

## **Policy Type: Governance Policy**

### **Title: Learner Validated Programs and Providers Oversight**

**Effective: May 20th, 2026**

## **Purpose**

The purpose of this Learner Validated Programs and Providers Oversight Policy is to establish general requirements for Custom Class Charter School (the “School” or “Custom Class”) to oversee learner validated programs, online courses, self-paced learning arrangements, and related educational service provider relationships in a manner consistent with Utah H.B. 426 (2026 General Session), codified in relevant part at Utah Code Title 53G, Chapter 2, Part 5.

## **1. Definitions**

For purposes of this policy, Custom Class adopts the definitions established in H.B. 426 and applicable law. In general:

- “Educational service provider” means a third-party entity contracted by Custom Class to provide courses, instructional services, curriculum, grading services, educator services, or related services that generate average daily membership or count toward graduation requirements.
- “Learner validated program” means a competency-based or self-paced educational program in which student participation is measured by demonstrated academic progress and completion of learning objectives rather than by attendance at scheduled instructional periods.
- “Teacher of record” means a licensed educator employed by Custom Class who has direct responsibility for a student’s educational progress, maintains oversight of curriculum quality and alignment with state standards, and documents the student’s academic participation and progress.

## **2. General Policy Statement**

Custom Class may operate learner validated programs and may contract with educational service providers or online course providers when such arrangements support the School’s mission, student needs, and applicable legal requirements. Custom Class retains responsibility for learner validated program oversight, student progress monitoring, academic rigor, course alignment, teacher of record assignment, and required documentation, even when instructional services or related supports are provided by an educational service provider.

This policy is intended to provide a flexible framework for learner validated programs that may include online, hybrid, self-paced, competency-based, community-based, provider-supported, or family-supported learning environments while preserving appropriate teacher oversight and accountability.

## **3. Learning Objectives, Standards Alignment, and Sequential Mastery**

Custom Class shall document learning objectives and sequences for demonstrated mastery for all core and required classes. These learning objectives and mastery sequences shall be derived from applicable Utah state standards, graduation requirements, adopted course standards, or other governing academic requirements.

For learner validated programs, Custom Class shall maintain requirements for pacing of learning objectives, coursework, and assessments that are designed to support course completion within the school year or applicable enrollment period. Pacing expectations may include participation benchmarks, progress targets, assignment completion expectations, checkpoint assessments, evidence-of-learning submissions, or other reasonable indicators of ongoing academic engagement.

Where a course or program requires prerequisite skills, Custom Class shall use a sequential completion structure or comparable mastery-based process to support student advancement after demonstration of necessary prerequisite knowledge or skills. The School may adapt sequencing, pacing, and demonstration methods to student need, program design, disability-related accommodations, advanced proficiency, and applicable law.

#### **4. Teacher of Record Oversight**

The teacher(s) of record may coordinate with educational service providers, provider-employed instructors, curriculum vendors, advisors, parents, guardians, and other school personnel, but Custom Class retains responsibility for the required teacher of record role.

The teacher(s) of record, directly or through School-approved systems and procedures, collectively shall support oversight of:

- student academic progress and participation;
- alignment of course learning objectives to applicable state standards or course requirements;
- evidence of learning connected to documented learning objectives;
- student pacing and progress toward completion;
- checkpoint assessment results and other indicators of mastery;
- needed interventions, accommodations, supports, or parent/student outreach; and
- documentation reasonably necessary to demonstrate compliance with law, rule, and this policy.

#### **5. Evidence of Learning and Progress Documentation**

Teachers shall review student evidence of learning at least once per quarter for learner validated programs and verify its alignment to learning objectives. Reviews may be conducted through School systems, learning platforms, provider records, student submissions, parent or student conferences, or other School-approved methods. Review documentation should be sufficient to support teacher oversight of student growth, academic engagement, and progress toward documented learning objectives.

#### **6. Checkpoint Assessments and Academic Integrity**

Students and/or parents or guardians, as age appropriate, shall be offered checkpoint assessments with verified academic integrity in meetings with a teacher or teachers at least once per semester. The purpose of the checkpoint is to help determine areas of strength, needed support, pacing concerns, and progress toward mastery.

Checkpoint assessments may include oral review, written assessments, performance tasks, portfolio review, standards-based progress review, project demonstration, teacher questioning, proctored assessment, or other means appropriate to the student, course, and learning environment. Verified academic integrity may be established through identity confirmation, teacher-facilitated meetings, proctoring, review of original student work, synchronous discussion, secure assessment tools, or other reasonable integrity measures approved by the School.

Custom Class may adjust the form, timing, modality, or frequency of checkpoint assessments based on student need, disability-related accommodations, course design, advanced proficiency, provider requirements, or applicable state board guidance, provided that required oversight and documentation are maintained.

## **7. Teacher Interactions and Triggers for Additional Support**

Teachers shall interact with students and/or parents or guardians, as age appropriate, through a level of contact that is reasonably designed to monitor engagement, support progress, and respond to academic need. Interactions may occur online, in person, by phone, by video conference, through written feedback, through School-approved learning systems, email, through progress review meetings, or through other School-approved methods.

