



Delta VISION HCP Program Handbook

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Delta VISION Home & Community Program Summary

The Delta VISION Home & Community Program (VHCP) is one of three VHCPs within Delta County. It is an alternative public school within the Delta County School District. It is funded with public monies, and its students are public school students. The DVHCP has a legal contract with the Delta County School District regarding the specifics of the relationship and includes the Colorado state waivers necessary for this program to function as a public school. Unlike the conventional schools, the Delta VHCP is a year round school based upon documented learning hours pertaining specifically to an individualized Learning Plan (ILP), not attendance days at a brick and mortar school. This program is an educational choice within the Delta County School District 50J. Enrollment is based upon agreement to and compliance of the program requirements.

The educational path for a student within the Delta VHCP requires a significantly different approach and involvement level from the Learner and the family. This program is designed as a parent-guided educational opportunity for Learners. Thus, the parents provide the majority of the direct supervision and support. Parents and Learners work with a Resource Consultant (RC). Resource Consultants are VISION HCP staff members who work directly with Learners and families and who serve as liaisons between the Learner and the VISION HCP. Each RC forms a written agreement with each Learner and family and meets with the family and Learner regularly in order to view the documentation of learning (school work), prepare required program documents, and discuss the progress of the Learner in regard to the Measurable Goals agreed upon within the individualized Individual Learning Plan. These individuals (Learner, parent, and RC), in addition to a Highly Qualified Consultant (HQC), are the consensus group. The consensus group designs an Individual Learning Plan that outlines skills, needs, resources and goals for the Learner for the school year. Each Learner receives access to \$2,150.00, which is used to provide the resources necessary for the successful implementation of the Individual Learning Plan. Some items that can be funded include: textbooks, classes, tutors, and project materials. All non-consumable items are Delta VHCP property and must be returned to the program upon exit from the program or when no longer in use by the Learner. The consensus group also engages in a Documentation Log located online. This document records the 720 learning hours per year that is outlined in the Individual Learning Plan and Learner Schedule of Hours. It also records the progress of the learner as it relates to the Individual Learning Plan, specifically the Measurable Goals. RCs record the progress of a Learner and suggest resources for a Learner within this document. The HQC collaborates through monthly communication within the Documentation Log. These Consultants share their expertise through individual suggestions, as well as, provide direct consultations for parents or Learners upon request. As an added accountability measure, Learners within the DVHCP must participate in the state mandated tests (CSAP, ACT, and DIBELS), as well as, the program required test (Scantron).

VISION HCP Learners can earn a Delta County School District diploma through two different paths: VISION HCP Credit Diploma Path or a VISION HCP Community Diploma Path. They can also work toward earning a GED. The VISION HCP diploma paths encourage the Learner to perfect the skills and knowledge that will further their progress toward their future career path. The goal is for a Learner to graduate from the VISION HCP with knowledge of himself, the qualities of character, the skills, and the support to successfully begin the next step of his life. The VISION HCP Diploma Paths recognizes a variety of types of learning and ways of demonstrating knowledge. Credit toward the diploma can be obtained from testing, classes, challenges or world experience.

This program is based on the integrity of all who participate within it. This includes the Learners, RCs, HQC, Educators and the Learners' families. Building and maintaining strong relationships is a very important factor in this program. The relationships in the program extend into the community when the Learners work with Educators from the population and network within the community to provide a richly diverse learning environment. Anyone can strive for his or her dreams with a strong support system in place. The following rules are designed to support Learners in their education while maintaining the necessary accountability for participating within a public school.

Mission Statement: The VISION Home and Community Program promotes meaningful choice and diverse opportunity within public education by supporting the development of the optimal learning environment for each Learner and the optimal teaching environment for each teacher.

Philosophy: We believe that children learn naturally and that given a safe, nurturing environment laden with opportunity and positive role models, all people naturally grow to their highest potential. Each person is unique and must be encouraged in his or her individual search for fulfillment. Each person is also part of a community and must be encouraged in his or her search for common purpose and ways to serve. These two searches are mutually strengthening and inseparable.

Principles:**We believe that we will be served well by taking to heart the following principles:**

Support and trust each young person.

Support and trust each parent.

Approach and honor all others with love and respect.

Never sacrifice the well-being of a child for the future of the program.

Program accountability is built on the integrity of individuals and relationships.

Leadership that facilitates; membership that participates.

Promote open and inclusive conversation. Strive for consensus.

Do not hurry; the quality of the process is the goal.

Maintain humor, humility and flexibility.

Never give up on anybody; keep the door open.

Do not do for others what they can do for themselves.

The deepest learning often comes within the context of relationship.

Facilitate informed, careful and unpressured choice. True commitment and a sense of responsibility usually follows.

Examine carefully what we model, for that is what we teach.

When mistakes are realized, be open, and accept responsibility immediately.

Worthwhile policies permeate every level of an organization.

Meaningful future lives flow from meaningful present lives.

Inspired teachers are learning; inspired learners are teaching.

Listen well and do not respond until you find compassion and respect.

Question everything, especially when the children's eyes cease to shine.

Code of Conduct**File: JICDA**

(Delta County School District 50J)

The principal may suspend or recommend expulsion of a student who engages in one or more of the following activities while in school buildings, on district property, when being transported in vehicles dispatched by the district or one of its schools, during a school-sponsored or district-sponsored activity or event and off school property when the conduct has a reasonable connection to school or any district curricular or non-curricular event.

Causing or attempting to cause damage to school property or stealing or attempting to steal school property of value.

Causing or attempting to cause damage to private property or stealing or attempting to steal private property.

Commission of any act which if committed by an adult would be robbery or assault as defined by state law. Expulsion shall be mandatory in accordance with state law except for commission of third degree assault.

Violation of criminal law which has an immediate effect on the school or on the general safety or welfare of students or staff.

Violation of district policy or building regulations.

Violation of the district's policy on dangerous weapons in the schools. Expulsion shall be mandatory for carrying, brining, using, or possessing a dangerous weapon without the authorization of the school or school district, unless the student has delivered the firearm or weapon to a teacher, administrator or other authorized person in the district as soon as possible upon discovering it, in accordance with state law.

Violation of the district's alcohol use/drug abuse policy. Expulsion shall be mandatory for sale of drugs or controlled substances, in accordance with state law.

Violation of the district's violent and aggressive behavior policy.

Violation of the district's tobacco-free schools policy.

Violation of the district's policy on sexual harassment.

Violation of the district's policy on discrimination by engaging in any unwelcome, hostile and offensive verbal, written or physical conduct based on or directed at a person's race, color, national origin, religion, sex, age, or disability that: (1) results in physical, emotional or mental harm, or damage to property; (2) is so severe, persistent, or pervasive that it creates an intimidating, hostile or threatening environment; or (3) substantially disrupts the orderly operation of the school.

Throwing objects, unless part of a supervised school activity, that can cause bodily injury or damage property.

Directing profanity, vulgar language or obscene gestures toward other students, school personnel or visitors to the school.

Engaging in verbal abuse, i.e., name calling, ethnic or racial slurs, or derogatory statements addressed publicly to others that precipitate disruption of the school program or incite violence.

Committing extortion, coercion or blackmail, i.e., obtaining money or other objects of value from an unwilling person or forcing an individual to act through the use of force or threat of force.

Lying or giving false information, either verbally or in writing, to a school employee.

Scholastic dishonesty which includes but is not limited to cheating on a test, plagiarism or unauthorized collaboration with another person in preparing written work.

Willful disobedience or open and persistent defiance of proper authority including deliberate refusal to obey a member of the school staff.

Behavior on or off school property which is detrimental to the welfare or safety of other students or school personnel.

Interference with the school's ability to provide educational opportunities to other students.

Engaging in hazing activities, i.e., forcing prolonged physical activity, forcing excessive consumption of any substance, forcing prolonged deprivation of sleep, food, or drink, or any other behavior which recklessly endangers the health or safety of an individual for purposed of initiation into any student group.

Violation of the district's dress code policy.

Violation of the district's policy on student expression.

Making a false accusation of criminal activity against a district employee to law enforcement or to the district.

Delta Count School District 50J

Adopted: November 15, 2007

- LEGAL REFS:
- C.R.S. 12-22-303(7) (*definition of controlled substance*)
 - C.R.S. 18-3-202 *et seq.* (*offenses against person*)
 - C.R.S. 18-4-301 *et seq.* (*offenses against property*)
 - C.R.S. 18-9-124 (2) (a) (*prohibition of hazing*)
 - C.R.S. 22-12-105 (3) (*authority to suspend or expel for false accusations*)
 - C.R.S. 22-32-109.1 (2) (a) (I) (*duty to adopt policies on student conduct, safety and welfare*)

Evacuation Plan

The Delta VISION Home & Community Program building will be evacuated in the event of any situation coded Black by the Delta County School District's Levels of Awareness. These levels are defined within the Emergency Action Procedures that are prominently posted in every room within the building.

Levels of Awareness

GREEN – All clear, Standard Operating Level

WHITE – Possible situation, be prepared for full measures. Be alert and ready. Allows for restricted student movement.

YELLOW – Caution, be aware, observe and report possible situations.

LOCK IN – All exterior doors to be locked with all students inside.

ORANGE – Lockdown. Possible situation, be prepared for full measures. Be alert and ready. Allow restricted movements.

RED – Extreme lockdown procedures, life threatening. Be extremely alert and ready. Lock In; Lockdown Evacuation Procedures should be followed by Principal/ Designee, notifying the District Office.

BLACK – Evacuate. Extreme evacuation procedures, life threatening. Be extremely alert and ready. Lock In, Lockdown; Evacuation Procedures should be followed by Principal/Designee, notifying the District Office. If Superintendent/Designee has not been called, do so now so that transportation, parent communication, and media relations can be initiated.

Principal/Designee order of responsibility:

- Director
- Assistant Director
- Financial Administrator
- Resource Administrator
- Data Administrator
- Building Manager
- Resource Consultant/Highly Qualified Consultant

In case of a Level one Black Evacuation:

1. An alarm will sound.
2. Everyone should leave the building according to the evacuation routes which designate the closest exit to the occupied space.
3. Close all doors.
4. Take all sign in sheets – the front desk overall sign in sheet for those in the building for a meeting and the Educator class list for those attending a class.
5. Keep classes or group together while proceeding to the nearest fence on the perimeter of the property.
6. Account for all who are on the sign in sheets.
7. Administrator/Designee will give the “all clear” to return to the building after all areas have been reported safe of Level two will begin.

In case of a Level two Black Evacuation:

1. 911 will be called by the receptionist
2. Given time, the Superintendent will be called.
3. Administrator/Designee in charge and all other personnel will take instruction from the emergency personnel on site until the situation is under control.
4. After the situation is under control, the administrator may assume the site responsibilities.
5. As deemed appropriate and based on weather conditions, the students will be moved to the Baptist Church located at 1250 Pioneer Road.
6. At that time, parents will be called based on the phone number given on the sign in sheet for the class being attended at the time of the evacuation. Parent will be asked to come to the Baptist Church to pick up their child.
7. If the Superintendent has not been called, he will be called now.

First Aid Policy

Minor injuries – Basic first aid can be administered. Cuts may only be cleaned with soap and water, **NO OINTMENTS**. An incident report is not necessary for minor injuries. Note: If a Learner has a splinter, you may not remove it. Contact the parent if the splinter is preventing the child from participating in the activity.

Major injuries – Apply basic first aid as per training. Cuts may only be cleaned with soap and water, **NO OINTMENTS**. An incident report must be filed.

Bodily fluid clean up- Any disposable item that comes into contact with blood, etc should be put into a biohazard bag and disposed of properly. There is a cleanup powder to be used on furniture or carpet.

Medication can only be dispensed with a doctor's order and by individuals who have passed the medication training and test administered by the District Nurse.

First Aid kits are located on the wall next to the Grand Mesa Room and the Library. A designated staff person will replenish the supplies in the kits as needed. There will be a tab on the kit to indicate whether it has been opened/used; therefore, the person responsible for this task will easily view whether the kit is complete.

Support Status Level

- Regardless of grade level, learners who have more than one level of support as determined by the core subject area assessment documentation will automatically be assigned to the higher level of support until reviewed.
- Monthly meetings between the RC and the HQC will still be required.

For K-2 grade:

Determination of support will be made upon DIBELS designation for Reading. All other subjects shall be evaluated upon an individual basis using all known data (test scores, placement tests, work demonstrated, completion of standard text/material). If learner is not ready for reading or math skills - documentation of how this was determined (researched, informed choice - not just convenience for the parent) and what pre-literacy or pre-math skills are being completed

PROGRESS GOALS REVIEW FREQUENCY

Status	RC Roles	HQ Role- review of Doc. Log	LSS Roll	LDF Frequency
Requested	Monthly	Quarterly to Semester	NA	Quarterly to Semester
Limited	Every other Week to Monthly	Monthly to Quarterly	NA	Monthly to Quarterly
Required	Weekly to every other Week	Every other Week to Monthly	NA	Every other Week to Monthly
Learning Support Specialist	Weekly	Every other Week to Monthly	Quarterly	Every other Week to Monthly

Requested Support Status –

- DIBELS – Low Risk
- Math – Basic Skills evaluation or documents demonstrate alignment with CMCS OR pre-math work is being completed in an exploratory way as appropriate for methodology and age.
- Fine Motor skills – Low Risk on the assessment that will be given by the RC. Understanding from primary mentor on how this can affect learning and appropriate choices is being made per age level.
- RC, Family may meet with the HQC initially to discuss academic concerns and Learning Plan options.
- Second Grade learners must take Scantron three times per year to monitor alignment with the standards and growth within the academic area.
- HQC is available for requested support from family and will review progress on a predetermine basis (see Progress Goals chart for specifics). Information regarding progress would be provided by documents in the LDF. Documents for that folder are determined by the Progress Goals.
- Documentation log from both the HQC and RC must address specific progress toward goals.

Limited Support Status

- DIBELS – Moderate Risk – discussion about curriculum choices and methodology (structure) may be of benefit for the primary mentor and learner.
- Math – Basic Skills evaluation or documents demonstrate that there may be some issue with math skills – observation and discussion is needed for curriculum choice and methodology of lessons.
- Fine motor skills – Moderate Risk on the assessment that will be given by the RC. Understanding from primary mentor on how this can affect learning and appropriate choices is being made per age level. Discussion regarding fine motor skills and potential activities to enhance the skills may be beneficial.
- HQC, RC, Family meet to discuss academic concerns and Learning Plan options.
- Second Grade learners must take Scantron three times per year to monitor alignment with the standards and growth within the academic area.
- HQC is available for requested support from family and will review progress on a predetermine basis (see Progress Goals chart for specifics). Information regarding progress would be provided by documents in the LDF. Documents for that folder are determined by the Progress Goals.
- Documentation log from both the HQC and RC must address specific progress toward prescription goals.

Required Support Status –

- This Status will be automatically given to new learners entering the program, pending first quarter review-UNLESS family enters into program with prior assessment documentation. (This does not include prior report cards, as they are not specific enough in all categories)
- DIBELS – High Risk Math – Basic Skills evaluation or documents demonstrate skills inconsistent with age level standards.
- Specific recommendations for curriculum, structure and methodology should be made as a prescription.
- Fine motor skills – High Risk on the assessment that will be given by the RC. Understanding from primary mentor on how this can affect learning and appropriate choices is being made per age level. Lack of these skills is inhibiting learning. Prescription for addressing fine motor skills (and how they can affect learning) should be made.
- HQC, RC, Family meet to discuss academic concerns and Learning Plan options.
- Second Grade learners must take Scantron three times per year to monitor alignment with the standards and growth within the academic area.
- HQC is available for requested support from family and will review progress on a predetermine basis (see Progress Goals chart for specifics). Information regarding progress would be provided by documents in the LDF. Documents for that folder are determined by the Progress Goals.
- Documentation log from both the HQC and RC must address specific progress toward prescription goals.

Required Learning Specialist Support Status (range of LDF monitoring and HQ log from weekly to every other week – RC log would be weekly until Learning Specialist determines follow through and progress from family)

- Learner scores High Risk on DIBELS and as tested by the Learning Specialist.
- Math – Basic Skills evaluation or documents demonstrate skills inconsistent with age level standards. Specific recommendations for curriculum, structure and methodology should be made as a prescription.
- Fine motor skills – High Risk on the assessment that will be given by the RC. Understanding from primary mentor on how this can affect learning and appropriate choices is being made per age level. Lack of these skills is inhibiting learning. Prescription for addressing fine motor skills (and how they can affect learning) should be made.
- Documents from previous year demonstrate below grade level work or failure to attain goals
 - o HQC, RC, Family and Learning Specialist meet to discuss academic concerns and Learning Plan options.
 - o Learning Specialist provides written "prescription" for Learning Plan consideration. Family must either choose to implement the prescription or address the main concern issue with the HQC and RC in a joint meeting.
 - o Second Grade learners must take Scantron three times per year to monitor alignment with the standards and growth within the academic area.
 - o HQC is available for requested support from family and will review progress on a predetermine basis (see Progress Goals chart for specifics).Information regarding progress would be provided by documents in the LDF. Documents for that folder are determined by the Progress Goals.
 - o Documentation log from both the HQC and RC must address specific progress toward prescription goals.

For 3-12 grades:

PROGRESS GOALS REVIEW FREQUENCY

Status	RC Roles	HQ Role-review of Doc. Log	LSS Roll	LDF Frequency
Requested	Monthly	Quarterly to Semester	NA	Quarterly to Semester
Limited	Every other Week to Monthly	Monthly to Quarterly	NA	Monthly to Quarterly
Required	Weekly to every other Week	Every other Week to Monthly	NA	Every other Week to Monthly
Learning Support Specialist	Weekly	Every other Week to Monthly	Quarterly	Every other Week to Monthly

Requested Support Status –

- Learner scores advanced on the CSAP test AND has typical or high growth percentile will be checked by HQ once per semester (ACT of 22 or higher)
- Learner scores proficient on the CSAP test AND has typical or high growth percentile (ACT of 18 or higher)
- Scantron scores demonstrate above or at grade level equivalent. Learners may be exempt from specific subject areas within Scantron if learner shows advanced on CSAP within that area. Learners who have shown proficiency (at or above grade level) on each subject area tested on the Spring Scantron may also be exempt from the Fall Scantron testing cycle in those subject areas.
- Documents from previous year demonstrate success for grade level.
 - HQC reviews LP with the expectation that it will be approved unless vital elements are missing within template - additional suggestions can be made through the RC to enhance the challenge level for a successful learner
 - HQC is available for requested support from family and will review progress on a predetermined basis. Information regarding progress will be provided by documents in the LDF. Documents for that folder are determined by the Progress Goals. Plan for Scantron requirement would be documented within the RTI section of the Learning Plan.
 - Documentation logs shall be completed by HQC in conjunction with the schedule of LDF review and shall include report on progress goals.
 - Documentation log shall be completed by RC and will address progress of hours, structure, and basic accomplishments of the learner.

Limited Support Status –

- Learner scores proficient or advanced AND has low growth percentile OR partial proficient AND high growth percentile (ACT score of 16-17)
- Scantron scores demonstrate grade level equivalent
- Documents from previous year demonstrate average success for grade level
 - HQC reviews LP and makes contact with the RC to discuss the growth percentile concern (i.e. the method, material, or structure did not advance the child well the previous year - are they changing something for this year)
 - Learner must take all three sessions of Scantron.
 - HQC is available for requested support from family and will review progress on a predetermined basis. Information regarding progress will be provided by documents in the LDF. Documents for that folder are determined by the Progress Goals. Plan for Scantron requirement would be documented within the RTI section of the Learning Plan.
 - Documentation logs shall be completed by HQC in conjunction with the schedule of LDF review and shall include report on progress of goals.
 - Documentation logs shall be completed by RC on a predetermined basis and addresses progress of hours, structure, and basic accomplishments of the learner for the month.

