

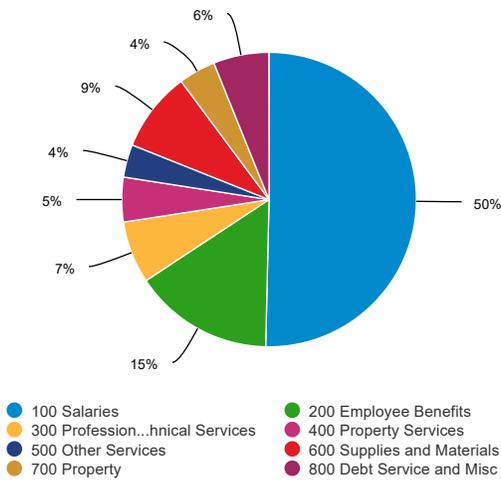
Financial Summary

Category	YTD Amount	Total Budget	Total Forecast	% Target	% Forecast
Revenue (3 School Category records)					
1000 Local Revenue	\$100,478	\$316,181	\$406,181	16.9%	24.7%
3000 State Revenue	\$2,808,344	\$10,671,005	\$10,781,500	25.4%	26.0%
4000 Federal Revenue	\$18,632	\$1,112,024	\$1,119,604	0.0%	1.7%
TOT	\$2,927,454	\$12,099,210	\$12,307,285		
Expense (8 School Category records)					
100 Salaries	-\$1,204,278	-\$5,780,750	-\$5,780,750	19.6%	20.8%
200 Employee Benefits	-\$403,462	-\$1,762,000	-\$1,762,000	24.5%	22.9%
300 Professional and Technical Services	-\$98,584	-\$783,510	-\$783,510	3.5%	12.6%
400 Property Services	-\$108,543	-\$563,000	-\$563,000	5.8%	19.3%
500 Other Services	-\$58,237	-\$412,251	-\$412,251	-0.0%	14.1%
600 Supplies and Materials	-\$274,530	-\$1,009,291	-\$1,009,291	-0.0%	27.2%
700 Property	-\$54,445	-\$465,000	-\$465,000	-0.0%	11.7%
800 Debt Service and Misc	-\$437,776	-\$700,619	-\$700,619	22.5%	62.5%
TOT	-\$2,639,854	-\$11,476,421	-\$11,476,421		
TOT	\$287,600	\$622,789	\$830,864		

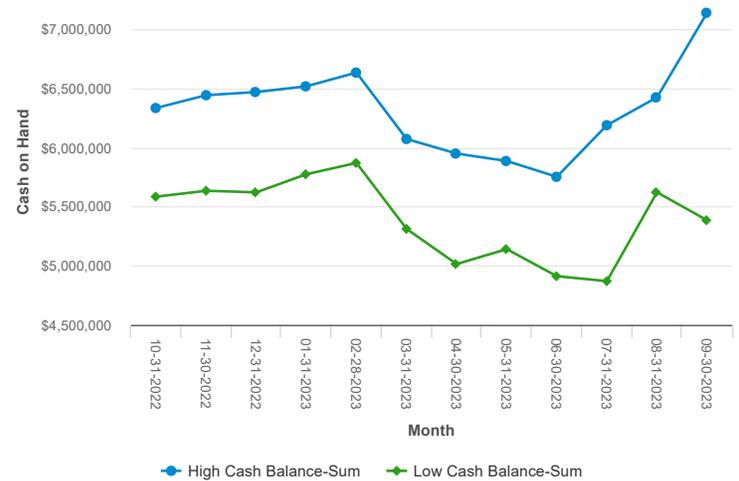
Financial Metrics

Financial Metric	Covenant	Target	Forecast
Net Income		398,565	830,864
Operating Margin		4.5%	6.75%
Debt Service Ratio	1.10	1.37	2.32
Unrestricted Days Cash	30	150	209
Restricted Cash			309,675

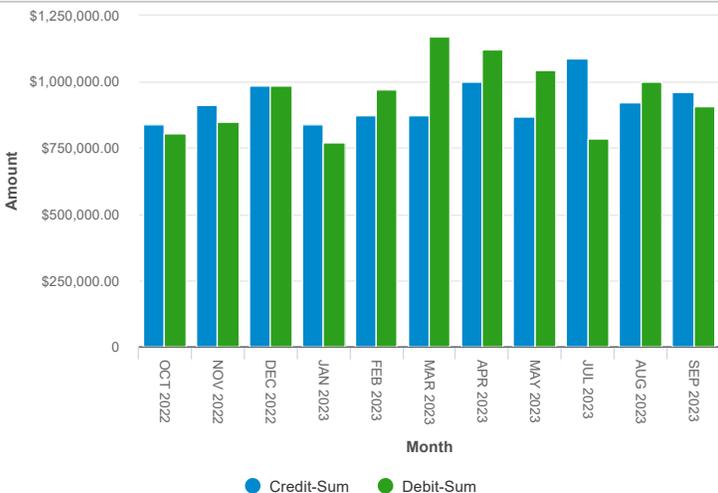
Expense Distribution



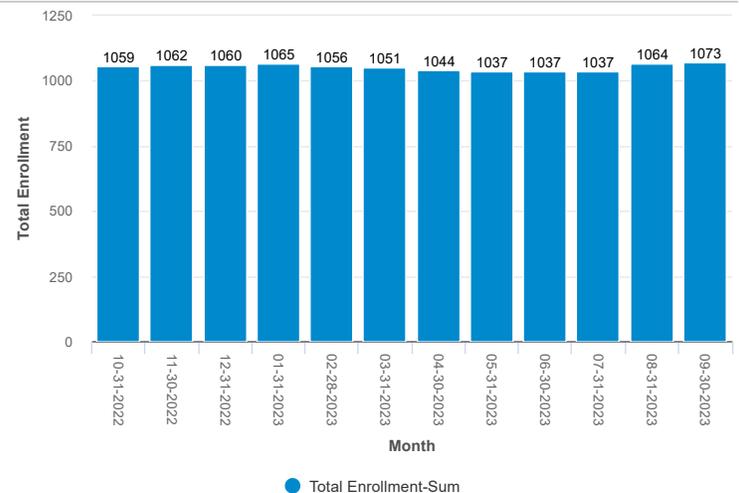
Cash Balance



Revenue vs Expenses



Enrollment Trend



ENTHEOS ACADEMY BOARD MEETING MINUTES

September 27, 2023 7:00pm

Held at Entheos Academy Kearns Campus
4710 West 6200 South Kearns, UT 84118

OPENING

- I. Roll Call
 - a. Board Members Present: Stephanie Gibson, Deb Ivie, Karen Bogenschutz, Rod Eichelberger
 - b. Board Members Excused: Xazmin Prows, Brittany Garner
 - c. Administrators and Staff also present: Esther Blackwell, Jason Bennion, Denise Mathews, Sue Talmadge, Brian Cates of Red Apple, Alisha Cartier
 - d. Administrators Excused:
 - e. Time: (7:02 pm)
- II. Meeting Opened by Deb Ivie (7:02 pm)
- III. Pledge of Allegiance led by Stephane Gibson (7:03 pm)
- IV. Mission Statement by Deb Ivie (7:03 pm)
- V. Approve minutes from August 23, 2023 and Consent Agenda (7:45 pm)
 - a. **Motion: Stephanie Gibson motions to accept the minutes from August 23, 2023. Rod seconds. Passes unanimously 4-0.**
- VI. Entheos Value Presentation by Xazmin Prows (POSTPONED)

PUBLIC COMMENT

- I. Public Comment: (7:04 pm)
 - a. NONE

INFORMATIONAL ITEMS

- I. Q&A on Director Reports (7:04 pm)
 - a. District: Esther Blackwell comments that a positive thing for our school is that we have a district crew resource folder. Folder per value with a collection of resources for all ages for all employees and crew members of the school. If anyone has anything to add, send directly to Esther and she will add. Fight Back Nation training again to be held for all employees at both campuses in October. Kearns Discovery recital October 3rd. Enrollment looks great. Stephanie Gibson comments that she is very impressed with the crew resource. Deb Ivie comments that the staff is thankful.
 - b. Kearns - Denise Mathews highlights the challenges and success with student pick up and drop off. Challenge because right off of 6200 S. Negotiated with the church on the corner. Have agreed to allow and to use the neighborhood to walk through. Signage has been created. Recruited parents to help. Partnered with police for active monitoring. Advertising to help communicate change. Partnering with after school to encourage students to stay later. 5th graders are continuing to do safety patrol.
 - c. Magna - Jason Bennion highlights that the school has a new PCO head. Jennifer Sanchez. She is excited to take the task on. Testing. BOY testing is wrapping up. Thank

you to everyone attending the ribbon cutting. Appreciated all of the help. Mobile school pantry began again Monday. Was able to help about 70 families.

- II. Staff Recognitions (7:13 pm)
 - a. District: Melanie Louviere
 - b. Kearns: Haylee Ashworth, Nichole Rich, Violet Martinez
 - c. Magna: Aimee Wetzel, Tania Vake, Michelle Stratton
- III. School Presentation by Jason Gilbert (7:23 pm)
 - a. Trip to This is the Place Heritage Park. Learning Near and Far. Social Studies standard: students will understand cultural factors that shape a community. Learning about tracking, catching food, and money. How students around the world get books. Various schools around the world and what they look like. Have another fieldwork planned with people that grew up in other countries to learn how they learned and went to school. Deb Ivie comments that she does work with after school programs that have one room schoolhouses in Utah in small towns.
- IV. Budget and Finance Report Deb Ivie (7:34 pm)
 - a. Still in the beginning of the year. School is strong financially. Moved another portion into PTIF this month. Enrollment is looking good. Good waiting list. Helps with numbers to have finances to help the students. Esther Blackwell comments that we won't know restricted funds until October. Esther Blackwell has written grants that we will find out about in the next month.
- V. Finance Training by Brian Cates (7:37 pm)
 - a. Brian Cates introduces Ken Jeppesen with Eide Bailly, the audit firm partnered with. State reports are due October 2nd this year. Working on getting that submitted. Ken Jeppesen shares that to be in compliance, you have to have an audit. They audit over 60 schools. Experienced staff members that understand state, federal, and local. Make sure all expenses have been captured. Look at student count, teachers, programs...how that affects the numbers. Internal control - policies and procedures. Key controls - most important policies. Pick up a sampling to make sure that rules are being followed. Salaries, program expenditures. The state lets them know which ones they want tested. Coding properly. Good to have a different perspective to look at things. State requirements. Also look at board meetings and what is being completed. Brian Cates comments that if anything pops up, then we can learn from it.
- VI. Mission of Entheos Grant Committee Report by Xazmin Prows (POSTPONE)

DISCUSSION ITEMS

- I. Board Development District Service Learning Presentation by Melanie Louviere (7:46 pm)
 - a. Service Learning Director. Main role is the 6th grade year of service. Teaches 6th grade class. In Depth program. Supports classes and is available to talk to parents. Coordinate the Celebration of Service. Training with teachers, help plan Expeditionary learning service. School service projects- help organize. Hygiene store for the school.
 - b. Marketing - work with admin to plan out marketing strategies. Branding. Website. Advertising. Responds to requests for more information from the website. Helping with kinder and MS open houses.
 - c. Adventure Support. Stepping down as the Kearns adventure coordinator. Supports the new coordinators at both campuses.

