may use such funds to meet school building construction and renovation needs, and to pay for expenses related to the start-up of a new charter school or the expansion of an existing charter school. Loans to new charter schools or charter schools with urgent facility needs may be given priority; "new school" means any charter school through the first day of its second year of operation with students, or a satellite school that requires a new location or campus. Schools not fitting this definition of "new" may use funds only for constructing or renovating charter school buildings.

This summary report shall be completed by the Committee and submitted to Bruce Williams, Associate Superintendent, Utah State Office of Education, two weeks prior to the regularly scheduled USBE meetings for approval and inclusion in the board's agenda materials. Only that which is in writing, and included in the agenda materials, shall be considered by the USBE in its final approval process. Attachments, by way of clarification, or elaboration, may be included.

Loan 1 – Ascent Academies of Utah $297,500

1. Charter School Ascent Academies of Utah

2. Mailing Address 3195 North 650 East Phone 801-710-9248

3. City North Ogden County Weber

4. This is a school located in an area: ( ) Rural (X) Urban

5. Chief School Officer: Tyler Schvaneveldt Phone 801-710-9248

6. The charter school is located in which school district? Davis & Jordan

7. Recommended loan amount? $297,500

8. Purpose: Start Up Costs (see detailed list below)

   - Partial salary and benefits for school director during planning year and first two operational years
   - Professional services: Attendance at Schoolwide Enrichment Model conference, and training
   - Classroom sets of textbooks
   - Computer equipment
   - Office supplies

9. Authorized enrollment? 2,720 (1,210 in year 1) October 1, 2012 enrollment? N/A

10. Summary description of Committee discussion on school?

Ascent Academies of Utah is authorized by the Utah State Charter School Board. The school will open two campuses simultaneously in Jordan and Davis School Districts in fall 2014 with a third campus opening in Alpine School District in fall 2015.

11. What specific conditions or concerns did the Committee place on the school in order to recommend full approval of this loan?

The Committee recommended that Ascent Academies of Utah receive the full amount requested and that disbursements happen according to the 3-tiered distribution schedule.

12. Please provide a brief summary of other points the Committee would like the Utah State Board of Education to consider in making the decision to approve the loan.

There were no additional points discussed by the Committee.

13. The Revolving Loan Fund Committee Members voted unanimously to recommend the State Board of Education approve and recommend this charter school loan application. Voting members in attendance for the (May 3, 2013) meeting: Mike Kjar (Chair), Sterling Orton, and Richard Tolley. Gavin Hutchinson abstained from voting. Absent: David Hall.

Loan 2 – Kairos Academy $200,000

1. Charter School Kairos Academy

2. Mailing Address 4505 S Wasatch Blvd, Suite 380 Phone 801-201-3139

3. City Salt Lake City County Salt Lake

4. This is a school located in an area: ( ) Rural (X) Urban

5. Chief School Officer: Kevin Fenstermacher Phone 801-201-3139

6. The charter school is located in which school district? Granite

7. Recommended loan amount? $200,000

8. Purpose: Start Up Costs (see detailed list below)

- Partial salary and benefits for school director during planning year and first two operational years
- Professional services: Direct marketing campaign, website design
- Purchase online curriculum
- Computer equipment
- Filing for IRS costs

9. Authorized enrollment? 200 students October 1, 2012 enrollment? N/A/

10. Summary description of Committee discussion on school?

Kairos Academy is authorized by the Utah State Charter School Board to serve teen moms.

11. What specific conditions or concerns did the Committee place on the school in order to recommend full approval of this loan?

The Committee recommended that Kairos Academy receive the full amount requested and that disbursements happen according to the 3-tiered distribution schedule.

12. Please provide a brief summary of other points the Committee would like the Utah State Board of Education to consider in making the decision to approve the loan.

There were no additional points discussed by the Committee.

13. The Revolving Loan Fund Committee Members voted unanimously to recommend the State Board of Education approve and recommend this charter school loan application. Voting members in attendance for the (May 3, 2013) meeting: Mike Kjar (Chair), Sterling Orton, and Richard Tolley, and Gavin Hutchinson. Absent: David Hall.

Loan 3 – Maria Montessori Academy $163,400

1. Charter School Maria Montessori Academy

2. Mailing Address 2505 North 200 East Phone 801-827-0150

3. City North Ogden County Weber

4. This is a school located in an area: ( ) Rural (X) Urban

5. Chief School Officer: Preston Allen Phone 801-827-0150

6. The charter school is located in which school district? Weber

7. Recommended loan amount? $163,400

8. Purpose: Start Up Costs (see detailed list below)

- Montessori curriculum textbooks and materials
- Student classroom furniture
- Fire alarm
- Sewer pump
- Landscaping, fence repair

9. Authorized enrollment? 675 students October 1, 2012 enrollment? 494

10. Summary description of Committee discussion on school?

Maria Montessori Academy is authorized by the Utah State Charter School Board. As the school has an outstanding balance on a previous revolving loan, the committee confirmed this loan would stay within the maximum of $300,000 in revolving loans at any one time. Also, as some loan documentation specified any additional loans for the facility be approved by existing loan holders, the committee confirmed with the school this would not impact the facility. The school confirmed it would not.

11. What specific conditions or concerns did the Committee place on the school in order to recommend full approval of this loan?

The Committee recommended that Maria Montessori Academy receive the full amount requested and that it be released as a single disbursement.

12. Please provide a brief summary of other points the Committee would like the Utah State Board of Education to consider in making the decision to approve the loan.

There were no additional points discussed by the Committee.

13. The Revolving Loan Fund Committee Members voted unanimously to recommend the State Charter School Board approve and recommend this charter school loan application. Voting members in attendance for the (May 3, 2013) meeting: Mike Kjar (Chair), Sterling Orton, and Richard Tolley. Gavin Hutchinson abstained from voting. Absent: David Hall.

Loan 4 – Mountain West Montessori Academy $297,600

1. Charter School Mountain West Montessori Academy

2. Mailing Address 2869 Chalk Creek Way Phone 801-580-4972

3. City South Jordan County Salt Lake

4. This is a school located in an area: ( ) Rural (X) Urban

5. Chief School Officer: Angie Johnson Phone 801-580-4972

6. The charter school is located in which school district? Jordan

7. Recommended loan amount? $297,600

8. Purpose: Start Up Costs (see detailed list below)

- Partial salary and benefits for school director and secretary during planning year and first two operational years
- Professional services: Montessori Training, marketing costs
- Montessori curriculum textbooks

- Computer equipment and software

9. Authorized enrollment? 474 students October 1, 2012 enrollment? N/A

10. Summary description of Committee discussion on school?

Mountain West Montessori Academy is authorized by the Utah State Charter School Board.

11. What specific conditions or concerns did the Committee place on the school in order to recommend full approval of this loan?

The Committee recommended that Mountain West Montessori Academy receive the full amount requested and that disbursements happen according to the tiered distribution schedule.

12. Please provide a brief summary of other points the Committee would like the Utah State Board of Education to consider in making the decision to approve the loan.

There were no additional points discussed by the Committee.

13. The Revolving Loan Fund Committee Members voted unanimously to recommend the State Charter School Board approve and recommend this charter school loan application. Voting members in attendance for the (May 3, 2013) meeting: Mike Kjar (Chair), Sterling Orton, and Richard Tolley. Gavin Hutchinson abstained from voting. Absent: David Hall.

Loan 5 – Scholar Academy $300,000

1. Charter School Scholar Academy

2. Mailing Address 943 East Tanglewood Phone 435-884-1570

3. City Erda County Tooele

4. This is a school located in an area: (X) Rural ( ) Urban

5. Chief School Officer: Sandra Shepard Phone 435-884-1570

6. The charter school is located in which school district? Tooele

7. Recommended loan amount? $300,000

8. Purpose: Start Up Costs (see detailed list below)

- Partial salary and benefits for school director during planning year and first two operational years
- Professional services: Marketing and legal services

- Classroom sets of textbooks
- Kitchen supplies: shelving, freezers, food warmers, food counters
- Office supplies, classroom supplies

9. Authorized enrollment? 534 students October 1, 2012 enrollment? N/A

10. Summary description of Committee discussion on school?

    Scholar Academy is authorized by the Utah State Charter School Board.

11. What specific conditions or concerns did the Committee place on the school in order to recommend full approval of this loan?

    The Committee recommended that Scholar Academy receive the full amount requested and that disbursements happen according to the 3-tiered distribution schedule.

12. Please provide a brief summary of other points the Committee would like the Utah State Board of Education to consider in making the decision to approve the loan.

    There were no additional points discussed by the Committee.

13. The Revolving Loan Fund Committee Members voted unanimously to recommend the State Charter School Board approve and recommend this charter school loan application. Voting members in attendance for the (May 3, 2013) meeting: Mike Kjar (Chair), Sterling Orton, and Richard Tolley. Gavin Hutchinson abstained from voting. Absent: David Hall.

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Martell Menlove, Chief Executive Officer
Lorraine Austin, Board Secretary

MEMORANDUM

TO: Members, Utah State Board of Education

FROM: Martell Menlove, Ph.D.
Chief Executive Officer

DATE: June 7, 2013

ACTION: Approve changes in USBE retirement Incentive Program

Background:
When the Legislature passed HB 194 *State Employee Benefits Amendments*, 2013 Legislative Session, it ended the accrual of sick leave under the Program II and introduced a new Defined Contribution/401(k) match program. Any sick leave that is accrued after January 4, 2014 will have no value at retirement; it will be used as sick leave only.

The USBE Retirement Incentive Program provides a payout of a percent of sick leave at retirement. If employees are allowed to have Program III sick leave paid out as well as take advantage of the 401(k) match it will give employees a "double dip" that other state employees do not have.

Key Points:

- Sick leave of Program II was capped and will not be accrued after January 4, 2014.
- Sick leave of Program III has no value at retirement.
- In exchange for the capping of Program II sick leave, a biweekly matching contribution to every qualifying employee's defined contribution plan under section 401(k) is implemented.
- Department of Human Resources and State Finance will not allow the payout of Program III leave and the matching of 401(k) contributions.

Anticipated Action:
The Accountability and Finance Committee will consider changing the USBE Retirement Incentive Program.

Contact: Bruce Williams, Associate Superintendent, 801-538-7514
David Rodemack, Human Resource Director, 801-538-7652
Susan May, Human Resource Analyst, 801-538-7829

250 East 500 South P.O. Box 144200 Salt Lake City, UT 84114-4200 Voice: (801) 538-7517 Fax: (801) 538-7768

The Accountability and Finance Committee will consider changing the USBE Retirement Incentive Program from what is currently in Benefits 1.B.

From:

> Employees will receive a lump sum cash out of sick leave computed as follows: 25% of accumulated unused sick leave, plus an additional 5% of accumulated unused sick leave for each year up to 5 years, or until the employee becomes eligible to receive unreduced Social Security Benefits, whichever comes first, with a maximum of 50% accumulated sick leave being paid out.

To:

> Employees will receive a lump sum cash out of sick leave computed as follows: 25% of the combined total of Program I and Program II accumulated unused sick leave, plus an additional 5% of accumulated unused sick leave for each year up to 5 years, or until the employee becomes eligible to receive unreduced Social Security Benefits, whichever comes first, with a maximum of 50% accumulated sick leave being paid out. Program III sick leave is not eligible for any payouts.

CURRICULUM, STANDARDS AND STUDENT SUCCESS COMMITTEE
Basement West Conference Room

ACTION: State Reading Goal - Uniform Growth Criteria Tab 5-X

ACTION: R277-412 *State Capitol Visit Program* (New) Tab 5-Y

ACTION: R277-492 *Utah Science Technology and Research Initiative (USTAR) Centers Program* (Amendment and Continuation) Tab 5-Z

ACTION: R277-609 *Standards for School District, School and Charter School Discipline Plans* (Amendment and Continuation), and R277-613 *School District and Charter School Bullying and Hazing Policies and Training* (Amendment and Continuation) Tab 5-AA

ACTION: R277-620 *Suicide Prevention Programs* (New) Tab 5-BB

ACTION: Charter School Allocation of Funds for Optional Enhanced or Extended-day Kindergarten Programs Tab 5-CC

ACTION: Smart Schools Technology Program Participating Schools Tab 5-DD

DISCUSSION/ACTION: Recommendations on Bullying Prevention from the Coalition of Minorities Advisory Commission (CMAC) Tab 5-EE

DISCUSSION: Utah Core Math Concepts Tab 5-FF

ACTION: Handwriting in the Utah Core Standards Tab 5-GG

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Martell Menlove, Chief Executive Officer
Lorraine Austin, Board Secretary

MEMORANDUM

TO: Members, Utah State Board of Education

FROM: Martell Menlove, Ph.D.
Chief Executive Officer

DATE: June 7, 2013

ACTION: State Reading Goal – Uniform Growth Criteria

Background:
R277-406 *K-3 Reading Improvement Program and the State Reading Goal* includes provisions for the Board pursuant to reading plans required from all LEAs receiving K-3 Reading Improvement Program funding. This funding is tied to the State Reading Goal which states that all students will be reading at grade level by the end of grade three. All LEAs submit plans annually and report on data annually as outlined in the rule.

Key Points:
The rule requires the Board to determine and set uniform growth goals for districts based on the number of third grade students reading at grade level. The USOE has reviewed several methods of determining a uniform growth goal and will make a recommendation to the Board.

Anticipated Action:
It is proposed that the Curriculum, Standards and Student Success Committee will consider approving the proposed uniform growth goal criteria, and if approved by the Committee, the Board will consider approving the criteria for districts to using in creating their district reading plans.

Contact: Brenda Hales, 801-538-7515
Sydnee Dickson, 801-538-7739
Tiffany Hall, 801-538-7893

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Martell Menlove, Chief Executive Officer
Lorraine Austin, Board Secretary

MEMORANDUM

TO: Members, Utah State Board of Education

FROM: Martell Menlove, Ph.D.
Chief Executive Officer

DATE: June 7, 2013

ACTION: R277-412 *State Capitol Visit Program* (New)

Background:
R277-412 *State Capitol Visit Program* is created to provide criteria and procedures for the Board to identify schools to participate in field trips to the Utah State Capitol. The rule reflects 2013 legislation allocating $9,800 for field trips to the Utah State Capitol.

Key Points:
The new rule provides school selection criteria and establishes a timeline for identified schools to participate in field trips to the Utah State Capitol.

Anticipated Action:
It is proposed that the Curriculum, Standards and Student Success Committee consider approving R277-412 on first reading, and if approved by the Committee, the Board consider approving R277-412 on second reading.

Contact: Brenda Hales, 801-538-7515
Sydnee Dickson, 801-538-7739
Robert Austin, 801-538-7575

250 East 500 South P.O. Box 144200 Salt Lake City, UT 84114-4200 Voice: (801) 538-7517 Fax: (801) 538-7768

R277. Education, Administration.

R277-412. State Capitol Visit Program.

R277-412-1. Definitions.

A. “Board” means Utah State Board of Education.

C. “State Capitol visit” means public school student field trips to the State Capitol.

D. “USOE” means the Utah State Office of Education.

R277-412-2. Authority and Purpose.

A. The rule is authorized by Utah Constitution Article X, Section 3 which vests general control and supervision of public education in the Board, by Section 53A-17a-170(3) which requires the Board to make rules establishing procedures for applying for and awarding grants and specifying how grant money shall be allocated among school districts and charter schools, and Section 53A-1-401(3) which allows the Board to make rules in accordance with its responsibilities.

B. The purpose of this rule is to provide criteria, procedures and timelines for the Board to select schools to participate in State Capitol visits.

R277-412-3. School Application Process.

A. All public schools shall be eligible for the program.

B. An applicant school shall provide a completed application for the school’s State Capitol field trip that shall:

(1) indicate how the field trip will meet self-identified academic objectives;

(2) estimate the number of students served by the program; and

(3) provide additional information requested by the USOE on the application.

R277-412-4. School Selection Criteria and Timeline.

A. The USOE shall provide an application for the Capitol Visit funding by June 15, 2013.

B. The USOE shall screen all applications for compliance

with all application requirements.

C. The USOE shall seek the participation and advice of the Utah Commission on Civic and Character Education in selecting the applications for consideration for funding to ensure an equitable distribution of funding to as many school districts and public charter schools within the state as possible. The Board shall make final school selections.

D. The Board shall select and notify successful applicants no later than August 15, 2013.

KEY: public schools, State Capitol visits
Date of Enactment or Last Substantive Amendment: 2013
Authorizing, and Implemented or Interpreted Law: Art X, Sec 3; 53A-17a-170(3); 53A-1-401(3)

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Martell Menlove, Chief Executive Officer
Lorraine Austin, Board Secretary

MEMORANDUM

TO: Members, Utah State Board of Education

FROM: Martell Menlove, Ph.D.
Chief Executive Officer

DATE: June 7, 2013

ACTION: R277-492 *Utah Science Technology and Research Initiative (USTAR) Centers Program* (Continuation and Amendment)

Background:

1. R277-492 *Utah Science Technology and Research Initiative (USTAR) Centers Program* is continued consistent with the Utah Administrative Rulemaking Act. The rule must be approved for continuation by the Board or it will expire on August 7, 2013. Staff has reviewed R277-492 and determined that the rule continues to be necessary.
2. R277-492 *Utah Science Technology and Research Initiative (USTAR) Centers Program* is amended to change the program requirement dates from specific years to annually; the dates provided for in the rule have passed and are no longer applicable.

Key Points:

1. This rule continues to be necessary because it provides standards and procedures for LEAs to develop proposals that create USTAR Centers to enhance their ability to retain mathematics and science teachers while offering more opportunities for students and more effective use of capital facilities.
2. Specific years for program requirements are changed to annual requirements.

Anticipated Action:

1. It is proposed that the Curriculum, Standards and Student Success Committee consider approving R277-492 for continuation on first reading, and if approved by the Committee, the Board consider approving R277-492 for continuation on second reading.
2. It is proposed that the Curriculum, Standards and Student Success Committee consider approving R277-492, as amended, on first reading, and if approved by the Committee, the Board consider approving R277-492, as amended, on second reading.

Contact: Brenda Hales, 801-538-7515
Sydnee Dickson, 801-538-7739
Diana Suddreth, 801-538-7794

R277. Education, Administration.

R277-492. Utah Science Technology and Research Initiative (USTAR) Centers Program.

R277-492-1. Definitions.

A. “Annual report” means information and data identified under R277-492 provided by funding recipients to the USOE annually by June 30 as a requirement for continued funding of the school or school district program.

B. “Board” means the Utah State Board of Education.

C. “Extended year” means either a longer contract day or a longer contract year for participating teachers.

D. “Mathematics or science teacher” means a teacher with a secondary (7-12) mathematics or science teaching assignment.

E. “School district/charter school USTAR proposal” means a written proposal, including components required by the Board, developed and submitted by a school district/charter school applying for USTAR funding.

F. “STEM” means science, technology, engineering and mathematics.

G. “USOE” means the Utah State Office of Education.

H. “USTAR” means Utah Science Technology and Research.

I. “USTAR Program” means student and teacher opportunities to broaden their knowledge and experiences within STEM fields.

J. “Weighted Pupil Unit (WPU)” means the basic state funding unit.

R277-492-2. Authority and Purpose.

A. This rule is authorized by Utah Constitution, Article X, Section 3, which vests general control and supervision of public education in the Board, Section 53A-1-401(3) which permits the Board to adopt rules in accordance with its responsibilities, and Section 53A-17a-159 which appropriates funding to establish extended contracts for mathematics and

science teachers as part of the Utah Science Technology and Research (USTAR) Centers Initiative. The USOE shall provide statewide supervision of the program and budget and shall recommend funding for USTAR programs based on USTAR objectives, Board funding priorities and available funds.

B. This rule establishes standards and procedures to direct recipient public school districts or charter schools to develop proposals that create USTAR Centers that will enhance their ability to retain mathematics and science teachers while simultaneously offering more opportunities for students and more effectively using capital facilities.

R277-492-3. USTAR Proposal Criteria.

A. A school district/charter school shall first identify the purpose or goal(s) of its USTAR proposal.

B. Appropriate purposes may include:

(1) improvement in student test scores;

(2) satisfaction of specific academic goals for all students or various groups of students;

(3) increased retention of licensed educators in specific areas;

(4) improved school climate;

(5) increased opportunities for students to take remedial or college preparation courses;

(6) increased student enrollment in identified courses;

(7) additional opportunities for students to learn about specific or general higher education or career opportunities in math or science fields; or

(8) other purposes consistent with Section 53A-17a-159(1)(b).

C. A school district/charter school shall provide a school schedule showing how it will extend hours of the school day (Section 53A-17a-159(1)(b)(ii)) or days of the school year (Section 53A-17-a-159(1)(b)(ii)) to maximize employee and

facility resources in furtherance of the proposal's goals.

D. The USTAR proposal shall explain how employees shall be used in the extended school day or expanded school year to maximize their effectiveness with students, including how various groups of employees will participate including classified employees, licensed employees, and appropriate supervisors for all groups. Though various school employee groups may be necessary or desirable to achieve the purposes of the proposal, the proposal shall use USTAR grant funds only to pay for hours or days worked by science or mathematics teachers with valid, current Utah educator licenses.

E. The USTAR proposal shall identify the number of designated employees that will participate in the expanded year or extended day program with the understanding that USTAR grant funds may only be used for licensed mathematics and science teachers.

F. The USTAR proposal shall identify the compensation that all necessary employees shall receive, including increased insurance and benefit costs, if appropriate; compensation may be determined by groups of employees or by individual employees.

G. The USTAR proposal shall identify how licensed educators will be evaluated for the extended hours or expanded days worked.

H. The USTAR proposal shall include a budget section, including anticipated costs and narrative.

I. The USTAR proposal shall include an evaluation component that provides opportunities for student, employee and parent participation in the assessment of the proposal's effectiveness. Proposals shall provide for evaluations of program effectiveness at least annually[~~, beginning in July, 2009~~].

R277-492-4. Board/USOE Responsibilities.

A. The USOE shall carry out the responsibilities of the Board consistent with the Board's review and direction.

B. The USOE shall solicit proposals from school districts/charter schools to participate in the USTAR grant program.

C. Proposals shall be due to the USOE by June 2[~~, 2008~~] annually.

(1) The USOE will work with applicants that submit proposals early to improve proposals to the extent of resources and time available.

(2) The USOE shall deliver final charter school proposals to the State Charter School Board for Review and recommendation.

D. The USOE shall receive a consolidated request from the State Charter School Board consistent with Section 53A-17a-159(4) by June 20[~~, 2008~~] annually. The State Charter Board and State Charter Board staff shall work with charter school applicants that submit proposals early to improve proposals to the extent of resources and time available.

E. The USOE shall receive all proposals from school districts, considering the consolidated request submitted by the State Charter Board as a proposal from one school district, and rank them on an objective scale or rubric prepared by the USOE.

F. The Board may appoint an expert review panel to prioritize proposals and recommend proposals for funding.

G. The expert review panel or the USOE or both shall consider the priorities of Section 53A-17a-159(5) in recommending and selecting the recipients:

(1) rural, urban, large, small, growing and declining school districts (considering the consolidated charter request as one school district) having unique circumstances;

(2) as many pilot programs shall be funded as possible; and

(3) funded proposals should address the objectives and benefits of Section 53A-17a-159(1)(b).

H. The Board shall review recommendations, make final decisions for funding and notify applicants that receive funding no later than July 31[~~, 2008~~] annually.

I. The USOE shall provide funds to school districts/charter schools (or the consolidated charter recipient) consistent with USOE distribution practices for grants.

R277-492-5. School District/Charter School Consolidated Proposal Responsibilities.

A. School districts shall submit proposals that meet the standards of R277-717-3 and Section 53A-17a-159 no later than June 2[~~, 2008~~] annually.

B. The State Charter Board shall complete its work under Section 53A-17a-159(4) and submit its consolidated request to the USOE no later than June 20[~~, 2008~~] annually.

C. School district and charter school proposals shall clearly demonstrate that all participants necessary for the success of a proposal are voluntary participants and understand the requirements of their participation.

D. School district and charter school participants shall demonstrate parent and community notification and support of the school district/charter school proposals.

E. Proposals shall clearly demonstrate that at least 95 percent of allocated funds shall be used for extended licensed mathematics and science teacher contracts.

F. Proposals shall clearly demonstrate that the remaining five percent of allocated funds is used only for purposes identified under Section 53A-17a-159(6)(b).

G. Funded school districts and charter schools shall provide all required evaluations to the USOE as identified by their proposals consistent with USOE timelines.

H. Funded school districts and charter schools shall provide information as requested by the USOE during the time periods identified in the proposals, including allowing for visits of USOE staff and review of student work or assessments.

R277-492-6. Final Decision-making and Reporting Requirements.

A. The Board's decisions for funding are final.

B. The USOE may request additional information, data or budget information if annual reports or student assessments indicate that USTAR funding is being used ineffectively, for ineligible employees or inconsistently with the school district/charter school proposal or the intent of the law or this rule.

C. The USOE may interrupt USTAR funding to school districts/charter schools that do not meet timelines required by this rule or that do not provide complete information or evaluations required under this rule.

D. The Board shall provide annual reports to Legislative committees as required by Section 53A-17a-159(8)

KEY: science, technology, research

Date of Enactment or Last Substantive Amendment: [~~August 7, 2008~~]2013

Notice of Continuation: 2013

Authorizing, and Implemented or Interpreted Law: Art X Sec 3; 53A-1-401(3); 53A-17a-159

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MEMORANDUM

TO: Members, Utah State Board of Education

FROM: Martell Menlove, Ph.D.
Chief Executive Officer

DATE: June 7, 2013

ACTION: R277-609 *Standards for School District, School and Charter school Discipline Plans* (Amendment and Continuation)

R277-613 *School District and Charter School Bullying and Hazing Policies and Training* (Amendment and Continuation)

Background:

1. R277-609 *Standards for School District, School and Charter school Discipline Plans* and R277-613 *School District and Charter School Bullying and Hazing Policies and Training* are amended to reflect required changes made in H.B. 134 *Parental Notification Related to Student Safety*, 2013 Legislative Session. The new law requires LEAs to notify a student's parent or legal guardian of certain incidents and threats and provides for specific records management and confidentiality.
2. It also seemed appropriate and clearer to amend the rules to require LEA discipline plans in R277-609 and move all bullying and harassment language to R277-613.
3. In addition to the amendments to R277-609 and R277-613, the rules are recommended for continuation consistent with Board policy for continuation of rules.

Key Points:

1. The amendments to the rules provide clearer language about parental notification of certain incidents and threats and provide for student records management and confidentiality.
2. These rules continue to be necessary because they provide procedures and criteria for LEAs to implement school discipline plans and bullying and hazing policies.

Anticipated Action:

1. It is proposed that the Curriculum, Standards and Student Success Committee consider approving R277-609 and R277-613, as amended, on first reading, and if approved by the Committee, the Board consider approving R277-609 and R277-613, as amended, on second reading.
2. It is proposed that the Curriculum, Standards and Student Success Committee consider approving R277-609 and R277-613 for continuation on first reading, and if approved by the Committee, the Board consider approving R277-609 and R277-613 for continuation on second reading.

Contact: Brenda Hales, 801-538-7515
Heidi Alder, 801-538-7832
Richard Gomez, 801-538-7643

R277. Education, Administration.

R277-609. Standards for [~~School District, School and Charter School~~]LEA Discipline Plans.

R277-609-1. Definitions.

A. "Board" means the Utah State Board of Education.

[~~B. "Bullying" means intentionally or knowingly committing an act that:~~

~~(1)(a) endangers the physical health or safety of a school employee or student;~~

~~(b) involves any brutality of a physical nature such as whipping, beating, branding, calisthenics, bruising, electric shocking, placing of a harmful substance on the body, or exposure to the elements;~~

~~(c) involves consumption of any food, liquor, drug, or other substance;~~

~~(d) involves other physical activity that endangers the physical health and safety of a school employee or student; or~~

~~(e) involves physically obstructing a school employee's or student's freedom to move; and~~

~~(2) is done for the purpose of placing a school employee or student in fear of:~~

~~(a) physical harm to the school employee or student; or~~

~~(b) harm to property of the school employee or student.~~

~~(3) The conduct described in R277-609-1B constitutes bullying, regardless of whether the person against whom the conduct is committed directed, consented to, or acquiesced in, the conduct.~~

~~C. "Cyber-bullying" means using the Internet, a cell phone, or another device to send or post text, video, or an image with the intent or knowledge, or with reckless disregard, that the text, video, or image will hurt, embarrass, or threaten an individual, regardless of whether the individual directed, consented to, or acquiesced in the conduct, or voluntarily accessed the electronic~~

~~communication.~~]

[~~D~~]B. “Discipline” means:

(1) Imposed discipline: Code of conduct prescribed for the highest welfare of the individual and of the society in which the individual lives; and

(2) Self-Discipline: A personal system of organized behavior designed to promote self-interest while contributing to the welfare of others.

[~~E~~]C. “Disruptive student behavior” includes:

(1) the grounds for suspension or expulsion described in Section 53A-11-904; and

(2) the conduct described in Section 53A-11-908(2)(b).

[~~F. “Harassment” means repeatedly communicating to another individual, in an objectively demeaning or disparaging manner, statements that contribute to a hostile learning or work environment for the individual.~~

~~G. “Hazing” means intentionally or knowingly committing an act that:~~

~~(1)(a) endangers the physical health or safety of a school employee or student;~~

~~(b) involves any brutality of a physical nature such as whipping, beating, branding, calisthenics, bruising, electric shocking, placing of a harmful substance on the body, or exposure to the elements;~~

~~(c) involves consumption of any food, liquor, drug, or other substance;~~

~~(d) involves other physical activity that endangers the physical health and safety of a school employee or student; or~~

~~(e) involves physically obstructing a school employee's or student's freedom to move; and~~

~~(f)(i) is done for the purpose of initiation or admission into, affiliation with, holding office in, or as a condition for, membership or acceptance, or continued membership or acceptance, in any school or school sponsored team,~~

~~organization, program, or event; or~~

~~(ii) if the person committing the act against a school employee or student knew that the school employee or student is a member of, or candidate for, membership with a school, or school sponsored team, organization, program, or event to which the person committing the act belongs to or participates in.~~

~~(2) The conduct described in R277-609-1G constitutes hazing, regardless of whether the person against whom the conduct is committed directed, consented to, or acquiesced in, the conduct.~~]

D. "LEA" means a local education agency, including local school boards/public school districts, charter schools, and, for purposes of this rule, the Utah Schools for the Deaf and the Blind.

[~~H~~]E. "Plan" means a school district-wide and school-wide written model for prevention and intervention for student behavior management and discipline procedures for students who habitually disrupt school environments and processes.

[~~I~~]F. "Policy" means standards and procedures that include the provisions of Section 53A-11-901 and additional standards, procedures, and training adopted in an open meeting by a local board of education or charter school board that defines hazing, bullying, cyber-bullying, and harassment, prohibits hazing and bullying, requires annual discussion and training designed to prevent hazing, bullying, cyber-bullying, and harassment among school employees and students, and provides for enforcement through employment action or student discipline.

[~~J. "Retaliate or retaliation" means an act or communication intended:~~

~~(1) as retribution against a person for reporting bullying or hazing; or~~

~~(2) to improperly influence the investigation of, or the~~

~~response to, a report of bullying or hazing.~~]

[~~K~~]G. “Qualifying minor” means a school-age minor who:

(1) is at least nine years old; or

(2) turns nine years old at any time during the school year.

[~~L~~]H. “School” means any public elementary or secondary school or charter school.

[~~M~~]I. “School board” means:

(1) a local school board; or

(2) a local charter board.

[~~N~~]J. "School employee" means:

(1) school teachers;

(2) school staff;

(3) school administrators; and

(4) all others employed, directly or indirectly, by the [~~school, school board, or school district~~]LEA.

[~~O~~]K. “USOE” means the Utah State Office of Education.

R277-609-2. Authority and Purpose.

A. This rule is authorized by Utah Constitution Article X, Section 3 which vests general control and supervision of public education in the Board, Section 53A-1-401(3) which allows the Board to adopt rules in accordance with its responsibilities, Section 53A-1-402(1)(b) which requires the Board to establish rules concerning discipline and control, Section 53A-15-603 which requires the Board to adopt rules that require a local school board or governing board of a charter school to enact gang prevention and intervention policies for all schools within the board's jurisdiction, and Section 53A-11-901 which directs local school boards and charter school governing boards to adopt conduct and discipline policies and directs the Board to develop model policies to assist local school boards and charter school governing boards.

B. The purpose of this rule is to define[~~ hazing,~~] bullying[~~, cyber-bullying, and harassment~~] and outline requirements for school discipline plans and policies which [~~school districts and charter schools~~]LEAs shall meet.

R277-609-3. [~~School District, School and Charter School~~]LEA Responsibility to Develop Plans.

A. Each [~~school district, or school and each charter school~~]LEA or school shall develop and implement a board approved comprehensive [~~school district, school or charter school~~]LEA plan or policy for student and classroom management, and school discipline. The plan shall include:

(1) the definitions of Section 53A-11-910;

(2) written standards for student behavior expectations, including school and classroom management;

(3) effective instructional practices for teaching student expectations, including self-discipline, citizenship, civic skills, and social skills;

(4) systematic methods for reinforcement of expected behaviors and uniform methods for correction of student behavior;

(5) uniform methods for at least annual school level data-based evaluations of efficiency and effectiveness;

(6) an ongoing staff development program related to development of student behavior expectations, effective instructional practices for teaching and reinforcing behavior expectations, effective intervention strategies, and effective strategies for evaluation of the efficiency and effectiveness of interventions;

(7) policies and procedures relating to the use and abuse of alcohol and controlled substances by students; and

(8) policies and procedures related to bullying, cyber-bullying, harassment, hazing, and retaliation consistent with requirements of R277-613.[~~to define, prohibit, and intervene~~

~~in bullying, including cyber-bulling, including the requirement of awareness and intervention strategies, including training for social skills, for students, parents, and school staff. The policies shall:~~

~~(a) provide for training specific to overt aggression that may include physical fighting such as punching, shoving, kicking, and verbal threatening behavior, such as name calling, or both physical and verbal aggression or threatening behavior;~~

~~(b) provide for training specific to relational aggression or indirect, covert, or social aggression, including rumor spreading, intimidation, enlisting a friend to assault a child, and social isolation;~~

~~(c) provide training and education specific to bullying based upon students':~~

~~(i) actual or perceived identities;~~

~~(ii) conformance or failure to conform with stereotypes.~~

~~(d) provide for training specific to cyber-bullying, including use of email, web pages, text messaging, instant messaging, three-way calling or messaging or any other electronic means for aggression inside or outside of school;~~

~~(e) provide for student assessment of the prevalence of bullying in school districts, schools and charter schools, specifically locations where students are unsafe and additional adult supervision may be required, such as playgrounds, hallways, and lunch areas;~~

~~(f) complement existing safe and drug free school policies and school harassment and hazing policies;~~

~~(g) include required strong responsive action against retaliation including assistance to harassed students and their parents in reporting subsequent problems and new incidents; and~~

~~(h) include strategies for providing students and staff, including aides, custodians, kitchen and lunchroom workers,~~

~~secretaries, paraprofessionals, and coaches, with awareness and intervention skills such as social skills training.~~]

B. The plan shall also provide direction[~~ to school districts~~] for dealing with bullying and disruptive students. This part of the plan shall:

(1) direct schools to determine the range of behaviors and establish the continuum of administrative procedures that may be used by school personnel to address the behavior of habitually disruptive students;

(2) provide for identification, by position(s), of individual(s) designated to issue notices of disruptive and bullying student behavior;[~~ and~~]

(3) designate to whom notices shall be provided;

([~~3~~]4) provide for documentation of disruptive student behavior prior to referral of disruptive students to juvenile court[~~.~~];

[~~C. School district or school plans or sections of plans, including directives about bullying and disruptive students, shall also:~~]

([~~1~~]5) include strategies to provide for necessary adult supervision;

([~~2~~]6) require that policies be clearly written and consistently enforced; and

([~~3~~]7) include administration, instruction and support staff, students, parents, community council and other community members in policy development, training and prevention implementation so as to create a community sense of participation, ownership, support and responsibility[~~.~~]; and

(8) provide notice to employees that violation of this rule may result in employee discipline or action.

D. Plans required under R277-609-3 shall include gang prevention and intervention policies.

(1) The required plans shall account for an individual [~~school or school district's~~]LEA’s or school’s unique needs or

circumstances.

(2) The required plans may include the provisions of Section 53A-15-603(2).

(3) The required plans may provide for publication of notice to parents and school employees of policies by reasonable means.

R277-609-4. Implementation.

A. [~~School districts, schools and charter schools~~]LEAs shall implement strategies and policies consistent with their plans.

B. [~~School districts, schools and charter schools~~]LEAs shall develop, use and monitor a continuum of intervention strategies to assist students whose behavior in school falls repeatedly short of reasonable expectations, including teaching student behavior expectations, reinforcing student behavior expectations, re-teaching behavior expectations, followed by effective, evidence-based interventions matched to student needs prior to administrative referral.

C. As part of any suspension or expulsion process that results in court involvement, once an [~~school district, school or charter school~~]LEA receives information from the courts that disruptive student behavior will result in court action, the [~~school district, school or charter school~~]LEA shall provide a formal written assessment of habitually disruptive students. Assessment information shall be used to connect parents and students with supportive school and community resources.

D. Nothing in state law or this rule restricts [~~local districts/charter schools~~]LEAs from implementing policies to allow for suspension of students of any age consistent with due process and with all requirements of Individuals with Disabilities Education Act 2004.

R277-609-5. Parent/Guardian Notification and Court Referral.

A. Through school administrative and juvenile court referral consequences, [~~school district, and school and charter school~~]LEA policies shall provide procedures for qualifying minors and their parents to participate in decisions regarding consequences for disruptive student behavior.

B. Policies shall provide for notice to parents and information about resources available to assist parents in resolving school-age minors' disruptive behavior.

C. Policies shall provide for notices of disruptive behavior to be issued by schools to qualifying minor(s) and parent(s) consistent with:

(1) numbers of disruptions and timelines in accordance with Section 53A-11-910;

(2) school resources available; and

(3) cooperation from the appropriate juvenile court in accessing student school records, including attendance, grades, behavioral reports and other available student school data.

D. Policies shall provide due process procedures for minors and parents to contest allegations and citations of disruptive student behavior.

R277-609-6. USOE Model Policies.

The USOE shall develop, review regularly, and provide to [~~local school boards and charter school governing~~]LEA boards model policies to address disruptive student behavior and appropriate consequences.

KEY: disciplinary actions, disruptive students

Date of Enactment or Last Substantive Amendment: [~~July 11, 2011~~]2013

Notice of Continuation: [~~July 23, 2009~~]2013

301 **Authorizing, and Implemented or Interpreted Law: Art X Sec 3;**
302 **53A-1-401(3); 53A-1-402(1)(b); 53A-15-603; 53A-11-901**

R277. Education, Administration.

R277-613. [~~School District and Charter School~~]LEA Bullying, [~~and~~]Cyber-bullying, Hazing and Harrassment Policies and Training.

R277-613-1. Definitions.

A. “Board” means the Utah State Board of Education.

B. “Bullying” means intentionally or knowingly committing an act that:

(1)(a) endangers the physical health or safety of a school employee or student;

(b) involves any brutality of a physical nature such as whipping, beating, branding, calisthenics, bruising, electric shocking, placing of a harmful substance on the body, or exposure to the elements;

(c) involves consumption of any food, liquor, drug, or other substance;

(d) involves other physical activity that endangers the physical health and safety of a school employee or student; or

(e) involves physically obstructing a school employee's or student's freedom to move; and

(2) is done for the purpose of placing a school employee or student in fear of:

(a) physical harm to the school employee or student; or

(b) harm to property of the school employee or student.

(3) The conduct described in R277-613-1B constitutes bullying, regardless of whether the person against whom the conduct is committed directed, consented to, or acquiesced in, the conduct.

(4) Bullying is commonly understood as aggressive behavior that:

(a) is intended to cause distress and harm;

(b) exists in a relationship in which there is an imbalance of power and strength; and

(c) is repeated over time.

C. “Civil rights violations,” for purposes of this rule, means bullying, cyber-bullying, hazing or harassing that is targeted at a federally protected class.

[~~C~~]D. “Cyber-bullying” means using the Internet, a cell phone, or another device to send or post text, video, or an image with the intent or knowledge, or with reckless disregard, that the text, video, or image will hurt, embarrass, or threaten an individual, regardless of whether the individual directed, consented to, or acquiesced in the conduct, or voluntarily accessed the electronic communication.

E. “Federally protected class” means any group protected from discrimination under the following federal laws:

(1) Title VI of the Civil Rights Act of 1964 prohibits discrimination on the basis of race, color, or national origin;

(2) Title IX of the Education Amendments of 1972 prohibits discrimination on the basis of sex;

(3) Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990 prohibits discrimination on the basis of disability; and

(4) Other areas included under these acts prohibit discrimination on the basis of religion, gender identity, and sexual orientation.

[~~D~~]F. “Harassment” means repeatedly communicating to another individual, in an objectively demeaning or disparaging manner, statements that contribute to a hostile learning or work environment for the individual.

[~~E~~]G. “Hazing” means intentionally or knowingly committing an act that:

(1)(a) endangers the physical health or safety of a school employee or student;

(b) involves any brutality of a physical nature such as whipping, beating, branding, calisthenics, bruising, electric

shocking, placing of a harmful substance on the body, or exposure to the elements;

(c) involves consumption of any food, liquor, drug, or other substance;

(d) involves other physical activity that endangers the physical health and safety of a school employee or student; or

(e) involves physically obstructing a school employee's or student's freedom to move; and

(f)(i) is done for the purpose of initiation or admission into, affiliation with, holding office in, or as a condition for, membership or acceptance, or continued membership or acceptance, in any school or school sponsored team, organization, program, or event; or

(ii) if the person committing the act against a school employee or student knew that the school employee or student is a member of, or candidate for, membership with a school, or school sponsored team, organization, program, or event to which the person committing the act belongs to or participates in.

(2) The conduct described in R277-613-1[~~E~~]G constitutes hazing, regardless of whether the person against whom the conduct is committed, directed, consented to, or acquiesced in, the conduct.

H. “LEA” means a local education agency, including local school boards/public school districts, charter schools, and, for purposes of this rule, the Utah Schools for the Deaf and the Blind.

I. “Parent,” for purposes of this rule, means a student’s guardian consistent with Section 53A-11a-203(1).

J. “Participant” means any student, employee or volunteer coach participating in a public school sponsored athletic program, both curricular and extracurricular, or extracurricular club or activity.

[~~F~~]K. “Policy” means standards and procedures that

include the provisions of Section 53A-11-901 and additional standards, procedures, and training adopted in an open meeting by an [~~local board of education or charter school~~]LEA board that define [~~hazing and~~]bullying, cyber-bullying, hazing and harassment, prohibit [~~hazing and~~]bullying, cyber-bullying, hazing and harassment, require regular annual discussion and training designed to prevent [~~hazing and~~]bullying, cyber-bullying, hazing and harassment among school employees and students and provide for enforcement through employment action or student discipline.

[~~G~~]L. "Retaliate or retaliation" means an act or communication intended:

(1)as retribution against a person for reporting bullying, [~~or~~]cyber-bullying, hazing and harassment; or

(2) to improperly influence the investigation of, or the response to, a report of bullying, [~~or~~]cyber-bullying, hazing and harassment.

R277-613-2. Authority and Purpose.

A. This rule is authorized by Utah Constitution Article X, Section 3 which vests general control and supervision of public education in the Board, Section 53A-1-401(3) which allows the Board to adopt rules in accordance with its responsibilities, and the responsibility of the Board to provide assistance with and ensure [~~school district/charter school~~]LEA compliance with Section 53A-11a-301.

B. The purpose of the rule is to require [~~school districts and charter schools~~]LEAs to implement bullying, [~~and~~]cyber-bullying, hazing and harassment policies district and school wide[~~,~~]; to provide for regular and meaningful training of school employees and students[~~ and~~]; to provide for enforcement of the policies in schools, at the state level and in public school athletic programs; to require LEAs to notify parents of specific bullying, cyber-bullying, hazing,

harassment and suicide threat incidents; and to require LEAs to maintain documentation as required by law.

R277-613-3. Utah State Board of Education Responsibilities.

A. To the extent of resources available, the Board shall provide training opportunities or materials or both for employees of [~~school districts and charter schools~~]LEAs on bullying, [~~including~~]cyber-bullying, [~~and~~]hazing and harassment.

B. The Board may interrupt disbursements of funds consistent with Section 53A-1-401(3) for failure of an [~~school district or charter school~~]LEA to comply with this rule.

R277-613-4. [~~Local School District and Charter School~~]LEA Responsibilit[~~ies~~]y to Create Bullying Policies.

A. Each [~~school district and charter school~~]LEA shall implement an updated policy prohibiting bullying[~~ and~~], cyber-bullying, hazing, harassment and retaliation, and making a false report, consistent with Section 53A-11a-301.

