



Program Handbook

2011-2012

Surface Creek Vision Home and Community Program

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MISSION

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 optimal teaching environment for each teacher.

Philosophy

We believe that children naturally learn 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/her search for a common purpose and ways to serve.

These two searches are mutually strengthening and inseparable.

We believe that we are served well by taking to heart the following principles:

1. Support and trust each young person.
2. Support and trust each parent.
3. Approach and honor all others with love and respect.
4. Never sacrifice the well-being of a child for the future of the program.
5. Program accountability is built on the integrity of individuals and relationships.
6. Leadership that facilitates; membership that participates.
7. Promote open and inclusive conversation. Strive for consensus.
8. Do not hurry; the quality of the process is the goal.
9. Maintain humor, humility and flexibility.
10. Never give up on anybody; keep the door open.
11. Do not do for others what they can do for themselves.
12. The deepest learning often comes within the context of relationship.
13. Facilitate informed, careful and unpressured choice. True commitment and a sense of responsibility usually follow.
14. Examine carefully what we model, for that is what we teach.
15. When mistakes are realized, be open, and accept responsibility immediately.
16. Worthwhile policies permeate every level of an organization.
17. Meaningful future lives flow from meaningful present lives.
18. Inspired teachers are learning; inspired learners are teaching.
19. Listen well and do not respond until you find compassion and respect.
20. Question everything, especially when the children's eyes cease to shine.

Surface Creek VISION Home and Community Program Summary

The Surface Creek VISION Home & Community Program (SCVHCP) 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 SCVHCP 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 Surface Creek 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 Surface Creek 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 with 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 a maximum of funds available, 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 Surface Creek 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 SCVHCP must participate in the state mandated tests (CSAP, ACT and DIBELS).

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/her 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/her dreams with a strong support system in place. The following policies and procedures are designed to support Learners in their education while maintaining the necessary accountability for participating within a public school.

Alternative Support Program- LAUNCH

Learning, Action & Understanding for New, Comprehensive Horizons

❖ *Academics*

- ◆ Each school year learners earn the following credits by attending class at the Vision facility four days per week:
 - 1 credit of math
 - 1 credit of literacy
 - 1 credit of social studies
 - 1 credit of science
 - 2 credits outside of the LAUNCH program (work study, electives etc.)
- ◆ Learners are expected to earn two credits outside of scheduled LAUNCH time.
- ◆ These two credits need to be approved by the LAUNCH Learning Team.
- ◆ Each learner is expected to participate in monthly experiential learning activities, to be coordinated by LAUNCH, on a Friday.

❖ *Enrollment*

- ◆ Enrollment for all learners into LAUNCH is contingent upon signing the contract.
- ◆ Learners in the program must be of an age to qualify for 9th to 12th grade.
- ◆ Preference is given to full-time participants. Part-time or crossover participation is possible as resources permit.

- ◆ Enrollment deadline by September 15th although enrollment period officially ends October 1st.
- ◆ The LAUNCH program accepts new learners into the program as resources allow.

HOW VISION BEGAN

In the summer of 1999, Dev Carey gave a talk to the Paonia Friends of the Library. There, he shared what he had learned in eight years of working with North Fork Valley youth and outlined his ideas for an ideal educational program. Judy Livingston was in the audience and she approached Dev afterwards and said, "Your ideas are very similar to those of my husband, Laddie Livingston, Superintendent of Public Schools for Delta County. You two should get together."

Carey and Livingston did get together and in the space of a few hours, the groundwork for Vision was set. In the fall of 1999, Dev was hired by the school district to write a formal proposal. Meanwhile, a local homeschooled youth, Magnus Schevené, met Brent Cameron, founder of the Wondertree Program in Vancouver, Canada. Brent gave an inspiring talk in which he shared the message that alternative kinds of education work. Once these two ideas got together, Vision became a reality.

A series of public meetings occurred in which the proposal was discussed and modified until all participants were satisfied. In February 2000, the Delta County School Board gave its official support of the proposal.

That spring, the Colorado State Board of Education gave the district the waivers it needed to proceed. The goal of this new program was to serve homeschoolers by allowing students to learn wherever, however, whenever and with whoever worked best for them while also creating the common structure, support system and accountability process necessary for the utilization of public funds.

The ingredient that made this all possible was the resource consultant, who would be a school district employee and also work individually with each student and family to create their optimal learning environment. In May of 2000, fifteen resource consultants were hired.

In June, these RCs, the Board of Stewards, Brent Cameron and Wondertree developed by consensus the majority of policies and procedures that provide the basis for our operations today.

The real foundation for Vision, of course, was set by the long history of homeschooling and alternative schools in Delta County. Vision was following the lead of the numerous courageous parents who were already trying new ways of "schooling" and had bright-eyed, successful kids to prove that these ways worked. Moreover, it was the sheer

numbers of kids outside the public schools in Delta County, along with ongoing charter school applications, that convinced Mr. Livingston that the future of public education hinged upon having real and meaningful choice within public schools

CONSENSUS

History of Consensus

After much discussion of options for decision-making within the Vision program, it was decided that consensus, for all policy/procedure changes or adjustments, is the favored process.

A prerequisite to consensus is listening to and valuing opinions of those involved in the Vision HCP.

What follows is the consensus process used for all official Vision meetings.

Consensus Process:

- Make sure that the group is aware of the consensus process and agrees to follow it.
- Identify a facilitator who is skilled and familiar with the consensus process.
- Set the agenda. Either the agenda can be set and published in advance, or it can be determined at the beginning of the meeting with the facilitator asking for potential agenda topics and writing them all down on a blackboard or equivalent.
- Ask participants to be brief when giving descriptions of their proposed topics.
- Prioritize the agenda. Once all potential topics are listed, the facilitator asks participants to vote for their top 2-4 topics (numbers depend on group size, topic length and time). Topics are then prioritized in the order of the number of votes received.
- Begin with topic #1. If the facilitator suspects that people will have a lot to say on this topic and are not yet clear about a solution, always consider breaking into small groups (pairs are often good) before a large group discussion.
- Small groups allow more people to think aloud, feel heard and receive feedback quickly. Often it works well to insist that each person in the small group gets 3-5 minutes of uninterrupted time to talk (the facilitator will need to keep track of time and tell people to switch half-way through the small group time). Follow the small group time with a full group circle in which everybody has a brief amount of time to share his or her current thinking.
- When the facilitator suspects that the group is close to consensus (this may be right at the beginning of the discussion in which case the previous step can be skipped), have a participant make an official proposal. Make sure everybody is clear about the proposal, and then ask for people's level of agreement in the form of hand signals. "Thumbs up" means that a person can support the proposal. Hands together means that a person could support the proposal but it is not optimal for him or her. "Thumbs

down” means that a person is unable to support the decision. Have participants hold their signals and look around to see what each participant's decision is.

- ✓ If there is consensus with all participants demonstrating thumbs up, put the proposal in writing and have everybody sign it. Continue to the next item on the agenda.
 - ✓ If there are only a few people without their thumbs up, ask those people about their reservations. After the reservations are all heard, ask if anybody has an amended proposal that would address those reservations. Repeat the process and continue until all participants have thumbs up to the proposal or to the idea that the proposal be accepted even if there are still some reservations.
 - ✓ If consensus seems far away or the details of a decision are not holding everybody's interest, consider forming a subcommittee that represents the diversity of group opinion. Make sure that subcommittee knows when and where they'll meet next (maybe after the meeting to set a time). Be clear about whether (a) the subcommittee has the power to make a final decision (get consensus from the whole group on this) or (b) the subcommittee will reintroduce the topic at a future meeting after they have created a proposal on which they have full consensus. Go to the next topic on the agenda.
- There are times when a decision has to be made and there is not sufficient time to reach consensus. In these cases the facilitator can get consensus to go with majority vote or with a temporary solution until consensus is reached. Put these decisions in writing as well with signatures.
 - In some cases full consensus, although still the ideal, is not realistic. In these cases, it is permissible to make decisions without everyone's consent. One of the more difficult scenarios in consensus is when somebody's main purpose is to undermine the process rather than to find a good solution. In this scenario, it is sometimes appropriate to make a decision without full consensus. Moving forward to make a decision should only happen after people in the group have made every effort to have the dissenting participant feel like an important member of the group. If the effort fails to have positive results, and participants have talked openly and kindly about the reason for overriding that person's vote, the group can move forward with making a decision. If, in this process, people get angry or confrontational, stop and take a long break from the topic. Encourage people to talk individually with the dissenter. Any decision made by overriding a participant's vote should be considered less than ideal and temporary.
 - Discuss time, place and agenda for the next meeting.

Some tips:

- ✓ Make sure that on every topic each person who wants to be heard has a chance to speak.
- ✓ If the facilitator isn't sure what to do next, stop and ask the group for help.
- ✓ Write suggestions for the agenda somewhere where everyone can see it. The facilitator should consider getting someone else to be the scribe.
- ✓ The facilitator should not be the primary source of information or opinion about a topic.

- ✓ Give each issue enough time to discuss it thoroughly and do it justice. Make sure all participants are clear about what was decided. Quickly moving through the agenda just to finish almost always backfires.
- ✓ Remind people often that the meeting itself is a special time. It is a place to honor each other and share thoughts and an opportunity to search for deeper truths. The quality of the meeting experience is the highest goal, the enjoyment in the process and wise decisions.
- ✓ Make sure that all people who are important players in a decision are invited to the meeting. If they have opinions but are unable to attend the meeting, ask them to write their opinions and make copies for everyone who attends the meeting. If important participants are invited but just do not attend the meeting, make decision without them, and provide them with information detailing what occurred. Any decision can be revisited if needed.

Due Process (GOV 106, 107)

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

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)*

Part of any honest and valuable relationship is a constant communication about what is and is not working. Honest feedback, given in a compassionate and caring manner, is a valuable and worthwhile service to others. It is ideal when people feel enough safety and security to ask for such feedback on a regular basis. In Vision, the preferred option is for evaluation to be an ongoing and natural part of the learning cycle.

Unfortunately, the ideal isn't always realized. Because of this, we have grievance procedures, appeals, evaluation forms and methods of documenting complaints. A negative consequence of such procedures is that they encourage people to use them in place of creating positive and functional relationships. Therefore, Vision procedures have direct and open communication as the final goal.

The following is the procedure for moving through disagreement. Document each step in writing and get signatures if appropriate.

- 1) Plan for the unanticipated. Be proactive and anticipate potential issues. A complete agreement contains a plan for checking-in and evaluating the progress and process as well as a course of action if agreements are not met. Maintain open and ongoing communication about whether the agreement is or is not working. Listen carefully to other points of view and create a respectful environment in which disagreement can be safely and quickly aired. Anyone who decides to back out of an agreement is responsible for formally communicating this to all relevant parties.
- 2) Prepare yourself. Get the support you need. Be clear about what you would like to see happen. Prepare a strategy.

- 3) Identify the source. Decide if your disagreement is with a person or group of people, or with a policy or procedure. Then proceed to the appropriate section below.

Personal Conflict

- Go to the source. Talk to the person or people with whom you disagree. Share your concerns and give them a chance to share theirs. If you anticipate that this conversation might be difficult, consider finding a mediator, such as the Vision advocate. Both parties should either agree upon the mediator or each party should bring their own personal support. A sense of equality is key.
- Be persistent. If resolution still is not present, it may be necessary to bring in other RCs, the director or a steward to mediate. The final step requires a hearing in front of the Board of Stewards, whose decision is final.

Policy Change

- When you disagree with a Vision policy or procedure, identify specific issues and any counterproposals. Your proposal is more likely to get consensus of the Surface Creek Vision community if you have already run it by those with differing views and found common ground. Preparation is important.
- Once you've prepared your proposal, put it in writing and submit it to the Vision office by the 20th of the month. It is then discussed at the first policy meeting of the following month. Come to the meeting and be ready to share, listen, and give and take in order to find a win-win solution.

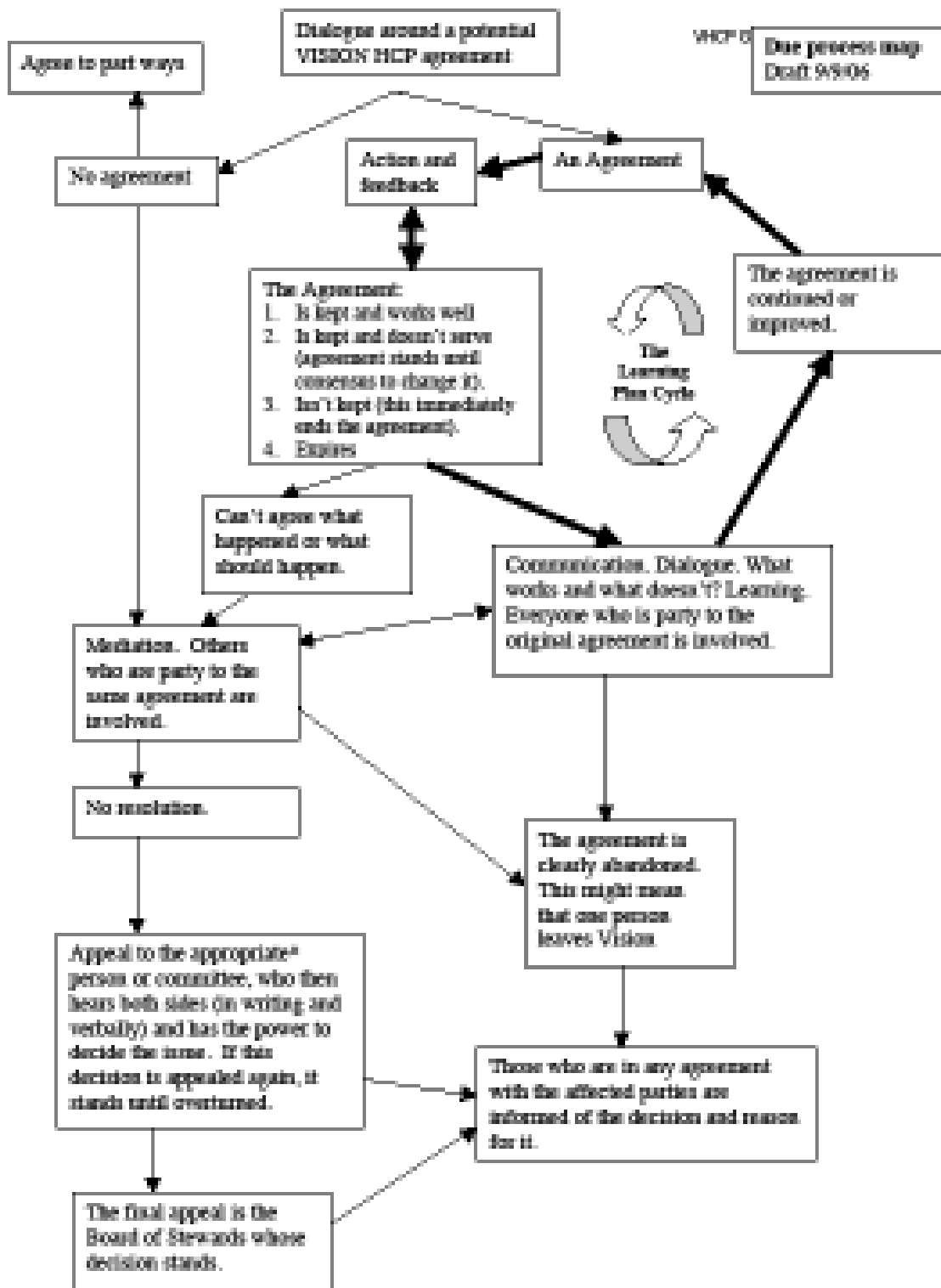
On the next page is a visual representation of the Due Process procedure, a Due Process Map. To further clarify this procedure we include the following explanation.

Due Process Map Explanation

Summary: All VISION HCP participants formally agree to follow VISION HCP due process procedures and decisions.