Required Support Status-

- This Status will be automatically given to new learners entering the program, pending first quarter review-UNLESS family enters into program with prior assessment documentation. (This does not include prior report cards, as they are not specific enough in all categories)
- Learner scores partial proficient AND has typical OR low growth percentile OR scores Unsatisfactory AND high growth percentile (ACT score of 12-15)
- Scantron scores demonstrate below grade level
- Documents from previous year demonstrate below grade level work or goals
 - Learner and Family meet with the HQC and RC in order to discuss potential Learning Plan options.

- HQC provides written "prescriptions" for Learning Plan consideration. These prescriptions would include curriculum, methodology, structure, and support documents. Family must either choose to implement the prescriptions or address the main concern issue with the HQC and RC in a joint meeting.
- Learner must take all three sessions of Scantron.
- HQC is available for requested support from family and will review progress on a predetermined basis. Information regarding progress will be provided by documents in the LDF. Documents for that folder are determined by the Progress Goals.
- HQC and RC meet on a monthly basis to review progress and discuss additional concerns or successes directly.
- Learner and Family will meet with the HQC and RC at a minimum of once per semester in addition to initial meeting.
- Learner must take Scantron three times per year to monitor alignment with the standards and growth within the academic area.
- Documentation log from both HQC and RC must address specific progress toward prescription goals.

Required Learning Specialist Support Status-

- Learner scores unsatisfactory AND has typical OR low growth percentile (ACT score below 12)
- Scantron scores demonstrate below grade level and low growth
- Documents from previous year demonstrate below grade level work or failure to attain goals
 - HQC, RC, Family and Learning Specialist meet to discuss academic concerns and Learning Plan options.
 - Learning Specialist should meet to evaluate the learner prior to any prescriptions being written.
 - Learning Specialist provides written "prescription" for Learning Plan consideration. Family must either choose to implement the prescription or address the main concern issue with the HQC and RC in a joint meeting.
 - Learner must take Scantron three times per year to monitor alignment with the standards and growth within the academic area.
 - Family and Learner must meet with the HQC and RC at least once per quarter along with a midyear review of plan/goals with LS.
 - HQC is available for requested support from family and will review progress on a predetermined basis. Information regarding progress will be provided by documents in the LDF. Documents for that folder are determined by the Progress Goals.
 - Documentation log from both the HQC and RC must address specific progress toward prescription goals.

Family/Learner Role and Description of Duties

Determine Support Level Status through cooperative work with the Resource Consultant and Highly Qualified Consultant.

Develop and update the Individualized Learning Plan with the Resource Consultant and Highly Qualified Consultant in order to optimize a successful educational path.

- Participate within the consensus group (parent, Learner, HQC, and RC) in determining the goals and needs of the Learner. – Understand the courses, resources, method of instruction, hours spent, and measurable goals, credit requirement, and grading system chosen for each course for each learner. Ensure that choices are made with proper information, well thought out, and clearly documented. (CRR102)
- Participate in all required testing including but not limited to CSAP, DIBELS, ACT and Scantron and incorporate the results into the discussion and planning of the Learning Plan. Ensure that skills needed and those that are mastered are discussed for each assessment and that resources are chosen with the skill levels that are appropriate for the individual learner. (VHL110)
- Participate in the creation of the Individual Learning Plan through active, engaged conversation which reviews skill level as determined by previous work completed, individualized testing, CSAP scores, and Scantron results in order to ensure the required components of the LP are included while also ensuring that the needs of the Learner are the priority. Ensure that the Learning Plan document is complete, clear, and comprehensive for all learner goals.
- Participate in the Response to Intervention (RTI) process as needed. (SPS101)
- Participate in the English Language Learner Process as needed. (VHL103)
- Document the agreed upon resources and methods that will be implemented within shared Individual Learning Plan. This includes the requirements specific to the Colorado Basic Literacy Act (CBLA) which requires a literacy plan for all children who have not ever scored proficient on the reading CSAP or is at risk as defined by the results of the DIBELS test for K-3rd graders. (CRR102)
- Document weekly attendance within the Hourly Log.(CRR102)
- Review learner progress on a weekly basis to determine whether the materials and methods implemented are helping the Learner succeed in his goal. (CRR102)
- Update the Individual Learning Plan as needed based upon the success or struggles of a Learner. (CRR102)

Assumes responsibility for Learners in classrooms, halls, and school yards, when meetings are scheduled at the DVHCP facility or when sponsoring/participating in a program field trip or event at an off-site location.

- If meetings are scheduled at the DVHCP office, the parent and RC will devise a plan regarding the safety and boundaries of the children while at the office. The plan must be in compliance with the Delta County School District Code of Conduct and other applicable procedures regarding the safety of DVHCP Learners. (HR112) (VHL107)

- If a learner has a class within the building or on campus, a supervisor must be documented on the sign in sheet and must be on campus (often this is the Educator). Once a class is over, the learner must have a supervisor on campus as the Educator will no longer be the responsible party. Learners may not be left unsupervised on campus.
- Review and understand the building safety procedures including evacuation plans and lock down procedures with the families and Learners. (HR112)

Enforce administration policies and procedures that govern the program.

- Families and learners will understand and adhere to the rules and regulations of the program as outlined within the Contract of Agreements.
- Families will completion of necessary documents (Immunization record, Home Language Survey, Contract of Agreements, Learner Schedule, Learner Cross over Agreements, Technical College Application, Attendance calendars, Educator Feedback form, and any other required document deemed necessary by Administration) (VHL114)
- Families will understand and follow all protocols regarding issues of non-compliance as related to the agreements or Learner Handbook. (VHL113)

Observe Learners' performance, and record relevant data to assess progress.

- Collect school work, place it in the Learning Documentation Folder and provide folder to the RC as designated by the Support Level Status. (Learning Documentation Folder is provided for each Learner in order to facilitate the collection of schoolwork related to the progress goals and grade/credit assignment which is shared with the RC and HQC.)
- Maintain regular contact with the RC to ensure that the RC has adequate knowledge of progress to complete Documentation Requirements consistent with the designated Support Level Status.

Oversee the use and care of equipment and materials purchased with public funds.

- Understand and acknowledge through proper care and maintenance that items funded through the DVHCP are property of the DVHCP, not personal property.
- Complete the Educational Resource Inventory procedure which includes the check-in process for any inventory item that is no longer being used by the Learner. (Educational Resource Check in form, Educational Resource Check- out form, Educational Resource Inventory Acknowledgement form) (CRR103)
- Confirm and document both the use and condition of each inventory item at the end of each school year. (CRR103)
- Maintain due care for materials and equipment provided to the family for use in meeting educational goals.

Complete, file and copy required documents, both electronic and paper copies, maintained by the program by the required due dates.

- Participate in the creation of a quality Individual Learning Plan (including Support Level Status, Literacy Plan)

- Learning History
- Long Term Learning Goals
- Response to Intervention
- Budget
- Assessment results
- Area of Study
- Course
- Course Description
- Course Goals
- Participate in the creation of a Learner Schedule of Hours (online document) which documents the required 360 for Full-Time and 90 for Part-Time learning hours. (VHL114)
- Maintain accurate account of learning hours by completing the Hourly Log every week.

Document the use of chosen curriculum and compliance with the Colorado Model Content Standards within Individual Learning Plan. (CRR102)

Participate in scheduled IEP/ELL/Special services meetings if learner meets the requirements for services. (3rd Tier of RTI) (SP101)

Family/Learner Duties for Application/Enrollment

- Complete Application and submit to DVHCP main office for Assistant Director to review.
- Assistant Director will contact applicant by phone to arrange an orientation and place them on the waiting list.
- Once applicant and Primary Mentor have attended an orientation and made an informed decision to continue the process of enrollment, they will be scheduled to attend an Enrollment Class.
- Upon completion of the Enrollment Class, the Assistant Director will facilitate matching the Family with a Resource Consultant.
- Enrollment is complete once all required enrollment documents are completed.(See page 30)

Family/Learner Duties for the Learning Plan

- Assist and resource for the Learner individually and engage the consensus group (parent, Learner, HQC and RC) in determining the goals and needs of the Learner. (CRR102)
- Participate in the creation of the Learning Plan through active, engaged conversation in order to ensure the required components of the LP are included while ensuring that the needs of the Learner are the priority. (CRR102)
- Document the agreed upon resources and methods to be implemented within the Individual Learning Plan document located within the Paragon Data system. For High School learners, document how the credits will be earned and value of credit (.5 or 1) within the Course Goals section. For all learners, include how a course will be graded (Pass/Fail or letter grade) in the Course Goal section.
- Complete (if appropriate) the cross-over class procedure in order to attend a class on another school's campus. This includes understanding the expected learner conduct while on school property and attendance rules, completing the transfer of funds and accompanying the learner to the chosen conventional school on the appropriate registration day. (CON101)

- Complete applications to the Delta Montrose Technical College. (note this is usually done in the second semester for the following year) (Delta Montrose Technical College Application)
- Complete all 2nd – 10th graders Scantron testing as designated by the Assessment Coordinators. (VHL110) (HR108)
- Document the Scantron results within the Individual Learning Plan document. This includes documentation of the benchmarks at each of the three designated testing time: Fall, Winter, and Spring. (CRR102)

Family/Learner Duties for the Schedule of Hours and Attendance (VHL108) (VHL111) (VHL114)

- Completion of the Schedule of Hours document.
- Complete the Hourly Log every week.

Family/Learner Duties for the Progress Assessment/Documentation of Growth

- Maintain adequate contact with the RC to ensure complete understanding of successes and challenges which enables RC to provide quality documentation with the Documentation Log.
- Maintain additional documentation at home including: work samples, lesson plans, projects, test scores etc.
- Address prescriptions provided by HQC by either accepting or proposing another way to address concern.

RC Duties for Transcripts (VHL112)

Review, discuss, and agree upon the completed semesters hours and grades within the entire consensus group (Learner, parent, RC, and HQC) and then document each semester for high school Learners on the official DVHCP transcript

- Review progress reports from all Educators and transfer listed grade without alteration.
- RC will list agreed upon grade and credit amount for each course (defined in the LP and with agreement from the HQC) – credit should only be received if definition of credit is LP is completed.

Families Duties for Transcripts

- Understand the agreed upon method of determining grades and credits
- Maintain adequate and accurate documentation in order to demonstrate the assigned grade and credit.
- Provide all needed information to the RC in order to reach an agreement regarding assigned grade.
- Understand that as a public school, grades must be confirmed by both the RC and the HQC in order to be officially transcribed by the program.

Family/Learner Duties for Processing Funding (CRR103)

- Discuss potential resource needs based upon the educational path outlined within the Learning Plan.
- Document a proposed budget outlining resource needs within the Learning Plan including: tutors, classes, textbooks, and materials.
- Review and complete the appropriate funding requests (Reimbursement, invoice, Crossover, or PO) needed by the Learner and submit the request to RC by individual deadline. (No funding is processed in July or June). (Funding Summary)
- Pick-up completed purchase orders within 2 weeks of notification of arrival.

Resource Consultant (RC) Role and Description of Duties

RC Duties for the Learning Plan development and progress

Determine Support Level Status through cooperative work with the Highly Qualified Consultant. (see page 11)

Develop and update the Individualized Learning Plan with the parents, Learners and Highly Qualified Consultant in order to optimize a successful educational path.

- Assist and resource for the Learner individually and engage the consensus group (parent, Learner, RC and HQC) in determining the goals and needs of the Learner. – Understand the courses, resources, method of instruction, hours spent, and measurable goals, credit requirement, and grading system chosen for each course for each learner. Ensure that choices are made with proper information, well thought out, and clearly documented. (CRR102)
- Facilitate all required testing including but not limited to CSAP, DIBELS, ACT and Scantron and incorporate the results into the discussion and planning of the Learning Plan. Ensure that skills needed and those that are mastered are discussed for each assessment and that resources are chosen with the skill levels that are appropriate for the individual learner. (VHL110)
- Participate in the creation of the Learning Plan through active, engaged conversation which reviews skill level as determined by previous work completed, individualized testing, CSAP scores, and Scantron results in order to ensure the required components of the LP are included while also ensuring that the needs of the Learner are the priority. Ensure that the Learning Plan document is complete, clear, and comprehensive for all learner goals.
- Facilitate the Response to Intervention (RTI) process as needed. (SPS101)
- Facilitate the English Language Learner Process as needed. (VHL103)
- Document the agreed upon resources and methods that will be implemented within shared Individual Learning Plan. This includes the requirements specific to the Colorado Basic Literacy Act (CBLA) which requires a literacy plan for all children who have not ever scored proficient on the reading CSAP or is at risk as defined by the results of the DIBELS test for K-3rd graders. (CRR102)
- Ensure that the primary mentor documents attendance within the Hourly Log.(CRR102)
- Review learner progress on a timeline consistent with the Support Level Status to determine whether the materials and methods implemented are helping the Learner succeed in his goal. (CRR102)

- Document the information regarding learner progress within the Documentation Log as often as designated by the Support Level Status.
- Update the Individual Learning Plan as needed based upon the success or struggles of a Learner. (CRR102)

Provide resource information to all Learners including those with special needs such as non-English-speaking students or those with physical and mental disabilities.

- Research and become well informed about issues in education, resources available, and understand the curriculum chosen in order to support families and troubleshoot in regard to the curricula both with technical and content issues. (CRR102)

Assumes responsibility for Learners in classrooms, halls, and school yards, when meetings are scheduled at the DVHCP facility or when sponsoring/participating in a program field trip or event at an off-site location.

- If meetings are scheduled at the DVHCP office, the parent and RC will devise a plan regarding the safety and boundaries of the children while at the office. The plan must be in compliance with the Delta County School District Code of Conduct and other applicable procedures regarding the safety of DVHCP Learners. (HR112) (VHL107)
- RCs will review the building safety procedures including evacuation plans and lock down procedures with the families and Learners. (HR112)

Enforce administration policies and procedures that govern the program.

- RCs will inform the families and Learners, in detail, about the rules and regulations of the program as outlined within both the Contract of Agreements through discussing each point within the agreement and acquiring the proper initials at the bottom of each category. (VHL106) (VHL107)
- RCs will facilitate the completion of necessary documents (Immunization record, Home Language Survey, Contract of Agreements, Learner Schedule, Learner Cross over Agreements, Technical College Application, Attendance calendars, Educator Feedback form, and any other required document deemed necessary by Administration) (VHL114)
- RCs will follow all protocols regarding issues of non-compliance from a Learner or family as related to the agreements or Learner Handbook. (VHL113)
- RCs will complete all exit procedures for Learners who leave the program regardless of Learner circumstances.

Exit Procedure:

Before a Learner is officially exited from the DVHCP and their records released, their Resource Consultant must meet with the DVHCP Data Administrator for an Exit Interview.

- At this meeting the follow matters will be confirmed:
 - All Open Educator Invoices are closed (see Educator Invoice Process)

- All Educational Resources returned in working order (see Educational Resource Process)
- Final documentation completed
- Paragon Hourly Log completed thru to last know date of attendance
- Confirmation of documented hours
- Official Transcript
- Official exit/withdrawal form signed by Learner, Parent and Resource Consultant
- Noncompliant exit - Written summary of exit from RC and HQ to document the progress of the Learner while enrolled in the DVHCP
- If a Learner is exited due to noncompliance, the DVHCP Data Administrator will notify the VHCP liaison at the Delta County School District.
- All completed exit forms will be kept in the Learner's cumulative file.
- After the completion of the Exit Interview the Learner will be removed from all program online activities (Google documents, Scantron, Study Island, etc.)
- If this process for a Learner's exit does not happen, release from Power School and official transcripts will not take place.

Observe Learners' performance, and record relevant data to assess progress.

- Document the answers to the Guided Questions within the Documentation Log within a timeline consistent with the Support Level Status but at a minimum of monthly. (CRR102)
- Using the Guided Questions within the Documentation Log, document the check-points for successful completion of the goals set forth in the Individual Learning Plan. (CRR102)
- Ensure that the primary mentor and/or Learner are collecting school work (placing it in the Learning Documentation Folder). Collect documents from the Learning Documentation Folder from the primary mentor and/or Learner as designated by the Support Level Status. (Learning Documentation Folder is provided for each Learner in order to facilitate the collection of schoolwork related to the progress goals and grade/credit assignment which is shared with the RC and HQC.)
- Meet with primary mentor and learner within the timeline designated by the Support Level Status (minimum of monthly for highest level) in order to discuss progress and view school work.
- Resource and assess progress with the appropriate Highly Qualified Consultant during monthly meetings. Provide the collected documents from the Learning Documentation Folder to the HQC at least one week prior to the monthly meeting. (EDU103)

Oversee the use and care of equipment and materials purchased with public funds.

- Maintain an accurate and detailed inventory list for each Learner including items checked-out from the program and items purchased with Learner funds. This inventory list shall be kept within the Learner's Inventory document within the Google Account. (Inventory Form) (CRR103)
- Facilitate Educational Resource Inventory procedure which includes the check-in process for any inventory item that is no longer being used by the Learner. (Educational Resource Check in form, Educational Resource Check- out form, Educational Resource Inventory Acknowledgement form) (CRR103)
- Confirm and document both the use and condition of each inventory item at the end of each school year. (CRR103)

- Maintain due care for materials and equipment provided to the RC for use in completing the RC job requirements. (HR108)

Inform Learners and parents of new opportunities and events as they become available.

Complete, file and copy required documents, both electronic and paper copies, maintained by the program by the required due dates.

- Facilitate the creation of a quality Individual Learning Plan (including Support Level Status, Literacy Plan)
 - Learning History
 - Long Term Learning Goals
 - Response to Intervention
 - Budget
 - Assessment results
 - Area of Study
 - Course
 - Course Description
 - Course Goals
- Facilitate the creation of a Learner Schedule of Hours (online document) which documents the required 360 for Full-Time and 90 for Part-Time learning hours. (VHL114)
- Ensure timely completion of the Hourly Log by the primary mentor or learner (every week).

Document the use of chosen curriculum and compliance with the Colorado Model Content Standards within Individual Learning Plan. (CRR102)

- RCs must be familiar and understand the Colorado Model Content Standards through training, study, and periodic review.
- RCs must be familiar with the scope and sequence of chosen curriculum and how it covers the Colorado Model Content Standards.

Attend RC training meetings, attend the RC retreat, serve on committees as required and serve at Program/Learner events. (HR108) (HR110)

- There will be one required 1 hour Professional Learning Community training per month for ten months.
- There will be one required 1 hour role skills training per month for ten months.
- There will be one 1 hour small group training per month for ten months.
- There will be one 1 hour committee meeting per month for 10 months.
- RCs will serve the Student Task Force by chaperoning or sponsoring events or projects.
- There will be one RC Retreat per year. Attendance is mandatory from the meals through the conclusion of the working meetings.
- RCs will serve on an In-House Graduation Committee (these committees serve one or more learners).
- RCs will attend and serve at all Program events (DVHCP Fair, DVHCP graduation ceremony, Celebration of Learners, DVHCP Back to School Picnic, DVHCP Senior Presentation Night) in a position designated by the event planning committee.

Participate in scheduled IEP/ELL/Special services meetings if contracting with Learners with special needs. (3rd Tier of RTI) (SP101)

RC Duties for Application/Enrollment

- Notify Assistant Director of openings for new learners.
- Review and discuss the Contract of Agreements with the Learner and family. Answer questions regarding the contract and confirm understanding of the terms of the agreement. Based upon that understanding, review and confirm the initials of the parents for each category within the agreement. All parties must sign the Contract of Agreements. (VHL107)
- Turn in the completed Contract of Agreements to the Data Administrator who will store the document within the Learner's cumulative file.
- Review and confirm the accuracy of information recorded on the registration document provided by the Data Administrator at the either an official Registration Day or by the deadline given following a Registration Day including agreed upon grade level. The RC and parent must sign the registration document upon confirmation of all information. (VHL114) Note: All enrollments must be completed prior to September 15th in preparation for the October 1st count day. **NO FUNDING WILL BE PROCESSED PRIOR TO CONFIRMED REGISTRATION BY DEADLINE - NO EXTENSIONS.**
- Maintain accuracy of basic Learner information. As there are changes to the basic information, the RC must file a Learner Change Form with the Data Administrator. (Learner Change Form)

RC Duties for the Schedule of Hours and Attendance (VHL108) (VHL111) (VHL114)

- Facilitate the completion of the Schedule of Hours document.
- Ensure that the Primary Mentor or Learner completes the Hourly Log every week.

