



## **Learning Support Policy & Procedure**

**Adopted: February 27, 2025**

**Approved Revised: 10/21/2025**

### **Purpose**

Elevated Charter School (School) supports each student, in a personalized, competency-based learning (PCBL) model. This model of education evaluates competencies - academic skills, learning concepts, and content comprehension - identifies gaps that may interfere with learning either presently or in the future, and then provides a variety of choices to support mastering needed competencies. The purpose of the Learning Support Policy & Procedures is to ensure that each student has equitable access to academic support and that the School manages the use of public education funds in accordance with Utah State Education Code and Board Rule.

### **Policy**

Students who are identified as needing support, outside of primary, group classroom instruction, will follow the procedural steps in this document to ensure individual learning needs are met and the School is compliant in utilizing public education funds to provide supplemental academic support.

Students may be identified by: state tests, school-wide assessments, recommendation of class or Cohort teacher, and/or request by a parent/guardian.

If a class or cohort teacher feels a recommendation is in order, they will submit the IST Referral Form, which will require observations and data to support the referral, including support offered by class teachers.

## **Procedure**

### **Step 1: Tier 1 Teacher Intervention**

Prior to informal or formal evaluation, students need to utilize the Tier 1 support in place for classes and general education.

1. Students and parents will schedule a 1-on-1 Zoom meeting with class teachers to clarify assignments.
2. Class teachers can provide shorter, fewer, or modified assignments, so that students can demonstrate competencies.
3. For students using alternative curriculum, Education Coordinators can provide suggestions for modified assignments that allow students to demonstrate competencies.
4. Education Coordinators conduct additional checkins with student to help them stay on track with assignments pacing and access Tier 1 support from class teachers.

Class teachers and Education Coordinators must submit an Enrichment Recommendation Form, **after** completing Tier 1 interventions, giving specific details on how and when Tier 1 interventions happened.

### **Step 2: Sufficient Instruction**

If students have engaged in tier 1 support and are still experiencing learning difficulties, they need to participate in adequate instruction from Elevated licensed teachers.

1. Students will attend Elevated virtual classes consistently for 6 weeks and submit at least 60% of Skills & Content Assignments and all Key Assignments to each class teacher.
2. Students who are completing teacher-approved alternative curriculum will submit weekly learning samples to the Education Coordinator for 6 weeks.
3. Students seeking support in K-6 Math will attend Math Lab once/week for at least 6 weeks.

### **Step 3: Informal Evaluation & Tier 2 Intervention**

Prior to Formal Evaluation by SPED Staff, students will complete Informal Evaluation

1. Students will participate in school-based assessments such as STAR and/or State benchmark assessments such as Acadience.
2. As recommended by the Assessment & Enrichment Coordinator, students will participate in small group Enrichment (Intervention) classes. Students will participate in informal assessments conducted within the enrichment classes.

### **Step 3: Formal Evaluation for Specialized Instruction / Tier 3 Support**

If adequate progress is not achieved through Tier 1 or Tier 2 interventions, and students meet adequate instruction from Step 2, they may be referred for evaluation of a learning disability and eligibility for specialized instruction.

1. The purpose of such evaluation is to determine eligibility for an Individualized Education Plan (IEP) and for the student to receive special education support by the School's licensed SPED teachers or contracted providers, as well as communicate accommodations to the School's general education teachers.
2. The purpose of an IEP is to provide specialized instruction to support students with a disability that is preventing them from accessing the general education curriculum, within the School's educational setting.
3. The School cannot support specialized instruction or other SPED support provided by an outside provider chosen by the parent/guardian who is not an employee or contracted provider of the School.
4. Student evaluations will involve at least 4 hours of in-person assessments. These assessments may require travel for both the parent and student.
5. Additional assessments may involve up to an additional 3 hours.
6. A medical history and/or a developmental history, provided by a qualified health practitioner, may be required.
7. Parents can provide a diagnosis from the student's physician or qualified provider.
8. Results of evaluations will be reviewed in an IEP Eligibility Meeting, which must include: the School's SPED Teacher, an Administrator at the School, the General Education Teacher (Education Coordinator or Class teacher), at least 1 parent/guardian, and all members of the SPED team who conducted assessments for this evaluation.
9. Evaluations for specialized instruction must be completed within a reasonable time before the end of the current school year to ensure that there is sufficient time to implement the IEP supports.
  - a. If it is determined that sufficient time is not available, then the evaluation will be conducted at the start of the following school year.