In general, these are the steps of due process:

1. Talk to the person directly, share concerns, try for a new and improved agreement or agree to part ways. If this fails then go to Step 2. BUT, be ready to demonstrate that you genuinely tried Step 1. Ways to demonstrate it are (a) agreement from the other person that Step 2 is needed, or (b) documentation of the failed conversation.
2. If others are party to the relevant agreement, involve them. Enlist a mediator (or two). If no agreement or mutual decision to part ways is reached, go to Step 3. BUT, again be ready to demonstrate that you tried both steps 1 and 2 unsuccessfully. Demonstration that Step 2 was tried and failed means (a) all parties corroborate the statement, and/or (b) the mediator(s) corroborates the statement and is (are) willing to testify to it in Step 3.
3. Appeal to appropriate person or group. Both sides will submit written and verbal statements and the case will be decided for them. The decision stands even if it is appealed again to the next level.
4. The final appeal is the Board of Stewards whose decision is final.



Process for Policy Change, Creation & Review

(GOV 104)

- 1) The Vision HCP operates under a set of Joint Policies, which have been approved by the Board of Stewards and the School Board. Changes to these policies or additional policies require the approval of all 3 VHCP locations, the Board of Stewards and the School Board.
- 2) The Surface Creek branch of Vision will provide the opportunity for a monthly policy meeting. These meetings will be held at a consistent and predictable time, date and place. (Currently, the fourth Wednesday of the month at 9:30 a.m.) Meetings may be cancelled if there are no proposals submitted by the published deadline. Resource consultants, staff and stewards will be strongly encouraged to attend.
- 3) All other Vision participants (learners, parents, educators) are welcome to attend and will be included in the decision making process. It is expected that all people attending the meeting will be familiar with the consensus process and will have the primary agenda of mutual respect, learning and a search for policy that can be supported by all.
- 4) All policy decisions will be by consensus of all present. Until consensus is reached, existing policy will remain in effect.
- 5) Each meeting will begin with the facilitator and group working together to set and prioritize the agenda for the meeting. Only large picture, policy-relevant discussions are appropriate at this meeting.
- 6) The appropriate process is to:
 - a) Follow due process as described in the handbook.
 - b) Generate a clear, well-written proposal, following the guidelines listed below.
 - c) Submit the proposal to resource consultants and the newsletter editor by the 20th of month. The proposal will be circulated through the newsletter to learners, parents, educators and stewards. The item will then be placed on the agenda for the policy meeting the following month.
- 7) When policy decisions are passed, they will be signed by all present and then placed in the policy notebook in the Vision office.
- 8) There is no quorum required, and so long as these procedures have been carefully followed, policy decisions will be effective immediately unless desired otherwise by the group.
- 9) Anyone who disagrees with a decision and was not present at the meeting has the right to reintroduce a counterproposal at any time.
- 10) Each policy proposal will be prioritized and discussed as time allows. Before any proposal can be established as a policy it needs:
 - a) Intent of policy
 - b) Wording reached by consensus
 - c) Signatures from participants
 - d) Date passed

Vision is a growing and changing program and a frequent and dependable forum for policy discussion is needed. The above procedures were created with the intent of maximizing the participation and power of those in the program most affected by policy decisions.

LEVELS OF SUPPORT FOR K-3 LEARNERS AT SCVHCP

For the 2011-2012 school year, each learner will be assigned a highly qualified consultant or HQC to provide resources, support and review of their Individual Learning Plan. The level of support for each learner is determined by the consensus team, consisting of the family, learner, RC and HQC. The team will utilize the eligibility criteria below and, if needed, will review a body of evidence to support the decision.

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. This level of support will be reviewed throughout the year to make sure that it is meeting the needs of the learner.

Progress Goals Review Frequency

STATUS	RC ROLE	HQ ROLE	LS ROLE
<i>Level 1</i>	<i>Monthly</i>	<i>Semester</i>	<i>NA</i>
<i>Level 2</i>	<i>Weekly to Monthly</i>	<i>Quarterly</i>	<i>NA</i>
<i>Level 3</i>	<i>Weekly</i>	<i>Monthly</i>	<i>Weekly to Monthly</i>

LEVEL 1

Benchmarks:

- *DIBELS- Low risk or at benchmark*
- AND/OR
- *Math- Basic skills evaluation or documents that demonstrate alignment with CMCS or pre- math skills is being completed in an exploratory way as appropriate for methodology or age (We can provide assessments in handwriting, writing and spelling, if needed)*

RC:

- *RC and family meet initially to discuss academic strengths, concerns and Learning Plan options.*
- *RC meets with family and learner at least monthly in order to discuss progress and view schoolwork.*
- *RC completes quarterly documentation of growth logs.*

HQC:

- *HQC reviews ILP with the expectation that it will be approved unless vital elements are missing within template.*

- *HQC is available for requested support from family and reviews progress on a predetermined basis (see progress goals).*

Assessments:

- *Required to take DIBELS 3x a year*

LEVEL 2

Benchmarks:

- *DIBELS- Some risk or strategic instructional strategy- discussion about curriculum choices and methodology may be of benefit*

AND/OR

- *Math- Some Risk- Basic skills evaluation or documents that demonstrate that there may be some issue with math skills- observation and discussion is needed for curriculum choices and methodology*
- *This level of support is required for all new learners entering the program, pending first quarter review, unless family enters the program with prior assessment documentation. New learners will be required to have assessments in core academic areas, which may include SCANTRON for 2nd and 3rd graders.*

RC:

- *RC and family meet initially to discuss academic strengths, concerns and Learning Plan options.*
- *RC meets with family and learner at least monthly in order to discuss progress, view schoolwork and collect quarterly work samples in areas of concern.*
- *RC completes monthly documentation of growth logs in areas of concern.*
- *RC and HQ meet monthly to review progress.*

HQC:

- *HQC reviews ILP and makes contact with the RC to discuss growth and look at the methods, materials, curriculum and/or structure.*
- *HQC is available for requested support from family and reviews progress on a predetermined basis (see progress goals)*
- *RC and HQC meet monthly to review progress.*

Assessments:

- *Required to take DIBELS 3x a year*
- *Learners need to complete an approved assessment 3x a year in the subject area of concern. This may include SCANTRON for 2nd and 3rd graders.*
- *Learners need to submit quarterly work samples in any areas of concern. These are collected by the RC and turned into the HQC for review.*
- *The Learning Style assessment is highly encouraged.*

LEVEL 3

Benchmarks:

- *DIBELS- High risk or intensive intervention- Need to have progress monitoring at least monthly*

AND/OR

- *Math- High-risk math - Basic skills evaluation or documents demonstrates inconsistent skills with age level standards. Specific recommendations for curriculum, structure and methodology should be made as a prescription.*

RC:

- *RC and HQC meet at the beginning of the year (preferably before meeting with the family) to discuss academic concerns and develop written “prescriptions” in areas of concern to be included in the ILP. Family must either choose to implement the “prescription” or bring forth an alternate plan to address the main concern with the HQC and RC in a joint meeting.*
- *The RC then meets with the family and learner to discuss the written prescriptions, academic strengths, concerns and Learning Plan options.*
- *RC completes weekly check in meetings to review progress in areas of concern, view schoolwork and collect monthly samples.*
- *RC completes monthly documentation growth logs that include the weekly check in notes.*
- *RC and HQC meet on a monthly basis to review progress.*

HQC:

- *HQC and RC meet at the beginning of the year to discuss academic concerns and develop written “prescriptions” in areas of concern to be included in the ILP. Family must either choose to implement the “prescription” or bring forth an alternate plan to address the main concern with the HQC and RC in a joint meeting.*
- *HQC reviews completed ILP and communicates with the RC.*
- *HQC is available for requested support from family and reviews progress on a predetermined basis (see progress goals)*
- *HQC and RC meet on a monthly basis to review progress*

LS:

- *RC and/or HQC complete a referral to the Learning Specialist who does assessments in the area of concern. This could also include a PACE evaluation and a Learning Style profile.*
- *Students are then moved to Tier 2 and be considered for a RTI plan.*
- *LS or HQC provide written “prescriptions” for Learning Plan consideration. Family must either choose to implement the “prescription” or bring forth an alternate plan to address the main concern with the HQC and RC in a joint meeting.*
- *Put together a plan of getting more support for this student through tutoring or other interventions.*

Assessments:

- *Required to take DIBELS 3x a year*
- *Learners need to use an approved assessment 3x a year in the subject area of concern. This could include SCANTRON for 2nd and 3rd graders.*
- *Learners need to have progress monitoring in reading at least monthly*
- *Learners are required to submit monthly work samples in areas of concern*

LEVELS OF SUPPORT FOR 4-12th GRADE LEARNERS

Progress Goals Review Frequency

STATUS	RC ROLE	HQ ROLE	LS ROLE
<i>Level 1</i>	<i>Monthly</i>	<i>Semester</i>	<i>NA</i>
<i>Level 2</i>	<i>Weekly to Monthly</i>	<i>Quarterly</i>	<i>NA</i>
<i>Level 3</i>	<i>Weekly</i>	<i>Monthly</i>	<i>Weekly to Monthly</i>

LEVEL 1

Benchmarks:

- *Learner scores advanced on the CSAP test*
- *Learner scores proficient on the CSAP test*
- *Learner receives a composite score of 20 or higher on the ACT*

RC:

- *RC and family meet initially to discuss academic strengths, concerns and Learning Plan options.*
- *RC meets with family and learner at least monthly in order to discuss progress and view schoolwork.*
- *RC completes quarterly documentation of growth logs.*

HQC:

- *HQC reviews ILP with the expectation that it will be approved unless vital elements are missing within template.*
- *HQC is available for requested support from family and reviews progress on a predetermined basis (see progress goals).*

Assessments:

- *Required to take CSAP test each spring or ACT in 11th grade.*

LEVEL 2

Benchmarks:

- *Learner scores partially proficient on the CSAP test with high growth or typical growth*
- *Learner receives a composite score of 16-19 on the ACT*
- *This level of support is required for all new learners entering the program, pending first quarter review, unless family enters the program with prior assessment documentation. We require them to have assessments in core academic areas, which could include SCANTRON.*

RC:

- *RC and family meet initially to discuss academic strengths, concerns and Learning Plan options.*
- *RC meets with family and learner at least monthly in order to discuss progress, view schoolwork and collect quarterly work samples in areas of concern.*
- *RC completes monthly documentation of growth logs in areas of concern.*
- *RC and HQC meet monthly to review progress.*

HQC:

- *HQC reviews ILP and makes contact with the RC to discuss growth and look at the methods, materials, curriculum and/or structure that were used last year.*
- *HQC is available for requested support from family and reviews progress on a predetermined basis (see progress goals)*
- *RC and HQC meet monthly to review progress.*

Assessments:

- *Learners need to complete an approved assessment 3x a year in the subject area of concern. This could include SCANTRON.*
- *Learners need to submit quarterly work samples in any areas of concern. These are collected by the RC and turned into the HQC for review.*

LEVEL 3

Benchmarks:

- *Learner scores partially proficient on the CSAP test with low growth*
- *Learner scores unsatisfactory on the CSAP test*
- *Learner receives a composite score of 15 or below on the ACT*

RC:

- *RC and HQC meet at the beginning of the year to discuss academic concerns and develop written “prescriptions” in areas of concern to be included in the ILP.*
- *The RC then meets with the family and learner to discuss the written prescriptions, academic strengths, concerns and Learning Plan options.*

- *RC completes weekly check in meetings to review progress in areas of concern, view schoolwork and collect monthly samples. RC completes monthly documentation growth logs that include the weekly check in notes.*
- *RC and HQC meet on a monthly basis to review progress.*

HQC:

- *HQC and RC meet at the beginning of the year (preferably before meeting with the family) to discuss academic concerns and develop written “prescriptions” in areas of concern to be included in the ILP. Family must either choose to implement the “prescription” or bring forth an alternate plan to address the main concern with the HQC and RC in a joint meeting.*
- *HQC reviews completed ILP and communicates with the RC.*
- *HQC is available for requested support from family and reviews progress on a predetermined basis (see progress goals)*
- *HQC and RC meet on a monthly basis to review progress*

LS:

- *RC and/or HQC complete a referral to the Learning Specialist who will do assessments in the area of concern. This could also include a PACE evaluation and a Learning Style profile.*
- *Students are then moved to Tier 2 and are considered for a RTI plan.*
- *LS or HQC provides written “prescriptions” for Learning Plan consideration. Family must either choose to implement the “prescription” or bring forth an alternate plan to address the main concern with the HQC and RC in a joint meeting.*
- *Put together a plan of getting more support for this student through tutoring or other interventions.*

Assessments:

- *Learners need to complete an approved assessment 3x a year in the subject area of concern. This could include SCANTRON.*
- *Learners are required to submit monthly work samples in areas of concern.*

Response to Intervention

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

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 their 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. If necessary, a RTI plan will be completed on the learner.*
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.

ROLES

(GOV 101-116)

Learner

Entrance:

- Any child who resides in Delta County is eligible regardless of race, color, creed, national origin, gender or marital status. Any child who resides in adjacent counties is eligible before October 1, as space is available.

Application/enrollment:

- Complete application and submit to SCVHCP main office. Family advocate will contact the applicant by phone to arrange an orientation and place them on the waiting list, if applicable.
- Once applicant and parent have attended an orientation and made an informed decision to continue the process of enrollment, the Family Advocate will facilitate matching the family with a RC.
- Enrollment is complete once all required enrollment documents are completed.

Role:

Determine Support Level Status through cooperative work with the parent, RC, and Highly Qualified Consultant.

Develop and update the Individualized Learning Plan with the RC 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 the creation of the Individual Learning Plan through active, engaged conversation which reviews skill level as determined by previous work completed, individualized testing, and CSAP scores in order to ensure the required components of the LP are included while also ensuring that the needs of the Learner are the priority.
- Document the agreed upon resources and methods that will be implemented within shared Individual Learning Plan.
- 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.

- Develop and maintain an Individual Career and Academic Plan (ICAP) grades 6-12.

Evaluation and Accountability:

- Participates in creating the learning plan and revisits it often throughout the year, revising as needed.
- Actively participates at extended family check-ins.
- Participates with parents/guardians and RCs further documents learning, using Learning Growth Plans.
- May be asked to maintain a portfolio in order to document progress in accordance with the learning plan.
- Is accountable to self, family, RC and any educators engaged.
- Fulfills agreements and contracts entered into.
- Displays conduct that demonstrates self-respect and respect for all others. Demonstrations of reckless disregard for others will immediately be addressed in a group meeting involving the learner, parent and RC and potentially the program director.

Governance:

- May propose policy changes.
- May attend policy-making meetings.
- Has an equal voice in this program.

Exit:

- Learner may choose to exit the program at any time.
- Learner may be asked to exit the program if agreements have not been met.
- A Vision exit form must be completed in all instances.

Parents

Entrance:

- Enrollment is by choice of parents and child.
- Successful learners in Vision usually have active and supportive parents.
- Parents must familiarize themselves with the Vision mission and philosophy, requirements and policies in order to participate fully in their crucial role.
- The parent and child work with the advocate in the Vision office to find a resource consultant that they are comfortable working with.
- Enrollment is official only when a formal agreement between parent, learner and resource consultant is completed along with the other necessary paperwork.

Application/enrollment:

- Complete application and submit to SCVHCP main office. Family advocate will contact the applicant by phone to arrange an orientation and place them on the waiting list, if applicable.
- Once applicant and parent have attended an orientation and made an informed decision to continue the process of enrollment, the Family Advocate will facilitate matching the Family with a Resource Consultant.
- Enrollment is complete once all required enrollment documents are completed including a formal agreement between parent, learner and resource consultant. (See page ?)

Role:

- Parents have a central role in their child's education.
- Parent participation is supported, encouraged and applauded in all parts of the program.

Determine Support Level Status through cooperative work with the Resource Consultant and Highly Qualified Consultant.**Develop and update the Individualized Learning Plan with the Learner, Resource Consultant and Highly Qualified Consultant in order to optimize a successful educational path.**

- Participate within the consensus group (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 the creation of the Individual Learning Plan through active, engaged conversation which reviews skill level as determined by previous work completed, individualized testing, and CSAP scores 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.
- 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 the use of chosen curriculum and compliance with the Colorado Content Model Standards within individual learning plan. (CRR102)
- Update the Individual Learning Plan as needed based upon the success or struggles of a Learner. (CRR102)
- 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.
- Encourage and participate in the development and maintenance of the learner's ICAP.