B. Each [~~school district and charter school~~]LEA shall:

(1) post a copy of its policy on the s[~~chool district/charter school~~]LEA website; and

(2) provide a copy of the [~~school district/charter school~~]LEA policy or uniform resource locator (URL) to the State Superintendent of Public Instruction at the Utah State Office of Education.

[~~C. The local board/charter school board shall annually review and immediately post the policy following the first board meeting of the school year.~~]

C. The policy shall include parental notification of:

(1) a parent's student's threat to commit suicide; and

(2) an incident of bullying, cyber-bullying, hazing, harassment or retaliation involving the parent's student.

(3) This part of the policy shall also include:

(a) timely parent notification;

(b) designation of the appropriate school employee(s) to provide parent notification;

(c) designation of the format in which notification shall be provided to parents and maintained by the LEA;

(d) directives for secure maintenance of the notification record as required under Section 53A-11a-203(1);

(e) a retention period and destruction process for the notification; and

(f) an LEA definition of parent(s) consistent with Section 53A-11-203 and this rule.

D. The policy shall provide for student assessment of the prevalence of bullying, cyber-bullying, hazing and harassment in LEAs and schools, specifically locations where students are unsafe and additional adult supervision may be required, such as playgrounds, hallways, and lunch areas.

E. The policy shall include required strong responsive action against retaliation, including assistance to harassed students and their parents in reporting subsequent problems and new incidents.

[~~D~~]F. The [~~P~~]polic[~~ies~~]y shall provide [~~for training to~~]that students, staff, and volunteers [~~consistent with the following:~~]receive training on bullying, cyber-bullying, hazing and harassment from individuals qualified to provide such training. The LEA shall determine how often training shall be provided.

(1) The training should be specific to:

(a) overt aggression that may include physical fighting such as punching, shoving, kicking, and verbal threatening behavior, such as name calling, or both physical and verbal aggression or threatening behavior;

([~~2~~]b) [~~training specific to~~]relational aggression or indirect, covert, or social aggression, including rumor spreading, intimidation, enlisting a friend to assault a

child, and social isolation;

([~~3~~]c) [~~training specific to prohibitions against bullying or hazing~~]sexual aggression or acts of a sexual nature or with sexual overtones;

([~~4~~]d) [~~training specific to~~]cyber-bullying, including use of email, web pages, text messaging, instant messaging, three-way calling or messaging or any other electronic means for aggression inside or outside of school; and

(e) civil rights violations, appropriate reporting and investigative procedures. This includes bullying, cyber-bullying, hazing and harassment based upon the students' actual or perceived identities and conformance or failure to conform with stereotypes.

(2) Training should also include awareness and intervention skills such as social skills training for students and staff, including aids, custodians, kitchen and lunchroom workers, secretaries, paraprofessionals, and coaches.

(3) Training on bullying, cyber-bullying, hazing and harassment required of LEA policies under the rule should complement the suicide prevention program required for students under R277-620 and the suicide prevention training required for licensed educators consistent with Section 53A-1-603(9).

[~~E~~]G. Policies shall also[~~:~~

~~(1)~~] complement existing safe and drug free school policies and [~~school harassment and hazing policies~~] school discipline plans.[~~;~~

~~[(2) include strategies for providing students and staff, including aides, custodians, kitchen and lunchroom workers, secretaries, paraprofessionals, and coaches, with awareness and intervention skills such as social skills training; and~~

~~(3) include required strong responsive action against retaliation including assistance to harassed students and~~

~~their parents in reporting subsequent problems and new incidents.]~~

~~[F]~~I.~~[The policy shall also provide direction to employees about bullying and]~~ Consistent with R277-609, the discipline plan shall provide direction for dealing with bullying, cyber-bullying, hazing, harassment and disruptive students. This part of the [~~policy~~]plan shall:

(1) direct schools to determine the range of behaviors and establish the continuum of administrative procedures that may be used by school personnel to address the behavior of habitually disruptive students;

(2) provide for identification, by position(s), of individual(s) designated to issue notices of disruptive student and bullying, cyber-bullying, hazing and harassment behavior;

(3) designate to whom notices shall be provided;

(4) provide for documentation of disruptive student behavior prior to referral of disruptive students to juvenile court;

(5) include strategies to provide for necessary adult supervision;

(6) be clearly written and consistently enforced;

(7) include administration, instruction and support staff, students, parents, community council and other community members in policy development, training and prevention implementation so as to create a community sense of participation, ownership, support and responsibility; and

(8) provide notice to employees that violation(s) of this rule may result in employment discipline or action.

R277-613-5. Training by [~~School Districts and Charter Schools~~]LEAs Specific to Participants in Public School Athletic Programs and School Clubs.

A. Prior to any student[~~ or~~], employee or volunteer coach

participating in a public school sponsored athletic program, both curricular and extracurricular, or extracurricular club or activity, [~~a~~]the student, employee or coach shall participate in bullying, [~~and~~]cyber-bullying, hazing and harassment prevention training. This training shall be offered to new participants on an annual basis and to all participants at least once every three years.

B. [~~School districts and charter schools~~]LEAs may collaborate with the Utah High School Activities Association to develop and provide training.

C. Student athletes and extracurricular club members shall be informed of prohibited activities under this rule and notified of potential consequences for violation of the law [~~or~~]and the rule[~~ or both~~].

[~~D. School districts and charter schools that offer athletics shall provide annual training to all new students and new employees and require refresher training for all students and employees at least once every three years.~~]

[~~E~~]D. Training curriculum outlines, training schedules, and participant lists or signatures shall be maintained by each [~~school or school district~~]LEA and provided to the Utah State Office of Education upon request.

R277-613-6. Professional Responsibilities of Employee and Volunteer Coaches.

A. All public school coaches shall act consistent with professional standards of R277-515 in all responsibilities and activities of their assignments.

B. Failure to act consistently with R277-515 toward students, colleagues and parents may result in discipline against an educator's license or termination of volunteer services.

KEY: bullying, cyber-bullying, hazing, harassment, policies,

301 **training**

302 **Date of Enactment or Last Substantive Amendment: [~~July 11,~~**

303 **~~2011~~]2013**

304 **Notice of Continuation: 2013**

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

306 **53A-1-401(3); 53A-11a-301**

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Martell Menlove, Chief Executive Officer
Lorraine Austin, Board Secretary

MEMORANDUM

TO: Members, Utah State Board of Education

FROM: Martell Menlove, Ph.D.
Chief Executive Officer

DATE: June 7, 2013

ACTION: R277-620 *Suicide Prevention Programs* (New)

Background:
The Legislature passed H.B. 15 *Suicide Prevention Programs* in 2013. The legislation establishes a staff position at the USOE to establish and oversee youth suicide prevention programs. The USOE will collaborate with the Department of Human Services to establish model youth suicide prevention programs for LEAs. The USOE will provide training and resources addressing prevention, intervention and other assistance to faculty, students, and families.

Key Points:
This new rule provides for:

- Definitions.
- Development of model youth suicide prevention programs.
- LEA implementation of youth suicide prevention programs in secondary grades.
- Board reporting to the Legislature's Education Interim Committee.

Anticipated Action:
It is proposed that the Curriculum Standards and Student Success Committee consider R277-620 for approval on first reading, and if approved by the Committee, the Board consider R277-620 for approval on second reading.

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R277. Education, Administration.

R277-620. Suicide Prevention Programs.

R277-620-1. Definitions.

A. “Board” means the Utah State Board of Education.

B. “Intervention” means an effort to prevent a student from attempting suicide.

C. “LEA” means a local education agency, including local school boards/public school districts, charter schools, and, for purposes of this rule, the Utah Schools for the Deaf and the Blind.

D. “Parent notification” means a notice provided by a public school to a students’ parent(s) consistent with Section 53A-11a-203(2) and 53A-11a-301(3)(e).

E. “Postvention” means mental health intervention after a suicide attempt or death to prevent or contain contagion.

F. “Program for secondary grades” means a youth suicide prevention program for students in grades 7 through 12, including grade 6 if middle or junior high school includes grade 6.

G. “State suicide prevention coordinator” means the person designated by the Department of Health - State Division of Substance Abuse and Mental Health in Section 62A-15-1101.

H. “USOE” means the Utah State Office of Education.

I. “USOE suicide prevention coordinator” means person designated by the Board to oversee the youth suicide prevention programs of LEAs and who is responsible to coordinate prevention programs, services, and efforts with the state suicide prevention coordinator.

J. “Youth protection and mental health seminar” means an evening seminar offered by an LEA to parents of students consistent with Section 53A-15-1301.

R277-620-2. Authority and Purpose.

A. This rule is authorized under Utah Constitution

Article X Section 3 which vests general control and supervision of public education in the Board, and Section 53A-1-401(3) which allows the Board to adopt rules in accordance with its responsibilities.

B. The purposes of this rule are:

(1) to provide for collaboration with the Department of Health and Department of Human Services to establish, oversee, and provide model policies, programs for LEAs and training for parents about youth suicide prevention programs;

(2) to require LEAs to have and update youth protection policies; and

(3) to direct LEAs to send to parents and protect the confidentiality of the required parent notification record regarding bullying and suicide incidents.

R277-620-3. Board, USOE and LEA Responsibilities.

A. Board and USOE responsibilities:

(1) The USOE suicide prevention coordinator shall oversee LEA youth suicide prevention programs.

(2) The USOE in collaboration with the Department of Health - State Division of Substance Abuse and Mental Health and the state suicide prevention coordinator shall establish model youth suicide prevention programs for LEAs that include training and resources addressing prevention of youth suicides, youth suicide intervention, and postvention for family, students and faculty.

(3) Based on legislative appropriation, the Board shall distribute funds to implement LEA programs.

(4) The Board shall report jointly with the state suicide prevention coordinator to the Legislature's Education Interim Committee in November 2013 and 2014 on:

(a) the progress of LEA programs; and

(b) the Board's coordination efforts with the Department of Health - State Division of Substance Abuse and Mental

Health and the state suicide prevention coordinator.

B. LEA responsibilities:

(1) LEAs shall implement youth suicide prevention programs for students in secondary grades, including grades 7 through 12 and grade 6, if grade 6 is part of a secondary grade model.

(2) The programs shall include components provided in Section 53A-15-1301(2).

(3) LEAs shall update bullying, cyber-bullying, harassment, hazing, and retaliation policy(ies) consistent with Section 53A-11a-301 and R277-613, including the required parent notification outlined in Sections 53A-11a-203(2) and 53A-11a-301(3)(e) and R277-613-4C and D.

(4) LEAs shall provide necessary reporting information consistent with Section 53A-15-1301(3) and (5) for the Board's report on the coordination of suicide prevention programs and seminar program implementation to the Legislature's Education Interim Committee.

KEY: public schools, suicide prevention programs, parent notification, seminars

Date of Enactment or Last Substantive Amendment: 2013

Authorizing, and Implementing or Interpreted Law: Art X Sec 3: 53A-1-401(3)

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Martell Menlove, Chief Executive Officer
Lorraine Austin, Board Secretary

MEMORANDUM

TO: Members, Utah State Board of Education

FROM: Martell Menlove, Ph.D.
Chief Executive Officer

DATE: June 7, 2013

ACTION: Charter School Allocation of Funds for Optional Enhanced or Extended-day Kindergarten Programs

---

Background:
R277-489 *Early Intervention Program* provides an optional enhanced or extended-day kindergarten program as a method of early intervention for students at risk of academic failure. Funding is allocated to districts using a funding formula; charter schools are directed to distribute funds "to charter schools with the greatest need for an enhanced kindergarten program, as determined by the State Board of Education in consultation with the State Charter School Board." The amount for charter schools in FY14 is $633,800.

Key Points:
1. The Charter School Board met and discussed the allocation of these funds to charter school kindergarten programs with "at-risk" students. The Charter Board decided that the funds should be awarded based on a competitive application process. Applications would be reviewed by up to three members of the Charter School Board and two USOE employees (Marlies Burn, Director of Charter Schools, and Tiffany Hall, K-12 Literacy Coordinator).
2. After State Board approval of the process, applications would be available to Charter Schools on June 10. Applications would be due back to the Charter School Office no later than June 24 for review no later than July 3. Proposed allocations would be approved by the State Charter School Board at its July 11 meeting, and then considered by the State Board of Education on August 2.
3. Funds will be distributed using the Utah Consolidated Application to the schools receiving funds.

Anticipated Action:
If approved by the Curriculum, Standards and Student Success Committee, the Board will consider approving the proposed process for awarding Early Intervention funding to charter schools using a competitive application to awarding funding based on greatest need and appropriate intervention design.

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Martell Menlove, Chief Executive Officer
Lorraine Austin, Board Secretary

MEMORANDUM

TO: Members, Utah State Board of Education

FROM: Martell Menlove, Ph.D.
Chief Executive Officer

DATE: June 7, 2013

ACTION: Smart School Smart School Technology Program Participating Schools

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Background:
During the 2013 Legislative Session, S.B. 284 *Smart School Technology Act*, was passed (UCA 53A-1-709 Smart School Technology Program). The law amended a three-year pilot project known as the Smart School Technology Program to encourage the deployment of whole-school technology in public schools. Board rule R277-617 *Smart School Technology Program* was amended in accordance with requirements in the Act. The rule governs how schools will be selected for the Smart School project.

Key Points:

1. The USOE shall select schools based on number of applicants, cost of developing/implementing Program in the applicant schools, school needs, funds available and other relevant information.
2. Public schools that include grade levels K-12 are eligible.
3. Selected schools must have a documented technology implementation plan which includes how the school will provide matching funds.
4. The USOE shall recommend and the Board shall select proposals from schools that represent, to the extent possible, geographic, economic and demographic diversity.

Anticipated Action:
The Curriculum, Standards, and Student Success Committee will consider the selection of at least three schools to participate in the Smart School Technology program for the 2013-2014 school year. If approved by the Committee, the Board will consider this recommendation for approval.

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SB 284 Smart School Technology Program
School Applicants 2013

Application Opened: May 13, 2013
Application Closed: May 28, 2013

13 Applications received
*School student enrollment is in parenthesis

The following schools are recommended to the Utah State Board of Education for consideration/participation in this program:

1. Wasatch Peaks Academy / Charter School (422)

2. Utah Career Path High School / Charter School (175 projected)
* school opens August 2013

3. Helper Jr. High /Carbon District (192)

4. Myton Elementary / Duchesne District (164)

5. Beehive Academy / Charter School (180)

Total Funds Available through SB 284 = $2,400,000.00
Total number of students from the six schools = 1133
$800 per students = $906,000,400.00
$900 per student = $1,019,700.00

We are awaiting additional information/clarification from the following two schools' applications (matching funds are available):
1. Rocky Mountain Middle / Wasatch (859)
2. Freedom Preparatory Academy / Charter School (285: Upper Campus 7-12)

The following six schools applied, but they cannot assure matching funds:
1. Corner Canyon High School / Canyons District (1859 projected)
- school opens August 2013

2. Century Elementary / Box Elder District (476)

3. Gunnison Valley High School / South Sanpete District (324)

4. Neil Armstrong Academy / Granite District (668 projected)
* school opens August 2013

5. Cook Elementary / Davis District (786)

6. Nebo District / School TBD (enrollment TBD)

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Martell Menlove, Chief Executive Officer
Lorraine Austin, Board Secretary

MEMORANDUM

TO: Members, Utah State Board of Education

FROM: Martell Menlove, Ph.D.
Chief Executive Officer

DATE: June 7, 2013

DISCUSSION/ ACTION: Recommendations from Coalition of Minorities Advisory Committee (CMAC)

Background:
At CMAC's March 28, 2013 meeting, members discussed issues and concerns that came from a U.S. Department of Justice – Community Relations Office *"Dialogue on Bullying"* in Salt Lake City on February 20, 2013. That feedback, accompanied by the USOE Staff presentation on bullying issues and concerns in the public schools, led to the development of a letter to the Utah State Board of Education listing recommendations for Board consideration that was submitted to the Board on May 2, 2013.

Key Points:

1. Submission of a technical assistance request to the Region VIII Equity Assistance to research and present an overview of the best practices that address prevention and intervention of bullying.
2. Endorsement of the USOE Evaluation and Assessment section to work with LEAs in aligning the state Board anti-bullying policy and report with the definitions required in the Civil Rights Data Collection (CRDC) Report.
3. Suggestion that the Board allow CMAC to host the recommended next community *"Dialogue on Bullying"* in partnership with the U.S. Department of Justice – Community Relations Office.
4. Invitation to the Board members and USOE Administration to participate in an *"Equity Walk"* cultural relevancy workshop hosted by CMAC.

Anticipated Action:
The Curriculum, Standards, and Student Success Committee will discuss the CMAC letter and possibly make recommendations to the full Board.

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Mrs. Debra Roberts, Chairperson
Utah State Board of Education
250 East 500 South
PO Box 144200
Salt Lake City, UT 84114-4200

April 25, 2013

Dear Chair Roberts and Members of the Utah State Board of Education,

The Coalition of Minorities Advisory Committee (CMAC) takes very seriously its responsibility and role to advise the Utah State Board of Education (USBE) on issues and concerns that impact ethnic minority students in the public schools and to serve as a USBE contact and conduit for ethnic minority and advocate organizations.

In light of the recent attention on bullying issues in our schools and along with the concerns arising from our community members, CMAC would like to present the following recommendations to the USBE. CMAC recommendations are as follows:

1. The Utah State Department of Education (USOE) requests technical assistance from the Region VIII Equity Assistance Center (EAC) to present an overview of the best practices with the most salient outcomes that address prevention and intervention of bullying.

    a. To act on the outcomes from the technical assistance, it may be necessary to develop a building block to the legislature for funding. For example, the implementation of a state-wide network of tip-lines will require some funding.

    b. This is a proactive way to work with the Office of Civil Rights (OCR) to build bridges between the USOE, OCR and community members. Therefore, let's find out what EAC knows and act independently before any possible federal sanctions are imposed.

2. The USBE along with CMAC will continue to endorse the efforts of the Evaluation and Assessment Section as they work with schools districts in aligning the State Board anti-bullying policy and report with the definitions required in the Civil Rights Data Collection (CRDC) report.

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3. CMAC suggests that the USBE allow CMAC to host the next community "Dialogue on Bullying" in partnership with the U.S. Dept. of Justice Community Relations Office. This community meeting will be a follow-up to the first meeting which was held on February 20, 2013 at the request of the U.S. Department of Justice.

4. Invite the USBE members and USOE administration to participate in an "Equity Walk" cultural relevancy workshop hosted by CMAC.

In closing, it is with good faith and in the spirit of collaboration that we submit this recommendation for your consideration. We strongly believe in our roles as advocates for all children and as representatives of the ethnic minority communities. We sincerely hope that you will support us in meeting the challenges faced by our children in learning, achieving and succeeding in Utah's public schools. Thank you for your consideration of our recommendations.

We look forward to hearing from you.

Sincerely,

Isaiah "Ike" Spencer, CMAC Chair
and Members of CMAC

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Martell Menlove, Chief Executive Officer
Lorraine Austin, Board Secretary

MEMORANDUM

TO: Members, Utah State Board of Education

FROM: Martell Menlove, Ph.D.
Chief Executive Officer

DATE: June 7, 2013

INFORMATION: Mathematics Core Update

Background:
In 2010 the Board of Education adopted a new mathematics core. Members of the public have recently raised concerns regarding rigor in the new core, particularly the treatment of fractions.

Key Points:
Fractions in the mathematics core are developed more deeply than in previous cores, over a course of several years. Understanding of and skill in computing with fractions are key learnings in middle school mathematics.

Anticipated Action:
The Board will receive information regarding the placement and development of fractions in the mathematics core. Staff will be available to answer questions regarding the mathematics core.

Contact:

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Teaching Fractions According to the Common Core Standards

H. Wu*

Auguest 5, 2011

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*I am very grateful to David Collins and Larry Francis for very extensive corrections.

Preface

Le juge: Accusé, vous tâcherez d'être bref.
L'accusé: Je tâcherai d'être clair.
—G. Courteline[1]

This is one person's view of how **the Common Core Standards on fractions in grades 3-7** may be taught. The specific standards that are addressed in this article are listed at the beginning of each grade in san serif front.

Students' learning of fractions may be divided roughly into two stages. In the initial stage — that would be grade 3 and part of grade 4 in the Common Core Standards — students are exposed to the various ways fractions are used and how simple computations can be made on the basis of simple analogies and intuitive reasoning. They learn to represent fractions with fraction strips (made of paper or just drawings), fraction bars, rectangles, number lines, and other manipulatives. Even in the exploratory and experiential stage, however, one can help students form good habits, such as always paying attention to a fixed *unit* (the whole) throughout a discussion and always being as precise as practicable. Regarding the latter issue of precision, we want students to know at the outset that the *shape* of the rectangle is not the "whole"; its area is. (This is one reason that a pizza is not a good model for the whole, because there is very little flexibility in dividing the area of a circle into equal parts except by using circular sectors. The other reason is that, unlike rectangles, it cannot be used to model fraction multiplication.)

The second stage is where the formal mathematical development of fractions begins, somewhere in grade 4 according to these Common Core Standards. In grade 4, the fact that a fraction is a *number* begins to assume overriding importance on account of the extensive computations students must make with fractions at that point of the school curriculum. They have to learn to add, subtract, multiply, and divide fractions and use these operations to solve problems. Students need a clear-cut model

[1]Quoted in the classic, *Commutative Algebra*, of Zariski-Samuel. Literal translation: The judge: "The defendant, you will try to be brief." The defendant replies, "I will try to be clear."

of a fraction (or as one says in mathematics, a *definition* of a fraction) in order to come to grips with all the arithmetic operations. The shift of emphasis from multiple models of a fraction in the initial stage to an almost exclusive model of a fraction as a point on the number line can be done gradually and gracefully beginning somewhere in grade 4. This shift is implicit in the Common Core Standards. Once a fraction is firmly established as a number, then more sophisticated interpretations of a fraction (which, in a mathematical context, simply mean "theorems") begin to emerge. Foremost among them is the division interpretation: we must explain, *logically*, to students in grade 5 and grade 6 that $\frac{m}{n}$, in addition to being the totality of m parts when the whole is partitioned into n equal parts, is also the number obtained when "m is divided by n", where the last phrase must be carefully explained with the help of the number line. If we can make students realize that this is a subtle *theorem* that requires delicate reasoning, they will be relieved to know that they need not feel bad about not having such a "conceptual understanding" of a fraction as they are usually led to believe. Maybe they will then begin to feel that the subject of fractions is one they *can* learn after all. That, by itself, would already be a minor triumph in school math education.

The most sophisticated part of the study of fractions occurs naturally in grades 6 and 7, where the concept of fraction division is fully explained. Division is the foundation on which the concepts of percent, ratio, and rate are built. Needless to say, it is the latter concepts that play a dominant role in applications. The discussion given here of these concepts is, I hope, at once simple and comprehensive. I would like to call attention to the fact that all three concepts—percent, ratio, and rate—are defined simply as numbers and that, when they are so defined, problems involving them suddenly become transparent. See page 67 to page 74. In particular, one should be aware that the only kind of rate that can be meaningfully discussed in K-12 is *constant rate*. A great deal of effort therefore goes into the explanation of the meaning of constant rate because the misunderstanding surrounding this concept is monumental as of 2011. In Grade 7, the difficult topic of converting a fraction to a decimal is taken up. This is really a topic in college mathematics, but its elementary aspect *can* be explained. Due to the absence of such an explanation in the literature, the discussion here is more detailed and more complete than is found elsewhere.

In spite of the apparent length of this article, it is far from complete. For more details, the reader may consult the following volume by the author, especially Part 2 of that volume.

H. Wu, *Understanding Numbers in Elementary School Mathematics*,
American Mathematical Society, 2011.
http://www.ams.org/bookstore-getitem/item=mbk-79

THIRD GRADE

Number and Operation — Fractions 3.NF

Develop understanding of fractions as numbers.

1. Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.

2. Understand a fraction as a number on the number line; represent fractions on a number line diagram.

a. Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line.

b. Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.

3. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.

a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.

b. Recognize and generate simple equivalent fractions, e.g., $1/2 = 2/4, 4/6 = 2/3$. Explain why the fractions are equivalent, e.g., by using a visual fraction model.

c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form $3 = 3/1$; recognize that $6/1 = 6$; locate $4/4$ and 1 at the same point of a number line diagram.

d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.

In grade 3, students are introduced for the first time to the (part-whole) concept of a fraction and the language associated with its use. Among the many ways to model a fraction, those involving a rectangle and the number line are singled out for discussion; these are not models of "shape" — a rectangle and a line segment — but models of *area* and *length*. In other words, even in an intuitive discussion of fractions for beginning students, we should instill the right way to think about them: these are *numbers*. One advantage of the number line model is that it allows an unambiguous formulation of the basic concepts of "equal", "smaller" and "bigger" among fractions. Simple experimentations on the number line will expose students to the phenomenon of equivalent fractions.

The meaning of fractions

Students can be introduced to fractions informally by the use of *discrete objects*, such as pencils, pies, chairs, etc. If the whole is a collection of 4 pencils, then one pencil is $\frac{1}{4}$ of the whole. If the whole is 5 chairs, then one chair is $\frac{1}{5}$ of the whole, etc. This is an appropriate way to introduce students to the so-called **unit fractions**, $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, ...

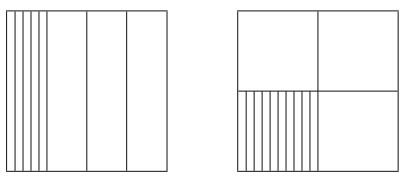
The pros and cons of using discrete objects to model fractions are clear. It has the virtue of simplicity, but it limits students to thinking only about "how many" but not "how much". Thus if the whole is 4 pencils, we can introduce the fractions $\frac{2}{4}$ and $\frac{3}{4}$ by counting the number of pencils, but it would be unnatural to introduce, using this whole, the fractions $\frac{1}{3}$ or $\frac{1}{5}$, much less $\frac{1}{11}$. At some point, students will have to learn about *continuous models* involving length, area, or volume. This is a territory fraught with pitfalls, so teachers have to get to know the terrain and to tread carefully.

Let us start with the easiest example (pedagogically) in this regard: let the whole be *the area* of a square with each side having length 1, to be called the **unit square**, it being understood that the area of the unit square is (by definition) the number 1. One can introduce the concept of area to third graders through the idea of **congruence**,

i.e., "same size and same shape." It is easy to convince them (and it is even correct to boot) that

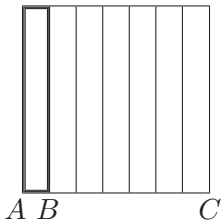
congruent figures have the same area.

Remember that we are doing things informally at this stage, so it is perfectly fine to simply use many hands-on activities to illustrate what "same size and same shape" means: one figure can be put exactly on top of another. Now suppose in the following drawings of the square, it is always understood that each division of a side is an **equi-division**, in the sense that the segments are all of the same length. Then it is equally easy to convince third graders that either of the following shaded regions represents the fraction $\frac{1}{4}$:



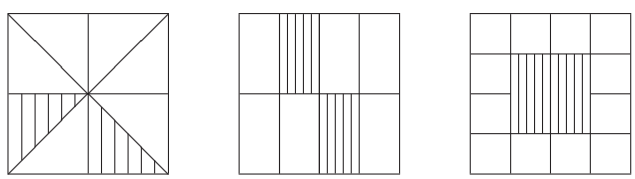
Take the left picture, for example. There are 4 thin congruent rectangles and the unit square is divided into four congruent parts. Since the rectangles are congruent, they each have the same area. So the whole (i.e., the area of the unit square, which is 1) has been divided into 4 equal parts (i.e., into 4 parts of equal area). By definition, the area of the shaded region is $\frac{1}{4}$, because it is one part when the whole is divided into 4 equal parts. It is in this sense that each rectangle represents $\frac{1}{4}$. The same discussion can be given to the right picture.

We can now easily draw an accurate model of $\frac{1}{7}$ in a third grade classroom. *Starting with a short segment AB*, we reproduce the segment 6 more times to get a long segment AC, as shown. Declare the length AC to be 1, and using AC as a side, draw a square as shown. Then the thickened rectangle represents $\frac{1}{7}$ in the above sense.



Of course, we can do the same with $\frac{1}{11}$, or $\frac{1}{17}$, or in fact any unit fraction. In general, many such drawings or activities with other manipulatives will strengthen students' grasp of the concept of a unit fraction: if we divide the whole into k equal parts for a whole number $k \neq 0$, then one part is the fraction $\frac{1}{k}$.[2]

It is very tempting to follow the common practice to let a unit square itself, rather than *the area of the unit square*, to be the whole. It seems to be so much simpler! There is a mathematical reason that one should not do that: a fraction, like a whole number, is a number that one does calculations with, but a square is a geometric figure and cannot be a number. There is also a pedagogical reason not to do this, and we explain why not with a picture. By misleading students into thinking that a fraction is a geometric figure and is therefore a *shape*, we lure them into believing that "equal parts" must mean "same size and same shape". Now consider the following pictures. Each large square is assumed to be the unit square. It is not difficult to verify, by reasoning with area the way we have done thus far, that the area of each of the following shaded regions in the respective large squares is $\frac{1}{4}$:

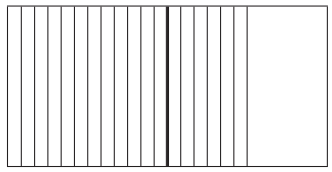


If students begin to buy into the idea that "division into equal parts" must mean "division into congruent parts", then it would be difficult to convince them that any of the shaded regions above represents $\frac{1}{4}$.

Another pitfall one should avoid at the initial stage of teaching fractions is the failure to emphasize that in a discussion of fractions, every fraction must be understood to be a fraction with respect to an unambiguous whole. One should never give students the impression that one can deal with fractions referring to different wholes in a given discussion without clearly specifying what these wholes are. In this light, it would not do to give third graders a problem such as the following:

`What fraction is represented by the following shaded area?`

[2]This document occasionally uses symbolic notation in order to correctly convey a mathematical idea. It does not imply that the symbolic notation should be used in all third grade classrooms.



In this problem, it is assumed that students can guess that the area of the left square is the whole (in which case, the shaded area represents the fraction $\frac{3}{2}$. This assumption is unjustified because students could equally well assume that the area of the big rectangle (consisting of two squares) is the whole, in which case the shaded area would represent the fraction $\frac{3}{4}$.

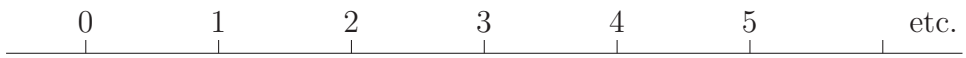
Now that we have unit fractions, we can introduce the general concept of a fraction such as $\frac{3}{4}$. With a fixed whole understood, we have the unit fraction $\frac{1}{4}$. The **numerator** 3 of $\frac{3}{4}$ tells us that $\frac{3}{4}$ is what you get by combining 3 of the $\frac{1}{4}$'s together. In other words, $\frac{3}{4}$ is what you get by putting 3 parts together when the whole is divided into 4 equal parts. In general, an arbitrary fraction such as $\frac{5}{3}$ is what one gets by combining 5 parts together when the whole is divided into 3 equal parts. Likewise, $\frac{7}{2}$ is what one gets by combining 7 parts together when the whole is divided into 2 equal parts.

There is no need to introduce the concepts of "proper fraction" and "improper fraction" at the beginning. Doing so may confuse students.

The number line

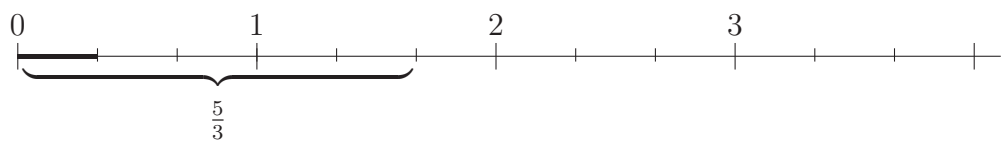
Unit fractions are the basic building blocks of fractions, in the same sense that the number 1 is the basic building block of the whole numbers, i.e., to the extent that every whole number is obtained by combining a sufficient number of 1's, we now explain how we can obtain any fraction by combining a sufficient number of unit fractions. To this end, it will be most advantageous to use the number line model for fractions. Its advantages over the area models (such as pizza and rectangles) are that it is much easier to divide the whole into equal parts because only length is involved, and that addition and subtraction of fractions are much more easily modeled on the number line. It may be that it will take children in third grade longer to get used to the number line than the rectangular area model. One should therefore make allowance for the extra instruction time.

On the number line, the number 1 is the **unit** and the segment from 0 to 1 is the **unit segment** $[0, 1]$. The other whole numbers then march to the right so that the segments between consecutive whole numbers, from 0 to 1, 1 to 2, 2 to 3, etc., are of the same length, as shown.

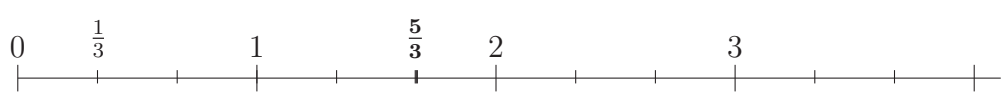


The *whole* is the *length* of the unit segment $[0, 1]$ (and *not* the unit segment itself). One can teach students to think of the number line as an infinite ruler.

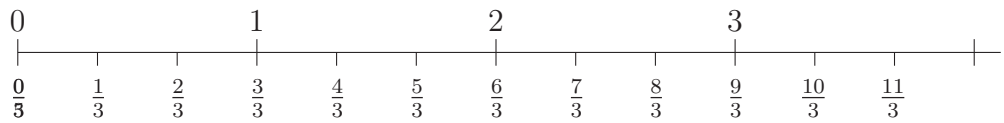
Now, consider a typical fraction $\frac{5}{3}$. Relative to the whole which is the length of the unit segment $[0, 1]$, then $\frac{5}{3}$ is the symbol that denotes the combined length of *5* segments where each segment is a part when $[0, 1]$ is divided into *3* parts of equal length. In other words, if we think of the thickened segment as "the unit segment", then $\frac{5}{3}$ would just be "the number 5" in the usual way we count up to 5 in the context of whole numbers.



Once we agree to the CONVENTION that each time we divide the unit segment into 3 **equal parts** (i.e., segments of equal lengths) we use the segment that has 0 as an endpoint as the *reference segment*, then we may as well forget the thickened segment itself and use its right endpoint as the reference. We will further agree to call this endpoint $\frac{1}{3}$. Then for obvious reasons such as those given in the preceding paragraph, the endpoint of the preceding bracketed segment will be denoted by $\frac{5}{3}$. The "5" signifies that is the length of 5 of the reference segments.

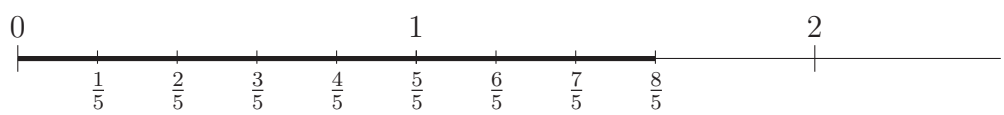


The "3" in $\frac{5}{3}$ is called the **denominator** of $\frac{5}{3}$. In this way, every fraction with denominator equal to 3 is now regarded as a certain point on the number line, as shown. (The labeling of 0 as $\frac{0}{3}$ is a CONVENTION.)



Notice that, from the point of view of the number line, fractions are not different from whole numbers: If we start with 1 as the reference point, going to the right 5 times the length of $[0, 1$ gets us to the number 5, and if we start with $\frac{1}{3}$ as the reference point, going to the right 5 times the length of $[0, \frac{1}{3}]$ gets us to the number $\frac{5}{3}$.

If a fraction has a denominator different from 3, we can identify it with another point on the number line in exactly the same way. For example, the point which is the fraction $\frac{8}{5}$ can be located as follows: the denominator indicates that the unit segment $[0, 1]$ is divided into 5 segments of equal length, and the **numerator** 8 indicates that $\frac{8}{5}$ is the length of the segment when 8 of the above-mentioned segments are put together end-to-end, as shown:



Recalling that the number 1 is actually the length of the unit segment (i.e., the whole), we see that the meaning of the unit 1 determines how each fraction should be interpreted. For example, if 1 is the volume in a glass (let us say in pints), then $\frac{1}{3}$ is a third of a glass of water in pints. If on the other hand, 1 is the width of the classroom (let us say in feet), then $\frac{1}{3}$ is a third of the width of the classroom in feet. And so on. The flexibility in the interpretation of fractions as points on the number line, according to the meaning of the unit, is a main attraction of the number line for the discussion of fractions. It would be a good idea to give plenty of practice problems on different interpretations of fractions (as points on the number line) according to meaning of the unit.

We make two immediate observations about the number line representation of fractions that are germane to our purpose. One is that each whole numbers (as a point on the line) is now labeled by other symbols. For example,

> the point on the number line designated by 2 is now also designated by $\frac{2}{1}$, $\frac{4}{2}$, $\frac{6}{3}$, $\frac{8}{4}$, and in general, by $\frac{2n}{n}$, for any whole number $n \neq 0$.

We now introduce a concept and a notation that make it possible to express the preceding statement more simply. We say two fractions (as points on the number line) are **equal** if they are the same point on the line. The symbol to use in this case is the usual one, $=$. Thus we can say,

$$2 = \frac{2}{1} = \frac{4}{2} = \frac{6}{3} = \frac{8}{4} = \cdots = \frac{2n}{n} = \cdots, \text{ for any whole number } n \neq 0.$$

Similarly,

$$3 = \frac{3}{1} = \frac{6}{2} = \frac{9}{3} = \frac{12}{4} = \cdots = \frac{3n}{n} = \cdots, \text{ for any whole number } n \neq 0,$$

$$4 = \frac{4}{1} = \frac{8}{2} = \frac{12}{3} = \frac{16}{4} = \cdots = \frac{4n}{n} = \cdots, \text{ for any whole number } n \neq 0,$$

and so on. In this notation, it should be pointed out explicitly to students that

$$1 = \frac{2}{2} = \frac{3}{3} = \frac{4}{4} = \frac{5}{5} = \cdots$$

For reasons having to do with tradition, equal fractions are usually called **equivalent fractions.** We hasten to add that *this precise concept of equality is far from a routine matter.* It is only with the fractions as points on the number line that we can say, precisely, what it means for two fractions to be "equal". The usual statement in school textbooks that "two fractions are equal if they name the same amount" is not one that can be used as a basis for mathematical reasoning, because it begs the question: what does it mean to "name" the "same amount"? In view of recent concerns in the education research literature about students' abuse of the equal sign, we want to focus on the root cause of this so-called problem: we should teach students the precise meaning of the equality of any two concepts, carefully, at each stage. Obviously, the subject of fractions is a good starting point.

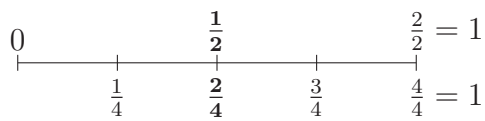
The equalities $2 = \frac{2}{1} = \frac{4}{2} =$ etc., is the simplest manifestation of the concept of *equivalent fractions*, to be taken up later in this grade.

A second observation is the need to reinforce the idea that every fraction is the "piecing together of unit fractions". To explain this more precisely, take, for example, $\frac{3}{5}$. It is the length of the segment when 3 segments, each being a copy of the one

from 0 to $\frac{1}{5}$, are put together end-to-end. To simplify matters, we express this more simply by saying $\frac{3}{5}$ is **3 copies of the unit fraction** $\frac{1}{5}$. Similarly, $\frac{8}{5}$ is 8 copies of the unit fraction $\frac{1}{5}$.

Equivalent fractions

Students can experiment on the number line and discover that, even among "simple" fractions, many are equal. For example, the fraction $\frac{1}{2}$ is equal to $\frac{2}{4}$.



They would also discover, as we did in the preceding section, that

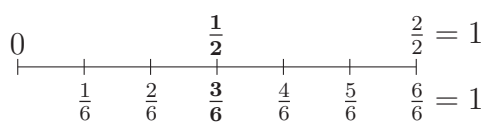
$$2 = \frac{2n}{n} \quad \text{for any whole number } n \neq 0,$$

$$3 = \frac{3n}{n} \quad \text{for any whole number } n \neq 0.$$

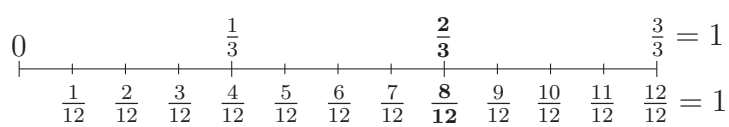
In fact, if they take any whole number such as 17, then the same thing prevails:

$$17 = \frac{17n}{n} \quad \text{for any whole number } n \neq 0.$$

Suppose they choose to subdivide the two segments from 0 to $\frac{1}{2}$, and from $\frac{1}{2}$ to 1 into 3 parts of equal length, then the unit segment will be divided into 6 parts of equal length. They will get $\frac{1}{2} = \frac{3}{6}$.



In general, given any fraction such as $\frac{2}{3}$, if we subdivide each of the segments of length $\frac{1}{3}$ into (let us say) 4 parts of equal length, then we will get $\frac{2}{3} = \frac{4\times 2}{4\times 3}$.



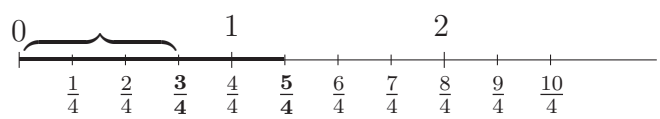
If students get plenty of practice of this type, viz., showing $\frac{3}{4} = \frac{6}{8}$, or $\frac{2}{5} = \frac{6}{15}$, they will be ready for the general discussion of equivalent fractions in the next grade.

Comparing fractions

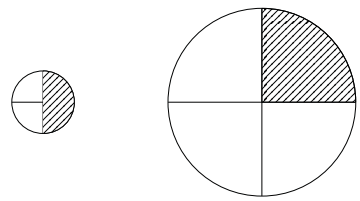
Given two fractions — thus two points on the number line — the one to the left of the other is said to be **smaller** than the other and of course the one on the right is said to **bigger** than the other. The symbols to use are $<$ and $>$, respectively. Thus,

$$\frac{1}{4} < \frac{3}{4}, \quad \text{and} \quad 2 > \frac{3}{2}.$$

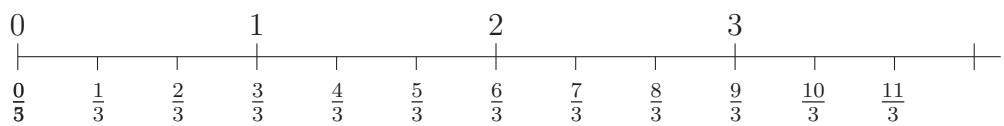
These concepts of "smaller than" and "bigger than" should be carefully explained to students because in the usual way fractions are taught, it is never made clear what these concepts mean. This meaning of "smaller than" (or "bigger than") makes perfect sense, intuitively, because if one fraction, say $\frac{3}{4}$, is to the left of $\frac{5}{4}$, then the segment from 0 to $\frac{3}{4}$ is of course shorter than the segment from 0 to $\frac{5}{4}$. Therefore the above meaning of $\frac{3}{4} < \frac{5}{4}$ respects this intuition.



We should point out that one cannot **compare** two fractions, i.e., determine which is bigger, unless they both refer to the *same* unit (i.e., same whole). Of course by the very meaning of comparing fractions that we have just given, two fractions are already on the same number line before we can say which is to the left of the other, and being on the same number line implies that the fractions refer to the same unit. Nevertheless this is something students can easily forget. We can illustrate the danger of comparing fractions that refer to different wholes in a given discussion with the following classic example. A student can claim that $\frac{1}{4} > \frac{1}{2}$, because a fourth of the pizza on the right is bigger than a half of the pizza on the left, as shown:



There are some simple comparisons that are accessible to third graders. One is that if two fractions have the same denominator, then the one with larger numerator is the larger fraction (in other words, bigger). This comes from the way fractions with the same denominator are placed on the number line, e.g.,



A second accessible fact about comparison is that, for unit fractions, the greater the denominator, the smaller the fraction. This is usually explained by saying "in order for more (identical) pieces to make the same whole, the pieces must be smaller." This has great intuitive appeal after students have inspected, for example, how half a pizza is larger than a third of a pizza and a few similar examples involving small numbers, but the extrapolation of this fact to large numbers is not backed by logical reasoning. It is however possible to introduce third graders to some standard reasoning in order to make the conclusion a little bit more convincing. For example, let us show why $\frac{1}{6} < \frac{1}{5}$. We reason as follows. We combine 5 copies of each fraction to itself. As we have seen,

$$5 \text{ copies of } \tfrac{1}{5} \;=\; \frac{5}{5} \;=\; 1$$

while

$$5 \text{ copies of } \tfrac{1}{6} \;=\; \frac{5}{6} \;<\; 1$$

It is then reasonable to conclude that $\frac{1}{6} < \frac{1}{5}$.