RC Duties for the Progress Assessment/Documentation of Growth

- Complete documentation log as often as support level designates. Ensure that all RC Guided Questions are addressed at least monthly. Maintain adequate contact with family and Learner to ensure complete understanding of successes and challenges which enables RC to provide quality documentation with the Documentation Log.
- Resource and assess progress with the appropriate Highly Qualified Consultant at the monthly meeting. (EDU103)

RC Duties for Transcripts (VHL112)

- Review, discuss, and agree upon the completed semesters hours and grades within the entire consensus group (Learner, parent, RC, and HQC) and then document each semester for high school Learners on the official DVHCP transcript
- Review progress reports from all Educators and transfer listed grade without alteration.

- List agreed upon grade and credit amount for each course (defined in the LP and with agreement from the HQC) – credit should only be received if definition of credit is LP is completed.
- Turn in completed transcript with all Educator progress reports to the Data Administrator.

RC Duties for Processing Funding (CRR103)

- Discuss potential resource needs based upon the educational path outlined within the Learning Plan.
- Document a proposed budget outlining resource needs within the Learning Plan including: tutors, classes, textbooks, and materials.
- Review and complete the appropriate funding requests (Reimbursement, invoice, Crossover, or PO) needed by the Learner and turn the request to assigned Administrator by the 1st of each month including the hard copy packet that includes proper receipts. (No funding is processed in July or June). (Funding Summary)
- Distribute or facilitate a family pick-up of completed purchase orders. Upon notification from the appropriate Administrator, the RC must either distribute the items or arrange for a family pick up the items within 2 weeks days of notification.
- RC Activity Fund – In order to help facilitate the relationship with Learners, RCs have access to funds each year that can be used to enhance the relationship. A hard copy of the RC Activity Fund Reimbursement Request form with original receipts will be submitted to the Financial Administrator by the 5th of each month. (RC Activity Fund Request)

Highly Qualified Consultant (HQC) Role and Description of Duties

Determine Support Level Status through consultation of all Highly Qualified Consultants in which progress documents are reviewed (including transcripts and standardized assessments) and consensus of the Resource Consultant. (see page 11)

Highly Qualified duties for Learning Plan development and progress

Develop and update the Individualized Learning Plan with the parents, Learners and Resource Consultant in order to optimize a successful educational path.

- Assist and resource for the Learner by consulting with the Resource Consultant and, if required by Support Status Level, meeting with the consensus group – Understand the courses, resources, method of instruction, hours spent, and measurable goals, credit requirement, and grading system chosen for each course for each learner. Ensure that choices are made with proper information, well thought out, and clearly documented. (CRR102)
- Review all required testing including, but not limited to CSAP, DIBELS, ACT and Scantron, and provide an analysis of the results to the RC and family in order to incorporate the results into the discussion and planning of the Learning Plan. Ensure that skills needed

and those that are mastered are discussed for each assessment and that resources are chosen with the skill levels that are appropriate for the individual learner. (VHL110)

- Participate in the creation of the Learning Plan through active, engaged conversation which reviews skill level as determined by previous work completed, individualized testing, CSAP scores, and Scantron results in order to ensure the required components of the LP are included while also ensuring that the needs of the Learner are the priority. Ensure that the Learning Plan document is complete, clear, and comprehensive for all learner goals.
- Participate in the Response to Intervention (RTI) process as needed. (SPS101)
- Participate in the English Language Learner Process as needed. (VHL103)
- Ensure that the requirements specific to the Colorado Basic Literacy Act (CBLA), which requires a literacy plan for all children who have not ever scored proficient on the reading CSAP or is at risk as defined by the results of the DIBELS test for K-3rd graders, are met by the creation of an Individual Literacy Plan within the RTI section of the Individual Learning Plan. (CRR102)
- Review learner progress on a timeline consistent with the Support Level Status to determine whether the materials and methods implemented are helping the Learner succeed in his goal. (CRR102)
- Document the information regarding learner progress within the Documentation Log as often as designated by the Support Level Status.
- Provide suggestions and encourage updates within the Individual Learning Plan as needed based upon the success or struggles of a Learner. (CRR102)

Provide resource information to all Learners including those with special needs such as non-English-speaking students or those with physical and mental disabilities.

- Research and become well informed about issues in education, resources available, and understand the curriculum chosen in order to support families and troubleshoot in regard to the curricula both with technical and content issues. (CRR102)

Enforce administration policies and procedures that govern the program.

- HQCs will follow all protocols regarding issues of non-compliance from a Learner or family as related to the agreements or Learner Handbook. (VHL113)

Observe Learners' performance, and record relevant data to assess progress.

- Using the Guided Questions within the Documentation Log, document the check-points for successful completion of the goals set forth in the Individual Learning Plan. (CRR102)
- Review the Documentation Log and documents turned in by the RC from the Learning Documentation Folder and assess movement toward Course Goals within the timeline consistent with the Support Level Status. (Learning Documentation Folder is provided for each Learner in order to facilitate the collection of schoolwork related to the progress goals and grade/credit assignment which is shared with the RC and HQC.)

Oversee the use and care of equipment and materials purchased with public funds.

- Maintain due care for materials and equipment provided to the HQC for use in completing the HQC job requirements. (HR108)

Inform Learners and parents of new opportunities and events as they become available.

Complete, file and copy required documents, both electronic and paper copies, maintained by the program by the required due dates.

- Participate in the creation of a quality Individual Learning Plan in a manner consistent with the Support Level Status of a learner. (including Support Level Status, Literacy Plan)
 - Learning History
 - Long Term Learning Goals
 - Response to Intervention
 - Budget
 - Assessment results
 - Area of Study
 - Course
 - Course Description
 - Course Goals

Document the use of chosen curriculum and compliance with the Colorado Model Content Standards within Individual Learning Plan. (CRR102)

- HQCs must be familiar and understand the Colorado Model Content Standards through training, study, and periodic review.
- HQCs must be familiar with the scope and sequence of chosen curriculum and how they cover the Colorado Model Content Standards.

Attend HQC training meetings, attend the DVHCP work retreat, serve on committees as required and serve at Program/Learner events. (HR108) (HR110)

- There will be one required 1 hour Professional Learning Community training per month for ten months.
- There will be one required 1 hour role skills training per month for ten months.
- There will be one 1 hour small group training per month for ten months.
- There will be one 1 hour committee meeting per month for ten months.
- There will be one DVHCP work Retreat per year. Attendance is mandatory from the meals through the conclusion of the working meetings.
- HQCs will serve on an In-House Graduation Committee (these committees serve one or more learners).
- HQCs will attend and serve at all Program events (DVHCP Fair, DVHCP graduation ceremony, Celebration of Learners, DVHCP Back to School Picnic, DVHCP Senior Presentation Night) in a position designated by the event planning committee.

Participate in scheduled IEP/ELL/Special services meetings if contracting with Learners with special needs. (3rd Tier of RTI) (SP101)

HQC Duties for Application/Enrollment

- Meet with new families during the enrollment process to discuss options for curriculum, skills, and structure. (Note: All new learners will be placed within the Required Support Status Level until it is determined by the consensus group that the choices and transition to the DVHCP is working well.)

HQC Duties for Transcripts (VHL112)

- Review, discuss, and agree upon the completed semesters hours and grades with the RC prior to the RC completing the transcript document each semester for high school Learners.
- Review progress reports from all Educators and transfer listed grade without alteration.
- List agreed upon grade and credit amount for each course (defined in the LP and with agreement from the HQC and RC) – credit should only be received if definition of credit is LP is completed.

Learning Specialist Role and Description of Duties

Develop and update the Individualized Learning Plan with the parents, Learners and Resource Consultant in order to optimize a successful educational path if additional support is necessary – Tier 2 of Response to Intervention or advanced learner.

- Upon receiving a referral from the RC, contact primary mentor and RC to discuss issue.
- Meet with and evaluate learner skills.
- Assist and resource for the Learner by consulting with the Resource Consultant, Highly Qualified Consultant, and, if required by Support Status Level, a meeting with the consensus group –Then provide a written intervention that will be documented within the Response to Intervention section and Learner Action section of the Individual Learning Plan. (CRR102)
- Participate in the Response to Intervention (RTI) process as needed. (SPS101)
- Participate in the English Language Learner Process as needed. (VHL103)
- Review learner progress on a timeline consistent with the intervention plan to determine whether the materials and methods implemented are helping the Learner succeed in his goal. (CRR102)
- Document the information regarding learner progress within the Documentation Log as often as designated by the intervention plan.
- Provide suggestions and encourage updates within the Individual Learning Plan as needed based upon the success or struggles of a Learner. (CRR102)

Provide resource information to all Learners including those with special needs such as non-English-speaking students or those with physical and mental disabilities.

- Research and become well informed about issues in education, resources available, and understand the curriculum chosen in order to support families and troubleshoot in regard to the curricula both with technical and content issues. (CRR102)

Observe Learners' performance, and record relevant data to assess progress.

- Using the Guided Questions within the Documentation Log, document the check-points for successful completion of the intervention goals set forth in the Individual Learning Plan. (CRR102)
- Review the Documentation Log and documents turned in by the RC relevant to the intervention goals and assess movement toward those goals within the timeline consistent with the intervention plan.

Oversee the use and care of equipment and materials purchased with public funds.

- Maintain due care for materials and equipment provided to the HQC for use in completing the Learning Specialist job requirements. (HR108)

Inform Learners and parents of new opportunities and events as they become available.

Complete, file and copy required documents, both electronic and paper copies, maintained by the program by the required due dates.

- Participate in the creation of a quality intervention plan in a manner consistent with the Support Level Status of a learner. (including Support Level Status, Literacy Plan)

Attend Learning Specialist training meetings, attend the DVHC work retreat, and serve at Program/Learner events. (HR108) (HR110)

- There will be one required 1 hour Professional Learning Community training per month for ten months.
- There will be one 1 hour small group training per month for ten months.
- There will be one DVHCP Work Retreat per year. Attendance is mandatory from the meals through the conclusion of the working meetings.
- The Learning Specialist will attend and serve at all Program events (DVHCP Fair, DVHCP graduation ceremony, Celebration of Learners, DVHCP Back to School Picnic, DVHCP Senior Presentation Night) in a position designated by the event planning committee.

Participate in scheduled IEP/ELL/Special services meetings if contracting with Learners with special needs. (3rd Tier of RTI) (SP101)

Learning Specialist Duties for Application/Enrollment

- Meet with new families during the enrollment process to discuss the structure for Response to Intervention.

Guidance Specialist Role and Description of Duties

Responsibilities to DVHCP Learners:

- Assist the consensus group with future plans for the Learner:
 - College, Career schools, work force, military
 - Scholarships and Financial Aid
 - Internships and Apprenticeships
 - Job Shadowing
- Assist in obtaining career information and goals towards careers.
- Assist in resume writing.
- Assist in registration for National Standardized tests
- Facilitate ACT Explore and ACT Plan tests
- Facilitate Gifted & Talented process, including administering CoGAT testing as needed.
- Facilitate and ensure ICAP implementation and compliance for high school Learners.
- Maintain regular office hours.

Enrollment Policies

VHL101 – Participants in the program must be age 5-21 and without a diploma or equivalent. Those over age 18 must be following a step-by-step process towards a diploma. Any Learner who is at least six years of age on September 15 may enroll as a part-time or full-time participant. Learners who are age 5 on September 15 may enroll on a part-time basis only.

VHL102 – Learners shall be considered for admission into the VISION HCP in accordance with the VISION HCP enrollment policy. Enrollment shall be open to any child who resides within the Delta County School District and adjacent districts, subject to compliance with the Colorado Public Schools of Choice Law. In all cases, admissions shall be without regard to race, color, creed, national origin, sex, marital status, sexual orientation, religion, ancestry or disability.

VHL103 - VISION HCP will comply with all District, State, and Federal requirements to ensure that the needs of special education students are met. Students with disabilities will be fully integrated into VISION HCP whenever possible, with the necessary materials, mandated services, and equipment to support their learning being provided through the Delta County School District's Special Services. VISION HCP will comply with the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and Title 11 of the Americans with Disabilities Act. VISION HCP will also comply with Section 22-24-105 of the Colorado Revised Statutes in reference to serving Learners who are English Language Learners.

Procedure:

Upon receipt of an application that specifies Special Education needs (IEP), the DVHCP shall contact Special Services in order to work cooperatively in support of the Learner.

ELL Procedure:

- *Family completes Home Language Survey. (Home Language Survey form)*
- *If a student spoke any language other than /English as a primary language before they started school in The United States, they may have to be tested with the ELL placement test.*
- *Resource Consultant provides a copy of the Home Language Survey form to the DVHCP ELL Coordinator if the family has indicated a different primary language.*
- *RC places a copy of the Home Language Survey in the appropriate hanging file. Deadline: September 3rd*
- *DVHCP ELL Coordinator conducts the Placement Test.*
- *The DVHCP ELL Coordinator determines whether a Learner qualifies for the ELL program based upon the test results and provides Form A, with the information needed, for Power School coding. Deadline: September 10th*
- *DVHCP ELL Coordinator, appropriate staff and the consensus group (RC, Learner, and parent) determine the ELL Plan that the DVHCP will implement to serve the Learner.*

Option 1 – *If the parent is fully equipped to implement such process because he/she is 100% fluent in the English Language. (It will be the ELL Coordinator’s discretion to view the parent as the appropriate person after exchanging information with the family’s RC, HQ, Advocate and Director of the Delta Vision office.) VHCP is a parent guided public school. Because of that, the parent has the opportunity to decide to be the ELPA aid in his/her child/children’s schooling. The HQ and RC meet once a month to assure that the studies and progress of the student(s) are where they ought to be. If the learner is an ELL the ELL Coordinator will be present in the first meeting to be familiarized with the nature of the curriculum chosen as well as to help decide the method the student will be served to acquire the English Language and then attend the meetings on a quarterly basis. The ELL Coordinator will review the Documentation Log on a monthly basis to ensure that the school is meeting the appropriate requirements for the learner. The DVHCP provides access to an online program as one way to sever its ELL students in acquiring English language proficiency. Parents may choose to hire ESL tutors of his/her choice and the program will cover the cost of the tutors as agreed upon by the Consensus Group and ELL Coordinator. This can become Option # 2 if progress is not satisfactory. In this case RC needs to include in the RC/Family agreement that the ELL student will attend tutoring and Reading Lab at the Vision Office.*

- *A second test during spring is done on yearly basis to measure progress until students test out of the program and are monitored for 2 or 3 years depending on their performance.*
- *The parent will keep record of time, material covered and progress of the student.*
- *Parent will enroll and take the student to Reading Lab at the Vision Office.*

- *Parent will use the materials that the program will have for ESL. Parent has the freedom to use material of his/her choice with the approval of the HQ, RC and ELL coordinator.*

ELL Coordinator of the DVHCP will:

- *Attend meetings with the HQ and RC of the ELL student as described above.*
- *Communicate at least once per month with the family to check on progress.*
- *Test*
- *Do paperwork, keep communication and attend meetings with the District's ELL department.*
- *Provide the necessary information to the person responsible of keeping up to date the information in power school about these students.*
- *Assist the family in any way possible pertaining to ELL needs.*

RC and HQC will:

- *Submit a monthly progress report to the ELL Coordinator for each ELL student they resourced for.*
- *Document progress as related to English Language Proficiency within the Documentation Log upon submission of ELL report to the ELL Coordinator.*

Option 2 - *Coordinator's determination is that the parent does not qualify to be the ESL instructor of the ELL.*

Parent

- *Parent will take the learner to the Vision office in Delta to be tutored in English as a second language by our instructors chosen to perform such tutoring.*
- *Student will complete daily work (Monday through Friday) using the online program provided.*
- *Parent will enroll and take the student to the Reading Lab at the Vision office.*
- *Three days a week for one hour is the minimum time that the student will be tutored. Ideally five days a week the tutoring will take place. In an extreme circumstance evaluated by director, advocate, RC and ELL Coordinator it will be acceptable that tutor drives to the family's house.*

Tutor(s)

- *Tutor(s) will establish integrated goals with the student's Individual Learning Plan and have a vocabulary to work that contains word connection at grade level.*
- *Tutor(s) will keep documentation of time and material covered by the student as well as progress. Instructor(s) will use the materials that the program will have for ESL.*
- *Tutor(s) will keep records and communicate with Coordinator of ELL on monthly basis. Coordinator will share information with HQ and RC monthly as well.*

ELL coordinator of the DVHCP will:

- *Test*
- *Attend meetings with HQ and RC as described above.*

- *Communicate at least once per month with the family outside of the meeting to check on progress.*
- *Do paperwork, maintain communication and attend meetings with the District's ELL department.*
- *Provide the necessary information to the person responsible of keeping up to date information in power school about these students.*
- *Will work on monthly basis with the student's HQ and RC to monitor progress.*
- *Assist the family in any way possible pertaining to ELL needs.*

RC and HQC will:

- *Submit a monthly progress report to the ELL Coordinator for each ELL student they resourced for.*
- *Document progress as related to English Language Proficiency within the Documentation Log upon submission of ELL report to the ELL Coordinator.*

DVHCP ELL Coordinator attends all required trainings for ELL program including the CELA Tests. From January 2nd to February 12th (2008 window) the DVHCP ELL Coordinator facilitates the CELA testing, sends the tests to appropriate authority, receives the results, shares the results with the consensus group, and files the results.

VHL104 – All prospective VISION HCP Learners shall complete an application at the individual program office and attend a mandatory orientation, after which the Learner will be placed on a waiting list and then contacted when space is available.

Procedure:

- *Visit or call the VISION Office to learn more about the program and the other choices offered by the District.*
- *Read the literature provided by the VISION HCP.*
- *Call or visit the VISION HCP office to ask questions.*
- *Complete and submit an application to the VISION HCP. Once an application is received, the Learner is put on the waiting list. Learners living within the Delta County School District shall be placed before Learners who reside within the shared Olathe boundaries that have historically had access to Delta County Schools. Families residing outside of Delta County are allowed to enroll in the Delta VISION HCP. These families must maintain all program requirements and are required to travel to Delta County to attend all program required events and meetings at their own expense. In order to ensure that Delta County learners receive first consideration, enrollment is limited to only Delta County and Olathe learners during the month of July. Open enrollment begins August 1st. If a student indicates that he has an IEP, Special Services will be contacted upon receipt of the application. (DVHCP Application)*
- *Attend an orientation meeting.*
 - *The Delta VISION HCP requires all Learners and their Parents wanting to enroll in the program to attend an orientation night. The purpose of this orientation is to*

provide an opportunity for more information to be relayed to families by the Advocate and an opportunity for families to ask additional questions.