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 have an official transcript 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.
- Pick-up completed purchase orders within 2 weeks of notification of arrival.

Participate in the Response to Intervention (RTI) process as needed. (SPS101)

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

Accountability:

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

- Review learner progress on a weekly basis to determine whether the materials and methods implemented are helping the Learner succeed in his goal. (CRR102)
- Collect schoolwork as designated by the Support Level Status to be given to the RC.
- Maintain regular contact with the RC to ensure that the RC has complete understanding of successes and challenges to complete Documentation Requirements consistent with the designated Support Level Status.
- Document weekly attendance within the Hourly Log. (CRR102)
- 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.

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)
- Participate in the creation of a Learner Schedule of Hours (online document) that 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.
- All of the above documentation needs to be completed online in the Paragon system.

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 complete necessary documents.
- Families will understand and follow all protocols regarding issues of non-compliance as related to the agreements. (VHL113)

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 SCVHCP are property of the SCVHCP, not personal property.
- Keep track of any tangible and durable goods that will need to be returned when exiting the program or when the materials are done being used by the learner.
- Return any materials that are not being used so they can be distributed to another family for use.
- Maintain due care for materials and equipment provided to the family for use in meeting educational goals.

Governance:

- The parent also has the opportunity to participate in Vision government by serving on the Board of Stewards, attending Parent Accountability, attending policy meetings and being a part of the consensus process.

Contact Information:

Parents are informed about all aspects of Vision through their RC, parent representatives on the board of stewards, mailings, newsletters, bulletin boards in the office and the website www.surfacecreekvision.com. The Surface Creek Vision office will host monthly Parent Accountability Meetings at a time to be determined by participants.

Exit:

- Parents leave the program when their child leaves the program.
- Parents are asked to complete and sign the Vision exit form.
- Parents and child may be asked to leave the program if required agreements are not kept.

- *Resource Consultants*

Entrance:

- RC positions are advertised in local newspapers and through the Delta County School District website when it is determined that additional RCs are needed.
- Hiring of RC's is done by a committee of Surface Creek Vision community members. Ideally this committee consists of learners, parents, other RCs and staff.
- Are employed by the Delta County School District, participate in PERA but do not qualify for health benefits. Compensation is based on an hours-per-week formula.

Enrollment/application:

- 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.
- Maintain accuracy of basic Learner information. As there are changes to the basic information, send those changes to the Learner Records administrator.

Role:

- Act as an advocate for learners in their care.
- Set their own workload and schedule for meeting with learners.
- Participate in policy decisions and act as a general advocate for the Vision program.
- Maintain accurate and detailed records in the Vision office. As well as documentation of continual growth in the data entry system, Paragon.
- Inform Learners and parents of new opportunities and events as they become available.

Determine Support Level Status through cooperative work with the Learner, family and Highly Qualified Consultant.

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 (if needed) 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, and CSAP scores 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.

- 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 the use of chosen curriculum and compliance with the Colorado Model Content Standards within Individual Learning Plan. (CRR102)
- 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.
- Encourage and assist with the development and maintenance of the learner's ICAP, when requested.

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.

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 SCVHCP 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 in LP is completed.
- Turn in completed transcript with all Educator progress reports to the Data Administrator.

RC Duties for the Progress Assessment/Documentation of Growth

- Meet with family and learner within the timeline designated by the Support Level Status (minimum of monthly for highest level) in order to discuss progress and view schoolwork.
- 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. Maintain adequate contact with family and Learner to ensure complete understanding of successes and challenges that enables RC to provide quality documentation with the Documentation Log.
- Update the Individual Learning Plan as needed based upon the success or struggles of a Learner. (CRR102)
- Collect documents from the parent and/or Learner as designated by the Support Level Status.
- Resource and assess progress with the appropriate Highly Qualified Consultant during monthly meetings. Provide the collected documents to the HQC at least one week prior to the monthly meeting. (EDU103)

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)
- Facilitate the creation of a Learner Schedule of Hours (online document) that documents the required 360 for Full-Time and 90 for Part-Time learning hours. (VHL114)
- Ensure that the parent or learner completes the Hourly Log every week.

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

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 SCVHCP facility or when sponsoring/participating in a program field trip or event at an off-site location.

- If meetings are scheduled at the SCVHCP office, the parent and RC will devise a plan regarding the safety and boundaries of the children while at the office.
- 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 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. (VHL106) (VHL107)
- RCs 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 follow all protocols regarding issues of non-compliance from a Learner or family as related to the agreements. (VHL113)
- RCs complete all exit procedures for Learners who leave the program regardless of Learner circumstances.

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 includes a list of durable and tangible goods.
- Maintain due care for materials and equipment provided to the RC for use in completing the RC job requirements. (HR108)

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)

RC duties for exiting learners:

Before a Learner is officially exited from the SCVHCP and their records released, their

Resource Consultant must meet with the SCVHCP Learner Records Administrator for an Exit Interview.

At this meeting the follow matters are confirmed:

- All Open Educator Invoices are closed (see Educator Invoice Process)
- All Educational Resources returned in working order. The RC should confirm this with the durable/tangible goods inventory.
- Final documentation completed
- Paragon Hourly Log completed thru to last known 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 SCVHCP
- If a Learner is exited due to noncompliance, the SCVHCP Learner Records Administrator will notify the SCVHCP director who will notify 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.

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

- RCs attend the RC meetings as scheduled.
- There is one RC Retreat per year.
- RCs are asked to serve on committees as needed.

RCs attend and serve at all Program events (SCVHCP Fair, SCVHCP graduation ceremony, SCVHCP Back to School Picnic, SCVHCP Senior Presentation Night) in a

Evaluation and Accountability:

- Are evaluated by their learner families as well as by the Vision Director annually.
- Participate in self-evaluation and reflection, as well as professional growth and evaluation from the Director twice a year.

Exit:

- RC's are to give sufficient notice so that a replacement can be found and trained before the position is vacated.
- Program director can ask a RC to leave at any time.
- RC's are responsible to transfer ALL updated and current records to the RC Advocate.
- RC's must return all program equipment and materials to the Vision office.

Contact Information:

Contact the Surface Creek Vision office for a list of current RCs or look at our website at www.surfacecreekvision.com.

Highly Qualified Consultant (HQC)

Role:

Determine Support Level Status through consultation with all Highly Qualified Consultants in which progress documents are reviewed (including transcripts and standardized assessments) and consensus of the family, RC and HCQ.

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 (if needed), 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, and CSAP scores 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.
- 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)
- Provide suggestions and encourage updates within the Individual Learning Plan as needed based upon the success or struggles of a Learner. (CRR102)

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.

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.

The HQC maintains 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 HQC.

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

- 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.
- Review the Documentation Log and documents turned in by the RC and assess movement toward Course Goals within the timeline consistent with the Support Level Status.

Participate in the Response to Intervention (RTI) process as needed. (SPS101)

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

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)

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

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)

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

- Attend RC meetings as scheduled.
- There is one SCVHCP work Retreat per year. Attendance is mandatory from the meals through the conclusion of the working meetings.
- HQCs attend and serve at all Program events (SCVHCP Fair, SCVHCP graduation ceremony, SCVHCP Back to School Picnic, SCVHCP Senior Presentation Night) in a position designated by the event planning committee.

Learning Specialist

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 family and RC to discuss issue.
- Meet with and evaluate learner skills.
- Assist and resource for the Learner by consulting with the RC, HQC, 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)
- Provide suggestions and encourage updates within the Individual Learning Plan as needed based upon the success or struggles of a Learner. (CRR102)

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

- 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.
- 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.

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)

Participate in the Response to Intervention (RTI) process as needed. (SPS101)

Participate in the English Language Learner Process as needed. (VHL103)

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

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)

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.

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

- Attend all the scheduled RC meetings.
- There is one SCVHCP Work Retreat per year.
- The Learning Specialist attends and serves at all Program events (SCVHCP Fair, SCVHCP graduation ceremony, SCVHCP Back to School Picnic, SCVHCP Senior Presentation Night) in a position designated by the event planning committee.

Staff

Entrance:

- Hired by the director with input from existing staff.

- Employed by the Delta County School District, participate in PERA, offered full health benefits if working at least 30 hours per week. Compensation is based on the current salary schedule. Other contract terms are negotiated individually.
- Staff positions are advertised in the local newspaper and through the Delta County School District website.

Role:

- Responsible for helping the director fulfill his or her job description.
- Coordinate and provide services for resource consultants, learners, parents, and educators.
- Assist in helping all roles meet program, district and state requirements.
- Job description is negotiated individually based on program needs and the person's passion and expertise.

Evaluation and Accountability:

- Professional growth planning is done twice a year.
- A formal evaluation is done once yearly by the Director.

Exit:

- Written notice (preferably 2 to 4 weeks)
- The program Director may ask a staff member to leave at any time.

Contact Information:

You may reach the Surface Creek Vision staff at (970) 856-6193 *fax (970) 856-6197.*

- Director: **Amy Miller**
- Assessment Data Coordinator/DIBELS Facilitator/ACT Testing: **Jessica Carlson**
- LAUNCH Program Coordinator: **Tracy Ihnot**
- Office Manager, Permanent Records, Educator Facilitator: **Pat Tollen**
- Powerschool Administrator, Learner Records Assistant: **Nan Latta**
- Program Finances/Accountant, Inventory, Odysseyware, Newsletter: **Marcia Mitchell**
- RC Advocate, Guidance 6-12, ICAP Facilitator, Graduation Facilitator, ACT Testing: **Don Pyle**
- Learning Specialist: **Paige Lieberman**
- LAUNCH Case Worker: **Chris Schlake**
- Special Activities Coordinator: **Terrie Watts**

Educators

Entrance:

- Hired by a Vision learner and family without any involvement by the Vision office.

- Pick up an educator packet from the Vision office and complete the application process which includes an AVERT background check to screen for past offences against children and incidents involving physical harm.

Role:

- Provides settings where students learn skills under their supervision.
- Develops an agreement with the learner that clearly defines all goals and expectations for the learning process in accordance with the learner's learning plan. All skills being taught and pursued are related to the student's goals.
- Announces classes and tutoring services in the Vision educator directory, and if desired, in the Vision office and newsletter.
Educators who wish to use the Vision office during the times that the office is not staffed by CPR-certified personnel must provide proof of CPR certification prior to being issued a key to the building.

Evaluation and Accountability:

- Learners are encouraged to pick up and complete the educator feedback form and return it to the Vision office.
- Educators are accountable to learners and parents who decide whether or not to continue working with the educator.

Contact Information:

- The Vision office maintains a current list of educators, and each Vision family receives an educator directory annually.

Exit:

- If educator wishes to discontinue involvement in the Vision educator network, he/she must notify the Vision office.

Director

Entrance:

- Position advertised publicly.
- Applicants submit a resume, statement of educational philosophy and four job references.
- Applicants are interviewed and recommended by the Vision Board of Stewards.
- The Director is employed by the Delta County School District, participates in PERA, and is offered full health benefits if working 30 or more hours per week.
- Other contract terms will be negotiated individually.

Role:

- Focus on the children.
- Listen to, encourage, educate and empower VISION participants.
- Facilitate participants in talking to each other.
- Act as a spokesperson and advocate for the Vision program.
- Maintain a sense of wonder and joy with the whole experience so as to be able to infuse others with it.
- Articulate the missions and philosophy and continually bring the program back to that foundation.
- Ensure Integrity of action with stated VISION HCP policies.
- Participate in the evaluation of staff and RC's, stewards and the program overall.

Evaluation and Accountability:

- Seek ongoing feedback from staff, resource consultants and stewards
- Evaluated formally after first six months and annually thereafter. A member of the Board of Stewards, taking into consideration the individual's performance in district-wide issues and the feedback from staff and resource consultants, will perform the evaluation.

Exit:

- Directors are asked to give written notice (preferably 4 to 8 weeks) so that a replacement can be found and trained before the position is vacated.
- Directors can be asked to leave at any time by the Board of Stewards.

Board of Stewards

Entrance:

- Open to anybody in Delta County, except VISION employees.
- Anyone who wants representation on the Board is encouraged and invited to participate.
- A person becomes an official steward when he or she:
 - Has demonstrated active commitment by attending at least two recent meetings.
 - Has the intent to be an active and committed steward for at least a year.
 - Shows an understanding and commitment to Vision mission, philosophy and principles.

Role:

- Nurture and grow integrity to the program mission, philosophy and principles within the individuals, policies and goals of the program.
- Advocate for and facilitate advocacy for the program and its mission.
- Facilitate program-wide learning and a sense of unity.
- Ensure integrity to written program-wide agreements with outside entities.
- Facilitate the hiring, support and evaluation of program directors.
- Hear appeals and be the last step in due process. One meeting is usually sufficient to make a decision on an appeal.
- Make decisions by consensus.

Evaluation and Accountability:

- The intent of the Board of Stewards is not to direct or dictate but rather to advise, to trust and to empower local decision making, and to limit board actions to those that are necessary to fulfill the stated steward role.
- All steward meetings are open to the public.
- Any decision will be by full consensus of everyone at the meeting.
- The Board of Stewards may determine that emergency measures must be taken if full consensus cannot be reached.
- The stewards may exercise the option to vote just among themselves. If consensus minus one is reached here, a decision is made.
- When the issue affects program-wide agreements or mission, philosophy and principles, no final decision will be made during the same meeting in which a proposal is first put on the floor.
- Stewards are accountable to the program.

Exit:

- A steward who cannot continue in the role may resign.
- The motion to expel a member of the Board will be agreed upon by consensus minus one. The member to be expelled will have a minimum of one month to plead his/her case and may request input from members of the Vision community and staff.

Vision Coalition

Entrance:

- The Vision Coalition consists of several schools within Delta County School District 50J. Together they share state waivers acquired by the school district in the spring of 2000.
- The schools currently in the coalition are: North Fork Montessori School, Delta Academy of Applied Learning, Delta Vision Home and Community Program, North Fork Vision Home and Community Program and Surface Creek Vision Home and Community Program.

Role:

- Support choice for learners within the school district.
- Support learners in unique ways in order to provide the optimal learning environment for each learner and educator.
- Share workshops and network events with other coalition schools to strengthen choice within the district.

Contact Information:

- ❖ Montessori School: (970) 872-5910
- ❖ Delta Academy of Applied Learning: (970) 874-0835

- ❖ Vision Home and Community Program for Delta: (970) 874-8226
- ❖ Vision Home and Community Program for North Fork Valley: (970) 527-8766
- ❖ Vision Home and Community Program for Surface Creek: (970) 856-6193

Exit:

- A school can not be part of the Vision Coalition if they sever ties with the district through nonrenewal of a contract or board resolution.

Local School District

Entrance:

- Delta County School Board resolution passed allowing for operation of Vision.
- Delta County School District 50J obtained necessary waivers from the Colorado State Board of Education.

Role:

- Employ indirectly Vision directors, staff, and resource consultants.
- Own or lease the Vision offices.
- Approve all funding and policy decisions made by Vision participants.
- Help to integrate Vision with other district programs.
- Assist in meeting state and federal requirements (e.g. accountability, employment laws, special education provisions, and administration of CSAP and ACT).
- Support choice in public education.
- Gather support in the community for Vision.
- Mediate for the program as a whole when necessary.
- Provide insurance.
- Provide access to equipment and programs when possible.
- Disperse funds.

Evaluation and Accountability:

- Meet state requirements and expectations for usage of state money.
- Participate in regular audits for financial and program accountability.

Exit:

- ❖ The Vision program may cease to exist in either of the following circumstances:
 - Vision does not meet the terms of its agreement with the district.
 - Colorado State Board of Education refuses continuation of the waivers necessary for the operation of Vision.