Next, students can compare any two fractions with the same numerator and conclude that the one with the smaller denominator is bigger. For example, why is $\frac{11}{5}$ bigger than $\frac{11}{6}$? This is because we already know $\frac{1}{6} < \frac{1}{5}$. Therefore if we combine 11

copies of each fraction to itself, we get:

$$\frac{11}{6} \;=\; 11 \text{ copies of } \tfrac{1}{6} \;<\; 11 \text{ copies of } \tfrac{1}{5} \;=\; \frac{11}{5}.$$

In some cases, students may be able to compare fractions by reasoning about how the fractions are related to benchmarks such as $\frac{1}{2}$ and 1. For example, students could reason that $\frac{7}{8} < \frac{13}{12}$ because $\frac{7}{8}$ is less than 1 (and is therefore to the left of 1) but $\frac{13}{12}$ is greater than 1 (and is therefore to the right of 1). Conclusion: $\frac{7}{8}$ is to the left of $\frac{13}{12}$ and therefore $\frac{7}{8} < \frac{13}{12}$.

FOURTH GRADE

Number and Operations — Fractions 4.NF[3]

Extend understanding of fraction equivalence and ordering.

1. Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.

2. Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $1/2$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.

Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.

3. Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.

a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.

b. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. Examples: $3/8 = 1/8 + 1/8 + 1/8$; $3/8 = 1/8 + 2/8$; $2\frac{1}{8} = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8$.

c. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.

d. Solve word problems involving addition and subtraction of fractions referring to

[3] Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.

the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.

4. Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.

a. Understand a fraction a/b as a multiple of $1/b$. For example, use a visual fraction model to represent $5/4$ as the product $5 \times (1/4)$, recording the conclusion by the equation $5/4 = 5 \times (1/4)$.

b. Understand a multiple of a/b as a multiple of $1/b$, and use this understanding to multiply a fraction by a whole number. For example, use a visual fraction model to express $3 \times (2/5)$ as $6 \times (1/5)$, recognizing this product as $6/5$. (In general, $n \times (a/b) = (n \times a)/b$.)

c. Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. For example, if each person at a party will eat $3/8$ of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?

Understand decimal notation for fractions, and compare decimal fractions.

5. Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.[4] For example, express $3/10$ as $30/100$, and add $3/10 + 4/100 = 34/100$.

6. Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as $62/100$; describe a length as 0.62 meters; locate 0.62 on a number line diagram.

7. Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>, =$, or $<$, and justify the conclusions, e.g., by

[4]Students who can generate equivalent fractions can develop strategies for adding fractions with unlike denominators in general. But addition and subtraction with un-like denominators in general is not a requirement at this grade.

using a visual model.

The main topics of grade 4 are **the fundamental fact about equivalent fractions** (a fraction is not changed when its numerator and denominator are multiplied by the same nonzero whole number), its application to the comparison, addition, and subtraction of fractions, the meaning of multiplying a fraction by a whole number, and the introduction of (finite) decimals.

The above-mentioned fundamental fact about equivalent fractions is the one theme that ties the various strands within fractions together. This fact will be made abundantly clear in the following discussion, but it should also be brought out more explicitly in classroom instructions than has been done so far.

Equivalent fractions

The *fundamental fact* states that a fraction is not changed (i.e., its position on the number line is not changed) when its numerator and its denominator are both multiplied by the same nonzero whole number. Thus if the fraction is $\frac{9}{5}$, then

$$\frac{9}{5} = \frac{18}{10} = \frac{27}{15} = \frac{36}{20} = \frac{90}{50} = \frac{108}{60}, \quad \text{etc.}$$

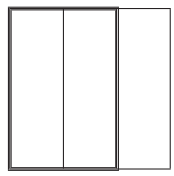
In some 4th grade classrooms, it may be appropriate to state it in the usual symbolic form:

> For any fraction $\frac{a}{b}$ where a and b are whole numbers and $b \neq 0$, and for any nonzero whole number n, $\frac{a}{b} = \frac{na}{nb}$.

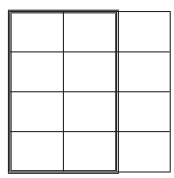
This will of course necessitate the explanation about na means $n \times a$, etc. For the benefit of students' mathematics learning, especially the learning of algebra in middle school, some symbolic notation has to be gently introduced starting with grades 3–5. Students cannot afford to wait until they come to algebra before they are exposed to abstract symbols.

Students can use fraction strips or the area model to try to understand this fact. For example, let us see why $\frac{2}{3} = \frac{4\times 2}{4\times 3}$ using the area model. So the whole is the area of

the unit square, and if the square is vertically divided into three rectangles of equal area, then $\frac{2}{3}$ is represented by the thickened rectangle:



Now divide the unit square into 4 *horizontal* rectangles of equal area, then the unit square is now divided into 4×3 small rectangles of equal area, and the thickened rectangle is paved by 4×2 of these small rectangles, as shown:



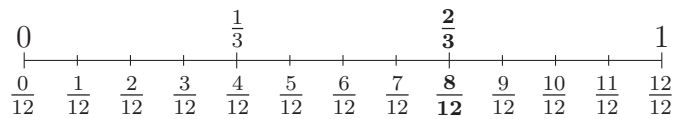
Therefore the thickened rectangle, which is $\frac{2}{3}$, is now also

$$\frac{4 \times 2}{4 \times 3}$$

because it is also the totality of 4×2 parts when the whole is divided into 4×3 parts of equal area.

When the fraction $\frac{2}{3}$ is replaced by a more complicated one such as $\frac{17}{4}$, and the number 4 is replaced by a large number such as 12, it may be a bit difficult to visualize how this argument will be carried out. A more uniform approach to this fundamental fact that makes such reasoning almost routine may be one that uses the number line. We now repeat the preceding reasoning using the number line. Then we first have the fraction $\frac{2}{3}$,

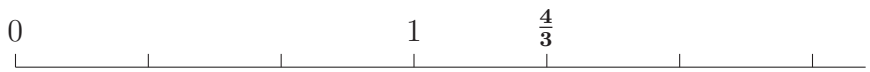
To show $\frac{2}{3} = \frac{4\times 2}{4\times 3}$, the number 4 suggests that we subdivide each segment of length $\frac{1}{3}$ into 4 parts of equal length. Then $\frac{2}{3}$ is seen to be exactly $\frac{8}{12}$, which is of course just $\frac{4\times 2}{4\times 3}$.



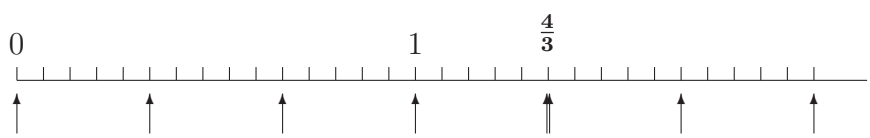
The number line representation makes it very clear how to demonstrate this fundamental fact for other fractions. Let us show, for example, why

$$\frac{4}{3} = \frac{5 \times 4}{5 \times 3}.$$

So $\frac{4}{3}$ is 4 copies of $\frac{1}{3}$, and we want to know why it is also 20 copies of $\frac{1}{15}$. On the number line, we have that $\frac{4}{3}$ is the 4th multiple of $\frac{1}{3}$.



Now divide each of these segments of length $\frac{1}{3}$ into 5 parts of equal length (the "5" is because we are looking at $\frac{5\times4}{5\times3}$); call these parts *small segments*. All small segments have the same length. Here is a picture of these *small segments* with the vertical arrows indicating the thirds:



The small segments now give a division of the unit segment into 5×3 parts of equal length, and the fraction $\frac{4}{3}$ is 5×4 copies of these small segments. Therefore $\frac{4}{3}$ is $\frac{5\times4}{5\times3} = \frac{20}{15}$.

For fourth grade, working out many such examples would be sufficient to give students the underlying reasoning behind the fundamental fact. A general proof using symbols would not be necessary.

The fundamental fact is usually presented in terms of division rather than multiplication, i.e., it is stated that

$$\frac{20}{15} = \frac{20 \div 5}{15 \div 5},$$

or

$$\frac{28}{36} = \frac{28 \div 4}{36 \div 4}$$

To see why the latter is true, for example, we reason as follows. We know $28 \div 4 = 7$ and $36 \div 4 = 9$. Therefore we have to show

$$\frac{28}{36} = \frac{7}{9}$$

Recognizing that $28 = 4 \times 7$ and $36 = 4 \times 9$, we see that this is the statement that

$$\frac{4 \times 7}{4 \times 9} = \frac{7}{9}.$$

This immediately follows from the fundamental fact. Again, working out many such examples would be sufficient in the fourth grade.

The ability to see that fractions such as $\frac{28}{36}$ can be simplified to $\frac{7}{9}$ is a basic skill associated with the fundamental fact, but the importance of this skill is usually exaggerated out of proportion in textbooks and perhaps also by some teachers. In this connection, there is a tradition in elementary education that *every* fraction must be written in **reduced form**, i.e., the numerator and the denominator are both divisible only by 1 and by no other whole number. This is not a defensible tradition as far as mathematics is concerned because there is no theorem in mathematics that outlaws non-reduced fractions. A more restricted form of this tradition, to the effect that if the numerator and denominator of a fraction are single-digit numbers then the fraction should be written in reduced form, may be justifiable on non-mathematical grounds as a classroom convention.

Once students have learned fraction multiplication (in Grade 5), they will be able to verify to their own satisfaction that the fundamental fact can be more easily remembered as just multiplying the fraction by 1, in the sense that *if multiplication of fractions is already understood*, then, for example,

$$\frac{28}{36} = \frac{7}{9}$$

can also be obtained by

$$\frac{7}{9} = \frac{7}{9} \times 1 = \frac{7}{9} \times \frac{4}{4} = \frac{28}{36}$$

However, students should be made aware that, while this is an excellent mnemonic device to remember what the fundamental fact says, it is not a valid *explanation* for it because they do not as yet know how to add two fractions, much less how to multiply them. A useful analogy to understand this situation is to ask yourself: if an ESL student comes to you and asks what "huge" means, would you answer with "gargantuan"?

An application

From the point of view of the conceptual understanding of fractions, the most important message of the fundamental fact about equivalent fractions may be that, *any two fractions may be considered as fractions with the same denominator.* For example, if the given fractions are $\frac{2}{9}$ and $\frac{3}{8}$, then by the fundamental fact, they may be rewritten as two fractions with the same denominator 72:

$$\frac{16}{72}\left(=\frac{8\times 2}{8\times 9}\right) \quad \text{and} \quad \frac{27}{72}\left(=\frac{9\times 3}{9\times 8}\right)$$

This understanding simplifies many considerations in the study of fractions.

Let us apply this understanding right away. We will compare two fractions such as $\frac{5}{8}$ and $\frac{7}{12}$, i.e., we ask which of the following is smaller:

5 copies of $\frac{1}{8}$, or 7 copies of $\frac{1}{12}$.

If we were comparing $\frac{5}{12}$ and $\frac{7}{12}$, i.e.,

5 copies of $\frac{1}{12}$ and 7 copies of $\frac{1}{12}$,

we would be able to do it on the spot. The problem is therefore that the denominators 8 and 12 of the given fractions are *different*. Recalling our understanding above, we realize that this is no impediment at all because we can rewrite both fractions as

$$\frac{60}{96}\left(=\frac{12\times 5}{12\times 8}\right) \quad \text{and} \quad \frac{56}{96}\left(\frac{8\times 7}{8\times 12}\right)$$

Then clearly $\frac{56}{96}$ is smaller, i.e., $\frac{7}{12}$ is smaller. Thus

$$\frac{7}{12} < \frac{5}{8}$$

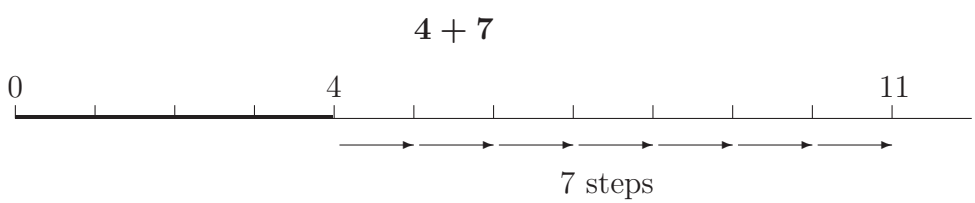
Observe that this comparison was achieved by comparing the two "cross products" 7×8 and 12×5.

The above method is clearly applicable to the comparison of any two fractions. In some fourth grade classes, it may be possible to use symbolic notation to put this method in the form of an algorithm, namely, to compare two fractions $\frac{a}{b}$ and $\frac{c}{d}$, we only look at the "cross products" ad and bc. (*Reminder:* This is not a trick, but is rather the logical consequence of rewriting the two fractions $\frac{a}{b}$ and $\frac{c}{d}$ as two fractions with the same denominator and then examining their numerators.) If $ad < bc$, then $\frac{a}{b} < \frac{c}{d}$. Conversely, if $\frac{a}{b} < \frac{c}{d}$, then $ad < bc$. This is the **cross-multiplication algorithm**.

Adding and subtracting fractions

We now give a second application of the fundamental fact about equivalent fractions to the addition and subtraction of fractions.

We want to emphasize at the outset that adding fractions is not essentially different from adding whole numbers. Observe that the addition of two whole numbers, such as 4 and 7, can be modeled by the length of the total segment obtained by joining together two segments of lengths 4 and 7, for the following reason. The usual meaning of the sum $4+7$ is to start with 4 and count 7 more steps until we reach 11, and that is the sum. The corresponding geometric model is then to put a segment of length 4 and a segment of length 7 together, end-to-end, on the number line, and observe that the total length is 11.



Of course putting two segments together end-to-end on the number line expresses the intuitive feeling of the addition of two whole numbers, which is to "combine things". We now build on this concept, that "addition is combining things" by introducing the concept of fraction addition, e.g., $\frac{2}{3} + \frac{7}{5}$, as the total length of the

segment obtained by putting together two segments end-to-end on a horizontal line, one of length $\frac{2}{3}$ and another $\frac{7}{5}$.

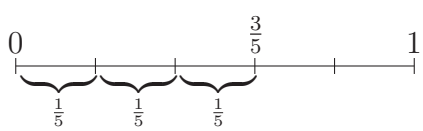
There is no need to worry at this point about "how much is $\frac{2}{3} + \frac{7}{5}$ exactly?". Just knowing what the sum means is enough. This is analogous to introducing students to the concept of whole number multiplication, e.g., 51×78, is adding 78 to itself 51 times; the exact determination of 51×78 can be dealt with when it is time to introduce the multiplication algorithm.

What is worth pointing out is the fact that students can now see adding fractions as a direct continuation of the concept of adding whole numbers. *This kind of conceptual continuity in mathematics makes learning easier* because it shows students that the new concept dovetails with what they already know.

With the availability of the concept of addition, we can clarify the role of unit fractions in the study of fractions. We observe that among whole numbers, every whole number is just the repeated addition of 1 to itself, e.g., 23 is just 1 added to itself 23 times. In the same way, every fraction is the repeated addition of a unit fraction. For example,

$$\frac{3}{5} = \frac{1}{5} + \frac{1}{5} + \frac{1}{5}$$

because $\frac{3}{5}$ is the total length of 3 copies of $\frac{1}{5}$:



In like manner,

$$\begin{aligned} \frac{4}{7} &= \frac{1}{7} + \frac{1}{7} + \frac{1}{7} + \frac{1}{7} \\ \frac{5}{8} &= \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8}, \quad \text{etc.} \end{aligned}$$

We now see that, in terms of addition, unit fractions are the basic building blocks of fractions.

We can push this kind of reasoning to its logical conclusion: we now see that, for example,

$$\frac{7}{5}+\frac{4}{5} \;=\; \frac{7+4}{5}$$

The reason is that, by what we did above,

$$\begin{aligned}\frac{7}{5}+\frac{4}{5} &= \overbrace{\frac{1}{5}+\cdots+\frac{1}{5}}^{7} + \overbrace{\frac{1}{5}+\cdots+\frac{1}{5}}^{4}\\ &= \frac{\overbrace{1+1+\cdots+1}^{7+4}}{5}\\ &= \frac{7+4}{5}\end{aligned}$$

The same reasoning shows that,

> *if we add fractions with the same denominator, we get a fraction with the same denominator whose numerator is the sum of the numerators.*

There is another kind of addition we can perform at this point, namely, adding a whole number to a fraction, e.g., $5+\frac{7}{6}$. For this, we have to recall from Grade 3 that $5=\frac{6\times 5}{6}=\frac{30}{6}$. Of course the number 5 is also equal to $\frac{15}{3}$ or $\frac{20}{4}$, but the reason for choosing $\frac{30}{6}$ among all the possibilities is that we want to add 5 to $\frac{7}{6}$, and since the denominator of $\frac{7}{6}$ is 6 and since we only know how to add two fractions with the same denominator at this point, the choice of $\frac{30}{6}$ is the logical one. Such being the case,

$$5+\frac{7}{6} \;=\; \frac{30}{6}+\frac{7}{6} \;=\; \frac{37}{6}$$

This then brings up one of the standard concepts, that of a **mixed number**: by definition, a mixed number is the sum of a whole number and a **proper fraction** (a fraction whose numerator is smaller than its denominator, or equivalently, a fraction $<\ 1$). There is a **notational convention** associated with mixed numbers: the $+$ sign is omitted. Thus we write $5\frac{3}{4}$ in place of $5+\frac{3}{4}$ and $7\frac{1}{5}$ in place of $7+\frac{1}{5}$.

Two remarks are very pertinent to the teaching of mixed numbers. The first is that, in these Standards, *the concept of a mixed number is defined only after fraction addition has been defined.* Mixed numbers seem to be always introduced in school textbooks right after the introduction of fractions *before* the addition of fractions is

even mentioned. A mixed number such as $7\frac{1}{5}$ would be introduced as "7 and $\frac{1}{5}$" without making precise that "and" means "add". Such disregard of students' logical learning trajectory has contributed to the nonlearning of fractions. A second remark is that, as a consequence of this disregard, the conversion between a mixed number and an **improper fraction** (a fraction whose numerator is at least as big as its denominator, or equivalently, a fraction at least as big as 1) is usually given as a rote skill. From our point of view, converting a mixed number to a fraction is just fraction addition, e.g.,

$$7\frac{1}{5} \;=\; 7+\frac{1}{5} \;=\; \frac{35}{5}+\frac{1}{5} \;=\; \frac{36}{5}$$

Conversely, given an improper fraction such as $\frac{47}{6}$, we convert it to a mixed number by using so-called **division-with-remainder**, i.e., if 47 is divided by 6, it has quotient 7 and remainder 5. The correct way to express this is $47 = (7 \times 6) + 5$. Therefore,

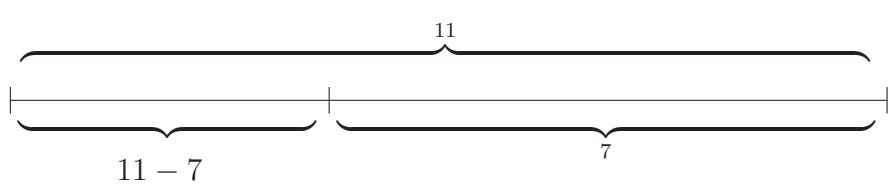
$$\frac{47}{6} \;=\; \frac{(7\times 6)+5}{6} \;=\; \frac{7\times 6}{6}+\frac{5}{6}$$

where the last step makes use of our knowledge of adding fractions with the same denominator (6, in this case). From equivalent fractions, we know $\frac{7\times 6}{6} = 7$. So

$$\frac{47}{6} \;=\; 7+\frac{5}{6} \;=\; 7\frac{5}{6},$$

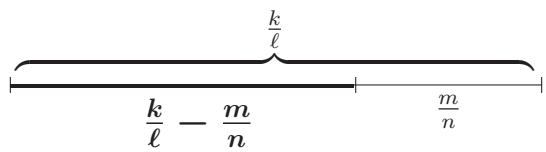
where the last step is by the definition of a mixed number. This method is applicable to all improper fractions.

Finally, we address the related concept of subtraction. Among whole numbers, subtraction is "taking away". Thus $11-7$ is "take 7 away from 11". In terms of the number line $11-7$ is the length of the segment when a segment of length 7 is taken away at one end from a segment of length 11:



Note that, because we are operating within whole numbers, we have to make sure that $11 \geq 7$ before we can consider $11 - 7$ (where the symbol "$\geq$" means "$>$ or $=$). In the same way, we define for fractions $\frac{k}{\ell} \geq \frac{m}{n}$,

$$\frac{k}{\ell} - \frac{m}{n} \;=\; \textit{the length of the remaining segment when a segment of length } \frac{m}{n} \textit{ is removed from one end of a segment of length } \frac{k}{\ell}$$



Again, we do not worry about computing the exact value of $\frac{k}{\ell} - \frac{m}{n}$ at this point; such a computation is saved for the 5th grade. In one special case though, we can do the subtraction precisely, which is the case of equal denominators. For example,

$$\frac{17}{6} - \frac{5}{6} \;=\; \frac{17-5}{6} \;=\; \frac{12}{6} \;=\; 2$$

This is because, taking 5 copies of $\frac{1}{6}$ away from 17 copies of $\frac{1}{6}$ leaves 12 copies of $\frac{1}{6}$, and this is the precise meaning of $\frac{17-5}{6}$.

Multiplication of a fraction by a whole number

Recall the meaning of multiplication among whole numbers: 3×7 means $7+7+7$ and the meaning of 5×4 is $4+4+4+4+4$. Now what meaning should we give to $3 \times \frac{2}{5}$? It would be reasonable to say:

$$3 \times \frac{2}{5} \stackrel{\text{def}}{=} \frac{2}{5} + \frac{2}{5} + \frac{2}{5}$$

and, similarly,

$$11 \times \frac{5}{4} \stackrel{\text{def}}{=} \underbrace{\frac{5}{4} + \frac{5}{4} + \cdots + \frac{5}{4}}_{11 \text{ times}}$$

where the symbol "$\overset{\text{def}}{=}$" means we are giving a definition. In general, we will agree to say that a whole number n multiplying a given fraction such as $\frac{5}{8}$ is n **copies of** $\boldsymbol{\frac{5}{8}}$, in the sense that it is equal to

$$\underbrace{\frac{5}{8}+\frac{5}{8}+\cdots+\frac{5}{8}+\frac{5}{8}}_{n \text{ times}}$$

Notice that in the above examples, because we know how to add fractions with the same denominator, we have:

$$3\times\frac{2}{5} \;=\; \frac{3\times 2}{5} \;=\; \frac{6}{5}$$

and similarly,

$$11\times\frac{5}{4} \;=\; \frac{11\times 5}{4} \;=\; \frac{55}{4}$$

We can now look at a fraction from a different perspective. For example,

$$\frac{7}{5} \;=\; 7\times\frac{1}{5}, \qquad \frac{11}{3} \;=\; 11\times\frac{1}{3}$$

We will express the above equalities by saying that $\frac{7}{5}$ is the **7th multiple of** $\boldsymbol{\frac{1}{5}}$ and $\frac{11}{3}$ is the **11th multiple of** $\boldsymbol{\frac{1}{3}}$. In general, a fraction $\frac{m}{n}$ is the $\boldsymbol{m}$**th multiple of** $\boldsymbol{\frac{1}{n}}$**.**

The concept of multiplication of a fraction by a whole number allows us to carry over certain ways of thinking about a problem from whole numbers to fractions. For example, the following problem is standard: if the capacity of a bucket is 2 gallons and if 43 buckets of water fill a tank, then the capacity of the tank is $43\times 2 = 86$ gallons of water. Now suppose the capacity of a bucket is $2\frac{3}{4}$ gallons and, again, 43 buckets of water fill a tank, what is the capacity of the tank? The answer is $43\times 2\frac{3}{4}$ gallons. This is because the capacity of the tank is

$$\underbrace{2\frac{3}{4}+2\frac{3}{4}+\cdots+2\frac{3}{4}}_{43} \quad \text{gallons}$$

Since $2\frac{3}{4}$ is a fraction, the above sum is $43\times 2\frac{3}{4}$. So the answer is $43\times 2\frac{3}{4}$ gallons, which is

$$43\times\left(2+\frac{3}{4}\right) \;=\; 43\times\frac{11}{4} \;=\; \frac{473}{4} \;=\; 118\frac{1}{4} \;\text{ gallons}$$

(Finite) decimals

Some decimals are special, for one reason or another. For example, those fractions with denominator equal to 10, 100, 1000, etc. This is not a surprise because we are in a *decimal* system so that all numbers related to 10, 100, 1000, etc., are automatically special. There are deeper reasons related to the fact that the arithmetic of these fractions is essentially that of the whole numbers; see the discussion in grade 5. In any case, these fractions are called **decimal fractions**. The terminology is confusing, so it should be used sparingly.

The fundamental fact about equivalent fractions immediately tells us that a fraction with 10 as denominator may be considered a fraction with 100 as denominator. For example,

$$\frac{7}{10} = \frac{10 \times 7}{10 \times 10} = \frac{70}{100}$$

This may be the occasion in a 4th grade classroom to discuss why this statement means that 7 dimes is the same as 70 cents. Another application is that we can now add any fractions whose denominators are 10 or 100, e.g.,

$$\frac{3}{10} + \frac{27}{100} = \frac{30}{100} + \frac{27}{100} = \frac{57}{100}$$

One can interpret this as saying that 3 dimes together with 27 cents make 57 cents.

Because fractions with denominators equal to 10, 100, 1000, etc., come up so often, someone[5] came up with the idea long ago that one could abbreviate the fractions

$$\frac{27}{10}, \quad \frac{27}{100}, \quad \frac{27}{1000}, \text{ etc.}$$

by using a so-called **decimal point** to

$$2.7, \quad 0.27, \quad 0.027,$$

respectively. The latter are called **decimals**, or more precisely, **finite decimals**. In other words, one could simply indicate the number of zeros in the denominator of decimal fractions by counting the number of digits to the right of the decimal point. Note that a decimal such as 2.70 is considered to have two **decimal digits**, namely,

[5]Specifically, the German Jesuit priest C. Clavius introduced this notation in 1593.

7 and 0. However, if we use the fundamental fact about equivalent fractions, then we see that $2.70 = 2.7$ because, *by definition,* $2.70 = \frac{270}{100}$ so that

$$2.70 \;=\; \frac{270}{100} \;=\; \frac{10 \times 27}{10 \times 10} \;=\; \frac{27}{10} \;=\; 2.7$$

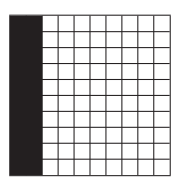
It is easy to compare decimals to see which is bigger provided one does not forget their meaning (i.e., they are decimal fractions) and how the fundamental fact about equivalent fractions allows us to consider any two fractions as fractions with the same denominator. For example, let us compare 0.2 and 0.09. By definition, we are comparing

$$\frac{2}{10} \quad \text{and} \quad \frac{9}{100}.$$

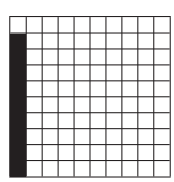
Since we already know that $\frac{2}{10} = \frac{20}{100}$, and since $20 > 9$. we know

$$\frac{20}{100} \;>\; \frac{9}{100} \quad \text{so that} \quad 0.2 > 0.09.$$

We hasten to add two comments. The first comment is that, in this special case, indeed one can resort to picture-drawing to get a more intuitive understanding of why $0.2 > 0.09$. For example, if we let the unit be the area of the unit square, and we divide it into 100 parts of equal area, then 0.2 — being the totality of two parts when the unit is divided into 10 parts of equal area — may be represented as the following darkened area:



On the other hand, 0.09 — being the totality of 9 parts when the unit is divided into 100 parts of equal area — is represented by the following darkened area:



So clearly, $0.2 > 0.09$. This is certainly useful knowledge. Our second comment is, however, that one cannot allow this picture-drawing activity to be all a 4th grader needs to know about the comparison of fractions. The previous argument using the meaning of a decimal (i.e., it is a decimal fraction) and the fundamental fact about equivalent fractions is by far the more important since it is universally applicable to all decimals whereas picture-drawing is not. So fourth graders' knowledge of decimals must include this argument.

5TH GRADE

Number and Operations — Fractions 5.NF

Use equivalent fractions as a strategy to add and subtract fractions.

1. Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$. (In general, $a/b + c/d = (ad + bc)/bd$.)

2. Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$.

Perform operations with multi-digit whole numbers and with decimals to hundredths.

7. Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

3. Interpret a fraction as division of the numerator by the denominator $(a/b = a \div b)$. Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. For example, interpret 3/4 as the result of dividing 3 by 4, noting that $3/4$ multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each

person has a share of size $3/4$. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?

4. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.

a. Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. For example, use a visual fraction model to show $(2/3) \times 4 = 8/3$, and create a story context for this equation. Do the same with $(2/3) \times (4/5) = 8/15$. (In general, $(a/b) \times (c/d) = ac/bd$.)

b. Find the area of a rectangle with fractional side lengths by tiling it with unit rectangles[6] of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.

5. Interpret multiplication as scaling (resizing), by:

a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.

b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1.

6. Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.

7. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.[7]

a. Interpret division of a unit fraction by a non-zero whole number, and compute

[6] In the original, it is incorrectly stated as "squares".

[7] Students able to multiply fractions in general can develop strategies to divide fractions in general, by reasoning about the relationship between multiplication and division. But division of a fraction by a fraction is not a requirement at this grade.

such quotients. For example, create a story context for $(1/3) \div 4$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $(1/3) \div 4 = 1/12$ because $(1/12) \times 4 = 1/3$.

b. Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for $4 \div (1/5)$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $4 \div (1/5) = 20$ because $20 \times (1/5) = 4$.

c. Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. For example, how much chocolate will each person get if 3 people share $1/2$ lb of chocolate equally? How many $1/3$-cup servings are in 2 cups of raisins?

The study of fractions is the dominant theme of fifth grade mathematics and it requires a careful and detailed discussion. The main topics are:

the addition and subtraction of any two fractions,
the division interpretation of a fraction,
the multiplication of any two fractions and applications,
the arithmetic of decimals (to hundredths),
simple cases of the division of fractions.

We will take them up in succession.

Adding and subtracting fractions

The first thing to note about the addition and subtraction of fractions is that, conceptually, there is no difference between these same operations on whole numbers and fractions: addition means putting things together and subtraction means taking one thing from another. This fact should be emphasized in instructions. For addition, we take up the previous example of $\frac{2}{3} + \frac{8}{5}$ in grade 4 (page 24). The meaning

(definition) of the sum is that it is the total length of the segment obtained by putting together these two segments end-to-end, one of length $\frac{2}{3}$ and the other of length $\frac{8}{5}$.

We observe at once that the addition of fractions obeys the commutative and associative laws.

At first glance, it is hard to tell what the total length is, but *if we know equivalent fractions* and *if we know how to add fractions with the same denominator*,[8] then we would immediately think of changing these two fraction $\frac{2}{3}$ and $\frac{8}{5}$ into two fractions with the same denominator by use of equivalent fractions. We recognize that $\frac{2}{3}$ and $\frac{8}{5}$ are equal, respectively, to $\frac{10}{15}$ and $\frac{24}{15}$, because

$$\frac{2}{3} = \frac{5 \times 2}{5 \times 3} = \frac{10}{15} \quad \text{and} \quad \frac{8}{5} = \frac{3 \times 8}{3 \times 5} = \frac{24}{15}.$$

Therefore, by definition, the sum $\frac{2}{3} + \frac{8}{5}$ is the total length of

10 copies of $\frac{1}{15}$, and

24 copies of $\frac{1}{15}$

So the total length is $10 + 24$ copies of $\frac{1}{15}$. In symbolic expressions, this becomes

$$\frac{2}{3} + \frac{8}{5} = \frac{10}{15} + \frac{24}{15} = \frac{10 + 24}{15} = \frac{34}{15}.$$

Once again, we call attention to the fact that the fraction addition $\frac{2}{3} + \frac{8}{5}$ becomes no different from the *whole number* addition of putting together 10 and 24 objects.

In general, if m, n, k, ℓ are whole numbers, then the same reasoning yields

$$\frac{k}{\ell} + \frac{m}{n} = \frac{kn}{\ell n} + \frac{\ell m}{\ell n} = \frac{kn + \ell m}{\ell n},$$

(the fact that $\ell \neq 0$ and $n \neq 0$ being always understood.)

Observe that the reason for changing $\frac{2}{3}$ and $\frac{8}{5}$ into $\frac{10}{15}$ and $\frac{24}{15}$ is to put both fractions "on equal footing" in the sense of having the same denominator. In general, taking the product of the denominators 3 and 5 to be the new denominator is both

[8] Knowing facts is as important in mathematics as in anything else.

efficient and simple. In special cases, however, there may be a more obvious choice of a common denominator. We give two examples. Consider $\frac{2}{3} + \frac{23}{18}$. Clearly we should use 18 as a common denominator in this case because 18 is already a multiple of 3, i.e.,

$$\frac{2}{3} + \frac{23}{18} = \frac{6 \times 2}{6 \times 3} + \frac{23}{18} = \frac{12 + 23}{18} = \frac{35}{18}$$

Had we taken 3×18 as the common denominator, we would have gotten

$$\frac{2}{3} + \frac{23}{18} = \frac{18 \times 2}{18 \times 3} + \frac{3 \times 23}{3 \times 18} = \frac{36 + 69}{54} = \frac{105}{54}.$$

But by the theorem on equivalent fractions, we have

$$\frac{105}{54} = \frac{3 \times 35}{3 \times 18} = \frac{35}{18},$$

so this is the same answer as before. Next, consider $\frac{23}{18} + \frac{5}{27}$. Now 27 is not a multiple of 18, but it is easily recognized that both are multiples of 9 so that, instead of taking 18×27 as the common denominator, it suffices to take $2 \times 3 \times 9$ $(= 54)$ because

$$54 = 3 \times 18 \quad \text{and} \quad 54 = 2 \times 27,$$

so that

$$\frac{23}{18} + \frac{5}{27} = \frac{3 \times 23}{3 \times 18} + \frac{2 \times 5}{2 \times 27} = \frac{69 + 10}{54} = \frac{79}{54}.$$

It can be checked that if 18×27 $(= 486)$ were used as the common denominator, then we would have gotten

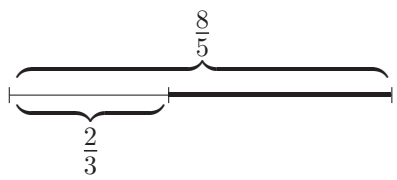
$$\frac{23}{18} + \frac{5}{27} = \frac{711}{486},$$

which is exactly the same answer because

$$\frac{711}{486} = \frac{9 \times 79}{9 \times 54} = \frac{79}{54}.$$

The numbers 18 and 54 are the so-called *lowest common denominators* of the fractions in the first and second examples, respectively. What we wish to point out is that the use of the lowest common denominator, while achieving some computational simplification, is by no means mandatory for getting the right answer. The skill of making use of the lowest common denominator for adding fractions should be taught as an enrichment topic if time is available, but it is not a required skill for the purpose of adding fractions by these Common Core Standards.

The concept of fraction subtraction is so similar to fraction addition that we will be brief. Consider $\frac{8}{5} - \frac{2}{3}$. As in the case of subtracting whole numbers, we must first check that $\frac{8}{5} \geq \frac{2}{3}$. Knowing that $\frac{8}{5} > 1$ while $\frac{2}{3} < 1$, we easily obtain $\frac{8}{5} > 1 > \frac{2}{3}$. (In general, one can use the cross-multiplication algorithm (page 24).) Then by the definition of subtraction on page 28, $\frac{8}{5} - \frac{2}{3}$ is the length of the thickened segment shown below after a segment of length $\frac{2}{3}$ has been taken from the segment of length $\frac{8}{5}$.



As in the case of the addition $\frac{2}{3} + \frac{8}{5}$, the same reasoning yields:

$$\frac{8}{5} - \frac{2}{3} = \frac{3 \times 8}{3 \times 5} - \frac{5 \times 2}{5 \times 3} = \frac{24 - 10}{15} = \frac{14}{15}$$

In particular, the fraction subtraction $\frac{2}{3} + \frac{8}{5}$ is now seen to be the same as the *whole number* subtraction of taking 10 from 24. The preceding comments about the use of the least common denominator in addition applies verbatim to subtraction.

Adding and subtracting (finite) decimals

Next, consider the addition of two decimals (up to hundredths). To be specific, consider $15.6 + 2.74$. By definition, we are looking at nothing other than the *addition of the fractions,*

$$\frac{156}{10} + \frac{274}{100}$$

This we can do:

$$
\begin{aligned}
15.6 + 2.74 &= \frac{156}{10} + \frac{274}{100} && \text{(by definition of a decimal)} \\
&= \frac{1560}{100} + \frac{274}{100} && \text{(equivalent fractions)} && (1) \\
&= \frac{1560 + 274}{100} && && (2) \\
&= \frac{1834}{100} \\
&= 18.34 && && (3)
\end{aligned}
$$

We can now use this computation to explain the usual algorithm for computing 15.6+ 2.74, which is the following.

(a) Line up the two decimals by the decimal point:

$$
\begin{array}{cccccc}
 & & 1 & 5 & .6 & \\
+ & & & 2 & .7 & 4 \\
\hline
\end{array}
$$

(b) Add the numbers as if they were whole numbers by ignoring the decimal points:

$$
\begin{array}{cccccc}
 & & 1 & 5 & 6 & 0 \\
+ & & & 2 & 7 & 4 \\
\hline
 & & 1 & 8 & 3 & 4
\end{array}
$$

(c) Put the decimal point in part (b) where it used to belong, and that is the answer:

$$
\begin{array}{cccccc}
 & & 1 & 5 & .\ 6 & \\
+ & & & 2 & .\ 7 & 4 \\
\hline
 & & 1 & 8 & .\ 3 & 4
\end{array}
$$

We now compare equalities (1)–(3) with steps (a)–(c). Of the two decimals, 15.6 has only one decimal digit and 2.74 has two, so the procedure in (a) of lining up the two decimals by their decimal points corresponds to increasing the number of

decimal digits in 15.6 from one to two and writing it as 15.60, which is the same as changing $\frac{156}{10}$ to $\frac{1560}{100}$, and which is exactly the content of equality (1). Next, by the definition of a finite decimal, the procedure in (b) of adding the decimals as if they are whole numbers is just another way of saying: "look at the numerators of the decimal fractions $\frac{1560}{100}$ and $\frac{274}{100}$ and ignore the denominator 100, and just add the numerators". However, this is exactly how the addition of the two fractions with the same denominator is carried out, as in equality (2). Changing the resulting whole number back to a decimal in (c) is now seen to be nothing more than remembering that the denominator is 100 and therefore, by the definition of a decimal, we get back 18.34 in equality (3).

A little reflection will show that the reasoning above, ostensibly dealing only with decimals up to hundredths, is in fact perfectly general and is applicable to the addition of any two decimals.

There is of course an analogous algorithm for subtracting decimals corresponding to (a)–(c) above, and the reasoning behind this algorithm is so similar to the case of addition that we can safely skip it.

Division interpretation of a fraction

Next, we want to revisit the concept of a fraction.

We begin with a review of the concept of division between whole numbers. What does it mean to say $36 \div 9 = 4$? One way to model the division is to consider a water container with a capacity of 36 gallons. If we want to fill it with 9 bucketfuls of water, what should the capacity of the bucket be? Then 4 is the answer because if we divide 36 into 9 equal parts then the size of each part is 4 because

$$\begin{aligned} 36 &= \underbrace{4 + 4 + \cdots + 4}_{9} \\ &= 9 \times 4 \qquad \text{(by definition of multiplication)} \end{aligned}$$

This is the so-called **partitive interpretation of** (whole number) **division**.[9] Notice that students have only encountered whole number division up to this point, and the number 36, a multiple of 9, is designed to ensure that the **quotient** 4 is a whole number. *It would make no sense in this context to ask for* $37 \div 9$.

[9] We will deal with the *measurement interpretation* in the last section of grade 5 on division.

In a more formal setting, we formulate the concept of division between any two whole numbers m and n ($n \neq 0$) as follows.

> When m is a multiple of n, then $m \div n = q$ (where q is a whole number, called the **quotient** of the division) means that q is the size of one part when m is partitioned into n equal parts, i.e.,
>
> $$m \;=\; \underbrace{q + \cdots + q}_{n} \;=\; n \cdot q$$
>
> (The dot between n and q in $n \cdot q$ is for emphasis.)

With the availability of fractions, we are in a position to extend this meaning of $m \div n$ to *any* two whole numbers m and n ($n \neq 0$) without regard to whether m is a multiple of n or not. To do this, we have to give up the requirement that q be a whole number in $m \div n = q$ and allow it to be a fraction. Other than that, we can essentially repeat the whole definition:

> Let m and n be any two whole numbers ($n \neq 0$). Then $\boldsymbol{m \div n = q}$ (where q is a *fraction*, called the **quotient**) means that q is the size of one part when m is partitioned into n equal parts, i.e.,
>
> $$m \;=\; \underbrace{q + \cdots + q}_{n} \;=\; n \cdot q$$
>
> (The dot between n and q in $n \cdot q$ is for emphasis.)

We will now show that

> *the quotient of $m \div n$, in this extended sense, is equal to the fraction $\frac{m}{n}$.*

Thus we will need to explain why

> *the size of one part is $\frac{m}{n}$ when m is partitioned into n equal parts, i.e.,*
>
> $$m \;=\; \underbrace{\frac{m}{n} + \cdots + \frac{m}{n}}_{n} \;=\; n \cdot \frac{m}{n}$$

The fact that

$$\underbrace{\frac{m}{n} + \cdots + \frac{m}{n}}_{n} \;=\; \frac{nm}{n} \;=\; m$$

follows immediately from the addition of fractions (see page 26). The fact that

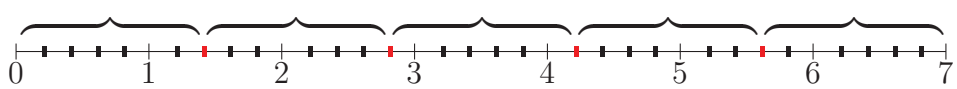
$$\underbrace{\frac{m}{n} + \cdots + \frac{m}{n}}_{n} \;=\; n \cdot \frac{m}{n}$$

is, however, a matter of definition (see page 28). Therefore we have shown that $m \div n = \frac{m}{n}$ is true in the sense described.

Let us show directly, without computations, that $m \div n = \frac{m}{n}$ in the partitive sense, i.e., we will show that

$$\frac{m}{n} \;=\; \textit{the size of one part when } m \textit{ is partitioned into } n \textit{ equal parts} \tag{4}$$

without computations. The reasoning will go over better if we look at a specific case, e.g., $7 \div 5 = \frac{7}{5}$. Thus we will show that $\frac{7}{5}$ *is the length of one part when a segment of length 7 is divided into 5 equal parts.* To this end, we divide each segment between consecutive whole numbers on the number line into 5 equal parts (the number 5 being the denominator of the fraction $\frac{7}{5}$), then the segment from 0 to 7 is now divided into $7 \times 5 = 35$ equal parts and each part has length $\frac{1}{5}$. If we take every 7 of these parts at a time (indicated by the red markings below), then the red markings give a division of the segment from 0 to 7 into 5 equal parts. So each part of course has length $\frac{7}{5}$.



A similar reasoning yields the fact that, for instance, $\frac{2}{11}$ is the length of one part when (a segment of length) 2 is divided into 11 parts of the same length. The reasoning is perfectly general.

Equation (4) for any whole numbers m and $n \neq 0$ is the so-called **division interpretation of a fraction $\frac{m}{n}$**. Some comments about this interpretation are in order. Let us first compare this meaning of the fraction $\frac{m}{n}$ in equation (4) with its original meaning: $\frac{m}{n}$ is m copies of the unit fraction $\frac{1}{n}$. At the risk of belaboring the point, we observe that the original meaning of $\frac{m}{n}$ requires only the consideration

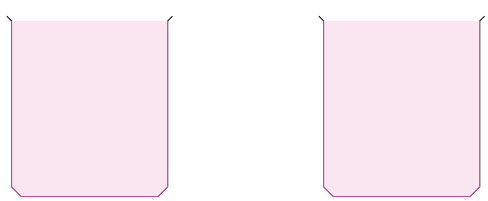
a unit fraction $\frac{1}{n}$ and taking m copies; just focus on $\frac{1}{n}$ and there is no need to know how big m is. On the other hand, the meaning of $\frac{m}{n}$ given by equation (4) is that we *start* with a segment of length m and then divide it into n equal parts to find out how big one part is, and that turns out to be $\frac{m}{n}$. This is therefore a different view of a fraction. Moreover, it is common to express equation (4) as "$\frac{m}{n}$ is also equal to m divided by n", and no explanation is given. In addition to emphasizing that an explanation should be given, we wish to bring out the subtle point that the extended meaning of divisions such as "7 divided by 5" (where 7 is not a multiple of 5) should be carefully explained (as we did above) before any explanation of equation (4) is attempted.

The meaning of a fraction given in equation (4) helps us do problems of the following kind: *If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get?* Thus we are asked to divide the segment from 0 to 50 on the number line (whose unit is 1 pound) into 9 equal parts. This is where equation (4) comes in: it states unequivocally that one part is $\frac{50}{9}$ pounds, or $5\frac{5}{9}$ pounds. No guessing. Just simple reasoning on the basis of what is known to be true.