- d. Campus Specific Projects: Magna mobile school pantry. Kearns attendance committee and high quality work crew. One time projects. Hands on booth at ribbon cutting ceremony. College board - all of the staff of where they went to school, logos...get kids excited about college.
- II. Policies for discussion by Sue Talmadge (7:56 pm)
 - a. 4105 Maternity & Paternity Leave - revised to qualify from 12 months to 6 months.
 - b. 4600 Volunteer Policy - removed a long list, the director is able to decide at their discretion.
 - c. 5401 Bullying and Hazing - updated portion on training for people that didn't apply to school (coaches).
 - d. 7104 Parent and Family Involvement - Title 1 funds to support students. Want to have family and parent involvement. One grammar change.
- III. Denise Mathews shares that Diane Pace is a new to Entheos but seasoned SpEd teacher. 20+ years of experience. Strong resume. Works well with students, one on one. Strength is developing relationships. Professional. Was on the meeting before but no longer on the meeting. Rod Eichelburger asks that we thank her for taking the time to join the meeting.
- IV. Stephanie Gibson expressed the need to follow through on her email. And send pictures.

ADJOURN

- I. Time 8:03 pm
- II. **Motion: Stephanie Gibson motions that we adjourn. Rod Eichelberger Seconds. Passes 4-0**

ENTHEOS ACADEMY

EXCELLENCE • SERVICE • LEADERSHIP

25 October 2023

Consent Agenda Items:

1. New Hire
2. Policies for Approval

1. New Hire

- a. Brequelle Smith - Magna 2nd grade teacher

2. Policies for Approval

- a. 4105 Maternity & Paternity Leave
- b. 4600 Volunteer Policy
- c. 5401 Bullying and Hazing
- d. 7104 Parent and Family Involvement
- e. 6201 Looping
- f. 6100 Special Education

4105 MATERNITY & PATERNITY LEAVE

Purpose

Entheos Academy believes strongly in Family, as such we support our staff in their desire to grow their families through births and/or adoptions. Entheos Academy also recognizes the need for new parents to spend time with new additions to their families.

Policy

I. Compensation

- A. Entheos Academy will pay up to 6 (six) weeks of maternity leave time for new mothers (including newborn adoptions) and up to 1 (one) week of pay to new fathers (including newborn adoptions) to all full time employees who **have been employed by Entheos in a full-time capacity for a minimum of 6 (six) months. qualify under the FMLA laws:**

- B. Leave must be used at one time with no breaks and can begin no later than the date of newborn birth or adoption.
- II. Continuation of Benefits
 - A. Health insurance benefits will continue to be provided during the paid maternity/paternity/adoption leave under this policy at the same rate as in effect before the leave was taken.
- III. Requirements for Obtaining Paid Leave
 - A. The employee must provide to the Director of the school notice, in writing, 30 days before the requested leave (or as much notice as practicable if the leave is not foreseeable).
 - B. After the 6 (six) weeks of maternity/adoption or 1 (one) week paternity leave have been exhausted, subsequent leave will be covered under appropriate policies.
 - C. The Family and Medical Leave Act (FMLA) allows employees up to 12 work weeks of unpaid leave annually.
 1. Paid leave under this policy will run concurrently with FMLA leave. After paid maternity/paternity leave is exhausted, the employee is required to apply any other available paid leave, which will also run concurrently with FMLA leave.

#4600 VOLUNTEER POLICY

Purpose

The **Entheos** Board **of Education** recognizes that certain programs and activities can be enhanced through the use of volunteers who have particular knowledge or skills that will be helpful to members of the professional staff responsible for the conduct of those programs and activities.

Policy

The Executive Director shall be responsible for implementing the volunteer policy set forth. Processes and protocols shall include:

- Ensuring student and staff safety while interacting with volunteers
- Ensuring volunteers are additive to the goals and purposes of Entheos education
- Documenting volunteers for in-school and off-campus activities.

Volunteers will be informed of the following that

- **∇**Volunteer is required to abide by all Board policies and District guidelines while on duty as a volunteer (including, but not limited to, the volunteer's obligation to keep confidential and not release or permit access to any and all student personally identifiable information to which s/he is exposed except as authorized by law);

- Volunteer will not be covered under any type of health insurance to cover illness or accident incurred while serving as a volunteer, nor is the person eligible for workers' compensation;
- Volunteer will be asked to sign a form releasing the District of any obligation should the volunteer become ill or receive an injury as a result of his/her volunteer services;
- Volunteer may not accept compensation from any third party or source, including, but not limited to, parent, or other District support organizations, for the performance of his/her official duties as a volunteer.
- Volunteer approval is subject to a background check

Volunteers on campus

- Will be documented upon entry and exit
- Will be clearly identifiable to staff and students during regular school hours, student arrival times and student departure times.

Rights of Refusal

The Executive Director, reserves the right to deny individuals the right to volunteer if

1. Prospective volunteers abilities are not in accord with District needs.
2. The administration believes that attendance of the individual poses a safety concern for the students/school personnel.
3. The administration believes that the behavior of the individual may disrupt the learning experience of the children.

No person is to be accepted or maintained as a volunteer if he/she has been convicted of any **violent or sexually related crimes.** ~~of the following offenses:~~

- ~~aggravated murder, murder, voluntary manslaughter, involuntary manslaughter~~
- ~~felonious assault, aggravated assault, assault~~
- ~~failing to provide for a functionally impaired person~~
- ~~aggravated menacing~~
- ~~patient abuse or neglect~~
- ~~kidnapping, abduction, child stealing, criminal child enticement~~
- ~~rape, sexual battery, corruption of a minor, gross sexual imposition, sexual imposition, importuning, voyeurism, public indecency, felonious sexual penetration, compelling prostitution, promoting prostitution, procuring prostitution, disseminating matter harmful to juveniles, pandering obscenity, pandering obscenity involving a minor, pandering sexually oriented matter involving a minor, illegal use of minor in nudity-oriented material or performance~~
- ~~aggravated robbery, robbery aggravated burglary, burglary abortion without informed consent~~
- ~~endangering children~~
- ~~contributing to the delinquency of children~~
- ~~domestic violence~~
- ~~having weapons while under disability, improperly discharging firearm at or into a habitation or school~~

- ~~corrupting another with drugs~~
- ~~trafficking in drugs~~
- ~~illegal manufacture of drugs or cultivation of marijuana~~
- ~~funding or trafficking of drugs~~
- ~~illegal administration or distribution of anabolic steroids~~
- ~~drug possession offenses (that are not a minor drug possession offense)~~
- ~~placing harmful objects in or adulterating food or confection~~
- ~~a felony~~
- 4. ~~—~~

5401 BULLYING AND HAZING POLICY

Purpose

Entheos Academy commits to providing a school climate that is free of harassment and discrimination.

The purpose of this policy is to prohibit bullying, cyber-bullying, hazing, and intimidation of Entheos Academy (the “School”) students and employees, as well as abusive conduct directed toward School employees.

The School’s Board of Directors (the “Board”) has determined that a safe, civil environment in School is necessary for students to learn and achieve high academic standards and that conduct constituting bullying, cyber-bullying, hazing, abusive conduct, and intimidation disrupts both a student’s ability to learn and the School’s ability to educate its students in a safe environment. Bullying, cyber-bullying, and hazing of students and employees are against federal, state, and local policy and are not tolerated by the school. The School is committed to providing all students with a safe and civil environment in which all members of the School community are treated with dignity and respect. To that end, the School has in place policies, procedures, and practices that are designed to reduce and eliminate bullying, cyber-bullying, abusive conduct, and hazing, including but not limited to civil rights violations, as well as processes and procedures to deal with such incidents. Bullying, cyber-bullying, hazing, and intimidation of students and/or employees by students and/or employees will not be tolerated in the School. Likewise, **the school prohibits** abusive conduct by students or parents against School employees. ~~is prohibited by the School and will not be tolerated in the school.~~

In order to promote a safe, civil learning environment, the School prohibits all forms of bullying of students and School employees

1. on School property,
2. at a School-related or sponsored event, or
3. while the student or School employee is traveling to or from School property or a

School-related or sponsored event.

The School prohibits all forms of hazing, bullying, or cyber-bullying of or retaliation against students and School employees at any time and any location.

Students and School employees are prohibited from retaliating against any student, School employee, or an investigator for, or witness of, an alleged incident of bullying, cyber-bullying, hazing, abusive conduct, or retaliation.

Students and School employees are prohibited from making false allegations of bullying, cyber-bullying, hazing, abusive conduct, or retaliation against **students** ~~a student~~ or School employees. If a false allegation is made, the Director or designee will follow procedure for investigation and disciplinary action.

In addition, School employees, coaches, sponsors, and volunteers shall not permit, condone, or tolerate any form of hazing, bullying, or abusive conduct and shall not plan, direct, encourage, assist, engage, or participate in any activity that involves hazing, bullying, cyber-bullying, or abusive conduct.

Any bullying, cyber-bullying, hazing, abusive conduct, or retaliation that is found to be targeted at a federally protected class is further prohibited under federal anti-discrimination laws and is subject to [U.S. Department of Education Office of Civil Rights \(OCR\)](#) compliance regulations

Definitions

Abusive Conduct – For purposes of this policy, “abusive conduct” means verbal, nonverbal, or physical conduct of a parent or student-directed toward a School employee **or student** that, based on its severity, nature, **or** frequency of occurrence, a reasonable person would determine is intended to cause intimidation, humiliation, or unwarranted distress. A single act does not constitute abusive conduct.

Bullying – For purposes of this policy, “bullying” means a School employee or student intentionally committing a written, verbal, **or** physical act against a School employee or student that a reasonable person under the circumstances should know or **reasonably** ~~reasonable~~ foresee will have the effect of:

1. Causing physical or emotional harm to the School employee or student;
2. Causing damage to the School employee’s or student’s property;
3. Placing the School employee or student in reasonable **belief** of:
 - a. Harm to the School employee’s or student’s physical or emotional well-being; or
 - b. Damage to the School employee’s or student’s property
4. Creating a hostile, threatening, humiliating, or abusive educational environment due to:
 - a. The pervasiveness, persistence, or severity of the actions; or
5. A power differential between the bully and the target; or

6. Substantially interfering with a student having a safe school environment that is necessary to facilitate educational performance, opportunities, or benefits.

This conduct constitutes bullying, regardless of whether the person against whom the conduct is committed directed, consented to, or acquiesced in; the conduct. In addition, bullying is commonly understood as aggressive behavior that is intended to cause distress and harm, ; exists in a relationship relations-in which there is an imbalance of power and strength, ; and is repeated over time.

Civil Rights Violations – For purposes of this policy, “Civil Rights Violations” means bullying, including cyber-bullying, abusive conduct, or hazing that is targeted at a federally protected class.

Cyber-Bullying – For purposes of this policy, “cyber-bullying” means using the Internet, a cell phone, or another device to send or post text, video, or an image with the intent or knowledge, or with reckless disregard, that the text, video, or image will hurt, embarrass, or threaten an individual, regardless of whether the individual directed, consented to, or acquiesced in the conduct, or voluntarily accessed the electronic communication.

Federally Protected Class – For the purposes of this policy, “Federally Protected Class” means any group protected from discrimination under federal law.

Title VI of the Civil Rights Act of 1964 prohibits discrimination on the basis of race, color, or nation of origin.

Title IX of the Education Amendments of 1972 prohibits discrimination on the basis of sex.

Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990 prohibits discrimination on the basis of disability.

Other areas included under these acts include religion, gender, and sexual orientation.