Colorado State Board of Education

Entrance:

- In the spring of 2000, the Colorado State Board of Education granted Vision waivers to certain state requirements so that Vision could exist and operate as it does now.
- In the spring of 2002, the Colorado State Board of Education granted Vision waivers for five additional years.
- In the spring of 2007, the Colorado State Board of Education granted Vision waivers for 3 additional years.

Role:

- The Colorado State Board of Education allows for state funding of Vision learners, and provides guidelines and requirements for the sustainability and success of the program.
- The State Board supports learner and family choice in education and has followed up that support with action.

Evaluation and Accountability:

- The Colorado State Board of Education acts on federal law while remaining accountable to the public who elected them to office.
- The direct line of communication between the Vision program and the Colorado State Board of Education is through the Delta County School District Superintendent and School Board.

Exit:

- If the Colorado State Board of Education chooses to deny the waivers needed, Vision no longer operates within the Delta County public school system.

The Community

Entrance:

- Anyone who wants to participate in Vision is welcome.

Role:

- The community supports choice in education. Informed and inquisitive community members enhance the program. Vision welcomes their involvement.

- People have chosen to become educators for Vision learners by holding classes, teaching a trade or tutoring. The community provides space for learners to meet, such as churches, homes, community halls, etc.
- Members of the community may become appointed members of the Board of Stewards.
- Community members may serve on a learner's graduation committee.

Evaluation and Accountability:

- Vision also welcomes community evaluations from those who are involved and informed about the program.

Exit:

- Although the roles of individual participants may change and relationships within Vision evolve, the hope is that the community will continue to remain involved and active as a vital part of the Vision program.

ENTRANCE

(VHL 101-115)

Who is eligible to enroll in the Vision Home and Community Program?

Participants in the program must be age 5 - 21 and without a diploma or equivalent. Those participants over age 18 must be working towards a diploma. Any person who is at least six years of age by September 15 may enroll as a part-time or full-time participant. Students who are age 5 by September 15 may enroll on a part-time kindergarten basis only.

Full-time Participation:

Full-time participation means documenting at least **720 hours** of learning time for the school year with at least **360** of those hours coming in the first semester.

Part time Participation:

Part time participation is set-aside for learners who are five years old and enrolled in kindergarten and for learners who are registered homeschoolers who wish to access limited Vision HCP services.

Part-time participation at the **kindergarten** level means documenting at least **180 hours** of learning time for the school year with at least **90** of those hours coming in the first semester.

Part-time participation at **all other grade levels** means documenting at least **180 hours** of learning time for the school year but less than **360 hours**, all of which must be under the supervision of an adult who is not an immediate family member. Part-time learners register with District 50 Special Services as home school students, follow the Colorado Homeschool Law and carry on their own home-school curricula, and access half Vision funding for a limited number of classes and services. Part-time enrollment is available only prior to October 1st.

Students Over 18:

Any student over 18 must have a step-by-step plan for meeting diploma requirements as part of his/her learning plan and must continue to stay on this track.

Enrollment Deadline:

- ✓ Learners enroll in Vision, complete all enrollment paperwork by September 15th; enrollment period officially ends October 1st. Vision will accept new applications throughout the year as resources allow.
- ✓ Students who enroll full-time after October 1 will have access to an RC and no more than **\$650** for the year.
- ✓ Students enrolling into the traditional Vision program from the LAUNCH program, in mid-year, will receive the **balance** of what ever they have already spent of \$650.00.
Example: Learner has spent \$500.00 in the LAUNCH program would now have \$150.00 left for the year.

Count Date:

In order to be counted as a student in Vision, all learners must show evidence of attendance before, after and on the count date, which is the day that the Delta County School District and the Colorado Department of Education use to determine student funding for the year. The count date is October 1, and the window to show attendance is at least five days before and after that date, i.e. September 25 to October 6.

What is the process for a child to enroll in Vision?

1. The first step is to meet with the Family Advocate/Enrollment Facilitator or call the Vision office to learn more about the program and what is required of all participants. If the Learner is interested, he/she is given a brochure about the program and an application form to fill out and return to the office.
2. Families are required to attend an orientation to assure mutual understanding of learner needs and to assure that the family and learner clearly understand the VISION program and policies. Families who enroll attend a Paragon Training Meeting on record keeping procedures.
4. In August, RCs are contacted by the facilitators and given the names and telephone numbers of families to contact.
5. We will not enroll anyone after February 1st of each school year. We will, however, take applications for the next year.

Process for expelled students (Procedure 2006)

1. A student who has been expelled and, on his or her own, inquires about the VHCP as a viable choice:

- a. Completes application.
 - b. Visits with the Family Advocate.
 - c. If the program is a good match for the learner and there is space available, the Director will contact the Superintendent to inquire about the possibility of rescinding the expulsion.
 - d. If the Superintendent rescinds the expulsion, the learner shall attend an orientation and follow the process for enrollment.
2. A student who has been expelled and the Superintendent inquires about the VHCP as a viable choice:
- a. The Superintendent contacts the appropriate community VHCP and visits with the Director/Advocate.
 - b. The Director and/or Advocate attends a work session with the expelling school's appropriate administrators and the Superintendent, in order to determine whether the program is a viable choice for the learner.
 - c. If the program is a viable choice, determined by the previously listed group, and there is space available, the Superintendent shall contact the learner/parent to suggest the option.
 - d. The learner shall complete an application, visit with the Advocate, attend an orientation and follow the process for enrollment.

What about siblings of current learners?

Applicants who are siblings of learners already in the program are "grandfathered" into the program if the family's RC is willing to include said child(ren) into his/her schedule.

If the current RC cannot or is not willing to add them into his/her schedule, the learner has the opportunity to enroll in the program based upon the order of the date their application is received as with all other applicants.

What happens once a learner finds an RC to work with?

1. All parties create and sign a Learner/Family/RC Agreement (see description below).
2. All parties read and sign the Vision Contract of Agreements
3. The learner, parents and RC must complete and sign all forms - Enrollment Form, Release of Information Waiver, Child Protection Screening, Immunization Form, and Home Language Survey, and provide a copy of the learner's birth certificate. Without these documents your registration cannot be completed.
4. The RC, learner and parent create a learning plan, budget and a learner schedule (see Creating a Learning Plan), which are the last steps needed to be officially enrolled in the program. In order to have access to the first allotment of funding for the year, all of this work must be complete and filed in the Vision office by September 15.
5. If the learner is taking classes at a traditional public school, a Learner Crossover Agreement must be completed and submitted. K-5 learners do not have access to classes at traditional public schools.

Learner/Family/RC Agreement

The Learner/Family/RC Agreement is created by consensus and states what the learner agrees to do, what the family agrees to do, and what the RC agrees to do. This process and document sets the precedent for working together. This is a living document that can be modified.

The Surface Creek Vision HCP Contract of Agreements lists program and State of Colorado requirements necessary for participation in Vision. This form needs to be read and signed by all parties.

What do returning Learners need to do in order to continue in the program for the next year?

Returning Learners start talking to their RCs in May to decide whether they want to continue to work together, or if new relationships need to be made. These conversations should include:

1. Family and RC have kept their agreements.
2. Have learning documentation in the office file.
3. The learner has met the hour requirements or has a letter on file, signed by the RC, learner and family, that explains what was actually done and why an exception was made.
4. The learner took the DIBELS, CSAP, ICAP, or ACT or has a letter on file explaining why testing did not happen.

When all agreements for the current year are met, the learner is automatically eligible for enrollment for the next year.

Written agreements for the next year are official upon completion of agreements for the current year and submission of the **Enrollment Form for returning learner**.

What is the process for returning learners who have met all agreements, but need a new RC?

If issues cannot be resolved, a mutual agreement to end the relationship can be made. Follow these steps:

1. Discuss with your current RC your need for change.
2. Notify the Family Advocate of the desire to change RC.
3. Current RC is asked for input as to which RC would be a good match for the family.

What paperwork does a returning learner need to complete?

1. Complete and sign an abbreviated enrollment packet.
2. Complete a working agreement with RC.
3. Update immunization records.

How can learners take part in the traditional public school system?

Learners who are enrolled in the Vision Home and Community Program can access classes and extra-curricular activities at Delta County's traditional public schools in the following ways:

- Full time Learners can participate in up to three traditional public school classes, part time learners in one traditional public school class, at the price of \$250 per semester - not to exceed \$1500 per year. The classes are payable by semester at the beginning of each semester. Based on information submitted on the Learner Crossover Forms to the Vision office, payment for the classes is made by a transfer of funds. Funds are transferred from learner accounts to the accounts of individual schools where the classes will be taken within Delta County (no funding requests are filled out to pay for these classes). Elementary school learners do not have access to classes at traditional public school except for students with special needs as negotiated through the IEP or ILP.
- Learners must register as early as possible for classes. The learner, family and RC must complete a Learner Crossover Agreement and submit the appropriate forms to the Surface Creek Vision office.
- Sports and other extra-curricular activities will continue to be available for fee costs set by the public school. All sports-participation fees must be paid by out of the learner's pocket.
- Out-of-county learners may be able to enroll in crossover classes in their own school district, but must personally negotiate the details with their local district. A bill can be submitted to the Vision HCP to use learner funds to pay for these classes. They may be able to participate in their local school district extra-curricular activities. Each family must reach those agreements on a yearly basis with their own local school districts.

Can learners who are enrolled through one Vision office transfer to another office?

Having three Vision programs within one county, participants often view the independent programs as one. However, the programs do work independently with a separate application process for each program. Each family is encouraged to join the program that is closest to their home. In Delta County that recommendation poses a dilemma for many who live between the North Fork, Delta and Surface Creek communities. Sometimes a change is necessary. However, in order to be fair to learners who are already in the application stage, any learner who voluntarily decides to change programs is considered as a new applicant to the program to which he/she is applying.

Can learners who live outside of the Delta County School District enroll in Vision?

Delta County School District #50J is an open district. This means that learners who do not reside in Delta County may attend Delta County Schools if there is space available. The Surface Creek Vision program enrolls learners from adjacent counties only, specifically Montrose County, Mesa County and Gunnison County, as space is available.

Learners from outside the county must commit to meet with their RC once a month, semi-weekly, or once a week as their individual agreement suggests. The RC is not expected to drive outside the county for meetings. Families outside of the county are expected to travel to Delta County for meetings and events. RCs are not reimbursed for mileage to visit their families whether they live inside or outside of the county.

Families residing outside of the county are expected to meet all requirements and deadlines of the program as if they lived in the county. This includes, but is not limited to, enrollment, funding, learning documentation and state mandated testing.

Families enrolled in the program, that move out of Delta County or one of the three aforementioned adjacent counties, are required to exit the program.

How does a learner exit the program?

Exiting the program, to choose a different path of education, is a choice for some learners. In order to support that choice and assist that learner with his/her next step, this following procedure has been implemented:

- Discuss this choice with his/her RC.
- Complete and sign (by both learner and parent) exit form and turn into office, required by the program before any files can be sent to new school.
- Provide documentation for a complete transcript and/or grade report that reflects your time in Vision.
- Return or purchase any durable/tangible goods or education resources.
- Close any outstanding purchase orders.

When the above requirements are met, the learner's name and records become available for release from Surface Creek Vision HCP.

CURRICULUM

(GOV101-110)

How is curriculum determined in Vision?

Technically speaking, curriculum is a course of study. In Vision, the course of study is individualized for each learner and is determined by the learning plan. The learner and parents create the learning plan, with assistance from the RC. The Learner Schedule is filed with the Delta County School District. The Learning Plan is stored and maintained in the current data management system (Paragon).

How do state and district requirements on curriculum apply to Vision?

The board resolution enabling Vision to operate allows for the freedom to choose curriculum based on the individual needs of each child. Non-secular curriculum, however, may not be purchased using Vision funds or used for the counting of hours/credits. The Colorado Model Content Standards can be viewed at: http://www.cde.state.co.us/index_std.htm

How are grade levels determined in Vision?

Grade levels will be determined by conversations between the learner, family and RC and the Highly Qualified and/or by relevant assessment tests. Grade levels are determined by December 15th with no changes until the following academic year.

What about standardized tests?

All K-3 learners will be required to take the DIBELS assessments 3 times a year. All learners from third to tenth grade are **required** to take the Colorado Student Assessment Program (CSAP) tests in February and March. Eleventh graders are **required** to take the ACT test in April.

New students are encouraged to take a Scantron Test before September 15 to help identify appropriate grade level and to be used as a beginning measurement of competency in language arts and math.

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 –

- Trained staff administers test. Assessment dates can be found on the school calendar.
- Based upon the grade level, a series of one-minute assessments are 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
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Results –

- Scores are available upon completion of the test; however, a more complete summary will be provided after the scores have been recorded within the DIBELS Management System.
- Suggested interventions are 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

- 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 is administered at the same time on the same day. Any make-up testing required due to illness or other excusable absence is completed after the initial testing date. No early testing is allowed.

Administration of the test -

- The Assessment Coordinator provides the testing materials for the room proctors at the large group test 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 are not 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 Surface Creek 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 checkout 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

Grade	Subjects to be tested
3rd	Reading (completed sometime in February,) Writing & Math
4th	Reading/Writing

	&Math
5th	Science, Reading/Writing, & Math
6th	Reading/Writing &Math
7th	Reading/Writing &Math
8th	Science, Reading/Writing, & Math
9th	Reading/Writing &Math
10th	Science, Reading/Writing, & Math

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 occurs 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.

The ACT test:

- 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 is one location for all testing.
- Eleventh graders are required to take the Colorado ACT test. The results of these tests are sent to the VISION HCP office and are 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.

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 or district, 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.

SCANTRON is available for any learners who would like more assessment and is an option for those new learners as designated by the Support level Status. The testing windows are 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 is 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 automatically invalidates the test. If this occurs they have to restart the testing process.
- It is imperative that the Learner does not receive help on the test. The Surface Creek VISION HCP provides the Scantron test as **a tool** to help assist the parents/guardian, RC, HQC 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.

Colorado Laws Regarding the Individual Career and Academic Plan (ICAP)

Districts must enroll all 6th grade students in College in Colorado (CIC).

Districts must provide ICAP access and assistance for every student (9-12) by September 30, 2011. Specifically:

- ICAP access and assistance shall be provided at a minimum, annually in grades nine through twelve and should include participation by the learner, parents or legal guardian, school counselors, school administrators, school personnel and/or Approved Postsecondary Service Providers as applicable;

- Each Year's ICAP review shall indicate any differences from the previous year's ICAP including but not limited to: goal revision, new postsecondary career and educational plans, financial aid opportunities and changes in academic courses;
- School counselors, school administrators, school personnel and/or Approved Postsecondary Service Providers at middle schools and high schools shall collaborate to ensure that each student and their parents or legal guardians receive information and advising regarding the relationship between the ICAP and postsecondary goals and expectations;
- The ICAP and ICAP related data shall be available upon request to the learner, parents or legal guardian, educators, and/or Approved Postsecondary Service Providers and in both electronic and printable form;

Required ICAP Elements

Each student's ICAP must include a career planning, guidance and tracking component and a portfolio that reflects, at a minimum:

- Documentation of the learner's efforts in exploring careers, including: a written postsecondary and workforce goal for the learner; yearly benchmarks for reaching that goal; interest surveys that the learner completes; and anticipated postsecondary studies;
- The learner's academic progress including the courses taken, any remediation or credit recovery and any concurrent enrollment credits earned;
- An intentional sequence of courses reflecting progress toward accomplishment of the learner's postsecondary and workforce objectives;
- Relevant assessment scores;
- The learner's plans for and experiences in Contextual and Service Learner, if applicable;
- A record of the learner's college applications or alternative applications as they are prepared and submitted;
- The learner's postsecondary studies as the student progresses through high school;
- The students progress toward securing scholarships, work-study, student loans and grants;
- Other data reflecting student progress toward postsecondary and workforce readiness, including the learner's understanding of the financial impact of postsecondary education.