Multiplication of fractions

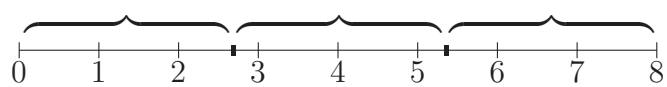
Having introduced the concept of multiplying a fraction by a whole number in grade 4 (page 28), we now tackle multiplication of fractions in general.

If you drink 2 cups of milk, how much milk in terms of fluid ounces (fl oz.) did you drink? One cup being 8 fl oz., you have drunk 2×8 fl oz., i.e., 16 fl oz.

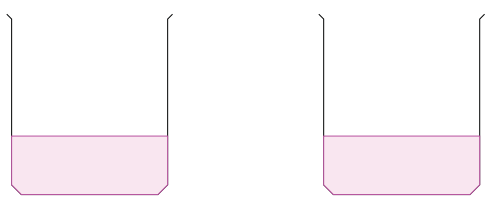


With this example in mind, now suppose you drink two-thirds of a cup of milk, how much milk in terms of fl oz. did you drink? Notice that we are now asking for a precise (mathematical) answer about something expressed in colloquial English, and this calls for caution. Colloquial expressions are usually vague, and we must exercise

care in rendering them into precise language. For students, the need to translate vague statements into precise language should gradually become instinctive, and the fifth grade would be a good place to start. "Two-thirds of a cup", when thought through carefully, really means: *divide the 8 fl oz. of liquid into 3 equal parts and take 2 of those parts".* Let this be our agreement once and for all. So how much is two-thirds of a cup in terms of fl oz.? By our agreement, it is the total amount in 2 parts when 8 is divided into 3 equal parts, or more precisely, when the segment of length 8 on the number line from 0 to 8 (where the unit is 1 fl oz.) is divided into 3 segments of equal length. By equation (4), each of these 3 segments has length $\frac{8}{3}$, so two-thirds of a cup is $\frac{2\times 8}{3}$ fl oz.



In terms of the cup of milk directly, this is the total amount in the following two portions of a third of a cup.



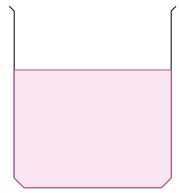
The parallel with the preceding situation should be obvious. Recall that we expressed two cups as 2×8 fl oz., so by analogy, we are tempted to say that

> the amount of milk in two-thirds of a cup of milk ought to be expressed as $\frac{2}{3} \times 8$ fl oz.

Because this thought is so reasonable, we accept it and move on. We see that multiplication by a fraction arises naturally. Summarizing our findings about $\frac{2}{3} \times 8$ fl oz., we have

$$\frac{2}{3} \times 8 \;=\; \frac{2 \times 8}{3}$$

Suppose now we do not start with a cup full of milk but only $5\frac{1}{3}$ fl oz.



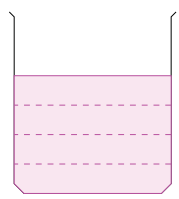
How much is three-quarters of this amount? By our agreement, this means we have to find out how much milk is in three parts when $5\frac{1}{3}$ fl oz. is divided into 4 equal parts. Because

$$5\frac{1}{3} \;=\; 5+\frac{1}{3} \;=\; \frac{16}{3} \;=\; \frac{4}{3}+\frac{4}{3}+\frac{4}{3}+\frac{4}{3},$$

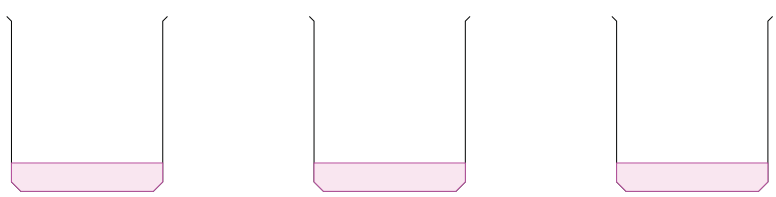
we see that $\frac{3}{4}$ of $5\frac{1}{3}$ is $\frac{4}{3}+\frac{4}{3}+\frac{4}{3} = \frac{3\times 4}{3} = 4$ fl oz. Recalling the agreement about fraction multiplication, we can express this fact symbolically as:

$$\frac{3}{4}\times\frac{16}{3} \;=\; 4 \;\text{ fl oz.}$$

Pictorially, we can represent this multiplication as follows. We first divide the above $5\frac{1}{3}$ fl oz. of milk into 4 parts of equal volume, thus:



Then the totality of 3 of these parts is the total amount in the following 3 parts when $5\frac{1}{3}$ fl oz. is divided into 4 equal parts:



Finally, we formalize the concept of **fraction multiplication** in general as follows. Given any two fractions $\frac{m}{n}$ and $\frac{k}{\ell}$, the meaning of their product is that

$$\frac{m}{n}\times\frac{k}{\ell} \;=\; \textit{the length of } m \textit{ parts when } \frac{k}{\ell} \textit{ is divided into } n \textit{ equal parts.}$$

We also agree to use the phrase $\boldsymbol{\frac{m}{n}}$ **of** $\boldsymbol{\frac{k}{\ell}}$ to abbreviate the statement on the right or, on occasions, we also express the right side as $\boldsymbol{\frac{m}{n}}$ **copies of** $\boldsymbol{\frac{k}{\ell}}$**.** Thus, by definition, $\frac{m}{n} \times \frac{k}{\ell}$ is $\frac{m}{n}$ copies of $\frac{k}{\ell}$.

It is important at this point for us to confirm that this definition of fraction multiplication does not conflict with the earlier definition of a whole number multiplying a fraction (page 28). Thus consider

$$m \times \frac{k}{\ell} \left(= \frac{m}{1} \times \frac{k}{\ell} \right) .$$

According to the preceding definition, this is equal to the length of m parts when $\frac{k}{\ell}$ is divided into *1* equal part (which is of course just $\frac{k}{\ell}$ itself), i.e., this is equal to

$$\underbrace{\frac{k}{\ell} + \frac{k}{\ell} + \cdots + \frac{k}{\ell}}_{m}$$

But this is exactly the meaning of $m \times \frac{k}{\ell}$ as given on page 28. So we are on solid ground here.

We now clarify a special feature of fraction multiplication. The definition of multiplication implies, without any calculations, that

if $\frac{m}{n} > 1$, *then* $\frac{m}{n} \times \frac{k}{\ell} > \frac{k}{\ell}$,

if $\frac{m}{n} < 1$, *then* $\frac{m}{n} \times \frac{k}{\ell} < \frac{k}{\ell}$.

Indeed, consider the first assertion (the second one is entirely similar). If $\frac{m}{n} > 1$, then $m > n$, and therefore $m = n + c$ for a nonzero whole number c so that

$$\frac{m}{n} = \frac{n+c}{n} = 1 + \frac{c}{n} .$$

It follows that if we divided $\frac{k}{\ell}$ into n equal parts, the totality of m such parts is the combination of $\frac{k}{\ell}$ itself (which is the totality of n such parts) and an additional c such parts. By definition, $\frac{m}{n} \times \frac{k}{\ell}$ is thus the totality of c such parts more than $\frac{k}{\ell}$. More generally, this explanation also gives the intuitive picture that, e.g., $\frac{4}{3} \times A$ for any fraction A increases the size of A by a third of A, whereas $\frac{2}{5} \times A$ reduces the size of A by $\frac{3}{5}$ of A. This is the naive concept of "scaling", a full understanding of which will have to await the study of similarity in high school geometry.

We now prove the all-important **product formula**:

$$\frac{m}{n} \times \frac{k}{\ell} \;=\; \frac{mk}{n\ell} \tag{5}$$

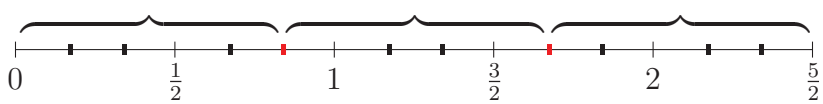
It will be best if we begin by explaining a special case:

$$\frac{4}{3} \times \frac{5}{2} \;=\; \frac{4 \times 5}{3 \times 2} \tag{6}$$

("If the capacity of a bucket is $2\frac{1}{2}$ gallons and $1\frac{1}{3}$ buckets of water fill a container, what is the capacity of the container?") We have to first find out what one part is when $\frac{5}{2}$ is divided into 3 equal parts. In the example above, we saw that when $\frac{16}{3}$ is divided into 4 equal parts, one part is simply $\frac{4}{3}$, because 16 being a multiple of 4, a fourth of "16 copies of $\frac{1}{3}$" is of course 4 copies of the same, and therefore $\frac{4}{3}$. Now we are confronted with computing a third of "5 copies of $\frac{1}{2}$" but 5 is unfortunately not a multiple of 3. At this point, the fundamental fact about equivalent fractions saves the day.[10] We know that

$$\frac{5}{2} \;=\; \frac{3 \times 5}{3 \times 2}$$

and the numerator 3×5 of $\frac{3\times5}{3\times2}$ is certainly a multiple of 3. This reasoning can be made more intuitive by drawing a picture that corresponds to how the equality $\frac{5}{2} \;=\; \frac{3\times5}{3\times2}$ is proved in the first place. Thus we subdivide each of the 5 segments of length $\frac{1}{2}$ in the picture below into 3 equal parts. This then results in the division of the segment from 0 to $\frac{5}{2}$ into 15 $(= 3 \times 5)$ equal parts so that, by taking 5 of these parts at a time, we would get a division of the segment from 0 to $\frac{5}{2}$ into 3 equal parts:



It follows that if $\frac{5}{2}$ $(= \frac{3\times5}{3\times2})$ is divided into 3 equal parts, one part is $\frac{5}{3\times2}$. Therefore 4 of these parts would be $\frac{4\times5}{3\times2}$, which is exactly equation (6).

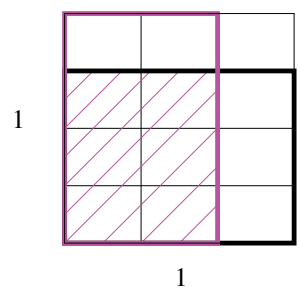
The reasoning behind the derivation of equation (6) turns out to be entirely adequate for explaining equation (5). However, in a fifth grade classroom, it will probably

[10] It is well to recall the assertion on page 19, to the effect that this fundamental fact ties the various strands within fractions together.

be more productive not to engage in symbolic arguments (that are needed for explaining equation (5)) but to continue with explanations of simple special cases of the type in equation (6). For example,

$$\frac{2}{5} \times \frac{4}{3} = \frac{2 \times 4}{5 \times 3}, \qquad \frac{5}{6} \times \frac{8}{7} = \frac{5 \times 8}{6 \times 7}, \quad \text{etc.}$$

It would be appropriate to say a few words about the pictorial representation of the product of two fractions such as $\frac{3}{4} \times \frac{2}{3}$ as the intersection of horizontal strips and vertical strips in the unit square:



This is usually taught with no explanation. Suffice it to say that the representation is indeed correct, but the explanation would be best given in the later section on Area of a rectangle.

Immediate applications of the product formula

Because the multiplication of whole numbers satisfies the commutative, associative, and distributive laws, the product formula (equation (5)) shows that the same is true of the multiplication of fractions. These laws are usually not held in high regard by students, but it so happens that the subsequent discussion will make strong use of these laws. To illustrate that these laws mean something, ask them:

Which is heavier, $\frac{7}{9}$ of $\frac{11}{4}$ kg of sand, or $\frac{11}{4}$ of $\frac{7}{9}$ kg of sand?

At first glance, it is not easy to decide. However, by the definition of fraction multiplication, $\frac{7}{9}$ of $\frac{11}{4}$ kg is

$$\left(\frac{7}{9} \times \frac{11}{4}\right) \text{ kg}$$

whereas $\frac{11}{4}$ of $\frac{7}{9}$ kg is

$$\left(\frac{11}{4} \times \frac{7}{9}\right) \text{ kg.}$$

Because multiplication is commutative, the two numbers are the same.

For computations with fractions, the product formula leads to the important skill of **cancellation**. This may be generically described as follows. Let c be a nonzero whole number and let $\frac{m}{n}$ and $\frac{k}{\ell}$ be two given fractions. Then:

$$\frac{c\,m}{n} \times \frac{k}{c\,\ell} \;=\; \frac{m}{n} \times \frac{k}{\ell} \tag{7}$$

Thus we "cancel the two c's from top and bottom". The validity of equation (7) is a direct consequence of the product formula and the fundamental fact about equivalent fractions:

$$\frac{c\,m}{n} \times \frac{k}{c\,\ell} \;=\; \frac{cmk}{cn\ell} \;=\; \frac{mk}{n\ell} \;=\; \frac{m}{n} \times \frac{k}{\ell}\,.$$

A particularly striking consequence of equation (7) is the fact that given any nonzero fraction $\frac{m}{n}$, we can always find a fraction which, when multiplied by $\frac{m}{n}$, yields the number 1. Indeed, the **reciprocal fraction** $\frac{n}{m}$ has the desired property, because applying equation (7) twice, we get:

$$\frac{n}{m} \times \frac{m}{n} \;=\; \frac{1}{1} \times \frac{1}{1} \;=\; 1$$

Next, we explain the multiplication algorithm for (finite) decimals. Consider, for example, 34.5×4.78. The usual multiplication algorithm says:

(a) Multiply the two numbers as whole numbers by ignoring the decimal point (getting 164910).

(b) Convert the answer in (a) to a decimal by the following rule: it should have $1 + 2 (= 3)$ decimal digits because 35.4 has 1 decimal digit and 4.78 has 2 (getting 164.910).

The explanation of this algorithm is exceedingly simple provided we remember

the definition (meaning) of a (finite) decimal. So:

$$\begin{aligned} 34.5 \times 4.78 &= \frac{345}{10} \times \frac{478}{100} && \text{(definition of decimal)} \\ &= \frac{345 \times 478}{10 \times 100} && \text{(product formula)} \qquad (8) \\ &= \frac{164910}{1000} \\ &= 164.910 && \text{(definition of decimal)} \qquad (9) \end{aligned}$$

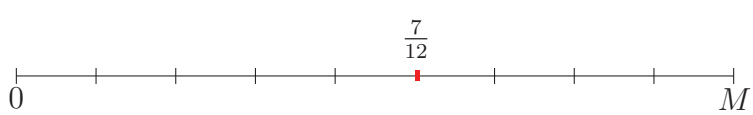
We see immediately that step (a) corresponds to equality (8) and step (b) corresponds to equality (9).

What is noteworthy about the preceding reasoning is that the correctness of the multiplication algorithm for finite decimals depends on the product formula for multiplying fractions.

There is no end of the applications of the product formula to word problems. Here is a typical one:

> *I was on a hiking trail, and after walking $\frac{7}{12}$ of a mile, I was $\frac{5}{9}$ of the way to the end. How long is the trail?*

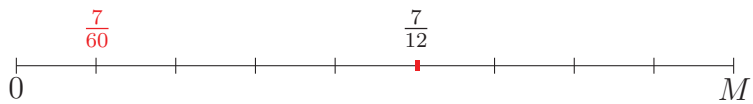
Let the trail be M miles long. There are at least two ways to find out what M is. The first is to draw a correct picture. On the number line where the unit stands for 1 mile, we divide the segment from 0 to M into 9 equal parts. It is given that after walking $\frac{7}{12}$ of a mile, I came to the 5th division point to the right of 0. Thus the fifth division point is the number $\frac{7}{12}$, as shown.



Now the first division point to the right of 0 is $\frac{1}{5}$ of the distance from 0 to $\frac{7}{12}$, so by the definition of fraction multiplication, the first division point is

$$\frac{1}{5} \times \frac{7}{12} = \frac{7}{60},$$

where we have used the product formula.



Since M is the 9th division point to the right of 0, we see that M is equal to:

$$\begin{aligned} 9 \times \frac{7}{60} &= \frac{9}{1} \times \frac{7}{60} \\ &= \frac{3}{1} \times \frac{7}{20} && \text{(equation (7))} \\ &= \frac{21}{20} = 1\frac{1}{20} && \text{(equivalent fraction)} \end{aligned}$$

Recalling that the unit is 1 mile, we see that the trail is $1\frac{1}{20}$ miles long.

A second solution makes use of the cancellation phenomenon (equation (7)) above. This solution is slightly more sophisticated, but it will be important for the consideration of division below. According to the definition of fraction multiplication, we can express symbolically the given information in the problem as $\frac{5}{9} \times M = \frac{7}{12}$ miles. Since the two numbers $\frac{5}{9} \times M$ and $\frac{7}{12}$ are the same number (i.e., same point on the number line), multiplying each by the same fraction would result in the same number again, according to the definition of fraction multiplication. Thus multiplying both sides of $\frac{5}{9} \times M = \frac{7}{12}$ by $\frac{9}{5}$, we get

$$\frac{9}{5} \times \left(\frac{5}{9} \times M\right) = \frac{9}{5} \times \frac{7}{12}\,.$$

By the associative law of multiplication, the left side is equal to

$$\left(\frac{9}{5} \times \frac{5}{9}\right) \times M = 1 \times M = M\,,$$

and therefore

$$M = \frac{63}{60} = 1\frac{1}{20}\,,$$

which is the same as before.

Area of a rectangle

The area formula of a rectangle with fractional side lengths may be the most substantive application of the product formula. The result is not in doubt: it is

length times width, as everybody knows. It is the reasoning that is important. We briefly recall the usual assumptions of how areas are assigned to planar regions:

(a) The area of a planar region is always a number ≥ 0.

(b) The area of the unit square (the square whose sides have length 1) is by definition the number 1.

(c) If two regions are *congruent*, then their areas are equal.

(d) (*Additivity*) If two regions have at most (part of) their boundaries in common, then the area of the region obtained by combining the two is the sum of their individual areas.

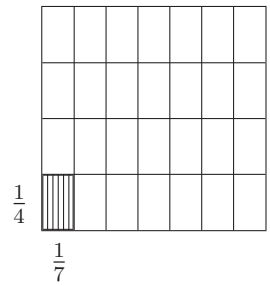
The computation will be guided at every turn by these four assumptions. Regarding (c), we shall not define "congruent regions" precisely in fifth grade except to use the intuitive meaning that congruent regions have the "same shape and same size", or that one can check congruence by moving one region without altering its shape to see if it can be made to coincide completely with the other. More precisely, we only need the fact that rectangles with the same side lengths are "congruent" and therefore have the same area.

We will compute the area of a rectangle with sides $\frac{3}{4}$ and $\frac{2}{7}$. It will be seen that the reasoning is equally applicable to the general case. We break up the computation into two steps.

(i) The area of a rectangle with sides $\frac{1}{4}$ and $\frac{1}{7}$.

(ii) The area of a rectangle with sides $\frac{3}{4}$ and $\frac{2}{7}$.

We begin with (i). To get a rectangle with sides $\frac{1}{4}$ and $\frac{1}{7}$, divide the vertical sides of a unit square into 4 equal parts and the horizontal sides into 7 equal parts. Joining the corresponding division points, both horizontally and vertically, leads to a partition of the unit square into 4×7 ($= 28$) congruent rectangles, and therefore 28 rectangles of equal areas, by (c). Observe that each small rectangle in this division has vertical side of length $\frac{1}{4}$ and horizontal side of length $\frac{1}{7}$, and this is exactly the rectangle we want.

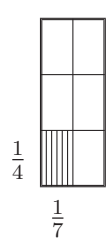


Now the total area of these 28 small rectangles is the area of the unit square, by (d), and the area of the unit square is 1 (by (b)). Look at this fact from another angle: we have divided the unit 1 (area of unit square) into 28 equal parts (28 equal areas), so by the definition of a fraction, each one of these 28 areas represent $\frac{1}{28}$, which is equal to $\frac{1}{4\times 7}$. Therefore the conclusion of (i) is:

$$\text{Area of rectangle with sides } \frac{1}{4} \text{ and } \frac{1}{7} \quad = \quad \frac{1}{4\times 7} \quad = \quad \frac{1}{4}\times\frac{1}{7} \tag{10}$$

where, in the last step, we made use of the product formula.

To perform the computation in Step (ii), *we change strategy completely.* Instead of partitioning the unit square, we use small rectangles of sides $\frac{1}{4}$ and $\frac{1}{7}$ to build a rectangle of sides $\frac{3}{4}$ and $\frac{2}{7}$. By the definition of $\frac{3}{4}$, it is the combination of 3 segments each of length $\frac{1}{4}$. Similarly, the side of length $\frac{2}{7}$ consists of 2 combined segments each of length $\frac{1}{7}$. Thus if we pile up 3 rows and 2 columns of small rectangles, each of which has sides of lengths $\frac{1}{4}$ and $\frac{1}{7}$, we obtain a rectangle of sides $\frac{3}{4}$ and $\frac{2}{7}$.



By equation (10), each of the small rectangles has area $\frac{1}{4\times 7}$. Since the big rectangle contains exactly 3×2 such congruent rectangles, its area is (by (d) above):

$$\underbrace{\frac{1}{4\times 7}+\frac{1}{4\times 7}+\cdots+\frac{1}{4\times 7}}_{3\times 2} \quad = \quad \frac{3\times 2}{4\times 7} \quad = \quad \frac{3}{4}\times\frac{2}{7}$$

where, in the last step, we again made use of the product formula. Therefore the conclusion of (ii) is:

$$\text{Area of rectangle with sides } \tfrac{3}{4} \text{ and } \tfrac{2}{7} \quad = \quad \frac{3}{4} \times \frac{2}{7}$$

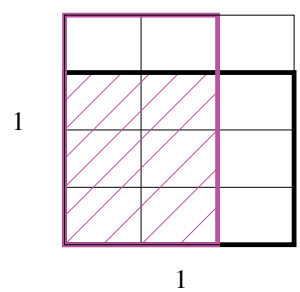
In other words, the area of the rectangle is the product of the (lengths of) the sides.

The general case follows this reasoning word for word. In most fifth grade classrooms, it would be beneficial to *state* the general formula: if m, n, k, ℓ are nonzero whole numbers, then

$$\text{Area of rectangle with sides } \tfrac{m}{n} \text{ and } \tfrac{k}{\ell} \quad = \quad \frac{m}{n} \times \frac{k}{\ell} \tag{11}$$

Instead of giving an explanation of equation (11) directly in terms of symbols, it would probably be more productive to compute the areas of several rectangles whose sides have lengths equal to reasonable fractions, e.g., $\frac{3}{2}$ and $\frac{1}{5}$, $\frac{7}{3}$ and $\frac{5}{6}$, etc.

Finally, we turn to the pictorial representation of fraction multiplication such as the following for $\frac{3}{4} \times \frac{2}{3}$, and explain why it is correct.



Precisely, let the unit 1 on the number line be the area of the unit square. Then what is done here is to divide the vertical sides of the unit square into 4 equal parts so that the black-thickened rectangle encompasses $\frac{3}{4}$ of the square in terms of area. Similarly, divide the horizontal sides into 3 equal parts so that the magenta-thickened rectangle encompasses $\frac{2}{3}$ of the unit square in terms of area. The intersection of these two rectangles—the magenta-shaded rectangle—is then a rectangle with side lengths $\frac{3}{4}$ and $\frac{2}{3}$, which then has area $\frac{3}{4} \times \frac{2}{3}$, as we have just shown.

To summarize: this pictorial representation of fraction multiplication is in terms of the unit being the area of the unit square, and it makes use of the fact that the area of a rectangle is the product of the side lengths.

Division of fractions (beginning)

We first bring closure to the discussion on page 41 of the extended meaning of the division of one whole number by another, $m \div n$ $(n \neq 0)$. We defined $36 \div 9 = 4$ to mean $36 = 9 \times 4$, and we modeled this equation by saying that if a container with a capacity of 36 gallons is filled by 9 bucketfuls of water, then the capacity of each bucket is 4 gallons. We can model the division $36 \div 9 = 4$ another way, however. If 36 gallons of water are poured into containers each with a capacity of 9 gallons, how many containers are needed? The answer is 4 again, because

$$\begin{aligned} 36 &= 9 \times 4 \\ &= 4 \times 9 && \text{(multiplication is commutative)} \\ &= 9 + 9 + 9 + 9 && \text{(definition of multiplication)} \end{aligned}$$

This is called the **measurement interpretation of** (whole number) **division**, because it measures how many 9's there are in 36 in the division $36 \div 9$. We can rephrase this as follows: the quotient q of $36 \div 9$ is the number so that there are q of 9 in 36. Symbolically, the quotient q is the number that satisfies $36 = q \times 9$. In view of the definition of fraction multiplication (page 46), the equation $36 = q \times 9$ continues to retain the same meaning that, even if *quotient* q is a fraction and not a whole number, 36 *is* still equal to q of 9. This then brings us the measurement interpretation of division for $m \div n$ where m and n are arbitrary whole numbers $(n \neq 0)$ and m is not necessarily a multiple of n.

> Let m and n be any two whole numbers $(n \neq 0)$. Then $m \div n = q$ (where q is a *fraction*, called the **quotient**) means that m is equal to q of n i.e.,
>
> $$m = q \cdot n$$

The reason is simple: by definition, $m \div n = q$ means $m = n \cdot q$. Since fraction multiplication is commutative, $m = q \cdot n$. By the definition of fraction multiplication (page 46), this says m is q of n.

We are now in a good position to introduce the division of fractions. Knowing ahead of time that the meaning of the arithmetic operations is basically the same for fractions as for whole numbers, we have the prior assurance that if in the preceding discussion, m, n, and q are fractions and not whole numbers, the meaning of $m \div n = q$ would stay the same. Thus, formally, let A, B, C be fractions ($C \neq 0$).

$$\textit{We say} \;\; A \div C = B \;\; \textit{if} \;\; A = B \cdot C.$$

In grade 5 and grade 6, we will unravel this definition slowly. For grade 5, it suffices to look at some simple cases.

Consider $5 \div \frac{1}{3}$. To say C is a fraction so that $5 \div \frac{1}{3} = C$ is to say $5 = C \cdot \frac{1}{3}$. From the definition of fraction multiplication (page 46), we see that C copies of $\frac{1}{3}$ has to be equal to 5. We use common sense: 3 copies of $\frac{1}{3}$ is 1, and 5 copies of 1 is 5. So 3×5 copies of $\frac{1}{3}$ is equal to 5, and $C = 3 \times 5$. Anticipating a little bit of what is to come, we write:

$$5 \div \frac{1}{3} \;=\; 5 \times \frac{3}{1}$$

Next, try $2 \div \frac{1}{7}$. To say C is a fraction so that $2 \div \frac{1}{7} = C$ is to say $2 = C \cdot \frac{1}{7}$. From the definition of fraction multiplication (page 46), we see that C copies of $\frac{1}{7}$ has to be equal to 2. Again we appeal to common sense: 7 copies of $\frac{1}{7}$ is 1, and 2 copies of 1 is 2. So 2×7 copies of $\frac{1}{7}$ is equal to 2, and $C = 2 \times 7$. Once more anticipating what is to come, we write:

$$2 \div \frac{1}{7} \;=\; 2 \times \frac{7}{1}$$

Doing a few more examples like these, one can see that if m, n are any nonzero whole numbers, then

$$m \div \frac{1}{n} \;= m \times \frac{n}{1} \tag{12}$$

Recall that $m \div \frac{1}{n} = C$ means C copies of $\frac{1}{n}$ make up m. Thus if we ask roughly how many dinner guests we can serve with 8 pounds of beef steak if we anticipate that, on average, each guest consumes $\frac{1}{3}$ of a pound of steak, then we are asking if C copies of $\frac{1}{3}$ make up 8, what is C? The answer is:

$$8 \div \frac{1}{3} \;=\; 8 \times 3 \;=\; 24$$

guests, according to equation (12).

Next, we try something a little different. What is $\frac{1}{4} \div 5$? Now $\frac{1}{4} \div 5 = C$ means $\frac{1}{4} = C \times 5$. Knowing that multiplication is commutative, we have

$$\frac{1}{4} \;=\; 5 \times C.$$

(The reason for using the commutative law is because of our prior experience with the explanation of the measurement interpretation of division on page 55.) This means 5 copies of the fraction C has to be equal to $\frac{1}{4}$. What could C be? Now we appeal to common sense again: 5 copies of $\frac{1}{5}$ is 1, and clearly $\frac{1}{4}$ copy of 1 is $\frac{1}{4}$. Altogether,

$$5 \times \frac{1}{5} \;=\; 1$$

so that

$$\frac{1}{4} \times \left(5 \times \frac{1}{5}\right) \;=\; \frac{1}{4}\,.$$

Using the associative law and commutative law to rewrite the left side of this equation, we get:

$$5 \times \left(\frac{1}{5} \times \frac{1}{4}\right) \;=\; \frac{1}{4}$$

Thus it is a good guess that C should be $\frac{1}{5} \times \frac{1}{4}$. It is easy to check that this is correct. So

$$\frac{1}{4} \div 5 \;=\; \frac{1}{4} \times \frac{1}{5} \;=\; \frac{1}{5 \times 4},$$

where the last step uses the product formula. So the upshot of dividing a unit fraction such as $\frac{1}{4}$ by a whole number such as 5 is that we get the unit fraction whose denominator is the product 5×4.

Doing a few more examples of this type, we would also see the pattern that if m and n are any nonzero whole numbers, then

$$\frac{1}{m} \div n \;=\; \frac{1}{n} \cdot \frac{1}{m} \;=\; \frac{1}{nm} \tag{13}$$

We will explain equation (13) completely. Recall that if $\frac{1}{m} \div n = C$, then $\frac{1}{m} = C \cdot n = n \cdot C$. Therefore n copies of C is equal to $\frac{1}{m}$ and C is the size of one part when $\frac{1}{m}$ is partitioned into n equal parts. Therefore, on the one hand,

$\frac{1}{m} \div n$ *is the size of one part when* $\frac{1}{m}$ *is partitioned into* n *equal parts.*

On the other hand, by the definition of fraction multiplication (page 46), the size of one part when $\frac{1}{m}$ is partitioned into n equal parts is precisely $\frac{1}{n} \cdot \frac{1}{m}$. Putting these two facts together, we have:

$$\frac{1}{m} \div n \;=\; \frac{1}{n} \cdot \frac{1}{m} \;=\; \frac{1}{nm}\,.$$

In particular, this shows in general why equation (13) is correct.

6TH GRADE

Ratios and Proportional relationships 6.RP

Understand ratio concepts and use ratio reasoning to solve problems.

1. Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, "The ratio of wings to beaks in the bird house at the zoo was $2:1$, because for every 2 wings there was 1 beak. "For every vote candidate A received, candidate C received nearly three votes.

2. Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship. For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is $3/4$ cup of flour for each cup of sugar. "We paid $75 for 15 hamburgers, which is a rate of $5 per hamburger."[11]

3. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.

b. Solve unit rate problems including those involving unit pricing and constant speed. For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?

c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.

The Number System 6.NS

Apply and extend previous understandings of multiplication and division to divide fractions by fractions.

[11] Expectations for unit rates in this grade are limited to non-complex fractions.

1. Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. For example, create a story context for $(2/3) \div (3/4)$ and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that $(2/3) \div (3/4) = 8/9$ because $3/4$ of $8/9$ is $2/3$. (In general, $(a/b) \div (c/d) = ad/bc$.) How much chocolate will each person get if 3 people share $1/2$ lb of chocolate equally? How many $3/4$-cup servings are in $2/3$ of a cup of yogurt? How wide is a rectangular strip of land with length $3/4$ mi and area $1/2$ square mi?

3. Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.

The concept of fraction division lies at the foundation of the whole discussion of fractions in this grade. We will use a clear understanding of this concept to explain ratio, rate, and percent.

Division of fractions (conclusion)

We first recall the meaning of **fraction division** given on page 56:

Let A, B, C be fractions with $C \neq 0$. We say $A \div C = B$ if $A = B \cdot C$.

B is called the **quotient** of the division. Because $B \cdot C$ means B copies of C, the division $A \div C$ therefore measures how many copies of C there are in A. So this is literally the measurement interpretation of division.

Note that there is a subtle issue here. Given any two fractions A and C ($C \neq 0$), we do not know a priori if there is such a quotient B. We have to establish the fact that there is always such a B. The standard way to do this is in fact the usual procedure for solving an equation (provided it is done *correctly*), so the subsequent reasoning may be considered a good introduction to this kind of algebraic thinking. It is the following. *Suppose there is such a B.* Then on the basis of this hypothesis,

we will get enough information about B to find out what B would be should it exist. Let us start with a simple example: $A = \frac{3}{4}$, $C = \frac{2}{3}$. Suppose B is a fraction so that

$$B \;=\; \frac{3}{4} \;\div\; \frac{2}{3}\,.$$

By definition of fraction division, this means B satisfies

$$\frac{3}{4} \;=\; B \times \frac{2}{3}\,, \tag{14}$$

so that there are B copies of $\frac{2}{3}$ in $\frac{3}{4}$. It is difficult to directly compare $\frac{2}{3}$ with $\frac{3}{4}$ until we remember the fundamental fact about equivalent fractions.[12] Thus we will compare instead,

$$\frac{8}{12}\;\left(=\frac{2}{3}\right) \quad \text{and} \quad \frac{9}{12}\;\left(=\frac{3}{4}\right),$$

and the task becomes one of finding a B that satisfies

$$\frac{9}{12} \;=\; B \times \frac{8}{12}\,. \tag{15}$$

So how many copies of $\frac{8}{12}$ would equal $\frac{9}{12}$? It should not be difficult to see that $\frac{9}{8}$ is the answer: $\frac{1}{8}$ of $\frac{8}{12}$ is $\frac{1}{12}$, and 9 copies of the latter is then $\frac{9}{12}$. Or, more simply,

$$\frac{9}{8} \times \frac{8}{12} \;=\; \frac{9}{12}\,,$$

where we have made use of the cancellation phenomenon, equation (7) on page 49. Thus

$$B \;=\; \frac{9}{8}\,.$$

Observe that we can rewrite B as

$$B \;=\; \frac{9}{8} \;=\; \frac{3\times 3}{2\times 4} \;=\; \frac{3}{2}\times\frac{3}{4} \tag{16}$$

To summarize: we have shown that *if* there is a fraction B which is the quotient of $\frac{3}{4} \div \frac{2}{3}$, then B is given by equation (16). This does not say $\frac{3}{2}\times\frac{3}{4}$ is the quotient, but only that if there is a quotient, this has to be *it*. It remains therefore to go through the motions of verifying that $\frac{3}{2}\times\frac{3}{4}$ indeed satisfies equation (14):

$$\left(\frac{3}{2}\times\frac{3}{4}\right)\times\frac{2}{3} \;=\; \left(\frac{3}{2}\times\frac{2}{3}\right)\times\frac{3}{4} \;=\; 1\times\frac{3}{4} \;=\; \frac{3}{4}\,,$$

[12] Recall the assertion on page 19, to the effect that this fundamental fact ties the various strands within fractions together.

where we made use of the associative law and commutative law of multiplication in the first step.

It may be clearer to carry out the reasoning in a more formal way. So again starting with

$$B = \frac{3}{4} \div \frac{2}{3},$$

we have, by definition, that B is the fraction that satisfies

$$\frac{3}{4} = B \times \frac{2}{3},$$

which can be equivalently expressed as

$$\frac{3 \times 3}{3 \times 4} = B \times \frac{4 \times 2}{4 \times 3},$$

so that

$$\frac{3 \times 3}{12} = B \times \frac{4 \times 2}{12}.$$

One can see by inspection and using the cancellation phenomenon of equation (7) on page 49 that if

$$B = \frac{3 \times 3}{4 \times 2},$$

it would get the job done. Therefore,

$$\frac{3}{4} \div \frac{2}{3} = B = \frac{3 \times 3}{4 \times 2} = \frac{3}{4} \times \frac{3}{2}.$$

In a classroom, several such examples should be worked out so that, for example,

$$\frac{2}{5} \div \frac{7}{8} = \frac{2}{5} \times \frac{8}{7}$$

The preceding reasoning is enough to establish the general fact about fraction division: Given fractions $\frac{m}{n}$ and $\frac{k}{\ell}$, where $\frac{k}{\ell} \neq 0$. Then:

$$\frac{m}{n} \div \frac{k}{\ell} = \frac{m}{n} \times \frac{\ell}{k}.$$

This symbolic statement should be at least stated if not derived in such generality. As is well-known, this is the **invert and multiply rule**, a useful skill for computing fraction divisions.

The preceding reasoning is also important for another reason: embedded in it is the skill to solve all such standard word problems. For example:

A rod $43\frac{3}{8}$ meters long is cut into pieces which are $\frac{5}{3}$ meters long. How many such pieces can we get out of the rod?

Let B be a fraction so that the rod can be cut into A such pieces, each being $\frac{5}{3}$ meters long. Then the problem asks, if B copies of the $\frac{5}{3}$-meter piece make up $43\frac{3}{8}$ meters, what is B? We are therefore given the analog of equation (14):

$$43\frac{3}{8} = B \times \frac{5}{3} \tag{17}$$

By the definition of division, we see that B has to be the quotient of a division problem, namely,

$$\begin{aligned} B = 43\frac{3}{8} \div \frac{5}{3} &= \frac{347}{8} \div \frac{5}{3} \\ &= \frac{347}{8} \times \frac{3}{5} \qquad \text{(invert and multiply)} \\ &= 26\frac{1}{40} \end{aligned}$$

So the answer is 26 such pieces with "$\frac{1}{40}$" left over. What does this "$\frac{1}{40}$" mean? To answer this question, it is necessary to allow the mathematics to speak for itself, and sixth graders should begin to be exposed to such reasoning. By equation (17), we have

$$\begin{aligned} 43\frac{3}{8} = 26\frac{1}{40} \times \frac{5}{3} &= \left(26 + \frac{1}{40}\right) \times \frac{5}{3} \\ &= \left(26 \times \frac{5}{3}\right) + \left(\frac{1}{40} \times \frac{5}{3}\right) \qquad \text{(distributive law)} \end{aligned}$$

The last line says explicitly that $43\frac{3}{8}$ is equal to 26 copies of the $\frac{5}{3}$-meter piece together with $\frac{1}{40}$ of the $\frac{5}{3}$-meter piece. This is then the meaning of $\frac{1}{40}$ *as dictated by the mathematics.*

There are two observations that are worth making. First, we saw how effective invert-and-multiply can be as a tool in mathematical reasoning. A second observation is that any understanding of division ultimately rests on an understanding of multiplication. This point shows up not only in understanding *why* one has to use division to solve this kind of problem—it comes from the multiplicative statement

in equation (17)—but also in uncovering the meaning of $\frac{1}{40}$. Understanding division requires a thorough grounding in multiplication.

We should mention a related kind of problem which relies on the "partitive interpretation of fraction division" (see page 41). Consider the following:

> *The capacity of a water tank is 61 gallons and it can be filled by* $19\frac{1}{2}$ *bucketfuls of water. What is the capacity of the bucket?*

Here is one way to solve this problem. Let the capacity of the bucket be V gallons. Then $19\frac{1}{2} \times V = 61$. We want the value of V. Knowing the precise definition of fraction division on page 60, we rewrite it (using the commutativity of multiplication) as

$$61 \;=\; V \times 19\frac{1}{2}$$

to exhibit V as the quotient of the division statement $61 \div 19\frac{1}{2} = V$. Then invert and multiply yields:

$$V \;=\; 61 \div \frac{39}{2} \;=\; 61 \times \frac{2}{39} \;=\; 3\frac{5}{39} \text{ gallons}$$

The usual way to motivate the introduction of division ($61 \div 19\frac{1}{2}$) for the solution is to think of a simpler problem: *The capacity of a water tank is 61 gallons and it can be filled by 19 bucketfuls of water. What is the capacity of the bucket?* In this case, it is easy to imagine that we are partitioning 61 into 19 equal parts and the size of one part is the capacity of the bucket. The solution is given by $61 \div 19$, so that by the reasoning on page 41, the capacity of the bucket is $\frac{61}{19} = 3\frac{4}{19}$ gallons. By analogy, the solution of the original problem with 19 replaced by $19\frac{1}{2}$ can be done the same way using division. With this understood, one would then say that the division $61 \div 19\frac{1}{2}$ is also a *partitive division* in the sense that it gives the size of one part when "61 is divided into $19\frac{1}{2}$ equal parts".

There is nothing wrong with the analogy provided one understands the earlier reasoning given above that led to the answer of $3\frac{5}{39}$ gallons. However, if the analogy is used, one would have the difficult task of convincing sixth graders what it means to have one part when "*61 is divided into* $19\frac{1}{2}$ *equal parts*".

Note that one could go from the equation $61 = V \times 19\frac{1}{2}$ to $V = 61 \times \frac{2}{39}$ directly by multiplying both sides of the equation by $\frac{2}{39}$.

Arithmetic operations on (finite) decimals

We have already noted in the discussions on page 38 and page 49 of grade 5 that, although the explanations of the addition, subtraction, and multiplication algorithms for finite decimals given there are ostensibly only for decimals up to two decimal digits, they are in fact valid for any (finite) decimals. However, we did not discuss the division of finite decimals, and we do so now.

A common theme among the three algorithms for decimals ($+$, $-$, and $\times$, again, see page 38 and page 49) is that all such computations are reduced to computations of whole numbers. We now show that the same theme also prevails in division. To this end, we introduce a new notation for fraction division and the concept of a *complex fraction*. From now on, we will write a division of fractions, $\frac{m}{n} \div \frac{k}{\ell}$, as

$$\frac{\frac{\boldsymbol{m}}{\boldsymbol{n}}}{\frac{\boldsymbol{k}}{\boldsymbol{\ell}}}$$

and retire the division symbol "$\div$" altogether. A main reason for doing this is the fact already observed on page 41 that for whole numbers m and n, $m \div n = \frac{m}{n}$. There is thus no reason to use two symbols when one is enough, and since the fraction notation and the fraction concept are more fundamental, we use $\frac{m}{n}$.

A division between two fractions in this new notation for division is what is called a **complex fraction**. Thus if A and B are fractions and $B \neq 0$, then $\frac{A}{B}$ is a complex fraction. By definition, a complex fraction is just a fraction, but we single them out for a reason: often fractions come to us naturally as the division of one fraction by another. There will be many such examples in the next few pages. For a complex fraction $\frac{A}{B}$, A and B are called the **numerator** and **denominator**, respectively, of the complex fraction. This is consistent with the usual concept of "numerator" and "denominator" because an ordinary fraction is also a complex fraction: if m and n are whole numbers ($n \neq 0$), then

$$\frac{m}{n} = \frac{\frac{m}{1}}{\frac{n}{1}}.$$

What we need right away is the fact that the fundamental fact about equivalent fractions (page 19) is valid also for complex fractions in the sense that, if D is any nonzero fraction, then

$$\frac{DA}{DB} = \frac{A}{B} \tag{18}$$

The validity of equation (18) rests on the invert and multiply rule: if $A = \frac{a'}{a}$, $B = \frac{b'}{b}$, and $D = \frac{d'}{d}$, then,

$$\frac{DA}{DB} = \frac{\frac{a'd'}{da}}{\frac{d'b'}{db}} = \frac{a'd'db}{b'd'ad} = \frac{a'b}{ab'},$$

where the last step uses the fundamental fact about equivalent fractions. By invert-and-multiply again,

$$\frac{a'b}{ab'} = \frac{\frac{a'}{a}}{\frac{b'}{b}} = \frac{A}{B},$$

as claimed.

We can now show how to reduce the division of decimals to the division of whole numbers. It suffices to look at a few special cases because it will be clear that the reasoning is completely general. Consider, for example, $1.0027 \div 8.5$, which we now agree to write as $\frac{1.0027}{8.5}$. Recalling the definition of finite decimals (page 30), we have:

$$\begin{aligned}
\frac{1.0027}{8.5} &= \frac{\frac{10027}{10^4}}{\frac{85}{10}} \\
&= \frac{\frac{10027}{10^4} \times 10^4}{\frac{85}{10} \times 10^4} \qquad \text{(equation (18))} \\
&= \frac{10027}{85000}
\end{aligned}$$

Thus the division of 1.0027 by 8.5 is the same as the *whole number* division of 10027 by 85000 in the sense of page 41.

Another example: we claim that the division of 0.025 by 0.00007 is the same as the division of 2500 by 7, because

$$\begin{aligned}
\frac{0.025}{0.00007} &= \frac{\frac{25}{10^3}}{\frac{7}{10^5}} \\
&= \frac{\frac{25}{10^3} \times 10^5}{\frac{7}{10^5} \times 10^5} \qquad \text{(equation (18))} \\
&= \frac{2500}{7}
\end{aligned}$$

Now if we divide one finite decimal by another, we expect the quotient to be expressed as a finite decimal rather than a fraction. Unfortunately, the quotient will

most often not be a finite decimal but an "infinite" one. We will touch on this rather complicated subject in the seventh grade.

Percent

A **percent** is, by definition, a complex fraction whose denominator is 100. The number $\frac{N}{100}$, where N is a fraction, is usually called $\boldsymbol{N}$ **percent**. Note that $\frac{N}{100}$ is usually written as $\boldsymbol{N\%}$. Thus "2 percent" means the fraction $\frac{2}{100}$, and "seven-and-a-half percent" means the complex fraction $7\frac{1}{2}/100$.