- *Orientation nights are scheduled by DVHCP staff*
- *Families on the waiting list are invited via mail or phone call.*

Learners remain on the waiting list until a space is available for them. NOTE:

*Families already in the program, who because of circumstances need a new RC, will be served first. **Current families are not required to attend an Enrollment Class.***

- *Once the DVHCP has an opening, the family starts attending*
 - *Incoming Families must attend Enrollment Class which are approximately 2 hours long.*
 - *Class process:*
 - *Purpose: To provide necessary training for incoming families and review of skills for current families or RC's who need more support to be successful.*
 - *Instructors present (depending upon families' progress in process)*
 - *DVHCP Director – Help facilitate the documentation requirements of the Individual Learning*
 - *DVHCP Assistant Director –Provide support for technology issues. Reviews the process for addressing concerns that a family might have with their Resource Consultant (tiers 1, 2, and 3)*
 - *Highly Qualified Consultants (specialized subjects) – Discuss the options for curriculum, methods of instruction, and assessment of progress for each specialized subject (math, language arts, science, K-8).*
 - *IT Specialist - Will also explain Federal Education Records Protection Act (FERPA) and security issues.*
 - *DVHCP Learning Specialist – Explains the Response to Intervention process (RTI) and, if applicable, schedules and evaluation to design an appropriate intervention to be documented in the Individual Learning Plan.*
 - *DVHCP Guidance Specialist – Meets with all incoming high school learners in order to explain his role and, if applicable, set further meetings.*
 - *DVHCP Funding Administrator – Explains the process for accessing funds including the forms required, funding guidelines, and proper receipt guidelines.*
 - *Assessment Coordinator – Explains all required and optional testing*
 - *Library Coordinator – Explains resources available through the library*

- *Families arrive at scheduled time and check in with the front desk. The receptionist will provide family with agenda sheet for skills.*
 - *Upon completion of the Enrollment Class, RCs will receive names of families to call and begin to meet with prospective families.*
 - *Families should meet with at least two RCs and both parties should try to make the best match for their individual needs.*
- *Exit from the program – A Notification of Withdrawal must be completed by a member of the consensus group and filed with the Data Administrator. Any non-consumable items that were purchased with DVHCP funds must be returned. The RC must attend an exit interview to close the exit properly. (Notification of Withdrawal form)*

VHL105 - No tuition shall be charged for participation in the VISION HCP.

VHL106- Once a Learner is enrolled in the program, the consensus group creates an agreement that outlines each party’s responsibilities. This agreement must be signed by all parties.

Procedure:

A complete agreement includes the following elements:

Program Contract of Agreement – (Program Contract of Agreements)

Attendance Requirements

Standardized Test Requirements

Documentation Requirements

Funding Requirements

Meeting Requirements

Use of Technology Requirements

Release of Information Confirmation

Child Safety Acknowledgement

Basic Skills Assessment

RC/Family Agreement may include:

Who is making the agreement?

What is the purpose of the agreement?

The date of the agreement.

What are the commitments and responsibilities of each person?

Any time considerations such as:

How long the agreement is to be in effect,

How often meetings will take place,

How long they will last,

What happens if a meeting is missed or cancelled?
Where will meetings take place
What will be discussed at meetings?
How will you know the agreement is working?
How will you know if the agreement is not working and what to do about that?
Who to ask for help in case there is a problem.
How to end the agreement if problems cannot be resolved.
Contact information and are there any limitations
Who can the Learner and family contact if the RC is not available for an extended period of time?
When is funding to be processed due to the RC?
What is the last month purchases orders will be processed?
What is the last month funding will be processed?
That the agreement can be revised to address situations not anticipated at the time the agreement is signed.
Signatures of the Learner, parent(s) and RC

*An Exception Plan for an individual Learner can be made for any given program procedure (**procedures are under the policies and are italicized**) or requirement. A written Exception Plan must be proposed and agreed upon during a meeting with all members of the consensus group (Learner, Parent, RC, and HQ), appropriate staff member and the Director.*

*Note: the district and the DVHCP jointly agree upon school policies (**Policies are Bold and not italicized**), and any changes or exceptions to these require School Board approval.*

The Exception Plan must:

- *Clearly defines the details of the proposed exception, including background, proposal, and intent.*
- *Defines the goals that will help determine the successfulness of the Exception Plan.*
- *Proposes a time period for the duration of the Exception Plan.*
- *Specify a future date for the Exception Plan to be re-evaluated for its effectiveness and possible continuation.*
- *Detail how any applicable policies of the district and any applicable federal or state requirements will be addressed within the Exception Plan,*
- *Be modified or agreed upon, signed, and dated by the Learner, Parent, RC, HQ, and the appropriate staff member BEFORE the Exception Plan is valid and employed. The Director will be the final signature.*
- *If all participants cannot reach full agreement during the proposal meeting or any follow-up meetings the persons proposing the Exception Plan can approach a gathering of all RCs to seek their collective approval or denial as a final decision.*

- *All parties affected by the exception are notified by the RC and the HQ modifying the checklist accordingly.*
- *The original signed agreement is filed in the Administration office.*
- *A summary statement of the agreed upon exception is documented within the Learning Plan.*

VHL107– All Learners will conduct themselves respectfully and they will honor all agreements.

Procedure:

- *Contract of Agreements*
 - *DVHCP agreement – defines specific program requirements including required maintenance of documentation (Individual Individual Learning Plan, Documentation Log, Learner Schedule, Attendance, Funding), scheduled meetings with the RC (minimum of once per month), acquisition of 720 learning hours for Full-Time and 180 (with an outside Educator) for Part-Time, participation in Scantron (Full-Time only), and participation in the standardized testing required by the law (CSAP and DIBELS).*
 - *RC Agreement – defines the specific requirements within the RC/Learner relationship including how often they will meet.*
 - *Release of Information*
 - *Child Protection*
- *Delta County School District Code of Conduct Policy*
- *Educator Agreements – defines the specific requirements within the Educator/Learner relationship including cost of the service, expectation of the class, and terms of missed classes. (Note: this is a separate agreement from the DVHCP and is governed by the two parties entering into the agreement. It is only mentioned here due to the expectation that agreements in regard to the educational path chosen shall be honored.)*
- *Crossover Agreements – defines the classes that will be attended at the conventional school including conduct expectations and financial transfer.*
- *Delta Montrose Technical Agreement – defines the courses that will be attended at the DMTC.*

VHL108 – Full-Time Learners must complete a minimum of 720 hours per school year. Of those 720 hours, three hundred sixty hours must be completed within the first semester. Learners enrolled in Kindergarten must complete a minimum of 180 hours per year. These hours must be documented.

Procedure:

- *In-depth recording and documentation of hours kept at home can include:*
 - *Making a portfolio*
 - *Keeping a journal*

- *Using a personal planner*
- *Creating a database on a computer*
- *Using a calendar to record subjects studied and corresponding hours on a daily basis*
- *Completing workbooks or packaged curriculum or creating a display of some sort.*
- *Sharing Documentation of Learning with Resource Consultant and Highly Qualified Consultant on a monthly basis*
 - *Place schoolwork that demonstrates progress for the week in relation to growth goal in the provide Learning Documentation Folder.*
 - *Share all schoolwork, including the schoolwork in the Learning Documentation Folder with your Resource Consultant as often as determined by Support Level Status. This work should be discussed and then given to the Resource Consultant.*
 - *Resource Consultant provides the schoolwork to the Highly Qualified Consultant at least one week prior to monthly meeting between RC and HQC.*
 - *Documents are reviewed and discussed during monthly RC and HQC meeting.*
- *Recording and documentation of hours kept by the VISION HCP will include:*
 - *Documentation of participation and compliance by the Resource Consultant (Monthly Payroll Report)*
 - *Learner Schedule of Hours*
 - *Document the agreed up semester hours for each subject into the Schedule of Hours. Full time learners must have at least 360 learning hours per semester. (Learner Schedule of Hours)*
 - *Confirm the completion of the second semester hours with yearend total of a minimum of 720 hours.*
 - *Attendance Records (Paragon Hourly Log)*
 - *Review, discuss and confirm the documented attendance through confirmation of work seen, discussed and documented at the end of each semester (minimum – it can be done on a monthly or weekly basis too).*
 - ***It is important that attendance is recorded through October.***
 - *Record daily attendance (minimum weekly) through Hourly Log page of Paragon data system.*
- *The work is summarized, updated, and reflected upon within the Documentation Log maintained by DVHCP employees (RC, HQC, Specialist and Administration).*

VHL 109 – Registered homeschoolers who enroll Part-Time in the VISION HCP must complete a minimum of 90 hours per semester with an Educator who is not an immediate family member. These hours must be documented.

Procedure:

- *Individual Learning Plan only reflects the hours and goals that are relevant to the outside Educator contact. Part time learners may only represent 180 hours maximum per semester (all with outside educators) – max of 1.5 credits per semester.*
- *Funding is only used for requirements of the Educator being accessed for outside hours and appropriate documentation is required.*

- *Part-time Learners do not participate in state required testing due to the fact that they are officially registered as home schoolers with the district, thus must comply with the Colorado home school law requirements for testing.*
- *Part-Time learners must complete a transcript.*

VHL110– All VISION HCP Full-Time Learners in grades 3-11 must participate in the state standardized test, CSAP or ACT. Third grade through tenth grade complete the CSAP and eleventh graders take the ACT.

The CSAP:

- *Measures Learners’ proficiency and growth in reading, writing, and math (and proficiency for science in the 5th, 8th and 10th grades). (3 one hour tests in each subject)*
- *The results of these tests will be sent to the VISION HCP office and will be mailed to families in August.*
- *Testing occurs in February for 3rd grade reading and the middle of March through the middle of April for all other tests.*

The ACT test:

- *Eleventh graders are required to take the Colorado ACT test. The results of these tests will be sent to the VISION HCP office and will be mailed to families by the state.*
- *Testing occurs on the 3rd Wednesday in April.*
- **NOTE** – *Only 11th graders may take the Colorado ACT. All other learners who desire to take the ACT must register for the National ACT test at www.act.org.*

The DIBELS test

- *Is required by the Colorado Basic Literacy Act for all Kindergarteners and Full-Time 1st through 3rd graders*
- *Provides indicators for literacy.*
- *Is facilitated by the Resource Consultant in September, January, and April.*
- *Results are given to families within a month of administration.*

The results from all standardized tests provide families and Learners with basic information on strengths and areas to work on and are used in designing the Individual Learning Plan.

Assessment Procedures

DIBELS

- *As agreed within the Contract of Agreements and in compliance with the Colorado Basic Literacy Act, each Learner, all Kindergarteners and Full-Time 1st through 3rd graders, must complete the DIBELS testing three times per year. This test provides indicators for reading success. If a child is within the at-risk level, as determined by the scores attained, an Individualized Literacy Plan must be included within the Individual Learning Plan designated by the RTI section. The testing windows are in September, January, and April.*

Administration of the test –

- *RC's will proctor these tests for each of their Learners.*
- *RC's must complete any required training for proper administration of the test prior to the testing window.*
- *Based upon the grade level, a series of one minute assessment will be completed*

Grade	One minute assessments
Kindergarten	Letter recognition, initial sounds, phonemes, and phonetic sound
1st grade	Letter recognition, phonemes, phonetic sounds, oral fluency
2nd grade	Oral fluency, retell
3rd grade	Oral fluency, retell

Results –

- *Scores are available upon completion of the test; however, a more complete summary will be provided after the score have been recorded within the DIBELS Management System.*
- *Suggested interventions will be provided based upon the results.*
- *Access to the Learning Specialist and tutor is provided upon request of any member of the consensus group.*

CSAP/CSAP-A

CSAP

As agreed within the Contract of Agreements and in compliance with the Federal No Child Left Behind Act, each Full-Time Learner, 3rd grade through 10th grade, must complete CSAP testing. A CSAP-A is provided if the need is documented within the Learner's Individual Education Plan (IEP) through Special Services. For more information on this please refer to the CSAP-A section below. In compliance with the Colorado Basic Literacy Act (CBLA) which stipulates that the third grade reading CSAP scores be provided by the end of the school year, the third grade testing begins in February with reading. All other testing occurs in March and April. Please refer to the chart below for the specific testing subjects each grade completes. As required by CDE, each test will be administered at the same time on the same day. Any make-up testing required due to illness or other excusable absence will be completed after the initial testing date. No early testing will be allowed.

Testing Sites –

- *The Delta VISION HCP will designate one site for the testing. Exceptions must be preapproved by the Assessment Coordinator prior to the beginning of the overall testing window.*
- *Individual space will be provided for Learners that require specific accommodations. (Please refer to the accommodations section below for further details.)*

- *All testing will be completed within one mile of the Delta VISION HCP office.*
- *If a Learner arrives after the instructions are read they will not be allowed in the testing room. Due to supervision concerns early sign-ins and late pick up will result in a mandatory meeting with the Director or Assistant Director.*
- *Parents must sign Learner(s) in to their specific testing room upon arrival. Drop-offs are prohibited.*
- *The pick-up time will vary and it is the parent's responsibility to understand the testing schedule. Parents must sign Learner(s) out of their specific testing room. Learner(s) will not be dismissed without a parent signature. If the Learner(s) has permission to walk to another location the parent must provide a permission slip to the individual room proctors for each Learner with the specified date(s) that they will be walking. If your Learner does not have a note they will not be allowed to leave and you will be required to pick up your child. All pick-ups must be made within 15 minutes of the time the testing is scheduled to be completed.*

Administration of the test -

- *The Assessment Coordinator provides the testing materials for the room proctors at the large group testing site.*
- *Each room proctor is required to verify that they have all testing material needed and that their testing room is adequate for the number of Learners in that room. If any testing material is missing or the room is not adequate, the proctor must notify the Assessment Coordinator immediately.*
- *Parents must sign each Learner into the appropriate testing room.*
- *If a Learner arrives after the instructions are read, they will not be allowed in the testing room.*
- *Each room proctor must ensure a quiet testing environment.*
- *Test irregularities or disruptions must be reported to the Assessment Coordinator immediately.*
- *The Learners who have completed their testing must remain quiet until they are released as other Learners may still be testing.*
- *Proctors remain in the testing room with the Learners until the scheduled testing time is complete.*
- *Parents must sign each Learner out from the testing room.*
- *Permission slips allowing Learners to walk from the testing site must be collected and given to the Assessment Coordinator.*
- *Individual room proctors must remain onsite until each Learner within the room has been picked up.*
- *Individual accommodation proctors providing one-on-one or small group testing for their Learner's must check-out the testing materials from the Assessment Coordinator.*
- *Testing materials must be returned directly to the Assessment Coordinator after the testing is complete at the Delta VISION HCP Office.*

RC Responsibilities -

- *RC's must attend mandatory CSAP administration training.*
- *RC's must administer the CSAP in compliance with the rules and regulations governing the CSAP.*
- *RC's must ensure that all of their Learners have completed the testing and will be responsible for proctoring any make-up tests with their Learners.*
- *RC's must coordinate the make-up times with the Assessment Coordinator through the following procedure:*
 - *Must give at least 24 hours notice to the Assessment Coordinator.*
 - *Adhere to agreed upon check-out and check-in times of the testing materials.*
 - *Must return (check-in) all testing materials the same day as check-out. No testing materials can be checked out overnight.*
 - *May not take any testing materials home.*

TESTING MATERIALS SHOULD NOT BE LEFT UNATTENDED AT ANY TIME!

CSAP Testing

<i>Grade</i>	<i>Subjects to be tested</i>
<i>3rd</i>	<i>Reading (completed sometime in February,) Writing & Math</i>
<i>4th</i>	<i>Reading/Writing & Math</i>
<i>5th</i>	<i>Science, Reading/Writing, & Math</i>
<i>6th</i>	<i>Reading/Writing & Math</i>
<i>7th</i>	<i>Reading/Writing & Math</i>
<i>8th</i>	<i>Science, Reading/Writing, & Math</i>
<i>9th</i>	<i>Reading/Writing & Math</i>
<i>10th</i>	<i>Science, Reading/Writing, & Math</i>

CSAP Accommodations

Learners may be given accommodations on the test:

- *The consensus group submits a written request to the Assessment Coordinator by December 1st.*
- *The accommodations are documented in the Individual Learning Plan and referenced at least monthly within the Documentation Log at least three months prior to the request.*

Types of accommodations –

- *Scribe*
- *Directions read*
- *Large print*
- *Extended time*

CSAP-A

As agreed upon within the Contract of Agreements and in compliance with the No Child Left Behind Act, Special needs Learners who have been assessed through Special Services, have an active Individual Education Plan (IEP), and have the CSAP-A identified within the IEP must take the CSAP-A. This test will occur in the month of April.

Test Administration –

- *A Qualified Staff person must administer the CSAP-A after receiving formal and mandatory training. This training is provided and scheduled by the district. There is no make-up date for this training.*
- *A Qualified Staff person must administer the test to the Learner in compliance with the rules and regulations governing the CSAP-A.*

ACT

As agreed within the Contract of Agreements and in compliance with the Federal No Child Left Behind Act, all Full-Time 11th graders must take the Colorado ACT in April. This test is only for Learners that are registered in Power School as 11th graders. There will be one location for all testing.

Learner Responsibilities –

- *If the Learner arrives late they will not be allowed to take the test.*
- *The Learner may bring an approved calculator. The list of the approved calculators is located at www.act.org*
- *The Learner must bring a photo I.D. If the Learner does not have an I.D. then the RC must accompany the Learner to the testing location to identify the Learner.*
- *If the Learner misses the initial testing date they must attend the make-up testing date sometime in May. If the Learner misses the initial date due to an unexcused absence then*

the RC must attend the testing session as well but will not be admitted into the actual testing room as per ACT regulations.

Learners in other grades who want to take the National ACT (not administered by the program) can register for the desired test online at www.act.org.

ACT Accommodations

Learners who have been assessed through Special Services, have an active Individual Education Plan (IEP) or 504 plan, and have the accommodations identified within the plan may choose to apply for them. Accommodations requests must be:

- *Submitted in writing to the Assessment Coordinator by January 1st.*
- *Completed by the family, RC, and Assessment Coordinator*

ACT notifies the Assessment Coordinator regarding the acceptance of the accommodation.

Scantron

This assessment is not mandated by the state, district, or within other VHCP, however, it meets the requirement for demonstration of correlation with the Colorado Model Content Standards which is a requirement of all public schools. For individual use the Scantron should be used as a tool for individual assessment, planning, and growth measurement.

As agreed in the Contract of Agreements, each Full-Time Learner, 2nd grade through 10th grade, must complete Scantron Testing three times per year or as designated by the Support level Status and consensus group. The testing windows will be in September, January, and May. Since the test is an online test you can complete the testing from any location with access to both a computer and the internet. High speed internet is not required although the performance speed may vary depending upon your connection speed.

Administration of the test –

- *Sign into the test by accessing www.edperformance.com.*
- *Select the desired testing subject (math, language, reading, or science).*
- *Enter the Learner's username and password that is provided by the RC.*
- *Begin the test.*

During the testing –

- *The test is not timed and at any time the test may be stopped. You must resume testing within two weeks or the test will be invalidated. If this occurs, the Learner must restart the testing process.*
- *It is critical that the Learner give their best effort on each test. If they do not take the time to answer the question or begin patterning their answers the Scantron system will automatically invalidate the test. If this occurs they will have to restart the testing process.*
- *It is imperative that the Learner does not receive help on the test. The Delta VISION HCP provides the Scantron test as **a tool** to help assist the parents/guardian, RC, HQ consultant,*

and any other Educators vital to the educational success of the child. The results will provide skills that have been mastered, as well as, those that remain to be mastered. The consensus group can use these results to determine how to proceed to obtain needed skills.

- *Any accommodations provided must be pre-approved by the Assessment Coordinator in order to maintain the consistency, standardization, and accuracy for the results. Inaccurate or results altered by misadministration do little to help the Learner and ultimately can provide a false platform for the consensus group from which to build an Individual Learning Plan (Please refer to the accommodations section for more information in this area.)*
- *Scantron self adjusts based on the ability of the Learner. This means that every time the Learner answers correctly, the questions will become more difficult. Alternately, every time the Learner answers incorrectly, the questions will become easier. This enables the test to accurately test Learner's both above and below grade level. This is important to note because even Learners who are at grade level or above will reach a point that they will not know the answer. That is expected and should be shared with the Learner prior to the test. This will ease the Learner's fears once the test has reached the upper level for success.*

Results -

- *The consensus group will have immediate access to the test results through individual passwords.*

Scantron Accommodations

In order to receive accommodations, the consensus group must:

- *Discuss the need with the Assessment Coordinator prior to testing.*
- *Document the need within the Individual Learning Plan and Documentation Log prior to testing.*
- *Approved accommodations that are used during testing must be documented within the Documentation Log by the Assessment Coordinator.*

VHL111– All VISION HCP Learners must maintain detailed documentation of attendance and complete the Paragon Hourly Log for the school.