Individual Career and Academic Plan

- ✓ Access and use appropriate tools
- ✓ Become more aware of their own interests, abilities, and talents
- ✓ Become more aware of career opportunities based on their interests, abilities and talents
- ✓ Better understand requirements and opportunities associated with specific careers
- ✓ Better understand academic preparation that will successfully lead to their careers of interest
- ✓ Apply for post-high school training and education
- ✓ Receive financial assistance, if desired
- ✓ Successfully make the transition from high school to post graduate goals

Learner Style Profile

In order to help create an individualized learning plan, SCVHCP offers an online learning style profile. Each learner can sign up to take the profile to get immediate results that focus on curriculum choices, learning strategies and suggestions for improving comprehension and retention. The cost for an individual learner is \$25 and \$50 for a family. Parents are encouraged to take the test to give them ideas on how to best teach their child.

If a learner refuses to take the DIBELS, CSAP, ACT tests and/or create the ICAP, which is in direct violation of the contract of agreements he/she signed upon entering the program, the minimum consequence will be forfeiture of remaining funds for the duration of the school year. Do remember that noncompliance with program requirements may result in the loss of all funding and program resources.

Creating a Learning Plan

Wise educational decisions require observation, thought, planning, action and reflection. For Vision, the learning plan is the document that represents this process.

Who makes the learning plan?

The learning plan is a joint effort between the learner, the parents, the RC, and the Highly Qualified Team. The Learner's input, participation and consent are critical to the plan.

Throughout this process, participants take the time to really listen to each other and understand each other's point of view. A foundation of trust and understanding is built through allowing each participant uninterrupted time to share what is of importance to him or her. When all the details are written down, take the time to make sure the learner still feels positive and excited about the plan.

Topics to Consider for the Learning Plan

Part 1:

It is extremely important to start the learning plan process by looking at the current skills and interests of the Learner. The word 'plan' tends to evoke ideas about change and the future. It is tempting to just skip over the present in the rush to reach for the future. An honest appraisal of the current situation is an essential first step to change. The key to meaningful change is to create a safe and loving environment so that people are willing to open themselves up and take risks. Loving and appreciating a person just as he or she is, is an essential first step towards growth and change.

Many of the things that make these activities enjoyable are transferable to other situations and can be used as a foundation for creating the optimal learning environment. Acknowledge and validate those areas that are fulfilling and fun in the Learner's life.

Consider the following questions:

- How does the learner currently spend his/her time? What parts of life are full and inspiring? What parts are not?
- What are the learner's current strengths and weaknesses?
- What support systems and relationships are already in place?
- What are current attitudes about 'school' and learning? What would the learner choose to do if there were no 'shoulds'? What would the parents choose to do?
- What other support systems does the Learner need?
- What life skills, academic skills and character skills are already formed?

Part 2:

What are the Learner's educational goals?

Where does the learner want to go with his/her education?

Consider the following questions:

- What are goals for academic proficiency, life/work skill and character development?
- What experiences could the learner and parents truly get excited about?
- Who are the learner and parent's role models? Who has inspired them and why?
- How does the learner learn best (learning style)? What are the needs of learner and parents, and what relationships and support would be helpful?
- Have you been as specific as possible? For example, is it the action of playing the piano that excites you or the thought of playing one beautifully? Is your goal to really learn geometry, to please someone else, to score well on a test, or because you enjoy it?
- "My goal is to pay attention" is better than "I don't want to be distracted." Are you stating the goals in a positive term?

Of the interests, goals, aspirations, intentions and needs listed, which are the most important for the learner, the parent and the RC?

Part 3:

What is the best plan for making these goals become reality (actions)?

Consider the following questions:

- Have you been specific about what will happen in how much time? Break down big goals into smaller steps, the completion of which can be clearly recognized, measured and celebrated by all involved.
- Given what is known about the learner's learning style, what approach to learning seems the most ideal? Be creative and think big. The worst mistake can be to know something probably won't work and then do it anyway just because we are too lazy or scared to try something else.
- What should be the step-by-step path leading from the present reality to the future aspiration?
- What does the learner need to achieve his/her goals (materials, educators, curriculum)?
- Who are the learner's mentors or teachers? How could they participate in the learning schedule? Make sure the learner has the support and help he/she will need.
- How does the learner want to feel while carrying out this plan? How will he/she know if it's not working and what will he/she do then?

- What are the available funds and what are spending priorities?
- Have you planned for spontaneity? Describe its importance and how you plan to deal with it in the learning plan.
- Do these goals specifically address Colorado Model Content Standards?

What is contained in a learning plan?

A complete learning plan is one that clearly and accurately reflects the current thinking of the learner, RC and/or parents. It must communicate the learner's interests and skills, how they want to grow (goals), and how they are going to get there (actions).

All learning plans are completed using the required online data management system provided by the Vision office. Be aware that the Vision director, office staff and district or state officials are authorized to audit the program and may view the Learning Plan at any time.

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 SCVHCP 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
 - Level 1, 2 or 3
 - Check-in/documentation timeline
 - RC – (weekly, every other week, monthly)
 - HQC – (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 that 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 that 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.
- 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 textbooks, 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.

Can the learning plan be changed?

Yes, with learning comes change, insight and, more than likely, a change in the Learning Plan. Therefore, a changing Learning Plan is a sign of growth and we hope they change often. As we have stated before, your Learning Plan is a living document, therefore subject to change.

When the subject of change comes up remember that there are always at least two approaches; 1.) Change what you are doing. 2.) Change your attitude or how you are doing what you are doing. It is important that these two approaches be given equal weight.

The learning plan is just a map, not the territory, and the purpose of a map is to get us into the territory, nothing more. Once in a new territory, everyone will have his own unique experience. With learning comes change, insight and, more than likely, a change in the learning plan. Therefore, a changing learning plan is a sign of growth, and we hope they change often.

When the subject of change comes up, remember that there are always at least two approaches: (1) change what you're doing, and (2) change your attitude or how you're doing what you're doing. It's important that these two approaches be given equal weight.

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- Do these goals specifically address Colorado Model Content Standards?

Budget

Creating a budget helps the learner set priorities during the process of writing the learning plan. Deciding the amount of funds that is allocated toward curriculum and other educational supplies allows the learner a clear picture of what is available for additional activities. Creating a budget also assists the learner by creating a financial picture of how his or her school year is spent. Although the learning plan can change at any time, the amount of funding that is accessible for the year remains constant. Learners and their RC should refer to the learner's budget often. Monitoring the budget during the funding process is one way to be sure that funds aren't being allocated to something that was not initially included in the budget.

Colorado Basic Literacy Act & How It Affects Vision

The Colorado Basic Literacy Act (CBLA) states that students who are not proficient in reading, based on their Third Grade Reading CSAP and DIBELS assessment scores need to be tracked over time to see that efforts are being made to achieve proficiency in reading.

This includes:

- Creating and following an Individual Literacy Plan (ILP) for progress in reading
- Re-evaluating the learner's progress in reading every six months
- Take the required tests
- Keeping track of when the learner scores proficient on the reading portion of the test

What This Means for Vision Families

If a child did not achieve proficiency in the third grade reading CSAP or DIBELS test results indicate the learner is not on target to be proficient, the director of the Vision office where the learner is enrolled will contact the learner's parents. The family of a learner who has not achieved proficiency needs to do the following:

- Include a section in the learning plan about working toward reading proficiency.
- Document reading progress quarterly.
- Have the learner take the required tests in the spring.

Highly Qualified Support

EDU103 - A Highly Qualified Consultant (HQC) is 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 HQC will review each Learning Plan under their purview.*
- *As frequently as deemed necessary by the HQC and RC will review each Learner's Learning Plan, document questions and suggest additional resources.*
- *The HQC maintains 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 HQC.*
- *The HQC provides opportunities/trainings, (3-4 hour workshops or classes). These trainings provide for Learner/family contact, provide ideas and suggestions around teaching strategies, knowledge of best practice/educational trends and other educational programs in the content areas, and specific skill instruction for Learners. All Educators are invited and encouraged to attend.*

DOCUMENTATION OF LEARNING

(VHL 111, 112, 115, CRR 106, 107, 108, 108, EDU 101, SPS 101-103
EDU 101-103)

Why document learning?

Documentation provides an avenue for communicating what was learned and how it was learned. The documentation of accomplishments, learning and academic growth provides the learner with a written record of the learning that has taken place. Documentation provides an overview of learning, as well as growth and process along the way. Documentation may also be necessary for obtaining credits for a diploma through the Vision program or for transfer to another school, this documentation could be referenced by auditors.

Required Documentation:

- Attendance Records/Learning Hour Documentation (Hourly Logs)
- Documentation of Growth in the Documentation Log
- Testing results for example DIBELS, CSAP, ACT, etc.
- Transcripts/Grade Reports
- Samples of work may be required

Other Forms of Documentation:

- Learner Portfolios or a Similar Display
- Journals
- Completed Work/Projects

What does the learner receive as documentation for graduation, employers, colleges or transfers?

Learners receive official transcripts and possibly a portfolio to present to their graduation committee, in addition to other documentation they prepare for their committee. Upon graduation, they also earn a Delta County School District Diploma to present to potential employers, college admissions officers and other pertinent people.

Attendance Records

The learner schedule shows how the learner plans to spend his or her learning hours. The Hourly Log shows actual hours. The learner is expected to record learning hours weekly on the data management system (Paragon). The RC, Family Advocate and family receive notification if this documentation is not current.

Learners who receive Work Study Credit from an employer must provide employer verification of their hours for each semester.

What if a learner is not meeting hourly requirements?

The RC, HQC, learner and family discuss the non-compliance.

If the learner is not continuing in Vision, the RC files a summarization of their perspective of the situation.

If the learner is continuing in Vision, a summary of conclusions, realistic improvement strategy is incorporated into the learning plan for the next semester. A learner may be placed on probation, with the terms determined by the RC, HQC and family.

What are mid-semester and end-of-semester Documentation of Growth?

Four times a year, the RC is required to oversee the completion of a summary of actions for each item listed on the learner schedule within the data management system (Paragon). This summary is the Documentation of Growth. The main purpose of the Documentation of Growth is to verify that the learner is on track to reach the objectives of the learning plan by the end of the year.

Documentation of Growth records the learner, parent, educator (if applicable), HQC and RC input on each subject from the schedule.

What was learned in each subject, in what manner it was learned, how learning is felt to be progressing, along with any other observations or comments should all be noted in the Documentation of Growth. Future strategies for improvement in a subject should also be noted.

Documentation of Growth is a revisiting of the learning plan.

- What were things that went well?
- What were things that did not go as planned?
- What does the learner want to change about his education for the next quarter or semester?

Tips for Writing Documentation of Growth

- Review your learning plan.
- Are you growing appropriately in knowledge and skills? What have you been learning? What content has been mastered?
- Are you progressing on schedule?
- If not, what steps can you take to correct the inadequacies?
- Do you need or want additional support (more resources: time, educator, supplies)?
- Were initial learning plans unrealistic (too demanding, too restrictive, too lax)?

Think about questions to ask about your Documentation of Growth such as:

- ✓ What stands out most?

- ✓ Do you think I'm doing enough of what I enjoy?
- ✓ Is this challenging enough for me?
- ✓ Do you have any suggestions for?
- ✓ Do you know anyone who can teach me...?
- ✓ Is documentation clear?
- ✓ What is the overall tone that you hear in my Documentation of Growth?
- ✓ Should I write more?

Learners Maintain a Home File

Learners should keep a copy of the following documents in a file at home:

- Enrollment Forms
- Original funding receipts
- Immunization Record
- Any additional documentation of learning that is not included in the data system

Portfolios

Portfolios seem to be the most fun, individually meaningful, useful, creative and respected way to document learning.

Every learner in the Vision Home and Community Program is encouraged to maintain a portfolio. A portfolio is a representative collection of a learner's best and most challenging work that reflects progress over time and allows for on-going self-reflection of the learning process.

Purpose:

- Learners have the opportunity to reflect on work they feel good about.
- Learners freely decide what parts of their work are important and meaningful.
- Learners enjoy creating and sharing a composite of their best and most challenging work.
- Learners discover new aspects of themselves as they reflect upon their learning.
- Learners and parents have an opportunity to discuss overall process and end product on a periodic basis.
- Learners develop organizational skills.
- Learners can create identity and make a statement or representation of self.
- The portfolio can be useful in securing jobs and college admission, and is recommended for graduation from Vision.

What to include:

Anything that the learner considers meaningful, significant or special can be included in the portfolio. It is a good idea to date the pieces in the portfolio to help show growth over time, or to be able to capture a particular moment in the person's life.

- Reading lists
- Photos of themselves doing something they enjoy
- Writings they are particularly proud of
- Art work or photos of their art work
- Challenging math assignments
- An entry from a field journal
- Science experiment results
- Brochures from camps or programs they've attended
- Personal reflections or pictures
- Recommendations given by educators or mentors
- Newspaper clippings in which they are highlighted
- Anything else that reflects who they are

Process:

- Portfolios are collections of special works rather than homework folders and ultimately, the learner determines what to include.
- Physical display:
 - ✓ Three-ring notebooks
 - ✓ Photo albums seem to work best.
 - ✓ Boxes
 - ✓ File folders
 - ✓ Large envelopes

The process the learner goes through to select pieces for the portfolio and the discussions surrounding the process are of great value. A portfolio is a living document that “grows” as you add to it.

Role of Learner, Parent, Educator:

- Learner:
 - ✓ To pursue work that is fulfilling
 - ✓ To reflect upon new learning and growth
 - ✓ To collect work in a portfolio
- Parent:
 - ✓ To support the learner in this process, using care to allow the learner to reflect and explore on her own.
 - ✓ Guidance on what to choose to put in the portfolio is one important way for a parent to get involved if a learner is struggling with this.
- Educator:
 - ✓ To help the learner be excited about learning
 - ✓ To facilitate discussion on work the learner did that was meaningful
 - ✓ To support the learner in collecting materials for her portfolio

GRADUATION

(CRR 106)

Graduation Guidelines

The best preparation for a meaningful future life is the creation of a meaningful present life.

Within Vision, our goal is to build a diploma around you rather than the other way around. We want you to graduate from the Vision program knowing yourself and that you have the skills, qualities of character and support to successfully begin the next step of your life. A Vision diploma is accredited through the Delta County School District and represents a body of work that is an excellent foundation for life, college or a trade.

The Vision Credit Diploma and the Vision Community Diploma are both flexible and challenging. We believe that learning happens best when there is choice, and these diplomas come with many options and choices. With choice, however, comes responsibility. You must be able to communicate and demonstrate what you have learned. We ask that you be able to convince yourself and others that you have earned this diploma.

I. Graduation Requirements

- ❖ **Assemble Graduation Committee:** Graduation Committee certifies that all graduation requirements are met.
 - The Graduation Committee includes, at a minimum, the RC, an active person in the Vision program, a peer, a mentor in a main area of interest and one other respected member of the community. These people support the graduate and decide if they have earned a diploma. Ideally, the committee should be as diverse as possible. Parents may not be on their child's committee but are encouraged to attend and participate in meetings.
- **For Credit Diploma:** Earn twenty-four credits of high school level work. Credits are defined by:

- 1) If learning happened in a classroom setting, the level of credit assigned for learning must be in line with traditional Carnegie units/credits (one Carnegie unit equals 180 hours of classroom time). In local schools, one high school semester class is approximately 90 hours or ½ of a credit.
- 2) If learning happened during individualized learning hours, then one credit equals at least 120 learning hours, which engaged discovery time that is demonstrated and compatible with the learning plan.
- 3) If credit is to be earned through testing, then 80% or more proficiency on local high school class final exam or 80% or more proficiency on other examinations approved by the Vision program must be documented in the portfolio.
- 4) SC Vision learners are allowed to earn 1 work-study credit per school year unless additional credits are pre-approved by the RC and a committee of 2 or more staff members. The RC and committee reviews the type of work being done by the learner (apprenticeship, career preparation) and the potential for on-going learning. The committee also looks at the individual needs and goals of the learner on a case-by-case basis to determine the appropriate amount of credits to be awarded. (2007)

❖ *Documentation of Credit:*

- 1) Activities must be documented in a manner that communicates clearly the nature, quality and skill level of the activity for which credit is being given.
- 2) Portfolios can be a means of documenting learning.
- 3) Transcripts are required to document learning.

