

# QUEST

ACADEMY

*Academic Excellence*  
IN A *Technology-rich* ENVIRONMENT



# Special Education Policies & Procedures Manual

*Quest Academy is a technology-focused charter school for grades K-9 located in West Haven, Utah. Our mission is to provide students a challenging, technology-rich environment, enabling young citizens to become leaders prepared for the challenges of an evolving global community.*

## **SPECIAL EDUCATION POLICIES & PROCEDURES**

This Policies and Procedures Manual ensures the implementation of special education services at Quest Academy. This manual is to be used in coordination with the Utah State Board of Education Rules, the Utah State Board of Education Special Education Guidelines for Specific Learning Disabilities and Caseload and the Least Restrictive Behavioral Interventions (LRBI) Technical Assistance (TA) Manual.



## **GENERAL POLICY STATEMENT**

It is the policy of Quest Academy to adhere to and comply with federal and state laws and rules as they pertain to students with disabilities and the provision of a free, appropriate public education to all the students with the school, regardless of the nature of severity of the disability.

Due process rights of students with disabilities and their parents under IDEA 2004, Section 504 of the Rehabilitation Act and ADA are required. Students may be identified as disabled under these laws even though they may not require specialized educational services. Confidentiality of student information and access to student files will meet the standards of the Family Educational Rights and Privacy Act (FERPA) and the Utah Ethics Act.

Quest Academy is required to develop Special Education policies and procedures in the following areas:

- Specific Learning Disabilities (SLD) Eligibility
- Least Restrictive Behavioral Interventions (LRBI)
- Caseloads

Quest Academy recognizes the Documents set forth by the Utah State Board of Education on each of these areas and accepts them as best practice; following them as set forth. Quest Academy's Special Education Policies and Procedures Manual is on file in the school's manual book and at the Utah State Board of Education.

The purpose of this manual policy is to ensure students with disabilities or suspected disabilities will be identified, evaluated, and provided appropriate educational services and/or accommodations within the definitions of IDEA 2004, Americans with Disabilities Act (ADA) or section 504.

### **References:**

- Individuals with Disabilities Education Improvement Act (IDEA 2004)
- Utah State Board of Education Special Education Rules (October 2016)
- Utah State Board Rule
- Utah Code
- Section 504 of the Rehabilitation Act
- Americans with Disabilities Act (ADA)



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# Quest Academy

## Special Education Policies & Procedures Manual

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### I. GENERAL PROVISIONS (USBE SER I)

#### A. Policies and Procedures.

Quest Academy, in providing for the education of students with disabilities enrolled in its school, has in effect policies, procedures, and programs that are consistent with the Utah State Board of Education Special Education Rules (USBE SER) as described in this Policies and Procedures Manual.

#### B. Definitions.

1. Charter School. ESEA/ESSA Section 4310; UCA 53A-1a-507. The term “charter school” means a public school that functions as a Local Education Agency (LEA) in accordance with a specific State statute authorizing the granting of charters to schools and:

- a. Is exempt from significant State or local rules that inhibit the flexible operation and management of public schools, but not from any rules relating to the other requirements of the ESEA/ESSA;
- b. Is created by a developer as a public school, or is adapted by a developer from an existing public school, and is operated under public supervision and direction;
- c. Operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency;
- d. Provides a program of elementary or secondary education, or both;
- e. Is nonsectarian in its programs, admissions policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious institution;
- f. Does not charge tuition;
- g. Complies with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (U.S.C. 12101 et seq.), Section 444 of the General Education Provisions Act (U.S.C. 1232g) (commonly referred to as the “Family



Educational Rights and Privacy Act of 1974”) and Part B of the Individuals with Disabilities Education Act (IDEA);

- h. Is a school to which parents choose to send their students, and that admits students on the basis of a lottery, consistent with section 4310(2)(G), if more students apply for admission than can be accommodated or in the case of a school that has an affiliated charter school (such as a school that is part of the same network of schools), automatically enrolls students who are enrolled in the immediate prior grade level of the affiliated charter school and, for any additional student openings or student openings created through regular attrition in student enrollment in the affiliated charter school and the enrolling school, admits students on the basis of a lottery as described above;
  - i. Agrees to comply with the same Federal and State audit requirements as do other elementary schools and secondary schools in the State, unless such requirements are specifically waived for the purpose of this program;
  - j. Meets all applicable Federal, State, and local health and safety requirements;
  - k. Operates in accordance with State law; and
  - l. Has a written performance contract with the authorized public chartering agency in the State that includes a description of how student performance will be measured in charter schools pursuant to State assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public chartering agency and the charter school.
2. Quest Academy has adopted all of the other applicable definitions as found in USBE SER I.E.1-49.

C. Budget Information and Categories.

Quest Academy provides detailed budget information and budget categories in its annual application for IDEA Part B funding submitted to the Utah State Board of Education (USBE). 34 CFR §300.301-376; USBE SER IX.A.

D. Assurances.

Students are admitted to Quest Academy based solely on the lottery and other requirements under the Utah Code and the USBE Administrative Rules for Charter Schools, and without restrictions due to race, color, gender, national origin, disability status, or religion. Assurances with regard to compliance with IDEA Part A and Part B, as well as the National Instructional Materials Accessibility Standard, and compliance with other Federal laws including “New Restrictions on Lobbying, “Debarment, Suspension, and Other Responsibility Matters,” and the Drug-Free Workplace Act of





1988 are submitted to the Utah State Board of Education (USBE) annually with the application for IDEA Part B funding.

E. General Program Description.

Quest Academy is located at 4862 W 4000 S in West Haven. The facility sits on 5.0 acres of land. Quest Academy has two separate buildings, one for students grade K thru 4 (Q1) and the other for students grade 5 thru 9 (Q2). Q1 has a multipurpose room, library, administrative offices, two computer labs, 21 classrooms and 8 breakout rooms (for sub-grouping of students) and a nurse's room. Q2 has a multipurpose room, library, administrative offices, one computer lab, 19 classrooms, and a nurse's room. In the 2014-2015 school year, Quest Academy has 942 current students enrolled in grades K-9 with a maximum possible enrollment of 1,050 students

The Utah Core Curriculum is the foundation for the curriculum in all grade levels, with basal and supplementary materials used for daily instruction in classrooms. Currently in grades K-5 Quest Academy uses My Math for math instruction, progress monitoring, and assessment. Voices and Words Their Way are used for Language Arts instruction, progress monitoring, and assessment. DIBELS and Star testing are also used as progress assessments throughout the year. The Junior High at Quest, 6-9 grades, uses Glencoe Math for math instruction, progress monitoring, and assessment. Language Arts curriculum at the Junior High level is based on grade level concepts pulled directly from the Utah Core Standards at the discretion of the Language Arts teachers. Star assessments are also used as a progress-monitoring tool at the Junior High.

Quest Academy was founded by a group of community members all sharing a vision to educate students in a different way in order to keep pace with a changing world. Each of the founding members served on a school community council, sharing commonalities in how they would like to have had a greater voice in the decisions that are made regarding the education of their children. Founding members recognized that to live, learn, and work successfully in an increasingly complex and information-rich society, our student must be able to use technology effectively.

Other members of the community supported the idea of a charter school that offered an education in a technology-rich environment as the school emphasis. These community supporters were the impetus for forming the founding board and pursuing a charter that would allow parents the opportunity to be involved in education from design to implementation and provide rich opportunities for students to find and utilize current information and resources, as well as apply academic skills for solving real-world problems. Many of these community members now serve on various school committees and continue to be the foundation upon which the school is built.

A school program was designed to integrate technology throughout the curriculum in order to teach core concepts. It is the community's consensus that our children must be ready for a different world and as educators we must prepare our students to be successful in this changing world. Parents want their children to be prepared with skills



that help them to either get a job in today's marketplace or advance to higher levels of education and training. Our community employers want to hire honest, reliable, technologically literate employees who are able to reason, communicate, make decisions, and learn. Communities want students prepared to become good citizens and productive members of society in an increasingly technological and information-based world. The State of Utah, national leaders, the US Dept. of Education, and other agencies recognize the essential role of improved student learning through technology in this century.

If technology was at the heart of the school's formation, innovative instruction was the frame upon which the school was built. The Quest Academy Board believes that:

- Students at Quest Academy are valued.
- Each student has unique talents and abilities and learns in different ways.
- We are educating the future of our society and not simply trying to have students test for competency.
- Traditional educational practices no longer provide students with all the necessary skills to compete in today's workplace.
- Students must apply strategies for solving problems using appropriate tools for learning, collaborating, and communicating.

F. Free Appropriate Public Education (FAPE). 34 CFR §300.101; USBE SER I.E.17.

1. Quest Academy follows the requirements of Charter Schools and Their Students (USBE SER III.O)
  - a. Students with disabilities ages five through 21 who attend public charter schools and their parents retain all rights under Part B of the IDEA and the USBE SER.
  - b. Quest Academy is an LEA that receives funding under Part B, and is responsible for ensuring that all of the requirements of Part B of the IDEA and these Rules are met.
  - c. Quest Academy, a public charter school, provides a Free Appropriate Public Education (FAPE) to all eligible students with disabilities in conformity with the requirements of the Utah State Board of Education Special Education Rules (USBE SER) and the United States Department of Education Final Regulations for the Individuals with Disabilities Education Act of 2004 (IDEA) August 2006.
2. Free Appropriate Public education (FAPE). (USBE SER I.E.15) Special education and related services that:



- a. Are provided at public expense, under public supervision and direction, and without charge;
  - b. Meet the standards of the USBE and Part B of the IDEA;
  - c. Include elementary school and secondary school education in Utah; and
  - d. Are provided in conformity with an Individualized Education Program (IEP) that meets the requirements of Part B of the IDEA and these Rules.
- G. Full Educational Opportunity Goal (FEOG). 34 CFR §300.109; USBE SER IX. A.2.D.(2)(c).

Quest Academy hereby affirms the goal of providing a full educational opportunity to all students with disabilities determined eligible for special education or special education and related services under the IDEA and the USBE SER, of the ages served by Quest Academy between five and 22, and in accordance with all of the timeline requirements of the IDEA with respect to the identification, location, evaluation, and provision of a free appropriate public education.

## **II. IDENTIFICATION, LOCATION, AND EVALUATION OF STUDENTS SUSPECTED OF HAVING DISABILITIES**

- A. Child Find. 34 CFR §§300.101, 111; USBE SER II.A.

Quest Academy has policies and procedures to ensure that all students with disabilities enrolled in the grades the school serves, including students who are highly mobile, students who have been suspended or expelled from school, students who have not graduated from high school with a regular high school diploma, and those who are suspected of being a student with a disability and who are in need of special education or special education and related services even though they are advancing from grade to grade, students in State custody/care, students in nursing homes, and regardless of the severity of the disability, are identified, located, and evaluated. This includes a practical method for determining which students are currently receiving needed special education or special education and related services.

- B. Child Find Procedures. 34 CFR §§300.131; USBE SER II.A.4.

