

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

Joint Proposal
11/14/06

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 will be an important component of every Learner's individual Learning Plan. Each family and RC will evaluate basic skill levels and agree upon and document a strategy, with corresponding budget, that makes the most sense for addressing those skills.

Funding Procedures

1. Each Learner must have a Learning Plan outlining goals and strategies.
2. Each Learner must have an official monthly check-in with the Resource Consultant.
3. Each check-in consists of discussion involving strategies and goals, as well as requests for items to be funded.
4. Each party agrees to adhere to the funding guidelines before the Resource Consultant processes funding requests.
5. Each RC should be prepared to explain the relevance of the purchase beyond what is documented in the Learning Plan.
6. VHCP Funding Administrator processes the requests submitted by the Resource Consultant.
7. Funding will be submitted to the District Office by the 15th of each month.
8. Funding concerns from the District Financial Administrator shall be expressed to the appropriate VHCP Funding Administrator no later than the 25th of each month. If no contact has been made by this date, the VHCP Funding Administrator shall contact the District Financial Administrator. This will allow some time for more information to be gathered without delaying funds to the family.
9. Concerns from District personnel will be addressed through the appeal process as outlined on page 4 of this document.

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

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

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

The Vision Home & Community Program shall not pay for:

1. Weapons (including guns, knives, and paraphernalia used in relation to these items such as hunting licenses, scopes, targets, cleaning kits, and ammunition)
2. Pets or livestock, animal food, veterinary visits, and animal handling/training equipment
3. Items that will financially benefit the individual learner
4. Personal items that, under reasonable circumstances, would be normally purchased by the family (i.e. shoes, gloves, coats, personal athletic equipment to be kept by the learner)
5. Services provided to a student by an immediate family member. Immediate family member means spouse, guardian, parent, step-parent, sibling, 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

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

2. Educational Trips

All out-of-state educational trips must be accompanied by an Educational Trip Plan, which will be evaluated by a an established VHCP funding committee made up of a minimum of four staff and/or RCs who will review compliance with the Educational Trip policy. The committee will review the Educational Trip Plan and assess whether the request meets the criteria listed below, clarify concerns, ensure that the clarification is documented and either approve or deny the trip request. The VHCP Director will personally review the Educational Trip Plan, following the process outlined above, and either approve the plan with a personal signature or deny the plan.

- a. Have you completed a field trip plan, including all costs?
- b. What subject does this activity correlate with? Is this subject documented in the 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. Please refer to Step 3 under the Appeals Process on page 4.

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

4. Mileage
 - a. What subject does this activity correlate with? Is this subject documented in the 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 will the item be available for other learners to use?

6. Educational Diagnostic Testing/Therapy
 - a. What steps/assessments have led to this more formal solution/assessment?
 - b. Has Special Services been contacted? Has a multi-disciplinary assessment been requested pursuant to the Individuals with Disabilities Education Act (I.D.E.A.)?
 - c. Have family resources been accessed regarding insurance and or Medicaid coverage?
 - d. Has the testing/therapy been recommended by a medical professional?

ADMINISTRATIVE INVENTORY

An administrative inventory of educational materials and supplies over \$100.00 will be available at each center with copies at the other centers and the district office. Before new equipment is purchased or approved by the RC, an inventory review should take place.

1. Items purchased with public funds are not personal property. They may, however, be purchased by the learner/parent at the time of separation of the program at a price determined by the district business manager.
2. RCs shall provide each family with a voluntary inventory listing for past purchases, which will include a signature line.
3. Each program shall implement a system for reuse of tangible, as well as durable goods.

EDUCATOR PAYMENT

Educators will be employed as independent contractors by parent/guardian. Any educator payment request will be made to the program center and the district business office with as much detail as possible. Payments of 50% of the educator's class can be requested "up front". The balance can be requested when over one half of the services are completed. For example: An educator in Spanish language can receive 50% upon Learner confirmation, with the balance requested when over one-half of the services have been delivered.

APPEALS PROCESS:

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

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

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

Step 3: If members of the established 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 funding request waiver will be forwarded to the final appeals committee. This committee shall be 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 will be paid by the entity requesting the appeal. A parent or learner appeal will be paid from the local VHCP program budget. In all circumstances, the parent and learner involved will be encouraged and given the opportunity to present to the final appeals committee. The committee will then review the request for funding waiver and a majority vote will be required to overturn the local VHCP decision. The decision of this committee shall be final.

Note:

Proposal of District: A minimum of fifty percent of the Learner's funding shall be used to provide academic instruction and support in the Colorado Model Content Standards core academic areas. These have been defined as reading, writing, math, science, history, civics, geography, art, and economics. Special requests to waive this requirement may be reviewed by utilization of the appeals process as outlined on page 4 of this document.

At this time, the VHCP is unwilling to place a defined percentage on the amount of financial resources that must be spent in any one area of a learner's Individual Learning Plan. We intend to work over the coming months to develop Academic Rigor standards that address the District's concerns in a manner that is consistent with and does not compromise our original stated mission and philosophy.