See the procedure for documentation VHL108

VHL112 – All VISION HCP Learners, with the agreement of the consensus group, must complete an official transcript at the end of each school year.

Procedure:

The Consensus group (Learner, parent, HQC and RC) will:

- *Create a transcript reflective of learning and with knowledge of expectations for future plans. For High School learners, how credits will be earned, including the amount (.5 or 1) must be defined in the Individual Learning Plan prior to the start of the course.*

- *RC and HQC confirm grade assigned on transcript based upon the achievement of Measurable goals listed in the Individual Learning Plan.*
- *High School students shall complete a standard transcript each semester that can eventually be stored by the district in their microfiche system. (Transcript template)*
- *Defining credits*
 - *Work study credit-limited to two credits a year. Hours represented and defined by trainings hours (1 hr training = 1 hour towards credit) and shift work (4 hr shift = 1 hr towards credit).*
 - *Internship credit- Hour for hour translation because Learner is not being paid or financially compensated for time spent with employer.*
 - *College credit – 1 credit for every course completed (Exceptions are Cosmetology, Med Prep, Drafting and Auto Mechanics taken at DMTC which will earn 1 credit per semester.)*
 - *8th grader Learners receiving high school credits- limited to two credits a year. Class/curriculum must be labeled high school level in the text or deemed so by the Educator. No Learner registered below the 8th grade may receive a high school credit regardless of designation from Educator.*
 - *If class/curriculum is labeled as a yearlong class, then it must be completed in its entirety to receive a full credit OR Learner can test out of the class/curriculum to receive credit.*
 - *Other studies that are not a defined curriculum (ex. Life skills-cooking, sewing, music or PE) can be counted hour for hour. In these cases, 120 total hours would represent 1 full credit hour. The consensus group must agree upon credit issued prior to the course beginning and document it in the course goal section of the LP.*
- *If there is not a policy in place by the educator or facility offering the course to address the issue, the consensus group will default to DVHCP's procedure.*
 - **Dropping a course:**
 - *The request for "dropping" a course must be submitted in writing to the Learners RC by the Learner and documented within the LP.*
 - *A Learners has up to three weeks after course begins "drop" without consequence (course will not be represented on official transcript).*
 - *"Dropping" a course **after** the three week period will result in a WF-Withdrawal Fail AND 0.0 credit posted on the Learner's official transcript*
 - *The funds used for the dropped course will not be returned to the Learners account unless funds are returned to the program.*
 - **"I" - Incomplete on an official transcript:**
 - *The Learner has up to one month after the end of each semester to submit documentation of course completion to their RC for review and posting to the final transcript. If the documentation of completion is not submitted within that time the "I" -Incomplete are converted to "F" Fail with 0.0credit given on the*

final transcript. If the educator fails to provide the grade within the month time period the learner's transcript will not be negatively affected.

Credits Received:

- *The measurable goals are posted into the LP dealing with courses at the secondary and post secondary level the smallest amount of credit a Learner can receive is .25. If they have earned less than that amount for a course at the end of a semester the transcript must reflect either an "I" (follow that process) or and "F" with 0.0 credit given.*

Issuing hours or credit for chores:

- *A kindergarten-12th grader cannot have a course for general life skills without purposeful measurable goals and defined credit parameters for high school learners.*

Cheating:

- *Due Process will be followed and upon confirmation:*
- *One time offence, Learner will receive a "0" for the assignment/test.*
- *If cheating occurs multiple times in a semester, the Learner will receive an "F" and 0.0 credits on their final transcript for that course.*

VHL113- Discipline issues arising from broken agreements (including agreements with the program, Educators, Resource Consultants, other District programs, or other Learners) will be resolved using due process. In the case of any disciplinary actions, except expulsions in which the Delta County School Board has final authority, appeals will be heard and decided by the Board of Stewards.

Procedure:

If a party fails to honor the agreement:

- *Program and RC Agreement-*

- *1st breach – Party who identifies the breach of the agreement (RC, parent, learner, or HQC) documents the breach within the Documentation Log and addresses the issue directly with the other party.*
 - *If the RC/Learner match is irreparable, yet the Learner wishes to remain in the program and agrees to comply with the program agreement, the Family Advocate will provide a new RC.*
- *2nd breach – Party who identifies the breach of the agreement (RC, parent, learner, or HQC) documents the breach within the Documentation Log and contacts all members of the consensus group. A formal meeting is scheduled with all members of the consensus group to follow due process and restore the compliance with the agreement. This will involve an additional written agreement involving the party who has breached the agreement. If this meeting is not attended, disciplinary actions may be taken based upon the role within the program - the Learner may be exited from the program due to breach of the contract or employees may be face disciplinary action. They will be able to register with any conventional school within the Delta County School District.*

- *If the RC/Learner match is irreparable, yet the Learner wishes to remain in the program and agrees to comply with the program agreement, the Assistant Director will facilitate a new match.*
 - *3rd breach - Learner may be exited from the program due to breach of contract. They will be able to register with any conventional school within the Delta County School District. Employees will face disciplinary action.*
- *Educator Agreement – Breach of this agreement and its consequences should be defined within the agreement which is agreed upon by both the Learner and Educator. The consequences of breaching this agreement are solely the responsibility of the two parties who entered into the agreement. The DVHCP has neither authority nor responsibility within this agreement. (Sample Educator Agreement)*

VHL114 – VISION HCP will comply with all record keeping requirements of the School District Board and/or federal or state law and shall provide in a timely fashion any reports necessary to meet the School District’s reporting obligations to the State Board, Colorado Department of Education, and U.S. Department of Education.

Procedure:

- *The consensus group must complete and file in the cumulative file in the office the following documents: Immunization Card/Student Health Information, Birth Certificate, Home Language Survey, Contract of Agreements (Learner/Parent/RC Agreement, VISION Home & Community Program Agreement, Release of Information, Child Protection Screening form, Basic Skills Assessment,), Learner Schedule, Attendance document, Race Survey, State Assessments, Final Transcripts and the Withdrawal/Exit Form.*

Explanation of Paperwork maintained in the DVHCP office

- *Immunization Card/Student Health Information – These records are required by the State of Colorado for all children in public school. –Located in the cumulative student record file.*
- *Birth Certificate– These records are required by the State of Colorado for all children in public school. –Located in the cumulative student record file.*
- *Home Language Survey - This form is used to ascertain students who might qualify for language services and is required by the State of Colorado for all children enrolled in public school. –Located in the cumulative student record file.*
- *Contract of Agreements – Located in the cumulative student record file.*
- *Learner/Parent/RC Agreement- A written agreement providing details about the working relationship between the Learner, Parent and RC (the Learner’s core consensus group within the program).*

- *VISION HCP Agreement – A document that states commitments essential for the integrity and success of the program to help develop and maintain a working relationship between the Learner and the Delta VISION Home and Community Program.*
- *Release of Information – This document provides details for VISION HCP RCs and Staff members regarding the extent that Learners/families feel comfortable with personal information being released.*
- *Child Protection Screening - It is the families' responsibility to be sure of the backgrounds of people with whom you trust yourself and/or your child. By signing this form, families are officially taking responsibility for the choices they are making.*
- *Basic Skills Assessment - Through discussion and assessment that includes the RC, the Learner and family, all parties mutually agree upon a grade level for the Learner to take the current year's state mandated tests (if required). The grade level determined will be the Learner's grade for the current year.*
- *Funding Requirements – This acknowledges that funds are not personal monies and appropriate accounting practices will be adhered to in order to care for public funds.*
- *Use of technology - This acknowledges that any equipment shall be used in an ethical, educational manner.*
- *Application - Demographic information required for the October 1 count and basic contact information for the Learner and his or her family in case there is a question or need to contact the family – maintained by the Data Administrator*
- *Learner Schedule – A schedule of the mandatory 360 for Full-Time and 90 for Part-Time hours per semester. –One copy to the DO and the DVHCP copy maintained by the Data Administrator*
- *Concurrent Enrollment Form – This form must be completed for a DVHCP Learner to access college level courses. The consensus group and an Administrator must agree that that Concurrent Enrollment is an appropriate option for the Learner. Credit for colleges courses are 1 credit per course completed. Cost of multiple college courses often exceeds the amount allotted to each learner. The DVHCP is responsible for costs associated with college courses up to the allotted learner funds available to the learner. The maximum college credit hours allowed by law for a concurrent enrolled learner is 11 credit hours per semester. 5th year seniors are not eligible for concurrent enrollment if they have already met graduation requirements.*
- *Race Survey – These records are required by the State of Colorado for all children in public school. –Located in the cumulative student record file.*
- *State Assessments – These records are required by the State of Colorado for all children in public school. –Located in the cumulative student record file.*
- *Final Transcripts – These records are required by the State of Colorado for all children in public school. –Located in the cumulative student record file.*
- *Withdrawal/Exit Form – These records are required by the State of Colorado for all children in public school. –Located in the cumulative student record file.*

VHL115– VISION HCP will comply with all School District Board-approved policies and regulations, and applicable federal and state laws, concerning the maintenance, retention and disclosure of student records.

Curriculum Policies

CRR101- The educational program of the VISION HCP shall be nonreligious, nonsectarian and shall not discriminate against any student on the basis of race, creed, color, sex, national origin, religion, ancestry, disability or need for special education services. Waiver 22-32-109 (1) (t)

Procedure:

- *Only hour's completed using secular materials may be counted.*
- *Only secular materials may be funded.*
- *Copyrights must be honored.*

CRR102 – Each consensus group will develop annually a standards based Learning Plan with signatures attached. This course of study will be reviewed at each meeting with the Resource Consultant in order to examine the success of the path chosen. The chosen path considers: skill level, learning style, resources available, skills demonstrated on standardized tests, qualitative assessments, potential Educators, and potential classes. In compliance with the Colorado State Board of Education, following the State standards for the development of Individual Career and Academic Plans for all high school Learners, the consensus group will develop an individualized plan for postsecondary goals. Documentation of ICAP standards Waiver 22-32-109 (1) (t)

Procedure:

The Learning Plan is developed by the Learner's Consensus Group. This document communicates where the Learner is at academically, the Learner's academic goals for the year, and a plan for meeting those goals. Other interests, goals, and needs should also be addressed within the Learning Plan. A budget within the Learning Plan documents how the \$2150 for full-time Learners and \$1075 for part-time Learners will be used to achieve the goals.

Learning Plan required elements

- *Demographic information – This information is provided to the program to document the learner name, parent/guardian name, student ID number, email address, current address, current phone number, semester, and agreed upon grade level. In addition, the Resource Consultant will be listed.*
- *Learner History – This is a narrative that helps give background information on the success or challenges a learner has encountered in his/her education. This should include where the learner has attended school, the success he/she had in that setting, why they have chosen the DVHCP and what they hope to gain by participating in this educational paradigm.*

- *The Support Level Status, which is agreed upon by the consensus group based upon several criteria, must be documented in this box. Type and check in/documentation timeline.*
 - *Type of support*
 - *Requested Support Status*
 - *Limited Support Status*
 - *Required Support Status*
 - *Learning Specialist Support Status*
 - *Check-in/documentation timeline*
 - *RC – (weekly, every other week, monthly)*
 - *HQC – (every other week, monthly, quarterly)*
 - *Learning Documentation Folder (every other week, monthly, quarterly)*
- *Long Term Learning Goals – This narrative should include any large overarching goal(s) for the year and their hopes and dreams post secondary (even if in K – include what they want to be when they grow up. This gives some direction in their interest and schooling needs)*
- *Response to Intervention – This narrative must designate the support level needed for each learner to progress in their goal acquisitions and academics. A learner is in Tier 1 (general education needs), Tier 2 (Learning Specialist needs) or Tier 3 (Individual Education Plan through Special Services needs).*
 - *Tier 1 - this is for learners who are making progress toward goals without need of more specific support from Learning Specialist. The consensus group of primary mentor, learner, RC, and HQC may make specific plans to address challenges but extra help is not sought through Learning Specialist.*
 - *Tier 2 - this is for a learner who has challenges that have not successfully been met in Tier 1. The consensus group of primary mentor, learner, RC, and HQC request a consultation with the Learning Specialist by completing a referral which includes the Body of Evidence used to conclude the need for more resources.*
 - *Learning Specialist evaluates situation with information provided by the consensus group regarding interventions tried in Tier 1, as well as, conducts his own evaluation using know assessment tools.*
 - *Learning Specialist prescribes interventions which may include specific tutoring provided by the Learning Specialist or Learning Specialist Tutor. This plan must be included in this box.*
 - *Assessment tool and results*
 - *Specific Intervention Plan*
 - *Type of intervention*
 - *Duration of intervention before reevaluation*
 - *Tier 3 – this is for learners who need more intervention than can be provided within Tier 2 and who qualify to receive direct services from Special Education teachers within the traditional schools.*
 - *Document the services received (kind and how often)*
 - *Individualized Literacy Plan (if applicable) – this is included if the Learner is identified as at risk on DIBELS testing or does not reach proficient on the CSAP 3rd grade reading and beyond.*
 - *Defines specific steps to improve literacy*
- *Learner’s progress toward securing scholarships, work-study, student loans, and grants.*

- *Learner's plans for and experience in contextual and service learning, volunteer work, if applicable.*
- *CSAP Accommodations – Learners who receive accommodations in their daily school work may qualify to receive such accommodations on standardized assessments. These must be marked in this section, as well as, explained for the subject specific accommodation being received within the Learner Action portion of the ILP.*
- *Area Study – All courses are categorized within a broader general subject. In order to choose a course, an area of study must be selected.*
- *Topic/Course – Every activity that a learner is completing and counting toward school must be located within a selected course. One subject may encompass many activities; however, the title of course must encompass the main focus of the course. The course title will appear upon the transcript.*
- *Colorado Model Content Standards – All subjects now have Colorado Model Content Standards and as a public school, our learners must be progressing and following these standards. Choose the standards that match the intent, purpose, and outcome desired from each course.*
- *Course Description – Many courses have a standard description. This description outlines the main purpose of the course and the skills that will be learned within the course.*
- *Course Goals - these will vary based upon the needs of the Learner. This will define how success will be measured. There may be a mixture of quantitative assessment and qualitative assessment based upon the ultimate goal.*
 - *Goals that must be represented here:*
 - *Over all course goal - Determine whether the learner is seeking mastery or exploration of subject*
 - *Weekly goals – What is going to happen every week that will move the learner toward success in this chosen course? Identifies specific markers of small increments of success (chapter tests, educator evaluations, qualitative assessment)*
 - *Progress Assessment Goals – How do you know he is progressing in the subject toward the ultimate goal of mastery or exploration of the course? . Develop a goal that reflects the learner's style and methodology of the course (i.e. – do not use Chapter test scores if those are not consistent with the methodology for the measure – – project based could be assessed through completion of a number of projects with specific goals set out before the projects are started. This goal should be able to demonstrate movement and progress toward the overall goal of taking the course.*
 - *Grade assignment – Include the designation of grades on a transcript – Is it pass/fail or a letter grade? Include how the grade will be determined.*
 - *Credit assignment – This is for high school learners only. Designate how a credit will be earned. This can be through the completion of a standard course or for courses that are not standard; credit may be assigned based upon .5 credit for 60 documented hours within that course (as well as completion of goals). Note: for standard courses (Algebra, Biology etc), a learner may not earn credit simply by the hours documented.*
- *Learner Action - This should be a statement of subject and method. List the actions that the Learner has committed to completing in order to successfully complete the course. It should include all of the components of the course - What are all the things that this learner is going to do that is connected to that course? Be clear about what the learner will do to*

be successful for this subject. This should include: Frequency of all instruction for this course, work to be completed, classes to be attended, help labs, and assessment of progress - (Be instructed every day by educator, complete one lesson every day including homework assigned, and do his best upon the weekly Chapter test to demonstrate his understanding of material) What is the learner agreeing to do? This can be adjusted as needed to help make the choice successful for the learner. If they are using a standard text, list the number of lessons and chapter tests. This must also include any prescription designated by HQCs or Learning Specialists relevant to either the Support Level Status or Response to Intervention Tier specifications. The specific action taken to address a challenge (or enrichment) should be designated by a (P) prior to the action.

- *Course Assessments – choose specific assessment types for the course. This should be consistent with the Course Goals section and Learner Action sections.*
- *Resources/budget – these will vary based upon the needs of the Learner. Both the items and the overall subject budgeted amount will be documented. Some examples are text books, literature books, writing materials, math manipulatives such as fraction bars, Educator requested items, and art supplies. All of the items within this section will be fundable in accordance with the funding guidelines. If a resource is not clearly defined within the Learning Plan due to unknown need, the item must be defined more clearly within the Learning Plan document when clarity is gained. If resources are being provided without using learner funds, note how the access is being provided in parenthesis – (parent purchased, library checked out etc). Note: if an educational trip may be needed for the course, it should be documented within the resource section and prior to the trip, an educational trip plan must be submitted and approved by the Educational Trip Committee.*
- *Schedule of Hours – This is the time allotted per subject and will vary based upon the needs of the Learner. Time will be defined per subject and planned out on a calendar.*

Note: Amended methods, resources, or subjects shall be documented based upon clear documentation of time tried, reasons for necessary change, and new direction. The change must be dated.

CRR103 – Items that are consistent with the goals in the Individual Learning Plan and the funding guidelines may be purchased by accessing available Learner funds.

Procedure:

The consensus group has access to \$2,150 to support the students Individual Learning Plan for a full-time Learner and \$1075 for a part-time Learner for the school year. The District does not receive funding for the current school year until after the official October 1st count date. In order to provide support for Learners prior to October, the DVHCP allows access to funds beginning in August. If a Learner leaves the program prior to the October count date, the cost of items that cannot be returned to the program due to being a consumable will be assessed to the family and must be paid back to the DVHCP. Items purchased with public funds do not become personal property. (Funding Summary form)

Foundational to this policy is the recognition that (1) participation of all Learners, families, Resource Consultants, teachers and Educators within VISION HCP is by choice; (2) Resource Consultants, as part of VISION HCP will represent a belief in Constitutional ideals including

mutual respect, nondiscrimination, and the right to religious freedom; and (3) funded instructional materials within an individualized Individual Learning Plan serve only an individual Learner.

**DELTA COUNTY SCHOOL DISTRICT 50J
VISION HOME AND COMMUNITY PROGRAM
LEARNER FUNDING GUIDELINES**

The Funding Guidelines that follow were agreed upon between the VISION HCP and the Delta County School District in November, 2006 and again in July, 2007.

These guidelines describe funding limitations for the VISION Home and Community School Program that are designed to ensure public funds provided to Learner Families are employed for educational purposes and not diverted for personal or non-educational purposes. These guidelines do not apply to certain durable or tangible goods purchased by the VISION HCP, where such expenditures result in the acquisition of educational materials or goods that are maintained and employed in the education of multiple Learners at Vision Office locations. However, VISION HCP expenditures must have a demonstrable educational purpose and may not be excessive. The VISION HCP confirms that attaining basic skills in core academic subjects will be an important component of every Learner's Individual Learning Plan. Each family and RC will evaluate basic skill levels and agree upon and document a strategy, with corresponding budget, that makes the most sense for addressing those skills.

FUNDING PROCEDURES

- 1. Each Learner must have an Individual Learning Plan outlining goals and strategies.*
- 2. Each Learner must meet with his or her Resource Consultant at regular meeting times as designated by the Support Level Status.*
- 3. Each check-in consists of discussion involving strategies and goals, as well as requests for items to be funded.*
- 4. Each party agrees to adhere to the funding guidelines before the Resource Consultant processes funding requests.*
- 5. Each RC should be prepared to explain the relevance of the purchase beyond what is documented in the Individual Learning Plan.*
- 6. VISION HCP Funding Administrator processes the requests submitted by the Resource Consultant.*
- 7. Funding will be submitted to the District Office by the 15th of each month. (Note: this is not the family or RC deadline).*
- 8. Funding concerns from the District Financial Administrator shall be expressed to the appropriate VISION HCP Funding Administrator no later than the 25th of each month. If*

no contact has been made by this date, the VISION HCP Funding Administrator shall contact the District Financial Administrator. This will allow some time for more information to be gathered without delaying funds to the family.