Quest Academy conducts the following procedures to ensure that students suspected of having a disability are identified and located:

1. Finding students who have been receiving needed special education or special education and related services.



- a. The enrollment application includes questions about whether a student has received special education or special education and related services in the previous school or educational program.
  - b. Parents are asked during registration if the students received any services beyond the general education program in the previous school.
  - c. If parents respond in the affirmative, contact is made with the previous school using email, telephone, and/or a request for records document to locate the special education records.
  - d. Quest Academy follows all the procedures detailed on the In-State and Out-of-State Transfer Student Checklist of the USBE.
1. In identifying and locating students who are suspected of having a disability but have not been previously identified or determined eligible for special education or special education and related services, Quest Academy implements the following procedures:
    - a. Annual training of all staff on the Child Find obligation and how to be alert for observed behaviors that suggest a suspected disability.
    - b. Notice through email, the school's web site, and announcement at back to school night of the referral procedures and of the availability of services for eligible students with disabilities.
    - c. If a parent or staff member is concerned about a student outside the grade levels of the charter school, the parent or staff member is referred to the traditional district of the student's parent's residence.
  2. Quest Academy has no responsibility for Child Find for homeschooled or private school students.
  3. Quest Academy does not refer its own students to the local school district for Child Find.
- C. Referral. 34 CFR §§300.301; USBE SER II.B.
1. Procedure.

When a parent or staff member suspects a student may have a disability, the following referral procedure is implemented:

- a. Teachers implement pre-referral interventions and provide documentation of the results to a Child Study Team (CST), which includes a general education



teacher (see additional description of CST in the SLD evaluation process in Section II of this Manual).

Note: Pre-referral interventions may not be used to substantially delay an evaluation for eligibility when a staff member or parent requests an evaluation.

- b. The referring person completes and signs a referral form. If school personnel are making the referral, attach documentation of contacts with the parents about the concerns regarding the student's educational performance.
- c. The referral form is given to the principal, who reviews existing data (including pre-referral intervention results and CST's recommendations) on the student and determines if the referral should go forward for a full evaluation. If it is decided that the evaluation should take place, the principal assigns a staff member to oversee/conduct the evaluation. If the referral is not going to result in a full evaluation, the principal or special education director will inform the parent by Written Prior Notice of Refusal or anecdotal documentation signed by the parent concerning the action of conducting an evaluation.
- d. Quest Academy responds to each request for evaluation within a reasonable timeframe.

Note: Each school district and charter school shall provide an initial special education assessment for children who enter the custody of the Division of Child and Family Services (DCFS), upon request by that division, for students whose school records indicate that they may have disabilities requiring special education services. The assessment shall be conducted within 30 calendar days of the request by DCFS. 53A-15-304.5.

#### D. Evaluation.

1. Parental Consent. 34 CFR §§300.300; USBE SER II.C.

Prior to initiating a full and complete individual evaluation, Written Prior Notice (WPN) and parental consent of the student is required. The consent informs the parent that the evaluation is being proposed because the student is suspected of having a disability that affects his educational performance and that he/she may be eligible for special education or special education and related services. The consent indicates the areas in which the evaluation team will conduct tests or administer other assessment tools to the student. Consent for evaluation must not be construed as consent for provisions of special education services.



Reasonable efforts to obtain parental consent are made and documented by Quest Academy. Quest Academy follows the requirements of USBE II.C.4 with respect to parents who cannot be located.

For initial evaluations only, if the student is a ward of the state and is not residing with the student's parent(s), Quest Academy is not required to obtain informed consent from the parent if, despite reasonable efforts to do so, Quest Academy cannot discover the whereabouts of the parent(s); the rights of the parent(s) of the student have been terminated in accordance with State law; or the rights of the parent(s) to make educational decisions have been subrogated by a judge in accordance with State law and consent for an initial evaluation has been given by an individual appointed to represent the student.

If the parent(s) of a student enrolled in a public school or seeking to be enrolled in a public school does not provide consent for initial evaluation, or fails to respond to a request to provide consent, Quest Academy may, but is not required to, pursue the initial evaluation of the student by utilizing the Procedural Safeguards or the due process procedures in the USBE SER IV.I-P. Quest Academy does not violate its obligation under Child Find provisions of USBE SER IV if it declines to pursue the evaluation by utilizing the Procedural Safeguards or the due process procedures.

When conducting psychological evaluations, Quest Academy implements the parental consent requirements of UCA 53A-13-302 (Utah FERPA).

Parental consent is not required before administering a test or other evaluation that is given to all students, or before conducting a review of existing data.

2. **Written Prior Notice.** 34 CFR §300.503; USBE SER IV.D.

The parent is given Written Prior Notice that the evaluation will take place. (See Section IV.C of this Policy and Procedures Manual for required components of Written Prior Notice.) Written Prior Notice is embedded in Quest Academy's Consent for Evaluation Form.

3. **Initial Evaluation Timeline.** 34 CFR §300.301; USBE SER II.D.

When the signed parental consent or refusal of consent for evaluation is received at the school, the special education teacher writes the date it was received on the form to document the beginning of the timeline for the evaluation. Quest Academy completes all evaluations within 45 school days of receiving the consent. Unless the initial evaluation was requested by DCFS, in which case it is conducted with 30 calendar days. UCA 53A-15.304.5. The 45-school day timeline does not apply if the parent fails to produce the student for the evaluation. If the student enrolls in Quest Academy after the timeframe has started in a previous LEA, Quest Academy must make sufficient progress to



ensure prompt compliance in accordance with a written agreement with the parent as to when the evaluation will be completed.

4. Evaluation Process. 34 CFR §300.304; USBE SER II.F.

a. Review of Existing Data.

When conducting an initial evaluation (when appropriate), the evaluation team considers existing data on the student's educational performance. This may include student records of grades, courses completed, statewide test results, LEA-wide test results, classroom assessments, teacher interviews, observations, notes in the student's cumulative file, and any other information available.

b. Administration of Additional Assessments.

In addition, the special education staff administers assessments in other areas as part of a full and individual initial evaluation, as indicated on the Consent for Evaluation, in order to determine eligibility and the student's educational needs, including information relating to enabling the student to be involved in and make progress in the general education curriculum. Finally, the information supports the development of the contents of the IEP. The test administration follows all of the requirements of the USBER SER II.F-H, including:

- Use of more than one procedure, assessment and other evaluation materials tailored to assess specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient;
- Use of technically sound instruments that may assess the relative contribution of cognitive and behavioral factors in addition to physical or developmental factors and consider the publication date and continued validity of assessments in use when new editions are published;
- Selection of tools that are not discriminatory on a racial or cultural basis
- Administration in student's native language or mode of communication, and in the form most likely to yield accurate information on what the student knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to do so.
- Administration of assessments to address specific areas of concern identified by the evaluation team including the parent(s).
- Use of assessments for the purposes intended and in accordance with the publisher's administration standards



- Selection, administration, and interpretation by trained and knowledgeable personnel in accordance with any instructions and administrator requirements provided by the producer of the assessments and the Standards for Educational and Psychological Testing (AERA, ACA, NCME, 2014);
- Administration of psychological testing and evaluation of personal characteristics, such as IQ, personality, abilities, interests, aptitudes, and neuropsychological functioning only by personnel who have been trained and fully meet the administrator/use/ interpreter qualifications of the test publisher;
- Charter school assurance and documentation that all evaluators meet the assessment publisher’s administrator/interpreter/user requirements for all assessments (e.g. appropriate degree, higher education coursework in tests and measures, and supervised practica);
- Use of tools that assess what they purport to measure and not just the student’s disability
- Assessment in all areas related to the student’s suspected disability; and
- Comprehensive assessment, not just in areas commonly associated with the specific disability

c. Specific Categorical Evaluation Requirements.

Evaluations for students suspected in each of the 13 areas of disability include the requirements for evaluation procedures and assessment of student performance in specific areas identified in USBE SER II.J.1-13.

Quest Academy contacts the Utah Schools for the Deaf and Blind for assistance with administering and appropriately interpreting assessments for students with visual and/or hearing impairments. USBE SER II.F.2.

E. Reevaluation Procedures. (USBE SER II.G)

1. Quest Academy conducts a reevaluation of each student with a disability when the educational or related services needs, including improved academic achievement and functional performance, of a student warrant a reevaluation; or if the student’s parent or teacher requests a reevaluation.
  - a. A reevaluation may not occur more than once a year, unless the parent(s) and Quest Academy agree otherwise.
  - b. A reevaluation must occur at least once every three years, unless the parent(s) and Quest Academy agree that a reevaluation is unnecessary as





there are data available to continue eligibility and determine the educational needs of the student.

- c. When the parent(s) and Quest Academy agree that a reevaluation is unnecessary, the team must document data reviewed and used in an evaluation report and complete an eligibility determination document.

2. Parental consent for reevaluations.

- a. Quest Academy obtains informed parental consent prior to conducting any reevaluation of a student with a disability, if the reevaluation includes the administration of additional assessments to the student.
- b. If the parent refuses to consent to the reevaluation Quest Academy, may, but is not required to, pursue the reevaluation by using the dispute resolution procedures provided in the procedural safeguards, and including mediation or due process procedures.
- c. The reevaluation may be conducted without parental consent if Quest Academy can demonstrate that it made reasonable attempts to obtain such consent and the student's parent has failed to respond. A written record of the attempts is maintained in the student's special education file.

F. Additional Requirements for Initial Evaluation and Reevaluation Procedures. (USBE SER II.H)

1. As part of any initial evaluation (if appropriate) and as part of any reevaluation, the IEP Team and other qualified professionals, as appropriate, must review existing evaluation data on the student. This review may be conducted without a formal meeting. The special education teacher/case manager may review and discuss the existing data with team members and the parent individually. Existing data may include evaluations and information provided by the parents of the student; current classroom-based, local or State assessments, and classroom-based observations; observations by teachers and related services providers; grades; attendance, and other information regarding the student's current educational performance.
2. The IEP Team and appropriate other qualified professionals, based on their data review and input from the student's parents, identifies what additional data, if any, are needed to determine whether the student is or continues to be a student with a disability and the educational needs of the student, and
  - a. The present levels of academic achievement and related developmental needs of the student;



- b. Whether the student needs special education and related services; or, in the case of a reevaluation of a student, whether the student continues to need special education and related services; and
    - c. Whether any additions or modifications to the special education or special education and related services are needed to enable the student to meet the measurable annual goals set out in the IEP of the student and to participate, as appropriate, in the general education curriculum.
  3. If the IEP Team and other qualified professionals, as appropriate, determine that no additional data are needed to determine continuing eligibility and student needs, the parents are given Written Prior Notice of that decision and of their right to request additional assessment. Quest Academy then prepares a new Evaluation Summary Report, including new and previous data as appropriate, and sends a Notice of Meeting for Eligibility Determination. A new Eligibility Determination Form is completed and signed by the team, and the parents are given Written Prior Notice of that determination along with a copy of the Evaluation Summary Report and the Eligibility Determination documents. Written Prior Notice is embedded in the Eligibility Determination document.
  4. If the parent requests additional assessment as part of the reevaluation, Quest Academy obtains written parental consent for evaluation and then conducts assessment in the areas of educational functioning requested. When the additional assessment is completed, Quest Academy then prepares a new Evaluation Summary Report, including new and previous data as appropriate, and sends a Notice of Meeting for Eligibility Determination. At that meeting, a new Eligibility Determination Form is completed and signed by the team, to indicate participation in the meeting, and the parents are given Written Prior Notice of that determination along with a copy of the Evaluation Summary Report and the Eligibility Determination documents. Written Prior Notice is embedded in the Eligibility Determination document.
  5. Evaluations before change in eligibility. 34 CFR §300.305; USBE SER II.H.6.
    - a. Quest Academy evaluates students with disabilities before determining that students are no longer eligible for special education or special education and related services.
  6. Parental consent is not required before:
    - a. Reviewing existing data as part of an evaluation or a reevaluation; or
    - b. Administering a test or other evaluation that is administered to all students unless, before administration of that test or evaluation, consent is required of parents of all students.