Hazing – For purposes of this policy, “Hazing” means a School employee or student intentionally, knowingly, or recklessly committing an act or causing another individual to commit an act toward a school employee or student that:

1. Endangers the mental or physical health or safety of a School employee or student;
 - a. Involves any brutality of a physical nature, including whipping, beating, branding, calisthenics, bruising, electric shocking, placing of a harmful substance on the body, or exposure to the elements;
 - b. Involve consumption of any food, alcoholic product, drug, or other substance or other physical activity that endangers the mental or physical health and safety of a School employee or student; or
 - c. Involves any activity that would subject a School employee or student to extreme mental stress, such as sleep deprivation, extended isolation from social contact, or conduct that subjects a School employee or student to extreme embarrassment, shame,

or humiliation; and

2. Is committed for the purpose of initiation into admission into affiliation with, holding office in, or as a condition for membership in a School or School-sponsored team, organization, program, club, or event; or
 - a. Is directed toward a School employee or student whom the individual who commits the act knows, at the time the act is committed, is a member of, or candidate for membership in, a School or School sponsored team, organization, program, club, or event in which the individual who commits the act also participates.
3. The conduct described above constitutes hazing, regardless of whether the School employee or student against whom the conduct is committed directed, consented to, or acquiesced in; the conduct.

Retaliate or Retaliation- ~~F~~For purposes of this policy, “retaliate or retaliation” means an act or communication intended:

1. As retribution against a person for reporting bullying or hazing; or
2. To improperly influence the investigation of, or the response to, a report of bullying or hazing

School Employee – for purposes of this policy, “School employee” means an individual working in the individual’s official capacity as:

1. a School teacher;
2. a School staff member;
3. a School administrator; or
4. an individual:
 - a. who is employed, directly or indirectly, by the School; and
 - b. who works on the school’s campus(es).

Policy

Reporting and Investigation

Students who have been subjected to or witnessed bullying, cyber-bullying, hazing, retaliation, or abusive conduct, must promptly report such incidents to any School employee orally or in writing.

School employees who have been subjected to or witnessed bullying, cyber-bullying, hazing, retaliation, or abusive conduct must report such incidents to the School’s Director orally or in writing promptly.

Each report of prohibited conduct shall include:

1. Name of complaining party

2. Name of **the** victim of prohibited conduct (if different from **the** complaining party)
3. Name of **the** offender (if known)
4. Date of incident
5. Location of incident
6. A statement describing **the** incident **including** as **many** details as possible (including names of witnesses if available).

In connection with a report of prohibited conduct, students and School employees may request that their identity be kept anonymous, and reasonable steps shall be taken by the Director and others involved in the reporting and investigation to maintain the anonymity of such individuals, if possible. School employees will take strong responsive action to prevent retaliation, including assisting the student who is a victim of prohibited conduct and his or her parents and/or guardians in reporting subsequent problems and new incidents.

The Director or designee shall promptly make a reasonably thorough investigation of all complaints of prohibited conduct, including, to the extent possible, anonymous reports, and shall, in accordance with **the** Consequences of Prohibited Behavior section below, administer appropriate discipline to all individuals who violate this policy. Formal disciplinary action is prohibited based solely on an anonymous report.

The Director; or designee; may refer the perpetrator to a council of School employees as an intervention as a step in the process of disciplinary action, and the council will help determine the best steps for the student before suspension and/or expulsion.

The Director; or designee; may report to law enforcement all acts of bullying, cyber-bullying, hazing, abusive conduct, or retaliation that constitute suspected criminal activity.

The Director, or designee, may report to OCR all acts of bullying, cyber-bullying, hazing, abusive conduct, or retaliation that may be violations of student(s)' or employee(s)' civil rights.

It is the School's policy, in compliance with state and federal law, that students have a limited expectation of privacy on the School's computer equipment and network system, and routine monitoring or maintenance may lead to **the** discovery that a user has violated School policy or law. Also, individual targeted searches will be conducted if there is reasonable suspicion that **the** user has violated policy or law. Personal electronic devices of any student suspected of violation of this policy will be confiscated for investigation and may be turned over to law enforcement.

Parent Notification

The Director or designee will timely notify a student's parent or guardian (a) if the student threatens to commit suicide or (b) of any incidence of **bullying**, cyber-bullying, hazing, abusive conduct, or retaliation involving the student. The Director or designee will attempt to contact the parent or guardian by telephone or schedule an in-person meeting with them to discuss these matters. In the event the Director or designee is not able to meet in person or discuss via

telephone, the Director or designee will send a letter to the parent or guardian providing the required notification.

The Director or designee will produce and maintain a record that verifies that the parent or guardian was notified in the student's online or physical file. If an in-person meeting takes place, the Director or designee will ask the parent or guardian to sign a form acknowledging that the notification was provided. If a telephone conversation takes place, the Director or designee will document the date and time of the telephone call, who was spoken to, and brief notes regarding the notification that was provided and the content of the conversation. If a letter is sent, the Director or designee will retain a copy of the letter along with a note regarding when it was mailed. The School will retain the record as long as the student is enrolled at the School and destroy the record after that time. The school will maintain the confidentiality of the record in accordance with ~~the~~ Utah Code 53E-9-303.

Student Assessment

The Director or designee will solicit student assessment of the prevalence of bullying, cyber-bullying, and hazing in the School, specifically in locations where students are unsafe, and additional adult supervision may be required, ~~;~~ such as playgrounds, hallways, and lunch areas.

Consequences of Prohibited Behavior

School officials have the authority to discipline a student for ~~off-campus~~ ~~off-campus~~ speech that causes or threatens a substantial disruption on campus, including School activities, violent altercations, or a significant interference with a student's education performance and involvement in School activities.

If, after an investigation, a student is found to be in violation of this policy by participating in or encouraging conduct prohibited by this policy, the student shall be disciplined by appropriate ~~measures~~ ~~measure~~ up to ~~;~~ and including ~~;~~ suspension and expulsion, pursuant to Utah Code 53G-8-204, removal from participation in School activities, and/or discipline in accordance with regulations of the ~~U.S. Department of Education Office of Civil Rights (OCR)~~.

If, after an investigation, a School employee is found to be in violation of this policy, the employee shall be disciplined by appropriate measures, which may include terminations, reassignment, or other appropriate action.

Grievance Process for School Employees

As explained above, a School employee who has experienced abusive conduct must report the incident to the school Director orally or in writing. If the School employee is not satisfied with the Director or designee's investigation of the abusive conduct and/or the resulting disciplinary action (or recommended disciplinary action) against the perpetrator, the School employee may address/ raise the issue in accordance with the School's Grievance Policy.

Additional Provisions

The Director will ensure compliance with OCR regulations when civil rights violations; or hazing ~~have occurred. did occur as a result of the are reported as follows:~~

1. Once the School knows or reasonably should know of possible ~~student-on-student student on-student~~ bullying, cyber-bullying, or hazing, the School must take immediate and appropriate action to investigate.
2. If it is determined that the bullying, cyber-bullying, or hazing did occur as a result of the student victim's membership in a protected class, the School shall promptly take effective steps reasonably calculated to:
 - a. End the bullying, cyber-bullying, or hazing
 - b. Eliminate any hostile environment; and
 - c. Prevent its recurrence
3. These duties are the School's responsibilities even if the misconduct is also covered by a separate anti-bullying policy and regardless of whether the student makes a complaint, asks the School to take action, or identifies the bullying, cyber-bullying, or hazing as a form of discrimination.

The Director will take reasonable steps to ensure that any victim of prohibited conduct will be protected from further bullying, cyber-bullying, hazing, abusive conduct, or retaliation and that any student or School employee who reports such incidents will be protected from retaliation.

If the Director believes that any victim or perpetrator of conduct prohibited by this policy would benefit from counseling, the Director may refer such individuals for counseling.

To the extent allowable under the applicable privacy laws, the Director may inform the parents or guardians of a student who is a victim of conduct prohibited by this policy of the actions taken against the perpetrator of such conduct.

If the Director believes that it would be in the best interest of the individuals involved, the Director may involve the parents or guardians of the perpetrator or victim of bullying, cyber-bullying, hazing, abusive conduct, or retaliation in the process of responding to and resolving conduct prohibited by this policy.

Distribution of Policy and Signing of Policy

The School will inform students, parents and guardians, School employees, and volunteers that bullying, cyber-bullying, hazing, abusive conduct, and retaliation are prohibited and will distribute a copy of this policy to such individuals. A copy of this policy will also be included in any student conduct or employee handbooks issued by the School. On an annual basis, School employees, students in middle school, and parents and guardians of middle school students shall sign a statement indicating that they have received a copy of this policy.

Training

The Director or designee will ensure that School employees and students receive ~~bi~~-annual

training ~~trainings~~ from qualified individuals on bullying, cyber-bullying, hazing, abusive conduct, and retaliation, ~~;~~ including training ~~trainings~~ on civil rights ~~violations violation~~ and compliance when civil rights violations are reported. The training ~~trainings~~ shall meet the standards established by the State Board of Education's rules.

To the extent possible, programs and initiatives designed to provide training and education regarding ~~preventing the prevention of~~ bullying, cyber-bullying, hazing, abusive conduct, and retaliation will be implemented.

Training ~~Trainings~~ provided under this policy will include:

1. Overt aggression that may include physical fighting, such as punching, shoving, kicking, and verbal threatening behavior, such as ~~name-calling name-calling~~, or both physical and verbal aggression or threatening behavior;
2. Relational aggression or indirect, ~~covert eover~~, or social aggression, including rumor spreading, intimidation, enlisting a friend to assault a child, and social isolation
3. Sexual aggression or acts of sexual nature or with sexual overtones;
4. Cyber-bullying, including ~~the~~ use of email, web pages, text message, instant message, ~~three-way three-way~~ calling or messaging, or any other electronic means of aggression inside or outside of school; and
5. Civil rights violations, appropriate reporting, and investigative procedures. This includes bullying, cyber-bullying, hazing, abusive conduct, and retaliation based upon the student's actual or perceived identities and conformance or failure to conform with stereotypes.

Training ~~Trainings~~ provided under this policy should also include awareness and intervention skills such as social skills training for ~~students student~~ and staff, including paraprofessionals, custodians, kitchen, secretaries, service learning coordinators, and anyone working directly with students.

Training ~~Trainings~~ provided under this policy should complement the suicide prevention program required for students under R277-620 and the suicide prevention training required for licensed educators consistent with Section 53G-9-704.

~~In addition to training for all students and School employees, students, employees, and volunteer coaches involved in any athletic or other extra-curricular activity shall:~~

- ~~1. Participate in bullying, cyber-bullying, hazing, and prevention training prior to participation;~~
- ~~2. Repeat bullying, cyber-bullying, and hazing prevention training at least every three years; and~~
- ~~3. Be informed annually of the prohibited activities list provided previously in this policy and the potential consequences for violation of this policy.~~

The Director, or designee, will ensure that the training curriculum, schedules, and participant

lists or signatures are maintained by the School and provided to the Utah State Board of Education upon Request.

7104 PARENT AND FAMILY INVOLVEMENT

Purpose

Entheos Academy recognizes the vital positive impact that parental involvement in their child's academic work has on student achievement. The following Parent Involvement Policy—created in consultation with parents, and in conjunction with section 1118 of the Elementary and Secondary Education Act ([ESEA](#)).

