

I-3: Administrative Procedures

Optional and Specialized Programs



REFERENCES

[Board Policy I-3](#)

DEFINITIONS

Optional and Specialized Program: Any full-service educational program that differs in instructional or structural emphasis but still complies with all applicable state and federal laws, Utah Core Curriculum and Utah Comprehensive Accountability System requirements, board policies, and district administrative procedures.

PROCEDURES FOR IMPLEMENTATION

- I. Development Guidelines for an Optional and Specialized Program (“OSP”)**
- A. The cost of any OSP may not impact or exceed the cost of any existing program and must be budget neutral.
 - B. The district expects any OSP to:
 - 1. increase levels of student academic performance;
 - 2. demonstrate that students in the program will meet or exceed academic expectations for similar demographic groups;
 - 3. be a research-based program;
 - 4. guarantee enrollment of a sufficient number of students to sustain appropriate classroom and program size;
 - 5. create yearly goals and plans to meet student needs based on data;
 - 6. collect, monitor, and analyze student achievement data through valid and reliable student assessment measures; and
 - 7. evaluate the results of student achievement to ensure continued program improvement and student academic success.
 - C. The executive director of teaching and learning (“EDT&L”) will oversee and advise any approved OSP.
 - D. The site administrator has responsibility for all aspects of the program. The site administrator will confer with the school community council (“SCC”) to delineate the relationship between the OSP and the site school.
 - E. Any OSP must be under the purview of an existing SCC at the site school:
 - 1. The SCC will form a subcommittee to serve as the steering committee for the OSP.
 - 2. At least one member of the SCC will serve as a member of the committee.
 - 3. The SCC will determine the appropriate process for resolving issues that may arise between the OSP and the site school.
 - F. Approval Process for a New Optional and Specialized Program
 - 1. District staff or a parent group composed of district residents may propose the development and implementation of an OSP.
 - a. If the proposal is submitted by a district resident parent group, a minimum of 50 parents with students at the school must sign a petition in support of its creation.
 - b. The SIC and SCC must also support the recommendation to implement a new OSP.
 - 2. The EDT&L will review and approve the program design and research base, budgetary requirements, and program evaluation plan for any proposed OSP.
 - a. Any proposal approved by the EDT&L must then be submitted to the board for approval.
 - 3. By April 1 of the year prior to implementation of the program, a Proposal for Optional and Specialized Program must be presented to the board after a thorough vetting by the EDT&L.
 - a. The proposal must consist of an education plan that will include:
 - i. the philosophy, rationale, and reason for the existence and need for the program;
 - ii. a description of the program’s unique academic goals and how those goals support the district’s goals;
 - iii. research-based evidence and data that supports the program;
 - iv. a profile of expected/current students and their needs;
 - v. a description of the program’s non-discriminatory student application and selection processes, entrance and exit requirements, and parent communication procedures;
 - vi. a description of the proposed educational environment, including classroom structure and teaching/learning strategies;
 - vii. the costs and resources needed to provide additional teacher training;
 - viii. the costs of any membership or program licensing that are required;

- ix. a description of the literacy and math programs being offered if different from the site school;
 - x. the assessment plan and tools that will be used to measure student growth;
 - xi. the procedures for communicating with parents;
 - xii. a plan for its relationship, roles, and functions within the existing site, adhering to shared governance;
 - xiii. an explanation of teacher roles and responsibilities;
 - xiv. a program evaluation and program improvement plan;
 - xv. a description of volunteer/parent roles, responsibilities, accountability, and training; and
 - xvi. any support requested from the district for the program including, but not limited to, administrative support and staff time.
- G. Periodic board review
- 1. The program proponents, site administration, and EDT&L may be required to provide additional data and evidence supporting the continuation of the OSP.
 - 2. If the program fails to meet all applicable standards and requirements, it must submit a plan to the board outlining what steps it will take to remedy the deficiencies.
- H. Program expansion
- 1. The EDT&L will review and approve the request for expansion, which must include an updated education plan along with a description of whether the expansion of the program will require additional facility costs.
 - 2. The request for expansion of the program must be accompanied by a recommendation from the SCC at the site, including an assessment of available space and the potential impact on the school.
 - 3. The request for expansion must then be submitted to and approved by the board.
- I. Replication of program
- 1. If the SIC and SCC at a new site want to replicate an OSP that has been implemented at another location, the administrator of the potential new site must create an education plan and follow the process for approval described in Section I.F.3.
 - 2. After approval by the EDT&L, the request for replication must then be submitted to the board for approval.

II. Placed Programs

- A. The district may create or move an OSP in order to ensure continuity of services and equitable programming to students throughout grades K-12. The placement should consider the following factors.
- 1. The district's educational philosophy and goals in providing specialized programs to meet the needs of students.
 - 2. The demographic makeup of the student population, including factors such as socioeconomic status, language proficiency, and special education needs.
 - 3. Geographic accessibility to students that reduces barriers to participation.
 - 4. Allocation of resources, including funding, staffing, materials, and facilities to deliver high-quality specialized services to students.
- B. After a review of placement, the district will inform the board of the need and rationale for placement.