G. Evaluation Timelines. 34 CFR §§300.301, 303; USBE SER II.D., II.G.

1. An initial evaluation must be completed within 45 school days of the date the school receives parental consent for the evaluation.
2. Upon completion of the evaluation or reevaluation, the IEP Team and other appropriate professionals determine eligibility within a reasonable time.
3. A reevaluation:
  - a. May not be conducted more than once a year, unless the parent and Quest Academy agree otherwise; and
  - b. Must occur at least once every three (3) years, unless the parent and Quest Academy agree that a reevaluation is unnecessary.

H. Eligibility Determination. 34 CFR §300.306; USBE SER III.

1. Notice of Meeting.

Upon completion of the evaluation, the special education teacher (case manager) arranges a meeting of the eligibility team at a mutually agreeable time and place. A Notice of Meeting will be sent to the parent and other members of the team stating the meeting purposes, time, place, who is expected to be in attendance, and letting the parent know that they may bring others who have knowledge of the student to the meeting.

2. Evaluation Summary Report.

The special education case manager collects all of the results of the evaluation, and writes a summary report of the evaluation information. This Evaluation Summary Report is part of Quest Academy's Eligibility Determination document for each disability category.

3. Eligibility Team Membership.

The eligibility team shall include a group of qualified professionals and the parent. At Quest Academy, this may include the special education teacher, general education teacher, speech-language pathologist, school psychologist, occupational therapist, physical therapist, a representative of the LEA, and others who have conducted parts of the evaluation, as appropriate.

4. Eligibility Categories, Definitions, and Criteria.

Quest Academy has adopted the definitions, evaluation requirements, and eligibility criteria in USBE SER.II.J.1-13.



5. Specific Learning Disability (SLD).

- a. For the category of Specific Learning Disability (SLD) Quest Academy has selected Method B: Severe Discrepancy Method. This means that the student's scores demonstrate that a severe discrepancy exists between the student's achievement and intellectual ability in one or more of the areas of specific learning disability.

If a student is referred by a parent, staff member or Child Study Team (CST) (described below) Quest Academy follows all of the procedures of the USBE SER and this Manual for referral and initial evaluation.

- b. At Quest Academy, an RTI approach will be used for interventions and additional data to support the discrepancy model, as appropriate. In addition, Quest Academy informs parents that this is the instructional approach used in reading and math. Parents are informed of the right to request an evaluation for eligibility if at anytime they contact a school official that they suspect their student has a disability.

Outlined below are procedures Quest Academy uses with all students that help identify possible student referrals to special education. In an effort to meet all student needs Quest Academy's current reading programs include research-based programs Voices, Words Their Way, Read Naturally, and Six Minute Solutions. Students are grouped by skill level across grade levels with instruction targeted to the appropriate instructional level of students within groups. Teacher and trained instructional assistants provide interventions. Data from Dynamic Indicators of Basic Early Literacy Skills (DIBELS), the STAR Reading assessment, and teacher running records are used to determine placement and movement between groups. DIBELS progress monitoring is used for students below benchmark. Centers, reading groups within the achievement grouping, and one on one instruction are used to meet students' needs.

- c. If students are not achieving adequately for the student's age or State-approved grade-level standards, or the student is not making adequate progress toward the grade level expectations in one or more of the areas of specific learning disability—oral expression, listening comprehension, written expression, basic reading skills reading fluency skills, reading comprehension, mathematics calculation, and mathematics problem solving they are referred to Quest Academy's CST that includes general education teachers, administration, and a special education teacher. The CST uses a data-based decision-making process to evaluate the effectiveness of interventions. The CST may recommend, based on data presented at the meeting, some further pre-referral interventions including Title I targeted



assistance if applicable. Data may include DIBELS, Utah's SAGE, classroom assessment, program-embedded assessments, and others.

- d. Parents are notified by the teacher frequently when a student is struggling. Parent notification is given for any student in Title I targeted assistance. Each parent receives data-based documentation of student progress. If a student is not making adequate progress after an appropriate period of time, as determined by the CST, a referral for evaluation may be made.

If at any time in the process of interventions the parent requests special education testing, Quest Academy will have a meeting with the parent to determine if Quest Academy should begin evaluation for eligibility for special education. Documentation of the meeting is kept. If the referral is not going to result in a full evaluation, the principal or special education teacher will inform the parent by Written Prior Notice of Refusal. If the evaluation process is started, all of the requirements and procedures in Section II of this Policy and Procedures Manual are followed.

Review of progress at each CST meeting is done on all students referred to the CST. Documentation of all assessments given to the student are kept for all students and shared regularly with the parent, including those students below benchmark and those students in special education pre-referral intervention.

- e. For an initial evaluation, Quest Academy administers appropriate assessments that meet all the criteria in Section II of this Manual. Often the standardized norm referenced assessment, Woodcock Johnson Achievement and Cognitive tests are given. The student must score above the intellectual disability range on a standardized, norm-referenced individually administered achievement measure. Data from these two assessments are compared for the team to determine whether the student has a significant discrepancy between the intellectual ability and achievement. The scores on the two tests are compared using a commercial software program that employs a clearly specified regression formula that considers the relationship between the intelligence and ability achievement test as well as the tests' reliability. The team must document their consideration of the comparison report and the team's determination of whether or not it represents a significant discrepancy.
- f. To ensure that underachievement in a student suspected of having a specific learning disability is not due to lack of appropriate instruction in reading or math, the group must consider, as part of the evaluation:
  - (1) Data that demonstrate that prior to, or as part of, the referral process, the student was provided appropriate instruction in general education settings, delivered by qualified personnel; and



- (2) Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the student's parents.
- g. Quest Academy must promptly request parental consent to evaluate the student to determine if the student needs special education and related services, and must adhere to the 45-school day evaluation timeframe, unless extended by mutual written agreement of the student's parent(s) and a group of qualified professionals:
    - (1) if, prior to a referral, a student has not made adequate progress after an appropriate period of time as determined by Quest Academy when provided with appropriate instruction, and
    - (2) whenever a student is referred for an evaluation.
  - h. Quest Academy will ensure that the student is observed in the student's learning environment (including the general classroom setting) to document the student's academic performance and behavior in the areas of difficulty. The team may decide to use information from an observation in routine classroom instruction and monitoring of the student's performance that was done before the student was referred for an evaluation; or have at least one member of the team conduct an observation of the student's academic performance in the general education classroom after the student has been referred for an evaluation and parental consent is obtained.
  - i. An eligibility team consisting of parents and qualified professionals including the student's general education teacher and an individual qualified to conduct individual diagnostic examinations determines whether the student is a student with a Specific Learning Disability by reviewing all data, looking for gaps in learning, why interventions have failed, whether the disability has an adverse effect on educational performance, and if specialized instruction is needed for the student to succeed, in accordance with the eligibility determination requirements of USBE SER II.
  - j. Specific documentation for the eligibility determination (300.311). The team's documentation of the determination of eligibility with a specific learning disability must contain a statement of the
    - (1) basis for making the determination;
    - (2) the relevant behavior, if any, noted during the observation of the student and the relationship of that behavior to the student's academic functioning;



- (3) the educationally relevant medical findings, if any;
- (4) whether student does not achieve adequately for student's age or to meet State-approved grade level standard.

The documentation will also contain the determination of the team concerning the effects of a visual, hearing, or motor disability; intellectual disability; emotional disturbance; cultural factors; environmental or economic disadvantage; or Limited English Proficiency on the student's achievement level.

- k. The eligibility team must refer to the *USBE Specific Learning Disability Guidelines*.

6. Determining Eligibility. 34 CFR 300.306; USBE SER II.I.

- a. Using the criteria for each category of disability as described above, the eligibility team shall determine:

- (1) Whether the student has a disability that
- (2) Adversely affects his educational performance, and
- (3) Whether the student requires special education or special education and related services.

*Special education* is defined (USBE SER I.E.38) as specially designed instruction to meet the unique needs of a student with a disability and may include related services if they meet the definition of special education. Special education services are services provided to the student and do not include consultation between teacher or monitoring a student's grades or work completion. 34 CFR §300.39; USBE SER I.E.43. *Specially designed instruction* is adapting, as appropriate to the needs of an eligible student, the content, methodology, or delivery of instruction to address the unique needs of the student that result from the student's disability, and to ensure access of the student to the general curriculum, so that the student can meet educational standards of Quest Academy that apply to all students. 34 CFR §300.39(B)(3); USBE SER I.E.44.

- b. Disclaimers. (USBE SER) A student must not be determined to be a student with a disability if the determinant factor is:

- (1) Lack of appropriate instruction in reading, including the essential components of reading instruction (phonemic awareness, alphabetic principle, vocabulary, comprehension, and fluency);



- (2) Lack of appropriate instruction in math; or
  - (3) Limited English Proficiency.
  - (4) If the student does not otherwise meet the eligibility criteria.
- c. Procedures for determining eligibility and determining need. In interpreting evaluation data for the purpose of determining if a student is a student with a disability and the educational needs of the student, Quest Academy:
- (1) Draws upon information from a variety of source, such as aptitude and achievement tests, parent(s) input, teacher recommendations, physical condition, social or cultural background, and adaptive behavior; and
  - (2) Ensures that information obtained from all of these sources is documented and carefully considered.
- d. The determination of eligibility is documented on the appropriate “Team Evaluation Summary Report and Written Prior Notice of Eligibility Determination” form with signatures of team members.
- e. Parents are provided with a copy of the Team Evaluation Summary Report and Written Prior Notice of Eligibility Determination document.
7. Evaluations before Change in Eligibility. 34 CFR §300.305; USBE SER II.H.6
- a. Quest Academy evaluates a student with a disability before determining that the student is no longer an eligible student with a disability.

### **III. IEP DEVELOPMENT AND SERVICE DELIVERY**

Quest Academy implements the following policies and procedures to address the IEP requirements of USBE SER III.A-V.

A. IEP Team Meeting. 34 CFR §300.306; USBE SER III.D.

Within 30 calendar days of the determination of eligibility, the special education teacher/case manager shall arrange a meeting of the IEP Team to develop an IEP at a place and time that is mutually convenient to the parent and Quest Academy. A Notice of Meeting will be sent to the parent and other members of the team stating the purposes, time, place, who is expected to be in attendance, and letting the parent know that the parent or Quest Academy may bring others who have knowledge or special expertise about the student to the meeting. The determination of knowledge or expertise of the invited person is made by the party who invited that person.