Students are usually told that "$N\%$ of something" can be interpreted as the totality of N parts when that something is divided into 100 equal parts. This is an intuitive description of what "percent" means, and we now explain how this intuitive description follows logically from our precise definition. For definiteness, consider the claim:

> *"$7\frac{1}{2}\%$ of 512 dollars" means the totality of $7\frac{1}{2}$ parts when we divide 512 dollars into 100 equal parts.*

We back up this claim as follows. Because $7\frac{1}{2}\%$ is a fraction, the definition of fraction multiplication on page 46 implies that

$$\begin{aligned} 7\frac{1}{2}\% \text{ of } 512 = 7\frac{1}{2}\% \times 512 &= \frac{7\frac{1}{2}}{100} \times 512 \\ &= 7\frac{1}{2} \times \left(\frac{1}{100} \times 512\right) \end{aligned}$$

By the definition of fraction multiplication on page 46 again, $\frac{1}{100} \times 512$ is one part when 512 is divided into 100 equal parts. Therefore the product $7\frac{1}{2} \times (\frac{1}{100} \times 512)$ is

$$7\tfrac{1}{2} \textit{ copies of } \left(\frac{1}{100} \times 512\right),$$

which is therefore

$$7\tfrac{1}{2} \textit{ parts when 512 is divided into 100 equal parts.}$$

This is then the reason why one can make the above claim.

We have given an unambiguous definition of *percent* as a *complex* fraction. On the one hand, it is not just a fraction, but rather, a complex fraction with a denominator of 100. On the other hand, it is a number, and the advantage of knowing that it is a number is that we can now apply all we know about fractions to compute with percents. This realization makes it possible to treat all percent problems in an entirely *routine* fashion. We demonstrate this advantage by doing the four traditional types of problems dealing with percent.

(i) What is 45% of 70?

(ii) Express $\frac{5}{16}$ as a percent.

(iii) What percent of 70 is 45?

(iv) 70 is 45% of what number?

(i) By the definition of fraction multiplication on page 46 , the answer is

$$45\% \times 70 \;=\; \frac{45}{100} \times 70 \;=\; \frac{3150}{100} \;=\; 31.5$$

(ii) If $\frac{5}{16} = C\%$, then $\frac{5}{16} = C \times \frac{1}{100}$. Multiplying both sides by 100 gives

$$C = 100 \times \frac{5}{16} \;=\; 31\frac{1}{4}.$$

So $\frac{5}{16} = 31\frac{1}{4}\%$.

(iii) Let us say 45 is $N\%$ of 70. So by the definition of fraction multiplication on page 46, $45 = N\% \times 70$. Thus $45 = N \times \frac{1}{100} \times 70$, and $N = \frac{45 \times 100}{70} = 64\frac{2}{7}$. The answer is therefore $64\frac{2}{7}\%$.

(iv) Let that number be N. Then we are given that $70 = 45\% \times N = N \times 45\%$, and therefore by the definition of division on page 60 ,

$$N \;=\; \frac{70}{45\%} \;=\; \frac{70}{\frac{45}{100}} \;=\; 70 \times \frac{100}{45} \;=\; \frac{7000}{45} \;=\; 153\frac{1}{3}$$

We call attention to the fact that students experience grave difficulties in learning about percent. There may be many reasons, but it is a fact that if students are not

told what "percent" is other than some vague idea about "out of a 100", then they are not provided with the necessary tools for learning it. With the definition of percent as a complex fraction, we see that every step of each of the above solutions is based entirely on what we know about fraction multiplication and fraction division. There is no subtle reasoning, and there is no guesswork. There is thus reason to believe that subject of percent can now be routinely teachable.

Ratio

In a vague sense, a *ratio* arises from the *multiplicative comparison* of two numbers.

In order for the preceding sentence to have any mathematical meaning, a lot more needs to be said. Precisely, the **ratio** of A to B, where A and B are numbers, is the division $\frac{A}{B}$. Due to historical reasons, the ratio of A to B is also denoted by $A : B$ (read as ***A* to *B***); it is a strange notation, but you shouldn't let that bother you. Since the only numbers we know at this point are fractions, it is understood that A and B are fractions for now. It is traditional to say things like "the ratio of boys to girls is $3 : 5$", or "the ratio of circumference to diameter of a circle is π", but what is meant is that, respectively, "the ratio of *the number of* boys to *the number of* girls is $3 : 5$" and "the ratio of *the length of* the circumference to *the length of* the diameter is π".

In the standard literature, the precise meaning of "ratio" is rarely given, and even if some meaning is given, it is not clear *mathematically* what it is. We have just given a precise definition, to the effect that a ratio is a number obtained by the division of one number by another. Now the hard work begins: what does the ratio $A : B$ say about A and B, and how is this meaning of "the ratio of boys to girls is $3 : 5$" related to the intuitive, *but imprecise*, meaning of "to every 3 boys there are 5 girls"? Such a precise definition would amount to nothing if we cannot use it to answer these questions.

It is convenient to break up the discussion of ratio *roughly* into two cases: the *discrete* case of two whole numbers, and the *continuous* case of two arbitrary numbers. We will explain the terminology as we go along.

First the **discrete case**, by which we mean *roughly* that the objects we deal with have a "natural smallest unit". This is a vague statement to be sure, but precision

will be seen to be unnecessary. For example, there are situations in which we wish to compare two numbers (quantities) that arise from counting, e.g., the number of wings to beaks in the bird house, the number of chairs to legs in a classroom, the number of men to women in an auditorium, etc. In each case, we stop with wings, birds, chairs, legs, etc., and under no circumstance would we raise any question about 'a third of a wing" or "three-sevenths of a chair". Therefore if we refer all measurements to the smallest units, whole numbers are the only numbers we need to use. This is in contrast with a discussion in the **continuous case** where there is no such thing as a "natural smallest unit". Take the comparison of lengths, for instance. There is no such thing as "the smallest unit of length we should use". On a large scale, we would use miles or kilometers, and for objects around us, we might use feet, inches, or tenths of inches. But if you are doing quantum physics, you would think nothing of using angstroms ($1/10^{10}$ of a meter). And so on. Therefore in discussions of the continuous case, we expect to see fractions, decimals, and even arbitrary numbers used. Therein lies the difference between the two cases.

Let us use a discrete example to explain why we want to compare multiplicatively if an additive comparison is so much simpler. For example, if A is the number of legs of all the chairs in the room and B is the number of those same chairs, the usual statement is that the ratio of legs to chairs is $4:1$. So that $\frac{A}{B} = \frac{4}{1}$, or, $A = 4B$. This then gives out the clear information that to each chair there are 4 legs. Now, what would $A - B$ be? The answer is that it all depends on what B is. If there are 10 chairs (so $B = 10$), then $A - B = 30$, but if there are 17 chairs (so $B = 17$), $A - B = 51$, or if there are 21 chairs, $A - B$ would be 63, etc. So giving the difference of $A - B$ fails to convey, in a clear-cut manner, the vital information that there are 4 legs to each chair regardless of what A and B may be. This is one reason why the multiplicative comparison is preferred.

We next address the issue of the *intuitive* content of the ratio concept on the basis of the precise mathematical definition given above. Consider the statement: "In an auditorium, the ratio of boys to girls is $4:5$". Thus let the number of boys and girls be denoted by B and G, respectively. We are given that $\frac{B}{G} = \frac{4}{5}$. Keeping in mind that B and G are just whole numbers, we apply the cross-multiplication algorithm

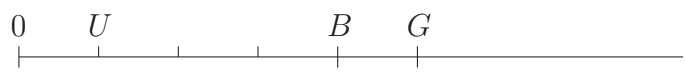
to conclude that the equality is equivalent to

$$\frac{B}{4} = \frac{G}{5}$$

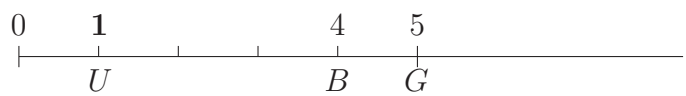
Let the common value of $\frac{B}{4}$ and $\frac{G}{5}$, which is a fraction, be denoted by U, then

$$B = 4U \quad \text{and} \quad G = 5U$$

Now we put B and G on the number line where the unit 1 is "one person". Then we get the following picture.



But this means that if we let U be the new unit on this number line, then $B = 4$ and $G = 5$, as shown:



Usually when B and G are given as specific whole numbers (e.g., 36 boys and 45 girls), it will always be the case that B is a multiple of 4 and G is a multiple of 5, so that U is in fact a whole number. In general, the fact that $\frac{4}{5}$ is a reduced fraction will also imply that U is a whole number.[13] Accepting this fact, we may conclude:

> *Suppose the ratio of the number of boys B to the number of girls G is $4:5$. Then there is a whole number U so that*
>
> $$B = 4U \quad \textit{and} \quad G = 5U$$
>
> *Thus the boys can be divided into 4 equal groups of U boys, and the girls can be divided into 5 equal groups of U girls.*

This is the first interpretation of *ratio* between two whole numbers that gives substance to the vague statement that "there are 4 boys to every 5 girls".

We can go a little further. The above analysis makes use of the partitive interpretation of division $\frac{B}{4}$ and $\frac{G}{5}$ for whole numbers (see page 41). We can also use the

[13] The proof of this fact requires something like the Euclidean Algorithm.

measurement interpretation for the analysis (see page 55). So again let $\frac{B}{4} = \frac{G}{5} = U$. Then

$$B \;=\; U \cdot 4 \quad \text{and} \quad G \;=\; U \cdot 5$$

This means: if we divide the boys into equal groups of 4 and if we divide the girls into equal groups of 5, then there is the same number of groups U in both the boys and the girls. Thus we have arrived at the second interpretation of *ratio* between two whole numbers that also gives substance to the vague statement that "there are 4 boys to every 5 girls":

> *Suppose the ratio of the number of boys B to the number of girls G is $4:5$. Then if we divide the boys into equal groups of 4 and divide the girls into equal groups of 5, the number of groups is the same among boys or girls.*

The following ratio problem is standard:

> *In a class of 27 students, the ratio of boys to girls is $4:5$. How many are boys and how many are girls?*

There are many ways to solve this problem, but we just give two.

First solution. By multiplying both sides of $\frac{B}{G} = \frac{4}{5}$ by the number G, we obtain $B = \frac{4}{5}G$. Substitute this value of B into $B + G = 27$ to get $\frac{4}{5}G + G = 27$, so that by the distributive law, $(\frac{4}{5} + 1)G = 27$. Thus $\frac{9}{5}\,G = 27$, and

$$G = \frac{27}{\frac{9}{5}} = 27 \times \frac{5}{9} = 15$$

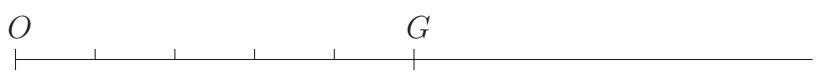
So $B = 27 - G = 12$.

One should always double-check: $\frac{12}{15} = \frac{3\times 4}{3\times 5} = \frac{4}{5}$, which is consistent with the ratio of boys to girls being $4:5$.

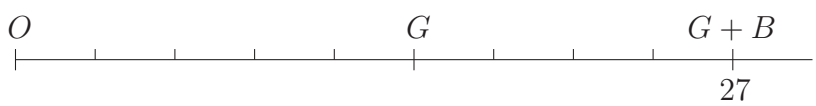
Second solution. This method makes use of picture-drawing on the number line, and may be the most attractive of all four to a beginner, but before we describe it we should give it some perspective. While it is good to know about solutions that are accessible to picture-drawing, please keep in mind that the kind of symbolic

manipulation in the preceding solution is so basic that you have to learn it all, no matter what. So learn about picture-drawing, but learn the other method too.

Again, we start by multiplying both sides of $\frac{B}{G} = \frac{4}{5}$ with G to get $B = \frac{4}{5} \times G$. Here is the critical step: we interpret this equality by making use of the definition of fraction multiplication (page 46). Therefore, $B = \frac{4}{5} \times G$ means B is the number of students in 4 of the parts when the girls are divided into 5 equal parts. Here is a pictorial representation: if the unit of the number line is 1 student, then G is a whole number on this number line and we can divide the segment $[0, G]$ into five equal parts.



Because the length of $[0, B]$ is the concatenation of 4 of the parts above, $G+B$, being the length of the concatenation of $[0, G]$ and $[0, B]$, is the concatenation of $5 + 4$ of these parts, as shown.



Now $G + B = 27$ and $[0, 27]$ is therefore divided into 9 equal parts. Each part then has length 3, and therefore $G = 5 \times 3 = 15$ and $B = 4 \times 3 = 12$, the same as before.

As a reminder, notice that every step of the preceding solution is based on precise definitions or facts that we have thoroughly explained.

Next, we consider the **continuous case** of ratios, so that the quantities A and B are now arbitrary numbers and are no longer just whole numbers. Although 6th graders are not expected to know *precisely* what is meant by "the ratio of circumference to diameter of a circle is π", they probably have heard about it. This is a typical example of the continuous case of ratios to keep in mind. In grade eight, the concept of *similar triangles* will be introduced, and for two triangles that are similar, the ratios of corresponding sides are the same number. A standard way of expressing this fact is that **the corresponding sides of similar triangles are proportional**. Accepting this fact, the following is a standard ratio problem:

> *Two triangles are similar and one side of the first triangle is 3 inches while the corresponding side of the second triangle is 4 inches. If another*

side of the first triangle is 5 inches, how long is the corresponding side in the second triangle?

Let x inches be the length of the side in the second triangle corresponding to the side of 5 inches. Then the sides being proportional means

$$\frac{3}{4} = \frac{5}{x}$$

The cross-multiplication algorithm implies that $3x = 4 \times 5$, and therefore $x = \frac{20}{3} = 6\frac{2}{3}$ inches.

There is a subtle point here. We used the cross-multiplication algorithm, but we have explained that algorithm only for fractions, i.e., only if $\frac{5}{x}$ is a fraction, i.e., only if x is a whole number. But we already know x is not a whole number but a fraction, so $\frac{5}{x}$ is a *complex fraction*. Therefore to do this problem correctly, the cross-multiplication algorithm for complex fractions should be explained first, in the following form:

Let A, B, C, D be fractions ($B \neq 0$ and $D \neq 0$). Then

$$\frac{A}{B} = \frac{C}{D} \quad \textit{implies} \quad AD = BC$$

and conversely,

$$AD = BC \quad \textit{implies} \quad \frac{A}{B} = \frac{C}{D}\,.$$

This is reminiscent of the extension of the fundamental fact about equivalent fractions to complex fractions in equation (18) on page 65.

In general, when it comes to considerations of percent, ratio, and rate, we need to extend all the standard operations from fractions to complex fractions.

Rate

There is at present a lot of confusion in the school classroom and in the education literature about what "rate" means and what exactly "rate" problems are. Therefore an appropriate first step in introducing the concept of *rate* in a school classroom would be to assure students that there is no need to worry about these questions, for

the simple reason that there is no good answer to either of them and, moreover, even if we did, neither would promote mathematics learning. Rather, the key issue is that in applying the concept of fraction division to various (idealized) everyday situations, the reasoning underlying some of these applications (such as those related to speed, water flow, lawn mowing, etc.) turns out to be central to mathematics: the reasoning with linearity, the subject of more intense study in grades 7, 8 and beyond. We then see fit to refer to them for convenience as "rate problems". That is all. What we should concentrate on is the reasoning rather the vocabulary.

The discussion of the concept of rate should again be broken up into the discrete case and the continuous case. As in the discussion of ratio, **discrete** in this case means, roughly, that the objects we are dealing with have a "natural smallest unit". Here is a typical example.

> *If half a dozen ballpoint pens sell for \$4.92, how much would 10 ballpoint pens cost?*

Observe first of all that if we measure money not by dollars but by cents, then only whole numbers need be used for this problem. We note that *it is implicitly assumed that all ballpoint pens under discussion cost the same amount.* This is a reasonable assumption that students can accept so that, although it is not made explicit, it is always understood. Now, we can solve the problem if we can find out how much each ballpoint pen costs. Let us say it is x dollars. Then we are given that $6x = 4.92$ dollars. So $x = 0.82$ dollars (note: this is a fourth grade problem: if a number when multiplied by 6 gives 492, then the number is 82, so the answer is 82 cents). Therefore 10 pens would cost $10x = 10 \times 0.82 = 8.2$ dollars.

The cost per ballpoint pen, \$0.82 in this case, is called the **unit cost** or **unit rate**. For these discrete rate problems, once the unit rate is found, the rest is straightforward.

We now turn to the continuous case. The main purpose is to give a careful elucidation of Standard 6.RP3b:

> b. Solve unit rate problems including those involving unit pricing and constant speed. For example, if it took 7 hours to mow 4 lawns, then at that rate,

how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?

Let us look at a problem in the continuous case that is similar to the ballpoint pen problem.

Ann walks briskly and covers 3 miles the first hour. How many miles does she cover in 84 minutes?

We imitate the discrete case by first asking: How many miles does Ann walk in a minute? Let us say she walks x miles in a minute. We are given that in 60 minutes (1 hour) she walks 3 miles. Therefore $60x = 3$ and $x = \frac{1}{20}$ miles per minute. In 84 minutes, Ann will walk

$$84x \;=\; 84 \times \frac{1}{20} \;=\; 4\frac{1}{5} \quad \text{miles}$$

There are serious issues with both the problem and the solution. While it is true that all ballpoint pens in the preceding discrete problem are commonly understood to cost the same (this can be ascribed to an abstraction of an almost universal experience), there is no reason to assume that Ann walks exactly the same number of miles *each minute*. It is not just a matter of the different ways people walk, but a *mathematical* problem must be up-front about its explicit assumptions, especially when the assumption involved is so out of the ordinary (does anyone ever walk exactly the same distance every minute?). The crucial observations are therefore:

(1) The problem should at least make explicit the assumption that Ann walks the same distance each minute.

(2) Without this assumption, this problem cannot be solved (e.g., what is to prevent Ann from taking a 30-minute rest after walking 64 minutes, for instance?)

We can say more. Even if we make the assumption that Ann walks the same distance every minute, can we do the following related problem?

Ann walks briskly and covers 3 miles the first hour and she walks the same distance every minute. How many miles does she cover in $84\frac{1}{3}$ *minutes?*

This problem is again unsolvable for the following reason. If she walks 3 miles in 60 minutes and she walks the same distance every minute, then of course she walks $\frac{1}{20}$ of a mile each minute. After 84 minutes, we can say unequivocally that she has walked

$$84 \times \frac{1}{20} \;=\; 4\,\frac{1}{5} \;\text{ miles}$$

However, what she does in the next 20 seconds ($\frac{1}{3}$ minute) after she has walked 84 minutes cannot be determined. Perhaps she takes a rest for 20 seconds before running in the remaining 40 seconds in order to cover the $\frac{1}{20}$ mile that she is supposed to cover in that minute. In that case, she would cover $4\frac{1}{5}$ miles in $84\frac{1}{3}$ minutes. Or perhaps she walks at a steady pace and covers $\frac{1}{60\times 20}$ of a mile each second and, in that case, she would cover

$$4\,\frac{1}{5} + \left(20 \times \frac{1}{60 \times 20}\right) \;=\; 4\,\frac{13}{60} \;\text{ miles}$$

in $84\frac{1}{3}$ minutes.

One could make the preceding problem solvable again by making the explicit assumption that *Ann walks the same distance every 20 seconds*, but clearly we would not be promoting the learning of useful mathematics if we have to make an *ad hoc* assumption each time for problems of this kind. To drive home the point, suppose we change the problem to the following:

> *Ann walks briskly and covers 3 miles the first hour and she walks the same distance every minute. How many miles does she cover in* 84.05 *minutes?*

Should we now change the assumption to: *Ann walks the same distance every* 0.01 *minute?* We are up against the insurmountable problem that there is no "natural smallest unit of time".

In a situation of this nature, the right assumption to make is to say that

> there is a number s so that in *any* time interval of t minutes' duration, Ann walks a distance of ts miles.

If this sounds strange, it shouldn't be because this is the precise meaning of "Ann walks at a **constant speed** of s miles per minute". Indeed, if in the preceding assumption, we let $t = 1$ minute, then we see that Ann walks a distance of $1 \times s$ miles in *any* time interval of 1 minute's duration. The number s is called the **unit rate**;

more precisely, it is s miles per minute. Of course the assumption of constant speed says much more. For example, what distance does Ann walk from 2 minutes (after she starts walking) to 2.24 minutes? The answer is $0.24\,s$ miles because, according to this assumption, Ann walks during this time interval

$$(2.24 - 2)s \;=\; 0.24\,s \quad \text{miles.}$$

It is often not realized that it takes something this sophisticated to make sense of "constant speed". It does not help that textbooks almost never give a definition of this concept.

Let us finally formulate the problem correctly and solve it correctly.

> *Ann walks briskly and covers 3 miles the first hour and she walks at a constant speed. How many miles does she cover in* 84.05 *minutes?*

Let us say Ann's constant speed is s miles per minute and she starts at time 0 (minute). In the time interval from 0 minutes to 60 minutes (1 hour), we are given that she walks 3 miles. But the assumption of constant speed also says that in 60 minutes, she walks $60s$ miles. Therefore

$$60s \;=\; 3, \quad \text{and therefore} \quad s \;=\; \frac{1}{20} \quad \text{miles per minute.}$$

Once more, by the assumption of constant speed, in 84.05 minutes, Ann walks $84.05\,s$ miles, which is then

$$84.05 \times \frac{1}{20} \;=\; 4.2025 \quad \text{miles.}$$

"Rate" is a much-feared topic in schools because it is usually taught incorrectly, which gives students the sinking feeling that, even if they can follow directions and get correct answers, they don't know what is going on. There seems to be no awareness of the fact that it is not possible to properly discuss the concept of rate without calculus. Therefore this concept is thrown around in middle school as if it were something all students already understood thoroughly. The disjunction between an unwarranted assumption and the cold reality of what students don't know inevitably brings about non-learning. Teachers (and of course textbooks and education documents) have to practice self-control and limit themselves to only discussing "constant rate". But as we have seen, even the latter is not an easy concept to get across to students.

We should mention that there is another way to approach constant rate, which may be a trifle more intuitive: First defines *average rate over a time interval* and then defines "constant rate" as the situation where the average rate over *any* time interval is always the same number. Either way, students need careful explanations.

7TH GRADE

Analyze proportional relationships and use them to solve real-world and mathematical problems. 7.RP

1. Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. For example, if a person walks 1/2 mile in each 1/4-hour, compute the unit rate as the complex fraction (1/2)/(1/4) miles per hour, equivalently 2 miles per hour.

The Number System 7.NS

2d. Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.

Unit rates

This is a continuation of the discussion on the concept of rate started in grade 6 (page 74). Consider the following problem:

> *If a person walks $\frac{1}{2}$ mile in each $\frac{1}{4}$ hour, compute the unit rate associated with the ratio $\frac{1}{2} : \frac{1}{4}$.*

By definition, the unit rate associated with $\frac{1}{2} : \frac{1}{4}$ is just the quotient,

$$\frac{\frac{1}{2}}{\frac{1}{4}} = \frac{1}{2} \times \frac{4}{1} = 2 \quad \text{miles per hour.}$$

Now consider a related problem:

> *If Claudio walks $\frac{1}{2}$ mile in each $\frac{1}{4}$ hour, how far does he walk in $\frac{1}{8}$ hour?*

There is not enough information to do this problem. One possibility is that Claudio rests during the first $\frac{1}{8}$ of an hour and then walks briskly $\frac{1}{2}$ of a mile in the second $\frac{1}{8}$ of

an hour. Then he repeats exactly the same walking pattern in each of the succeeding ($\frac{1}{4}$)-hour intervals. It is not difficult to check that in each $\frac{1}{4}$-hour interval, indeed he walks exactly $\frac{1}{2}$ mile. Such being the case, if you look at how far he walks in the first $\frac{1}{8}$ hour, it is 0 miles. If however you look at how far he walks in the second, or fourth, or sixth $\frac{1}{8}$-hour interval, then he walks $\frac{1}{2}$ mile. Now if you want to know how far he walks in the $\frac{1}{8}$-hour interval from the time $\frac{1}{60}$ hour (after he starts) to the time ($\frac{1}{60} + \frac{1}{8}$) hour, then *we genuinely do not and cannot possibly know.*

On the other hand, the following problem is doable, and it illustrates the power, as well as the subtlety, of the concept of constant speed.

> *If a person walks at constant speed, and he walks $\frac{1}{2}$ mile in a $\frac{1}{4}$ hour interval, how far does he walk in $\frac{1}{8}$ hour?*

Let the constant speed be s mph (miles per hour). We are given that $\frac{1}{4}\,s = \frac{1}{2}$ mile. Therefore $s = 2$ mph. His constant speed is therefore 2 mph. Again by the definition of a constant speed of 2 mph, the distance he walks in $\frac{1}{8}$ hour is $\frac{1}{8} \times 2 = \frac{1}{4}$ mile.

Incidentally, it would be instructive to students to have "constant rate" developed in detail in at least one context other than speed. Take water flow, for instance. Here one measures the total volume of water coming out of the source, say a faucet, in a given time interval in terms of gallons (let us say). Then, by definition, the **rate of the water flow is constant** if there is a fixed number r so that the total volume of water coming out of the faucet in a time interval of length t minutes is equal to tr gallons. If $t = 1$ minute, then the definition says that the total volume of water coming out of the faucet in *every* 1-minute interval is r gallons. Thus in this case, the constant rate of this water flow is r gallons per minute.

Fractions and decimals

The question of whether, given a fraction such as $\frac{3}{8}$ or $\frac{2}{7}$, there is a finite decimal equal to it at first sounds mysterious. But when one recalls that a decimal is a fraction with 10^k as denominator for some positive integer k, then one realizes that this is quite reasonable. All it asks for is whether a fraction such as $\frac{3}{8}$ or $\frac{2}{7}$ can be written as a fraction whose denominator is 10^k for some positive integer k. If the denominator of the given fraction is a product of 2's or 5's or both, it is quite obvious how to do

this. We simply make use of the fundamental fact about equivalent fractions and the fact that any power of 10 is the product of 2's and 5's to get it done. For example:

$$\begin{aligned}
\frac{1}{2} &= \frac{5\times 1}{5\times 2} = \frac{5}{10} = 0.5,\\
\frac{5}{4} &= \frac{5}{2^2} = \frac{5^2\times 5}{5^2\times 2^2} = \frac{125}{10^2} = 1.25,\\
\frac{3}{8} &= \frac{3}{2^3} = \frac{5^3\times 3}{5^3\times 2^3} = \frac{375}{10^3} = 0.375,\\
\frac{2}{5} &= \frac{2\times 2}{2\times 5} = \frac{4}{10} = 0.4,\\
\frac{34}{25} &= \frac{2^2\times 34}{2^2\times 5^2} = \frac{136}{100} = 1.36,\\
\frac{27}{125} &= \frac{27}{5^3} = \frac{2^3\times 27}{2^3\times 5^3} = \frac{216}{10^3} = 0.216, \quad \text{etc.}
\end{aligned}$$

In particular, we see that $\frac{3}{8} = 0.375$. However, this approach totally breaks down in case the fraction is $\frac{1}{3}$ or $\frac{2}{7}$, for example.

A fraction is said to be **reduced** if its numerator and denominator have no (whole number) common divisor except 1. Thus $\frac{34}{50}$ is not reduced because 2 divides both 34 and 50. It is known that a reduced fraction is equal to a finite decimal exactly when the denominator is a product of 2's or 5's or both. For some simple cases such as $\frac{1}{3}$, we can show directly that it can never be equal to a finite fraction, as follows. Assume that $\frac{1}{3}$ is equal to a finite decimal $\frac{n}{10^k}$, when n and k are positive integers. From $\frac{1}{3} = \frac{n}{10^k}$ and the cross-multiplication algorithm, we get $10^k = 3n$ and therefore

$$\underbrace{99\cdots 9}_{k}+1 = 3n.$$

Multiply both sides by $\frac{1}{3}$ and use the distributive law, we get

$$\underbrace{33\cdots 3}_{k}+\frac{1}{3} = n,$$

which may be rewritten as

$$\frac{1}{3} = n - \underbrace{33\cdots 3}_{k}.$$

Now the right side is an integer, so $\frac{1}{3}$ is an integer. The assumption that $\frac{1}{3}$ is equal to a finite decimal therefore leads to the conclusion that $\frac{1}{3}$ is an integer. That assumption is thus wrong, and $\frac{1}{3}$ cannot be a finite decimal after all.

The recognition that some fractions cannot be equal to a finite decimals therefore forces us to change our original question. We now ask instead:

> *Given a fraction, can we find a finite decimal that is either equal to it or approximates it as closely as we wish?*

We now present a uniform method that answers this question completely. Precisely:

(i) It produces a finite decimal equal to a given fraction whose denominator divides a power of 10.

(ii) In general, it produces a finite decimal that approximates the given fraction as closely as we want, e.g., for $\frac{2}{7}$, it produces a finite decimal that differs from $\frac{2}{7}$ by less than $1/10^k$ for any chosen positive integer k.

This method will turn out to involve two essential ideas: the long division algorithm for whole numbers, and the product formula for fractions.

Consider problem ***(i)***. It suffices to illustrate the method with $\frac{3}{8}$. Because 8 divides 10^3, we rewrite $\frac{3}{8}$ as

$$\frac{3}{8} = \frac{10^3 \times 3}{10^3 \times 8} = \frac{10^3 \times 3}{8} \times \frac{1}{10^3},$$

where the last equality uses the product formula. Because $\frac{10^3}{8}$ is a whole number, $\frac{10^3 \times 3}{8}$ is a whole number—let us call it N for now—so that from the last expression, we see that $\frac{3}{8}$ is equal to

$$N \times \frac{1}{10^3} = \frac{N}{10^3}$$

and $N/10^3$ is by definition a decimal, as desired.

Let us work out the details. We have

$$\frac{10^3 \times 3}{8} = 3000 \div 8,$$

according to page 41. By the long division algorithm, we find out that $3000 \div 8 = 375$:

$$\frac{3 \times 10^3}{8} = \frac{3000}{8} = 375$$

$$\begin{array}{r|rrrr}
 & & 3 & 7 & 5 \\
\hline
8 & 3 & 0 & 0 & 0 \\
 & 2 & 4 & & \\
\hline
 & & 6 & 0 & \\
 & & 5 & 6 & \\
\hline
 & & & 4 & 0 \\
 & & & 4 & 0 \\
\hline
 & & & & 0
\end{array}$$

Therefore,

$$\frac{3}{8} = \left(\frac{10^3}{8} \times 3\right) \times \frac{1}{10^3} = 375 \times \frac{1}{10^3} = \frac{375}{10^3},$$

which by definition is the decimal 0.375.

There is an interesting observation to make. We said earlier that because 8 divides 10^3, we rewrote $\frac{3}{8}$ as

$$\frac{3}{8} = \frac{10^3 \times 3}{10^3 \times 8}.$$

The truth is that the exponent 3 in 10^3 could have been any whole number ≥ 3. If we had rewritten, say,

$$\frac{3}{8} = \frac{10^7 \times 3}{10^7 \times 8},$$

would it have made any difference? Of course not, because

$$\begin{aligned}
\frac{3}{8} = \frac{10^7 \times 3}{10^7 \times 8} &= \frac{10^7 \times 3}{8} \times \frac{1}{10^7} \\
&= \frac{(10^3 \times 3) \times 10^4}{8} \times \frac{1}{10^3 \times 10^4} \\
&= \frac{(10^3 \times 3)}{8} \times \frac{1}{10^3} \qquad \text{(equation (7) on page 49)} \\
&= 0.375
\end{aligned}$$

Next we tackle ***(ii)***. Again, we illustrate the general reasoning with a specific example, $\frac{2}{7}$. Let us approximate $\frac{2}{7}$ by a finite decimal that is within distance $1/10^7$ of $\frac{2}{7}$ (on the number line). Experience with $\frac{3}{8}$ above suggests that we multiply the numerator and denominator of $\frac{2}{7}$ by 10^7. Then as before, we have:

$$\frac{2}{7} \;=\; \frac{10^7 \times 2}{10^7 \times 7} \;=\; \left(\frac{2 \times 10^7}{7}\right) \times \frac{1}{10^7} = \;\frac{20000000}{7} \times \frac{1}{10^7}$$

We perform the long division of 20000000 by 7 and obtain the quotient 2857142 and remainder 6:

$$20000000 = (2857142 \times 7) + 6$$

$$
\begin{array}{r|rrrrrrrr}
 & & 2 & 8 & 5 & 7 & 1 & 4 & 2 \\
\hline
7 &) & \mathbf{2} & \mathbf{0} & 0 & 0 & 0 & 0 & 0 & 0 \\
 & & \mathbf{1} & \mathbf{4} & & & & & & \\
\cline{2-3}
 & & & 6 & 0 & & & & & \\
 & & & 5 & 6 & & & & & \\
\cline{2-4}
 & & & & 4 & 0 & & & & \\
 & & & & 3 & 5 & & & & \\
\cline{3-5}
 & & & & & 5 & 0 & & & \\
 & & & & & 4 & 9 & & & \\
\cline{4-6}
 & & & & & & 1 & 0 & & \\
 & & & & & & & 7 & & \\
\cline{5-7}
 & & & & & & & 3 & 0 & \\
 & & & & & & & 2 & 8 & \\
\cline{6-8}
 & & & & & & & & \mathbf{2} & \mathbf{0} \\
 & & & & & & & & \mathbf{1} & \mathbf{4} \\
\cline{7-9}
 & & & & & & & & & 6
\end{array}
$$

Therefore,

$$
\begin{aligned}
\frac{2}{7} &= \left(\frac{(2857142 \times 7) + 6}{7}\right) \times \frac{1}{10^7} \\
&= \left(2857142 + \frac{6}{7}\right) \times \frac{1}{10^7} \\
&= \frac{2857142}{10^7} + \left(\frac{6}{7} \times \frac{1}{10^7}\right) \qquad \text{(distributive law)}
\end{aligned}
$$

so that using the definition of decimal notation, we get:

$$\frac{2}{7} \;=\; 0.2857142 + \left(\frac{6}{7} \times \frac{1}{10^7}\right)$$

Since

$$\frac{2}{7} - 0.2857142 \;=\; \left(\frac{6}{7} \times \frac{1}{10^7}\right),$$

we see that the difference between the fraction $\frac{2}{7}$ and the finite decimal 0.2857142 is

$$\frac{6}{7} \times \frac{1}{10^7},$$

which is at most $1/10^7$ because $\frac{6}{7}$ is at most 1 (cf. the comment on fraction multiplication on page 46). Thus, the finite decimal 0.2857142 is the desired finite decimal; it is called **the 7-digit decimal expansion of $\frac{2}{7}$**. Clearly, this reasoning is perfectly general and is independent of the fraction $\frac{2}{7}$ or the choice of the integer k in ***(ii)*** above.

Here is a key observation: *If we take more than 6 decimal digits, the 285714 block of digits will repeat, and this repeating phenomenon is true of all the finite decimals that approximate a fraction in this sense.*

Let us first explain why, for example, if we take a finite decimal of 18 decimal digits that differs from $\frac{2}{7}$ by no more than $1/10^{18}$, then it will be

$$0.285714\ \ 285714\ \ 285714$$

This is because the two-by-two boldface block $\begin{matrix} 2 & 0 \\ 1 & 4 \end{matrix}$ is seen to repeat in the preceding long division of 20000000 by 7. By the nature of long division, the digits in the quotient corresponding to—and following—this block must also repeat. Thus we see that the digit 2 in 285712 is being repeated.

To understand in general why this repeating behavior must show up each time we approximate a fraction by a finite decimal (in the sense described), we have to describe the long division algebraically. A routine inspection will reveal that the sequence of steps in the preceding long division of 20000000 by 7 is captured completely by the following sequence of divisions-with-remainder:

$$\begin{cases} 20 &= (2 \times 7) + 6 \\ 60 &= (8 \times 7) + 4 \\ 40 &= (5 \times 7) + 5 \\ 50 &= (7 \times 7) + 1 \\ 10 &= (1 \times 7) + 3 \\ 30 &= (4 \times 7) + 2 \\ 20 &= (2 \times 7) + 6 \end{cases} \tag{19}$$

The *algorithmic nature* of this sequence of divisions-with-remainder should be pointed out: the dividend (first number) of each line is 10 times the remainder of the preceding one. Moreover, the quotient can be read off by going down the first number of the right side of each line, *vertically*: 2857142. There is another noteworthy feature of this sequence of division-with-remainders, however, and it is the fact that the divisor in each line is always 7. Therefore, the remainder (the last number on each line) of each such division-with-remainder can only be one of seven numbers: 0, 1, 2, 3, 4, 5, 6. This is because the remainder in a division-with-remainder must be a whole number smaller than the divisor. As a consequence, if we are presented with 8 remainders in such a sequence of divisions-with-remainder, then at least two of them must be the same. It follows that after at most seven such divisions-with-remainder, the remainder of the next division-with-remainder must be one of these seven. The minute there is such a repetition, the algorithm dictates that division-with-remainder in the next line has to be a repetition of the earlier division-with-remainder. Thus in the set of equations (19), the fact that the remainder of the last (and seventh) line, which is 6, repeats the reminder of the first line[14] dictates that the next division-with-remainder, were we to continue, will have to be exactly the same as the second line of the set of equations (19):

$$60 \;=\; (8 \times 7) + 4$$

This is why the digits in the quotient of 2×10^{18} divided by 7 must repeat. (We should add that, in the case at hand, not only does the remainder 6 of the last line of the set of equations (19) repeat the remainder of the first line, but by luck, the dividend of the last line (which is 20) already repeats the dividend of the first line. This is why we see the repetition of the two-by-two boldface block $\begin{matrix} 2 & 0 \\ 1 & 4 \end{matrix}$ as well as the repetition of the 2 in 285714.)

A little reflection will show that this reasoning does not depend on the specific numbers 2 and 7 and is perfectly general. We may therefore conclude that if we approximate a fraction $\frac{m}{n}$ by a decimal of at least $2n$ decimal digits, then we will see the phenomenon of a repeating block of digits. Informally we express this phenomenon by saying that "*a fraction is equal to an infinite repeating decimal*". In advanced

[14] In this particular case, the fact that the first number (which is 20) of the seventh line is exactly the same as the first number of first line is an accident; this is why we do not use that as the basis of our argument.

university mathematics classes, the meaning of an “infinite decimal” will be elucidated and then this phrase will acquire a precise meaning.

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MEMORANDUM

TO: Members, Utah State Board of Education

FROM: Martell Menlove, Ph.D.
Chief Executive Officer

DATE: June 7, 2013

ACTION: Handwriting in the Utah Core Standards

Background:
The new Utah Core Standards for English/Language Arts (ELA) do not currently include language regarding the teaching of handwriting (manuscript and cursive) in elementary school. A committee was assembled to consider the research and determine whether it was in the best interest of Utah's students to amend the Utah Core Standards for English/Language Arts to include explicit teaching of handwriting in grades K-5.

Key Points:
In April 2013, the Board received a copy of the handwriting standards that the committee suggested should be added to the ELA Utah Core Standards. The Board authorized that the amendments to the standards go out for public comment on April 5, 2013. USOE created a website and solicited public comment on the changes. Those comments have been summarized for the Board members to review when considering approving changes to the standards.

Anticipated Action:
The Curriculum, Standards, and Student Success Committee will consider approving the suggested changes to the Utah Core Standards. If approved, the full Board will consider approving the changes.

Contact: Brenda Hales: 801-538-7794
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To be added to the Utah Core Standards, Appendix A, page 30:

DEVELOPMENT OF HANDWRITING SKILLS

Handwriting—the actual act of writing—should be taught in a systematic and explicit way, beginning with early literacy instruction in kindergarten and continuing through the development of fluent handwriting. In handwriting, fluency is defined as legibility, speed, and accuracy. Fluency in handwriting is an integral foundation skill in literacy development; it is also critical in creating students who are career and college ready. The Utah Core Standards require students to produce coherent and meaningful writing in a variety of genres and for a variety of audiences. Fluent handwriting and handwriting instruction have been directly linked to improved writing quality, quantity, and speed, all essential for effective composition (Berninger, 2012).

Fluent handwriting is critical to the production of high quality, creative, and well-structured text. Developing handwriting fluency reduces the cognitive load of getting letters and words down on a page; students who struggle with handwriting will not have sufficient cognitive resources to effectively and efficiently focus on ideation, pragmatic awareness, and sensitivity to genre (Christensen, 2009). Writing is an integrated skill, combining both motor skills and orthographic memory. Orthographic-motor integration refers to the ability to recall and produce groups of letters and words (Berninger, 1994). This skill cannot be duplicated by other methods of written communication, as handwriting requires the writer to mentally code and rehearse the visual representation of patterns of letter in words and to integrate these patterns with motor activities (Berninger, 1994; Christensen, 2009).

Handwriting has a place in a computer-based society; many children who struggle with fluent handwriting may also have difficulty composing on a keyboard (Connelly, Gee, & Walsh, 2007). While keyboarding may be the answer for some students, most students will benefit academically from the process of handwriting. Cunningham and Stanovich (1990) found that handwriting may improve spelling. Explicit instruction in handwriting has been linked to improved word reading for young students (Berninger et al., 2006). Educators supporting struggling writers may start by helping them to improve their handwriting (Cahill, 2009).

While handwriting is practiced daily as students write in classrooms, instruction about the formation of letters to ensure efficiency and correctness is necessary to help students build fluency. However, this should not be an onerous part of the day, but rather built into short periods of instruction during the critical introduction phases. Between 50-100 minutes per week of distributed daily practice using handwriting should occur, with a portion of that time being explicit instructional in the efficient and correct formation of letters and the remaining time being contextual, grade-appropriate application and practice. Students can continue to practice their writing with encouragement to submit final drafts in their best writing or by having opportunities to turn in grade-appropriate work in manuscript or cursive writing.

DRAFT

Language Standards K-5

Pages 28 and 30

CONVENTIONS OF STANDARD ENGLISH		
Kindergarten:	**Grade 1:**	**Grade 2:**
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking		
a. With guidance and support, identify and write many upper- and lowercase letters, including those in the student's name. b. Use frequently occurring…	a. Independently identify and legibly write all upper-and lowercase letters (legibility is defined as the letter being recognizable to readers in isolation from other letters in a word). b. Produce grade-appropriate text using legible writing. c. Use common, proper, and…	a. Fluently, independently, and legibly write all upper- and lowercase letters. b. Produce grade-appropriate text using legible writing. c. Understand that cursive is different from manuscript. d. Use collective nouns…
Grade 3:	**Grade 4:**	**Grade 5:**
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking		
a. Independently and legibly write all upper- and lowercase cursive letters. b. Produce grade-appropriate text using legible cursive writing. c. Explain the function…	a. Fluently, independently, and legibly write all upper and lower case cursive letters. b. Produce grade-appropriate text using legible cursive writing. c. Use relative pronouns…	a. Maintain legible and fluent cursive writing. b. Explain the function of…

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Reading Standards K-5

Page 12, CCR Anchor Standards for Reading page under the "Note on range and content of student Reading"

> *The Utah Core Standards include an expectation that students will be introduced to cursive letters and words no later than grade three in order to develop sufficient recognition and reading fluency of cursive text by the end of grade five.*

Pages 13 and 14: Reading Standards for Literature K-5

RANGE OF READING AND LEVEL OF TEXT COMPLEXITY		
Kindergartners:	**Grade 1 students:**	**Grade 2 students:**
10. Actively engage in group reading activities with purpose and understanding.	10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.	10. By the end of the year, read and comprehend literature, including stories and poetry, in the grade 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Grade 3 students:	**Grade 4 students:**	**Grade 5 students:**
10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grade 2-3 text complexity band independently and proficiently. Recognize and begin to read documents written in cursive.	10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grade 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. Continue to develop fluency when reading documents written in cursive.	10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grade 4-5 text complexity band independently and proficiently. Continue to develop fluency when reading documents written in cursive.

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Pages 15 and 16: Reading Standards for Informational Text K-5

RANGE OF READING AND LEVEL OF TEXT COMPLEXITY		
Kindergartners:	**Grade 1 students:**	**Grade 2 students:**
10. Actively engage in group reading activities with purpose and understanding.	10. With prompting and support, read informational text appropriately complex for grade 1.	10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grade 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Grade 3 students:	**Grade 4 students:**	**Grade 5 students:**
10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grade 2-3 text complexity band independently and proficiently. Recognize and begin to read documents written in cursive.	10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grade 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. Continue to develop fluency when reading documents written in cursive.	10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grade 4-5 text complexity band independently and proficiently. Continue to develop fluency when reading documents written in cursive.

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References

Appendix A, page 39

Berninger, V. "Evidence-based, developmentally appropriate writing skills K-5: Teaching the orthographic loop of working memory to write letters so developing writers can spell words and express ideas." Presented at Handwriting in the 21st Century?: An Educational Summit, Washington D.C., January 23, 2013.