Policy

- I. (ESEA)—sets forth the parameters and conditions for parental involvement in the educational programs at Entheos Academy, which are supported in part by Title I program funds. Entheos Academy shall:
 - A. Convene an annual meeting to explain the Title I program to parents and inform them of their opportunity to be involved in the program;
 - B. Be flexible in scheduling meetings to meet parents' needs. Title I funds may be used to pay related expenses such as child care, transportation, or home visits;
 - C. Involve parents, in an organized, ongoing, and timely way, in planning, reviewing, and improving (including dissenting views) the school's programs supported in part by Title I funds;
 - D. Provide timely information about its programs to parents; describe the curricula, the student assessments, and proficiency levels students are expected to meet; provide opportunities for regular meetings, such as SEP Conferences, where parents can provide input; and respond promptly to parent suggestions.
- II. In order to build capacity for involvement, the Entheos Academy staff will provide assistance to parents in such areas as understanding the State's content standards, ~~and~~ student performance standards, and other associated assessments.
- III. Entheos staff members will also provide parents with information as to how they can work with staff to improve the performance of their children and consult with teachers as to how they can participate in decisions relating to the education of their children. This information will be shared at the annual meeting mentioned as well as in newsletters and on the website.
- IV. Entheos Academy will provide additional materials and training to help parents work with their children to improve achievement. Materials will be distributed by such methods as e-mail, written notices, and/or handbooks.

Entheos Academy Parent-School Compact

- A. As a Parent, I will; take the initiative to:
1. Volunteer time to benefit the school.
 2. Understand what my student is learning; through active communication with my student and his or her teacher(s).
 3. Follow up at home with teaching and modeling school values and Habits of a Scholar.
 4. Provide an environment at home that encourages successful continuation of learning and completion of homework.
 5. Attend Student Led Conferences, Celebrations of Learning, and other Entheos events.
 6. Become an active partner with teachers and the school in helping my students(s) achieve their highest potential.
 7. Show proper respect to others, property, and self by appropriate communication, dress and actions whenever visiting, volunteering, or attending any school activities.
- B. AS A SCHOOL, WE WILL:
1. Engage students through quality lessons and active learning activities.
 2. Provide an environment that is both emotionally and physically safe.
 3. Be receptive to parent questions and suggestions.
 4. Show professional level of respect to others, property, and self by appropriate communication, dress, and actions.
 5. Be an active partner with parents/ guardians in helping students achieve their highest academic potential and become good citizens to their communities.
 6. Communicate in a timely manner with parents/guardians about all aspects of student learning, including praise, struggles, and upcoming work and after-school events.
 7. Provide a variety of ways for families to volunteer both in and out of the classroom.
 8. Provide opportunities for students to have access to functional computers/equipment on a regular basis
 9. Continuously provide high-quality, relevant Professional Development, coaching, and evaluations for teacher and staff to ensure students are receiving innovative instruction.

6201 LOOPING POLICY

Purpose

Entheos Academy board supports the development of looping programs to improve teacher-student relations, facilitate stronger partnerships with parents, and improve student academic performance and character development.

Definitions

Looping is defined as a classroom of students maintaining the same teacher and cohort when advancing from one grade to the next.

Policy

School directors may ~~shall~~ maintain a looping program in accordance with the Entheos Academy charter for individual campuses. Teachers may loop for grades 1-2 and 4-5. ~~Grades 3 and 6 will spend one year with their students.~~

Discontinuance of looping programs at either school requires board approval and review of charter fidelity.

SPECIAL EDUCATION POLICY AND PROCEDURE

~~I. GENERAL PROVISIONS (USBE SER I)~~

~~A. Policies and Procedures:~~

~~Entheos Academy, in providing for the education of students with disabilities enrolled in its school, has in effect policies, procedures, and programs that are consistent with the Utah State Board of Education Special Education Rules (USBE SER) as described in this Policies and Procedures Manual.~~

~~B. Definitions:~~

~~1. Charter School (Elementary and Secondary Education Act (ESEA) of 1965 Section 5210(1)). (USBE SER I.E.6) A public school that functions as an LEA, unless it is a school of an LEA, that:~~

~~a. Is exempt from significant State or local rules that inhibit the flexible operation and management of public schools, but not from any rules relating to the other requirements of the ESEA;~~

- ~~b. — Is created by a developer as a public school, or is adapted by a developer from an existing public school, and is operated under public supervision and direction;~~
 - ~~e. — Operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency;~~
 - ~~d. — Provides a program of elementary or secondary education, or both;~~
 - ~~e. — Is nonsectarian in its programs, admissions policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious institution;~~
 - ~~f. — Does not charge tuition;~~
 - ~~g. — Complies with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Part B of the Individuals with Disabilities Education Act (IDEA);~~
 - ~~h. — Is a school to which parents choose to send their students, and that admits students on the basis of a lottery, if more students apply for admission than can be accommodated;~~
 - ~~i. — Agrees to comply with the same Federal and State audit requirements as do other elementary schools and secondary schools in the State, unless such requirements are specifically waived for the purpose of this program;~~
 - ~~j. — Meets all applicable Federal, State, and local health and safety requirements;~~
 - ~~k. — Operates in accordance with State law; and~~
 - ~~l. — Has a written performance contract with the authorized public chartering agency in the State that includes a description of how student performance will be measured in charter schools pursuant to State assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public chartering agency and the charter school.~~
- ~~2. — Entheos Academy has adopted all of the other applicable definitions as found in USBE SER I.E.1-44.~~

~~C. Budget Information and Categories.~~

~~Entheos Academy provides detailed budget information and budget categories in its annual application for IDEA Part B funding submitted to the Utah State Office of Education.~~

~~D. Assurances.~~

~~Students are admitted to Entheos Academy based solely on the lottery and other requirements under the Utah Code and the USBE Administrative Rules for Charter Schools, and without restrictions due to race, color, gender, national origin, disability status, or religion. Assurances with regard to compliance with IDEA Part A and Part B, as well as the National Instructional Materials Accessibility Standard, and compliance with other Federal laws including “New Restrictions on Lobbying,” “Debarment, Suspension, and Other Responsibility Matters,” and the Drug-Free Workplace Act of 1988 are submitted to the Utah State Office of Education (USOE) annually with the application for IDEA Part B funding.~~

~~E. General program description.~~

~~Entheos Academy has two campuses: 4710 West 6200 South in Kearns, Utah; it sits on approximately four acres and is a 33,000 square foot building. The other campus is located at 2606 South 7200 West in Magna, Utah. It sits on 5 acres and is 40,000 square feet. Each building has classrooms, multipurpose room, computer lab, conference room and administrative offices.~~

~~The 20 plus classrooms at each facility hold approximately 520 plus students: 160 middle school-age students and 360 elementary-age students. While the Utah State standards core and common core curriculum form the basis of our learning, we conduct the learning in an Expeditionary Learning Model.~~

~~Entheos was chartered by a group of parents sharing a desire to make a school that is more interesting than desks in rows and emphasizes the good things about the United States. They desire parents to be very involved in their children’s education. With these principles in mind, they selected Expeditionary Learning as a delivery model that would best meet their principles and values. A large component of the Expeditionary Learning (EL) model is service learning. Service to the community is integrated in classroom expeditions. The design principles of the school include the following:~~

- ~~● The primacy of self-discovery~~
- ~~● The having of wonderful ideas~~
- ~~● The responsibility for learning~~
- ~~● Empathy and caring~~

- ~~Success and failure~~
- ~~Collaboration and competition~~
- ~~Diversity and inclusion~~
- ~~The natural world~~
- ~~Solitude and reflection~~
- ~~Service and compassion~~

~~The design focuses on teaching in an engaging way. Over a multi-year period, faculty members receive intensive professional development in curriculum, teaching practices, and building a strong school culture.~~

~~Much of the professional development occurs at the school sites. It is complemented by regional and national institutes, conferences and seminars, where teachers and administrators come together to learn. Our mission is to create an excellent school, where teaching is active, the culture is nurturing, and the expectations are high for everyone.~~

~~F. Free Appropriate Public Education (FAPE):~~

- ~~1. Entheos Academy follows the requirements of Charter Schools and Their Students (USBE SER III.O)~~
 - ~~a. Students with disabilities ages 3 through 21 who attend public charter schools and their parents retain all rights under Part B of the IDEA and the USBE SER.~~
 - ~~b. Entheos Academy is an LEA that receives funding under Part B, and is responsible for ensuring that all of the requirements of Part B of the IDEA and these Rules are met.~~
 - ~~c. Entheos Academy, a public charter school, provides a Free Appropriate Public Education (FAPE) to all eligible students with disabilities in conformity with the requirements of the Utah State Board of Education Special Education Rules (USBE SER) and the United States Department of Education Final Regulations for the Individuals with Disabilities Education Act of 2004 (IDEA) August 2006.~~
- ~~2. Free appropriate public education (FAPE). (USBE SER I.E.15) Special education and related services that:~~
 - ~~a. Are provided at public expense, under public supervision and direction, and without charge;~~

- ~~b. Meet the standards of the USOE and Part B of the IDEA;~~
- ~~c. Include preschool, elementary school, and secondary school education in Utah; and~~
- ~~d. Are provided in conformity with an Individualized Education Program (IEP) that meets the requirements of Part B of the IDEA and these Rules.~~

~~G. Full Educational Opportunity Goal (FEOG).~~

~~Entheos Academy hereby affirms the goal of providing a full educational opportunity to all students with disabilities determined eligible for special education or special education and related services under the IDEA and the USBE SER, of the ages served by the Charter School between three and 22, and in accordance with all of the timeline requirements of the IDEA with respect to the identification, location, evaluation, and provision of a free appropriate public education.~~

~~II. IDENTIFICATION, LOCATION, and EVALUATION of STUDENTS SUSPECTED of HAVING DISABILITIES~~

~~A. Child Find. (USBE SER II)~~

~~Entheos Academy has policies and procedures to ensure that all students with disabilities enrolled in the grades the school serves, including students who are highly mobile, students who have been suspended or expelled from school, students who have not graduated from high school with a regular high school diploma, and those who are suspected of being a student with a disability and who are in need of special education or special education and related services even though they are advancing from grade to grade, and regardless of the severity of the disability, are identified, located, and evaluated. This includes a practical method for determining which students are currently receiving needed special education or special education and related services.~~

~~B. Child Find Procedures.~~

~~Entheos Academy conducts the following procedures to ensure that students suspected of having a disability are identified and located:~~

- ~~1. Finding students who have been receiving needed special education or special education and related services:
 - ~~a. The enrollment application includes questions about whether a student has received special education or special education and related services in the previous school or educational program.~~~~

- ~~b. Note: Pre-referral interventions may not be used to substantially delay an evaluation for eligibility.~~
- ~~e. The referring person completes and signs a referral form. If school personnel are making the referral, attach documentation of contacts with the parents about the concerns regarding the student's educational performance.~~
- ~~d. The referral form is given to the Special Education Director, who reviews existing data (including pre-referral intervention results and Child Management Team recommendations) on the student and determines if the referral should go forward for a full evaluation. If it is decided that the evaluation should take place, the Special Education Director assigns a staff member to oversee/conduct the evaluation. If the referral is not going to result in a full evaluation, the Special Education Director sends the parent a Written Prior Notice of Refusal to take the action of conducting an evaluation.~~

~~D. Evaluation:~~

~~1. Parental Consent:~~

~~— Prior to initiating a full and complete individual evaluation, parental consent is required. The consent informs the parent that the evaluation is being proposed because the student is suspected of having a disability that affects his educational performance and that he/she may be eligible for special education or special education and related services. The consent indicates the areas in which the evaluation team will conduct tests or administer other assessment tools to the student. Consent for evaluation must not be construed as consent for provisions of special education services.~~

~~— Reasonable efforts to obtain parental consent are made and documented by Entheos Academy. Entheos Academy follows the requirements of USBE II.C.4 with respect to parents who cannot be located.~~

~~— Parental consent is not required before administering a test or other evaluation that is given to all students, or before conducting a review of existing data.~~

~~2. Written Prior Notice:~~

~~— The parent is given Written Prior Notice that the evaluation will take place. (See Section IV.C of this Policy and Procedures Manual for required~~