B. Parental Opportunity to Participate. 34 CFR §300.322; USBE SER III.G.

1. Parents are expected to be participants along with school team members in developing, reviewing, and revising the IEP. This includes providing critical information about needs and strengths of their student, contributing to discussions about the student's needs for special education, determining how the student will be involved and make progress in the general curriculum, deciding how the student will participate in the state- and district wide assessments, and deciding what services Quest Academy will provide and in what settings.
2. When conducting IEP Team meetings, placement meetings, and other administrative matters, the student's parent(s) and Quest Academy may agree to use alternative means of meeting participation such as a video conferencing or conference call.
3. Quest Academy documents in writing its attempts to get parental participation in IEP meetings. If the parent cannot attend, participation by other means such as teleconference may be used. Parents must be given whatever help they need to understand the proceedings of the IEP meetings, such as interpreters. If Quest Academy cannot obtain parental participation, it proceeds with the development of the IEP as required by Part B of the IDEA and USBE SER.

C. IEP Team Membership. 34 CFR §300.321; USBE SER III.E.

1. The IEP Team shall consist of the parent(s), at least one special education teacher of the student, at least one general education teacher of the student, a representative of Quest Academy, a person who can interpret the results and instructional implications of the evaluation results, and the student, when appropriate. At the discretion of the parent(s) or Quest Academy, other individuals who have knowledge or special expertise regarding the student, including related services personnel may also be included as appropriate.
2. If a purpose of the IEP Team meeting is consideration of postsecondary goals for the student and the transition services needed to assist the student in reaching those goals, Quest Academy invites the student with a disability to attend the student's IEP meeting. If the student does not attend the IEP meeting, Quest Academy will take other steps to ensure that the student's preferences and interests were considered.
3. To the extent appropriate, with the written consent of the parent's, Quest Academy must invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services.
4. Quest Academy representatives must meet Quest Academy administrator standards, be qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of students with disabilities, and have



knowledge of the general education curriculum and the availability of resources of Quest Academy. Quest Academy may designate a Charter School member of the IEP Team to also serve as Quest Academy representative, if the above criteria are satisfied.

5. The signatures of team members on the IEP indicate participation in the development of the IEP.

D. IEP Team Attendance. 34 CFR §300.321; USBE SER III.F.

1. A required member of the IEP Team is not required to attend all or part of a particular IEP Team meeting if the parent of a student with a disability and Quest Academy agree, in writing, that the attendance of the member is not necessary because the member's area of the curriculum or related services is not being modified or discussed in the meeting.
2. A required member of the IEP Team may be excused from attending all or part of a particular IEP meeting when the meeting does involve a modification to or discussion of the member's area of the curriculum or related services, if the parent and Quest Academy consent to the excusal in writing; and the member submits written input into the development of the IEP to the parent and the IEP Team, prior to the meeting.

E. Notice of Meeting. 34 CFR §300.322; USBE SER III.G-H.

1. Quest Academy takes steps to ensure that one or both of the parents of a student with a disability is present at each IEP Team meeting or are afforded the opportunity to participate, including:
  - a. Notifying parent(s) of the meeting early enough to ensure that they will have an opportunity to attend and
  - b. Scheduling the meeting at a mutually agreed-on time and place.
2. If the parent(s) cannot attend, Quest Academy uses other methods to ensure participation of the parent(s), including individual or conference telephone calls. The parent(s) of a student with a disability and Quest Academy may agree to use alternative means of meeting participation, such as video conferences and conference calls. 34 CFR §300.328.
3. A meeting may be conducted without a parent(s) in attendance if Quest Academy is unable to convince the parent(s) that they should attend. In this case, Quest Academy must keep a record of its attempts to arrange a mutually agreed-on time and place, such as:



- a. Detailed records of telephone calls made or attempted and the results of those calls;
  - b. Copies of correspondence sent to the parent(s) and any response received, and
  - c. Detailed records of visits made to the parent(s) home or place of employment and the result of those visits.
4. Quest Academy takes whatever action is necessary to ensure that the parent(s) understand the proceedings of the IEP Team meeting, including arranging for an interpreter for parent(s) with deafness or whose native language is other than English.
- a. Under 53A-26a-305, an individual is required to be certified as an interpreter if that interpreter provides interpreter services, unless they meet the exemptions include in 53A-26a-305.
5. The parent(s) of a student with a disability is a participant along with the school personnel in developing, reviewing, and revising the IEP for the student. This is an active role in which the parent(s):
- a. Provides critical information regarding the strengths of the student and expresses their concerns for enhancing the education of the student;
  - b. Participates in the discussion of the student's need for special education or special education and related services, and supplementary aids and services, and;
  - c. Joins with other participants in deciding how the student will be involved and progress in the general curriculum, how the student will participate in State and school-wide assessments, and what services Quest Academy will provide to the student and in what setting.

F. IEP Timelines.

1. An IEP is in effect for each identified student with a disability prior to the beginning of the school year.
2. Each student's IEP is reviewed and revised at least annually. The IEP Team reviews the IEP at least annually to determine whether the annual goals for the student are being achieved. The Team may decide to meet at the request of the parent or other IEP Team member to revise the IEP to address lack of expected progress toward annual goals and lack of progress in the general curriculum, the results of any reevaluation, information about the student provided to or by the parents, the student's anticipated needs, or other matters.



3. An IEP is developed within 30 calendar days of initial determination that a student is an eligible student with a disability.
4. Once parental consent for the initial provision of special education or special education and related services is obtained, the special education services, related services, and supplementary aids and services are provided as soon as possible.

G. Transfer Students.

1. Quest Academy provides a student transferring from another LEA in or out of the state with comparable services to those listed on an existing IEP while it determines next needed steps in accordance with the In-State and Out-of-State Transfer Student Checklist on the USBE website.
2. If an evaluation for eligibility is determined to be needed, that evaluation is considered an initial evaluation and follows the required procedures and timelines for such an initial evaluation. USBE SER III.C.2.b.
3. The requirements of USBE SER III.C also apply for students transferring from an LEA placement to a local juvenile or adult correctional facility or temporary State placement for observation and assessment.

H. IEP Development and Content.

1. The IEP Team will develop an IEP that is reasonably calculated to confer a free appropriate public education for the student.
2. In developing the IEP, the IEP Team must consider the student's strengths, parental concerns for enhancing the student's education; evaluation results, academic development and functional needs of the student; and special factors.
3. The IEP must include:
  - a. A statement of the student's present level of academic achievement and functional performance (PLAAFP), including baseline data on his achievement and how the student's disability affects his access and progress in the general curriculum for his age or grade level. For students who are blind, the statement should also include results from braille-related or braille skills assessment. UCA 53A-25a-104.
  - b. Measurable annual goals, including academic and functional goals, based on the present level statement that enable the student to be involved and make progress in the general education curriculum and addressing each of the student's educational needs resulting from the student's disability.



- c. For eligible students with significant cognitive disabilities who will participate in grade-level alternate achievement standards (i.e. Essential Elements), the parent(s) is notified that the student's academic achievement will be measured through an assessment of the grade-level Utah alternate achievement standards, such as the Dynamic Learning Maps (DLM) or the Utah's Alternate Assessment (UAA) and how participation in such alternate achievement assessments may delay or otherwise affect the student from completing the requirements for a regular high school diploma. Short term objectives are included for those who will participate in a statewide alternate assessment, and for other students if determined needed by the IEP Team.
- d. How progress on the goals will be measured and reported to the parents on a periodic basis.
- e. The special education or special education and related services, and the supplementary aids and services (including assistive technology) to be provided to the student or on behalf of the student, based on peer reviewed research to the extent practicable; and the program modifications or supports for school personnel that will be provided to enable the student needs to make progress on his goals and in the general curriculum; to participate in extracurricular and other nonacademic activities, and to be educated and participate with other students with disabilities and without disabilities.
- f. Program options. 34 CFR §300.110.

Quest Academy takes steps to ensure that its students with disabilities have available to them the variety of educational program and services available to nondisabled students, including art, music, industrial arts, consumer and homemaking education, and vocational education.

- g. An explanation of the extent, if any, to which the student will not participate with other similar-aged nondisabled students in the general education environment and in the activities listed above.
- h. The dates that services, accommodations, and program modifications will begin and end (no more than one year from the date of the IEP); and the frequency, location, and amount of each service listed. Services listed must be specific, such as "reading comprehension," not "resource."
- i. Consideration of special factors as follows:
  - (1) In the case of a student with Limited English Proficiency, consider the language needs of the student as those needs relate to the student's IEP;



- (2) In the case of a student who is blind or visually impaired, provide for instruction in Braille and the use of Braille unless the IEP Team determines, after an evaluation of the student's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the student's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the student;
- (3) Consider the communication needs of the student, and in the case of a student who is deaf or hard of hearing, consider the student's language and communication needs, opportunities for direct communications with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode;
- (4) Consider whether the student needs assistive technology devices and services in school and on a case-by-case basis, in a student's home or other setting; and
- (5) In the case of a student whose behavior impedes the student's learning or that of others, consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior.
  - (a) When making decisions on behavioral interventions, the IEP Team must refer to the *USBE Special Education Least Restrictive Behavior Interventions Technical Assistance Manual (LRBI) for information on research-based intervention procedures*, and Quest Academy's School Discipline Plan and Emergency Safety Interventions.
  - (b) Emergency safety interventions may only be included in an IEP as a planned intervention when the IEP Team agrees that less restrictive means which meet circumstances in R277-608 have been attempted, a functional behavior assessment (FBA) has been conducted, and a positive behavior intervention plan based on data analysis has been developed and implemented. R277-606.
  - (c) The purpose of the LRBI TA Manual related to the use of positive behavioral supports and behavioral interventions is to protect the safety and well-being of all students, provide protection for students, teachers, other school personnel, and LEAs, and ensure that parent(s) are involved in the consideration and selection of behavior interventions to be used.



- (d) When an emergency situation occurs that requires the immediate use of an emergency safety intervention to protect the students or others from harm, the staff shall comply with requirements in R277-609 with regard to time limitations and parental notification.
    - i. Emergency is defined in Administrative Rule R277-609.
    - ii. Quest Academy follows emergency notification procedures as written.
  - (e) Quest Academy ensures that all staff members who interact with students receive the training necessary to effectively implement a continuum of behavioral interventions and supports.
  - (f) Quest Academy has established an Emergency Safety Intervention Committee to monitor policies for disciplinary actions and behavioral intervention procedures, protections, and safeguards. The committee is composed of at least two school administrators, a parent or guardian of a student enrolled in Quest Academy, and at least two licensed educational professional staff members.
  - (g) As appropriate, the student should receive a functional behavioral assessment and behavior intervention services and modifications that are designed to address the behavior.
- (6) If the IEP Team in considering the special factors described above decides that a student needs a particular device or services for educational purposes, which could be an intervention, accommodation, or other program modification in order to receive a FAPE, the team must include these in the IEP.
- (7) How the student will participate in School-wide and statewide assessments, such as the Student Assessment of Growth and Excellence (SAGE).
- (a) While every student with a disability must participate, an individual student may be determined to participate with some accommodations based on his disability, or with modifications.
  - (b) Students who have the most significant cognitive disabilities, and meet other criteria in the USBE Assessment Participation and Accommodation Policy, may be assessed with alternate assessments such as the DLM or UAA as required by the USBE. The IEP Team must indicate this on the IEP Assessment



Addendum, along with the reason that the student cannot otherwise participate in the statewide assessment program.