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Berninger, V., Rutberg, J., Abbott, R., Garcia, N., Anderson-Youngstrom, M., Brooks, A. Et. al (2006). Tier 1 and tier 2 early intervention for handwriting and composing. *Journal of Educational Psychology, 89*, 652-666.

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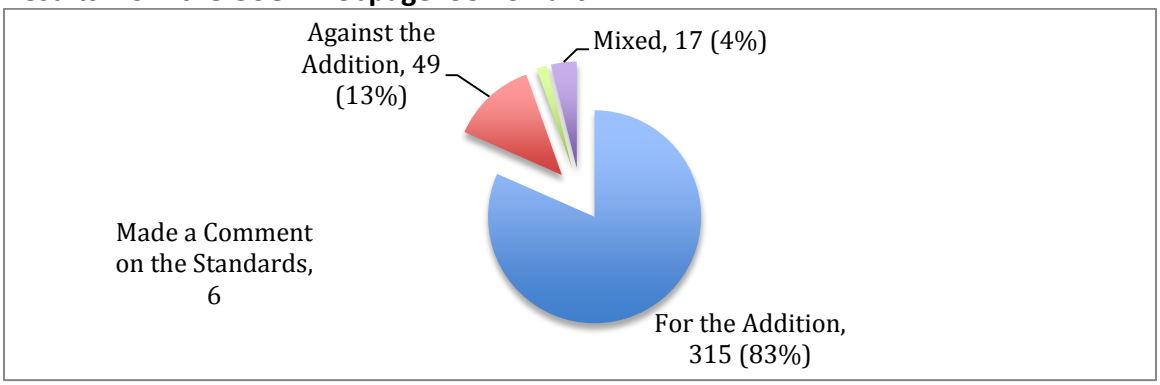
Summary of Public Comment Regarding the Addition of Handwriting to the Utah Core Standards

Public comment opened on April 9, 2013.
Public comment closed on May 20, 2013 (extended after news broadcast).

Results from the USOE webpage: 381 emails



Direct to USOE email: 11 people (emails from the same person only counted once); 9 supported the addition of handwriting instruction to the Standards, one (1) supported the addition of handwriting but not cursive, and one (1) did not support the addition.

Approximate calls to USOE: 15, all for the inclusion of handwriting and cursive in the Standards.

Themes in the "For the Addition" section:

- Handwriting (cursive) is a part of our culture. Being able to read and write it connects us to our past, our community, and our country.
- Despite the increased use of technology, handwriting is a skill that we will need in the future to communicate effectively, both personally and professionally (college and career).

Themes in the "Against the Addition" section:

- We have a technological society now and no one uses handwriting anymore.
- Instructional time would be better used to teach other subjects or technical skills, including keyboarding.

"Mixed" comments:

- Handwriting, grammar, and writing should be taught, but not cursive. We should have standards for learning to write, but cursive is outdated. After mastering manuscript writing, students should move to developing keyboarding or other subjects.
- Cursive should be an elective.
- There is not enough time in the school day to cover everything that is important.

Comments about the Standards:

- Two (2) comments that the proposed language is appropriate for the grades addressed.
- Differences in how teachers choose to grade and weight handwriting fluency and legibility, or how handwriting can become more important than content knowledge, are difficult to regulate.
- Handwriting should not be viewed as an art, but as a process of developing functional skills. The proposed recommendation of 50-100 minutes of instruction per week will take too much time away from other instruction. (The proposed language states: "Between 50-100 minutes per week of distributed daily practice using handwriting should occur, with a portion of that time being explicit instructional in the efficient and correct formation of letters and the remaining time being contextual, grade-appropriate application and practice.")
- Concern that the language for grade five (5) is not directive enough to enforce. (The proposed language reads, "Maintain legible and fluent cursive writing." *A possible change would be "Maintain legible and fluent cursive writing <u>by producing grade-appropriate text using legible cursive writing</u>.")*
- Concern that too much emphasis is placed on neatness and legibility of the writing; neat writing does not equate to future success. (The proposed language reads: "legibility is defined as the letter being recognizable to readers in isolation from other letters in a word.")

INSTRUCTION, ASSESSMENT AND TECHNOLOGY COMMITTEE

1st Floor South Conference Room 156

ACTION: Amendments to the *Utah State Board of Education Special Education Rules*	Tab 5-HH
ACTION: R277-404 *Requirements for Assessment of Student Achievement* (Amendment and Continuation); R277-705 *Secondary School Completion and Diplomas* (Amendment and Continuation); R277-402 *Online Testing* (Repeal); R277-405 *Requirements for Assessment Pilot Programs* (Repeal); and R277-473 *Testing Procedures* (Repeal)	Tab 5-II
ACTION: R277-526 *Paraeducator to Teacher Scholarship Program* (Continuation)	Tab 5-JJ
ACTION: R277-726 *Statewide Online Education Program* (Amendment and Continuation)	Tab 5-KK
ACTION: R277-750-3 *Education Programs for Students with Disabilities* (Amendment)	Tab 5-LL
ACTION: Board Bylaws	Tab 5-MM

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Lorraine Austin, Board Secretary

MEMORANDUM

TO: Members, Utah State Board of Education

FROM: Martell Menlove, Ph.D.
Chief Executive Officer

DATE: June 7, 2013

ACTION: *Utah State Board of Education Special Education Rules*

Background:
Due to the recent amendments to the federal regulations under the Individuals with Disabilities Education Act (IDEA) and stakeholder input, the *Utah State Board of Education Special Education Rules* require revision to amend parental notification and consent requirements for Medicaid, amend the provision of technical assistance to LEAs, and amend the Specific Learning Disability (SLD) eligibility criteria. The rules can be found in their entirety at http://schools.utah.gov/sars/DOCS/law/finalrules-rev.aspx.

Key Points:

- IDEA requirements were amended to require one-time written consent and written notification from parents prior to LEAs accessing the student's or parent's public benefits or insurance. This has been amended in the proposed rules and details the written notice requirements. These proposed changes are reflected in *VIII.L.5. Students with disabilities who are covered by public benefits or insurance*. Public input was agreeable to this change.
- Input received from local education agencies suggested that *Utah State Board of Education Special Education Rules* be amended to change the provision of technical assistance to LEAs from an assigned member of the USOE staff to LEAs having the ability to contact the USOE staff with the expertise they needed. This proposed change is reflected in *VIII.J. Provision of Technical Assistance*. Public input is agreeable to this change.
- Input received from stakeholders and USOE staff based on Utah Program Improvement Planning System (UPIPS) monitoring suggested that IEP teams misunderstood the SLD eligibility requirement of consideration of a 93% likelihood of a learning disability during eligibility determinations. This has been removed from the proposed rules and the change is reflected in *II.J.(10)(c)(4)(h)(iii)*. The majority of public input is agreeable to this change, but we did receive dissenting opinions on the removal of the percentage.

250 East 500 South P.O. Box 144200 Salt Lake City, UT 84114-4200 Voice: (801) 538-7517 Fax: (801) 538-7768

- A public notice was disseminated on March 12, 2013 to notify the public of the proposed changes and provided opportunities to provide input in person or in writing for the federally required 60 days.

Anticipated Action:
It is recommended that the Instruction, Assessment, and Technology Committee consider amending the *Utah State Board of Education Special Education Rules*. If approved by the committee, the Board will consider approving the rules as amended.

Contact: Judy Park, 801-538-7550
Glenna Gallo, 801-538-7757

(First Proposed Change is on Pg.163 In Utah State Board of Education Special Education Rules)

VIII.L.5. Students with disabilities who are covered by public benefits or insurance. (§300.154(d))

b. With regard to services required to provide a FAPE to an eligible student as described in this section, the LEA:

(1) May not require parents/adult students 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 parents 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 otherwise would be required to pay. (See VII.K.11)

(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 a 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/adult student, after providing the written notification described below in (5), before accessing the student's or the parent's public benefits or insurance for the first time. This consent must specify the:

(a) Personally identifiable information 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).

(d) Parent/adult student 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/adult student 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 consent and annually thereafter. The written notification must explain all of the protections available to parents/adult student under Part B, to ensure that parents/adult students 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/adult student or other mode of communication used by the parent/adult student, unless it is clearly not feasible to do so.

Old section VIII.L(5)(b)(5) becomes section (6)

<u>(Second Proposed Change is on Pg.158 In Utah State Board of Education Special Education Rules)</u>

VIII.J. PROVISION OF TECHNICAL ASSISTANCE. (§300.704(b)(4)(i))

1. Each LEA in the State shall have the ability to access technical assistance from the USOE Special Education Services.

    a. The USOE 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 TAs also assist LEA administration and program staff in developing and delivering inservice training programs designed to provide personnel with the schools and competencies needed to work effectively with students with disabilities.

c. The USOE 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.

(Third Proposed Change is on Pg.51-52 In Utah State Board of Education Special Education Rules)

II.J.(10)(c)(4)(h)(iii) – Specific Learning Disability

(A) Must produce a report that shows a significant discrepancy, based on a commercial software program that employs a clearly specified regression formula that considers the relationship between the intelligence and ability achievement tests as well as the tests' reliability and

(B) Document the team's consideration of the discrepancy report and the team's determination of whether or not it represents a significant discrepancy.

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Martell Menlove, Chief Executive Officer
Lorraine Austin, Board Secretary

MEMORANDUM

TO: Members, Utah State Board of Education

FROM: Martell Menlove, Ph.D.
Chief Executive Officer

DATE: June 7, 2013

ACTION: R277-404 *Requirements for Assessments of Student Achievement* (Amendment and Continuation)
R277-705 *Secondary School Completion and Diplomas* (Amendment and Continuation)
R277-402 *Online Testing* (Repeal)
R277-405 *Requirements for Assessment Pilot Programs* (Repeal)
R277-473 *Testing Procedures* (Repeal)

Background:

1. During the 2013 Legislative Session, SB 175 *Assessment of College Readiness* was enacted. This legislation eliminated the statutory requirement for the Utah Basic Skills Competency Test (UBSCT) and requires the administration of a career and college readiness assessment. In addition, parents and educators have requested clarification of parents' ability to exempt their children from school assessment requirements.
2. In addition to the amendments to R277-404 and R277-705, the rules are recommended for continuation consistent with Board policy for continuation of rules.

Key Points:

1. R277-404 and R277-705 reflect new career and college readiness assessment requirements, eliminate UBSCT requirements and include language which clarifies policy for parent exemption of student assessment requirements. R277-402, R277-405 and R277-473 are repealed to eliminate UBSCT and pilot requirements and to eliminate duplication.
2. R277-404 and R277-705 continue to be necessary because they provide standards and procedures for Utah public school student assessment and school completion requirements.

Anticipated Action:

1. It is proposed that the Instruction, Assessment and Finance Committee consider approving R277-404 and R277-705, as amended, and R277-402, R277-405, and R277-473, for repeal, on first reading, and if approved by the Committee, the Board consider approving R277-404 and R277-705, as amended, and R277-402, R277-405, and R277-473, for repeal, on second reading.
2. It is proposed that the Committee consider approving R277-404 and R277-705 for continuation on first reading, and if approved, the Board consider approving the rules for continuation on second reading.

Contact: Judy Park, 801-538-7550
John Jesse, 801-5387811

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R277. Education, Administration.

R277-404. Requirements for Assessments of Student Achievement.

R277-404-1. Definitions.

A. “Board” means the Utah State Board of Education.

[~~B. “Criterion-Referenced test (CRT)” means a test to measure performance against a specific standard. The meaning of the scores is not tied to the performance of other students.~~]

B. “College readiness assessment” means an assessment adopted by the Board that includes a college admissions test that provides an assessment of language arts, mathematics, and science, that is most commonly used by local universities to assess student preparation for college. The college readiness assessment may include the Armed Services Vocational Aptitude Battery (ASVAB) and a battery of assessments that is predictive of success in higher education.

C. “Days,” for purposes of this rule, means calendar days unless specifically designated otherwise in this rule.

[~~C~~]D. “Direct Writing Assessment (DWA)” means a [~~USOE~~]Board-designated online [~~test~~]assessment to measure writing performance for students in grades five and eight.

[~~D~~]E. “English Language Learner (ELL) student” means a student who is learning in English as a second language.

[~~E~~]F. “English Language Proficiency Test (ELPT)” means an assessment designed to measure the acquisition of the English language for English Language Learners.

[~~F~~]G. “Individualized Education Program (IEP)” means an individualized instructional and assessment plan for students who are eligible for special education services under the Individuals with Disabilities Education Act of 2004.

[~~G~~]H. “LEA” means local education agency, including local school boards/ public school districts and schools, and charter schools.

[~~H~~]I. “National Assessment of Education Progress (NAEP)”

is the national achievement assessment administered by the United States Department of Education to measure and track student academic progress.

[~~I~~]J. “Pre-post” means an assessment administered at the beginning of the school year and at the end of the school year to determine individual student growth in [~~achievement~~]academic proficiency which has occurred during the school year.

[~~J~~]K. “Section 504 accommodation plan” required by Section 504 of the Rehabilitation Act of 1973, means a plan designed to accommodate an individual who has been determined, as a result of an evaluation, to have a physical or mental impairment that substantially limits one or more major life activities.

[~~K~~]L. “Summative adaptive assessments” means assessments administered to assess a student's achievement. The assessments are administered online to measure the full range of student ability by adapting to each student's responses, selecting more difficult questions when a student answers correctly and less difficult questions when a student answers incorrectly. Summative assessments provide summary information allowing a student or groups of students to be compared with other students.

M. “USOE” means the Utah State Office of Education.

[~~L~~]N. “Utah Alternate Assessment (UAA)” means an assessment instrument for students in special education with disabilities so severe they are not able to participate in the components of U-PASS even with [~~testing~~]assessment accommodations or modifications. The UAA measures progress on the [~~common~~]Utah core instructional goals and objectives in the student's individual education program (IEP).

[~~M~~]O. “Utah eTranscript and Record Exchange (UTREx)” means a system that allows individual detailed student records to be exchanged electronically between public education LEAs

and the USOE, and allows electronic transcripts to be sent to any post-secondary institution, private or public, in-state or out-of-state, that participates in the e-transcript service.

P. “Utah Performance Assessment System for Students (U-PASS)” means:

(1) summative adaptive assessments of students in grades 3 through 12 in basic skills courses;

(2) an online writing assessment in grades 5 and 8;

(3) college readiness assessments;

(4) the use of student behavior indicators in assessing student performance; and

(5) assessment of students in grade 3 to measure reading grade level.

R277-404-2. Authority and Purpose.

A. This rule is authorized by Utah Constitution Article X, Section 3 which vests general control and supervision of public education in the Board, Sections 53A-1-603 through 53A-1-611 which direct the Board to adopt rules for the [~~conduct~~[maintenance and administration of U-PASS, and Section 53A-1-401(3) which allows the Board to adopt rules in accordance with its responsibilities.

B. The purpose of this rule is to provide consistent definitions and to provide standards and procedures for a Board developed and directed comprehensive assessment system for all students, as required by state and federal law.

R277-404-3. Board Responsibilities.

A. [~~Beginning in the 2011-2012 school year, t~~]The Board shall [~~implement~~]maintain a comprehensive assessment system for [~~each~~]all students in grades K-12. This assessment system shall include:

(1) [~~Criterion-Referenced tests~~]Summative adaptive assessments in English language arts for grades 3 - 11;

mathematics for grades 3 - [~~12~~]8; secondary math 1, 2, 3; and science for grades 4 - 8[~~,~~]; earth systems, biology, physics and chemistry[~~ OR summative adaptive assessments in reading, language arts, mathematics and science for grades 3-12~~];

(2) Direct Writing Assessment (DWA) for grades 5 and 8;

(3) Pre-post kindergarten assessment for kindergarten[~~-age~~] students as determined by the LEA;

(4) one benchmark reading assessment determined by USOE for 1st, 2nd and 3rd grade students at the midpoint of the year. [~~Beginning in 2012-2013, t~~]This assessment shall be administered at the beginning, midpoint and end of year;

(5) Third grade summative end of year reading assessment;

(6) Utah Alternate Assessment (UAA);

(7) English Language Proficiency Test (ELPT);[~~ and~~]

(8) National Assessment of Educational Progress (NAEP)[~~.~~];

(9) College readiness assessments for grades 11, 10 and either grade 9 or 8 as determined by the LEA; and

(10) Reporting by the USOE of U-PASS results to include:

(a) the computation of student performance based on information that is disaggregated with respect to race, ethnicity, gender, limited English proficiency, and those students who qualify for free or reduced price school lunch;

(b) security features to maintain the integrity of the system, including statewide uniform assessment dates, multiple assessment forms, assessment administration protocols, and training;

(c) compilation of summative adaptive assessment results and online writing assessment scores and assessment summaries.

(d) teacher use of classroom level data:

(i) A teacher may review assessment scores from the previous school year for students who have been assigned to the teacher's class for the new school year.

(ii) A teacher shall consider students’ summative

adaptive assessments in determining students' academic grades for the appropriate courses and students' advancement to the next grade level.

B. The Board shall provide specific rules, administrative guidelines, timelines, procedures, and [~~testing~~]assessment ethics training and requirements for all required assessments.

[~~C. Schools must declare their decision to replace the Criterion-Referenced tests with the adaptive summative test no later than August 1 for the coming year.~~]

C. The Board shall provide information and applications:

(1) establishing procedures for applying for and awarding funding for computer adaptive assessment technology;

(2) specifying how funds for computer adaptive assessment technology shall be allocated among LEAs that qualify to receive the funding; and

(3) requiring reporting of the expenditure of funds awarded for computer adaptive assessment technology and evidence that the funds were used to implement computer adaptive assessments.

D. The Board shall provide resources, to the extent available, and recommendations for:

(1) LEA implementation of the assessment system; and

(2) professional development for teachers to administer assessments and interpret assessment results.

E. All Utah public school students shall participate in the comprehensive assessment system unless:

(1) the UAA or ELPT is approved for specific students consistent with federal law[~~.~~]; or

(2) the parent makes a written request consistent with LEA administrative timelines and procedures that the parent's student not be tested. Students not tested due to parent request shall receive a non-proficient score which shall be used in school accountability calculations.

R277-404-4. LEA Responsibilities.

A. LEAs shall develop a comprehensive assessment system plan to include the assessments described in R277-404-3A. This plan shall, at a minimum, include:

[~~A.~~](1) professional development for teachers to fully implement the assessment system;

[~~B.~~](2) training for educators and appropriate paraprofessionals in the requirements of [~~testing~~]assessment administration ethics; and

[~~C.~~](3) training for educators and appropriate paraprofessionals to utilize assessment results effectively to inform instruction[~~; and~~.

[~~D. adherence to all testing administration and ethics requirements consistent with R277-473.~~]

B. LEAs shall make all policies and procedures consistent with the law, Board rules for standardized assessment administration, and the USOE Testing Ethics Policy available from the USOE.

C. At least once each school year, LEAs shall provide professional development for all teachers, administrators, and standardized assessment administrators concerning guidelines and procedures for standardized assessment administration, including teacher responsibility for assessment security and proper professional practices.

D. LEA assessment staff shall use the USOE Testing Ethics Policy in providing training for all assessment administrator/proctors.

R277-404-5. School Responsibilities.

[~~A. LEAs shall develop a comprehensive assessment system implementation plan to include the assessments required under R277-404-3A. This plan shall, at a minimum, include:~~

~~(1) professional development for teachers and others as directed by the LEA to fully implement system;~~

~~(2) training for educators and appropriate paraprofessionals in the requirements of [testing]assessment administration ethics;~~

~~(3) training to utilize assessment tools and results to inform instruction; and~~

~~(4) [adherence to all testing administration and ethics requirements consistent with R277-473.~~]

A. LEAs/schools shall require teachers and assessment administrators/proctors to individually sign the Testing Ethics signature page provided by the USOE acknowledging or assuring that the teacher shall administer assessments consistent with ethics and protocol requirements.

B. All teachers and assessment administrators shall conduct assessment preparation, assessment administration, provide assessment results and complete error resolution.

C. All teachers and assessment administrators/proctors shall securely handle and return all protected assessment materials, where instructed, in strict accordance with the procedures and directions specified in assessment administration manuals, LEA rules and policies, Board rules, USOE Testing Ethics Policy, and state application of federal requirements for funding.

R277-404-6. Assessment Requirements and Protocols.

A. Teachers, test administrators/proctors, administrators, school personnel and volunteers, under the direction of school personnel, shall not:

(1) provide students directly or indirectly with specific questions, answers, or the content of any specific item in any standardized assessment prior to assessment administration;

(2) download, copy, print, or make any facsimile of protected assessment material prior to assessment administration without express permission of the USOE and LEA administrators;

(3) change, alter or amend any student answer or any other standardized assessment materials at any time in such a way that alters the student’s intended response;

(4) use any prior form of any standardized assessment (including pilot assessment materials) that has not been released by the USOE in assessment preparation without express permission of the USOE and LEA administrators;

(5) violate any specific assessment administrative procedure specified in the assessment administration manual, or violate any state or LEA standardized assessment policy or procedure, or violate any procedure specified in the USOE Testing Ethics Policy;

(6) fail to administer a required assessment;

(7) submit falsified data; or

(8) knowingly do anything that would inappropriately affect the security, validity, or reliability of standardized assessment scores of any individual student, class, or school.

B. Violation of any of these rules subjects licensed educators to possible disciplinary action under R277-515, Utah Educator Standards.

[~~B~~]C. A student's IEP, ELL, or Section 504 team shall determine a student's participation in statewide assessments.

R277-404-7. Time Periods for Assessment Administration.

A. LEAs shall administer assessments required under R277-404-3, and consistent with the following schedule:

(1) All summative adaptive assessments and UAAs (elementary and secondary, English language arts, math, science) shall be administered within the USOE annually designated assessment window.

(2) The grade 5 and grade 8 Direct Writing Assessment shall be administered in a three week window beginning at least 14 weeks prior to the last day of school.

(3) The UALPA shall be administered to all English

Language Learner students identified as Level 1 Entering, Level 2 Beginning, Level 3 Developing, Level 4 Expanding, or enrolled for the first time in the LEA at any time during the school year. The assessment shall be administered annually to show progress. LEAs shall submit UALPA paper answer documents to the USOE-identified scoring provider for scanning and scoring on a schedule defined by the USOE.

(4) Pre-post kindergarten assessment for kindergarten students as determined by the LEA during assessment windows determined by the LEA.

(5) One benchmark reading assessment specifically and solely determined by the USOE for grade 1, grade 2, and grade 3 students administered to students in the beginning, midpoint, and end of the school year.

(6) Grade 3 summative end of year reading assessment determined specifically and solely by USOE administered by LEAs consistent with USOE procedures.

(7) NAEP assessments determined and required annually by the United States Department of Education and administered to students as directed by United States Department of Education.

B. LEAs shall complete all required assessment procedures prior to the end of the USOE-defined assessment window(s).

C. LEAs shall set dates for summative adaptive assessment administration for courses taught on alternative, year-round, semester or trimester schedules. LEAs shall assess students at the point in the course where students have had approximately the same amount of instructional time as students on a traditional full year schedule. LEAs with alternative scheduling shall provide course level test administration schedule(s) to the USOE before instruction begins for the course.

R277-404-8. Security of Assessment Content.

A. All assessment materials, questions and student

300 responses for required assessments shall be designated
301 protected, consistent with Section 63G-2-305, until released
302 by the USOE.
303 B. A student's individual responses and scores shall be
304 available to the student’s parent(s)/legal guardian(s)
305 consistent with the federal Family Educational Rights and
306 Privacy Act (FERPA),20 USC, Sec. 1232g; 34 CFR Part 99.
307 C. Each LEA shall ensure that all assessment content is
308 secured so that only authorized personnel have access and that
309 assessment materials are returned to USOE following testing,
310 as required by the USOE. Individual educators shall not
311 retain test materials, in either paper or electronic form, for
312 purposes inconsistent with ethical test administration or
313 beyond the time period allowed for test administration.
314 D. LEA employees and school personnel may not download,
315 copy or in any way reproduce protected assessment content
316 without the express permission of the USOE and employing LEA.

317 **R277-404-9. Data Exchanges.**
318 A. The USOE IT Section shall communicate regularly with
319 LEAs regarding required formats for electronic submission of
320 required data.
321 B. LEAs shall update UTREx data using the processes and
322 according to schedule(s) determined by the USOE.
323 C. LEAs shall ensure that any computer software for
324 maintaining or submitting LEA data is compatible with data
325 reporting requirements as determined in R277-484.
326 D. The USOE shall provide directions to all LEAs
327 detailing the data exchange requirements for each assessment.
328 E. Each LEA shall verify that all the requirements of the
329 USOE-provided directions have been satisfied.
330 F. Consistent with Utah law, the USOE shall return
331 assessment results from all required assessments to the school
332 before the end of the school year.

G. Each LEA shall check all assessment results for each school within the LEA and for the LEA as a whole, verify their accuracy with the USOE, and certify that they are prepared for publication within two weeks of receipt of the data. Except in compelling circumstances, as determined by the USOE, no changes shall be made to LEA data after this two week period. Compelling circumstances may include:

(1) a natural disaster or other catastrophic occurrence, such as a school fire or flood, that precludes timely review of data; and

(2) resolution of a professional practices issue that may impede reporting of the data.

H. LEAs shall not release data publicly until authorized to do so by the USOE.

R277-404-10. Crisis Indicators in State Assessments.

A. Students participating in state assessments may reveal intentions to harm themselves or others, that a student is at risk of harm from others, or may reveal other indicators that the student is in a crisis situation.

B. If a student’s response comes to the attention of USOE assessment staff, the USOE shall notify the school principal, counselor or other LEA personnel who USOE staff determines has legitimate educational interests, whenever the USOE identifies and determines, in its sole discretion, that a student response indicates the student may be in a crisis situation.

C. As soon as practicable, the school district superintendent/charter school director, or designee shall be given the name of the individual contacted at the school regarding a student's potential crisis situation.

D. The USOE shall provide the school and district with a copy of the relevant student response.

E. Using their professional judgment, school personnel contacted by USOE shall notify the student's parent, guardian

or law enforcement of the student's expressed intentions as soon as practical under the circumstances.

F. The student response provided by USOE shall not be part of the student's record and the school shall destroy any copies of the student response once the school or district personnel involved in resolution of the matter determine the student response is no longer necessary.

G. School personnel who contact a parent, guardian or law enforcement agency in response to the USOE's notification of potential harm shall provide the USOE with the name of the person contacted and the date of the contact within three business days from the date of contact.

KEY: assessment, student achievement

Date of Enactment or Last Substantive Amendment: [~~September 22, 2011~~]2013

Notice of Continuation: 2013

Authorizing, and Implemented or Interpreted Law: Art X Sec 3; 53A-1-603 through 53A-1-611; 53A-1-401(3)

R277. Education, Administration.

R277-705. Secondary School Completion and Diplomas.

R277-705-1. Definitions.

[~~A. "Accredited" means evaluated and approved under the Standards for Accreditation of the Northwest Accreditation Commission or the accreditation standards of the Board, available from the Utah State Office of Education Accreditation Specialist~~]

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

B. "Board" means the Utah State Board of Education.

[~~C. "Cut score" means the minimum score a student must attain for each subtest to pass the UBSCT.~~]

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

[~~E~~]D. "Diploma" means an official document awarded by an LEA consistent with state and LEA graduation requirements and the provisions of this rule.

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

[~~G~~]F. "LEA" means a local education agency, including local school boards/public school districts and schools, and charter schools.

[~~H~~]G. "Military child or children" means a K-12 public education student whose parent(s) or legal guardian(s) satisfies the definition of Section 53A-11-1401.

[~~I~~]H. "Secondary school" means grades 7-12 in whatever

kind of school the grade levels exist. Grade 6 may be considered a secondary grade for some purposes.

[~~J~~]I. "Section 504 [~~P~~]plan" means a written statement of reasonable accommodations for a student with a qualifying disability that is developed, reviewed, and revised in accordance with Section 504 of the Rehabilitation Act of 1973.

[~~K~~]J. "Special purpose schools" means schools designated by regional accrediting agencies, such as [~~the Northwest Accreditation Commission~~]AdvancED Northwest. These schools typically serve a specific population such as students with disabilities, youth in custody, or schools with specific curricular emphasis. Their courses and curricula are designed to serve their specific populations and may be modified from traditional programs.

[~~L~~]K. "Supplemental education provider" means a private school or educational service provider which may or may not be accredited, that provides courses or services similar to public school courses/classes.

[~~M~~]L. "Transcript" means an official document or record(s) generated by one or several schools which includes, at a minimum: the courses in which a secondary student was enrolled, grades and units of credit earned, [~~UBSCT scores and dates of testing, if applicable,~~]citizenship and attendance records. The transcript is usually one part of the student's permanent or cumulative file which also may include birth certificate, immunization records and other information as determined by the school in possession of the record.

[~~N~~]M. "Unit of credit" means credit awarded for courses taken consistent with this rule or upon LEA authorization or for mastery demonstrated by approved methods.

[~~O. "Utah Basic Skills Competency Test (UBSCT)" means a test to be administered to Utah students beginning in the tenth grade (suspended through at least the 2011-2012 school year) to include at a minimum components on English, language~~

~~arts, reading and mathematics. Utah students shall satisfy the requirements of the UBSCT in addition to state and LEA graduation requirements prior to receiving a high school diploma indicating a passing score on all UBSCT subtests, for applicable school years. (UBSCT requirements are suspended through at least the 2011-2012 school year).~~

~~P. "UBSCT Advisory Committee" means a committee that is advisory to the Board with membership appointed by the Board, including appropriate representation of special populations from the following:~~

~~(1) parents;~~

~~(2) high school principal(s);~~

~~(3) high school teacher(s);~~

~~(4) school district superintendent(s);~~

~~(5) Coalition of Minorities Advisory Committee;~~

~~(6) Utah State Office of Education staff;~~

~~(7) local school board(s);~~

~~(8) higher education.~~

~~(UBSCT requirements are suspended through at least the 2011-2012 school year).~~]

R277-705-2. Authority and Purpose.

A. This rule is authorized by Article X, Section 3 of the Utah Constitution, which places general control and supervision of the public schools under the Board; Section 53A-1-402(1)(b) and (c) which direct the Board to make rules regarding competency levels, graduation requirements, curriculum, and instruction requirements; and Section 53A-1-401(3) which allows the Board to adopt rules in accordance with its responsibilities.

B. The purpose of this rule is to provide consistent definitions, provide alternative methods for students to earn and schools to award credit, and to provide rules and procedures for the assessment of all students as required by

law.

R277-705-3. Required LEA Policy Explaining Student Credit.

A. All Utah LEAs shall have a policy, approved in an open meeting by the governing board, explaining the process and standards for acceptance and reciprocity of credits earned by students in accordance with Utah state law. Policies shall provide for specific and adequate notice to students and parents of all policy requirements and limitations.

B. LEAs shall adhere to the following standards for credits or coursework from schools, supplemental education providers accredited by the Northwest Accreditation Commission, and accredited distance learning schools:

(1) Public schools shall accept credits and grades awarded to students from schools or providers accredited by the Northwest Accreditation Commission or approved by the Board without alteration.

(2) LEA policies may establish reasonable timelines and may require adequate and timely documentation of authenticity for credits and grades submitted.

C. LEA policies shall provide various methods for students to earn credit from non-accredited sources, course work or education providers. Methods, as designated by the LEA may include:

(1) Satisfaction of coursework by demonstrated competency, as evaluated at the LEA level;

(2) Assessment as proctored and determined at the school or school level;

(3) Review of student work or projects by LEA administrators; and

(4) Satisfaction of electronic or correspondence coursework, as approved at the LEA level.

D. LEAs may require documentation of compliance with Section 53A-11-102 prior to reviewing student home school or

competency work, assessment or materials.

E. LEA policies for participation in extracurricular activities, awards, recognitions, and enhanced diplomas may be determined locally consistent with the law and this rule.

F. An LEA has the final decision-making authority for the awarding of credit and grades from non-accredited sources consistent with state law, due process, and this rule.

R277-705-4. Diplomas and Certificates of Completion.

A. LEAs shall award diplomas and certificates of completion.

[~~B. Differentiated diplomas that reference the UBSCT before the 2010-2011 school year and after the 2012-2013 school year shall include:~~

~~(1) a high school diploma indicating on the diploma that a student successfully completed all state and LEA course requirements for graduation and passed all subtests of the UBSCT.~~

~~(2) a high school diploma indicating on the diploma that a student did not receive a passing score on all UBSCT subtests; the student shall have:~~

~~(a) met all state and LEA course requirements for graduation; and~~

~~(b) beginning with the graduating class of 2007, participated in UBSCT remediation consistent with LEA policies and opportunities; and~~

~~(c) provided documentation of at least three attempts to take and pass all subtests of the UBSCT unless the student took all subtests of the UBSCT offered while the student was enrolled in Utah schools. (UBSCT requirements are suspended through at least the 2011-2012 school year).~~]

[~~C~~]B. LEAs shall establish criteria for students to earn a certificate of completion that may be awarded to students who have completed their senior year, are exiting the school

system, and have not met all state or LEA requirements for a diploma.

R277-705-5. Students with Disabilities.

A. A student with disabilities served by special education programs shall satisfy high school completion or graduation criteria, consistent with state and federal law and the student's IEP.

B. A student may be awarded a certificate of completion [~~or a differentiated diploma,~~]consistent with state and federal law and the student's IEP or Section 504 Plan.

R277-705-6. Adult Education Students.

[~~A. Students who are officially enrolled in a school district as adult education students shall not be required to have attempted or passed the UBSCT in order to qualify for an adult education diploma.~~]

[~~B~~]A. Adult education students are eligible only for an adult education secondary diploma.

[~~C~~]B. An adult education diplomas cannot be upgraded or changed to traditional, high school-specific diplomas.

[~~D~~]C. School districts shall establish policies:

(1) allowing or disallowing adult education student participation in graduation activities or ceremonies.

(2) establishing timelines and criteria for satisfying adult education graduation/diploma requirements.

[~~**R277-705-7. Utah Basic Skills Competency Testing Requirements and Procedures. (Suspended through at least the 2011-2012 school year consistent with Section 53A-1-611(6)(b))**~~

~~A. All Utah public school students shall participate in Utah Basic Skills Competency testing, unless exempted consistent with R277-705-11, and unless alternate assessment is designated in accordance with federal law or regulations or~~

~~state law.~~

~~B. Timeline:~~

~~(1) Beginning with students in the graduating class of 2006, UBSCT requirements shall apply.~~

~~(2) No student may take any subtest of the UBSCT before the tenth grade year.~~

~~(3) Tenth graders should first take the test in the second half of their tenth grade year.~~

~~(4) Exceptions may be made to this timeline with documentation of compelling circumstances and upon review by the school principal and Utah State Office of Education assessment staff.~~

~~C. UBSCT components, scoring and consequences:~~

~~(1) UBSCT consists of subtests in reading, writing and mathematics.~~

~~(2) Students who reach the established cut score for any subtest in any administration of the assessment have passed that subtest.~~

~~(3) Students shall pass all subtests to qualify for a high school diploma indicating a passing score on all UBSCT subtests unless they qualify under one of the exceptions of state law or this rule such as R277-705-7D.~~

~~(4) Students who do not reach the established cut score for any subtest shall have multiple additional opportunities to retake the subtest.~~

~~(5) Students who have not passed all subtests of the UBSCT by the end of their senior year may receive a diploma indicating that a student did not receive a passing score on all UBSCT subtests or a certificate of completion.~~

~~(6) Specific testing dates shall be calendared and published at least two years in advance by the Board.~~

~~D. Reciprocity and new seniors:~~

~~(1) Students who transfer from out of state to a Utah high school after the tenth grade year may be granted~~

~~reciprocity for high school graduation exams taken and passed in other states or countries based on criteria set by the Board and applied by the local board.~~

~~(2) Students for whom reciprocity is not granted and students from other states or countries that do not have high school graduation exams shall be required to pass the UBSCT before receiving a high school diploma indicating a passing score on all UBSCT subtests if they enter the system before the final administration of the test in the student's senior year.~~

~~(3) The UBSCT Advisory Committee following review of applicable documentation shall recommend to the Board the type of diploma that a student entering a Utah high school in the student's senior year after the final administration of the UBSCT may receive.~~

~~E. Testing eligibility:~~

~~(1) Building principals shall certify that all students taking the test in any administration are qualified to be tested.~~

~~(2) Students are qualified if they:~~

~~(a) are enrolled in tenth grade, eleventh, or twelfth grade (or equivalent designation in adult education) in a Utah public school program; or~~

~~(b) are enrolled in a Utah private/parochial school (with documentation) and are least 15 years old or enrolled at the appropriate grade level; or~~

~~(c) are home schooled (with documentation required under Section 53A-11-102) and are at least 15 years old; and~~

~~(3) Students eligible for accommodations, assistive devices, or other special conditions during testing shall submit appropriate documentation at the test site.~~

~~F. Testing procedures:~~

~~(1) Three subtests make up the UBSCT: reading, writing, and mathematics. Each subtest may be given on a separate day.~~

~~(2) The same subtest shall be given to all students on the same day, as established by the Board.~~

~~(3) All sections of a subtest shall be completed in a single day.~~

~~(4) Subtests are not timed. Students shall be given the time necessary within the designated test day to attempt to answer every question on each section of the subtest.~~

~~(5) Makeup opportunities shall be provided to students for the UBSCT according to the following:~~

~~(a) Students shall be allowed to participate in makeup tests if they were not present for the entire UBSCT or subtest(s) of the UBSCT.~~

~~(b) LEAs shall determine acceptable reasons for student makeup eligibility which may include absence due to illness, absence due to family emergency, or absence due to death of family member or close friend.~~

~~(c) LEAs shall provide a makeup window not to exceed five school days immediately following the last day of each administration of the UBSCT.~~

~~(d) LEAs shall determine and notify parents in an appropriate and timely manner of dates, times, and sites of makeup opportunities for the UBSCT.~~

~~(6) Arrangements for extraordinary circumstances or exceptions to R277-705-5 shall be reviewed and decided by the UBSCT Advisory Committee on a case-by-case basis consistent with the purposes of this rule and enabling legislation.~~

~~(7) LEAs shall allow appropriate exams to substitute for UBSCT attempts or successful completion of UBSCT for military children consistent with Section 53A-11-1404(2).~~

~~(8) The graduating classes of 2011, 2012, 2013, and 2014 shall be exempt from the UBSCT requirement of Sections 53A-1-603(1)(b) and 53A-11-1404.~~

~~**R277-705-8. Security and Accountability.**~~

~~A. Building principals shall be responsible to secure and return completed tests consistent with Utah State Office of Education timelines.~~

~~B. LEAs testing directors shall account for all materials used, unused and returned.~~

~~C. Results shall be returned to students and parents/guardians no later than eight weeks following the administration of each test.~~

~~D. Appeals for failure to pass the UBSCT due to extraordinary circumstances:~~

~~(1) If a student or parent has good reason to believe, including documentation, that a testing irregularity or inaccuracy in scoring prevented a student from passing the UBSCT, the student or parent may appeal to the local board within 60 days of receipt of the test results.~~

~~(2) The local board shall consider the appeal and render a decision in a timely manner.~~

~~(3) The parent or student may appeal the local board's decision through the UBSCT Advisory Committee, under rules adopted by the Board.~~

~~(4) Appeals under this section are limited to the criteria of R277-705-8D(1).~~

~~**R277-705-9. Differentiated Diplomas and Certificates of Completion.**~~

~~A. Local boards of education and local charter boards may issue differentiated diplomas.~~

~~B. The requirement for differentiated diplomas under the UBSCT shall be suspended through at least the 2011-2012 school year.~~

~~C. As provided under Section 53A-1-611(2)(d), LEAs shall designate in express language at least the following types of diplomas or certificates:~~

~~(1) High School Diploma indicating a passing score on all~~

~~UBSCT subtests.~~

~~(2) High School Diploma indicating that a student did not receive a passing score on all UBSCT subtests.~~

~~(3) Certificate of Completion.~~

~~(4) High school diploma indicating student achievement on assessments for LEAs exempted from UBSCT consistent with R277-705-11.~~

~~D. The designation of a differentiated diploma may be made on the face of the diploma or certificate of completion provided to students.~~]

R277-705-[~~10~~]7. Student Rights and Responsibilities Related to Graduation, Transcripts and Receipt of Diplomas.

A. LEAs shall supervise the granting of credit and awarding of diplomas, but may delegate the responsibility to schools within the LEA.

B. An LEA may determine criteria for a student's participation in graduation activities, honors, and exercises, independent of a student's receipt of a diploma or certificate of completion.

C. Diplomas or certificates, credit or unofficial transcripts may not be withheld from students for nonpayment of school fees.

D. LEAs shall establish consistent timelines for all students for completion of graduation requirements. Timelines shall be consistent with state law and this rule.

E. LEAs shall work with enrolled military children to evaluate the students’ coursework or to assist students in completing coursework to allow military children to graduate with the students’ age-appropriate graduating class consistent with Section 53A-11-1404.

F. Consistent with Section 53A-11-1404(3), if a Utah school is unable to facilitate a military child’s receipt of diploma by evaluating coursework in Utah schools and previous

366 schools attended, the Utah school shall contact the military
367 child's previous local education agency and aid, to the extent
368 possible, the receipt of a diploma.
369 G. Graduation requirements are not retroactive.

