

X.A.13. Learner Validated Programs

A. Purpose

The Board of Education of Granite School District (Board) is committed to maintaining the quality and oversight of the learner validated programs operated by Granite School District (District) and its member schools. This policy promotes and maintains participating students' academic accountability and progress by establishing requirements and standards for learner validated programs consistent with applicable law, including accountability for student participation, academic progress, and instructional quality. This policy applies to all learner validated programs operated by Granite School District and its member schools.

B. Definitions

1. "Educational Service Provider" means a third-party entity contracted to provide:
 - a. Courses or instructional services that generate average daily membership or count towards graduation requirements; or
 - b. Curriculum, grading services, or educator services for courses.
2. "Learner Validated Program" means any educational program specifically designed for competency-based or self-paced learning where student participation is measured by demonstrated academic progress and completion of learning objectives, rather than by attendance at scheduled instructional periods.
3. "Online Course" means a course delivered primarily through digital or internet-based platforms where instruction occurs outside a traditional classroom setting.
4. "State Board" means the Utah State Board of Education.
5. "Teacher of Record" means a licensed educator employed by the District who has direct responsibility for a student's educational progress and documents the student's academic participation and progress.

C. Measurement Continuing Enrollment and Pacing of Learning Objectives

1. Each student enrolled in a course taught as part of a learner validated program shall complete the course within the school year.

2. Each course taught as part of a learner validated program shall include a recommended or mandatory pacing guide that supports student progress toward timely completion, which may be adjusted by the teacher of record.
3. The teacher of record assigned to a student enrolled in a course taught as part of a learner validated program will verify the student's initial and continued enrollment in the course. If the course is taught using instructional services provided by an education service provider or online course provider, the teacher of record will coordinate as necessary with the provider to make the required verifications.
4. A student's course participation and academic progress will be measured by the following standards:
 - a. completion of learning objectives as provided in the course's pacing guide, subject to adjustments made by the teacher of record;
 - b. completion of assigned coursework as provided in the course's pacing guide, subject to adjustments made by the teacher of record, and tracked in the course's gradebook;
 - c. completion of required formative and summative assessments; and
 - d. student mastery of course content shall be demonstrated through performance on assignments and assessments consistent with course requirements.
5. If a student falls behind the pacing requirements established in a course pacing guide, as adjusted by the teacher of record and/or fails substantially to meet the course participation and academic progress standards, then the assigned teacher of record shall contact the student and their parent/legal guardian about the student's participation and progress and may place the student on an intervention plan.

D. Teachers of Record

1. The District shall assign a teacher of record for each student enrolled in a learner validated program and ensure the teacher of record evaluates student progress for each assigned student.
2. Each teacher of record shall:
 - a. verify each assigned student's initial and continued enrollment;
 - b. regularly monitor and review each assigned student's completion of course assignments and assessments to monitor the student's growth, validate academic engagement, document academic progress, and ensure that the assigned student meets academic proficiency standards established by the State Board;

- c. initiate additional student intervention;
- d. ensure that the assigned student's learning activities, coursework, assessments, and participation in tutoring programs or other instructional supports are appropriately documented;
- e. provide regular opportunities for student interaction and support; and
- f. respond to communications or inquiries from an assigned student or their parent/legal guardian within a reasonable time.

E. Coordination with Educational Service Providers and Online Course Providers

- 1. The District may, at its discretion, contract with an educational service provider or online course provider for instructional services supporting the learner validated program, subject to the teacher of record requirements and the other requirements set forth in this policy and applicable law and rules adopted by the State Board.
- 2. If the District uses an educational service provider, the teacher of record assigned to the students shall coordinate with the provider to ensure that the contracted instructional services, curriculum, and grading align with applicable state standards and the District's expectations set forth in the contract, provided that the District and teacher of record may reasonably rely on the provider's systems, data, and processes.
- 3. The provider shall provide progress data to the teacher of record as often as the teacher of record reasonably requests.
- 4. The teacher of record shall retain final authority over grading, credit issuance, and verification of course completion, and maintain oversight of curriculum quality and alignment with state standards, though the teacher of record may rely on the provider's grading determinations absent a documented basis for review.
- 5. The District shall periodically review courses to evaluate and confirm a course's alignment with any applicable state standards and demonstration of equivalent academic rigor for a course offered in an attendance-validated program.

F. Documentation

The District shall maintain documentation demonstrating compliance with the requirements set forth in this policy and shall submit the documentation to the State Board upon request.

G. Equivalent Instructional Hours

Equivalent instructional hours shall be calculated based on a student's demonstrated completion of course learning objectives, assignments, and assessments, with hours allocated proportionally or by defined instructional units. The LEA may also consider additional indicators of academic engagement as appropriate. The teacher of record shall review and validate the calculation of instructional hours based on documented student progress.

REFERENCES

Utah Code §53G-2-5, Learner Validated Programs