- (8) In addition to the required elements of the statewide assessment program, Quest Academy administers the following school-wide assessments: DIBELS in grades K-6, and STAR Reading and STAR Math in grades K-9 All students, including students with identified disabilities, are included in these assessments. Students with disabilities may participate in the assessments with appropriate accommodations and modifications as determined by the IEP Team and documented in the student's IEP. Alternate assessments for individual students, as determined by the student's IEP Team and documented in the student's IEP, are provided for students who cannot participate in the school-wide assessment in any other way.
- (9) How the student will participate in physical education services, specially designed or adapted if necessary. The student must be afforded the opportunity to participate in the general physical education program available to nondisabled students, unless the student needs specially designed instruction as prescribed in the student's IEP.
- (10) IEP Teams should discuss and address, if appropriate, student participation not only in the grade-level Core Standards, but other general education activities and courses (e.g. health and maturation, suicide prevention), as well as the Statewide Online Education program or other online, distance, blended, or competency-based courses, as well as courses taken through Career and Technical Education (CTE) programs and concurrent enrollment. Students with disabilities may require special education and related services and accommodations for equitable participation, in conjunction with Part B of the IDEA, USBE SER, R277-418, and R277-726.
- (11) Each IEP Team must determine whether the student will need Extended School Year (ESY) services in order to receive a free appropriate public education.
  - (a) This determination at Quest Academy will be based on regression and recoupment data collected over at least two breaks in the school year consisting of 4 or more week days when there is no school.
  - (b) If the student's recovery from measured regression on pinpointed skills directly related to the IEP goals takes so long that the student would not receive FAPE without services during the





summer or other school break, the IEP Team must find the student eligible for ESY services.

- (c) Other factors that must be considered in determining if the student needs ESY in order to receive FAPE includes but are not limited to:
  - i. The degree of the student’s impairment,
  - ii. The ability of the parent(s) to provide educational structure at home,
  - iii. the student’s rate of progress on IEP goals,
  - iv. the student’s physical or behavioral problems,
  - v. The areas of the student’s curriculum that need continuous attention (such as emerging skills),
  - vi. The student’s vocational and transition needs,
  - vii. The availability of alternative resources,
  - viii. Whether a requested service is extraordinary to the student’s condition,
  - ix. Information from parents and other care givers, and
  - x. Other available data.
- (d) If the student is eligible for ESY services, the IEP Team shall develop a written document that indicates which IEP goals the student will work on during the ESY, what services will be provided, how long and how often the ESY services will be provided, and the setting(s) in which the services will be provided.
- (e) The IEP Team refers to the USBE ESY Technical Assistance Document on the USBE website.

(12) Assistive Technology. 34 CFR §300.105; R277-495; USBE SER III.M.

- (a) Quest Academy makes assistive technology devices or assistive technology services, or both, available to a student with a disability if required as part of the student’s special education, related services, or supplemental aids and services.
- (b) School-purchased assistive technology devices may be used in the student’s home, if the IEP Team determines, on a case-by-case basis, that assistive technology in the home is required for the student to receive a FAPE.

I. IEP Team Access to IEP Information.



1. Quest Academy makes the student's IEP accessible to each general education teacher, special education teacher, related service provider, and other service provider who is responsible for its implementation. Each teacher and provider is informed of his or her specific responsibilities related to the implementation of the student's IEP and the specific accommodations, modifications, and supports that must be provided for the student in accordance with the IEP.
2. Quest Academy prepares a summary of the student's present level of academic achievement and functional performance, annual goals, services and service time, program modifications and supports, and classroom and testing accommodations for each teacher of the student. This summary is provided to the teacher prior to the time of initial implementation of the IEP as well as annual updates as appropriate. Teachers keep this information in a secure place to ensure that confidentiality is maintained.

J. Placement in the Least Restrictive Environment (LRE). (USBE SER III.P)

1. Placement decisions are made by a group of persons, including the parents and other persons knowledgeable about the student, the meaning of the evaluation data, and the placement options. This group may be the IEP Team, including the parent. The group determines the placement on the continuum of placement options where the student will receive special education or special education and related services.
2. Quest Academy ensures that the parents of each student are members of any group that makes decisions on the education placement of their student. If unable to get the parents to participate, Quest Academy will use other methods to ensure their participation, including individual or conference telephone calls or video conferencing. After repeated and documented attempts, the team may need to proceed with a placement decision. However, no initial placement and provision of services may be put in place without written parental consent. 34 CFR §§300.327, 501; USBE SER III.S.
  - a. No initial placement and provision of services are put in place without written parental consent.
3. Placement is determined at least annually, based on the student's present levels of performance, goals, services, and program modifications as detailed in the IEP.
4. Identified students with disabilities, including students enrolled in Quest Academy but placed in public or private institutions or other care facilities (e.g. nursing homes) by the IEP Team, or by parent(s) when FAPE is at issue, shall receive the special education or special education and related services in the LRE Least Restrictive Environment to the maximum extent appropriate to meet the student's needs.



5. This means that the student will not be removed from the general education classroom, with general education peers, unless the IEP Team determines that due to the nature and severity of the disability, the student's educational needs cannot be addressed satisfactorily in the general education environment, even with the use of supplementary aids and services. In the case of a student who is deaf or hearing impaired, consideration of a special class or school may be the least restrictive environment in that it provides opportunities for direct communication and instruction in the student's language and communication mode with professional personnel and peers.
6. LRE provisions apply to transition programs and placement.
7. Quest Academy provides the IDEA required continuum of placement options, including placement in:
  - a. A general education classroom (A student placed in the grade-level general education classroom and the specialized instruction—and related services, if any—is provided there.);
  - b. A general classroom with itinerant services (A student is placed in the grade-level general education classroom and the specialized instruction—and related services, if any—is provided, in a different setting.);
  - c. A special class (A student is placed in a classroom with other students with disabilities and the specialized instruction—and related services, if any—is provided there.);
  - d. A special school (A student is placed in a separate day school made up solely of students with disabilities and the specialized instructions—and related services if any—is provided there for more than 50% of the day.);
  - e. Home instruction (A student is placed in the student's home and specialized instruction—and related services, if any—is provided there. The IEP Team determines the amount of service time required for the student to make progress in the general curriculum and on the IEP goals.); and
  - f. Instruction in hospitals and institutions (a student is placed in a hospital or institutional setting [often residential] made up solely of students with disabilities and the specialized instruction—and related services, if any—is provided there. The IEP Team determines the amount of service time required for the student to make progress in the general curriculum and on IEP goals.).
8. Quest Academy provides supplementary services, such as resource or itinerant instruction, in conjunction with placement in the general education classroom, when needed.



9. In selecting the LRE, consideration is given to any potential harmful effects on the student or on the quality of services that the student needs, and the student is not removed from education in age-appropriate general classrooms solely due to needed modifications in the grade-level curriculum.

K. Nonacademic Settings, Activities, and Services. (USBE SER III.U-V)

1. Quest Academy ensures that each student with a disability participates with nondisabled students in the extracurricular services and activities to the maximum extent appropriate to the student's needs. This includes meals, recess periods, counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the school, referrals to agencies that provide assistance to individuals with disabilities and employment of students, including both employment by Quest Academy and assistance in making outside employment available, and other activities and services of Quest Academy.
2. Quest Academy ensures that each student with a disability has the supplementary aids and services determined by the student's IEP Team to provide the nonacademic and extracurricular services and activities in such a way that students with disabilities are given an equal opportunity to participate. 34 CFR §300.107; USBE SER III.V.
3. A student with disabilities (under the age of 20) who has not graduated from high school with a regular high school diploma, whose IEP Team recommends participation, may not be denied the opportunity of participation in public school programs or extracurricular activities solely because of the student's age unless the participation threatens the health or safety of the student. Quest Academy, in cooperation with the Utah Department of Health shall establish criteria used to determine the health and safety factor. UCA 53A-15-303.5.

L. Parental Consent for Initial Placement and Provision of Services. 34 CFR §300.300; USBE SER III.T.

1. In order for the IEP to be implemented and the special education services the team has decided on to begin, written parental consent must be obtained. If the parent refuses consent for the provision of those services, Quest Academy may not implement the IEP and may not access due process procedures.
2. Quest Academy does not use a parent's refusal to consent to one service or activity to deny the parent or student any other service, benefit, or activity of Quest Academy or to fail to provide a student with a FAPE.
3. If, at any time subsequent to the initial provision of special education or special education and related services, the parent of a student with disabilities revokes



consent in writing for the continued provision of special education or special education and related services, Quest Academy:

- a. May not continue to provide special education or special education and related services to the students, but must provide Written Prior Notice to the parent before ceasing the provision of special education or special education and related services;
- b. May not use the due process procedures in order to obtain agreements or a ruling that the services may be provide to the student;
- c. Will not be considered in violation of the requirement to make FAPE available to the student, and
- d. Is not required to convene an IEP team meeting or develop an IEP for the student.
- e. Consent means that the parent(s) understand that the granting of consent is voluntary on the part of the parent and may be revoked at any time. (§300.9) If a parent revokes consent, that revocation is not retroactive, that is, it does not negate an action that occurred after consent was given and before the consent was revoked.

M. Documentation of Participation. 34 CFR §300.501; USBE SER IV.B.

1. All members of the IEP Team will sign the IEP document indicating that they participated in the development of the IEP. A parent's signature on the IEP does not mean that the parent is in full agreement with the content of the IEP and does not abrogate the parental right to access the Procedural Safeguards of the IDEA. USBE SER III.E.11.
2. If Quest Academy, despite at least two documented attempts, is unsuccessful in having parental attendance at the meeting, the rest of the IEP Team shall proceed with the meeting.
3. Parents may participate via telephone conference or video conference.
4. Parents will be provided with a copy of the completed IEP at no cost, and Written Prior Notice of Quest Academy's intent to implement the program and services in the IEP. This Notice is embedded in the IEP form. If Quest Academy refuses to include in its offer of FAPE as detailed on the IEP services or program modifications the parent has requested, a Written Prior Notice of that refusal is provided to the parent.

N. Changes to the IEP. 34 CFR §300.324(a)(4,6); USBE SER III.I.2.



1. In making changes to the IEP after the annual IEP Team meeting for a school year, the parents of a student with a disability and Quest Academy may agree not to convene an IEP meeting for the purposes of making those changes and instead develop a written document to amend or modify the student's current IEP.
  2. Changes to the IEP may be made at the request of any member of the IEP Team in a meeting or by amendment to the existing IEP.
  3. Changes may be needed if there is new information about the student's performance.
  4. Amendments to the IEP without a team meeting may be made only with the agreement of Quest Academy and the parent.
    - a. Amendments such as a change in the amount of a special education or special education and related service that is no more than 30 minutes per week, a change of location that is no more than 60 minutes per week, or a goal change that is the next logical step forward or backwards and is based on the student's progress may be made without a team meeting.
    - b. If the change involves a move on the continuum of Least Restrictive Environment placement options, or the amount of services to be changed is more than indicated above, or a service is to be added, an IEP Team meeting is held with a Notice of Meeting to all team members.
  5. Upon request the parent will be provided with a copy of the amended IEP including Written Prior Notice that these additional actions or changes in actions are going to be implemented.
  6. If changes are made to the student's IEP through the amendment process, Quest Academy ensures that the student's IEP Team, including teachers and related service providers of the student, is informed of those changes.
- O. Transition from School to Post-School Settings. (USBE SER VII.B) See Section VII—TRANSITIONS.

#### **IV. PROCEDURAL SAFEGUARDS**

Quest Academy, consistent with the requirements of Part B of the IDEA and the USBE Special Education Rules, has established, maintains, and implements Procedural Safeguards for students with disabilities and their parent(s) as described below.