370 **KEY: curricula**
371 **Date of Enactment or Last Substantive Amendment: [~~August 8,~~**
372 **~~2011~~]2013**
373 **Notice of Continuation: [~~February 2, 2012~~]2013**
374 **Authorizing, and Implemented or Interpreted Law: Art X Sec 3;**
375 **53A-1-402(1)(b);[~~ 53A-1-603 through 53A-1-611;~~] 53A-1-401(3)**

REPEAL IN ITS ENTIRETY

[~~**R277. Education, Administration.**~~
~~**R277-402. Online Testing.**~~
~~**R277-402-1. Definitions.**~~

~~A. "Board" means the Utah State Board of Education.~~

~~B. "Formative assessment" means an activity, such as questioning, observation, interview and assessment, engaged in by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes.~~

~~C. "Intent to implement a uniform online summative test system" as used in 53A-1-708(4) means the commitment by the USOE to provide a consistent statewide process for school districts/charter schools to administer 100 percent of CRT U-PASS-required assessments. This includes the willingness of school districts/charter schools to provide documentation of preparatory activities and of actual test-taking by students.~~

~~D. "Online formative assessment system" means a system coordinated by the USOE for the online delivery of formative assessments that can be created by teachers, school districts/charter schools, or the USOE. One part of the system is the Utah Test Item Pool Service (UTIPS).~~

~~E. "Summative tests" means tests administered near the end of a course to assess overall achievement of course goals.~~

~~F. "Uniform online summative test system" means a statewide process coordinated by the USOE for the online delivery of summative tests required under U-PASS.~~

~~G. "Utah Performance Assessment System for Students (U-PASS)" means:~~

~~(1) criterion-referenced achievement testing of students in all grade levels in:~~

~~(a) language arts (grades 3-11);~~

~~(b) mathematics (grades 3-7) and pre-algebra, elementary Algebra 1, Algebra 2 and geometry;~~

~~(c) science (grades 4-8) and earth systems, biology, chemistry, and physics; and~~

~~(2) an online direct writing assessment in grades 5 and 8;~~

~~(3) a tenth grade basic skills competency test as detailed in Section 53A-1-611 (suspended through at least the 2011-2012 school year); and~~

~~(4) the use of student behavior indicators in assessing student performance.~~

~~(5) The U-PASS Performance Report is suspended through at least the 2011-2012 school year.~~

~~H. "USOE" means Utah State Office of Education.~~

~~I. "USOE item pool" means all test items developed for or by USOE which are intended to support the instruction of the Utah curriculum for Utah K-12 teachers and students.~~

~~J. "Utah Test Item Pool Service (UTIPS)" means a system which includes the USOE item pool, all copyrights, logos, the UTIPS website and domain name, all copyrighted materials, and all other items and equipment used to provide and enhance the USOE item pool.~~

~~K. "UTIPS Steering Committee" means a committee formed to~~

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~~govern, support, develop and administer UTIPS. The committee is comprised of the elected co-chairs of the UTIPS User's Group and the UTIPS Operators' Group, the USOE Assessment Director, the USOE Computer Based Assessments Specialist, the USOE Curriculum Director, and one at-large member.~~

~~**R277-402-2. Authority and Purpose.**~~

~~A. This rule is authorized by Utah constitution Article X, Section 3 which vests general control and supervision of public education in the Board, Section 53A-1-708(5) which directs the Board to specify procedures and accountability for online summative testing by school districts/charter schools consistent with existing U-PASS requirements, and Section 53A-1-401(3) which allows the Board to adopt rules in accordance with its responsibilities.~~

~~B. The purpose of this rule is to provide additional definitions and a timeline for expeditious implementation of an educational technology infrastructure for school districts/charter schools to use to satisfy U-PASS requirements through an online testing system.~~

~~C. The purpose of this rule is also to provide the requirements for school districts'/charter schools' use of UTIPS.~~

~~**R277-402-3. Application and Award Procedures.**~~

~~A. Online testing funds shall be distributed to school districts/charter schools consistent with Section 53A-1-708.~~

~~B. The USOE shall provide non-competitive applications to school districts/charter schools for a twenty-five percent base and seventy-five percent per pupil distribution of funds. For the purpose of this funding, all charter schools are considered collectively for the twenty-five percent base.~~

~~(1) Applications shall express the intent of the school district/charter school to build educational technology infrastructure and capacity to participate in online testing consistent with Section 53A-1-708.~~

~~(2) Applications shall provide a plan for online CRT testing implementation including:~~

~~(a) names of participating schools within the school district and participating charter schools;~~

~~(b) which CRTs will be assessed online;~~

~~(c) number of students who will participate in the online administration of each CRT; and~~

~~(d) dates of tests and numbers of students who will participate in the online testing for each year of the school district's/charter school's online testing phase-in plan.~~

~~(3) Applications shall provide an evaluation or accountability process for determining and documenting the effectiveness of the online testing phase-in plan.~~

~~(4) Application budget shall be consistent with the school district/charter school Consolidated Utah Student Achievement Plan (CUSAP) and educational technology plan.~~

~~C. The USOE shall implement and maintain at least one online formative assessment system. School districts/charter schools may~~

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~~access the USOE item pool through regional servers and receive updates to the USOE item pool only consistent with the following conditions:~~

~~(1) use of the version of software supported by the UTIPS Steering Committee and available through the UTIPS Operator's Group;~~

~~(2) participating in both the UTIPS Operators' Group and User group;~~

~~(3) posting of the USOE item pool copyright on their login website;~~

~~(4) providing monthly and annual statistics, as determined by the UTIPS Steering Committee to the USOE; and~~

~~(5) providing feedback to the USOE regarding item quality and the schools' need for additional items.~~

~~D. Regional servers and school districts/charter schools that do not act consistent with conditions under R277-402-3C shall not receive access to the USOE item pool.~~

~~**R277-402-4. Distribution of Funds.**~~

~~A. Twenty-five percent of the funds shall be distributed equally to school districts/charter schools that provide applications required under R277-402-3. Seventy-five percent of the funds appropriated by the Legislature in Section 53A-1-708 shall be distributed to school districts/charter schools on a per pupil basis that provide applications required under R277-402-3.~~

~~B. Per pupil amounts shall be derived from October student counts of applicants.~~

~~C. The USOE shall work with applicants, to the extent of resources available, to improve the applications for funding.~~

~~D. Each school district/charter school plan shall be approved by the USOE prior to the school district/charter school receiving funding under this rule.~~

~~E. School districts/charter schools accepting funding under this rule shall ensure compliance with the requirements of this rule.~~

~~**R277-402-5. Timelines.**~~

~~A. School districts/charter schools shall submit the plan required under R277-402-3B(2) to the USOE.~~

~~B. Applications shall be available from the USOE for funds under this rule.~~

~~C. School districts/charter schools shall provide an evaluation of planning or preparation for the use of online testing and an assessment of the actual online testing process as directed by the USOE.~~

~~D. Schools that do not provide timely, complete and accurate evaluations may not be considered for continued funding under this rule.~~

~~**KEY: online testing**~~
~~**Date of Enactment or Last Substantive Amendment: August 9, 2010**~~
~~**Authorizing, and Implemented or Interpreted Law: Art X Sec 3;**~~

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~~53A-1-708(5); 53A-1-401(3)~~]

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[~~**R277. Education, Administration.**~~
~~**R277-405. Requirements for Assessment Pilot Programs.**~~
~~**R277-405-1. Definitions.**~~

~~A. "Adaptive testing" means assessments administered to assess a student's achievement. The assessments are administered online to measure the full range of student ability by adapting to each student's responses, selecting more difficult questions when a student answers correctly and less difficult questions when a student answers incorrectly.~~

~~B. "Board" means the Utah State Board of Education.~~

~~C. "EXPLORE, PLAN, ACT System (EPAS)" means assessments that are aligned to college and career ready common core standards for grades 8, 10 and 11.~~

~~D. "Large school district" means a public school district with a student enrollment greater than 29,000 students based on the October 1, 2010 enrollment count.~~

~~E. "LEA" means local education agency, including local school boards/public school districts and schools, and charter schools.~~

~~F. "Online writing" means an online test to measure writing performance.~~

~~G. "U-PASS testing requirements" as defined in Section 53A-1-602, include Criterion-Referenced tests (CRT) or Adaptive tests, Utah Basic Skills Competency Test and Direct Writing Assessment (DWA).~~

~~**R277-405-2. Authority and Purpose.**~~

~~A. This rule is authorized by Utah Constitution Article X, Section 3 which vests general control and supervision of public education in the Board, Sections 53A-1-603 through 53A-1-611 which direct the Board to adopt rules for the conduct and administration of U-PASS, Section 53A-1-708(5) which directs the Board to make rules establishing procedures for applying for and awarding grants, and Section 53A-1-401(3) which allows the Board to adopt rules in accordance with its responsibilities.~~

~~B. The purpose of this rule is to provide consistent definitions and to provide standards and procedures for a Board developed and directed pilot assessment system for identified students as required by state law and consistent with federal law.~~

~~**R277-405-3. K-12 Assessment Pilot Program.**~~

~~A. The Board may exempt an LEA from U-PASS testing requirements if an LEA pilots an assessment system that incorporates:~~

~~(1) online classroom-based assessment that utilizes adaptive testing in all grades;~~

~~(2) online writing assessment in grades 4 through 12; or~~

~~(3) assessments administered in grades 8, 10, and 11 to determine readiness for postsecondary education.~~

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~~B. The pilot assessment system is subject to an accountability plan and high school graduation standards that are based on the assessment system described in the Utah Code and as developed and adopted by the Board.~~

~~C. The K-12 Pilot Program shall extend until July 1, 2015.~~

~~**R277-405-4. High School Assessment Pilot Program.**~~

~~A. The Board shall implement the High School Assessment Pilot Program consistent with Section 53A-1-603(7) to allow LEAs to:~~

~~(1) administer the EPAS System (EXPLORE, PLAN and ACT) to secondary students for the 2010-11 and 2011-12 schools years; or~~

~~(2) administer a computer adaptive testing of basic skills, or both the EPAS and computer adaptive testing.~~

~~B. The High School Assessment Pilot Program shall extend until July 1, 2012.~~

~~C. The Board shall develop an application for LEAs choosing to participate in the High School Assessment Pilot Program.~~

~~D. The Board shall re-direct the money saved by not administering the UBSCT to fund implementation of the High School Assessment Pilot Program.~~

~~E. LEAs participating in the High School Assessment Pilot Program shall assure:~~

~~(1) the LEA will continue required CRT or summative adaptive testing;~~

~~(2) full participation and cooperation with evaluators and Board staff in implementing the High School Assessment Pilot Program;~~

~~(3) the local board or governing board has fully endorsed the LEA's participation in a public meeting; and~~

~~(4) the LEA agrees to provide participation data and results to the Board or the Utah State Legislature, or both, as a requirement of the High School Assessment Pilot Program.~~

~~**R277-405-5. Pilot Assessment to Large School Districts for Online Delivery of U-PASS Tests.**~~

~~A. Large school districts may submit an application for funds for online delivery of U-PASS.~~

~~B. Applicants shall provide the following:~~

~~(1) names of participating schools within the school district;~~

~~(2) U-PASS assessments that will be provided online;~~

~~(3) a budget for implementing online testing involving all students and all online assessments throughout the school district in the 2011-2012 school year;~~

~~(4) an assurance from the applicant that online testing shall be implemented at 100 percent of students and assessments during the pilot period; and~~

~~(5) a proposed evaluation for the pilot program.~~

~~C. Pilot online assessment funds may be used for the~~

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~~following:~~

~~(1) computer equipment and peripherals, including electronic data capture devices designed for electronic test administration and scoring;~~

~~(2) software;~~

~~(3) networking equipment;~~

~~(4) upgrades of existing equipment or software;~~

~~(5) upgrades of existing physical plant facilities;~~

~~(6) online adaptive assessments approved for U-PASS testing; and~~

~~(7) personnel to provide technical support, coordination, management, and professional development (combined expenditures shall not exceed 10 percent of the funds allotted to a school district).~~

~~D. Large school district applicants for the online pilot assessment shall be selected for participation only if applicants have fully complied with student assessment Board rules and requirements.~~

~~E. Applications shall be provided by the Utah State Office of Education by May 15, 2011 and school districts shall submit completed applications to the USOE by June 15, 2011.~~

~~F. Funds shall be distributed to selected school districts based on a per pupil basis and proposed budgets.~~

~~**KEY: assessment, pilot programs**~~

~~**Date of Enactment or Last Substantive Amendment: August 8, 2011**~~

~~**Authorizing, and Implemented or Interpreted Law: Art X Sec 3; 53A-1-603 through 53A-1-611; 53A-1-401(3)**~~**]**

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[~~**R277. Education, Administration.**~~
~~**R277-473. Testing Procedures.**~~
~~**R277-473-1. Definitions.**~~

~~A. “Board” means the Utah State Board of Education.~~

~~B. “Computer Based Testing System (CBT system)” means the USOE designated technology system utilized to deliver U-PASS assessments to students online.~~

~~C. “Criterion Reference Test (CRT)” means a test to measure performance against a specific standard. The meaning of the scores is not tied to the performance of other students.~~

~~D. “Days” for purposes of this rule means calendar days unless specifically designated otherwise in this rule.~~

~~E. “Direct Writing Assessment (DWA)” means a USOE-designated online test to measure writing performance for students in grades five and eight.~~

~~F.“IT” means the USOE Information Technology section.~~

~~G. “Last day of school” means the last day classes are held in each school district/charter school.~~

~~H. “Midpoint of the school year” means on or before February 15 of the school year.~~

~~I. “National Assessment of Education Progress (NAEP)” is the national achievement assessment administered by the United States Department of Education to measure and track student academic progress.~~

~~J. “Protected test materials” means consumable and nonconsumable test booklets, electronic test materials delivered and available through the USOE CBT system, test questions (items), directions for administering the assessments and supplementary assessment materials designated as protected test materials by the USOE. Protected test materials shall be used for authorized state testing only and shall be secured where they can be accessed by authorized personnel only.~~

~~K. “Raw test results” means number correct out of number possible, without scores being equated and scaled.~~

~~L. “Standardized tests” means tests required, consistent with R277-404-3 to be administered to all students in identified subjects at the specified grade levels.~~

~~M. “Utah Academic Proficiency Assessment (UALPA)” means a USOE-designated test to determine the academic proficiency and progress of English Language Learner students.~~

~~N. “Utah Alternative Assessment (UAA)” means a USOE-designated test to assess the achievement or progress of students with severe cognitive disabilities.~~

~~O. “Utah Basic Skills Competency Test (UBSCT)” means a USOE-designated test to be administered to Utah students beginning in the tenth grade (suspended through at least the 2011-2012 school year) to include components in reading, writing, and mathematics. Utah students shall satisfy the requirements of the UBSCT, in addition to state and school district/charter school graduation requirements, prior to receiving a high school diploma that indicates a passing score on all UBSCT subtests unless exempted consistent with R277-705-11.~~

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~~P. "USOE" means the Utah State Office of Education.~~

~~**R277-473-2. Authority and Purpose.**~~

~~A. This rule is authorized by Utah Constitution Article X, Section 3 which vests general control and supervision of public education in the Board, Section 53A-1-603(3) which directs the Board to adopt rules for the conduct and administration of the testing programs and Section 53A-1-401(3) which permits the Board to adopt rules in accordance with its responsibilities.~~

~~B. The purpose of this rule is to provide specific standards and procedures by which school districts/charter schools shall receive, manage and administer standardized tests and related student data and materials.~~

~~**R277-473-3. Time Periods for Administering and Returning Materials.**~~

~~A. School districts/charter schools shall administer assessments required under R277-404-3, and consistent with the following schedule:~~

~~(1) All CRTs and UAAs (elementary and secondary, English language arts, math, science) shall be administered in a six week window beginning six weeks before the last Monday of the end of the course.~~

~~(2) The Utah Basic Skills Competency Test shall be administered Tuesday, Wednesday, and Thursday of the first week of February and Tuesday, Wednesday, and Thursday of the third week of October. (UBSCT requirements are suspended through at least the 2011-2012 school year).~~

~~(3) The fifth and eighth grade Direct Writing Assessment shall be administered in a three week window beginning at least 14 weeks prior to the last day of school.~~

~~(4) The UALPA shall be administered to all English Language Learner students identified as Level 1 Entering, Level 2 Beginning, Level 3 Developing, Level 4 Expanding, or enrolled for the first time in the school district at any time during the school year. The test shall be administered once a year to show progress.~~

~~(5) Pre-post kindergarten assessment for kindergarten-age students as determined by the LEA during testing windows determined by the LEA.~~

~~(6) One benchmark reading assessment specifically and solely determined by the USOE for 1st, 2nd, and 3rd grade students shall be administered to students in the beginning, midpoint, and end of the school year.~~

~~(7) Third grade summative end of year reading assessment determined specifically and solely by USOE to be administered by LEAs consistent with USOE procedures.~~

~~(8) NAEP tests determined and required annually by the United States Department of Education and administered to students as directed by United States Department of Education.~~

~~B. School districts/charter schools shall submit all paper answer sheets to the IT Section of the USOE for scanning and scoring as follows:~~

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~~(1) School districts/charter schools shall return all answer sheets to the USOE no later than five working days after the last day of the testing window.~~

~~(2) School districts/charter schools shall return UBSCT answer sheets to the USOE no later than three days after the final make-up day. (UBSCT requirements are suspended through at least the 2011-2012 school year).~~

~~C. School districts/charter schools shall submit all electronic responses according to USOE established procedures.~~

~~D. When determining the date of CRT testing, schools on trimester schedules shall schedule the CRT testing at the point in the course where students have had approximately the same amount of instructional time as students on a traditional semester schedule and provide the schedule to the USOE.~~

~~E. Makeup opportunities shall be provided to students for the Utah Basic Skills Competency Test according to the following:~~

~~(1) Students shall be allowed to participate in makeup tests if they did not participate to any degree in the Utah Basic Skills Competency Test or subtest(s) of the Utah Basic Skills Competency Test.~~

~~(2) School districts/charter schools shall determine acceptable reasons for student makeup eligibility which may include absence due to serious illness, absence due to family emergency, or absence due to death of family member or close friend.~~

~~(3) School districts/charter schools shall provide a makeup window not to exceed five days immediately following the last day of each administration of the Utah Basic Skills Competency Test.~~

~~(4) School districts/charter schools shall determine and notify parents in an appropriate and timely manner of dates, times, and sites of makeup opportunities for the Utah Basic Skills Competency Test. (UBSCT requirements are suspended through at least the 2011-2012 school year).~~

~~**R277-473-4. Security of Testing Materials.**~~

~~A. All test questions and answers for all standardized tests as determined by the USOE shall be designated protected, consistent with Section 63G-2-305(5), until released by the USOE. A student's individual answer sheet or CBT file shall be available to parents under the federal Family Educational Rights and Privacy Act (FERPA), 20 USC, Sec. 1232g; 34 CFR Part 99.~~

~~B. The USOE shall maintain a record of all of the protected test materials sent to the school districts/charter schools.~~

~~C. Each school district/charter school shall maintain a record of all protected test materials sent to each school in the district and charter school, and shall submit the record to USOE upon request.~~

~~D. Each school district/charter school shall ensure that all test materials are secured so only authorized personnel have access, or are returned to USOE following testing as required by the USOE. Individual educators shall not retain test materials, in either paper or electronic form, beyond the time period allowed for test administration.~~

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~~E. Individual schools within a school district and charter schools shall secure or return paper test materials within three working days of the completion of testing. Electronic testing materials shall be secured between administrations of the test, and shall be removed from teacher and student access immediately following the final administration of the test.~~

~~F. The USOE shall ensure that all test materials sent to a school district/charter school are returned as required by USOE, and may periodically audit school districts/charter schools to confirm that test materials are properly accounted for and secured.~~

~~G. School district/charter school employees and school personnel may not copy or in any way reproduce protected test materials without the express permission of the specific test publisher, including the USOE.~~

~~**R277-473-5. Format for Electronic Submission of Data.**~~

~~A. IT shall communicate regularly with school districts/charter schools regarding required formats for electronic submission of any required data.~~

~~B. School districts/charter schools shall ensure that any computer software for maintaining school district/charter school data is compatible with data reporting requirements as determined in R277-484.~~

~~**R277-473-6. Format for Submission of CBT Files, Answer Sheets and Other Materials.**~~

~~A. The USOE shall provide a checklist to each school district/charter school with directions detailing the format in which answer documents, including CBT files, are to be collected, reviewed, and returned to the USOE.~~

~~B. Each school district/charter school shall verify that all the requirements of the testing checklist have been met.~~

~~C. Data may be submitted in batches in cooperation with the assigned IT data technician.~~

~~**R277-473-7. Timing for Return of Results to School Districts/Charter Schools.**~~

~~A. Scanning and scoring shall occur in the order data is received from the school districts/charter schools.~~

~~B. Consistent with Utah law, raw test results from all CRTs shall be returned to the school before the end of the school year.~~

~~C. Each school district/charter school shall check all test results for each school within the district and charter school and for the school district as a whole, verify their accuracy with IT, and certify that they are prepared for publication within two weeks of receipt of the data. Except in compelling circumstances, as determined by the USOE, no changes shall be made to school or school district data after this two week period. Compelling circumstances may include:~~

~~(1) a natural disaster or other catastrophic occurrence (e.g., school fire) that precludes timely review of data; and~~

~~(2) resolution of a professional practices issue that may~~

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~~impede reporting of the data.~~

~~D. School districts/charter schools shall not release data until authorized to do so by the USOE.~~

~~**R277-473-8. USOE and School Responsibilities for Crisis Indicators in State Assessments.**~~

~~A. Students participating in state assessments may reveal intentions to harm themselves or others, that the student is at risk of harm from others, or may reveal other indicators that the student is in a crisis situation.~~

~~B. The USOE shall notify the school principal, counselor or other school or school district personnel who the USOE determines have legitimate educational interests, whenever the USOE determines, in its sole discretion, that a student answer indicates the student may be in a crisis situation.~~

~~C. As soon as practicable, the school district superintendent/charter school director, or designee shall be given the name of the individual contacted at the school regarding a student's potential crisis situation.~~

~~D. The USOE shall provide the school and district with a copy of the relevant written text.~~

~~E. Using their best professional judgment, school personnel contacted by USOE shall notify the student's parent, guardian or law enforcement of the student's expressed intentions as soon as practical under the circumstances.~~

~~F. The text provided by USOE shall not be part of the student's record and the school shall destroy any copies of the text once the school or district personnel involved in resolution of the matter determine the text is no longer necessary. The school principal shall provide notice to the USOE of the date the text is destroyed.~~

~~G. School personnel who contact a parent, guardian or law enforcement agency in response to the USOE's notification of potential harm shall provide the USOE with the name of the person contacted and the date of the contact within three business days from the date of contact.~~

~~**R277-473-9. Standardized Testing Rules and Professional Development Requirements.**~~

~~A. It is the responsibility of all educators to take all reasonable steps to ensure that standardized tests reflect the ability, knowledge, aptitude, or basic skills of each individual student taking standardized tests.~~

~~B. School districts/charter schools shall develop policies and procedures consistent with the law, Board rules for standardized test administration, and the USOE Testing Ethics Policy, and make them available and provide training to all teachers and administrators who administer state tests.~~

~~C. At least once each school year, school districts/charter schools shall provide professional development for all teachers, administrators, and standardized test administrators concerning guidelines and procedures for standardized test administration,~~

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~~including teacher responsibility for test security and proper professional practices.~~

~~D. School district/charter school assessment staff shall use the USOE Testing Ethics Policy in providing training for all test administrators/proctors.~~

~~E. Each and every test administrator/proctor shall individually sign a Testing Ethics signature page provided by the USOE.~~

~~F. All teachers and test administrators shall conduct test preparation, test administration, provide test results, and the return of all protected test materials in strict accordance with the procedures and guidelines specified in test administration manuals, school district/charter school rules and policies, Board rules, USOE Testing Ethics Policy, and state application of federal requirements for funding.~~

~~G. Teachers, administrators, and school personnel shall use assessments specifically required and as directed under R277-404.~~

~~H. Teachers, administrators, and school personnel shall not:~~

~~(1) provide students directly or indirectly with specific questions, answers, or the subject matter of any specific item in any standardized test prior to test administration;~~

~~(2) copy, print, or make any facsimile of protected testing material prior to test administration without express permission of the specific test publisher, including USOE, and school district/charter school administration;~~

~~(3) change, alter, or amend any student answer sheet, including CBT files, or any other standardized test materials at any time in such a way as to alter the student's intended response;~~

~~(4) use any prior form of any standardized test (including pilot test materials) that has not been released by the USOE in test preparation without express permission of the specific test publisher, including USOE, and school district/charter school administration;~~

~~(5) violate any specific test administration procedure specified in the test administration manual, or violate any state or school district/charter school standardized testing policy or procedure, or violate any procedure specified in the USOE Testing Ethics Policy;~~

~~(6) knowingly and intentionally do anything that would inappropriately affect the security, validity, or reliability of standardized test scores of any individual student, class, or school;~~

~~(7) fail to administer a required assessment; and~~

~~(8) submit falsified data.~~

~~I. Violation of any of these rules may subject licensed educators to possible disciplinary action under R277-515, Utah Educator Standards.~~

~~**KEY: educational testing**~~
~~**Date of Enactment or Last Substantive Amendment: August 8, 2011**~~
~~**Notice of Continuation: April 29, 2010**~~
~~**Authorizing, and Implemented or Interpreted Law: Art X Sec 3; 53A-**~~

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~~1-603(3); 53A-1-401(3)~~]

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MEMORANDUM

TO: Members, Utah State Board of Education

FROM: Martell Menlove, Ph.D.
Chief Executive Officer

DATE: June 7, 2013

ACTION: R277-526 *Paraeducator to Teacher Scholarship Program* (Continuation)

Background:
R277-526 *Paraeducator to Teacher Scholarship Program* is continued consistent with the Utah Administrative Rulemaking Act. The rule must be approved for continuation by the Board or it will expire on August 7, 2013. Staff has reviewed R277-526 and determined that the rule continues to be necessary.

Key Points:
This rule continues to be necessary because it provides standards and procedures for distribution of funds to paraeducators seeking to become licensed educators.

Anticipated Action:
It is proposed that the Instruction, Assessment and Technology Committee consider approving R277-526 for continuation on first reading, and if approved by the Committee, the Board consider approving the rule for continuation on second reading.

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R277. Education, Administration.
R277-526. Paraeducator to Teacher Scholarship Program.
R277-526-1. Definitions.

A. “Board” means the Utah State Board of Education.

B. “Paraeducator” for purposes of this rule means a school employee who:

(1) delivers instruction under the direct supervision of a teacher; and

(2) works in an area where there is a shortage of qualified teachers, such as special education, Title I, English as a Second Language, reading remediation, math, or science.

C. “Paraeducator Scholarship Selection Committee (Committee)” means the committee established by the Board to select scholarship recipients.

D. “Scholarship” for purposes of this rule means funds provided by the Board directly to a paraeducator to pay only for the actual and documented costs for tuition toward an associate's or a bachelor's degree.

E. “USOE” means the Utah State Office of Education.

R277-526-2. Authority and Purpose.

A. This rule is authorized by Utah Constitution Article X, Section 3 which vests general control and supervision of public education in the Board, Section 53A-1-401(3) which permits the Board to adopt rules in accordance with its responsibilities, and Section 53A-6-802(8) which requires the Board to make rules to administer the Paraeducator to Teacher Scholarship Program.

B. The purpose of this rule is to distribute funds to paraeducators seeking to become licensed educators and to establish application and accountability procedures to provide funding to prospective educators directly and fairly.

R277-526-3. Scholarship Amounts and Requirements.

A. A paraeducator stipend awarded under this rule shall be used solely and completely for expenses approved by Section 53A-6-802 and this rule between July 1, 2008 and June 30, 2009.

B. A scholarship recipient shall remain continuously employed, consistent with the employment agreement and Section 53A-6-802(7).

C. A scholarship recipient shall provide documentation of progress toward graduation, as requested by the employer or the Board.

D. A scholarship recipient who does not remain employed for the duration of the scholarship period or who does not satisfactorily complete funded courses may be responsible to reimburse the Board for the amount of scholarship funding.

E. The Committee shall determine funding for applicants from applications received from school districts and charter schools after considering the number of applications received and the amount of funding available.

F. The Committee may develop and consider selection criteria including:

(1) support from the recommending school districts/charter schools; and

(2) geographical distribution of recipients.

R277-526-4. Applicant Scholarships Recipient and School District/Charter School Responsibilities.

A. Scholarship recipients shall be employed for a minimum of 10 hours per week by a public school district or charter school at the time of application for the Paraeducator Scholarship or during the 2008-09 school year.

B. Scholarship applicants shall submit completed applications found on the USOE website or available from the USOE in person or by mail to their employers no later than June 15, 2008.

C. Applicants shall provide information about tuition expenses only on the completed application based on the most recent information available from the Utah institution of higher education to which the applicant has either been admitted or made application.

D. School districts and charter schools shall rank completed applications of qualified paraeducators within the school district or charter school in priority order and submit all applications to the USOE on or before July 1, 2008.

E. Scholarship recipients and school districts/charter schools whose employees receive funding shall cooperate on any assessment required by the Board.

R277-526-5. State Board of Education Staff/Committee Responsibilities.

A. The Board shall establish a Paraeducator Scholarship Selection Committee and working procedures for the Committee consistent with 53A 6-802(4) by May 15, 2008.

B. The Committee shall consist of:

(1) one Board member designated by the Board;

(2) one representative of the Board of Regents designated by the Board of Regents;

(3) one representative of the largest parent/teacher association in the state;

(4) no more than two additional representatives designated by the Board consistent with Section 53A-6-802(4).

C. The Committee shall receive completed and ranked applications from school districts and charter schools consistent with R277-526-4.

D. The Committee shall identify recipients for funding based on criteria of Section 53A-6-802 (4)(d).

E. The Committee shall provide names of scholarship recipients to the Board for review and comment by August 1, annually.

F. The Committee or the Board may require a summary assessment of the increased number of paraeducators who become educators and other program results from participating scholarship recipients, school districts, and charter schools.

KEY: paraeducator, scholarship
Date of Enactment or Last Substantive Amendment: August 7, 2008
Notice of Continuation: 2013
Authorizing, and Implemented or Interpreted Law: Art X Sec 3; 53A-1-401(3); 53A-6-802(8)

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MEMORANDUM

TO: Members, Utah State Board of Education

FROM: Martell Menlove, Ph.D.
Chief Executive Officer

DATE: June 7, 2013

ACTION: R277-726 *Statewide Online Education Program*
(Amendment and Continuation)

Background:

1. Legislation (UCA 53A-15-1201 et seq.) created the Statewide Online Education Program in 2011to enable students to earn high school graduation credit through the completion of online courses offered by charter schools or district schools and programs created exclusively for the purpose of serving students online. Eligibility standards in statute (UCA 53A-15-1202) expand on July 1, 2013. Newly-eligible students will include those who attend a private school or home school if students' custodial parents or legal guardians are Utah residents. Additionally, students will be able to take up to 3.0 credits online through this program, with further increases in allowable online credits taken through this program occurring at a rate of one credit per year through 2016-17.
2. In addition to the amendments to R277-726, the rule is recommended for continuation consistent with Board policy for continuation of rules and the Utah Administrative Rulemaking Act.

Key Points:

1. Proposed changes to this rule accommodate expanded eligibility standards, in addition to scheduled increases in the number of allowable online credits taken through this program outside of a primary LEA. Proposed changes allow identification of a School of Record for graduation purposes in the event that a majority of credits are earned outside of a student's primary LEA. Proposed changes also clarify LEA responsibilities under IDEA in Statewide Online Education Programs and courses.
2. This rule continues to be necessary because it provide standards and procedures for participation in the Statewide Online Education Program.

Anticipated Action:

1. It is proposed that the Instruction, Assessment and Technology Committee consider approving R277-726, as amended, on first reading, and if approved, the Board consider approving R277-726 on second reading.
2. It is proposed that the Instruction, Assessment and Technology Committee and Board consider approving R277-726 for continuation on first reading and second reading.

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R277. Education, Administration.

R277-726. Statewide Online Education Program.

R277-726-1. Definitions.

A. “Actively participates” means the student actively participates as defined by the Provider.

B. “Board” means the Utah State Board of Education.

C. “Course completion” means that a student has completed a course with a passing grade and the Provider has transmitted the grade and credit to primary LEA of enrollment.

D. “Course Credit Acknowledgment (CCA)” means the agreement and registration record using the USOE provided Statewide Online Education Program form. The CCA shall be signed by the student, parent, designee of primary school of enrollment and qualified Provider.

E. “Eligible student” means a student enrolled in [~~grades 9-12 in a public school, but~~]a Utah LEA, or a student who attends a private school or home school and whose parent is a resident of Utah. It does not include students enrolled in adult education programs.

F. “Enrollment confirmation” means the student initially registered and actively participated, as defined under R277-726-1A.

G. “Executed CCA” means that all parties have signed the CCA and the CCA has been received by the USOE. Following enrollment confirmation and participation, the USOE directs funds to Provider, consistent with Sections 53A-15-1206, 1206.5 and 1207.

H. “LEA” means a local education agency, including local school boards/public school districts, charter schools, and, for purposes of this rule, the Utah Schools for the Deaf and the Blind.

I. “Online course” means a course of instruction offered through the Statewide Online Education Program.

J. “Online course payment” means the amount withheld from

the student's primary LEA [~~and~~]or otherwise disbursed to the designated Provider out of funds provided for this purpose following satisfaction of the requirements of the law, and as directed in Section 53A-15-1207.

K. "Online course provider (Provider)" means a district school, a charter school or an LEA program created for the purpose of serving Utah students grades 9-12 online.

L. "Parent" means custodial parent/legal guardian that establishes primary school of enrollment for student.

M. "Plan for college and career ready" is a plan for students in grades 7-12 that includes:

(1) all Board and LEA board graduation requirements;

(2) the individual student's specific course plan that will meet graduation requirements and provides a supportive sequence of courses consistent with identified post-secondary training goals;

(3) evidence of parent, student, and school representative involvement annually; and

(4) attainment of approved workplace skill competencies.

[~~L~~]N. "Primary LEA of enrollment" means the LEA in which an eligible student is enrolled for courses other than online courses offered through the Statewide Online Education Program.

[~~M~~]O. "Primary school of enrollment" means a student's school of record, where the student takes the majority of his classes; and the school that maintains the student's cumulative file, enrollment information and transcript.

[~~N. "SEOP" means student education occupation plan as defined in R277-700.~~]

[~~O~~]P. "Statewide assessment" means Criterion-Referenced tests or computer adaptive tests required under R277-404.

[~~P~~]Q. "Statewide Online Education Program (Program)" means courses offered to students under Section 53A-15-1201 through 53A-15-1217.

[~~Q~~]R. “USOE” means the Utah State Office of Education.

[~~R~~]S. “USOE course code” means a code for a designated subject matter course assigned by the USOE.

[~~S~~]T. “Withdrawal from online course” means that a student withdraws or ceases participation in an online course as follows:

(1) within 20 calendar days of the start date of the course, if the student enrolls on or before the start date;

(2) within 20 calendar days of enrolling in a course, if the student enrolls after the start date; or

(3) within 20 calendar days after the start date of the second .5 credit of a 1.0 credit course;

(4) as the result of a student suspension from an online course following adequate documented due process by the Provider.

R277-726-2. Authority and Purpose.

A. This rule is authorized by Utah Constitution Article X, Section 3 which vests general control and supervision of public education in the Board, Section 53A-15-1210 which requires the Board to make rules providing for the administration of statewide assessments to students enrolled in online courses, Section 53A-15-1213 which requires the Board to make rules that establish a course credit acknowledgment form and procedures for completing and submitting the form to the Board, and Section 53A-1-401(3) which permits the Board to adopt rules in accordance with its responsibilities.

B. The purpose of this rule is to define necessary terms, provide and describe a Program registration agreement and provide other requirements for LEAs, the USOE, parents and students, and Providers for Program implementation and accountability.

R277-726-3. Course Credit Acknowledgment (CCA) Process.

A. [~~A student, a student's parent or a Provider~~]Either an online course provider or primary LEA of enrollment may initiate a CCA at the request of a student or a student's parent.

B. A counselor designated by the primary school of enrollment shall review the CCA to ensure consistency with graduation requirements, the student's [~~SEOP~~]plan for college and career ready, the student's Individualized Education [~~Plan~~]Program (IEP), the student's Section 504 plan, or the student's international baccalaureate program, [~~if~~]as applicable. The primary school of enrollment shall return the CCA to the USOE within 72 business hours of USOE notification to LEA.

C. [~~A Provider initiated CCA may be sent directly to the USOE if the course is consistent with the student's SEOP.~~]The primary school of enrollment need not meet with the student or parent and shall be notified of such an enrollment by the USOE.

[~~D. If the student has an IEP or a Section 504 plan, the primary LEA or school of enrollment shall forward the IEP or description of 504 accommodations to the Provider within 72 business hours of receiving notice from the USOE that the Provider has accepted the enrollment request.~~]

[~~E~~]D. The USOE shall develop and administer procedures for facilitation of the CCA that inform all appropriate parties.

R277-726-4. Eligible Student/Parent Rights and Responsibilities.

A. Eligible students may register for up to [~~two Program credits in the 2012-2013 school year~~]the number of Program credits designated in Section 53A-15-1204(2) for designated years; however a student's primary LEA of enrollment or the

Board may allow an eligible student to enroll in additional online courses consistent with Section 53A-15-1204 with documentation from the LEA.

B. A student enrolled in Program course(s) may earn no more credits in a year than the number of credits a student may earn by taking a full course load during the regular school day in the student's primary school of enrollment.

C. Eligible students may register for more[~~ than two~~] online credits in a year than the number of credits a student may earn by taking a full course load during the regular school day if the student's current [~~SEOP~~]plan for college and career ready indicates specifically that the student intends to complete high school graduation requirements and exit high school before the rest of the student's high school cohort and the student's schedule demonstrates progress toward early graduation.

D. Eligible students are expected to complete courses in which they enroll in a timely manner consistent with Section 53A-15-1206. If a student changes his enrollment for any reason, it is the student's/parent's responsibility to notify the Provider immediately.

E. Students should enroll in online courses, or declare an intention to enroll, during the high school course registration period designated by the LEA for regular course registration.

F. A student may alter a course schedule by dropping a traditional course and adding an online course by primary school of enrollment's same established deadline for dropping and adding traditional courses.

G. Notwithstanding this, an underenrolled student may enroll in an online course at any time during a calendar year. If this occurs, the primary school of enrollment may immediately claim the student for the adjusted portion of enrollment.

R277-726-5. LEA Requirements and Responsibilities.

A. A primary school of enrollment shall facilitate student enrollment with any and all eligible Providers selected by eligible students consistent with course credit limits.

B. A primary school of enrollment or a Provider LEA shall use the CCA form, records and processes provided by the USOE for the Program. A school counselor or a Provider shall use a separate form for each course selected by parent/student.

C. A primary school or LEA of enrollment shall provide information about available online courses and programs in registration materials or through other reasonable communication and on the LEA's or school's website or using a link to the USOE's website.

D. A primary school of enrollment shall include a student's online courses in student's enrollment records and, upon course completion, include online course grades and credits on student transcripts.

R277-726-6. State Board of Education (Board) Requirements and Responsibilities.

A. The Board shall develop and provide a website for the Program that provides information required under Section 53A-15-1212 and other information as determined by the Board.

B. The Board shall direct Providers to administer state-designated assessments consistent with R277-404 and R277-473 for identified courses using LEA-adopted and state-approved assessments.

C. The Board may determine space available standards and appropriate course load standards for online courses consistent with Sections 53A-15-1006(2) and 53A-15-1208(3)(d). Course load standards may differ based on subject matter and differing accreditation standards.

D. The Board shall withhold funds from primary LEAs of

enrollment and make payments to Providers consistent with Sections 53A-15-1206, 1206.5 and 1207.

E. The Board shall establish an appeals process for students who request more than [~~two~~]the allowable number of online courses in [~~the 2011-2012~~]designated school years and who are first denied by their primary LEA or school of enrollment.

F. The Board may refuse to provide funds under a CCA if the Board finds that information has been submitted fraudulently or in violation of the law or Board requirements by any of the parties to a CCA.

G. The USOE or the Board's designee shall receive, 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 this Program.

[~~H. If a Board investigation finds that a Provider has violated IDEA or Section 504 provisions for students taking online courses, the Provider shall compensate the student's primary LEA of enrollment for all costs related to compliance.~~]

[~~I~~]H. The USOE may audit, at the Board's sole discretion, an LEA's or Program participant's compliance with any requirement of state or federal law or Board rule under the Program. All participants shall provide timely access to all records, student information, financial data or other information requested by the Board, the Board's auditors, the Superintendent or the Superintendent's designee upon request.

[~~J~~]I. The Board may impose penalties, withhold funds, or sanction Program participants for participants' failure to comply with reasonable requests for records or information.

[~~K~~]J. All records related to the Program that do not disclose protected student information are public records and

shall be available upon request under Section 63G-2-301or 63G-2-305.

R277-726-7. Provider Requirements and Responsibilities.

A. Providers shall administer state-designated assessments as directed by the Board, including proctoring, consistent with Section 53A-15-1210 and R277-4[~~73~~]04. Providers shall pay administrative and proctoring costs for all state-designated assessments.

B. Providers shall provide parents/students with email and telephone contacts for the Provider during regular business hours in order to facilitate parent information.

C. Providers and third parties working with Providers shall satisfy all Board requirements for consistency with course curriculum, criminal background checks for Provider employees, documentation of student enrollment and participation and compliance with IDEA, Section 504, and requirements for ELL students for all eligible students.

D. Providers shall receive payments for students properly enrolled in the Program from the USOE consistent with Board procedures, timelines and Sections 53A-15-1206, 53A-15-1206.5, 53A-15-1207 and 53A-15-1208.

E. Providers may charge fees consistent with other secondary schools. If the Provider intends to charge fees, the Provider:

(1) shall notify the primary school of enrollment with whom the Provider has the CCA of the purpose for fees, amounts of fees, and provide timely notice to parents of required fees and fee waiver opportunities, and post fees on Provider website.

(2) shall be responsible for fee waivers for eligible students, including all materials for students designated fee waiver eligible by a student’s primary school of enrollment.

(3) shall be responsible for materials for students

designated fee waiver eligible, consistent with Section 53A-12-103.

(4) has the responsibility for all fee waiver requirements for home school students taking only online courses or more online courses than traditional courses.

F. Providers shall maintain student records and comply with the federal Family Educational Rights and Privacy Act, including protecting the confidentiality of student records and providing parents and eligible students access to records.

G. Except as provided in R277-726-8A, the Provider shall submit a student's credit and grade within 30 days after a student satisfactorily completes an online semester course to the USOE, primary school of enrollment, and parent(s).

H. Providers shall not withhold students' credits, grades, or transcripts from students, parents or students' schools of enrollment for any reason.

I. If a Provider desires to suspend a student from an online course for disciplinary reasons, the Provider is responsible for all student due process procedures, including the Individuals with Disabilities Education Act (IDEA) 20 U.S.C. 1400 and Section 504 of the Rehabilitation Act of 1973. If a student is suspended for more than 10 days, the Provider shall notify the USOE of a withdrawal.

J. Providers shall provide to the USOE a list of course options using the USOE-provided course codes (all courses shall be coded as semester courses). Course offerings shall be updated in January and August annually.

K. Providers shall serve all students on a first-come-first-served basis who desire to take courses and who are designated eligible by a primary school of enrollment if desired courses have space available.

L. Providers shall provide all records maintained as part of a public online school or program, including financial and enrollment records, and information for accountability and

audit purposes upon request by the USOE, and the Provider's external auditor(s).

M. Providers shall maintain documentation of student work, including dates of submission, for Program audit purposes.

N. Providers are primarily responsible for complete and timely submissions of record changes to executed CCAs and submission of other reports and records as required by the USOE.

O. Providers shall inform students and parents of expectations for active participation in course work.

P. LEAs may participate in the Program as Providers by offering schools or programs or both to Utah students [~~in grades 9-12~~]earning high school credit who are not resident students of the LEA consistent with Section 53A-15-1205(3).

Q. Program schools or programs:

(1) shall be accredited by the Northwest Accreditation Commission consistent with R277-413;

(2) shall have a designated administrator who meets the requirements of Section 53A-6-110 or Section 53A-1a-512(5);

(3) shall ensure that students who qualify for fee waivers shall receive all services offered by and through the public schools consistent with Section 53A-12-103 and R277-407;

(4) shall maintain student records consistent with the federal Family Educational Rights and Privacy Act, 34 CFR Part 99; and

(5) shall offer course work aligned with Utah Core standards, course requirements, and the provisions of R277-700 and R277-404[~~, and R277-473~~].

R. LEAs that offer online programs or schools as Providers under the Program:

(1) shall employ only licensed Utah educators as teachers;

(2) shall not employ individuals whose educator licenses have been suspended or revoked;

(3) shall require all employees to meet requirements of Section 53A-3-410 and R277-516 prior to the Provider offering services to students;

(4) shall only employ teachers who meet the requirements of R277-510, Educator Licensing - Highly Qualified Assignment;

(5) shall agree to administer and have the capacity to carry out state-designated assessments, including proctoring, consistent with Section 53A-15-1210(2)[~~,~~] and R277-404[~~ and R277-473~~];

(6) shall provide services to students consistent with [~~requirements of the IDEA, Section 504, and~~]Title VI of the Civil Rights Act of 1964 for English Language Learners (ELL);

(7) shall maintain copies of all CCAs (for audit purposes);

(8) shall agree that funds shall be withheld by the USOE consistent with Section 53A-15-1206 and 1206.5. A Provider shall cooperate with the USOE in providing timely documentation of student participation, enrollment, and other additional data consistent with Board directives and procedures and as requested; and

(9) shall ensure that third parties assisting with LEA online schools or programs comply with R277-726-7R[~~,~~] and R277-404[~~ and R277-473~~].

S. Providers shall post all required information online on their individual websites including required assessment and accountability information.

R277-726-8. Students with Disabilities and Online Courses and Programs.

A. If the student with an IEP or a Section 504 plan registers for an online class with a Provider, the primary LEA or school of enrollment shall forward the IEP or explanation

of Section 504 accommodations to the Provider within 72 business hours of receiving notice from the USOE that the Provider has accepted the enrollment request.

B. A student's primary LEA of enrollment is responsible to convene a student's IEP team in a meeting to determine the appropriateness of a student's participation in online courses.

C. Providers shall make online programs, including all related services and activities, available to students with disabilities consistent with their IEPs and make accommodations for students with Section 504 plans consistent with their plans.

D. If a Board investigation finds that a Provider has violated IDEA or Section 504 provisions for students taking online courses, the Provider shall compensate the student's primary LEA of enrollment for all costs related to compliance.

E. The LEA where the student with a disability takes the majority of his classes is the student's primary LEA of enrollment for purposes of due process procedures under IDEA.

R277-726-[~~8~~]9. Other Information.

A. Primary schools of enrollment shall set reasonable timelines and standards and Providers shall adhere to timelines and standards for student grades and enrollment in online courses for purposes of:

(1) school awards and honors;

(2) Utah High School Activities Association participation; and

(3) high school graduation.

B. Withholding of the online course payment from a primary LEA of enrollment and payments to the eligible Provider shall occur at the nearest monthly transfer of funds subject to verification of information, in an amount consistent with and at the time a Provider qualifies to

402 receive payment under Section 53A-15-1206(4).

403 C. The USOE shall pay the Provider consistent with
404 Minimum School Program funding transfer schedules.

405 D. The Superintendent or the Superintendent's designee
406 may make decisions on questions or issues unresolved by
407 Section 53A-15-1002 et seq. or R277-726 on a case-by-case
408 basis. The Superintendent shall report decisions to the Board
409 consistent with the purposes of the law and this rule.

410 **KEY: statewide online education program**

411 **Date of Enactment or Last Substantive Amendment: [~~October 9,~~**
412 **~~2012~~]2013**

413 **Notice of Continuation: 2013**

414 **[~~a~~]Authorizing, and Implemented or Interpreted Law: Art X Sec**
415 **3; 53A-15-1210; 53A-15-1213; 53A-1-401(3)**

UTAH STATE BOARD OF EDUCATION

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Lorraine Austin, Board Secretary

MEMORANDUM

TO: Members, Utah State Board of Education

FROM: Martell Menlove, Ph.D.
Chief Executive Officer

DATE: June 7, 2013

ACTION: R277-750-3 *Education Programs for Students with Disabilities - Standards and Procedures* (Amendment)

Background:
The Utah State Board of Education Special Education Rules have been revised and will be provided to the Board for approval. R277-750-3 *Education Programs for Students with Disabilities - Standards and Procedures* incorporates the Special Education Rules by reference and is amended to change the revision date of the Special Education Rules.

Key Points:
The revision date of the Utah State Board of Education Special Education Rules is changed from August 2007 to August 2013.