~~components of Written Prior Notice.) Written Prior Notice is embedded in the Entheos Academy Consent for Evaluation form.~~

~~3. Evaluation Timeline:~~

~~When the signed parental consent or refusal of consent for evaluation is received at the school, the school coordinator/secretary or special education teacher stamps the date it was received on the form to document the beginning of the timeline for the evaluation. Entheos Academy completes all evaluations within 45 school days of receiving the consent. The 45 school day timeline does not apply if the parent fails to produce the student for the evaluation. If the student enrolls in the Charter School after the timeframe has started in a previous LEA, Entheos will make sufficient progress to ensure prompt compliance in accordance with a written agreement with the parent as to when the evaluation will be completed.~~

~~4. Evaluation Process:~~

~~a. Review of Existing Data:~~

~~When conducting an initial evaluation (when appropriate), the evaluation team considers existing data on the student's educational performance. This may include student records of grades, courses completed, statewide test results, LEA-wide test results, classroom assessments, teacher interviews, observations, notes in the student's cumulative file, and any other information available.~~

~~b. Administration of Additional Assessments:~~

~~In addition, the special education staff administers assessments in other areas as part of a full and individual initial evaluation, as indicated on the Consent for Evaluation, in order to determine eligibility and the student's educational needs. The test administration follows all of the requirements of the USBER SER II.F-II, including:~~

- ~~● Use of a variety of assessment tools~~
- ~~● Use of more than one procedure~~
- ~~● Use of technically sound instruments~~
- ~~● Selection of tools that are not discriminatory on a racial or cultural basis~~
- ~~● Administration in student's native language or mode of communication~~
- ~~● Use of assessments for the purposes intended and in accordance with the publisher's administration standards~~
- ~~● Administered by trained and knowledgeable personnel~~

- ~~Use of tools that assess what they purport to measure and not just the student's disability~~
- ~~Assessment in all areas related to the student's suspected disability~~
- ~~Comprehensive assessment, not just in areas commonly associated with the specific disability~~

~~e. Evaluation Requirements:~~

~~Evaluations for students suspected in each of the 13 areas of disability include the requirements for evaluation procedures and assessment of student performance in specific areas identified in USBE SER H.J.1-13.~~

~~E. Reevaluation Procedures. (USBE SER H.G)~~

~~1. Entheos Academy conducts a reevaluation of each student with a disability when the educational or related services needs, including improved academic achievement and functional performance, of a student warrant a reevaluation; or if the student's parent or teacher requests a reevaluation.~~

~~2. Parental consent for reevaluations:~~

~~a. Entheos Academy obtains informed parental consent prior to conducting any reevaluation of a student with a disability, if the reevaluation includes the administration of additional assessments to the student.~~

~~b. If the parent refuses to consent to the reevaluation, the LEA may, but is not required to, pursue the reevaluation by using the consent override procedures provided in the procedural safeguards, and including mediation or due process procedures.~~

~~e. The reevaluation may be conducted without parental consent if the school can demonstrate that it made reasonable attempts to obtain such consent and the student's parent has failed to respond. A written record of the attempts is maintained in the student's special education file.~~

~~F. Additional Requirements for Initial Evaluation and Reevaluation Procedures. (USBE SER H.H)~~

~~1. As part of any initial evaluation (if appropriate) and as part of any reevaluation, the IEP team and other qualified professionals, as appropriate, must review existing evaluation data on the student. This review may be conducted without a formal meeting. The special education teacher/case manager may review and discuss the existing data with team members and~~

~~the parent individually. Existing data may include evaluations and information provided by the parents of the student; current classroom-based, local or State assessments, and classroom-based observations; observations by teachers and related services providers; grades; attendance, and other information regarding the student's current educational performance.~~

- ~~2. The IEP team and appropriate other qualified professionals, based on their data review and input from the student's parents, identifies what additional data, if any, are needed to determine whether the student is or continues to be a student with a disability and the educational needs of the student, and
 - ~~a. The present levels of academic achievement and related developmental needs of the student;~~
 - ~~b. Whether the student needs special education and related services; or, in the case of a reevaluation of a student, whether the student continues to need special education and related services; and~~
 - ~~c. Whether any additions or modifications to the special education and related services are needed to enable the student to meet the measurable annual goals set out in the IEP of the student and to participate, as appropriate, in the general education curriculum.~~~~

~~3. If the IEP team and other qualified professionals, as appropriate, determine that no additional data are needed to determine continuing eligibility and student needs, the parents are given Written Prior Notice of that decision and of their right to request additional assessment. Entheos Academy then prepares a new Evaluation Summary Report, including new and previous data as appropriate, and sends a Notice of Meeting for Eligibility Determination. A new Eligibility Determination form is completed and signed by the team, and the parents are given Written Prior Notice of that determination along with a copy of the Evaluation Summary Report and the Eligibility Determination documents. Written Prior Notice is embedded in the Eligibility Determination document.~~

- ~~4. If the parent requests additional assessment as part of the reevaluation, Entheos Academy conducts assessment in the areas of educational functioning requested. When the additional assessment is completed, Entheos Academy then prepares a new Evaluation Summary Report, including new and previous data as appropriate, and sends a Notice of Meeting for Eligibility Determination. A new Eligibility Determination form is completed and signed by the team, and the parents are given Written Prior Notice of that determination along with a copy of the Evaluation Summary~~

~~Report and the Eligibility Determination documents. Written Prior Notice is embedded in the Eligibility Determination document.~~

~~5. Evaluations before change in eligibility:~~

- ~~a. Entheos Academy evaluates students with disabilities before determining that students are no longer eligible for special education or special education and related services. However, an evaluation is not required before the termination of a student's eligibility due to graduation from secondary school with a regular diploma, or due to the student's reaching age 22, as provided under State law.~~
- ~~b. For a student whose eligibility terminates due to graduation from secondary school with a regular high school diploma or due to exceeding the age eligibility for a FAPE under State law, Entheos Academy provides the student with a summary of the student's academic achievement and functional performance, including recommendations on how to assist the student in meeting the student's postsecondary goals.~~

~~6. Parental consent is not required before:~~

- ~~a. Reviewing existing data as part of an evaluation or a reevaluation; or~~
- ~~b. Administering a test or other evaluation that is administered to all students unless, before administration of that test or evaluation, consent is required of parents of all students.~~

~~G. Evaluation Timelines:~~

- ~~1. An initial evaluation must be completed within 45 school days of the date the school receives parental consent for the evaluation.~~
- ~~2. Upon completion of the evaluation or reevaluation, the IEP team and other appropriate professionals determine eligibility within a reasonable time.~~
- ~~3. A reevaluation:
 - ~~a. May not be conducted more than once a year, unless the parent and the LEA agree otherwise; and~~
 - ~~b. Must occur at least once every three (3) years, unless the parent and the LEA agree that a reevaluation is unnecessary.~~~~

~~H. Eligibility Determination.~~

~~1. Notice of Meeting:~~

~~— Upon completion of the evaluation, the special education teacher (case manager) arranges a meeting of the eligibility team at a mutually agreeable time and place. A Notice of Meeting will be sent to the parent and other members of the team stating the meeting purposes, time, place, who is expected to be in attendance, and letting the parent know that they may bring others who have knowledge of the student to the meeting.~~

~~2. Evaluation Summary Report:~~

~~— The special education case manager collects all of the results of the evaluation, and writes a summary report of the evaluation information. This Evaluation Summary Report is included in Entheos Academy's Eligibility Determination document for each disability category.~~

~~3. Eligibility Team Membership:~~

~~— The eligibility team shall include a group of qualified professionals and the parent. In the Entheos Academy, this may include the special education teacher, regular education teacher, speech-language pathologist, school psychologist, occupational therapist, physical therapist, and others who have conducted parts of the evaluation, as appropriate.~~

~~4. Eligibility Categories, Definitions, and Criteria:~~

~~— The Entheos Academy has adopted the definitions, evaluation requirements, and eligibility criteria in USBE SER.H.J.1-13.~~

~~5. For the category of Specific Learning Disability (SLD) Entheos Academy has selected Method C: Combination of Response To Intervention (RTI) and Discrepancy Methods. When Method C is used, the LEA procedures must include the elements outlined to both Method A and Method B of the USOE Guidelines for SLD. Data from the RTI method would be considered in combination with the confidence level from targeted, norm-referenced assessment, as identified in the ESTIMATOR© manual used with the Discrepancy method. If a student is referred by a parent, staff member or Child Management Team (CMT) (described below) Entheos Academy follows all of the procedures of the USBE SER and this Manual for referral and initial evaluation.~~

~~a. An RTI approach is used for all students in the Entheos Academy, and all parents are informed that this is the approach used in reading and math. In addition, parents are informed of the right to~~

request an evaluation for eligibility at any time if they suspect their student has a disability, and of the State's policies regarding the amount and nature of student performance data that will be collected and the general education services that are provided. Documentation that parent received this information is in the student's file. Outlined below are the procedures for achievement grouping used in reading. Entheos Academy also creates achievement-based groups for math and uses both interventions and aides, similar to the description below.

Entheos Academy's current reading program is a research-based program that includes a multi-tiered model of service delivery. Students are achievement grouped across grade levels with instruction targeted to the appropriate instructional level of students within groups. Each teacher has an instructional aide to assist in providing interventions. Data from Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and teacher running records are used to determine placement and movement between groups. DIBELS progress monitoring is used for students below benchmark. Centers, reading groups within the achievement grouping, and one on one instruction are used to meet students' needs.

b. If students are not achieving adequately for the student's age or State-approved grade-level standards, or are not making adequate progress toward the grade level expectations in one or more of the areas of specific learning disability—oral expression, listening comprehension, written expression, basic reading skills reading fluency skills, reading comprehension, mathematics calculation, and mathematics problem solving—they are referred to a Child Management Team (CMT) that includes regular education teachers, administration, and a special education teacher. The CMT uses a data-based decision-making process to evaluate the effectiveness of interventions. The CMT may recommend, based on data presented at the meeting, some further pre-referral interventions including Title I targeted assistance. Data may include DIBELS, Utah's yearly state summative test, classroom assessment, program-embedded assessments, and others.

e. Parents are notified by the teacher frequently when a student is struggling. Parent notification is given for any student in Title I targeted assistance. Each parent receives data-based documentation of student progress during instruction. If a student is not making

~~adequate progress after an appropriate period of time, as determined by the CMT, a referral for evaluation is made.~~

~~If at any time in the process of interventions the parent requests special education testing Entheos Academy will have a meeting with the parent to determine if Entheos Academy should begin evaluation for eligibility for special education. Documentation of the meeting is kept. If the evaluation process is started, all of the requirements and procedures in Section II of this Policy and Procedures Manual are followed.~~

~~If it is determined that an evaluation will not be conducted, the parent is given a Written Prior Notice of Refusal to conduct the evaluation. Review of progress at each CMT meeting is done on all students referred to the CMT. Documentation of all assessments given to the student are kept for all students and shared regularly with the parent, including those students below benchmark and those students in special education pre-referral intervention.~~

~~d. Entheos Academy has received and will continue to receive professional development on RTI strategies and procedures.~~

~~e. For an initial evaluation, Entheos Academy administers appropriate assessments that meet all the criteria in Section II of this Manual. Often the standardized norm referenced assessments Woodcock Johnson III achievement and cognitive tests are given. The student must score above the intellectual disability range on a standardized, norm-referenced individually administered achievement measure.~~

~~Data from the assessments are used for input needed for the ESTIMATOR disk. The ESTIMATOR disk provides data to Entheos Academy on the likelihood that there is a severe discrepancy between the student's ability and the student's achievement. Entheos Academy uses this information along with Woodcock Johnson sub-test scores and other existing data, including classroom observations, to determine possible gaps in learning.~~