##### **A. Opportunity for Parental Participation in Meetings.**

Quest Academy affords parents the opportunity to participate in all decisions related to the location, identification, evaluation, and provision of FAPE for their student,



including decisions related to the Discipline requirements of Part B of the IDEA. This includes arranging meetings at a mutually convenient time and place, providing Notice of Meeting at least one week prior to a scheduled meeting unless parents have agreed to a shortened notice time, and making at least two documented attempts to obtain parent participation in meetings.

B. Independent Educational Evaluation (IEE). (USBE SER IV.C)

1. An independent educational evaluation means an evaluation conducted by a qualified examiner who is not employed or contracted with Quest Academy responsible for the education of the student in question.
2. Quest Academy has established and implements the following policies and procedures related to independent educational evaluation that meets the requirements of Part B of the IDEA and the USBE SER.
  - a. The parents of a student with a disability have the right to obtain an independent educational evaluation of the student at public expense if they disagree with an evaluation obtained by the Quest Academy.
  - b. Upon request for an independent educational evaluation, Quest Academy provides a copy of Quest Academy's written criteria for IEEs, including information about what the Charter School will pay for, a list of potential evaluators, and, if available, the range of fees each evaluator charges. Quest Academy updates this list periodically to reflect any changes in fees and evaluators.
  - c. Additional criteria for the evaluation are that the evaluation procedures meet all of the same standards as those listed in Section II.D–H of this Policy and Procedures Manual.
  - d. If Quest Academy's criteria include a monetary cap on IEEs, the criteria also allow parent(s) or adult student the opportunity to request a waiver in the student's circumstance.
  - e. In addition, Quest Academy considers any other evaluator or agency proposed by the parent(s) or adult student to conduct the IEE if the examiner and the evaluation meet the Charter School's criteria. A qualified examiner is one who meets the USBE criteria for qualified personnel as a special education teacher, school psychologist, psychologist with expertise in administration and analysis of assessments, or other equivalent qualifications as determined by the Charter School.
  - f. Quest Academy either pays for the full cost of the evaluation or ensures that the evaluation is otherwise provided at no cost to the parent(s) or adult student.



- g. When parent(s) or adult student requests an IEE, either the Charter School files a due process complaint to request a hearing to show that its evaluation is appropriate or it ensures that the independent educational evaluation is provided at public expense, unless the Charter School demonstrates in a hearing that the evaluation obtained by the parent(s) or adult student did not meet the Charter School criteria as described above. If a Due Process Hearing Officer finds the Charter School evaluation was appropriate, an IEE obtained by the parent(s) or adult student is considered by the team, but not at public expense.
  - h. Parent(s) or adult student is entitled to only one IEE at public expense each time the Charter School conducts an evaluation with which the parent(s) or adult student disagrees.
  - i. If the parent(s) or adult student obtains an IEE at public expense or shares an evaluation obtained at private expense with Quest Academy, the results of the evaluation, if it meets Charter School criteria, are considered by the Charter School in any decision made with respect to provision of a FAPE to the student.
  - j. Except for the criteria described above, Quest Academy does not impose additional conditions or timelines related to obtaining an IEE at public expense.
3. An independent educational evaluation conducted at the Charter School's expense becomes the property of the Charter School, in its entirety.

C. Written Prior Notice.

Quest Academy provides Written Prior Notice to parents a reasonable time before it proposes to initiate or change, or refuses to initiate or change, the identification, evaluation, or provision of a free appropriate public education to the student. The notice includes: a description of the action proposed or refused, an explanation of reasons for the proposal or refusal, a description of evaluations or other information the proposal or refusal is based on, a statement that the parents and eligible student have protection under the Procedural Safeguards and how to obtain a copy of the Safeguards, sources of assistance to understand Part B of the IDEA, a description of other options the IEP Team considered and why the other options were rejected, and a description of other relevant factors to the proposal or refusal. The Written Prior Notice is provided in understandable language and in the parents' native language or other mode of communication. If the native language or other mode of communication of the parent(s) is not a written language, Quest Academy takes steps to ensure that:

- 1. The notice is translated orally or by other means to the parent(s) in his/her native language or other mode of communication;





2. The parent(s) understands the content of the notice; and
3. There is written evidence that the requirements have been met.

D. Procedural Safeguards Notice.

A copy of the Procedural Safeguards is offered to the parent once a year at the annual IEP review, except that a copy also is given to the parent upon initial referral or parental request for evaluation, upon receipt of the first State complaint or due process complaint in that school year, and upon request by the parent at any time. Quest Academy uses the USBE Procedural Safeguards Notice that is posted on the USBE website; [www.schools.utah.gov](http://www.schools.utah.gov). Quest Academy may place a current copy of the Procedural Safeguards Notice on its website (USBE SER IV.E.2) and the special education teacher/case manager provides a brief explanation of the main provisions of the Procedural Safeguards to the parents at consent for evaluation, eligibility determination, and annual IEP meetings.

This notice contains an explanation of the procedural safeguards related to independent educational evaluations, written prior notice, parental consent, access to educational records, opportunity to present and resolve complaints through State complaint or due process complaint procedures, opportunity for Quest Academy to resolve the complaint, availability of mediation, student's placement during pendency of hearings, procedures for students placed in an interim alternative educational setting, requirements for unilateral placement of student in private schools at public expense, hearings on due process complaints, civil actions, attorney's fees. This notice is in language understandable to the parents.

E. Parental Consent. 34 CFR §300.300; USBE SER II.C., III.T., IV.F.

Informed written parental consent is obtained for evaluation and reevaluation, initial placement/provision of special education, and for release of records to certain parties. Reasonable efforts to obtain consent are documented in writing. No student receives special education or special education and related services without the signed initial consent for placement in the student's special education file. Other relevant parental consent requirements are addressed in Sections II and III of this Policies and Procedures Manual.

F. Dispute Resolution.

Quest Academy follows the Dispute Resolution requirements of the USBE SER described in IV.G-U as written and accesses the USBE SER Dispute Resolution Manual for more in-depth information. These include the procedures for State Complaints, Mediation, Due Process Complaints, Resolution Process, Due Process Hearings, Civil Actions, Attorney's Fees, and Student's Status during Proceedings.



G. Surrogate Parents.

Quest Academy assigns a surrogate parent for a student under the age of majority when the parent cannot be identified or cannot be located, the parent's rights to make educational decisions has been taken away by a court, the student is a ward of the state, or the student is an unaccompanied homeless youth. Quest Academy determines whether a student under the age of majority needs a surrogate using information from the student's registration form and information from agencies involved with the student. The surrogate parent meets the requirements of USBE SER IV.V.5-8. Quest Academy contacts the Utah Parent Center for assistance in obtaining names of trained surrogates, and maintains a list of surrogate parents who are available when needed. Quest Academy ensures that a person selected as a surrogate parent:

1. Is not an employee of USBE, Quest Academy, or any other agency that is involved in the education or care of the student;
2. Has no personal or professional interest that conflicts with the interest of the student the surrogate parent represents; and
3. Has knowledge and skills that ensure adequate representation of the student.

A person otherwise qualified to be a surrogate parent is not an employee of Quest Academy solely because he or she is paid by Quest Academy to serve as a surrogate parent. The surrogate parent may represent the student in all matters relating to the identification, evaluation, and educational placement of the student, and the provision of a FAPE to the student.

In the case of a student who is an unaccompanied homeless youth, appropriate staff of emergency shelters, transition shelters, independent living programs, and street outreach programs may be appointed as temporary surrogates until a surrogate can be appointed that meets all the above requirements.

The USBE and Quest Academy staff must make reasonable efforts to ensure the assignment of a surrogate parent not more than 30 calendar days after Quest Academy determines that the student needs a surrogate.

H. Transfer of Rights. 34 CFR §300.520; USBE SER IV.W.

Quest Academy does not serve students that reach the age of majority.

I. Confidentiality of Information. USBE SER IV.X; R277-487.

Quest Academy takes appropriate steps to ensure the protection of the confidentiality of any personally identifiable data, information, and records it collects or maintains related to Part B of the IDEA.



1. Definitions. As used in these safeguards:
  - a. *Destruction* means physical destruction or removal of personal identifiers from information so that the information is no longer personally identifiable.
  - b. *Education records* means the type of records covered under the definition of “education records” in 34 CFR 99, implementing regulations for the Family Educational Rights and Privacy Act of 1974, 20 USC 1232g (FERPA).
  - c. *Participating agency* means any agency or institution that collects, maintains, or uses personally identifiable information, or from which information is obtained, under Part B of the IDEA.
2. Access Rights.
  - a. Quest Academy permits parents to inspect and review any education records relating to their student that are collected, maintained, or used by Quest Academy. Quest Academy complies with a request without unnecessary delay and before any meeting regarding an IEP, or any hearing, or resolution session, and in no case more than 45 calendar days after the request has been made.
  - b. The right to inspect and review education records includes the right to:
    - (1) A response from Quest Academy to reasonable requests for explanations and interpretations of the records;
    - (2) Request that Quest Academy provide copies of the records containing the information if failure to provide those copies would effectively prevent the parent from exercising the right to inspect and review the records; and
    - (3) Have a representative of the parent inspect and review the records.
  - c. Quest Academy may presume that the parent has authority to inspect and review records relating to his or her student unless the school has been advised that the parent does not have the authority under applicable State law governing such matters as guardianship, separation, and divorce.
3. Record of Access. 34 CFR §300.614; USBE SER IV.X.5-6.

Quest Academy keeps a record of parties obtaining access to education records collected, maintained, or used under Part B of the IDEA (except access by parent(s) and authorized employees of Quest Academy) in each student’s special education file, including the name of the party, the date access was given, and the



purpose for which the party is authorized to use the records. If any education record includes information on more than one student, Quest Academy ensures that the parents of a student has the right to inspect and review only the information relating to their student or to be informed of that specific information.

4. List of Types and Locations of Information. 34 CFR §300.616; USBE SER IV.X.7.

On request, Quest Academy provides parents with a list of the types and locations of education records collected, maintained, or used by Quest Academy.

5. Fees. 34 CFR §300.616; USBE SER IV.X.7.

Quest Academy may charge a fee for copies of records that are made for parents under Part B of the IDEA if the fee does not effectively prevent the parents from exercising their right to inspect and review those records; however, it may not charge a fee to search for or to retrieve information under Part B of the IDEA.

6. Amendment of Records at Parent's Request. 34 CFR §300.618; USBE SER IV.X.9-11.

- a. Parent(s) who believes that information in the education records collected, maintained, or used under Part B of the IDEA or USBE is inaccurate or misleading or violates the privacy or other rights of the student may request the Charter School that maintains the information to amend the information. Quest Academy must decide whether to amend the information within a reasonable period of time of receipt of the request. If Quest Academy decides to refuse to amend the information, it must inform the parent of the refusal and advise the parent of the right to a hearing on the matter.

- b. Quest Academy, on request, provides an opportunity for a hearing to challenge information in education records to ensure that it is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student. This hearing is not an IDEA due process complaint hearing. If, as a result of the hearing, Quest Academy decides that the information is inaccurate, misleading or otherwise in violation of the privacy or other rights of the student, it must amend the information accordingly and so inform the parent in writing.

