ANNUAL ASSURANCES OF COMPLIANCE POLICY

**Purpose:** The purpose of this policy is to comply with the requirements of Utah Administrative Code R277-108-5(A)(3),(A)(5).

**Policy:** This policy has two parts. Part I is the annual assurance regarding SEP and SEOP programs. Part II is the annual assurance regarding Quality Teaching Block Grant Programs.

**Part I** (This policy is authorized by Board Rule R277-108(5)(A)(3)).

The Board of Directors will provide the USOE written assurance that Weber State University Charter Academy has developed a policy for the effective implementation of Student Education Plans (SEP), as well as Student Education Occupation Plans (SEOP). This policy has been developed with input from school personnel, parents, and school community members.

The development of this policy is consistent with UCA 53A-1a-106(2)(b), which states:

**53A-1a-106. School district and individual school powers.**

(2)(b)(i) Each local school board, in consultation with school personnel, parents, and school community councils or similar entities **shall establish policies** to provide for the effective implementation of a personalized student education plan (SEP) or student education/occupation plan (SEOP) for each student at the school site.

(ii) **The policies shall include** guidelines and expectations for:
   - (A) recognizing the student’s accomplishments, strengths, and progress towards meeting student achievement standards as defined in U-PASS;
   - (B) planning, monitoring, and managing education and career development; and
   - (C) involving students, parents, and school personnel in preparing and implementing SEPs and SEOPs.

(iii) A parent may request conferences with school personnel in addition to SEP or SEOP conferences established by local school board policy.

(iv) Time spent during the school day to implement SEPs and SEOPs is considered part of the school term referred to in Subsection 53A-17a-103(5).

Guidelines and expectations for SEP and SEOP programs related to this policy include:

- recognizing the student's accomplishments, strengths, and progressing towards meeting student achievement standards (refer to definitions in U-PASS)
- planning, monitoring, and managing education and career development
- involving students, parents, and school personnel in preparing and implementing SEPs and SEOPs

Notwithstanding the right of a student's parent or guardian to request conferencing with school officials related to SEP and SEOP programs, parents or guardians may also request additional conferencing opportunities with school authorized personnel on subjects unrelated to SEP and SEOP programs. [53A-1a-(2)(b)(iii)]

Normal school hours expended working in conjunction with SEP and SEOP related programs may be credited toward normal school hours and days. [Refer to UCA 53A-17a-103(5) for authorization and clarifications.]

**53A-17a-103. Definitions.**

(5)(a) "State-supported minimum school program" or "Minimum School Program" means public school programs for kindergarten, elementary, and secondary
schools as described in this Subsection (5).

(b) The minimum school program established in the districts shall include the equivalent of a school term of nine months as determined by the State Board of Education.

(c)(i) The board shall establish the number of days or equivalent instructional hours that school is held for an academic school year.

(ii) Education, enhanced by utilization of technologically enriched delivery systems, when approved by local school boards, shall receive full support by the State Board of Education as it pertains to fulfilling the attendance requirements, excluding time spent viewing commercial advertising.

(d) The Minimum School Program includes a program or allocation funded by a line item appropriation or other appropriation designated as follows:

(i) Basic School Program;

(ii) Related to Basic Programs;

(iii) Voted and Board Leeway Programs; or

(iv) Minimum School Program.

Part II (This policy is authorized by Board Rule R277-108(5)(A)(5)).

The Board of Directors will provide the USOE written assurance that Weber State University Charter Academy has developed a policy for the Quality Teaching Block Grant program.

The development of this policy is consistent with UCA 53A-17a-124, which states:

53A-17a-124. Quality Teaching Block Grant Program -- State contributions.

(1) The State Board of Education shall distribute money appropriated for the Quality Teaching Block Grant Program to school districts and charter schools according to a formula adopted by the board, after consultation with school districts and charter schools, that allocates the funding in a fair and equitable manner.

(2)(a) Schools districts and charter schools shall use Quality Teaching Block Grant money to implement school and school district comprehensive, long-term professional development plans required by Section 53A-3-701.

(b) In recognition of exceptional quality teaching, Quality Teaching Block Grant money may be used for the award of individual Quality Teaching Bonuses for Exemplary Teachers to recognize and reward excellence in classrooms as determined by school principals in partnership with their school community councils.

(3) Each local school board shall:

(a) as provided by Section 53A-3-701, review and either approve or recommend modifications for each school's comprehensive, long-term professional development plan within the district so that each school's plan is compatible with the district's comprehensive, long-term professional development plan; and

(b) in an open public meeting, approve a plan to spend Quality Teaching Block Grant money to implement the school district's comprehensive, long-term professional development plan.

Money distributed by the State Board of Education that is appropriated for the Quality Teaching Block Grant Program (QTBGP) shall be expended in a manner consistent with the provision found in UCA 53A-17a-124. Allocation of funds will be made in a fair and equitable manner. The board shall use QTBGP appropriations to implement long-term professional development plans [53A-17a-124(2)(a)], and/or, provide a “bonus(es)” to reward an exemplary teacher(s) for “excellence” in the
The director/principal, in concert with the community council (or equivalent entity), shall determine the fair and equitable dispersal of QTBGP funds. Approval of the “plan” to disperse QTBGP funds shall be made in an open and public meeting.

State Statute Reference

53A-3-701. School and school district professional development plans.

(1)(a) Each public school and school district shall develop and implement a systematic, comprehensive, and long-term plan for staff professional development.

(b) Each school shall use its school community council, school directors, or a subcommittee or task force created by the school community council as provided in Section 53A-1a-108 to help develop and implement the plan.

(2) Each plan shall include the following components:

(a) an alignment of professional development activities at the school and school district level with:

(i) the school improvement plan under Section 53A-1a-108.5;
(ii) the School LAND Trust Program authorized under Section 53A-16-101.5;
(iii) the Utah Performance Assessment System for Students under Title 53A, Chapter 1, Part 6, Achievement Tests;
(iv) Sections 53A-6-101 through 53A-6-104 of the Educator Licensing and Professional Practices Act;
(v) Title 53A, Chapter 9, Teacher Career Ladders; and
(vi) Title 53A, Chapter 10, Educator Evaluation;

(b) provision for the development of internal instructional leadership and support;

(c) the periodic presence of all stakeholders at the same time in the professional development process, to include administrators, educators, support staff, parents, and students;

(d) provisions for the use of consultants to enhance and evaluators to assess the effectiveness of the plan as implemented; and

(e) the time required for and the anticipated costs of implementing and maintaining the plan.

(3) (a) Each local school board shall review and either approve or recommend modifications for each school plan within its district so that each school’s plan is compatible with the district plan.

(b) The board shall:

(i) provide positive and meaningful assistance to a school, if requested by its community council or school directors, in drafting and implementing its plan; and

(ii) monitor the progress of each school plan and hold each school accountable for meeting the objectives of its plan.

(4) The State Board of Education, through the superintendent of public instruction, shall work with school districts to identify the resources required to implement and maintain each school’s and school district’s professional development plan required under this section.

Weber State University Charter Academy maintains the right of its Board of Directors to amend or substitute this policy utilizing normal Board of Directors processes.