~~f. Entheos Academy must ensure that the student is observed in the student's learning environment (including the regular classroom setting) to document the student's academic performance and behavior in the areas of difficulty. The team may decide to use information from an observation in routine classroom instruction and monitoring of the student's performance that was done before the student was referred for an evaluation; or have at least one member of the team conduct an observation of the student's academic performance in the regular classroom after the student~~

has been referred for an evaluation and parental consent is obtained:

~~g. An eligibility team consisting of parents and qualified professionals including the student's general education teacher and an individual qualified to conduct individual diagnostic examinations determines whether the student is a student with a Specific Learning Disability by reviewing all data, looking for gaps in learning, why interventions have failed, whether the disability has an adverse effect on educational performance, and if specialized instruction is needed for the student to succeed, in accordance with the eligibility determination requirements of USBE SER II.~~

~~h. **Specific documentation for the eligibility determination (300.311).** The team's documentation of the determination of eligibility with a specific learning disability must contain a statement of the (1) basis for making the determination; (2) the relevant behavior, if any, noted during the observation of the student and the relationship of that behavior to the student's academic functioning; (3) the educationally relevant medical findings, if any; (4) whether student does not achieve adequately for student's age or to meet State-approved grade level standard; and, for the RTI Method selected by Enthecos Academy, (5) whether the student is not making sufficient progress to meet age or State-approved grade-level standards (RTI). The documentation must also contain the determination of the team concerning the effects of a visual, hearing, or motor disability; intellectual disability; emotional disturbance; cultural factors; environmental or economic disadvantage; or limited English proficiency on the student's achievement level.~~

~~i. The eligibility team must refer to the *USOE Specific Learning Disability Guidelines*.~~

~~6. Determining Eligibility. (USBE SER II.)~~

~~a. Using the criteria for each category of disability as described above, the eligibility team shall determine:~~

~~(1) Whether the student has a disability that~~

~~(2) Adversely affects his educational performance, and~~

~~(3) Whether the student requires special education or special education and related services.~~

~~—Special education is defined (USBE SER I.E.38) as specially designed instruction to meet the unique needs of a student with a disability and may include related services if they meet the definition of special education. Specially designed instruction (USBE SER I.E.39) is adapting, as appropriate to the needs of an eligible student, the content, methodology, or delivery of instruction to address the unique needs of the student that result from the student's disability, and to ensure access of the student to the general curriculum, so that the student can meet educational standards Entheos Academy that apply to all students.~~

~~b. Disclaimers. (USBE SER) A student must not be determined to be a student with a disability if the determinant factor is:~~

~~(1) Lack of appropriate instruction in reading, including the essential components of reading instruction (phonemic awareness, alphabetic principle, vocabulary, comprehension, and fluency);~~

~~(2) Lack of appropriate instruction in math; or~~

~~(3) Limited English proficiency.~~

~~c. The determination of eligibility is documented on the appropriate "Team Evaluation Summary Report and Written Prior Notice of Eligibility Determination" form with signatures of team members.~~

~~d. If the disability is determined to be a Specific Learning Disability, any team member who disagrees with the rest of the team's decision may put his reasons in writing.~~

~~e. Parents are provided with a copy of the Team Evaluation Summary Report and Written Prior Notice of Eligibility Determination document.~~

~~7. Evaluations before Change in Eligibility. (USBE SER II.H.6)~~

~~a. Entheos Academy evaluates a student with a disability before determining that the student is no longer an eligible student with a disability.~~

- ~~b. An evaluation is not required before the termination of a student's eligibility due to graduation from secondary school with a regular high school diploma, or due to exceeding the age of eligibility for a FAPE under Utah law.~~

- ~~e. For a student whose eligibility terminates due to graduation from secondary school with a regular diploma, or due to exceeding the age of eligibility for a FAPE under Utah law, Entheos Academy provides the student with a summary of the student's academic achievement and functional performance, which includes recommendations on how to assist the student in meeting the student's postsecondary goals.~~

~~III. IEP DEVELOPMENT and SERVICE DELIVERY.~~

~~Entheos Academy implements the following policies and procedures to address the IEP requirements of USBE SER III.I.U.~~

~~A. IEP Team Meeting.~~

~~Within 30 calendar days of the determination of eligibility, the special education teacher/case manager shall arrange a meeting of the IEP team to develop an IEP at a place and time that is mutually convenient to the parent and Entheos Academy. A Notice of Meeting will be sent to the parent and other members of the team stating the purposes, time, place, who is expected to be in attendance, and letting the parent know that the parent or Entheos Academy may bring others who have knowledge or special expertise about the student to the meeting. The determination of knowledge or expertise of the invited person is made by the party who invited that person.~~

~~B. Parental Opportunity to Participate.~~

~~1. Parents are expected to be participants along with school team members in developing, reviewing, and revising the IEP. This includes providing critical information about needs and strengths of their student, contributing to discussions about the student's needs for special education, determining how the student will be involved and make progress in the general curriculum, deciding how the student will participate in the state and district wide assessments, and deciding what services the Entheos Academy will provide and in what settings.~~

~~2. Entheos Academy documents in writing its attempts to get parental participation in IEP meetings. If the parent cannot attend, participation by other means such as teleconference may be used. Parents must be given whatever help they need to understand the proceedings of the IEP meetings, such as interpreters. If Entheos Academy cannot obtain parental participation, it proceeds with the development of the IEP as required by Part B of the IDEA and USBE SER.~~

~~C. IEP Team.~~

~~The team shall consist of the parent, the special education teacher and regular education teacher of the student, a representative of Entheos Academy (LEA), a person who can interpret the results of the evaluation, and the student when appropriate. Other team members may be added when they are likely to provide services to the student. The representative of Entheos Academy must meet the~~

~~Charter School administrator standards, and have knowledge of the general education curriculum and of the availability of resources of Entheos Academy.~~

~~D. IEP Team Attendance. (USBE SER III.F)~~

- ~~1. A required member of the IEP team is not required to attend all or part of a particular IEP team meeting if the parent of a student with a disability and Entheos Academy agree, in writing, that the attendance of the member is not necessary because the member's area of the curriculum or related services is not being modified or discussed in the meeting.~~
- ~~2. A required member of the IEP team may be excused from attending all or part of a particular IEP meeting when the meeting does involve a modification to or discussion of the member's area of the curriculum or related services, if the parent and the LEA consent to the excusal in writing; and the member submits written input into the development of the IEP to the parent and the IEP team, prior to the meeting.~~

~~E. IEP Timelines:~~

- ~~1. An IEP is in effect for each identified student with a disability prior to the beginning of the school year.~~
- ~~2. Each student's IEP is reviewed and revised at least annually. The IEP Team reviews the IEP at least annually to determine whether the annual goals for the student are being achieved. The Team may decide to meet at the request of the parent or other IEP Team member to revise the IEP to address lack of expected progress toward annual goals and lack of progress in the general curriculum, the results of any reevaluation, information about the student provided to or by the parents, the student's anticipated needs, or other matters.~~
- ~~3. An IEP is developed within 30 calendar days of initial determination that a student is an eligible student with a disability.~~
- ~~4. Once parental consent for the initial provision of special education or special education and related services is obtained, the special education services, related services, and supplementary aids and services are provided as soon as possible.~~

~~F. Transfer Students:~~

- ~~Entheos Academy provides a student transferring from another LEA in or out of the state with comparable services to those listed on an existing IEP while it determines~~

~~next needed steps in accordance with the In-State and Out-of-State Transfer Student Checklist of the USOE:~~

~~G. IEP Development and Content:~~

- ~~1. The IEP Team will develop an IEP that is reasonably calculated to confer a free appropriate public education for the student.~~
- ~~2. In developing the IEP, the IEP team must consider the student's strengths; parental concerns; evaluation results; academic development and functional needs; and special factors:~~
- ~~3. The IEP must include:~~
 - ~~a. A statement of the student's present level of academic achievement and functional performance, including baseline data on his achievement and how the student's disability affects his access and progress in the general curriculum for his age or grade level. For preschool student, goals will be based on appropriate activities. If Entheos Academy has established preschool standards, goals will be based on those standards:~~
 - ~~b. Measurable annual goals and short term objectives based on the present level statement that enable the student to be involved and make progress in the general education curriculum and addressing each of the student's educational needs resulting from the student's disability:~~
 - ~~c. How progress on the goals will be measured and reported to the parents on a periodic basis:~~
 - ~~d. The special education and related services, and the supplementary aids and services, the student needs to address his goals and make progress in the general curriculum. The services are based on peer-reviewed research to the extent practicable:~~
 - ~~e. Program modifications and supports for the student and the teacher in the regular education classroom:~~
 - ~~f. The dates that services, accommodations, and program modifications will begin and end (no more than one year from the date of the IEP); and the frequency, location, and amount of each service listed. Services listed must be specific, such as "reading comprehension," not "resource."~~
 - ~~g. Consideration of special factors as follows:~~

- ~~(1) In the case of a student with limited English proficiency, consider the language needs of the student as those needs relate to the student's IEP;~~
- ~~(2) In the case of a student who is blind or visually impaired, provide for instruction in Braille and the use of Braille unless the IEP team determines, after an evaluation of the student's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the student's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the student;~~
- ~~(3) Consider the communication needs of the student, and in the case of a student who is deaf or hard of hearing, consider the student's language and communication needs, opportunities for direct communications with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode;~~
- ~~(4) Consider whether the student needs assistive technology devices and services; and~~
- ~~(5) In the case of a student whose behavior impedes the student's learning or that of others, consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior.
 - ~~(A) When making decisions on behavioral interventions, the IEP team must refer to the *USOE Special Education Least Restrictive Behavior Interventions (LRBI) Guidelines* for information on research-based intervention procedures in order to protect the safety and well-being of students with disabilities, provide protection for students, teachers, other school personnel, Enteos Academy, and the USOE, and ensure that parents are involved in the consideration and selection of behavior interventions to be used with their students.~~~~

- ~~(i) Definition of Emergency: When an emergency situation occurs that endangers staff or other students and therefore requires the immediate use of moderately or highly intrusive interventions to protect the student or others from~~

~~harm, the staff shall complete and submit the emergency contact information to the Charter School director or principal and notify the student's parents within 24 hours.~~

~~(ii) Pattern of Behavior: If a behavior requiring emergency procedures occurs more than once per week, two times in a month, or four times in a year, it is a pattern that must be addressed in the IEP and/or a behavior intervention plan.~~

~~(iii) Appeals: Parents may appeal a determination of emergency or implementation of emergency procedures by a written request to a designated LEA representative of Entheos Academy. The LEA representative and two other staff members with knowledge of the incident will review the determination or implementation and make a final decision that will be provided to the parent in writing.~~

~~(iv) Training: Entheos Academy ensures that all appropriate staff members receive the training necessary to effectively implement a continuum of behavioral interventions and supports.~~

~~(v) Oversight: Entheos Academy has established an LRBI Committee to monitor its policies for disciplinary plans, actions and behavioral intervention procedures, protections and safeguards. This Committee reviews the use of highly intrusive interventions as well as the effectiveness of and need for additional staff training. The Committee is composed of a school administrator, a parent, and two other members of the professional staff.~~

~~(E) As appropriate, the student should receive a functional behavioral assessment and behavior intervention services and modifications that are designed to address the behavior.~~

~~h. If the IEP team in considering the special factors described above decides that a student needs a particular device or services for educational purposes, which could be an intervention, accommodation, or other program modification in order to receive a FAPE, the team must include these in the IEP.~~