➤ **For Community Diploma:** Demonstration of a strong foundation for each of the core qualities and components.

- ✓ Endurance (perseverance, patience, commitment, humility, self-motivation, promise)
- ✓ Excellence (ease, beauty, fulfillment, aspiration, completion)
- ✓ Communication (expression, understanding, empathy)
- ✓ Wisdom (perspective, integration, self-knowledge, world knowledge, insight, 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, world)

❖ *Requirements are:*

- 1) A public presentation or exhibit.
- 2) A demonstration of self-knowledge and the means, skills and clarity to embark on the next step of life. This may be demonstrated in a personal manifesto.
- 3) Demonstration of proficiency in benchmark standards in reading, writing and math.

❖ **Public Presentation or Exhibit**

Learners in the Vision program learn and receive support from the community. A presentation is a way to give back to the community by sharing ideas, creations and learning. It is also a way to receive recognition for achievements.

- ✓ A quality presentation involves significant preparation and practice and may count for credit.
- ✓ Vision requires that you work with a mentor specifically for the purpose of preparing your presentation.
- ✓ Selection of this mentor is by consensus of you, your RC and family.
- ✓ The presentation must be advertised as a presentation for graduation purposes and open to the public.
- ✓ The Vision Program encourages Vision Community attendance at senior presentations or exhibits.
- ✓ The Graduation Facilitator meets with the Graduate to discuss the details of the presentation.

❖ Personal Manifesto

The personal manifesto is a coherent statement of a person's beliefs, goals, motivations, and history. The manifesto can take many forms. It may be a collection of poems, a radio or video presentation, or an essay. What is important is that the author communicates who s/he is and where s/he is going in a way that others can understand. Before we award a diploma, we want to know that you are familiar with the steps and skills necessary to succeed in these goals and that you have already begun taking the necessary steps.

❖ Proficiency in Benchmark Standards in Reading, Writing and Math

All learners in the Delta County School District are required to take the ACT test and test scores are used to show proficiency. Vision uses 16 as the minimum required score in a subject as the way to show proficiency. In cases where ACT scores are below 16, the graduation committee may determine an alternative method by which proficiency can be demonstrated.

II. Graduation Process

A. Submit an "Intent to Graduate" Form to the Vision Office.

This form must be submitted by the last day in August or at least nine months prior to the graduation date and includes names of committee members as well as a plan for meeting graduation requirements.

B. Assemble a graduation committee at least nine months before graduation.

The learner is responsible for doing the footwork of assembling the committee and finding a time that the committee can meet.

C. ICAP and Portfolio

- ✓ The graduate must have an updated, current ICAP documentation on file at www.collegeincolorado.com by the last day of August.
- ✓ A portfolio that documents at least 3 learning activities from the past. Learning activities are anything you spent significant amounts of time learning, from horseback riding to algebra. You can use samples of your own writing, journal entries, photographs, art, etc. The portfolio should demonstrate not only that you have worthwhile experiences and skills but also that you know how to communicate these to others.

D. Meet with the Guidance Counselor within the first semester of the Sr. year.

E. Orient the committee by hosting your first meeting.

The purpose of this first meeting is:

- 1) Make sure members of the graduation committee understand their role.
- 2) Share plans, ideas and concerns.
- 3) Introduce the portfolio and future plan (ICAP).
- 4) Schedule future meetings. We strongly recommend scheduling them at a regular time well in advance. A minimum of two meetings is required before the learner can graduate.

Introduce yourself to the committee by answering the following queries either verbally or in writing. These also may be good questions for developing the manifesto:

- What did you learn in your high school career that you consider most significant?
- What are you excited about doing and learning and why?
- What do you see as your strengths?
- What do you want to improve and why?
- How do you take care of yourself physically, mentally, emotionally and spiritually?
- What is our favorite way to spend time with others? By yourself?
- Describe your optimal learning environment and how it supports learning.
- How have you helped others and how do others help you?
- Who or what inspires you?

F. Organize and facilitate graduation committee meetings. Work with committee members until all are satisfied that graduation requirements are met.

- At each committee meeting describe your progress to your committee members. Make sure they agree with your self-assessment.
- Listen to feedback.
- Ask for support.
- Explain changes that you make or wish to make on your ICAP and make sure that committee approval for these changes is received. The granting of a diploma is not a final exam. It is simply the culmination of the process outlined in this document.

- Over a period of time the committee raises any concerns they have with your progress. You can then deal with these concerns so that when it is time to discuss graduation all major issues are already resolved.
- When everybody on the committee agrees that all the requirements for a diploma have been met, obtain everybody's signature on the graduation checklist. The Vision office is then authorized to grant the diploma.

G. Celebrate your achievement

- Vision organizes a fairly traditional graduation ceremony for those learners who want one. Learners who participate in this ceremony have access to a cap and gown. The learner may choose from **one** of the following speakers to speak on behalf of each graduate:
 - ✓ RC
 - ✓ Parent/s
 - ✓ Friend/s
 - ✓ Mentor/s

Those who wish to participate in the Vision ceremony must file in the office an Intent to Participate in Graduation Ceremony by February 1st.

The Vision Program hosts a reception immediately after the graduation ceremony for the graduates and their guests.

Because Vision focuses on choice, a learner can plan his/her own graduation ceremony or celebration. Vision does not provide funds for any additional individual ceremony or celebration.

Keep in mind proper protocol (ie. Invitation to the Vision Director and Graduation Guidance Counselor).

Specific Funding Prerequisites for seniors:

To establish clear guidelines for participation expectations and funding criteria for learners enrolling as seniors in the SCVHCP, the following criteria should be met for each senior:

In addition to following all historically published deadlines and prerequisites to access funding, seniors must have completed the Intent to Graduate Form prior to receiving the first allotment of funding. In addition, the first meeting of the Graduation committee must have taken place prior to the learner accessing the second allotment of funding. To access the final allotment of funding, the learner must demonstrate that he/she is on track to finish all graduation requirements prior to the established deadline. Certification from the Graduation Facilitator is required at each of these levels.

Specifically, if a learner chooses to enroll in SCVHCP as a senior, he/she must be actively working towards completing graduation requirements. (Graduation committee meetings, transcript/portfolio work, presentation preparation, etc.) Failure to complete this work makes them ineligible for further funding. Seniors choosing not to participate in the graduation process may only enroll as part-time learners and can not receive a diploma from the Vision program. (2008)

Graduation Committee Roles

Role of the RC

- Let the learner know that they must take charge of their own graduation process at least a year prior to graduating as the committee needs to be oriented at least 9 months ahead of time and this requires preparatory work.
- Facilitate the learner and the committee members to understand and feel empowered in their roles. Help all to understand their options and their power.
- Be clear about what you think in regards to the learner graduating. Give the learner clear and honest feedback early on in the process about what it takes for you to be satisfied awarding a diploma. Be ready to state your opinion to the committee early on as well.
- Insist on full consensus before a diploma is given. Get the necessary signatures from the committee on the Graduation Check List form.
- If you and/or the committee have questions or things don't feel right, discuss concerns with the director or Graduation Guidance Counselor.
- Keep the Vision office updated on the progress of the graduate.

Role of the Learner

- Take charge!
- Understand that part of your role is educating the committee. The Vision diploma is unique and anyone who is new to it needs to do some thinking. There may be times, for example, when the discussion is not really about you but rather is about committee members thinking aloud about what math skills are needed in society. Your role is to listen, learn, ask questions and be ready to advocate for your position.
- Get committee members' commitment to the process and then to carefully and respectfully draw out the advice, support and concerns of each committee member. Work with them until their concerns are met.
- Prepare for each meeting in advance in these ways:
 - ✓ Do your homework.
 - ✓ Talk one-on-one with each committee member in between meetings.
 - ✓ Know your goals for each meeting and be ready to state them clearly.
 - ✓ If committee members feel like showing up was worthwhile, you are doing your job.
- Be clear about each of the graduation requirements and present a plan for how you will meet or have met each one.
- Make sure that every committee member is at each meeting. If someone is absent, work with the absentee to find a substitute committee member that both of you can support OR go over your goals for the meeting with the absentee ahead of time and receive their input. Update them later about what happened.
- Get everything in writing. It is your job to make sure that clear communication happens and that nobody is surprised by your interpretation of things.
- Thank everybody for helping you. There are many ways to do this. Consider feeding people well at meetings.

Role of the Committee Members

- Understand the intent of each graduation requirement and insist that each is met to your satisfaction. It is essential to the integrity of this process that for any learner you recommend for graduation, you can give a strong and convincing argument for how each requirement was met and why. In general, you believe that he/she is ready and qualified to receive a diploma.
- It takes some time for you to really get to know the learner, to understand your role and power in the committee, and to understand the graduation requirements. Insist that you get this time. One of the learner's roles is to prepare you adequately to make this decision. If you don't feel prepared, then the learner is not ready to graduate. Stand your ground if you feel pressured or unclear. It is okay not to hurry, even if the learner feels the need. Meet with the Graduation Guidance Counselor for options for the Learner.
- Graduation process is new to most of us, and it has all kinds of potential to generate big questions about what really is important and right. Get the support you need between meetings to find clarity. It is essential that you can put words to your feelings and questions and describe them to the committee and learner.
- One of your most important responsibilities is to be a role model for the learner. Support the learner in clarifying goals, presenting work, and deciding when the goals have been met. Help celebrate.
- You were chosen by the learner to be on her committee because she values you and your values. This means it is a gift to the learner if you insist on what it takes for you to fully back the learner in graduating. Yes, support the learner, but also feel free to totally rock the boat if it is needed. Sometimes the best thing you can do is to let a learner get mad at you.
- Graduation committee really has the last word on when a diploma is received. You know the learner best.

Consider the following skills when deciding if the learner has what it takes to move on to the next step of life:

- At least one realistic and inspiring option for what to do after graduation? "Realistic" means that they have researched the option and have all they need to begin. Multiple options are strongly recommended. Sometimes the relevant question is not "what job you will do" but "what kind of person will you be"?
- A marketable skill? S/he can show such a skill by holding a job that utilizes that skill, having a letter of reference from a master, showing that s/he is already admitted to college, etc.
- Support? Does the learner have support? The necessary relationships, assets and sources of inspiration to thrive on his/her chosen path after graduation.
- Basic skills needed for life? Everyone on the committee should be aware of the learner's skill levels for reading, writing, math, cooking, etc. and be convinced that these skill levels are sufficient for his/her not only to function in society but to contribute to it.

Things That Might Come Up

- ✓ If the committee wants to discuss issues among themselves without the learner or parents present, they are encouraged to do so.

- ✓ Parents are not on the committee but are invited to participate, listened to and respected. The ideal is for each graduate to have his parent's support or blessings. If parental support is not present, the committee has the right to serve as mediator or to ask for mediation. It is important to do what is in your power to bring agreement before graduation.
- ✓ If the learner wants to change a committee member s/he may do so only with the full consensus of the rest of the committee and after the committee member in question is heard from.
- ✓ The committee experience is much more valuable when each member has been able to know the learner over time. An early start is very desirable. If it becomes obvious that the learner is not ready for graduation the committee can suggest steps to meet requirements. If graduation requirements cannot be met the committee can help draft a contingency plan for future graduation.
- ✓ One of the most important requirements is built into the process. The learner is expected to have the skill and take the responsibility necessary to organize and facilitate the committee meetings. Do not rescue the learner if they don't do this. If the first meeting is poorly facilitated, committee members need to describe to the learner exactly what they want to see in the future. Maintaining a committee over time and developing a meaningful and respectful relationship with each committee member is a very important requirement and must be emphasized.
- ✓ The diploma is not about following a formula. It is about figuring out your life and being able to stand up and communicate to others who you are and what is important to you. The learner is expected to be able to interpret the requirements in a way that is meaningful to him/her and then give a strong sales pitch to the committee. Finding meaning out of ambiguity is an important skill. Resist the temptation to resolve the ambiguity for the learner. The learner must be confident and proud of their work.

Early Graduation

From time to time learners may be eligible to graduate prior to the completion of eight semesters of high school work. The program will also consider graduation for learners who meet one or more of the following sets of conditions:

1. Successful completion of seven semesters of an approved high school program that includes a minimum of **24 total credits**.
2. Successful completion of:
 - a) Four semesters of approved high school program and ACT Composite Score of 33 with no sub-test score below 27.
 - b) Six semesters of an approved high school program and ACT Composite Score of 30 with no sub-test score below 27.

The learner, when supported by parents/guardians, and the RC, should file a request for **Early Graduation no later than nine months prior to the expected date of graduation**. A committee comprised of RCs and administrative staff approves/disapproves the request. Variances do not change the grade status of students.

Core Qualities for Community Diploma

These are qualities that we all aspire to achieve during the whole of our lives. The motivation of the community diploma is that all graduates understand and have first-hand experience with all

of these qualities and their components. This may happen naturally as you pursue your interests, or you may have to seek out activities that fulfill a certain quality. Vision believes that at the core of any learning experience you will find one or several of these qualities. If you find different qualities that are important to you, you may substitute them, with the approval of your committee, for the ones suggested below.

ENDURANCE:

- Perseverance: resilience; persistence in the pursuit of an end in spite of counter influences, opposition or discouragement.
- Patience: calmly waiting for that which one desires, undisturbed by obstacles, delays or failures.
- Commitment: a promise or pledge to do something, a strong feeling of responsibility to complete an action.
- Humility: to yield to the power of another; to submit; to give thanks; to let go, to forgive or grieve, to release; to keep to the goal.
- Self-motivation: drive; determination; incentive; the ability to undertake an action on one's own volition; a sense of inner purpose.
- Promise: a declaration made with respect to the future, giving assurance; indication of future excellence and achievement.

EXCELLENCE:

- Ease: tranquility; security; facility; effortlessness.
- Beauty: a particular grace, adornment or excellence; a trait or combination of traits calling forth praise, admiration or respect; perfection of form attained through the sensible manifestation of an artist's conception.
- Fulfillment: completion; realization of full potential.
- Aspiration: a strong desire for realization; healthy ambition; a goal aspired to.

COMMUNICATION:

- Expression: a full and explicit statement, representation or symbol; conveying thoughts or feelings.
- Understanding: the power of comprehending, analyzing, or distinguishing; friendly or harmonious relationship(s); agreement of opinion or feeling; adjustment of differences.
- Empathy: the capacity for experiencing, as one's own, the feelings of another.

WISDOM:

- Perspective: the ability to look at a subject from different points of view; the relation of parts to one another and to the whole.
- Integration: behavior in harmony with the environment; formation into a whole by the addition or combination of parts or elements.
- Self-knowledge: understanding of one's own character, feelings or motivations.
- World knowledge: the ability to function in a larger context; awareness of and connection with the affairs, interests and pleasures of the world.
- Insight: discernment; apprehending the inner nature of things; intuitive understanding; immediate and clear learning; to create new meaning from context.
- Gratitude: appreciation; thankfulness; reverence.
- Curiosity: desire to know; interest leading to inquiry; desire to investigate and learn.

SUSTAINABILITY:

- Self-reliance: confidence in and exercise of one's own power or judgment; the ability to meet one's basic needs (e.g. shelter, food and companionship).
- Interdependence: the ability to rely on and be relied upon; necessity of relationship; recognition of consequences of one's own actions on the human and nonhuman world; ecological relationships; cooperation.
- Stewardship: responsibility for sharing one's time and talent for the benefit of others; the ability to exercise responsible care. Living in a benevolent and nondestructive way with one's environment.

INSPIRATION:

- Love: benevolence; devotion; tenderness; the ability to cherish something; full immersion into experience or thought.
- Delight: lively pleasure; extreme satisfaction; keen enjoyment.
- Playfulness: lighthearted, benevolent fun; providing amusement or enjoyment; to move or function freely within prescribed limits; free, unimpeded motion; humor.
- Passion: intense feeling or emotion of compelling force; a strong or extravagant fondness, enthusiasm or desire for anything.
- Vibrancy: the quality of pulsating with life, vigor or activity, open and responsive to environment, events and other people.
- Universality: relation, extension or applicability to all; unrestricted versatility or power of adaptation; resonance.