If, as a result of the hearing, Quest Academy decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, it must inform the parent of the right to place in the records it maintains on the student a statement commenting on the information or setting forth any reasons for disagreeing with the decision of Quest Academy. Any explanation placed in the records of the student under this section must be maintained by Quest Academy as part of the records of



the student as long as the record or contested portion is maintained; and if the records of the student or the contested portion is disclosed by Quest Academy to any party, the explanation must also be disclosed to the party. Quest Academy follows the hearing procedures.

7. A hearing that challenges education records is conducted according to procedures under 34 CFR §99.22 as described below.
  - a. The hearing shall be held within a reasonable period of time after Quest Academy receives, and the parent(s) of the student is given notice of the date, place, and time reasonably in advance of the hearing.
  - b. The hearing may be conducted by any party, including an official of Quest Academy, who does not have a direct interest in the outcome of the hearing.
  - c. The parent(s) of the student is afforded a full and fair opportunity to present evidence relevant to the issues raised and may be represented by an individual of their choice at their own expense, including an attorney.
  - d. Quest Academy shall make its decision in writing within a reasonable period of time after the conclusion of the hearing.
  - e. The decision of Quest Academy shall be based solely upon the evidence presented at the hearing, and shall include a summary of the evidence and the reasons for the decision.
  
8. Consent for Disclosure of Records 34 CFR §300.622; USBE SER IV.X.13.
  - a. Except as to disclosure addressed in referral to and action by law enforcement and judicial authorities, for which parental consent is not required by 34 CFR §99, parental consent is obtained before personally identifiable information is;
    - (1) Disclosed to anyone other than officials of participating agencies collecting or using the information under Part B of the IDEA or USBE SER, or
    - (2) Used for any purpose other than meeting a requirement of Part B of the IDEA or USBE SER.
  - b. Quest Academy does not release information from education records to participating agencies without parental consent unless authorized to do so by 34 CFR §99.31§99.34 (FERPA):
    - (1) Regulation 34 CFR §99.31 allows Quest Academy to disclose personally identifiable information from the education records of a



student without written consent of the parent(s) of the student if the disclosure is:

- (a) To other school officials including teachers within Quest Academy who have been determined by Quest Academy to have legitimate educational interests, and
  - (b) To officials of another school site in which the student seeks or intends to enroll, subject to the requirements set forth in 34 CFR §99.34 below.
- (2) Regulation 34 CFR §99.34 requires that Quest Academy transferring the education records of a student pursuant to 34 CFR §99.31 above shall make a reasonable attempt to notify the parent(s) the student except that Quest Academy does not have to provide any further notice of the transfer of records when:
- (a) The transfer is initiated by the parent(s) at the sending school, or
  - (b) Quest Academy includes in its annual notice of Procedural Safeguards, that it is the policy of Quest Academy to forward education records on request of a school in which a student seeks or intends to enroll.
- c. Quest Academy transferring the records keeps a copy of the records for three years after the transfer.
- d. A Charter School receiving personally identifiable information from another educational agency or institution may make further disclosures of the information on behalf of Quest Academy without the prior written consent of the parent(s) if the conditions of 34 CFR §99.31 and §99.34 noted above are met, and if the educational agency informs the part to whom disclosure is made of these requirements.
- e. If the parent(s) refuse to consent for the release of personally identifiable information to a third party, then that party may proceed with statutory procedures in an effort to obtain the desired information.

Note: As authorized in 34 CFR §99.31 (FERPA), Utah Local Educational Agencies include in the annual Procedural Safeguards Notice that it is their policy to forward educational records of a student with a disability without parental consent or notice to officials of another school or school district in which a student seeks or intends to enroll.

- f. If the parent(s) revokes consent in writing for the student's receipt of special education or special education and related services, Quest Academy is not



required to amend the student’s education record to remove any references to the student’s receipt of special education or special education and related services because of the revocation of consent.

9. Safeguards.

- a. Quest Academy protects the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages.
- b. The principal of Quest Academy assumes responsibility for ensuring the confidentiality of any personally identifiable information.
- c. Staff members at Quest Academy who collect or use personally identifiable information receive training or instruction regarding the State’s policies and procedures in USBE SER IV.X and 34 CFR 99 on an annual basis.
- d. Quest Academy maintains, for public inspection, a current listing of the names and positions of those employees within the school who may have access to personally identifiable information on students with disabilities. This list is posted on the cabinet in which students’ special education files are maintained and updated annually.

10. Destruction of Information.

Quest Academy informs parents or the student age 18 or older when personally identifiable information collected, maintained, or used under Part B of the IDEA and USBE Special Education Rules is no longer needed to provide educational services to the student. Information no longer needed must be destroyed at the request of the parents or student age 18 or older. However, a permanent record of a student’s name, address, and phone number, his or her grades, attendance record, classes attended, grade level completed, and year completed may be maintained without time limitation. Each student’s records may be considered “no longer needed to provide educational services” and may be destroyed three (3) years after the student graduates or three (3) years after the student turns 22.

11. Students’ Rights.

The rights of privacy afforded to parents are transferred to the student who reaches the age of 18, providing the student has not been declared incompetent by a court order, including the rights with regard to education records.

**V. DISCIPLINE.**

Quest Academy follows the Discipline requirements and procedures described in USBE SER V.A-K as written.



## **VI. STUDENTS WITH DISABILITIES IN OTHER SETTINGS**

### **A. Private School Placements by LEA's (§300.325)**

1. Developing IEPs.
  - a. Before Quest Academy places a student with a disability in, or refers a student to, a private school or facility, Quest Academy must initiate and conduct a meeting to develop an IEP for the student in accordance with Part B of the IDEA and these Rules.
  - b. Quest Academy must ensure that a representative of the private school or facility attends the meeting. If the representative cannot attend, Quest Academy must use other methods to ensure participation by the private school or facility, including individual or conference telephone calls.
2. Reviewing and revising IEPs.
  - a. After a student with a disability is placed in a private school or facility, any meetings to review and revise the student's IEP may be initiated and conducted by the private school or facility at the discretion of Quest Academy.
  - b. If the private school or facility initiates and conducts these meetings, Quest Academy must ensure that the parents and a Quest Academy representative:
    - (1) Are involved in any decisions about the student's IEP; and
    - (2) Agree to any proposed changes in the IEP before those changes are implemented.
3. Even if a private school or facility implements a student's IEP, responsibility for compliance with this part remains with Quest Academy and the USBE.
4. Residential placement. (§300.104)
  - a. If placement in a public or private residential program is necessary to provide special education and related services to a student with a disability, the program, including non medical care and room and board, must be at no cost to the parents of the student.

### **B. Students with Disabilities Enrolled by their Parents in Private Schools when FAPE is not at issue. (§300.130)**

This section does not apply to Quest Academy, since Quest Academy is a charter school.





- C. Students with Disabilities Enrolled by their Parents in Private Schools when FAPE is at Issue (§300.148)
1. Quest Academy is not required to pay for the cost of education, including special education and related services, of a student with a disability at a private school or facility if Quest Academy made a FAPE available to the student and the parents elected to place the student in a private school or facility. However, Quest Academy must include that student in the population whose needs are addressed consistent with Rule VI.B.
  2. Disagreements between the parents and Quest Academy regarding the availability of a program appropriate for the student, and the question of financial reimbursement, are subject to the State complaint and due process procedures in Rule IV.G-V.
  3. If the parents of a student with a disability, who previously received special education and related services under the authority of Quest Academy, enroll the student in a private preschool, elementary school, or secondary school without the consent of or referral by Quest Academy, a court or a hearing officer may require Quest Academy to reimburse the parents for the cost of that enrollment if the court or hearing officer finds that Quest Academy had not made a FAPE available to the student in a timely manner prior to that enrollment and that the private placement is appropriate. A parental placement may be found to be appropriate by a hearing officer or a court even if it does not meet the State standards that apply to education provided by the USBE and LEAs.
  4. The cost of reimbursement may be reduced or denied if:
    - a. At the most recent IEP Team meeting that the parents attended prior to removal of the student from the public school, the parents did not inform the IEP Team that they were rejecting the placement proposed by Quest Academy to provide a FAPE to their student, including stating their concerns and their intent to enroll their student in a private school at public expense; or
    - b. At least ten (10) business days (including any holidays that occur on a business day) prior to the removal of the student from the public school, the parents did not give written notice to Quest Academy of the information described in VI.C.4.a;
    - c. Prior to the parents' removal of the student from the public school, Quest Academy informed the parents, through the written prior notice requirements of its intent to evaluate the student (including a statement of the purpose of the evaluation that was appropriate and reasonable), but the parents did not make the student available for the evaluation; or



- d. Upon a judicial finding of unreasonableness with respect to actions taken by the parents.
- 5. Notwithstanding the requirements for parents to provide notice to Quest Academy prior to removal of the student, the cost of reimbursement:
  - a. Must not be reduced or denied for failure to provide the notice if:
    - (1) The school prevented the parents from providing the notice;
    - (2) The parents had not received written prior notice of the notice requirement in VI.C.4.a-b; or
    - (3) Compliance with the notice requirements in VI.C.4.a-b would likely result in physical harm to the student; and
  - b. May, in the discretion of the court or a hearing officer, not be reduced or denied for failure to provide this notice if:
    - (1) The parents are not literate or cannot write in English; or
    - (2) Compliance with VI.C.4.a-b would likely result in serious emotional harm to the student.

**VII. TRANSITION SERVICES 34 CFR §300.1; USBE SER VII.B.**

**A. Purpose. 34 CFR §300.1; USBE SER VII.B.1.**

- 1. To ensure that all students with disabilities have available to them a free appropriate public education that emphasizes special education or special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living.

**B. Definition. 34 CFR §300.43; USBE SER VII.B.2.**

- 1. Transition services means a coordinated set of activities for a student with a disability that:
  - a. Is designed to be in a results-oriented process that is focused on improving the academic and functional achievement of the student with a disability, to facilitate the student's movement from school to post-school activities, including post-secondary education, vocational education, integrated employment (including supported employment) continuing and adult education, adult services, independent living, or community participation.



- b. Is based on the individual student’s needs, taking into account the student’s strengths, preferences, and interests, and includes:
  - (1) Instruction,
  - (2) Related services,
  - (3) Community experiences,
  - (4) Post-school adult living objectives, and
  - (5) If appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.
- c. Transition services for students with disabilities may be special education, if provided specially designed instruction, or a related service, if required to assist a student with a disability to benefit from special education.

C. Parent(s) Participation. 34 CFR §300.322; USBE SER VII.B.3.

- 1. For a student with a disability beginning not later than the IEP developed when the student is 14 years old, or younger if determined appropriate by the IEP Team, the notice of meeting indicates that:
  - a. A purpose of the meeting is the consideration of the postsecondary goals and transition services for the student,
  - b. Quest Academy will invite the student, and
  - c. Identifies any other agency that will be invited, with the consent of the parent(s) to send a representative.
- 2. If the student does not attend the IEP meeting, Quest Academy Charter School takes other steps to ensure that the student’s preferences and interests are considered.