~~i. How the student will participate in LEA-wide and statewide assessments. While every student with a disability must participate, an individual student may be determined to participate with some~~

~~accommodations based on his disability, or with modifications. Students who have the most significant cognitive disabilities, and meet other criteria in the USOE Assessment Participation and Accommodation Policy, may be assessed with Utah's Alternate Assessment (UAA). The IEP Team must indicate this on the IEP Assessment Addendum, along with the reason that the student cannot otherwise participate in the statewide assessment program.~~

- ~~j. In addition to the required elements of the statewide assessment program, Entheos Academy administers the following schoolwide assessments: DIBELS in grade K-9, DIBELS in grades K-9, Fountas and Pinnell Benchmarking, iReady Benchmark Assessment, Core Phonics Screener, Direct Writing Assessment and Singapore Math School Wide Assessment. All students, including students with identified disabilities, are included in these assessments. Students with disabilities may participate in the assessments with appropriate accommodations and modifications as determined by the IEP Team and documented in the student's IEP. Alternate assessments for individual students, as determined by the student's IEP Team and documented in the student's IEP, are provided for students who cannot participate in the schoolwide assessment in any other way.~~
- ~~k. How the student will participate in physical education services; specially designed or adapted if necessary.~~
- ~~l. Each IEP team must determine whether the student will need Extended School Year (ESY) services in order to receive a free appropriate public education:
 - ~~(1) This determination at Entheos Academy will be based on regression and recoupment data collected over at least two breaks in the school year consisting of 4 or more week days when there is no school.~~
 - ~~(2) If the student's recovery from measured regression on pinpointed skills directly related to the IEP goals takes so long that he would not receive a FAPE without services during the summer or other school break, the IEP Team must find him eligible for ESY services.~~
 - ~~(3) The IEP Team shall develop a written document that indicates which IEP goals the student will work on during the ESY, what services will be provided, how long and how often the ESY~~~~

~~services will be provided, and the setting(s) in which the services will be provided.~~

~~m. Assistive Technology. Entheos Academy makes assistive technology devices or assistive technology services, or both, available to a student with a disability if required as part of the student's special education, related services, or supplemental aids and services. School-purchased assistive technology devices may be used in the student's home, if the IEP Team determines, on a case-by-case basis, that assistive technology in the home is required for the student to receive a FAPE.~~

~~H. IEP Team Access to IEP Information:~~

~~1. Entheos Academy makes the student's IEP accessible to each regular education teacher, special education teacher, related service provider, and other service provider who is responsible for its implementation. Each teacher and provider is informed of his or her specific responsibilities related to the implementation of the student's IEP and the specific accommodations, modifications, and supports that must be provided for the student in accordance with the IEP.~~

~~2. Entheos Academy prepares a summary of the present level of academic achievement and functional performance, goals, services, and program modifications and supports for each teacher of the student. This summary is provided to the teacher prior to the time of initial implementation of the IEP as well as annual updates as appropriate.~~

~~I. Placement in the Least Restrictive Environment (LRE). (USBE SER III.P)~~

~~1. Placement decisions are made by a group of persons, including the parents and other persons knowledgeable about the student, the meaning of the evaluation data, and the placement options. This group may be the IEP Team, including the parent. The group determines the placement on the continuum of placement options where the student will receive special education or special education and related services.~~

~~2. Entheos Academy ensures that the parents of each student are members of any group that makes decisions on the education placement of their student. If unable to get the parents to participate, after repeated and documented attempts, the team may need to proceed with a placement decision. However, no initial placement and provision of services may be put in place without written parental consent.~~

- ~~3. Placement is determined at least annually, based on the student's present levels of performance, goals, services, and program modifications as detailed in the IEP.~~
- ~~4. Identified students with disabilities shall receive the special education or special education and related services in the Least Restrictive Environment to the maximum extent appropriate to meet the student's needs. This means that the student will not be removed from the regular education classroom, with regular education peers, unless the IEP Team determines that due to the nature and severity of the disability, the student's educational needs cannot be addressed satisfactorily in the regular education environment, even with the use of supplementary aids and services.~~
- ~~5. Entheos Academy provides the IDEA required range of placement options, including placement in the regular education classroom, with or without itinerant services; placement in a special class; placement in a special school; placement in a residential program, and homebound or hospitalized placement.~~
- ~~6. Entheos Academy provides supplementary services, such as resource or itinerant instruction, in conjunction with placement in the regular education classroom, when needed.~~

~~J. Nonacademic Settings, Activities, and Services. (USBE SER III.U-V)~~

- ~~1. Entheos Academy ensures that each student with a disability participates with nondisabled students in the extracurricular services and activities to the maximum extent appropriate to the student's needs. This includes meals, recess periods, counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the school, referrals to agencies that provide assistance to individuals with disabilities and employment of students, and other activities and services of the Charter School.~~
- ~~2. Entheos Academy ensures that each student with a disability has the supplementary aids and services determined by the student's IEP Team to provide the nonacademic and extracurricular services and activities in such a way that students with disabilities are given an equal opportunity to participate.~~

~~K. Parental Consent for Initial Placement and Provision of Services. (USBE SER III.T)~~

- ~~1. In order for the IEP to be implemented and the special education services the team has decided on to begin, written parental consent must be obtained. If the parent refuses consent for the provision of those services, the LEA may not implement the IEP and may not access due process procedures.~~
- ~~2. Entheos Academy does not use a parent's refusal to consent to one service or activity to deny the parent or student any other service, benefit, or activity of the Charter School, or to fail to provide a student with a FAPE.~~
- ~~3. If, at any time subsequent to the initial provision of special education and related services, the parent of a student with disabilities revokes consent in writing for the continued provision of special education and related services, Entheos Academy:
 - ~~a. May not continue to provide special education and related services to the students, but must provide written prior notice before ceasing the provision of special education and related services;~~
 - ~~b. May not use the due process procedures in order to obtain agreements or a ruling that the services may be provide to the student;~~
 - ~~c. Will not be considered in violation of the requirement to make a FAPE available to the student, and~~
 - ~~d. Is not required to convene an IEP team meeting or develop an IEP for the student.~~~~

~~L. Documentation of Participation:~~

- ~~1. All members of the IEP team will sign the IEP document indicating that they participated in the development of the IEP. A parent's signature on the IEP does not mean that the parent is in full agreement with the content of the IEP and does not abrogate the parental right to access the Procedural Safeguards of the IDEA.~~
- ~~2. If Entheos Academy, despite at least two documented attempts, is unsuccessful in having parental attendance at the meeting, the rest of the IEP team shall proceed with the meeting.~~
- ~~3. Parents may participate via telephone conference or video conference.~~
- ~~4. Parents will be provided with a copy of the completed IEP, and Written Prior Notice of Entheos Academy's intent to implement the program and services in the IEP. This Notice is embedded in the IEP form. If Entheos Academy refuses to include in its offer of a FAPE as detailed on the IEP services or program modifications the parent has requested, a Written Prior Notice of that refusal is provided to the parent.~~

~~M. Changes to the IEP:~~

- ~~1. Changes to the IEP may be made at the request of any member of the IEP Team in a meeting or by amendment to the existing IEP.~~
- ~~2. Changes may be needed if there is new information about the student's performance.~~
- ~~3. Amendments to the IEP without a team meeting may be made only with the agreement of Entheos Academy and the parent.
 - ~~a. Amendments such as a change in the amount of a special education or related service that is no more than 30 minutes per week, a change of location that is no more than 60 minutes per week, or a goal change that is the next logical step forward or backwards and is based on the student's progress may be made without a team meeting.~~
 - ~~b. If the change involves a move on the continuum of Least Restrictive Environment placement options, or the amount of services to be changed is more than indicated above, or a service is to be added, an IEP Team meeting is held with a Notice of Meeting to all team members.~~~~
- ~~4. The parent will be provided with a copy of the amended IEP including Written Prior Notice that these additional actions or changes in actions are going to be implemented.~~

~~N. Transition from Part C to Part B. (USBE SER VII.A)~~

~~O. Transition from School to Post-School Settings. (USBE SER VII.B)~~

~~(For Charter Schools that include high school.)~~

- ~~1. For a student with a disability beginning not later than the first IEP to be in effect when the student turns 16 (such as in an IEP meeting conducted when the student is 15 years old), or younger if determined appropriate by the IEP Team, the Notice of Meeting indicates that a purpose of the meeting is the consideration of the postsecondary goals and transition services for the student, that the Entheos Academy will invite the student, and identifies any other agency that will be invited, with the consent of the parents or student age 18 or older, to send a representative.
 - ~~a. If the student does not attend the IEP meeting, Entheos Academy takes other steps to ensure that the student's preferences and interests are considered.~~~~

- ~~2. Transition services. Beginning not later than the first IEP to be in effect when the student turns 16 (such as in an IEP meeting conducted when the student is 15 years old), or younger if determined appropriate by the IEP Team, and updated annually thereafter, the IEP includes:
 - ~~a. Appropriate measurable postsecondary goals, including academic and functional goals, based upon age-appropriate transition assessments related to training or education, employment, and, where appropriate, independent living skills;~~
 - ~~b. The transition services, including courses of study, needed to assist the student in reaching the student's post-secondary goals.~~~~
- ~~3. Transfer of rights at age of majority:
 - ~~a. Beginning not later than one year before the student reaches the age of majority (age 18), the IEP must include a statement that the student and the student's parents have been informed of the student's rights under Part B of the IDEA that will transfer to the student on reaching the age of majority (except for a student with a disability who has been determined to be incompetent by a court). These rights include:
 - ~~(1) An adult student has the right to approve the student's own educational placement and Individualized Education Program (IEP) without help from parents, family, or special advocates.~~
 - ~~(2) An adult student has the right to allow parents, family, or special advocates to help if the student so desires.~~~~
 - ~~b. Entheos Academy provides any notice required by Part B of the IDEA and these Rules to both the student and the parents.~~
 - ~~c. All rights accorded to parents under Part B of the IDEA transfer to the student.~~
 - ~~d. All rights accorded to parents under Part B of the IDEA transfer to students who are incarcerated in an adult or juvenile, State or local correctional institution.~~~~
- ~~4. If a participating agency, other than the LEA, fails to provide the transition services described in the IEP, Entheos Academy must reconvene the IEP team to identify alternative strategies to meet the transition objectives for the student set out in the IEP.~~

~~P. Graduation. (USBE VII.C)~~

- ~~1. Entheos Academy is not obligated to make a FAPE available to all students with disabilities to students with disabilities who have graduated from high school with a regular high school diploma~~
 - ~~a. The exception above does not apply to students that have graduated from high school but have not been awarded a regular high school diploma, even if they have received an alternative degree that is not fully aligned with the State's academic standards, such as a certificate of completion or a general educational development credential (GED).~~
 - ~~b. Graduation from high school with a regular high school diploma is a change in placement, requiring Written Prior Notice, containing all the requirements of WPN, and is given a reasonable time before the Charter School proposes to terminate the student's eligibility under the IDEA by issuing the student a diploma.~~
- ~~2. The IEP Team may amend graduation requirements and must document in the IEP the nature and extent of any modifications, substitutions, and/or exemptions made to accommodate the needs of a student with disabilities.~~
- ~~3. The IEP teams at the Entheos Academy refer to the USOE Special Education Graduation Guidelines for additional information.~~

~~Q. Least Restrictive Behavior Interventions (LRBI):~~

~~Entheos Academy follows all parts of the USOE LRBI Guidelines as written. These requirements are already addressed on pages 20-21 and do not have to be repeated unless the Charter School wants to elaborate.~~