COURAGE:

- Facing fear: the ability to respond pro-actively in the presence of feelings between anxiety and terror be those feelings natural and well grounded or unreasoned and blind.
- Compassion: a deep feeling for, and understanding of, misery or suffering along with the desire to promote its alleviation; spiritual consciousness of the personal tragedy of another or others and selfless tenderness directed toward it.
- Decisiveness: the ability to dispel doubt; to arrive at a choice or solution which ends uncertainty or contention; to bring to an end definitely and conclusively; to find direction and act.
- Trust: assured reliance on the character, ability or strength of someone or something; to believe; to constructively act in a difficult situation based upon faith.

TRUTH:

- Integrity: soundness; uncompromising adherence to a code of moral, artistic or other values; the state of being undivided; harmony of action and belief.
- Responsibility: reliability; trustworthiness; able to answer for one's conduct and obligations; able to choose for oneself between right and wrong.
- Honesty: authenticity; sincerity; straightforwardness of conduct; adherence to the facts; fairness; to see, state and hear the truth, even if it's unpleasant.
- Humility: modest sense of one's own significance; a heightened sense of others' significance and openness to others' input and ideas.

SERVICE:

- A commitment to helpful activity towards family, friends, community and the world, and to make another's needs a basis for action.

Examples of Skills and Experiences

Following is a list of possible ways to demonstrate qualities. The learner and their committee will determine the actual qualities demonstrated by an activity.

- Identify some skill or task you would like to master. Identify as well a mentor whom you can model and who is capable of recognizing excellence. Submit to the guidance of that mentor until the skill is learned to the point of ease. (trust, humility and/or facing a fear.)
For Example: Prepare and plant a vegetable garden and care for it for a year, journaling by season what is required and the results. Include care of the soil, pest management, yields, nutrient values and your own thoughts and feelings about the process. (Interdependence, stewardship, perseverance, self-motivation, perspective and/or expression.)
- Attend town meetings for six months. Interview at least one council member. Read about what is happening in town in the local paper. Find out how the council is formed, what jurisdiction they have, what the annual budget is, how it is financed, and what powers citizens have. Identify one controversial issue and interview at least one person with each viewpoint. Form your own viewpoint, articulate it on paper and send it to the newspaper. (Perspective, understanding, honesty, integration, interdependence, expression and/or service to the community.)
- Write your own poetry in a blank book you either buy or make yourself. Write poetry from the heart that speaks the truth from your perspective. In the course of two years fill all the pages in the book with finished, carefully handwritten versions of poems you have completed. (Perseverance, promise, beauty, aspiration, insight, truth, self-motivation, fulfillment, self-knowledge, expression, perspective, honesty, passion, vibrancy.)
- DJ at KVNf weekly for six months individually or with someone else. Attend DJ meetings, one meeting of the Mediation Committee and the Annual Membership Meeting. (Promise, expression, interdependence, vibrancy, facing fear and/or service to the community.)
- Plan and prepare three meals a week for your family for one month. Do the dishes, too! Talk with family members to find out what they enjoy or dislike. Balance the menu for nutrition, taste, texture and eye-appeal. For the ingredients that are not on hand, shop within a budget agreed upon by whomever is paying for them. Ask someone in advance to help you prepare and do clean up after some of the meals. Prepare some of the meals yourself. Invite friends to join in at least one of the meals and pay particular attention to creating a special mood and table setting. (Service to family and friends, self-reliance, beauty, fulfillment, self-motivation, promise, interdependence, understanding, love, gratitude, perseverance.)
- Do a survey of local history covering several centuries. Visit local museums, talk with elders who have been in the area a long time, study any written material that is available and choose a topic that interests you to research in greater depth. Write a ballad or poem about an historical incident and perform it publicly and/or write an article about it for a magazine and submit it for publication. (Perspective, understanding, expression, compassion.)
- Identify three people in the community who inspire you. Visit with those people and summarize what you learned from them with particular attention to how they developed the trait or traits that you admire. Read at least one fictional book and one factual book with a character or characters that inspire you. Summarize creatively what inspired you. What would you like to incorporate

into your own life? How does that integrate with your present and future goals? How can you go about developing these desirable qualities? Work to arrange the optimal circumstances for yourself and see if it leads to an experience of inspiration. Report on the results. Is inspiration something that just happens or can one seek and find it? (Love, delight, passion, vibrancy, universality, empathy, insight.)

- Be a mentor, tutor, Big Brother or Big Sister for a younger person. Work with the young person to help develop his/ her goals, decide what he/she wants to learn and do, spend time doing it, and then evaluate how the mentorship went.

(Compassion, decisiveness, trust, empathy, integrity, passion, ease, service to community.)

- With the help of elders, generate a list of 50 important topics from diverse subjects with which to become familiar. These could be concepts and skills critical to your understanding before entering the world. Ask these people to explain the topics and capture their ideas and information on paper or tape.

For Example: how a combustion engine works; teachings of Buddha; how to make a flaky pie crust; world-origin theories; democracy; harmony; world trade; the Renaissance period; etc.

(World knowledge, humility, understanding, integration, gratitude, universality, trust.)

- Identify a person outside of your household who needs love and support. Devote a year to service - this may mean letting her teach you, feeding her, listening, yard care, etc.

(Empathy, compassion, humility, service to friends or community.)

- Study the conditions in a developing country. Learn about their economy, culture, religious beliefs, etc. Contact an organization that works in this country and start a dialogue with them (UNICEF, Oxfam, CARE, other local non-governmental organizations) to see how you can help. Find a way to help the people of that country. Make this a sustained effort for at least six months. (World knowledge, humility, integrity, service to world, compassion, decisiveness, perspective.)

- Facilitate 10 or more people coming to consensus on difficult philosophical issues, such as a learner bill of rights, etc.

(Understanding, empathy, perspective, integration, insight, trust, universality.)

- Spend significant time in the woods with a camera capturing images that move you. Show your work in an exhibit.

(Beauty, expression, passion, fulfillment.)

- Hire a tutor and work individually with him on ACT preparation. Document your improvement in score over time.

(World knowledge, perseverance, ease, aspiration.)

Graduation Guidelines for Learners with Special Needs

Learners with special needs are often not able to show proficiency in benchmark standards that are required of the community and credit diplomas. These guidelines provide special-needs learners a challenging course of study while maintaining the Vision standards for graduation.

Whether the learner is completing the credit diploma or community diploma there are circumstances that need to be considered for these learners.

Graduation Guidelines for people with special needs are to be established by the graduation committee, based on the learner's needs. The Graduation Committee consists of four people outside of the learner's parents, and should include support from the people that are in the next step after graduation. The Graduation Committee considers the level of independence the learners want for themselves and write down criteria the learner needs to meet to reach that level of independence, and graduate. These criteria include defining the level of independence in the following categories.

Some of these skills do not apply, depending on the level of independence. The goal is to help the learner succeed in life, to go forth with the tools necessary for a happy and productive life that is tailored to their needs, while being challenging for the learner, so that their diploma means something for them.

Criteria for a Special-Needs Graduate that need to be considered by the Graduation Committee Could Include:

1. Social Skills (Does the learner have the ability to express herself? Does the learner have friends and family that will support her in her life? Does the learner have the skills to act appropriately in the community situations she will encounter? Does the learner understand personal space?)
2. Work Skills (Does the learner have a career he wants to study? Will the learner go into a sheltered workshop? If yes, is he set up for placement? If no, how will the learner spend his time after school ends? Does the learner have the support needed to succeed in this adventure of life after high school? If no, where is the learner going to find that support so he can succeed?)
3. Health and Medical Skills (Does the learner know the difference between a major medical concern and a minor injury? Does the learner know how to call 911? Does the learner know when to call 911? Does the learner know how to make doctor appointments? Does the learner understand the importance of taking medication at the right time, by the right route, and in the right dosage? Does the learner know how to fill a prescription?)
4. Transportation (How is the learner going to get around? Is she going to learn to drive; what support is there for success? Is the learner going to access resources from friends and family to get around? Are friends and family willing to support the learner in this decision? Is the learner able to use public transportation?)
5. Safety Skills (Does the learner possess the necessary skills to be safe in his environment? Does the learner know how to avoid dangerous situations? Does the learner know the dangers of driving/riding with a person that has been drinking? Does the learner know what to do if a stranger comes to his door? Does the learner know how to answer the phone? Does the learner know what to do if a prank phone call is received, or if someone selling life insurance policies calls? Define the level of knowledge the learner needs to have in order to remain safe.)
6. Leisure Skills (What does the learner do for fun? Will she participate in Special Olympics? Will she join a team of some sort? Does she have a recreation pass that will enable her to continue to be active? Does the learner have a library card?)
7. Money Skills (Does the learner have an account payee? Will that person continue to be the account payee? Does the learner have the skills to be his own account payee if that is what he wants? Does the learner know how to budget his money? Can the learner differentiate between a need and a want? Does the learner know the difference between a gift and a loan? Does he know what "good time" friends are? And is he able to hold onto his money? Does the learner have a savings account or a checking account? Does he know how to manage these accounts?)

8. Life Skills (Does the learner know how to prepare a meal, do the shopping for that meal? Can the learner do her own laundry? Does the learner know how to safely handle food? Does the learner know the significance of keeping a clean home? Does the learner know what to do with mice infestations? Does the learner know what to do during a heat wave? Does the learner know what to do if it is cold? Can the learner light a pilot light? If not, who does? Can the learner express emotions appropriately? If not, what support is available?)

9. Public Presentation or Exhibit. The Vision special needs learner should be able to meet this requirement, and needs to be an active member of the community. Perhaps the public presentation will be modified to fit the learner's interests and ability.

10. Personal Manifesto/Resume. A special-needs learner may or may not need this depending on his personal goals and placement into society after graduation.

The most important aspect of this process is to ensure that the learner will graduate from high school with the support in place for her continued success. The ideas and questions asked here are a suggestion, and are not exhaustive. Each learner has specific goals and needs to meet his/her criteria for the life he/she wants to live.

FUNDING

What is the source of Learner Funds?

The money is generated through tax dollars. The state allocates funds to public schools based on the number of full-time and part-time students in each school district. The Delta County School District allocates funds to the Vision program based on the current contract with the Vision Board of Stewards.

Traditional public schools decide how the money is spent to fund the educational programs at their schools.

Learners enrolled in Vision, with the approval of their parents and their RCs, have a say in how the money is spent on their education.

How much money does the learner access?

The amount of money the program learners have access to is determined by their enrollment status. The State of Colorado allocates a fixed dollar amount for each full-time learner enrolled in the school district. Half of that amount is allocated for part-time learners. Vision uses the same formula to determine the amount of money available to its learners.

Learners enrolled in Vision full-time can access a maximum of funds available. Learners enrolled in Vision part-time can access half of the maximum amount available. (See Entrance section, p. 18, for definitions and expectations for full-time participants and part-time participants.)

Funding Schedule

To help ensure that documentation is done in a timely manner and to tie receipt of funding to evidence of learning, the Vision HCP adopted a funding schedule. Learners will be able to access their funding according to the following timeline:

- \$1500.00 of the \$2150.00 for funding can be accessed upon completion and filing of initial enrollment forms and agreements, learning plan and learner schedule. August is the earliest date for requesting funds for the new school year.
- The second portion, \$650.00, can be accessed after the official count date has passed and the first Learning Growth Plan is filed on the system.
- The end of the funding cycle for the school year for **reimbursement** is May 1st. **Purchase Orders** will not be processed after April funding and must be closed by the end of May.

What can be funded with this money?

Many things can be purchased with Vision money for learners to use. This includes curriculum, books, equipment, hiring tutors, taking a class or doing hands-on activities. The number of possible expenditures is too great to list.

The official funding policy of Vision is:

- ❖ Vision honors the freedom of learners, parents and resource consultants to choose by consensus a learning plan that addresses a learner's physical, emotional, mental, and/or social development.
 - ❖ Vision funds and counts, for learning hours, those instructional materials and activities that are compatible with the learning plan, are secular in nature and are not explicitly prohibited by law. They also must meet the academic needs of the learner.
 - ❖ Foundational to this policy is the recognition that (1) participation of all learners, families, RC's, teachers and educators within Vision is by choice; (2) RC's, as part of Vision upholds constitutional ideals including mutual respect, nondiscrimination and the right to religious freedom; and (3) Funds cannot be transferred from one learner to another within a family or to any other learner in the program.
- Be it further noted that:
- ✓ Vision does not use public funds to establish or support a church or religious organization.
 - ✓ Vision has neither religious stance nor doctrinal statement.
 - ✓ Vision is not affiliated with a particular religious organization.
 - ✓ Participants are not forced to engage in any religious studies or activities.
 - ✓ Only secular materials may be purchased using program funds.
 - ✓ Vision will not discriminate against learners based on any voluntary course of study.
 - ✓ Vision does not fund firearms or other weapons. A valid learning plan that includes these items will need to be funded in another manner.
 - ✓ Vision does not fund any clothing or personal items (i.e. Uniforms, dance costumes, shoes of any kind, hats, helmets, socks, etc.)

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

Adopted November 16, 2006

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 Program, 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 Program expenditures must have a demonstrable educational purpose and may not be excessive. The Vision Program confirms that attaining basic skills in core academic subjects is an important component of every Learner's individual Learning Plan. Each family and RC evaluates basic skill levels through various means of testing and agree upon and document a strategy, with corresponding budget, that makes the most sense for addressing those skills.

Funding Procedures that must be met to receive funding:

1. Each Learner must have a Learning Plan outlining goals and strategies.
2. Each Learner must have an official monthly check-in with the RC.
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 RC processes funding requests.
5. Each RC should be prepared to explain the relevance of the purchase beyond what is documented in the Learning Plan.
6. VHCP Funding Administrator processes the requests submitted by the RC.
7. Funding is submitted to the District Office monthly.
8. Funding concerns from the District Financial Administrator are expressed to the VHCP Funding Administrator each month. If funding concerns arise additional documentation may be requested from the family.
9. Concerns from District personnel may be addressed through the appeal process.
10. It is the responsibility of the family to submit funding requests, within the data management system, to their RC. Families keep the original receipts. Send copies of receipts to their RC who then reviews, approve/disapproves funding, sign if approved and send to the Financial Administrator. Funding is then submitted monthly to the District Office for payment.

These funding procedures are provided to clearly articulate specific items that may or may not be funded. All items, however, that are funded within the VHCP must be documented within the individual learning plan, inventoried in the case of tangible or durable goods, and must support the goals and objectives set forth within that individual learning plan. All items, unless consumable, must be returned to the program at exit of learner or when no longer in use.

The lists provided below should be used to determine specific funding items, and not as a complete summary of everything that *can* be funded.

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 lists provided below should be used to determine the restrictions on specific funding items, and not as a complete summary of everything that *cannot* be funded.

The Vision Home & Community Program does **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 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, stepparent, sibling, or 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 or any sanctioned district activity fee.

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

1. Physical Education Participation Fees
 - a. What is the goal of the activity?
 - b. Do you participate in this activity each week? How many hours?
 - c. Can the learner attend/get to the activity on his/her own or must there be parental supervision? Why? If a parent must be present, admission for one parent will be funded under the Learner's annual allotment.
 - d. Is this activity medically appropriate? (Parents have responsibility for all liability.)
 - e. Is this activity and its goals documented in the learning plan?
 - f. Is this a learning activity or a serious career pursuit?
 - g. 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 out-of-state educational trips must be accompanied by an Educational Trip Plan, is evaluated by a an established VHCP funding committee made up of a minimum of four staff and/or RCs who review compliance with the Educational Trip policy. The committee reviews 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 VHCP Director reviews the Educational Trip Plan, following the process outlined above, and either approves the plan with a personal signature or denies the plan.

- a. Have you completed an Educational trip plan, including all costs?
- b. What subject does this activity correlate with? Is this subject documented in the 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 VHCP Funding Committee agreed with the outline, goals and documentation?