9. Concerns from District personnel will be addressed through the appeal process.

These guidelines are provided to clearly articulate specific items that may or may not be funded. All items, however, that are funded within the VISION HCP must be documented within the Individual Learning Plan, inventoried in the case of non-consumable educational resources, and must support the goals and objectives set forth within that Individual Learning Plan. The lists provided below should be used to determine the restrictions on specific funding items, and not as a complete summary of everything that can be funded.

The VISION Home and Community Program may fund the following items based on their representation within the Individual Learning Plan.

- 1. Curriculum*
- 2. Tutors*
- 3. Classes*
- 4. Educators*
- 5. School supplies and materials*
- 6. Technology equipment and supporting software*
- 7. Safety Education classes (i.e. First Aide, CPR, Driver's Education, Lab/shop safety)*

*The VISION Home & Community Program shall **not** pay for:*

- 1. Weapons (including guns, knives, and paraphernalia used in relation to these items such as hunting licenses, scopes, targets, cleaning kits, and ammunition)*
- 2. Pets or livestock, animal food, veterinary visits, and animal handling/training equipment*
- 3. Items that will financially benefit the individual Learner*
- 4. Personal items that, under reasonable circumstances, would be normally purchased by the family (i.e. shoes, gloves, coats, personal athletic equipment to be kept by the Learner)*
- 5. Services provided to a student by an immediate family member. Immediate family member means spouse, guardian, parent, step-parent, sibling, and any person living within the same dwelling as the student*
- 6. Vacations and entertainment (i.e. admission into amusement parks or professional sports games)*
- 7. Religious, partisan, sectarian, or denominational textbooks, curriculum, or instruction*
- 8. Student fees related to participation in CHSAA sanctioned activities*
- 9. Mileage for VHCP Contract of Agreement requirements (CSAP testing or RC meetings)*
- 10. Items not represented in the Individual Learning Plan*
- 11. Chemicals*

The VISION Home & Community Program may fund the following items if the request is made after compliance with the approval process, which includes documentation within the Documentation Log of the answers to the listed questions:

1. Physical Education Participation Fees

- a. What subject does this activity correlate with?*
- b. What is the goal of the activity?*
- c. How often will this activity be completed each week or each season?*
- d. Can the student attend/get to the activity on his own or must there be parental supervision? Why? If a parent must be present, admission for the parent will be funded under the Learner's annual allotment.*
- e. Is this activity medically appropriate? (Parents have responsibility for all liability.)*
- f. Is this activity and its goals documented in the portfolio?*
- g. Is this a learning activity or a serious pursuit of physical activity?*
- h. Annual passes or memberships to a sports facility. The cumulative cost of sports passes and memberships may not exceed \$300 in any 12-month period.*

2. Educational Trips

*All educational trips must be listed within the Learning Resources section of the Learning Plan, and an Educational Trip Plan must be submitted to be evaluated by the DVHCP Educational Trip committee made up of a minimum of four staff and/or RCs who will review compliance with the Educational Trip policy. The committee will review the Educational Trip Plan and assess whether the request meets the criteria listed below, clarify concerns, ensure that the clarification is documented and either approve or deny the trip request. The VISION HCP Director will personally review the Educational Trip Plan, following the process outlined above, and either approve the plan with a personal signature or deny the plan. This process is followed on a monthly basis as needed. Trip plans should be submitted well in advance of the proposed trip to ensure that enough time is permitted to complete the process prior to the scheduled date. The monthly deadline is the 10th of the month. The Educational Trip committee will not cater to a timing issue caused by poor planning of the consensus group. Per diems set by the DVHCP include: Meals - \$25 per Learner and 35\$ per one parent, Hotels - \$100 per night, Mileage - \$.30 per mile with back provided by MapQuest and a signed trip log. If the family is only requesting entrance fees for educational opportunities within the scope of the Individual Learning Plan, no Educational Trip plan is necessary. The funding request may be made as a reimbursement or purchase order. If a purchase order is used, all receipts necessary to close the purchase order must be submitted within 60 days of the trip. The signed approval from the Educational Trip committee must accompany the funding request. **(Educational Trips should be listed within the resources within an overall course not as a standalone opportunity.)***

- a. *Have you completed a field trip plan, including all costs?*
- b. *What subject does this activity correlate with? Is this subject documented in the Individual Learning Plan?*
- c. *How long have you been studying this topic? Why is this trip the logical "next step" in the learning process?*
- d. *What is the goal of the trip?*
- e. *How will the goals be met and documented?*
- f. *Has the VISION HCP Funding Committee agreed with the outline, goals and documentation?*

If members of the established VISION HCP Center funding committee, the district business manager, the VISION HCP Director, or the parent/student are not in agreement with the local VISION HCP funding committee decision, the Educational Trip Plan will be forwarded to the final appeals committee.

3. Equipment: Physical Education and Other

- a. *How often will this item be used? Can it be rented?*
- b. *Has the RC consulted the equipment inventory list?*
- c. *Have you acknowledged that this item is not personal property?*
- d. *What subject does this activity correlate with?*
- e. *What is the goal of the activity?*
- f. *How long have you been working to achieve the goal?*
- g. *Is the item medically appropriate? (Parents have responsibility for all liability.)*
- h. *How soon will the item be available for other Learners to use?*

4. Mileage

- a. *What subject does this activity correlate with? Is this subject documented in the Individual Learning Plan?*
- b. *Is this a trip that would have taken place anyway for personal reasons (errands, non-educational activities, etc.)?*
- c. *Have you combined trips whenever possible (multiple educational activities completed in one trip?)*
- d. *Why is this the best use of the Learner's budgeted funds?*
- e. *Is this the closest location that where services can be accessed? If not, why is this location a better option?*

5. School Furniture

How is this item critical for the successful implementation of the Individual Learning Plan?

Have you acknowledged that this item is not personal property?

Has the equipment inventory list been reviewed?

How soon will the item be available for other Learners to use

6. *Educational Diagnostic Testing/Therapy*

- a. *What steps/assessments have led to this more formal solution/assessment?*
 - b. *Has Special Services been contacted? Has a multi-disciplinary assessment been requested pursuant to the Individuals with Disabilities Education Act (I.D.E.A.)?*
 - c. *Have family resources been accessed regarding insurance and or Medicaid coverage?*
 - d. *Has the testing/therapy been recommended by a medical professional?*
- *As per DVHCP in regard to college level courses (that have been properly approved of with appropriate documentation per college and school):*
 - *Learner may access allotted funds to pay for the following costs associated with the enrollment in and completion of a postsecondary class.*
 - *-Enrollment/registration fees*
 - *-Tuition*
 - *-Books*
 - *-Supplies or tool kits (consumable items only)*
 - *-Fees associated with licensing*
 - *These costs listed will only be covered if the Learner has the class documented within the Individual Learning Plan **and** the consensus group agrees that it is the next logical step for the student and a wise way to spend their public funds.*
 - *If a student does not complete the postsecondary class or does not pass the class with a final grade of “C” or better, the family is responsible for full reimbursement of all items funded that were associated with the class.*
 - *Once payment has been made to the institution, the funds are no longer available regardless of outcome.*

Procedure for Funding Requests

- *Consensus group agrees upon the resources necessary to complete the Learner goals set forth in the Individual Learning Plan and documents those necessary resources within the Individual Learning Plan. If a resource is identified as needed during the school year, the consensus group must document the item within the Individual Learning Plan and describe the need within the Documentation Log document at least one month prior to funding request.*
- *Consensus group checks the Educational Resource list and the DVHCP library to pursue check out prior to purchasing any item.*
- *The family completes a Funding Request form for the appropriate year located under Student Records within their Paragon file.*
 - 1. *Complete all necessary information regarding type of request:*
 - *Reimbursement – family has already purchased an item and is submitting a paid receipt*
 - *Program Purchase Order – family has not yet purchased the item and requests that the program purchase it directly*

- *Funding Transfer – the desired item is DVHCP Sponsored class or on the Menu of Opportunities and the money will be transferred by the program to the appropriate account*
 - *Crossover fee – the desired item is a crossover class or a Delta Montrose Technical College class*
2. *Complete all required fields:*
 - *Student name*
 - *Issue check payable to:*
 - *Reimbursement – who will the check from the school district be issued to?*
 - *Program Purchase Order – who the PO is to, name of company the school district, and will issue the check to? (ex. Amazon)*
 - *Funding Transfer – DVHCP*
 - *Crossover fee – school where class will be taken (ex. Delta High School)*
 - *Mailing address:*
 - *If funding request is a PO, the mailing address could be a website address*
 - *If Reimbursement, address of who the check will go to*
 3. *Complete Purchased From:*
 - *If Reimbursement, business name where item was purchased*
 - *All others will be the same as the “Payable to...”*
 4. *Complete the description for **each** item:*
 - **Curriculum** - use for curriculum expenses
 - **Instructional materials & supplies** - educational items or activities that support curriculum such as school supplies etc.
 - **Other support and educational expenses** - used for all other items or activities that support learning in accordance with the Individual Learning Plan
 - **Purchased services** - Educators, or used when paying someone else for instructional services
 - **Capital outlay** - educational equipment or furnishings
 - **Health fitness & recreation** - health, fitness or recreational activity
 - **Travel** -used for approved field trips
 - **Transportation** -mileage – **must include a trip log as part of back up**
 5. *Make sure any Funding Guideline questions have been answered within the Documentation Log (Note: only RC may record in Documentation Log) and check box.*
 6. *Sign the Funding form (electronically) and electronically submit to RC using the Submit Button at the bottom of the page.*
 7. *Provide the RC with necessary documents:*

- *Reimbursement requests – Families must provide the original receipts for the items requested. Educator invoices (closing procedure must also be followed) and three types of receipts are acceptable with the following information upon it*
- *Educator invoice – If the family does not have the money upfront to pay the Educator they may request the money with an invoice. Upon receipt of the money they must pay the Educator, get a valid receipt (detailed below) showing payment, and turn the receipt in to their RC. Unpaid invoices will be tracked until a valid receipt is submitted. RCs will have access to notification of open invoices via a Google document after the 10th of each month. **Note: no further funding will be processed until the previous invoices are closed.***
 - *Name of Business*
 - *Date*
 - *Item Description*
 - *Signature of the Educator*
 - *To Close invoice - payment method, amount of payment, date, and signature of Educator*
- *Regular business type receipt*
 - *Name of Business*
 - *Date*
 - *Method of Payment*
 - *Itemized (if this is not clear, please add an explanation)*
 - *An internet receipt*
 - *Name of Business*
 - *Name of parent or Learner*
 - *Date*
 - *Method of Payment*
 - *Item description*
 - *Handwritten receipt*
 - *Name of Business or Educator*
 - *Name of Learner*
 - *Item description*
 - *Date*
 - *Method of payment*
 - *Signature of seller*

Note: the following are not accepted as proper receipts

- *Credit card statement only*
- *Bank statement only*
- *A packing slip – unless it is itemized, shows cost per item and method of payment*
- *Copy of canceled or uncanceled check only*
- *Copy of money order only*
- *Order form only*

- *Registration form only – must be signed and show method of payment*
- *Internet order verification that doesn't have proper information*
- *A copy of receipt – originals only*
 - *Purchase Order requests – Families must provide back-up documentation for any item being requested which includes:*
 - ❖ *Name of company*
 - ❖ *Company Address (physical or internet)*
 - ❖ *Specific item to be purchased*
 - ❖ *If ordered through a company, an order form must be provided including the item numbers being ordered.*

Note: Purchase orders are not payable to the family unless it is for an Educational Trip. In addition, items may be purchased from another vendor if the Administrator finds the same item for a lower cost.

- *The RC completes the Funding Process:*
 - *Review requests prior to the monthly meeting and, if necessary, discusses request with the consensus group (includes HQC).*
 - *Address items that need further explanations as per the funding within the Documentation Log ensuring that all questions are answered. This can be done at the beginning of the year or as needed. (please refer to pages 53-56 of this manual for these items)*
 - *Complete and attach an “Inventory/Educational Resource Acknowledgment” form for all Educational Resources. Sign the Funding form (electronically) and electronically submit to Resource Administrator using the Submit to FO Button at the bottom of the page.*
 - *Provide the Resource Administrator will all necessary hard copy documents:*
 - *The RC must make one copy of the funding packet and must turn in both the original and the copy to the Resource Administrator by the deadline.*
 - *If the RC does not have funding turned in by the RC deadline date:*
 - *The RC must submit a letter explaining why the funding was late which is noted in the RC Management Document and may affect the RCs evaluation. OR*
 - *The RC will notify the family that the funding will not be processed until the following month due to missing the deadline.*
- *The Resource Administrator will complete the Program Funding Process:*
 - *Pick up all funding requests on the RC deadline date which is 5:00pm on the 1st of each month.*
 - *Review the request and return any packets to the RC if incorrect by 5:00pm on the 8th of the month. (RCs will receive an explanation for the returned packet in their Administrative Notes in the Google Documents.)*
 - *Corrections must be completed by the RC and returned by 5:00pm on the 10th of each month.*

- Approve funding for all packets in compliance with policies and procedures. Submit approval through Paragon which will update funding summary in each learner's documents.
- ⊖ Submit funding packets to District Financial Administrator for approval and check disbursement. (Checks are mailed by the end of the month.)
- Non-consumable items are be labeled as property of the DVHCP and inventory stickers are applied as per the Educational Resource Inventory process.

ADMINISTRATIVE INVENTORY -District Agreement (DVHCP compliance)

An administrative inventory of educational materials and supplies over \$100.00 will be available at each center with copies at the other centers and the district office. Before new equipment is purchased or approved by the RC, an inventory review should take place. **(Any nonconsumable item that can be checked in or out of the DVHCP office will be inventoried; this can include items that are valued at less than \$100).**

- Items purchased with public funds are not personal property. They may, however, be purchased by the Learner/parent at the time of separation of the program after five years at a price determined by the district business manager. **(Please refer to Process for Educational Resources/ Returned/Valuation (Buy Back) of Educational Resources page 60)**
- RCs shall provide each family with a voluntary inventory listing for past purchases, which will include a signature line.
 - Each program shall implement a system for reuse of non-consumable educational resources. – **(Please refer to the Inventory Form template kept in the Google Account page)**

Process for Educational Resources

New Purchases of Educational Resources:

- Family must contact IT Coordinator for approval of purchase of a computer or computer software
- Family/RC completes the “Inventory/Educational Resource Inventory Acknowledgment” form (page)
 - Original form is attached to funding
 - Form is provided to Resource Administrator
 - Resource Administrator will place an Inventory Sticker # on item(s) or engrave the identification number onto item - All “Education Resources” must have a school district inventory sticker as deemed appropriate by Resource Administrator.

Request for Recycled:

- *RC/Family completes the “Request/Check-Out for Recycled Educational Resource”*
 - *When a learner checks out a computer that has been previously turned in, a \$50 maintenance fee will be assessed to the learner for the time the computer will be used by that learner.*
 - *Resource Administrator will notify RC when item(s) are available*
 - *RC will have one week after Resource Administrator fills request to get item(s) out of the office and to the family or it will be returned to inventory.*

Returned/Valuation (Buy Back) of Educational Resources:***Return process***

- *Family returns item to RC*
- *RC is responsible to review the condition of the item and return it to office*
- *The RC will put items in workroom at designated place*
- *The RC facilitates the completions of the top portion of form indicating “return” on the “Returned/Valuation Educational Resource” form)*
- *If the item is returned in working condition but requires professional cleaning, a fee will be assessed to the Learner/Family*
- *If the item is a computer, the RC must ensure that a password is written on form*
- *IT Coordinator will check the item into inventory*

Valuation (Buy Back) process - *All items purchased will have been used within the program for a minimum of three years prior to being eligible for purchase.*

- *Complete top portion of the Returned/Valuation Educational Resource form indicating the desire to purchase the item.*
- *Resource Administrator will notify the RC regarding the value of the item(s).*
- *All purchases will be made with a lump sum payment. There will be no finance plans processed*
- *The purchase price of items will be the current depreciated values as determined by the Resource Administrator and valuation procedure.*

Repair of DVHCP computer

- *Computer must be brought into IT Coordinator for any repairs on a DVHCP computer*

Return of Computer less than 90 days old:

- *IT Coordinator will clean off computer and return to Resource Administrator for check out as “new” computer to another family.*

EDUCATOR PAYMENTS

Educators are employed as independent contractors by parent/guardian. The DVHCP has neither the authority nor responsibility to enforce or produce a payment to an Educator; however, if a receipt is not secured for an open invoice for an Educator, the parent must return any funds distributed for that purpose that were not used to close such an invoice. Any Educator payment request will be made to the program center and the district business office with as much detail as possible.

Menu of Opportunities and DVHCP Sponsored classes:

The DVHCP sponsors opportunities based on identified needs within the program. Such offerings are facilitated by the program and may be subsidized by program funds not reflected in the Learner funds account. "Group rates" are obtained by the coordinating DVHCP staff member and parameters of participation are established. Educators for these opportunities are contracted by the program and may be paid directly by the program. This is specific to the identified class or opportunity listed on the Menu, not for any independent contracting that occurs between the family and the Educator for other services.

Procedure for signing up for a Menu item:

- *The Consensus group agrees that the item is consistent with the goals within the Individual Learning Plan.*
- *The RC contacts the coordinating staff member listed upon the Menu to receive an agreement and an invoice to participate in the opportunity*
- *An agreement pertaining to the Menu item must be signed. This agreement must be returned to the coordinating staff member prior to receiving invoice.*
- *The Funding Summary will include the Menu item and transfer of funds request for the item.*

APPEALS PROCESS

Individual Learners may have unique learning needs, which may necessitate waivers from the requirements as stipulated above. The following process shall be followed to review individual requests:

Step 1: In an effort to provide consistency, an established VISION HCP Center funding committee made up of a minimum of four staff and/or RCs will review the request for waiver from the funding guidelines. This committee will assess whether the request meets the criteria listed on pages 1-3 of this document, clarify concerns, ensure that the clarification is documented, and either approve or deny the waiver request. Each of the committee members shall sign the approval or rejection of the request for the waiver.

Step 2: The VISION HCP Director will personally review the request for funding waiver, assess whether it meets the criteria listed on pages 1-3 of this document, clarify concerns, ensure clarification is documented, and either approve or reject the waiver with a personal signature.

Step 3: If members of the established VISION HCP Center funding committee, the district business manager, the VISION HCP Director, or the parent/student are not in agreement with the local VISION HCP funding committee decision, the funding request waiver will be forwarded to the final appeals committee. This committee shall be comprised of two VISION HCP steward appointees, two school district administrators and one person selected mutually by the superintendent and the VISION HCP Coordinating Director. Cost, if any, of engaging the fifth member will be paid by the entity requesting the appeal. A parent or Learner appeal will be paid from the local VISION HCP program budget. In all circumstances, the parent and Learner involved will be encouraged and given the opportunity to present to the final appeals committee. The committee will then review the request for funding waiver and a majority vote will be required to overturn the local VISION HCP decision. The decision of this committee shall be final.

CRR104 – The Colorado Model Content Standards are used during the construction of the Individual Learning Plan including CSAP results. It is the intention of the VISION HCP that all Learners will be working towards proficiency with respect to the Colorado Model Content Standards. Waiver 22-32-109 (1) (t)

Procedure:

All RCs shall be trained in the Colorado Model Content Standards. They will incorporate the benchmarks for each grade's standards into the Individual Learning Plan using standardized testing and recommended resources from Highly Qualified Consultants.