Anticipated Action:
It is proposed that the Instruction, Assessment and Technology Committee consider approving R277-750-3, as amended, on first reading, and if approved by the Committee, the Board consider approving R277-750-3, as amended, on second reading.

Contact: Judy Park, 801-538-7550
Glenna Gallo, 801-538-7757

R277. Education, Administration.

R277-750. Education Programs for Students with Disabilities.

R277-750-3. Standards and Procedures.

A. As its rules for programs for students with disabilities, the Board adopts and hereby incorporates by reference the Individuals with Disabilities Education Improvement Act of 2004, 20 U.S.C., 1400.

B. The Board shall act in accordance with:

(1) Section 504 of the Rehabilitation Act of 1973, 29 U.S.C.A. 794, incorporated by reference in R277-112;

(2) R277-750;

(3) State Board of Education Special Education Rules, August [~~2007~~]2013; and

(4) The annual Utah State Federal Application under Part B of the Individuals with Disabilities Education Act as amended in 2004.

C. Students with disabilities shall be entitled to dual enrollment consistent with Section 53A-11-102.5 and R277-438.

KEY: special education

Date of Enactment or Last Substantive Amendment: [~~December 8, 2009~~]2013

Notice of Continuation: August 14, 2012

Authorizing, and Implemented or Interpreted Law: Art X Sec 3; 53A-1-402(1); 53A-17a-111; 53A-15-301; 53A-1-401(3)

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Martell Menlove, Chief Executive Officer
Lorraine Austin, Board Secretary

MEMORANDUM

TO: Members, Utah State Board of Education

FROM: Martell Menlove, Ph.D.
Chief Executive Officer

DATE: June 7, 2013

DISCUSSION: State Board of Education Bylaws

Background:
Each year the Board of Education reviews its Bylaws and makes necessary changes. The Instruction, Assessment and Technology Committee began a review of the Bylaws in its January 2013 meeting.

Key Points:
The committee will continue its in-depth review of the Bylaws.

Anticipated Action:
The Instruction, Assessment and Technology Committee will review the Bylaws, taking input from all Board members, and prepare recommendations for changes.

Contact: David Crandall, 801-232-2095
Lorraine Austin, 801-538-7517

250 East 500 South P.O. Box 144200 Salt Lake City, UT 84114-4200 Voice: (801) 538-7517 Fax: (801) 538-7768

BYLAWS Draft Changes
Utah State Board of Education
May 2, 2013

Comment [JJ1]: Entire document needs to be cleaned up in terms of (1) consistently using MS Word outline tool, (2) grammar, (3) punctuation, (4) capitalization scheme, etc.

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I. **Legal Basis**: Article X, Section 3, of the Constitution of Utah creates a State Board of Education vested with general control and supervision of the public education system. "General control and supervision" as used in Article X, Section 3, of the Constitution of Utah means the authority to direct and manage all aspects of the public education system. (53A-1-401)

(For clarity, add terms section such as "Board" = the State Board of education; "USEO"; "majority" = 8 of 15 voting Board members; 2/3 majority = 10 of 15 voting Board members; etc. Then, renumber the document using MS Word's outline tool.)

II. **Membership**

A. 15 members of the State Board of Education (Board) shall be nominated and elected as provided in Title 20A, Chapter 14, Nomination and Election of State and Local School Boards. (53A-1-101)

B. Two members of the State Board of Regents, appointed by the Chair of the State Board of Regents, shall serve as nonvoting members of the Board, without set term, until replaced by the Chair of the State Board of Regents. (53A-1-102(2)(a)(i))

C. One member of the Utah College of Applied Technology (UCAT) board shall serve as a nonvoting member of the Board, without set term, until replaced by the Chair of the Board of Trustees of the Utah College of Applied Technology. (53A-1-101(2)(a)(ii))

D. One member of the State Charter School Board shall serve as a nonvoting member of the Board, without set term, until replaced by the Chair of the State Charter School Board. (53A-1-101(2)(a)(iii))

E. ~~One member of the Coalition of Minorities Advisory Committee (CMAC), appointed by the CMAC, may serve as a nonvoting advisor to the Board without set term until replaced by the CMAC.~~

F. ~~One member of the Utah School Boards Association (USBA), appointed by the USBA, may serve as a nonvoting advisor to the Board without set term until replaced by the USBA.~~

G. Nonvoting members or advisors may have voting rights when serving on task forces or ad hoc committees created by the Board, but may not serve as chair or vice chair of Board committees.

H. The Board shall appoint a secretary who serves at the pleasure of the Board. (53A-1-201)

III. Board Member Ethics

Comment [la2]: Section III passed in committee 4/18/13

A. Board members are required under the Utah Public Ethics Act, 67-16-7, to disclose specific conflicts of interest~~.. In addition, each year~~.

B. Conflicts of Interest

1. Conflicts of interest occur when a board member, or the member's family, or an organization for which the Board members has responsibility stands to benefit financially from a matter before the board in a manner that is different from all other members. If a board member votes on an issue that benefits that Board member as well as all other members of the public, there is no conflict of interest.

2. Potential Liability. Conflicts or potential conflicts of interest, however, do not necessarily create liability if:

a. Full Disclosure. The interested director makes full disclosure of the conflict, and

b. No Influence on Vote (recusal). The interested board member may be required to leave~~s~~ the room so remaining members can discuss the issue fully and freely, and take vote without the affected member.

Comment [la3]: Passed in committee 3-2, 4/18/13

C. Each Board member shall sign a Conflict of Interest and Ethics Statement annually and disclose any of the following interests or activities, as applicable:

1. Any employment, ownership, or directorship by the Board member within a public school district or charter school, including work as a paid consultant.

2. Any employment, ownership, or directorship by the Board member with a business or organization which competes for educational contracts awarded by the Board.

3. Any membership by the Board member on a board or committee working under the authority or supervision of a public school district or charter school within the state of Utah.

4. Any employment, ownership, or directorship by the Board member with a business or organization that provides goods or services to the Board or the USOE.

D.~~C.~~ Board members shall provide and sign the Statement annually or whenever Employment, interest or ownership changes, with the Executive Secretary of the Board.

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E.~~D.~~ Board member Conflict of Interest Statements shall be public information and shall be accessible on the Board website.

F.~~E.~~ Once the Board has voted on an issue, the vote reflects the official position of the Board.

G.~~F.~~ Board members may express personal opinions on issues, legislation, and areas of concern. Individual Board members should state at the outset of comment or statement that comments reflect their personal opinions and evaluations and do not represent the Board's official position.

H.~~G.~~ The Board shall act as the Ethics Committee to receive and investigate complaints and take appropriate action.

IV. Duties and Responsibilities

A. Utah Constitution Article X, Section 3 and Title 53A of the Utah Code describe in detail the specific legal duties of the Board.

B. Among these duties are:

1. Appointment of a State Superintendent of Public Instruction who shall be the executive officer of the Board. (Article X, Section 3, Utah Constitution) (See Article VII Utah State Board of Education Bylaws)

2. Adopt administrative rules directed to the whole system. (53A-1-401)

3. Establish minimum standards for public schools. (53A-1-402)

a. The board shall establish rules and minimum standards for public schools including:

(1) Qualification and licensure of educators, ancillary personnel, administrators, and evaluation of instructional personnel.
(2) Access to programs, attendance, competency levels, graduation requirements, discipline and control.
(3) School accreditation, the academic year, alternative and pilot programs, curriculum and instruction requirements, school libraries, and services to persons with a disability and other special groups.
(4) State reimbursed bus routes, bus safety and operational requirements, and other transportation needs.
(5) School productivity and cost effectiveness measures, federal programs, school budget formats, and financial, statistical, and student accounting requirements.
(6) Approval of charter school ~~agreements~~ applications and

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Comment [la4]: Section IV passed in committee 4/18/13

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charter school enrollment limits.

b. The Board shall determine if minimum standards have been met and if required reports have been properly submitted.

c. The Board may apply for, receive, administer, and distribute to eligible applicants funds made available through programs of the federal government.

4. The Board shall make rules that establish basic ethical conduct standards for licensed public education employees. (R277-515)

a. The Utah Professional Practices Advisory Commission (UPPAC), appointed by the State Superintendent~~,~~ (53A-6-301), shall bring before the Board in executive session cases requiring Board action.

b. Administrative Rules R277-501, R277-514, and R686-100-103 define the commission and its procedures.

5. The Board shall define, establish and implement a core curriculum. (53A-1-402.6)

6. The Board is directly responsible for the education of all persons under 21 in custody of a state agency. (53A-1-403)

7. The Board is responsible for the general control and supervision over Adult Education. (53A-15-401)

8. The Board, based on the needs of public education, shall annually prepare[~~,~~] and submit to the Governor and the Legislature the budget for the operation of the institutions and agencies under the Board.

9. The Board and the state auditor, shall set and approve auditing standards for auditors employed by ~~local school boards/charter schools~~LEAs that meet or exceed generally accepted auditing standards that include financial accounting for both revenue and expenditures and student accounting.
(53A-1-404)

10. The Board is responsible for verifying audits of financial and student accounting records of ~~school districts/charter schools~~LEAs for purposes of determining the allocation of Uniform School Fund moneys. (53A-1-405)

11. The Board shall require each ~~school district and charter school~~LEA to implement the Utah Performance Assessment System (U-PASS) (53A-1-603) unless school districts/charter schools receive specific exemption.

12. The Board has statutory responsibility (cite statute here) for the

management of the Utah State Office of Education (USOE), the Utah State Office of Rehabilitation (USOR), and the Utah Schools for the Deaf and the Blind (USDB).

a. **USOE** functions under the direction of the State Superintendent of Public Instruction and ~~acts as~~ the Superintendent provides staff support to the Board.

b. **USOR** acts under the direct supervision of the Board and the leadership of an Executive Director to deliver the state program of rehabilitation services, services for the blind and visually impaired, and services for the deaf and hearing impaired. It assists eligible adults with disabilities to obtain employment, receive benefits, and attain independence.

c. **USDB** is administered by a superintendent for the Utah Schools for the Deaf and the Blind. (53A-25b-201(2~~)~~)) An Advisory Council shall be appointed by the Board. The USDB superintendent reports to the Board through the State Superintendent (or designee), at the Board's discretion. Governance and control of the Schools for the Deaf/Blind and the management of its affairs is vested in the Board.
(53A-25b-201)

13. Adopt internal Board policies and procedures. ~~(see appendices),~~

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C. Fiduciary Duties: "A duty to act for someone else's benefit, while subordinating one's personal interest to that of the other person. It is the highest standard of duty implied by law (e.g., trustee, guardian)." -*Black's Law Dictionary*

2. Upon their election to the Board, members become fiduciaries with powers to act on behalf of the public. As fiduciaries, Board members are held to a higher standard of conduct and have two primary duties: (i) duty of care, and (ii) duty of loyalty.

a. DUTY OF CARE (Due Diligence; Duty to Investigate). Board members must be diligent and careful in performing the duties they have undertaken. (Burt v. Irvine Company). Board members must:

(1) Attend and participate in meetings so they can be informed about the ~~association's~~ Board's business.
(2) Make reasonable inquiry regarding maintenance issues, rules violations, and any information members consider necessary to performing the obligations of their office.
(3) Make decisions.
(4) Insist on the maintenance of accurate records.

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b. DUTY OF LOYALTY (No Self-Dealing). Board members must act in the best interests of the public even if at the expense of their own interests. This precludes taking actions that result in personal benefits to the board member at the expense of the public. Conflicts of interest do not necessarily create liability if handled properly.

Comment [la5]: Move everything under #13 to Policies and Procedures

V. Election of Officers

Comment [la6]: Section V, A through C passed committee 4/18/13

~~A.~~ The Board shall elect from its members a Chair and at least one Vice Chair, but no more than three Vice Chairs~~(s)~~ each year, at a meeting held any time between November 15 and January 15. ~~The board may elect additional officers as necessary.~~, ~~but the total number of officers shall not exceed five.~~ (53A-1-201)

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Comment [la7]: Passed committee 4-1, 4/18/13

B~~1~~. Newly elected voting members of the Board shall assume the position of outgoing members for purposes of the election of officers. In all other matters, the outgoing member(s) shall retain the full authority of the office until replaced as provided by law. (53A-1-201)

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C. Election Procedures

~~2. The Vice Chair shall oversee Board elections.~~

Comment [la8]: Move to Policies and Procedures

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1. ~~a.~~ After the general election in November, and prior to the Board's election meeting, the Vice Chair shall direct the Board secretary to contact each voting Board member ~~by mail~~ by email or other approved means to:

a. ~~(1)~~ Inquire as to the Board member's willingness or desire to serve as a Board ~~Chair or Vice Chair~~officer.

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b. ~~(2)~~ Accept nominations for each position from any Board member.

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2 ~~b.~~ The Board secretary will ~~determine the candidates for Chair and Vice Chair and request a short statement of the candidate's goals or direction from each candidate for~~ invite each candidate to submit a statement ~~to~~ for the other members of the Board.

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~~3.~~ ~~c.~~ The Secretary shall compile and ~~prepare an~~ distribute election information ~~sheet,~~ to the members of the Board eligible to vote, including the date and time of the election ~~meeting and~~, candidate names, ~~of those interested in serving as Chair or Vice Chair, along with the unedited, brief position statement of each,~~ ~~and~~ ~~mail a copy to all Board members eligible to vote before the~~ written statements.

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and election ~~meeting.~~ procedures.

Comment [la9]: Combine paragraphs

3 ~~d.~~ ~~During the~~ Nominations for leadership positions may be made during the Board meeting at which elections ~~are to take place~~occur. During the meeting, each candidate for office shall have an opportunity to briefly address the Board as to the candidate's position.

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4. ~~e.~~ Ballots with all candidates' names printed thereon will be distributed to Board members. Each member will check the personal choice for Chair and Vice Chair.

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5. ~~f.~~ Board members must be present at the meeting to cast a vote.

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g. Votes will be tabulated immediately by the secretary and Vice Chair, each confirming election results with the election of Board Officers decided by a majority of voting Board members.

Comment [la10]: Move to Policies and Procedures, 4/18/13

6. ~~h.~~ In the event of a tie vote, a re-vote will be taken until a winner is selected.

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i. Vote tallies will be announced immediately following the election during the public meeting and ballots will be available for public inspection.

Comment [la11]: Move to Policies and Procedures, 4/18/13

7.~~3.~~ In the event that a vacancy occurs prior to the end of the term of the Chair, the Vice Chair shall assume the position of Chair for the unexpired portion of the term.

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8.~~4.~~ In the event that a vacancy occurs prior to the end of the term of the Vice Chair, the Board shall elect one of its members to fill the office for the unexpired portion of the term. The election process will follow the same procedures outlined under Utah State Board Bylaws Section II, with the exception that the replacement Vice Chair election may occur ~~within~~ up to a two-month time frame from when the vacancy is noticed to the Board.

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9.~~5.~~ An officer elected by the Board may be removed from office for cause by a vote of two-thirds of the Board. (53A-1-201(5))

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C.~~B.~~ **Duties of the Board Chair**

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1. To be determined by the Board. (53A-1-201)

2. Is the official spokesperson for the Board.

3. Chairs all meetings of the Board; the Chair may delegate the responsibility to the Vice Chair at the Chair's discretion. The Chair or Vice Chair may

designate a Board member to preside at designated meetings.

4. Calls additional meetings of the Board as necessary.

5. Chairs the ~~Leadership~~Executive Committee (comprised of the Chair, Vice Chair(s)~~,, any other elected officers of the Board,~~ and the State Superintendent~~,~~; staffed by the Deputy Superintendent and the Board ~~Secretary~~secretary).

6. ~~Chairs~~May chair the Board Audit Committee ~~consistent with~~(see R277-116~~.~~).

7. Appoints two Board members to represent the Board on the State Board of Regents and one member to represent the Board on UCAT.

8. Appoints Board members to serve on committees requiring Board participation.

~~9. Conducts~~ 9. In consultation with the Vice Chair, conducts a yearly performance review of the Board's employees by June and makes recommendations to the Board in Executive Session.

~~10. Initiates a self-evaluation of the Board in every even year.~~

10. And such other duties applicable to the office as prescribed by Board policy and procedure.

C. **Duties of the Board Vice Chair(s)**

1. To be determined by the Board. (53A-1-201)

2. Speaks for the Board with the Board Chair's permission or if the Board Chair is unavailable.

3. Chairs Board meetings in the absence or at the request of the Chair.

4. ~~Chairs~~May chair the Board Audit Committee ~~at the request of the Chair.~~(see R277-116)

5. Serves as a member of the Board ~~Leadership~~Executive Committee.

6. Oversees the election of Board Officers.

7. Oversees new Board member orientation.

8. Reviews Board Bylaws annually, making sure the Bylaws conform to current state statute, and initiates amendments for this and other areas if

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Comment [la12]: Passed Committee 3-0, 4/18/13

Comment [la13]: Passed Committee 5/2/13

necessary.

9. Assists the Chair in a yearly performance review of the Board's employees.

~~D. **Election of a Board representative to the Utah School Boards Association Board of Directors.**~~

1. ~~Election will occur biennially in conjunction with the election of Board Leadership at the end of each odd numbered year.~~

~~1.~~ 2. ~~Board representative will serve a two-year term.~~

D. **Limitations of Board Leadership**

1. Members of the Board Executive Committee shall ~~not cause or allow~~ ensure that the members of the Board ~~to be~~ are substantially informed ~~uninformed~~ in the business of the Board.

2. Members of the Board Executive Committee shall facilitate the Board in carrying out their ~~not cause or allow the violation of the~~ fiduciary duties ~~of the members of the Board by withholding or retaining~~ by distributing all information needed for timely and prudent decision making.

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Comment [la14]: See p. 19, Passed by Committee 5/2/13

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Comment [la15]: Passed by Committee 5/2/13

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Comment [la16]: Passed by Committee 5/2/13

VI. **Compensation for Services (53A-1-202)**

A. Each voting member of the Board shall receive $3,000 per year, payable monthly, as compensation for services.

B. A voting member may participate in any group insurance plan provided to employees of the State Office of Education as part of their compensation on the same basis as required for employee participation.

C. Additionally, a voting member may receive per diem and travel expenses.

1. A voting member may receive per and travel expenses if the per diem and travel expenses are incurred by the Board member for attendance at an official meeting. A voting member may not receive per diem or travel expenses if the voting member is being paid by a governmental entity while performing service on the Board-.

a. "Official meeting" means a meeting of the Board that is called in accordance with statute. By statute, the Board meets at the call of the chair and at least 11 times per year (53A-1-203(a)).

b. Per diem and travel expenses shall be paid at rates established by the director of the Division of Finance. (63A-3-106 and 107)

2. Compensation for attendance at official meetings is received quarterly by all voting members as an amount in addition to their regular paycheck.

3. A voting member may decline to receive per diem for the Board member's service.

D. The Board shall adopt each August the rates established by the director of the Division of Finance. (63A-3-106 and 107)

E. Non-voting Board members shall receive compensation for necessary travel expenses. In addition, non-voting members may receive per diem compensation as established by the Director of the Division of Finance for attendance at official meetings of the Board, payable on a quarterly basis.

F. Salary or expenses shall not be paid for work that violates rules of the Board. (53A-1-204)

VII. **Meetings**

A. The Board shall meet at the call of the Chair and at least 11 times each year~~.~~ (53A-1-203) The Board shall approve a meeting schedule in ~~November or~~ December for the following year. ~~(53A-1-203)~~

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Comment [la17]:

Comment [la18]: Passed by Committee 5/2/13

Comment [JJ19]: Shouldn't this be December to allow for the schedules of new board members?

B. Welcoming Remarks

1. The Board Secretary shall extend the opportunity to Board members to provide opening remarks or a welcome to the public on a rotating basis for Board meeting.

2. Individual Board members may choose to offer an inspirational thought, provide for a moment of silence or provide appropriate welcoming and solemnizing remarks as the Board member chooses.

3. Neither the Board Leadership nor Board Secretary shall direct or control the nature or content of the welcoming remarks, except that the Pledge of Allegiance shall always precede the welcoming remarks.

4. Opening remarks shall not exceed ten (10) minutes.

5. The Board minutes shall record the individual providing the welcome and the Board agenda and Board minutes shall designate "Welcome" or "Introductory Remarks" on the Board agenda and Board minutes.

C. Meetings shall include the regular review of the actual/projected ~~verses projected~~ budgets of the Board, the USOE, and the ~~total simplified~~ budget summary for ~~(needs definition)~~

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~~of~~ public education.

Comment [la20]: Passed by Committee 5/2/13

D. Voting by Board Members

1. A quorum of the Board is defined as a majority of all voting Board members. A ~~quorum~~majority of all board members is required to validate an action of the Board. (53A-1-203)

Comment [JC21]: Our bylaws are inconsistent with the law—and we should ask the legislature to change this text so we can function according to Robert's Rules, with a majority of those present and a minimu quorum instead of a majority of the total board.

2. No Board member may vote by proxy.

3. No Board member may vote in absentia.

4. No vote concerning any matter under consideration by the Board or a committee may be cast by mail, or electronically except that a Board member may participate in any discussion and vote in an ad hoc meeting if the Board member is participating in real time electronically.

5. The Board member chairing the meeting may participate in all votes of the Board.

6. Except as modified by state law or rule, or by these bylaws, *Robert's Rules of Order* (latest edition) shall constitute the rules of parliamentary procedure applicable to all meetings of the Board and its committees.

~~D~~E. Any matter to be voted upon by the Board which creates ~~a potential or~~an actual conflict between a Board member's personal interests and the member's public duties shall be disclosed in open meeting to the members of the body, and that Board member may choose not to discuss an issue and/or not to cast a vote on the issue.

Comment [JJ22]: I prefer "potential" to be retained

~~E. The Board shall approve a meeting schedule in November or December for the following year.~~

F. The Board exists to aid in the conduct of the people's business. Therefore, in keeping with the Utah Open and Public Meetings Act, Title 52, Chapter 4, it is the Board's presumption that actions will be taken openly and deliberations conducted openly. The Secretary to the Board shall notify the public and the media of regular and special meetings of the Board and its committees in accordance with the Utah Open and Public Meetings Act.

G. Public notice of meetings shall be given in accordance with the Utah Open and Public Meetings Act, 52-4-202.

H. Public participation at Board meetings is invited consistent with Board Administrative Rule R277-101-3.

I. In responding to reports and presentations, the Board has the following options:

1. Take appropriate action: A motion made, seconded, and receiving a majority vote of the voting Board members will be recorded in the minutes and carried out.

2. Receive the report: The Board has heard the report, the report is recognized in the minutes, and written material becomes a part of the record.

3. Receive the report and refer it to staff: When there is need for further study and recommendations at a subsequent meeting of the Board, a matter may be referred to USOE staff for further work or study.

4. Take no action: The Chair of the meeting thanks the presenter and moves to the next item on the agenda. Reference to the report will be included in the minutes with the notation that the Board took no action.

~~5. In emergency situations, the Chair may modify the above procedures as appropriate.~~

~~6. The Chair's action shall be approved by a majority vote of the Board members present.~~

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J. The Board shall engage in a strategic planning process to direct its mission and vision for public education. A new strategic plan shall be adopted at least every four years.

K. The Board shall engage in a self-evaluation process in every even year.

L. Executive Sessions

1. A closed meeting may be held upon the affirmative vote of two-thirds of the voting Board members present at an open meeting for which notice is given. The reason(s) for holding a closed meeting, and the vote either for or against the motion to hold such a meeting cast by each member by name, shall be entered in the minutes of the meeting.

2. A closed meeting shall be held consistent with statutory purposes. (52-4-205)

   - Discussion of the character, professional competence, or physical or mental health of an individual.

   - Strategy sessions to discuss the sale, purchase, exchange or lease of real property.

   - Strategy session to discuss pending or reasonably imminent

litigation.

- Other issues as identified in statute. (52-4-205)

VIII. Board Committee Meetings and Procedures

A. Board Leadership shall schedule meetings with committee chairs based on the needs and priorities of the Board.

B. After Board Leadership election in December or January, Board Leadership shall appoint Board committee chairs and vice-chairs from among the voting members of the Board prior to the January Board meeting.

C. Committee Parliamentary Procedure

1. Role of the committee: When the Board does not have sufficient information to make an informed decision, when extensive discussion may be helpful, or when it appears that the Board could accomplish more through the work of a committee, the Board or Board Leadership may assign issues to Board committees or special committees for subsequent presentation to the entire Board.

2. Committee meeting procedural rules differ from rules that apply to a full Board meeting as follows:

a. A committee quorum consists of a majority of the voting committee membership.

b. Standing committee meetings will be recorded and staffed by a secretary. In other Board committees, the committee chair will ~~act as~~select a secretary for the committee.

c. Members are not required to be recognized by the committee chair before making motions or speaking.

d. Committee motions need not be seconded.

e. There is no limit to the number of times a member may speak to a question, and motions to close or limit debate generally are not in order.

f. Informal discussion of a subject is permitted while no motion is pending.

g. The committee chair may speak in a discussion without relinquishing the chair, may make motions, and usually votes on all questions.

h. A Board rule heard and voted on by a committee is considered as the Board's first reading.

D. Committee Reports to the Board

1. A committee agenda item receiving a favorable majority vote of the voting committee members will be brought to the entire Board for consideration with a report and motion from the committee. The motion requires no second.

2. A committee agenda item *not* receiving a majority vote of committee members will be reported back to the entire Board with no committee recommendation. The Board Chair will then entertain a motion to determine whether a majority of the Board wants to hear the item. If so, the item may be considered immediately.

E. Committee Agendas

1. Committee chairs and ~~Vice Chairs~~vice chairs should work with ~~the~~any designated USOE staff to recommend committee agenda items.

2. Board Leadership shall be apprised of committee agenda items specifically requested by a committee member.

3. USOE staff shall submit proposed committee agenda items to the Board secretary for discussion at ~~Board Leadership~~the Executive Committee meeting.

~~4. Board Leadership may not withdraw committee agenda items specifically requested by a committee without consent of a majority of the committee.~~

~~5. Only Board Leadership can remove an item from the Board agenda.~~

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IX. **Appointments (53A-1-301)**

A. The Board shall appoint a Superintendent of Public Instruction, hereinafter called the State Superintendent, who is the executive officer of the Board and serves at the pleasure of the Board.

B. The Board shall appoint the State Superintendent on the basis of outstanding professional qualifications.

C. The Board has a responsibility to the public citizenry in its selection of the best candidate for State Superintendent. To that end, the Board will follow the appointment process outlined below ~~(*Becoming a Better Board Member: A Guide to Effective School Board Service*, National School Boards Association, Third~~

~~Edition, 2006, Chapter 7).~~

1. The Board will solicit input from each Board member and create a Superintendent Selection Committee comprised of Board members desiring to serve. The Board will, by consensus, determine the duties and makeup of the selection committee.

2. The Superintendent Selection Committee shall:

   a. Follow the goals and objective criteria as established by the Board~~ to further education in Utah~~, seeking information and opinions from all Board members.

   b. Determine the degree of involvement of community and staff in the selection process as advisor(s) to the Board.

   c. Determine whether a consultant is needed to facilitate the selection process.

   d. Set a reasonable timetable, at least ~~30~~90 calendar days, for completion of the selection process.

   e. Determine need for preparation of printed media to recruit candidates.

   f. Determine means of advertising the position and establish a screening process.

   g. Identify and interview screened candidates and forward the list of finalists to the Board.

3. Following the work of the Superintendent Selection Committee, the State Board shall recall final candidates for second interviews and make a selection.

Comment [JJ23]: The increase of this minimum from 30 to 90 is to increase the likelihood of casting a wide net while selecting a Superintendent. Admittedly this could be circumvented such as by a 30 day unofficial selection process and 60 days of the selected individual serving as the interim superintendent rather than the actual superintendent.

D. ~~As the Board deems~~If necessary, the Board may appoint an Interim State Superintendent to fulfill the duties of the State Superintendent and set the terms and limits of the interim appointment.

E. The State Superintendent shall administer all programs assigned to the Board in accordance with the policies and standards established by the Board.

F. The Board shall establish the compensation of the State Superintendent with a review of salary market data. (53A-1-302)

G. ~~Performance reviews of the superintendent with the Chair and Vice Chair of the Board will occur annually (June of each year). Survey instruments will be used~~

~~in odd years.~~ The Board chair and vice chair shall conduct a performance review of the state superintendent annually in June. The performance review shall include, but is not limited to, a thorough survey of Board members and shall be discussed in an executive meeting of the Board.

H. The Board may appoint other employees as necessary for the proper administration and supervision of the public school system. The compensation and duties of these other employees shall be established by the Board and paid from funds legislatively appropriated for that purpose.

1. The Board Secretary

a. Serves at the pleasure of the Board and assists the Board in all responsibilities~~; prepares~~

a. Prepares for Board meetings; ~~prepares~~

b. Prepares agendas;~~ takes~~

c. Takes and promptly prepares minutes; ~~has~~

d. Has responsibility for follow-up assignments; ~~processes~~

e. Processes Board member travel and makes arrangements for travel; ~~prepares~~

f. Prepares correspondence and other communications for the Board~~; and coordinates~~

g. Coordinates Board functions; ~~fulfills~~and

~~a.~~h. Fulfills assignments made by or through Board Leadership.

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b. Researches minutes and other Board documentation.

c. ~~Provides assistance to the Governor's office in Board candidate search and election process.~~

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d. ~~Serves~~May serve as Parliamentarian at Board meetings.

e. The secretary to the Board shall be evaluated annually by the members of the Board. The performance review shall include, but is not limited to, a thorough survey of Board members and shall be discussed in an executive meeting of the Board.

2. The Internal Auditor shall work with the Board and State Superintendent as outlined in R277-116.

a. Plans, organizes, directs, and controls audit assignment and direction.

b. Reports audit findings through written audit reports.

c. Is responsible for the general administration and coordination of the auditor's office.

I. The Board shall appoint a superintendent for Utah Schools for the Deaf and the Blind consistent with 53A-25b-201(2).

J. By statute the Board appoints members to the:

1. State Instructional Materials Commission. (53A-14-101)

2. Utah Schools for the Deaf and the Blind Advisory Council. (53A-25b-203)

3. Interpreters Certification Board. (53A-26a-201)

4. School and Institutional Trust Lands Board of Trustees Nominating Committee. (53C-1-203)

5. Utah Education Network Board. (53B-17-102(3)

K. In conjunction with the Department of Human Services, the Board appoints members to the:

1. Utah Coordinating Council for Youth in Custody. (53A-1-403(5)(a))

2. Disability Determination Services Advisory Council. (53A-15-205(2))

L. The Board appoints members to the following councils, which are advisory to the Utah State Office of Rehabilitation (USOR).

1. Disability Determination Advisory Council. (53A-15-205)

2. State Office of Rehabilitation Advisory Council. (53A-24-110.5(1))

3. Blind and Visually Impaired Advisory Council. (53A-24-305)

4. State Advisory Council for Services to the Deaf and Hard of Hearing. (53A-24-405)

5. Utah Statewide Independent Living Council. (USILC bylaws 4.2)

M. By federal mandate, the Board appoints members to the Utah State Board Advisory Committee for Students with Disabilities as required under the Individuals with Disabilities Education Act (IDEA) to advise the state director of special education. This committee is known as the Utah Special Education Advisory Panel (USEAP).

X. **Board Committee**s

A. Standing Committees of the Board.

1. Members of the Board are assigned annually to a standing committee by the ~~Leadership Committee~~chair and vice chair following Board member requests.

2. Chairs and Vice Chairs of the Standing Committees are appointed by the ~~Leadership Committee~~Board Chair and vice chair.

B. ~~Leadership~~Executive Committee

1. The Chair, Vice Chair, State Superintendent, ~~Deputy Superintendent~~, and ~~Secretary to~~other officers of the Board comprise the ~~Leadership~~Executive Committee. ~~Others may attend as invited.~~

2. The Secretary to the Board shall serve as the secretary of the Executive Committee

2. The Board agenda is determined by the ~~Leadership Committee and mailed or sent electronically~~Board officers (??) with recommendations from the Superintendent. The agenda shall be distributed to Board members at least one week prior to the Board meeting.

~~a. Board members may request items on the agenda through Board Leadership to be brought to the Leadership Committee for consideration.~~

a. Executive Committee meeting agendas shall be distributed to Board members at least one week prior to each meeting. Board members may attend Executive Committee meetings but should not expect to participate in leadership meeting business. Executive Committee meetings must be properly noticed if a quorum is present.

b. Any two voting Board members may add an item to the agenda. but requests by individual voting Board members shall considered by the Executive Committee;

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Comment [JJ24]: This acts like a motion and a second which is all that should be required to bring an item before the Board for consideration. "Rogue" items are easily defeated by a simple majority vote to to postpone the motion indefinitely.

c. Individuals may request items ~~on~~be added to the agenda ~~in~~by writing a request to the State Superintendent of Public Instruction to be considered by ~~this committee.~~the Executive Committee.

d. Standing committee chairs and USOE staff will submit agenda items to Board Leadership consistent with timelines established by the Board Leadership made in consultation with the Board Secretary.

e. In extenuating circumstances and at the Board Chair's discretion, an item may be added to the agenda in accordance with the Utah Open and Public Meetings Act. Before the item is added to the agenda, the Board Chair shall make a good faith attempt to consult with the Board Vice Chair and, if applicable, any chair of a committee whose work is related to the item.

f. Board Leadership may not withdraw agenda items specifically requested by a group of voting Board members without the consent of a majority of those voting Board members.

3. The committee meets at the call of the Chair and at least 11 times per year.

C. Committees Requiring Board member representation:

1. By Statutory Requirement:

a. Two Board members serve as non-voting members of the State Board of Regents. (53B-1-104(1)(c)(1))

b. One Board member serves as a non-voting member on the Utah College of Applied Technology (UCAT) Board. (53B-2a-103-1a)

c. One Board member serves on the Commission On Civic and Character Education. (53A-13-109, HV 339 2006)

2. By invitation Board members may serve on:

a. Utah School Boards Association Board of Directors.

b. Utah Partnership for Education, Inc.

c. Utah Public Education Coalition.

d. Trust Lands Advisory Committee – Advisory to School and Institutional ~~Trustlands~~Trust Lands Administration Board of

Comment [JJ25]: Does "Individuals" mean both members of the public and members of the board or just nonmembers of the board?

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Comment [JC26]: We should consider these carefully and also consider the burden on board members. It would be better to do fewer things well than more things not as well. Also, we should eliminate as many redundancies as possible, e.g. it is not necessary to have a board member sitting on committees that advise the board.

Comment [JC27]: We should consider these carefully and also consider the burden on board members. It would be better to do fewer things well than more things not as well. Also, we should eliminate as many redundancies as possible, e.g. it is not necessary to have a board member sitting on committees that advise the board.

Comment [JJ28]: I agree with Coleman about these needing a review. I also wonder if they need to be part of the bylaws instead of a statement like "By invitation Board members may serve on other committees, as invited. A list of these Board member assignments shall be listed on the Board website and updated upon any change in such Board member assignments."

Comment [la29]: Committee voted 5/2/13 to leave in. Elected or appointed?

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Trustees (SITLA), created by the Public Education Coalition.

e. ~~Utah Rural Schools Association Board of Directors~~ (URSA).

f. ~~Coalition of Minorities Advisory Committee (CMAC).~~

g. ~~Utah High School Activities Association Board of Trustees.~~

h. Utah Science Center Board.

i. Other committees, as invited.

D. Advisory Committees - Bodies from whom the Board receives information or advice:

1. Utah State Charter School Board. (53A-1a-501.6)

2. Utah Professional Practices Advisory Commission. (53A-6-301)

3. Interpreters Certification Board. (53A-26a-202)

4. Adult Education Advisory Committee (Adult Ed. bylaws Article III, Section 1).

5. Coalition of Minorities Advisory Committee.

6. Utah Schools for the Deaf and the Blind Advisory Council. (53A-25b-203)

E. The Board may establish an advisory committee with respect to the Board's responsibilities.

1. The Board may establish a committee:

a. Upon recommendation of Board Leadership that is subsequently ratified by a majority vote of the Board.

b. Upon recommendation of the State Superintendent that is subsequently ratified by a majority vote of the Board.

2. The Board may dissolve any non-statutory advisory committee if the Board determines the committee is no longer necessary or effective.

3. Members of a Board committee are eligible to receive State per diem and mileage reimbursement consistent with USOE travel policies.

~~F. National Organizations~~

Comment [JC30]: These do not need to be listed in the bylaws.

~~1. NASBE - National Association of State Boards of Education.~~

~~2. NSBA - National School Boards Association.~~
~~3. West[ ]Ed - the western branch of the National Office of Education Research, serving several western states, including Utah.~~

XI. Changes to/Amendment of Bylaws: Bylaws (except those established in state law) may be changed/amended by a 2/3 vote of the voting Board members present at any regular Board meeting, provided that notice of the proposed changes was given in a timely manner. Changes/amendments shall become effective immediately upon approval as directed by the Board.

Adopted by the State Board of Education
March 12, 2002
Amended February 7, 2003
Amended April 1, 2005
Amended October 6, 2006
Amended May 2, 2007
Amended December 4, 2009
Amended May 7, 2010
Amended March 4, 2011
Amended June 1, 2012
Amended November 2, 2012

BOARD MEETING

11:00 a.m. to 11:15 a.m.
6. **Achievement Spotlight**

11:15 a.m. to 12:00 p.m.
7. **ACTION**: Sufficient Growth Percentile Determination Tab 7

12:00 p.m. to 12:20 p.m.
8. **INFORMATION:** Superintendent's Report

12:20 p.m. to 12:30 p.m.
9. **ACTION:** Utah Professional Practices Advisory Commission Recommendations Tab 9

12:30 p.m. to 2:15 p.m.
10. **Lunch / Executive Session**

2:15 p.m. to 2:25 p.m.
11. **ACTION:** Executive Session Items
    1. UPPAC Recommendations
    2. Appointment of USOE School Children's Trust Section Director
    3. Advisory Committee Appointments

2:25 p.m. to 2:40 p.m.
12. **INFORMATION:** Computer Adaptive Assessment System Update Tab 12

2:40 p.m. to 2:55 p.m.
13. **INFORMATION/ACTION:** Board UPPAC Review Task Force Report Tab 13

2:55 p.m. to 3:05 p.m.
BREAK

3:05 p.m. to 4:35 p.m.
14. **ACTION:** Board Standing Committee Reports

    a. Instruction, Assessment and Technology
    b. Curriculum, Standards and Student Success
    c. Accountability and Finance
    d. Communications
    e. Charter Schools

4:35 p.m. to 4:55 p.m.
15. **INFORMATION:** Board Chair's Report
    4. Audit Report
    5. Assessment Parent Review Committee

4:55 p.m.
16. **Adjournment**

UTAH STATE BOARD OF EDUCATION

Debra G. Roberts, Chair David L. Crandall, Vice Chair

Dixie L. Allen
Kim R. Burningham
Keith M. Buswell
Leslie B. Castle
Joel Coleman
Barbara W. Corry
Heather Groom
Michael G. Jensen
Jennifer A. Johnson
Jefferson Moss
C. Mark Openshaw
Tami W. Pyfer
David L. Thomas

Martell Menlove, Chief Executive Officer
Lorraine Austin, Board Secretary

MEMORANDUM

TO: Members, Utah State Board of Education

FROM: Martell Menlove, Ph.D.
Chief Executive Officer

DATE: June 7, 2013

ACTION: Sufficient Growth Percentile Determination

Background:
SB271S3 *School Grading Amendments* was passed during the 2013 General Legislative Session. This bill creates a school grading accountability system that requires a new measurement of growth called "sufficient growth". "'Sufficient growth' means a measurement of growth greater than or equal to growth at a specific percentile in the 2011-12 year adopted by the State Board of Education in rule."

Key Points:
The Board will receive information describing a variety of growth percentiles and the impact of different percentiles on school grades.

Anticipated Action:
Board members will review information from USOE staff and determine the percentile to be used to define sufficient growth for school grades.

Contact: Judy Park, Associate Superintendent, 801-538-7550
John Jesse, Director, Assessment and Accountability, 801-538-7811

250 East 500 South P.O. Box 144200 Salt Lake City, UT 84114-4200 Voice: (801) 538-7517 Fax: (801) 538-7768

UPPAC

MEMORANDUM

Utah Professional Practices
Advisory Commission
250 East 500 South
P.O. Box 144200
Salt Lake City, UT
84114-4200

Phone: (801) 538-7745
Fax: (801) 538-7768
www.schools.utah.gov/uppac

TO: Utah State Board of Education

FROM: Carol B. Lear, J. D., Executive Secretary
Utah Professional Practices Advisory Commission (UPPAC)

SUBJECT: Recommendation of the Utah Professional Practices Advisory Commission (UPPAC)

DATE: June 5, 2013

The following recommendation of the Utah Professional Practices Advisory Commission (UPPAC) is transmitted for action by the Utah State Board of Education:

Case No. 12-1050
The Commission recommends reinstatement of the educator's Level 1 Secondary Education License following a reinstatement hearing in UPPAC Case No. 12-1050. The educator satisfied all conditions in the educator's stipulated agreement and UPPAC finds that reinstatement is appropriate based on evidence and testimony presented at the reinstatement hearing.

Case No. 12-1067
The Commission recommends that the educator's Level 2 Elementary Education be suspended by default in UPPAC Case No. 12-1067. The educator may request a reinstatement hearing following satisfaction of all conditions in the Default and completion of a criminal background check, no sooner than five (5) years from the date of Board action. Any UPPAC recommendation for reinstatement following a hearing is subject to Board approval.

Case No. 13-1119
The Commission recommends revocation of the educator's Level 2 Secondary Education License in UPPAC Case No. 13-1119. The educator's license will be permanently revoked and he may not request a reinstatement hearing.

Case No. 04-712
The Commission recommends suspension of the educator's Level 2 Career and Technical, Secondary, and Special Education Licenses in UPPAC Case No. 04-712. The educator may request a reinstatement hearing following satisfaction of all conditions in the Stipulated Agreement and completion of a criminal background check, no sooner than six (6) months from the date of Board action. Any UPPAC recommendation for reinstatement following a hearing is subject to Board approval.

Martin Bates
Granite School District

Kathleen Carter
Alpine School District

John C. Hughes
Emery School District

Terry Krieger-James
Nebo School District

Robert McDaniel
Murray School District

Darin Nielsen
Box Elder School District

Ann K. Peterson
Juab School District

Cheryl Phipps
Community Member

Scott Roskelley
Jordan School District

Jeanette Sawaya
Judge Memorial Catholic High School

Carmen Snow
Community Member

Carol B. Lear
Executive Secretary
(801) 538-7835

Heidi Alder
Investigator and Attorney for Complainant
(801) 538-7832

UPPAC is charged with maintaining and promoting a high standard of professional ethics among Utah educators. It is advisory to the State Board of Education in making recommendations regarding educator licensing and may take other disciplinary action respecting educator misconduct.

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MEMORANDUM

TO: Members, Utah State Board of Education

FROM: Martell Menlove, Ed.D.
Chief Executive Officer

DATE: June 7, 2013

INFORMATION: Computer Adaptive Assessment System

Background:
HB 15 *Statewide Adaptive Testing* from the 2012 Legislative Session, provided $6,700,000 to "annually require each school district and charter school, as applicable, to administer a computer adaptive assessment system that is (a) adopted by the State Board of Education; and (b) aligned to Utah's common core."

On November 28, 2012, State Purchasing announced the successful bid award to American Institutes of Research (AIR). This contract will result in the development and implementation of a Formative, Interim and Summative Assessment System to be administered beginning Spring of 2014.

Key Points:
This new assessment system will be unique to Utah. The process to develop the system will include Utah stakeholders. A comprehensive communication strategy includes monthly webinars and regional meetings.

Anticipated Action:
The Board will receive updated information on the development process and decisions for the new assessment system.

Contact: Judy Park, Ed.D., Associate Superintendent, 801-538, 7550
John Jesse, Assessment Director, 801-538-7811

250 East 500 South P.O. Box 144200 Salt Lake City, UT 84114-4200 Voice: (801) 538-7517 Fax: (801) 538-7768 TDD: (801) 538-7876

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Lorraine Austin, Board Secretary

MEMORANDUM

TO: Members, Utah State Board of Education

FROM: Martell Menlove, Ph.D.
Chief Executive Officer

DATE: June 7, 2013

INFORMATION/ ACTION: UPPAC Review Task Force Update and RFP

Background:
In its December 7, 2012 meeting, the State Board determined that a Board UPPAC Review Task Force would be organized for the purpose of making specific recommendations for changes to state statute, Board rules, and UPPAC rules regarding the work of the Utah Professional Practices Advisory Commission.

Key Points:
The Task Force has met over the past several months and has considered the steps necessary to move forward with the work involved, including hiring an outside consultant through an RFP process.

Anticipated Action:
The Task Force committee will update the Board on its work and recommendations for an RFP will be forwarded for possible Board approval.

Contact: James Olsen, 801-599-1095

250 East 500 South P.O. Box 144200 Salt Lake City, UT 84114-4200 Voice: (801) 538-7517 Fax: (801) 538-7768