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

3. Equipment: Physical Education and Other

- a. How often is this item 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 can 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 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

- a. How is this item critical for the successful implementation of the Learning Plan?

- b. Have you acknowledged that this item is not personal property?
- c. Has the equipment inventory list been reviewed?
- d. How soon can the item be available for other learners to use?

6. Educational Diagnostic Testing/Therapy (See High Quality Section)

- 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?

INVENTORY

An inventory of educational materials and supplies is available at the Vision office. Before new equipment is purchased or approved by the RC, an inventory review should take place.

1. **Items purchased with public funds are not personal property.** They may, however, be purchased by the learner/parent at the time of separation from the program at a price determined by the district business manager.
2. Each program shall implement a system for reuse of tangible, as well as durable goods.

EDUCATOR PAYMENT

Educators are employed as independent contractors by parent/guardian. Any educator payment request is made to the Surface Creek Vision program, via funding requests, with as much detail as possible. Advanced payments of educator's class can be requested in 3 month increments

APPEALS PROCESS:

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

Step 1: In an effort to provide consistency, an established VHCP funding committee made up of a minimum of four staff and/or RCs reviews the request for waiver from the funding guidelines. This committee assesses 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 denies the waiver request. Each of the committee members shall sign the approval or rejection of the request for the waiver.

Step 2: The VHCP Director reviews the request for funding waiver, assesses whether it meets the criteria listed on pages 1-3 of this document, clarify concerns, ensure clarification is documented, and either approves or rejects the waiver with a personal signature.

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

What is the process for requesting and receiving funds?

All funds distributed must be relevant to the individual learning plan and fit into funding guidelines.

- All funding requests must originate on the data management system (Paragon)
- The Vision office processes all funding requests and submits them to the school district office.
- The school district office runs the requests through its own processing procedure before issuing checks to the families.
- To achieve and maintain a good record of accountability for the program, thorough and accurate completion of funding paperwork is required.
- Proper receipts must be submitted to close an open P.O. before any more funds are available to learner.
- Proper receipts must accompany reimbursement funding requests in order for families to receive funding in a timely manner. RCs do not have to process items purchased without their prior approval.

The preferred method of funding is:

Request for Check for Reimbursement:

Reimbursing families for expenses already incurred. Must be accompanied by legitimate receipts.

RCs need to have enough time to check over the paperwork submitted by their families, make copies and submit it to the Vision office by the deadline. Requests with legitimate back up must be submitted to the RC by the last day of the month for the following month's funding. The family receives a check in the mail from the district office by the end of the following month.

Other method of funding:

Request for Check for Purchase Order:

If the reimbursement method does not work for a family due to limited finances, another option is to complete a Request for Check for Purchase Order. Using this form, the family receives a check from the district office for purchasing items pre-approved by the RC. After the family makes the payment, the RC delivers the receipt to the Funding Director so the purchase order can be closed. Purchase orders must be closed as soon as possible with a maximum of 30 days to close.

Requests for purchase orders must include a summary that lists specific items to be purchased. Families cannot deviate from the items listed when making purchases. The RC cannot accept receipts for items that deviate from the purchase order. Purchase orders must also be accompanied by documentation that supports the line items and cost breakdowns on the summary. Documentation can be a copy of a completed order form, a quote from the company the item(s) are being purchased from, a list of items with estimates of the amount to be spent and approved by the RC. Families cannot spend over the approved amount without additional approval by their RC.

Purchase Order Explanation Form

If the amount of money spent differs from the amount of money allocated, a purchase order explanation form must be completed. This form provides a description of what was purchased, why there was a difference in cost and pay back of any funds left over. This form must be attached to all copies of the closed purchase order.

What is considered a receipt?

All receipts must be legible. A receipt is one of the following:

- A cash register receipt showing the name of the business where the item(s) were purchased, the date, the price(s), the method of payment and a description of the item(s). Some cash register receipts do not automatically list a description of the item(s). In this case, a handwritten description next to the price(s) of each item(s) is acceptable.
- A handwritten sales receipt from a company or business that shows the name of the company or business where item(s) were purchased, the date, the price(s), the method of payment and a description of the item(s).
- A periodical subscription is reimbursed if all of the following documentation is provided: A copy of the subscription form, along with a copy of the front and back of a CANCELLED check and/or a copy of the check sent along with the subscription form along with a copy of a bank statement showing the check was cashed. Families can black out any information not pertinent to the specific documentation needed on a bank statement.

In addition,

- If families choose to request reimbursement after they receive the first copy of the periodical, a copy of the front cover of the periodical, which shows the expiration date on the mailing label, would help to provide further documentation.

- A detailed statement from a business that includes the specific payment for the amount and date of the purchase.
- A registration form (i.e. for camp, soccer, etc.) that is marked PAID, is signed and dated by the person who received the payment and shows the form of payment (i.e., check number). A copy of a cancelled check, a bank statement showing the check was cancelled, or a credit card statement showing the transaction can also accompany a registration form. As always, families can black out any information not pertinent to the specific documentation.
- For items purchased over the Internet, the following must be provided:
 - An order confirmation printed from the Internet showing how the item(s) were paid for. The name and address for the family should be shown on this confirmation as well as a list of the item(s) purchased and the cost of the items. Credit Card numbers can be blacked out except for the last four digits.

OR

- A copy of a PAID invoice from the company or business the item(s) were purchased from. All but the last four digits of a credit card number can be blacked out.

OR

- A copy of an order verification can be submitted but must show how payment was made i.e., credit card, Paypal, etc. A copy of a credit card statement listing the transaction must accompany an order verification that does not show how payment was made. Families can black out any information not pertinent to the specific documentation needed. A copy of the packing slip would provide additional documentation.
- A handwritten receipt from an individual for services rendered or items purchased that shows the printed name of the individual, their address and telephone number, the date the receipt was written, a list of item(s) purchased or services rendered, the amount paid to the individual, and the signature of the individual.
- A copy of a credit card receipt. Families can black out any information, such as their credit card number, not pertinent to the specific documentation needed.
- A Scholastic Book Order form that has been stamped as PAID, dated, and initialed by the person processing the book order for Vision.

The following items are NOT accepted as a proper receipt:

- Packing slip only
- Copy of an UNCANCELLED check
- Invoice that shows an amount due
- Order form only
- Registration form only
- Internet order verification that does not have required information
- Order verification that does not show how payment was made
- Poor copy of a receipt with the numbers handwritten over the top of the unreadable numbers on the receipt
- Unreadable copy of a receipt

Situations may arise which are not covered by this policy. In these cases, families should discuss the situation with their RC PRIOR to submitting a funding request to help ensure that the request is approved and processed.

Again, when copying receipts, make the best copies possible.

RC's are responsible for making sure that families complete funding requests properly. Funding requests submitted to the Vision office with mistakes or without proper attachments are returned to RCs and, in turn, to families for corrections.

What happens to these items when the learner is finished with them?

Items purchased with VISION funds are publically owned. The learner who helped to choose how the funds were spent may use the items so long as they are being used to the maximum educational benefit and potential and so long as the learner remains in Vision. Vision desires that all purchases be employed often and as extensively as possible. If any item is no longer of value to the learner and/or not being used, we expect each item to be recycled by passing the item on to other learners by returning the item to the Vision office for others to use. These items are not to be sold.

Especially sensitive to this topic is the purchase of any durable goods that cost more than \$100. These items are considered non-consumable educational resources and Vision expects them to be returned to the Vision HCP. Items of \$500 or more are Durable Goods and are considered to be capital by the Delta County School District and need to be accounted for when the learner is no longer participating in Vision.

The district allows for fair market retail buy-back of items that the learner wants to keep. If the item has increased in value from the date of purchase, the original purchase price is sufficient for a buy-back. If a learner no longer has need of the item, the simple solution is to return the item to Vision. To sell such an item is to break the law. The majority of items remain in use by learners for the purpose of furthering education.

Who is responsible for the upkeep and maintenance of items purchased with Vision funds?

All items that are being used for educational purposes can be maintained and repaired with money from the learner's account. The district is not responsible for the upkeep when the learner is the caretaker and user of the item.

Educational Trips

(Refer to the page 57, section 2 in the Funding Guidelines.)

Reimbursement for Fuel and Mileage Expenses

Families wanting to receive reimbursement for **fuel** uses a trip log to document the date of the trip, the number of gallons of fuel used for the trip and the cost per gallon for fuel. A receipt for fuel is submitted as backup for the documentation. An adding machine tape is attached to verify the totals.

Families wanting to receive reimbursement for **mileage** uses a trip log to document the date of the trip and to calculate the number of miles traveled. The total number of miles traveled is

calculated at the end of the month and multiplied by \$.30 per mile to determine the amount that is funded. An adding machine tape is attached to verify the totals.

The trip log and receipts (if there are receipts for fuel) is attached to a Request for Check for Reimbursement form. The "Item(s) To Be Funded" would be written as "Fuel Expense" or "Mileage Expense" and the total fuel or mileage expense from the trip log is written down under the "Amount Requested" column.

Reimbursement for individual trips is made for either the cost of fuel (receipts must accompany cost of fuel) or for mileage, but not for both. Reimbursement is restricted to trips that would not otherwise have been made.

Durable Goods

In order to comply with state financial audits, unit capital purchases (a keyboard, hard drive and monitor, for example, are one unit) that are not printed matter (e.g. curriculum) with a receipt value of \$500 or greater remains explicitly in the public trust. Persons who make such capital purchases with Vision funds are asked to sign the Durable Goods Acknowledgment. When learners either leave the program or are no longer using these capital goods, they have the option to return the item to the Vision office to be loaned to other learners or to purchase the item from the district at the current appraised value (or, if less, the original price). The money from the sale comes back to Vision. The district office has bluebooks specifically for this purpose. These bluebooks are used to determine the current appraised value of an item.

Before graduating from Vision, a learner must account for any purchases of durable educational resources that are not consumable. For learners who want to continue using the item for educational purposes but cannot afford to purchase it, formally apply for continued use of the item on loan from the Vision program by written request.

Although the district owns capital goods purchased with Vision money, neither they nor the Vision program is responsible for the maintenance of or is liable for possible effects of such purchases while they are in the hands of individual users.

Learners who purchased items with Vision funds prior to the activation of this policy in January of 2002 are not required to return any goods purchased that had a receipt value of \$500 or greater. However, those learners must not sell those items for individual profit. The potential dangers to the program, should those items be sold, are great.

What if a learner wants to request additional funding?

The Special Funds Committee helps fund learners who have exhausted their funding for the year and would benefit from resources for educational classes, supplies, tutoring, curriculum or field trips. In order to apply for additional funding, the learner must meet the application requirements.

Applications typically are accepted beginning with the March funding cycle. A committee of RCs review applications and funding is awarded according to funds available and the needs of each applicant.

Should cases of extreme need occur, families and RCs can choose to apply for supplemental funding at an earlier time in the school year.

To apply, learners must submit:

1. A copy of how their funds have been spent and their overall budget for the year.
2. The amount being requested and a proposed budget for that amount. (The way the learner wants to spend the additional funding.)
3. A written essay from the learner explaining why he/she should receive additional funding.
4. A letter of recommendation from the learner's current RC.

Applications are submitted to the learner's RC. The RC submits the application to the Vision office by the 15th of the month before the funding request is processed.

Tangible Goods

Tangible Goods are items that cost \$100 or more and are less than \$500. When learners either leave the program or are no longer using these tangible goods, they have the option to return the item to the Vision office to be loaned to other learners or to purchase the item from the district at the current appraised value (or, if less, the original price). The money from the sale will come back to Vision. The district office has bluebooks specifically for this purpose. These bluebooks are used to determine the current appraised value of an item. Before graduating from Vision, a learner must account for any purchases of tangible goods purchased at \$100 or more.

Special Funds Committee

The Special Funds Committee consists of three to five RCs who meet once a month beginning in March. The purpose of this committee is to award funds after reviewing learner applications for additional funding and proposals for special projects that would benefit the program as a whole. This committee appoints a chairperson who is responsible for determining the time and place of meetings, facilitating the meetings, be informed of funds available and informing the recipients of the awards. The Special Funds Committee may allocate up to 10% of the total amount of unspent funds from the previous fiscal year.

The committee is responsible to make sure that all required parts of the application are submitted. Each application is reviewed taking into consideration:

- Need
- Responsibility of funds used previously
- Well-written essays and budgets

Decisions made by the committee must have consensus of all members when considering applications. The committee also has the authority to grant the amount of funds they feel is appropriate to the applicant. The amount awarded does not have to match the amount requested.

Funding Exceptions

Learners may find themselves in funding situations during the year when sufficient learner funds may not be available until the next funding allotment. These guidelines make funding more flexible, maintain the integrity of the program, and support the RCs.

The learner must submit a written request to his RC that includes:

1. Specific costs of the request (estimated.)
2. Justification for why the situation should be an exception.
3. Relevance to the learning plan.
4. Explanation of the other avenues that have been explored and the other possibilities that have been exhausted.

Method of Approving/Disapproving a Funding Exception Proposal

1. A committee of three RCs plus the RC representing the learner meets, discusses the proposal and comes to consensus.
2. Once consensus has been reached, the participating RCs document their decision with a written note that is signed by all four RCs stating approval or disapproval. If the exception is approved, the note and written request is attached to the front of the funding request. Whether approved or not approved, the note and written request is filed in the learner's file by the RC.
3. It is the RC's responsibility to notify the learner of the decision.

GLOSSARY

Advocate: A Vision-appointed staff member who supports each learner by processing learner applications, interviewing families and helping to find appropriate resource consultants and programs. Advocate is also available to hear concerns from program participants and to mediate disagreements.

Attendance Record: Attendance is documented within the online data management system (Paragon) on at least a weekly basis.

Budget: A working budget is essential to ensure that the learning plan is well thought out. The learner, parent and RC creates this budget when the learning plan is developed. Both documents should list the same items. A budget is required for every learner each semester.

Educator: A person working with a learner on a subject that is listed in his/her learning plan. The educator may be teaching, tutoring or checking in with a learner's independent study.

Learning Documentation: Learning documentation is completed in order to demonstrate what has been accomplished and any changes to the learning plan for the future.

Learning Hours: Learning hours include time that the learner spends learning independently or being instructed by a parent or other educator.

Full-time learners are required to complete a minimum of 360 hours each semester:

Part-time learners:

Kindergarten learners are required to complete 90 hours each semester.

Home schooled Part-Time learners are required to complete 90 outside hours each semester that are supervised by an educator that is not an immediate family member.

Learning Plan: A learning plan reflects the big picture and specific content/learning expectations with regard to all subject areas and interests (academic and other) that the learner MAY pursue during the school year. The ideal plan clearly reflects who the learner is (name, age, grade, interests, learning style, and ideal learning environment), goals (short and long term), how these goals are reached, and how the plan meets the Colorado Basic Literacy Act. It is important to remember that if an area of interest is not mentioned on the learning plan; educational monies may NOT be used for that purpose.

Learner Schedule: A complete learning schedule clearly documents the subjects to be pursued in the coming semester. Totals hours MUST meet the minimum requirement.

Quarterly Family Check-in: Approximately every 3 months (or more often if needed) the learner, parent(s) and RC meet to discuss what kind of learning has occurred, review how the learner's schedule is working out, as well as how things are going in general.

Portfolio: A portfolio is a representative collection of a learner's best and most challenging work that reflects progress over time and allows for on-going self-reflection of the learning process.

Resource Consultant (RC): A support person for the learner as well as a liaison between the learner, parents, and Vision staff. Each learner, his/her family, and an RC agree to work together. The RC supports the learner in developing a learning plan, assists in the learner's education process, and maintains accurate financial and educational records.

Semester: First semester can begin as early as July 1st and must end no later than December 31st. The semester may end as soon as the minimum number of learning hours has been completed. Second semester may begin as soon as hour requirements are met for the first semester and must end no later than May 31st.

Transcript: The transcript is official documentation of learning completed during the year. The transcript requires the signature of the RC and is completed within the data management system. The transcript is kept on file in a cumulative folder, one for each learner. The transcript is provided, with permission from the learner, to inquiring institutions as the official transcript.