CRR105 – All students will comply with the Colorado Basic Literacy Act. The Colorado Basic Literacy Act (CBLA) states that students who are not proficient or above in reading based on their Third Grade Reading CSAP need to be tracked over time to see that efforts are being made to achieve proficiency in reading. The K-3 Learners are assessed using the districts chosen standardized test.

Procedure:

Learners shall be assessed using the district identified standardized test (either DIBELS or CSAP).

If the Learner is K-3rd grade, the RC shall administer the DIBELS test three times per year – September, January, and April.

Scores shall be recorded on the DIBELS Management system.

Based upon the standardized test (either the DIBELS or CSAP), an Individual Literacy Plan shall be identified within the Individual Learning Plan if a Learner is identified within the

set parameters (at risk on the DIBELS or not proficient on the CSAP) and document within the RTI section of the ILP.

CRR106 – Graduation - Learners who meet the VISION HCP graduation requirements will receive a diploma.

Procedure: No matter which diploma route you choose there are specific directions to be taken if you are college, vocational or work force bound. The DVHCP Guidance Specialist can help you define the right path for your future and will be responsible for ensuring that the ICAP process is being completed.

VISION HCP Diplomas – the length of time to spend in a diploma program may vary from a minimum of nine months to five years or longer. At minimum, seniors must assemble and orient a graduation committee and have their first meeting prior to October 1 of the school year they intend to graduate.

1. Credit Diploma

*24 credits (demonstrated in the portfolio **and** on a transcript) required credits effective starting with the 2009-2010 freshman class (The consensus group is still free to determine the credits or courses that satisfy these requirements.)*

4 Language Arts credits

3 Math credits

3 Science credits

2 Humanities credits

12 Elective credits

A public presentation or exhibit

Demonstration of self-knowledge (personal manifesto)

Demonstrate the means, skills and clarity to embark on his or her next step of life after VISION.

Show proficiency in benchmark standards in reading writing and math

Agreement from the Learner's Resource Consultant and four adults, other than the Learner's parents that the above criteria were met. (Certificate of Completion)

All Credit Diploma Learners will work with an In-house Graduation Committee but may invite additional members from the community to serve on their committee. The Learner will meet at least four times with the In-house Credit Diploma Committee to demonstrate the completion of all graduation requirements.

2. Community Diploma

- A public presentation or exhibit*
- Demonstration of self-knowledge (personal manifesto)*

- *Documentation of skills and accomplishments in a portfolio **and** on a transcript*
- *Demonstration of the means, skills and clarity to embark on the next step after VISION*
- *Demonstration of a strong foundation for each of the Core Qualities and components (or for substituted equivalents)*
 - *Endurance (perseverance, patience, commitment, surrender, self-motivation, promise)*
 - *Excellence (ease, beauty, fulfillment, aspiration, completion)*
 - *Communication (expression, understanding, empathy)*
 - *Wisdom (perspective, integration, self-knowledge, world knowledge, insight, gratitude, curiosity)*
 - *Sustainability (self-reliance, interdependence, stewardship)*
 - *Inspiration (love, delight, playfulness, passion, vibrancy, universality)*
 - *Courage (facing fear, compassion, decisiveness, trust)*
 - *Truth (integrity, responsibility, honesty, humility)*
 - *Service (family, friends, community, and world)*

Agreement from the Learner's Resource Consultant and four adults, other than the Learner's parents that the above criteria were met. (Certificate of Completion)

- *All Community Diploma Learners will work with an In-house Graduation Committee but may invite additional members from the community to serve on their committee. The Learner will meet monthly with the In-house Community Diploma Committee to demonstrate the nine core qualities and to show completion of all graduation requirements.*

Community Diploma Committee - DVHCP personnel who wish to be on the Community Diploma Committee will have to meet the following requirements.

Must be an employee of the Delta Vision Program for at least two years.

Must have a clear knowledge of the requirements for a Community Diploma.

Must commit to at least one meeting per month (or more depending on the needs of the learner).

To participate must contact the appropriate staff member.

The committee shall consist of:

Minimum of five DVHCP Committee members

A chair person who has served on a Community Diploma Committee in the past

Any additional community members chosen by the Learner

The Learner's RC

At least three (3) members have served on a Community Diploma Committee in the past

Note - Special needs - Graduation guidelines are established by the graduation committee based on the Learner's needs.

Criteria to be considered by the Graduation Committee could include:

Social Skills

Work Skills
Health and Medical Skills
Transportation
Safety Skills
Leisure Skills
Money Skills
Life Skills
Public Presentation or Exhibit
Personal Manifesto/Resume

3. *Other Options*

- *GED – Learners must be seventeen years of age to take a GED test and must exit the program prior to taking the GED.*
- *Transfer from VISION HCP to another program*

Graduation Ceremonies

The Delta VISION HCP organizes a semi-traditional graduation ceremony. Learners involved academically in a conventional school and the Delta VISION HCP in their senior year can walk in either ceremony provided they meet these conditions:

The student declares at the beginning of their senior year which ceremony they choose to attend by completing the Graduation Ceremony Participation Declaration form.

The student must comply with that specific school's requirements for graduation, regardless of the diploma they earn.

The Learner must meet with a committee of people who will determine whether enough required elements to "walk with their class" have been met.

This includes representation from both schools.

Funding is not tied to this opportunity.

A Delta VISION HCP graduating senior can plan his own graduation ceremony.

- *Funding is not provided for these ceremonies due to the program-sponsored ceremony provided.*

Delta VISION HCP graduating seniors are not required to participate in a graduation ceremony.

CRR107- Individual Learning Plans and documentation (may include progress reports from Educators, performance evaluations, test scores, portfolios, samples of work, standard assessments) are reviewed at least quarterly in order to determine if changes are necessary for success in achieving goals. Any such changes shall be noted within the Individual Learning Plan. Waiver 22-32-109 (1) (t)

Procedure:

- *Documentation:*
 - *Primary mentor maintains documentation of progress at home which is to be shared with the RC on a regular basis determined by Support Level Status.*
 - *Amended methods, resources, or subjects shall be documented based upon clear documentation of time tried, reasons for necessary change, and new direction.*
Note: It is difficult to complete a high school credit if severe changes are made to the curriculum or class chosen at the beginning of the semester.
 - *Resource Consultant completes Documentation Log as often as designated by Support Level Status which includes questions, potential ideas or resources, and observations based upon information gathered by regular contact with primary mentor and learner and the Documentation of Learning shared by the family (Including the hard copies given from the Learning Documentation Folder).*
 - *Highly Qualified Consultant reviews the Documentation Log as often as designated by Support Level Status and completes Documentation Log which includes questions, potential ideas or resources, and observations based upon this review and the Documentation of Learning (hard copies of school work given to the RC by the family and then provided to the HQC by the RC.)*
- *Monthly check-ins*
 - *RC and HQ consultant meet monthly to discuss each Learning Plan, Documentation Log for each learner on predetermined schedule or need, Documentation of Learning from Learning Documentation Folder, progress, successes, challenges, and resources.*
- *Group check-ins*
 - *The consensus group (Learner, parent or primary mentor, RC, and HQC) meet as often as designated by Support Level Status to discuss each Learning Plan, Documentation of Learning, progress, successes, challenges, and resources.*

CRR108 – Individuals must follow the due process procedures in order to address grievances regarding curriculum. The final step in the process is meeting with the Board of Stewards if necessary.

Procedure: see HR113 for due process.

Conventional School Crossover Policies

CON101 – VISION HCP Learners can take up to 3 classes in the conventional middle or high school. For each class a Learner takes, \$500 per year must be transferred to the conventional school from their available Learner funds. Learners must agree to adhere to the conventional school’s policies in their entirety.

Procedure:

- *Full-Time learners enrolled in the DVHCP can and access up to **three** classes from another middle school or high school within the Delta County School District.*
- *Part-Time learners enrolled in the DVHCP may access only **one** crossover class from another middle school or high school within the district.*
- *The DVHCP learners have their own Registration Day. Crossover forms must be completed and submitted to our Data Administrator one week prior to that registration day. Printable forms are available online at www.deltavision2.com or please contact your RC.*
- *Learner attendance is required on Registration day, and acceptance to a class is based upon seat availability. The hosting school’s learners have priority for the space. DVHCP’s Data Administrator will be present at each school site to assist Learners on the DVHCP Registration day. Learners and RC’s will be notified of the Registration date and time for each school location.*
- *The cost for taking each cross over class to the VISION program is \$500.00 per year (\$250 per semester) which is transferred to the hosting school. Please follow the funding process for submitting a Funds Transfer. Your assigned RC will be able to assist you.*
- *To access a class in an out of district school, a learner will need must to follow the Exception Procedure and have approval from the hosting said school district. Crossover fees for classes vary between school districts; therefore, an agreement must be documented between the DVHCP and the hosting school. A discussion will need to take place with the Financial Administrator and the appropriate hosting school district official.*

CON102 – VISION HCP Learners can participate in extracurricular activities by following CHSSA rules and regulations. Any District required participation fees are the responsibility of the individual Learner and may not be taken from Learner funds.

Procedure:

- *Sports and other extra-curricular activities will be available to DVHCP learner in the same manner as all Delta County School students. Additional charges for special supplies or fees may be assessed in the same way as they are for conventional school students – this includes the Colorado High School Sports Association (CHSSA) fee which is not fundable through the DVHCP.*
- *The RC or parent will fax weekly reports confirming a Learner’s eligibility to the appropriate school by noon on Thursdays. This confirms the Learner’s satisfactory completion of school work for the week and maintenance of a passing grades in their courses.(Sports Eligibility Confirmation form)*

Delta-Montrose Technical College (DMTC) Opportunity

- *High school VISION learners have an option to register for classes at the DMTC campus and online classes.*
- *Many classes are available for DVHCP learner; however, some have limited space. These courses include AutoCAD Drafting, Automotive/Diesel, Business, Cosmetology, Horticulture, Med Prep, and Mine Training. The VISION Coalition schools share the assigned slots for these courses.*
- *To determine which learner will receive the assigned slots, there is a dual application process handled through our Data Administrator. Applications must be submitted by February 15th for review prior to the fall semester registration. VISION HCP Directors review the applications and determine which applicant is awarded the VISION slot for the course.*
- *The DMTC also accepts DVHCP learners into some post-secondary classes. These programs include: Adult Nurse Assistant (CNA) Emergency Medical Services, and a portion of Massage Therapy.*
- *The registration process for all these classes is also a dual application process that is handled through our Data Administrator. Please do not apply directly at the Delta-Montrose Technical College.*
- ***Online classes** may be accessed through DMTC website www.ed2go.com/dmtc. Registration and funding for these online classes may be submitted as a Purchase Order following the funding process, which would include a page print out showing which class you have chosen and your log in information: email address for your username and password which is case sensitive. Please be aware there is a critical time frame that payment must be issued before the online class begins. Please acknowledge this factor when submitting funding to your RC.*

Important!!! *For all higher education options, please remember that the DVHCP will pay for tuition, lab fees, if applicable, and books **only** up to the amount of learner funds available. Please be aware that the cost for college courses can be substantial and plan accordingly, maintaining a balanced learner funds budget.*

SPS101 – VISION HCP Learners can access the District’s Special Services by following the Response to Intervention Model (RTI)

Procedure:

Tier 1 –

- 1. RC, Learner, and parent identify skills, needs, and interests for a complete Learning Plan.*
- 2. Learning Plan is implemented using the resources, methods, and assessment process identified within the Learning Plan.*
- 3. If through the assessment process outlined within the Learning Plan, the Learner is not being successful, then a time frame is distinguished for further exploration with newly specified resources, methods, and assessment that have been discussed with a Highly Qualified Consultant.*
- 4. After specified time, if the Learner is still not successful, the consensus group moves to tier two.*

Tier 2 –

- 1. RC, Learner, and parent provide the Learning Specialist with a referral that includes the specific concerns and previous plans completed.*
- 2. Learning Specialist analyzes the information provided and completes his own assessment of the Learner.*
- 3. The consensus group in cooperation with the Learning Specialist designs a new plan with specific resources, methods, time frame and assessment of success and documents it within the Learning Plan and Alpine Achievement. Monies allocated specific to tier 2 may be accessed to support the Learner based upon the Learning Specialists recommendations.*
- 4. After the specified time, the consensus group and the Learning Specialist reassess the progress of the Learner. If there are still struggles, the Learning Specialist may suggest another plan or refer the Learner to Tier three.*

Tier 3 –

- 1. Upon referral from the Learning Specialist, the consensus group proceeds to the Special Services, which includes an initial consultation to determine whether formalized testing is applicable.*
- 2. Based upon the results of the formalized testing, an Individualized Education Plan shall be developed.*
- 3. For any student identified as having an IEP, the RC must attend any scheduled IEP or ELL meeting.*
 - a. Review the IEP staffing document to ensure that the recommendations and accommodations identified within the IEP are incorporated into the Learning Plan (in the Learner Action portion and Course Goals as applicable).*
 - b. Document Tier 3 within the RTI box of the Learning Plan and reference the applicable courses to which the plan applies*
 - c. If a Learner is receiving services from a Special Education Instructor, the IEP meetings will be yearly or sooner if requested by the family. If a Learner is on*

consultative services (not receiving instruction from a Special Education Instructor but keeping an IEP open), quarterly IEP staffing must be scheduled.)

- d. *Provide all relevant assessment of progress documents to the members present at the staffing meeting. (This is particularly important for Learners only using consultative services. The documents should show the resources being used, the method of instruction, the length of time of the implementation, and the assessment of progress.)*
 - e. *Work cooperatively with the Special Services team for the optimal approach and plan within the IEP document for the Learner.*
4. *The family has the choice of receiving services provided by the District's Special Education Educators. However, the learner will not be designated within Tier 3 unless they are receiving direct services within a traditional school from a Special Services Educator.*

SP102 – Learners in the VISION HCP are eligible to receive any Special Education support necessary, subject to the terms of the existing contract between the VHCP and the Delta County School District.

SP103 – Outside Special Education services may only be accessed with prior approval of the School District Special Services Director-

Advanced Services and Funding

Process for accessing additional resources for advanced learning

Complete Basic Questionnaire

- What special talents or skills does your child have?
- Are there any conditions/problems that might affect school performance?
- What kinds of things does your child do outside of school? (hobbies, sports, community activities)
- What are your child's feelings toward school?
- What kinds of skills would you like your child to develop?
- What social or emotional characteristics would you like us to know about your child?
- What suggestions can you make that might help in planning for your child's educational program?

Identify strength area

- Language Arts
- Creativity
- Leadership
- Math
- Music
- Performance Arts
- Social Studies

- Science
- Spatial
- Visual Arts

Collect Body of Evidence and make referral for Tier 2 or 3 level support

Referral should be made based upon

- Tier guidelines
- Use of multiple sources, tools and criteria
 - Verbal, non-verbal, or written objective assessment methods
 - Subjective assessment methods
 - Referrals
 - Observations
 - Pupil product evaluations
 - Auditions
 - Rating scales
 - Biographical data
 - Interview
 - Grades
 - Variety of sources
 - Educators
 - Peers
 - Parents
 - Community members
 - Subject area experts
 - Resource Consultant
 - Highly Qualified Consultant
 - Learners themselves

Tier 1 – General education which includes children who have high academics but may not need more support in order to provide a challenging Learning Plan (consensus group designs and resources for learner using designated Learner Funds)

1. *RC, Learner, and parent identify skills, needs, and interests for a complete Learning Plan.*
2. *Learning Plan is implemented using the resources, methods, and assessment process identified within the Learning Plan.*
3. *If through the assessment process outlined within the Learning Plan, the Learner is not being challenged within their advanced or gifted area, then a time frame is distinguished for further exploration with newly specified resources, methods, and assessment that have been discussed with a Highly Qualified Consultant using access to Learner Funds.*
4. *After specified time, if the Learner is still not sufficiently challenged, the consensus group moves to tier two.*

Tier 2 – More support needed in order to provide challenging Learning Plan. (Consensus group works with Gifted and Talented Coordinator for resourcing) Additional funding is available from the program up to \$800 per child based upon strength area and need determined by documentation (Body of Evidence) and goal.

1. *RC, Learner, and parent provide the GT Coordinator with the specific concerns and previous plans completed including Body of Evidence (referrals, questionnaire, strength area, Subjective assessment, objective assessment, and variety of sources).*
2. *The consensus group in cooperation with the Learning Specialist designs a new plan with specific resources, methods, time frame and assessment of success and documents it within the Learning Plan. Monies allocated specific to tier 2 may be accessed to support the Learner based upon the referral given by consensus group and GT Coordinator, as well as completion of the application for additional funds.*
3. *After the specified time, the consensus group and the Learning Specialist reassess the progress of the Learner. If there is sufficient Body of Evidence for GT designation (which may include CoGAT testing), a referral will be made for Tier three.*

Tier 3 – Advanced support needed in order to provide challenging Learning Plan. Determination of GT designation based upon referrals and/or CoGat test. (Consensus group works with Gifted and Talented Coordinator to develop Advanced Learning Plan within the ILP specific to identified gifted area) Funding available from state and matched by program based upon need for strength area determined by documentation and goal.

1. *Based upon the results of the formalized testing, an Advanced Learning Plan shall be developed for the designated gifted area. Include application for additional funds and referral from consensus group and GT Coordinator.*
2. *For any student identified as having an ALP, the RC must attend any scheduled ALP meeting.*
 - a. *Review the ALP document to ensure that the recommendations and accommodations identified within the ALP are incorporated into the Learning Plan.*
 - b. *Document progress in gifted area on a monthly basis within the Documentation Log.*
3. *Work cooperatively with the consensus team and GT Coordinator for the optimal approach and plan within the ALP document for the Learner.*

Educator Policies

EDU101 – Families may contract with individual Educators who then function as independent contractors.

Procedure:

- *In order to be listed within the VISION Home & Community Program Educator network, a prospective candidate must:*
 - *Complete an Educator Application (Educator Application)*
 - *Successfully pass a District background check. **NOTE:** Success is defined as not having any offences against children or episodes involving physical harm. VISION HCP Learners and their family choose their Educators.*
- *All Educators sign an independent contractor statement. (Independent Contractor statement)*
- *All class Educators provide a course syllabus and a sample agreement to the Resource Administrator who maintains a file at the office for Highly Qualified Consultants and RCs to access. The consensus group agrees upon and documents method of instruction within the Learning Plan as it pertains to contracting with an Educator.*
 - *Conflict of interest procedure – If an Educator is the RC or related to the Learner’s RC, a conflict of interest form must be completed to ensure that the choice is confirmed as best for the Learner and that the choice was informed, unpressured decision. (Conflict of Interest form)*
- *An Agreement between the Learner and the Educator is signed and outlines the expectations for successful completion of the course, credit potential, grading method, cost, and make-up classes. This agreement is solely at the discretion of the two parties entering into the agreement. The consequences of a breach of this agreement are solely the responsibility of the two parties who entered into the agreement. The DVHCP has neither authority nor responsibility within this agreement. (Sample Educator Agreement)*
- *Educators shall provide a quarterly progress report for each Learner in their class.*
- *The DVHCP Resource Administrator may visit classes periodically to gain insight into the teaching method and subject material in order to help facilitate informed networking for Learners.*

EDU102 – All Educators who advertise through the VHCP or hold classes in VHCP facilities must undergo an AVERT background screening every three years.

EDU103 - A Highly Qualified individual (HQ) will be responsible for reviewing the instructional program and its progress or order to ensure that the terms and conditions set forth by the district, State of Colorado, and the federal government are being met.