Custom Class may establish minimum interaction expectations based on defined triggers for additional support. These triggers may include missing attendance or engagement requirements, inadequate evidence of learning, lack of response to teacher outreach, falling behind required pacing, academic integrity concerns, failure to complete checkpoint assessments, or other indicators that a student may need additional support.

Minimum interactions shall increase as the triggers for intervention become more urgent. School administration may define intervention levels, timelines, responsible personnel, communication methods, and documentation expectations in administrative procedures.

At a minimum, Custom Class shall ensure the following:

- A student shall receive teacher interaction before any 10-day drop or withdrawal action based on missing attendance, participation, or engagement requirements in a learner validated program.
- A student who is behind pace by one quarter or more shall receive bi-weekly personalized interactions from a teacher until the student is no longer behind by one quarter or more or until a different School-approved intervention plan is established.
- Students and/or parents or guardians, as age appropriate, shall receive outreach when teacher review indicates that additional academic support, pacing adjustment, or engagement support is needed.
- Interactions shall be documented in a manner sufficient to demonstrate teacher oversight, student support, and compliance with this policy.

## **8. Educational Service Provider Oversight**

Custom Class may contract with educational service providers or online course providers for instructional services, curriculum, grading, educator services, technology, learning platforms, or related supports. Such contracts or arrangements shall not eliminate Custom Class's responsibility to assign a teacher of record,

monitor student progress, document student participation, ensure appropriate course alignment, and maintain learner validated program accountability.

When Custom Class uses an educational service provider, the School may require the provider to supply records, reports, access, assessment data, pacing information, student progress information, curriculum alignment information, teacher or instructor information, and other documentation reasonably necessary for Custom Class to meet its oversight obligations.

Custom Class may discontinue, modify, restrict, or condition use of a provider or provider-supported course if the School determines that the provider does not supply adequate documentation, does not support teacher of record oversight, does not align to required standards, does not provide appropriate academic rigor or support, or otherwise creates compliance or student-support concerns.

## **9. Student-to-Teacher Ratio**

To support progress monitoring, teacher interactions, evidence review, checkpoint assessments, and required documentation, Custom Class shall maintain a maximum average ratio of one teacher to 250 students for learner validated program oversight. This ratio is intended to reasonably allow teachers of record to evaluate student progress, provide required interactions, and support documentation requirements.

The ratio may be calculated and monitored in a manner determined by school administration, taking into account program design, educator assignment, student enrollment, staffing structure, course load, support staff, and any applicable state board rules or guidance. Custom Class may establish lower ratios for particular programs, grade levels, student groups, courses, or circumstances when determined necessary.

## **10. Equivalent Rigor, Instructional Supports, and Participation**

Learner validated programs shall be designed to provide academic rigor and support reasonably equivalent to attendance-validated programs, while recognizing that competency-based and self-paced learning may use different methods of measuring participation and progress.

The School may calculate equivalent instructional hours and continuing enrollment measures through reasonable methods approved by school administration and consistent with applicable law and rule.

## **11. State Assessments, Proficiency, and Waivers**

Students enrolled in learner validated programs remain subject to applicable state assessment requirements and other academic accountability requirements. Custom Class shall maintain documentation demonstrating compliance with applicable learner validated program requirements and shall provide documentation to the Utah State Board of Education upon request.

Where permitted by law or state board rule, Custom Class may seek, apply, or document proficiency-based waivers or adjustments for students who demonstrate proficiency through state-approved assessment results, documented mastery of learning objectives, or other evidence approved by the state board. Any such waiver or adjustment shall not eliminate the requirement for a teacher of record or the requirement for monitoring and documentation of student progress.

## 12. Administration and Implementation

The School's chief administrative officer or designee may develop administrative procedures, forms, training materials, provider requirements, staff guidance, intervention protocols, documentation systems, and internal review processes necessary to implement this policy. Such procedures may be revised from time to time to reflect operational needs, state board guidance, changes in law, technology systems, staffing models, provider arrangements, or student needs.

Nothing in this policy shall be interpreted to limit the authority of Custom Class to adopt more specific procedures, require additional student supports, impose additional provider requirements, or take reasonable action necessary to maintain compliance and support student learning.

## 13. Review and Revision

The Governing Board may review and revise this policy periodically to reflect changes in law, Utah State Board of Education rule, school operations, learner validated program design, provider relationships, or Board direction.

## Certification

The undersigned officers and/or Board of Directors of Custom Class Charter School certify that this Learner Validated Programs and Providers Oversight Policy was duly adopted as of the date below.



Matthew J. Middione - Board Chair



Douglas Reed - Board Vice Chair

Effective Date: May 20th, 2026

Revised Date:

## References

H.B. 426, Online Education Service Provider Amendments, 2026 General Session; Utah Code Title 53G, Chapter 2, Part 5, Learner Validated Programs, including Sections 53G-2-501 and 53G-2-502; applicable Utah State Board of Education rules and guidance.