D. Definition of IEP. 34 CFR §300.320.b; USBE SER VII.B.5.

- 1. Transition services. Beginning not later than the first IEP developed when the student is 14 years of age, or younger if determined appropriate by the IEP Team, and updated annually thereafter, the IEP includes:
  - a. Present levels of academic achievement and functional performance based on age-appropriate transition assessment(s);



- b. Realistic and reasonable measurable postsecondary goals including academic and functional goals based on age-appropriate transition assessments related to training or education, employment, and, where appropriate, independent living skills;
  - c. The transition services, including courses of study, needed to assist the student in reaching the student's postsecondary goals;
  - d. Evidence that the student was invited to the IEP Team meeting where transition services are to be discussed; and
  - e. Any modifications to graduation requirements, as permitted under R277-700.
2. Students with disabilities must have access to school counselors for the purpose of planning and must be actively invited and included (when appropriate) in school activities which address course planning (including online courses), graduation, post-secondary education and employment (i.e. college week, scholarship opportunities, ACT, and concurrent enrollment).
- E. Transfer of Rights at Age of Majority. 34 CFR §300.320(c), 520; USBE SER VII.B.6.
1. Beginning not later than the student's 17<sup>th</sup> birthday, the IEP must include a dated statement, signed by the student, parent(s), and a Charter School Representative, that the student and the student's parent(s) have been informed of the parent(s)' rights under Part B of the IDEA that will transfer to the student on reaching the age of majority (i.e. age 18), except for a student with a disability who has been determined to be incompetent by a court. These rights include:
    - a. An adult student has the right to approve the student's own educational placement and participate in development of the Individualized Education Program (IEP) without help from parent(s), family, or special advocates.
    - b. An adult student has the right to allow parent(s), family, or special advocates to help if the student so desires.
  2. Quest Academy provides any notice required by Part B of the IDEA and these Rules to both the student and the parent(s).
  3. All rights accorded to parent(s) under Part B of the IDEA transfer to the student.
  4. All rights accorded to parent(s) under Part B of the IDEA transfer to students who are incarcerated in an adult or juvenile, State or local correctional institution.



- F. Termination of Eligibility as a Change of Placement. 34 CFR §300.305; USBE SER VII.B.7.
1. An evaluation is not required before the termination of a student’s eligibility due to graduation from secondary school with a regular high school diploma, or due to exceeding the age of eligibility for FAPE under Utah law.
  2. For a student whose eligibility terminates due to graduation from secondary school with a regular diploma, or due to exceeding the age of eligibility for FAPE under the Utah law, Quest Academy provides the student with a summary of the student’s academic achievement and functional performance, including recommendations on how to assist the student in meeting the student’s postsecondary goals.
  3. Receipt of a general education development credential (GED) does not end eligibility of FAPE.
- G. Failure to Meet Transition Objectives. 34 CFR §300.324; USBE SER VII.B.8.
1. If a participating agency other than Quest Academy fails to provide the transition services described in the IEP, Quest Academy Charter School must reconvene the IEP Team to identify alternative strategies to meet the transition objectives for the student set out in the IEP.
  2. Nothing relieves any participating agency, including a State vocational rehabilitation agency, of the responsibility to provide or pay for any transition service that the agency would otherwise provide to students with disabilities who meet the eligibility criteria of that LEA.
  3. If any public agency other than an educational agency is otherwise obligated under Federal or State law, or assigned responsibility under State policy or an interagency agreement, to provide or pay for any services that are also considered special education or related services such as, but not limited to, services relating to assistive technology devices, assistive technology services, related services, supplementary aids and services, and transition services, that are necessary for ensuring FAPE to students with disabilities within the State, the public agency must fulfill that obligation or responsibility either directly or through contract or other arrangement or as provided in an interagency agreement.
  4. If a public agency other than an educational agency fails to provide pay for the special education or special education and related services, the LEA must provide or pay for these services to the student in a timely manner. The LEA is authorized to claim reimbursement for the services from the non-educational public agency that failed to provide or pay for these services and that agency must reimburse the LEA in accordance with the terms of the interagency agreement. 34 CFR §300.154.



H. Students with Disabilities in Adult Prisons. 34 CFR §300.324; USBE SER VII.B.9.

1. The requirements relating to transition planning and transition services do not apply with respect to those students whose eligibility under Part B of the IDEA will end, because of their age, before they will be eligible to be released from prison based on consideration of their sentence and eligibility for early release.
2. The obligation to make FAPE available to all students with disabilities does not apply with respect to student ages 18 through 21 to the extent that State law does not require that special education or special education and related services under Part B of the IDEA be provided to students with disabilities who, in their last education placement prior to their incarceration in an adult correctional facility:
  - a. Were not actually identified as being a student with a disability and
  - b. Did not have an IEP under Part B of the IDEA. 34 CFR §300.102.
3. The exception does not apply to students with disabilities ages 18 through 21 who:
  - a. Had been identified as a student with a disability and had received services in accordance with an IEP, but who left school prior to their incarceration; or
  - b. Did not have an IEP in their last educational setting, but who had actually been identified as a student with a disability.

I. Graduation. 34 CFR §300.102; USBE SER VII.C; R277-705.

1. Quest Academy is not obligated to make FAPE available to all students with disabilities who have graduated from high school with a regular high school diploma.
  - a. The exception above does not apply to students who have graduated from high school but have not been awarded a regular high school diploma, even if they have received an alternative degree that is not fully aligned with the State's academic standards, such as a certificate of completion or a general education development credential (GED).
  - b. Graduation from high school with a regular high school diploma is a change in placement that requires Written Prior Notice, contains all the requirements of USBE SER IV.D., and is given a reasonable time before Quest Academy proposes to terminate the student's eligibility under the IDEA by issuing the student a diploma.



2. A student with a disability served by a special education program shall satisfy high school completion or graduation criteria, consistent with the State and Federal law and the student's IEP. The IEP Team may amend graduation requirements as permitted under R277-700 and must document in the IEP the nature and extent of any modifications, substitutions, and/or exemptions made to accommodate the needs of a student with disabilities. Quest Academy may award a student a certificate of completion consistent with State and Federal law and the student's IEP.
3. The IEP Teams at Quest Academy refer to the USBE Special Education Graduation Guidelines for additional information regarding modification of graduation requirements and IEP substitutions.

### **VIII. RESPONSIBILITIES OF THE UTAH STATE OFFICE OF EDUCATION.**

Quest Academy Charter School provides data as required for State and Federal reports and other State functions.

### **IX. LEA ELIGIBILITY AND RESPONSIBILITIES**

- A. Participation in Assessments and Reporting of Assessment Results. USBE SER IX.A.2.

All students enrolled in Quest Academy, including students with disabilities, participate in the statewide testing program and the school-wide testing program. Participation requirements in the USBE Assessment Participation and Accommodation Policy are followed. The IEP Team determines how a student with disabilities will participate, and accommodations needed, if any. Results of statewide assessments are posted on the USBE website annually.

- B. Public Participation in Policies and Procedures Development.

This Policy and Procedures Manual, as well as any future changes to the contents, are presented to Quest Academy Board in a public meeting for review and input. The agenda for Quest Academy board meetings is posted at least 24 hours prior to each board meeting as required by state law.

- C. Public Posting of USBE Monitoring Results. USBE SER IX.A.2.d.(2)I.

Results of monitoring from the Utah Program Improvement Planning System are posted on the USBE's website annually.

- D. Methods of Ensuring Services. USBE SER IX.A.2.d.(2)I.

Quest Academy ensures that each eligible student with a disability enrolled in the school receives the services included in the IEP through a systematic process of review



of IEPs and monitoring of service delivery by special education personnel and contracted service providers.

E. Supervision. USBE SER IX.A.2.d.(2)n.

All personnel of Quest Academy are supervised by appropriately qualified staff as determined by Quest Academy's local Charter School Board.

F. Use of Part B Funds.

Quest Academy follows the requirements of USBE SER IX.B in ensuring the appropriate use of funds under Part B of the IDEA. Quest Academy participates in the single audit process required by State law that includes an audit of Part B funds.

G. Personnel Development. 34 CFR §300.156; R277-504, 506, 510, 520, and 524.

1. Quest Academy ensures that all personnel necessary to carry out Part B of the IDEA are appropriately and adequately prepared, subject to the requirements related to personnel qualifications in the State Board Administrative Rules cited above.
2. Para-educators, when used to carry out Part B of the IDEA, are appropriately trained and supervised and utilized in accordance with the USBE Paraeducator Standards.

H. Educator License Requirements. R277-504, 506, and 520.

1. Professionals providing services to students with disabilities must hold a Utah Professional Educator License or Endorsement in the area in which they provide services. This includes special education teachers, speech language pathologists, school psychologists, school social workers, and other professionals. Occupational therapists and physical therapists must hold appropriate Utah licensure. Quest Academy administration is responsible for the evaluation of the appropriateness of licenses and endorsements when assigning staff members. Quest Academy refers to the USBE Teaching, Leadership, and Para-educator Standards.
2. Special Education (K-12) License means the license required for teaching students with disabilities in Kindergarten through grade 12. Special education areas of concentration carry endorsements in at least one of the following areas:
  - a. Mild/Moderate Disabilities
  - b. Severe Disabilities
  - c. Deaf and Hard of Hearing





- d. Blind and Visually Impaired, and
  - e. Deafblind. R277-504-O.
3. Teachers providing services to the single category of Speech Language Impairment must hold the appropriate license, endorsement, or area of Concentration in the category of Speech Language Impairment. R277-506.
  4. Teachers assigned to teach academic subjects in elementary and secondary special education programs must, in addition to their special education license, meet the standards for personnel under the USBE Board Administrative Rules.
  5. School social workers and school psychologists providing services to students with disabilities must be licensed by the State Board of Education as school social workers or school psychologists. R277-506.
  6. Individuals providing psychological evaluation services for students with disabilities must hold a Utah education license for school psychologists or State licensure and meet the assessment publisher's criteria for administration of specific assessments. R277-506.
- I. Performance Goals and Indicators in the State Performance Plan. USBE SER X.A.2.
- Quest Academy participates in additional procedures and collects and provides additional information which the USBE may require in order to meet Federal reporting requirements, including suspension and expulsion rates, LRE environments, disproportionality data, personnel information, and others. (USBE SER IX.A.2)
- J. Coordinated Early Intervening Services. 34 CFR §300.226; USBE SER IX.C.
- On a yearly basis, Quest Academy may choose to use not more than 15 percent of the amount it receives under Part B of the IDEA for any fiscal year, less any amount reduced by Quest Academy pursuant to maintenance of effort (if any), in combination with other amounts to develop and implement coordinated early intervening services (CEIS) for students who are not currently identified as needing special education or special education and related services, but who need additional academic and behavioral support to succeed in a general education environment. These funds are used to carry out activities including professional development that enables school personnel to deliver scientifically based academic and behavioral interventions, as well as educational and behavioral evaluations, services, and supports. Quest Academy provides any and all required data on its Early Intervening Services to the USBE annually.
- K. Caseload Guidelines. 34 CFR §300.101; USBE SER IX.F.



Quest Academy follows the USBE Caseload Guidelines in overseeing the caseload of each special educator, including related service providers, to ensure that a FAPE is available to all eligible students with disabilities.

- L. Routine Checking of Hearing Aids and External Components of Surgically Implanted Medical Devices. 34 CFR §300.113; USBE SER IX.G.

Quest Academy will ensure that hearing aids worn in school by students with hearing impairments, including deafness are functioning properly. Quest Academy will ensure that external components of surgically implanted medical devices are functioning properly.