Procedure:

- *At the beginning of each semester, the HQ will review each Learning Plan under their purview.*
- *As frequently as deemed necessary by the HQ and Resource Consultant, and at a minimum monthly, the HQ will review each Learner's Weekly Documentation in the Learning Plan, document questions and suggest additional resources within the Documentation Log.*
- *The HQ will maintain scheduled office hours. Any member of the consensus group (parent, Learner, or RC) can schedule an appointment to discuss challenges and potential solutions with the HQ.*
- *Monthly, the HQ will meet with RCs regarding the shared Learners under their purview. The meeting will be used to discuss challenges, provide additional information, review the Documentation of Learning, and suggest resources that may support the educational path of the Learner.*

Educator Handbook

Summary of Role

The term "Educator" is used in the VISION program to describe a person – other than a Learner's parents – who teaches a class to or tutors a Learner. Educators provide a setting where the Learner learns a skill under their supervision. The Educator and Learner develop an agreement that clearly defines all goals and expectations for the learning process in accordance with the Learner's Learning Plan. It is beneficial for both parties to clearly understand what is expected of them i.e., attendance, time and place of learning, length of commitment, what will happen when scheduled meetings are missed, specifics being taught for each class, credits offered, etc. (see sample agreement). All skills being taught and pursued are directly related to the Learner's goals. The Educator also supports the Learner with his/her portfolio. The Learner is present to learn from the Educator, not to perform unrelated tasks. The VISION HCP role is to help facilitate the networking process between the Educator and Learners; however, Learners and their families contract independently with Educators who fulfill the requirements for the Learner's educational goals. The Educator determines the cost for the class or tutoring and families sign agreements accordingly.

Application Process

In order to become an Educator in the Network the interested party must complete the application process which includes filling out the application (see application part I and II in this packet) which includes submitting their date of birth and social security number for an avert background check. The Resource Administrator processes the information through the district to conclude eligibility for joining the DVHCP Educator Network. There is no cost to the applicant for the background

check; however, offenses of are selling drugs and/or crimes against children will prevent admittance into the DVHCP Educator Network. Once the applicant has passed the background check, the Resource Administrator informs them that they can start participating as a Network Educator. A Network Educator can hold classes at the Vision Office at no charge and advertise in the Resource Catalog for classes being offered.

Educator Network Description

Benefits

- *Free advertising through the DVHCP*
 - *Each Educator is included in a public file in the Delta VISION HCP office with Part II of the application, which includes each individual Educator's educational philosophy, phone number and potential classes to be offered as well as class syllabus for each class offered and sample family agreement. We ask that you provide current information to the Delta VISION HCP Educator Network Coordinator as your classes or information change.*
 - *Each Educator has the opportunity to place an advertisement for each class they would like to offer in the Resource Catalog. There is no charge to advertise in the Resource Catalog. A letter with more details and the deadline for the advertisements will be emailed to each Educator currently listed in the Educator Network. If an Educator misses the deadline for the catalog, their class information will be posted on the class board in the Delta VISION HCP office. The catalog is updated, published and distributed in July and January.*

Requirements

- *Application*
 - *Complete Part I and II of the Educator Application.*
 - *Pass the District's background check*
- *Course Description*
 - *A syllabus and sample agreement must be provided to the Resource Administrator. This allows parents and RCs to access this information and determine the classes or services that will best serve the Learner's educational needs.*
 - *Educators must communicate the progress of the Learner quarterly with the Resource Consultant and family. This can be accomplished by writing a paragraph or an email to the parent and Resource Consultant to communicate the success and challenges of the Learner within the class.*
 - *Educators must award credit and/or a grade for the class being taught compliant with the agreement signed.*
- *Curriculum Choice*
 - *Each Educator will choose the curriculum to be used for the classes they are teaching. If the Educator is considering curriculum for a credited high school level course, the curriculum should be deemed for a semester or year long course, depending on the credits to be awarded. If the curriculum does not state specifically for a semester or year course, additional hours must be assigned to equal a total of 60 hours of work for .5 credit or 120 hours for a full credit.*

- *Agreements (see sample agreement)*
 - *Educators must have a signed agreement with each Learner family which outlines issues such as*
 - *Attendance – Expectations & plan for missed classes for both Educator and Learner*
 - *Time and place of learning*
 - *Length of commitment*
 - *Specifics being taught including Learner goals for each class*
 - *Grades- grade or pass/fail, requirements for each grade level, percentages on how a grade is determined, is extra credit offered*
 - *Credits – How many offered, requirements to earn them*
 - *Payments – When is it due and is it refundable within a certain time frame (if the Learner should decide the class isn't a good fit)*
 - *Learner drops – at what point will the grade be a withdraw/fail when a learner drops the class*
 - *Progress Report – How and when it will be given to Resource Consultant and family.*

If your contract does not address these areas and a problem arises, you will need to default to the DVHCP procedures as outlined in the program handbook.

- *Conflict of interest procedure – If an educator is the RC or related to the learner's RC, a conflict of interest form must be completed to ensure that the choice is confirmed as best for the learner and that the choice was an informed, unpressured decision.*
- *Secular agreement – All Educators must sign a statement certifying that the material being taught and used within the classroom meets the secular purpose of the Delta County School District. Vision funds cannot be used to fund religious materials, and therefore spiritual beliefs may not be included in the content of the material you are teaching.*
- *Independent Contractor Agreement_- Each Educator must sign an Independent Contractor agreement stating that the Educator is not an employee of the district, however the Educator is independently contracted by each family they serve for the Education of their children.*

Building use and responsibility – Educators may use the DVHCP building subject to compliance with building procedures.

- *The Delta VHCP building has a sign-in, sign-out policy. Each classroom Educator should have the parent or guardian sign the Learner in and out of class. This provides an accurate and efficient way to account for all Learners in case of an emergency.*
- *Supervision during your class time is the Educator's responsibility. You have contracted with the family for a specific amount of time and are being allowed to use the DVHCP building to provide the service. Your responsibility is to honor the agreement you have with both entities. If you allow a break we ask that you supervise the playground during that time. Also, you are responsible for the Learner until the parent or guardian has picked them up. Consequences for late pick up from parents should be outlined within your agreement. Lack of supervision within the building may prevent further use of the building.*
- *If a challenge should arise with a Learner and he/she is taking away from the classroom learning, the Educator may call the parent and ask that they pick up the Learner. A plan should be made with the Learner, Parent and Educator on how this conflict will be taken care of in the future based upon the agreement.*
- *Educators must clean up from their class and leave the room set up the way it was found. Lack of compliance with this building use rule may prevent further use of the building.*

Payment Information

- *Educators must provide families with an invoice/receipt providing the following information:*

(See sample invoice)

- *The name of the Educator*
- *The name of the Learner*
- *What class or services the invoice/receipt is for*
- *The date of the invoice*
- *The method of payment - if a receipt*
- *The Educator's signature – must be included if it is an invoice as well as receipt*

- *The family will submit the invoice/receipt to their Resource Consultant (RC) with a completed Funding Summary.*
- *The Funding Summary will be made payable to the Learner's Parent or Guardian.*
- *The family will receive the funds from the District Office.*
- *If an invoice from the Educator was submitted with the check request:*

- *The family will pay the Educator with the funds they receive from the District Office by the 10th of the month after payment was received. Note: Payment from the district requires a 30 day turn around, please be aware of that delay and provide receipts and invoices promptly.*
 - *The Educator will provide the family with a copy of the original invoice marked “PAID”.*
 - *The family will submit a copy of the “PAID” invoice to their Resource Consultant which will be attached to the original request stored in the DVHCP office.*
- *A Learner’s parents are responsible for making payments to the Educators subject to the agreement signed. Families receive checks at the end of the month that the request was submitted. Educators should receive payment from the Learner’s family by the 10th of the month following the submittal. If an Educator does not receive payment for a Learner, the Educator can contact the Resource Consultant that works with the Learner. The Resource Consultant will help facilitate the payment; however, as an independent contractor it should be noted that acquisition of payment is the Educator’s responsibility and subject to the contract/agreement signed by both parties. If a family receives program funds to pay an Educator invoice and payment is never presented to the Educator, repayment to the DVHCP will be required from the family. In this scenario, the family will still hold the responsibility of payment to the Educator as per the separate agreement signed between those two parties. The DVHCP holds no responsibility within that independent agreement but will try to help facilitate a resolution.*

Insurance

Educators are not covered by district insurance however, if classes are taught in our building Learners are covered by the district insurance. Our suggestion is to have an umbrella policy through your homeowners insurance (\$1,000,000) if you plan on transporting Learners.

Procedure for Concerns Regarding Educators

- *All parties who have concerns regarding an individual Educator must follow due process.*
 - *Families and Learners who have a grievance with an Educator will address those concerns directly with the Educator.*
 - *Educators who have a grievance with a family or Learner will address those concerns directly with the other party.*
 - *If the either party prefers to pursue due process with a facilitator, the Resource Administrator should be contacted. The Resource Administrator will facilitate a discussion and resolution using the signed agreement as a guide.*
 - *If the grievance includes any potential safety issue or harm to child occurred, the Resource Administrator will obtain necessary written documents, meet with the*

- Educator, and determine the appropriate action which will either be continued ability to be within the Educator Network or exit from the Educator Network for breach of the rules governing the building and/or program (harm to a child).*
- *If program action is taken, either party within the grievance may appeal to the Board of Stewards through written appeal within thirty days.*

Educator Feedback Form

Families are asked to fill out a feedback form for each contracted Network Educator at the end of the school year. These forms are compiled into one form for each Educator by the Resource Administrator, and sent to the Educator, downloaded on the website under the Educator tab and placed in the Educator Information Notebook.

Family - Educator Relationship and Agreement

The relationship between the Delta Vision HCP family and a network Educator is different than the relationship a family has with an Educator in conventional school. The Educators in our network are not district employees but are independent contractors who contract directly with each family. This fact is important for the family to understand that the Educator is, therefore, working for them. When a family enters into a relationship with an Educator for an ongoing class, it is imperative that an agreement is signed between the two parties. It is critical for both parties to clearly understand what is expected of them for:

Attendance – What is the policy when an Educator or learner misses a class? When are make-up classes held?

Time of learning – What are the dates that class will take place as well as the time? (Any vacations should listed)

Location – Where will the class be held?

Specifics being taught – A syllabus should be given to each family.

Grades – Is this class being taken for a grade or pass / fail? If grades are earned what are the requirements for each grade level (A, B, C etc)?

Credit – How many credits are offered (if any) and what are the requirements to earn them?

Payment – When is the payment due for the class and is any portion of it refundable (if a learner decides the class is not a good fit early on or if a class is missed)?

Progress Reports – How are progress reports given and how often?

All of the above criteria should be discussed, agreed upon and listed in an agreement that is signed, by all parties, before the class begins. The family should keep a copy on file in case a conflict arises, so the agreement will be easily accessed. Since the Educator is contracted with the family, if a conflict arises, the family or Educator needs to contact the other party first, to work out the situation. If the conflict cannot be resolved the Resource Coordinator can then be contacted to help resolve the issue.

It is the Educator's responsibility to give the final grade and credit (when given) for the class. When homework is assigned, to do at home, documentation of the time spent needs to be given to the Educator for calculation of the credits earned.

The classes taught through the Menu of Opportunities are a situation where the Educators are Vision Employees and paid by Delta Vision. These classes include: ACT Prep, Math Lab, Writing Lab, Foreign Language Lab, Journalism, Vision Ventures, Wednesday Classes, and Science Lab. You may still have agreements to sign for these classes however if there are challenges with these classes feel free to contact the Resource Administrator for help in resolving the issue.

Learner Information

The Learner is required to complete the top portion of this form for every Educator on his/her schedule and give it to the Educator. The bottom portion is recommended, but not required. The Educator and Learner will want to keep a copy of this in their files, especially if the agreement part is completed.

Learner Name: _____

Parents/Guardians Names: _____

Learner Address: _____

Phone Number: _____ Emergency Phone Number: _____

Resource Consultant's Name: _____

Resource Consultant's Phone Number: _____

Delta VISION Home and Community Program Phone Number: 874-8226

Educator/Learner Agreement

I understand that Jane Doe is my Educator in this subject: Literature/Writing Class

Contact Information: 872-4651 or 250-1963 - Learners can call for clarification of assignments

For this number of hours: Two hours per week

For these dates: September 2, 2007 through May 29, 2008.

I agree to keep the following schedule and to meet the following specific goals. Should I break my agreement I agree to communicate why and to work out our financial agreement.

Location of Class: Delta VISION Office

Day and Time of Class: September 2, September 9, September 12 and each Monday thereafter except the following Mondays that will be during breaks: _____

From: 12:30 p.m. to 2:30 p.m.

Specific Educational Goals: To strengthen writing and comprehension skills, expose Learners to various types of writing and literature, help Learners form opinions regarding different genres (types) of literature and writing; and broaden their vocabulary.

Means of Achieving Goals: Learners will be given various writing and reading assignments; sharing their work and ideas with the class so that they can learn from each other; writing assignments will be edited and rewritten (access to a computer is not required, but would shorten editing time - the computers in the Delta VISION Library can be used by Learners); spelling, vocabulary, basic rules of grammar will be an important element; some work will be completed in class and some work will be assigned to bring back to the next class; and good attendance will be extremely important so that ultimate learning can take place and Learners do not fall behind or get overwhelmed with assignments because information was missed by not being in class. Learning to take good notes will be beneficial to the Learner. Learners will be required to purchase a minimal amount of materials (a list will be provided) and come to class prepared. Learners will be expected to be courteous to each other as well as the Educator. Please dress appropriately for class - do not wear clothing too short or too revealing; do not wear clothing with offensive language or designs.

Financial Arrangement: \$200 per semester, due when class begins, non-refundable.

Missed classes: The Learner and Educator will be expected to make up missed classes. Arrangements will be made as follows: _____

Grading: This class will be graded with letter grades as follows:

A – 90% - 100%

B – 80% - 89%

C – 70% - 79%

D – 60% - 69%

F – 59% and below

One credit will be offered if Learner:

- Attends class all semester
- Turns in all homework assignments
- Completes all outside projects that are assigned

Quarterly reports will be sent to you, the family, and the learner's RC to let them know of your progress.

Grades will be reported not more than 2 weeks after class ends.

Signature of Learner: _____ Date: _____

Signature of Educator: _____ Date: _____

Sample Invoice

Educator Invoice

Learner Name: _____ Date: _____

Educator Name: _____

Educator Address: _____

Class: _____ Class Dates: _____

Amount: _____

Educator Signature: _____

Date Paid: _____

Method of Payment:

- Check
- Cash

Educator Signature: _____

Governance Policies

GOV101- Each branch of the VISION HCP is governed by a joint Board of Stewards unifying the program throughout Delta County.

Procedure – Each program nominates up to three Stewards for the Board. The three Board member seats will be on a three year rotation. Only one of the seats may be filled by a parent of a Learner within the program.

The VISION HCP Board of Stewards performs the roles listed below:

A Legal, nonprofit entity able to enter into agreements with the school district and other outside entities.

A liaison with the general public and taxpayer.

An accountability check that supports local program branches in maintaining clear integrity in the areas of: hiring and evaluating program directors, creating director plans that are in line with the VISION HCP mission, ensuring the maintenance of: the philosophy and principles, existing program-wide agreements, and the stated one and five year goals of the relevant VISION HCP branch.

An accountability check for the integrity of financial procedures and decisions.

A final ‘court’ for due process within the program, including acting as guardians of the legal and ethical integrity of due process.

GOV102- The Board of Stewards operates under a set of adopted By-laws. Changes may be made only by following the process outlined in those By-laws.

GOV103 – The Board of Stewards oversees and evaluates the program in order to ensure that it stays true to the mission and philosophy.

Procedure:

The Delta VHCP Director provides a monthly Steward Report at least one week prior to the monthly Steward meeting.

GOV104 – Anyone can make a proposal to initiate a new policy or change an existing policy. All policies are created by consensus or by consensus minus one within individual VISION HCP offices. Adopted policies are then submitted to the Board of Stewards for approval in accordance with the By-laws. Waiver 22-32-109 (1) (b) After approval by the Board of Stewards, changes in these policies must be approved by the Delta County Board of Education.

Procedure: This applies to both a program policy and substantive operating procedural changes.

- 1. Diagnose an issue that needs to be addressed, either within a substantive operating procedure or an overall policy.*
- 2. Discuss potential issue with others within the program to gain feedback and increase knowledge specific to the issue.*

3. *Write a proposal that addresses the issue and get four signatures from people who agree with the proposed solution. Note: Proposed changes will take affect for the following school year.*
4. *Submit the proposal to the office at least one week prior to a scheduled policy/procedure meeting which occur only in March, April, and May.*
5. *Attend the scheduled policy/procedure meeting. If there are no proposals, the policy/procedure meeting will be cancelled.*
6. *The group attending the policy meeting discusses the proposal, revises it if deemed necessary, and passes it by consensus (can be passed with consensus minus one).*
7. *If the proposal is a substantive operating procedural change that does not affect any policy that the School Board has approved through the Joint Policy Book attached to the contract, then the DVHCP shall implement the procedure in the following school year and inform the Stewards and District liaison within the monthly Steward report.*
8. *If the proposal is a policy that will affect other programs or affects a specific School Board approved policy, then the policy must go before the Board of Stewards and the process outlined in the By-laws shall be followed. If the proposed change is a policy, then once the proposed change has been approved by the Board of Stewards, it must be presented to the Delta School Board.*

GOV105 - The Board of Stewards shall be responsible for overseeing the hiring process for all individual office Directors and the Coordinating Director. They will also be responsible for the annual evaluation and re-hiring process for all Directors, subject to the recommendation of the individual office participants. Waiver 22-32-126

Procedure – When an opening for either the Delta VHCP Director position or the Coordinating Director position has been established:

1. *The position will be posted as appropriate.*
2. *The DVHCP shall nominate and provide an adequate number of RCs, staff, parents and Learners, as prescribed by the VHCP Board of Stewards, who will serve on a hiring committee.*
3. *The committee will meet to review applications, to interview, to call references, and to select the appropriate candidate using the consensus process.*
4. *All proposed candidates shall be presented to the Board of Stewards for final hiring approval.*
5. *Prior to June, a designated person will facilitate gathering information from staff, stewards and RCs in regard to the Directors evaluation. The Director will supply the Steward with documentation pertaining to the specific items agreed upon within a Performance Plan (if applicable).*
6. *In Executive session, a Steward reveals the overall evaluation to the Board of Stewards.*
7. *Rehire will be decided by a vote of the Board of Stewards based upon the summarized evaluation provided by the facilitating steward.*

GOV106 – Program participants, members of the public, and VISION HCP employees must follow the due process procedures in order to address grievances and complaints. The final step in the process is meeting with the Board of Stewards if necessary.

Procedure:

Follow the due process:

- 1. Discuss the issue with the appropriate individual(s). Address the problem directly with the person who is within the situation and try to agree upon a resolution.*
- 2. Obtain a facilitator to mediate the situation between two parties if the parties cannot reach an agreement together.*
- 3. Seek facilitation from Administrative Staff if the situation could not be mediated with an independent facilitator.*
- 4. Seek facilitation from the Board of Stewards if the situation could not be resolved by Administrative Staff.*

GOV 107 - Final administrative appeals in matters regarding recruitment, promotion, discipline, or termination of personnel shall rest with the Board of Stewards. Waivers 22-63-301, 22-63-302, 22-32-110 (1) (h)

Procedure:

Any disputed action including but not limited to: recruitment, promotion, discipline, or termination of personnel shall be appealed to the Board of Stewards by submitting a written appeal and requesting a meeting to determine the outcome.

GOV108 – The Board of Stewards shall provide oversight for all VISION HCP budgets including approval of employee salary schedules and annual budgets. Waivers 22-63-401, 22-32-109 (1) (f)

Procedure:

A proposed budget shall be provided to the Board of Stewards in April or May of the previous school year.

GOV109 – Each VISION HCP office will submit to the Treasurer of the Board of Stewards on a quarterly basis an update of annual budget projections and expenditures.

GOV110 - Each VISION HCP office shall maintain an Accountability Committee in accordance with state law.

Procedure:

Accountability Committee member's names shall be submitted for School Board approval each year. The committee will work upon issues regarding the quality of the program for its Learners and the specific district charges as designated by the Delta County School Board. This committee shall meet a minimum of once per month during the school district's calendar months.

