

Attachment A

Community Outreach Plan



**Community Outreach Plan
Utah County Campus**

Purpose: To provide a means by which we will achieve a racial and ethnic balance among our students that is reflective of the general population residing within the boundaries of the Alpine School District.

1. **Outreach efforts to socio-economically disadvantaged and minority students:** Spectrum Academy will implement a strategy that includes, but is not limited to, the following elements or strategies which focus on achieving and maintaining a racial and ethnic balance among students that is reflective of the general population residing in the Alpine School District.
 - An enrollment process that is scheduled to include a timeline that allows for a broad-based application process
 - The development and distribution of promotional and informational material that reaches out to the various racial, ethnic, and socioeconomic groups represented in the Alpine District
 - Create a Minority Outreach Committee that will evaluate, advise, and assist in the recruitment of an ethnically diverse student population
 - Expand on our relationship with *Que Es Autismo?* As part of outreach to Spanish speakers to assist in:
 - Preparation of flyers in Spanish regarding the lottery and registration process
 - General information sheets and other key documents, including school mission and vision in Spanish
 - Publishing information in Spanish on the Spectrum Academy website regarding the Utah County campus
 - Spanish translators at all general charter school meetings

2. **Face-to-face outreach:** The following informational/enrollment opportunities are anticipated to further reach minority populations:
 - Information/Enrollment Tables – information tables set up at the public library, Utah County Health Dept., Mountainlands Family Health Center, Alpine Medical group Wal-Mart Shopping Center in Pleasant Grove and American Fork
 - Meetings- Informational meeting conducted entirely in Spanish
 - Local school contact- During open enrollment period we will visit local schools to disseminate information
 - Word of Mouth Distribution- Informational flyers will be distributed through friends and co-workers within the minority sector

- Local Business Contacts- Spectrum representatives will meet with business owners to educate them about our school. We will request permission to leave informational flyers and posters
- Newspaper Contact-- Press releases in the *Daily Herald*, *Herald Extra*, and *Salt Lake Tribune* to inform the public of school and enrollment information

3. **Written materials that specifically explain how Spectrum Academy will help children succeed:**

Spanish/English Informational Flyers to include, but are not limited to:

- School mission and vision
- Enrichment opportunities
- After-school programs
- Small class sizes
- Social skills/Executive functioning training

Attachment B

Compliance with the Least Restrictive Environment (LRE)

Spectrum Academy Compliance with LRE

Spectrum Academy fully complies with the elements of the Least Restrictive Environment (LRE) as mandated by the IDEA. The unique nature of Spectrum may cause those who are unfamiliar with our programs to question our ability to comply with LRE, however, in order to ensure compliance, Spectrum utilizes the following framework.

1. Spectrum Academy is a charter school of choice. We are unique because we implement the accommodations and academic and social frameworks necessary for students with Autism and Asperger's Syndrome to succeed. Due to these accommodations, parents of children with a variety of disabilities, as well as typically developing students, choose to enroll their children in our school. We do not discriminate or give preference to students with disabilities.
2. Due to the large number of students who enroll at Spectrum Academy who are on an IEP, Spectrum Academy actively engages in following policies and procedures that encourage typically developing students to attend. Some of these policies include giving sibling and employee preference in the lottery.
3. Classes in K-8 are taught by teachers who are dual licensed in regular and special education, or who are working toward dual certification. A partnership has been formed with Weber State University to provide a cohort each year to certify teachers in any area of need in order to fulfill this requirement.
4. Students are initially placed (unless data and the IEP team indicate it is not appropriate) in a regular education classroom with part-time special education services delivered in the regular classroom. All classrooms have typically developing peers in them. To increase the interaction with typical peers, partnerships have been formed with other charter and district schools in the area to provide extensive educational and social peer interactions.
5. If the nature and severity of the disability mandates (through IEP team decision) that the student be removed from the regular education classroom, there are a continuum of options available at Spectrum for the student such as:
 - Resource room instruction
 - Special classes
 - Special schools
 - Home instruction
 - Instruction in hospitals and institutions