~~R. Private School Placements by Entheos Academy. (USBE SER VI.A)~~

~~Before Entheos Academy places a student with a disability in, or refers a student to, a private school or facility, or a public or private residential program in order to provide a FAPE to the student, it initiates and conducts a meeting to develop an IEP for the student, with a representative of the private school in attendance. The costs of such placements, including non-medical care and room and board, are at no cost to the parents.~~

~~S. Students with Disabilities Enrolled by their Parents in Private Schools When a FAPE Is at Issue. (USBE SER VI.C)~~

~~If the parents of a student with a disability who had previously received special education or special education and related services from Entheos Academy enroll~~

~~the student in a private school without the consent of or referral by the school, the Entheos Academy is NOT required to pay for the cost of that placement if the school made a FAPE available to the student. Disagreements between the parents and the Entheos Academy regarding the availability of a program appropriate for the student and the question of financial reimbursement are subject to the State complaint and due process complaint procedures in USBE SER IV.G-V. Entheos Academy follows other requirements in USBE SER VI.C as written.~~

~~IV. PROCEDURAL SAFEGUARDS~~

~~The Entheos Academy, consistent with the requirements of Part B of the IDEA and the USBE Special Education Rules, has established, maintains, and implements Procedural Safeguards for students with disabilities and their parents.~~

~~A. Opportunity for Parental Participation in Meetings:~~

~~Entheos Academy affords parents the opportunity to participate in all decisions related to the location, identification, evaluation, and provision of a FAPE for their student, including decisions related to the Discipline requirements of Part B of the IDEA. This includes arranging meetings at a mutually convenient time and place, providing Notice of Meeting at least one week prior to a scheduled meeting, and making at least two documented attempts to obtain parent participation in meetings.~~

~~B. Independent Educational Evaluation (IEE). (USBE SER IV.C)~~

~~1. Independent educational evaluation means an evaluation conducted by a qualified examiner who is not employed by Entheos Academy responsible for the education of the student in question.~~

~~2. Entheos Academy has established and implements the following policies and procedures related to independent educational evaluation that meets the requirements of Part B of the IDEA and the USBE SER:~~

~~a. The parents of a student with a disability, have the right to obtain an independent educational evaluation of the student at public expense if they disagree with an evaluation obtained by Entheos Academy.~~

~~b. Entheos Academy provides to parents, upon request for an independent educational evaluation, information about where an independent educational evaluation may be obtained, and Entheos Academy's criteria applicable for independent educational evaluations. Entheos Academy has available a list of persons and/or agencies where an IEE may be obtained by the parent. In addition, the Entheos Academy considers any other evaluator or agency proposed by the~~

~~parent to conduct the IEE if the examiner and the evaluation meet Entheos Academy's criteria. A qualified examiner is one who meets the USOE criteria for qualified personnel as a special education teacher, school psychologist, psychologist with expertise in administration and analysis of assessments, or other equivalent qualifications as determined by Entheos Academy. Criteria for the evaluation are that the evaluation procedures meet all of the same standards as those listed in Section H.D-II of this Policy and Procedures Manual. Entheos Academy either pays for the full cost of the evaluation or ensures that the evaluation is otherwise provided at no cost to the parent.~~

~~e. Entheos Academy ensures that when a parent requests an IEE, either the Charter School files a due process complaint to request a hearing to show that its evaluation is appropriate, or that the independent educational evaluation is provided at public expense, unless the evaluation obtained by the parent does not meet Entheos Academy's criteria as described above. If a due process complaint decision finds Entheos Academy evaluation was appropriate, an IEE obtained by the parent is considered by the team, but is not provided at public expense.~~

~~d. Additional protections for the parent of a student with a disability and for Entheos Academy are followed as written in USBE-SER IV.C.3(e-h).~~

~~3. An independent educational evaluation conducted at Entheos Academy's expense becomes the property of Entheos Academy, in its entirety.~~

~~C. Written Prior Notice:~~

~~Entheos Academy provides Written Prior Notice to parents a reasonable time before it proposes to initiate or change, or refuses to initiate or change, the identification, evaluation, or provision of a free appropriate public education to the student. The notice includes: a description of the action proposed or refused, an explanation of reasons for the proposal or refusal, a description of evaluations or other information the proposal or refusal is based on, a statement that the parents and eligible student have protection under the Procedural Safeguards and how to obtain a copy of the Safeguards, sources of assistance to understand Part B of the IDEA, a description of other options the IEP Team considered and why the other options were rejected, and a description of other relevant factors to the proposal or refusal. The Written Prior Notice is provided in understandable language and in the parents' native language or other mode of communication.~~

~~D. Procedural Safeguards Notice:~~

~~— A copy of the Procedural Safeguards is given to the parent once a year at the annual IEP review, except that a copy also is given to the parent upon initial referral or parental request for evaluation, upon receipt of the first State complaint or due process complaint in that school year, and upon request by the parent at any time. Entheos Academy uses the USOE Procedural Safeguards Notice that is posted on the USOE website, www.schools.utah.gov. The special education teacher/case manager provides a brief explanation of the main provisions of the Procedural Safeguards to the parents at consent for evaluation, eligibility determination, and annual IEP meetings.~~

~~— This notice contains an explanation of the procedural safeguards related to independent educational evaluations, written prior notice, parental consent, access to educational records, opportunity to present and resolve complaints through State complaint or due process complaint procedures, opportunity for Entheos Academy to resolve the complaint, availability of mediation, student's placement during pendency of hearings, procedures for students placed in an interim alternative educational setting, requirements for unilateral placement of student in private schools at public expense, hearings on due process complaints, civil actions, attorney's fees. This notice is in language understandable to the parents.~~

~~E. Parental Consent:~~

~~— Informed written parental consent is obtained for evaluation and reevaluation, initial placement/provision of special education, and for release of records to certain parties. Efforts to obtain consent are documented in writing. No student receives special education or special education and related services without the signed initial consent for placement in the student file. Other relevant parental consent requirements are addressed in Sections II and III of this Policies and Procedures Manual.~~

~~F. Dispute Resolution:~~

~~Entheos Academy follows the Dispute Resolution requirements of the USBE SER described in IV.G-U as written. These include the procedures for State Complaints, Mediation, Due Process Complaints, Resolution Process, Due Process Hearings, Civil Actions, Attorney's Fees, and Student's Status during Proceedings.~~

~~G. Surrogate Parents:~~

~~— The Entheos Academy assigns a surrogate parent for a student when the parent cannot be identified or cannot be located, the parent's rights to make educational~~

~~decisions has been taken away by a court, the student is a ward of the state, or the student is an unaccompanied homeless youth. The surrogate parent meets the requirements of USBE SER IV.V.5-8. Entheos Academy contacts the USOE for assistance in obtaining names of trained surrogates, and maintains a list of surrogate parents who are available when needed.~~

~~H. Transfer of Rights:~~

~~When a student reaches age 18, the age of majority in Utah, and has not been determined incompetent under State law, all rights accorded to parents under Part B of the IDEA and USBE SER transfer to the student. The Entheos Academy provides written notice of this transfer of rights at least one year prior to the student's 18th birthday.~~

~~I. Confidentiality of Information. (USBE SER IV.X)~~

~~Entheos Academy takes appropriate steps to ensure the protection of the confidentiality of any personally identifiable data, information, and records it collects or maintains related to Part B of the IDEA:~~

~~1. Definitions. As used in these safeguards:~~

- ~~a. *Destruction* means physical destruction or removal of personal identifiers from information so that the information is no longer personally identifiable.~~
- ~~b. *Education records* means the type of records covered under the definition of "education records" in 34 CFR 99, implementing regulations for the Family Educational Rights and Privacy Act of 1974, 20 USC 1232g (FERPA).~~
- ~~c. *Participating agency* means any agency or institution that collects, maintains, or uses personally identifiable information, or from which information is obtained, under Part B of the IDEA.~~

~~2. Access rights:~~

- ~~a. Entheos Academy permits parents to inspect and review any education records relating to their student that are collected, maintained, or used by Entheos Academy. Entheos Academy complies with a request without unnecessary delay and before any meeting regarding an IEP, or any hearing, or resolution session, and in no case more than 45 calendar days after the request has been made.~~
- ~~b. The right to inspect and review education records includes the right to:~~

- ~~(1) A response from Entheos Academy to reasonable requests for explanations and interpretations of the records;~~
- ~~(2) Request that Entheos Academy provide copies of the records containing the information if failure to provide those copies would effectively prevent the parent from exercising the right to inspect and review the records; and~~
- ~~(3) Have a representative of the parent inspect and review the records.~~

~~e. Entheos Academy may presume that the parent has authority to inspect and review records relating to his or her student unless the school has been advised that the parent does not have the authority under applicable State law governing such matters as guardianship, separation, and divorce.~~

~~3. Record of access:~~

~~Entheos Academy keeps a record of parties obtaining access to education records collected, maintained, or used under Part B of the IDEA (except access by parents and authorized employees of Entheos Academy) in each student's special education file, including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records. If any education record includes information on more than one student, Entheos Academy ensures that the parents of a student has the right to inspect and review only the information relating to their student or to be informed of that specific information.~~

~~4. List of types and locations of information:~~

~~On request, Entheos Academy provides parents with a list of the types and locations of education records collected, maintained, or used by Entheos Academy. This list is maintained in the special education office at Entheos Academy.~~

~~5. Fees:~~

~~Entheos Academy may charge a fee for copies of records that are made for parents under Part B of the IDEA if the fee does not effectively prevent the parents from exercising their right to inspect and review those records; however, it may not charge a fee to search for or to retrieve information under Part B of the IDEA.~~

~~6. Amendment of records at parent's request.~~

~~a. A parent who believes that information in the education records collected, maintained, or used under Part B of the IDEA is inaccurate or misleading or violates the privacy or other rights of the student may request Entheos Academy that maintains the information to amend the information. Entheos Academy must decide whether to amend the information within a reasonable period of time of receipt of the request. If Entheos Academy decides to refuse to amend the information, it must inform the parent of the refusal and advise the parent of the right to a hearing on the matter.~~

~~b. Entheos Academy, on request, provides an opportunity for a hearing to challenge information in education records to ensure that it is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student. If, as a result of the hearing, Entheos Academy decides that the information is inaccurate, misleading or otherwise in violation of the privacy or other rights of the student, it must amend the information accordingly and so inform the parent in writing.~~

~~— If, as a result of the hearing, Entheos Academy decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, it must inform the parent of the right to place in the records it maintains on the student a statement commenting on the information or setting forth any reasons for disagreeing with the decision of Entheos Academy. Any explanation placed in the records of the student under this section must be maintained by Entheos Academy as part of the records of the student as long as the record or contested portion is maintained; and if the records of the student or the contested portion is disclosed by Entheos Academy to any party, the explanation must also be disclosed to the party. Entheos Academy follows the hearing procedures described in USBE SER-IV.12 as written.~~

~~c. If the parent revokes consent in writing for the student's receipt of special education and related services, Entheos Academy is not required to amend the student's education record to remove any references to the student's receipt of special education and related services because of the revocation of consent.~~

~~7. Release and disclosure of records.~~

- ~~Parental consent is not required for disclosure of records to officials of agencies collecting or using information under the requirements of Part B of the IDEA, to other school officials, including teachers within the school who have been determined by Entheos Academy to have legitimate educational interests, to officials of another school or school site in which the student seeks or intends to enroll, or for disclosures addressed in referral to and action by law enforcement and judicial authorities, for which parental consent is not required by 34 CFR 99.~~
- ~~(All Utah Local Education Agencies (LEAs) include in the annual Procedural Safeguards notice that it is their policy to forward educational records of a student with disabilities without parental consent or notice to officials of another school or school district in which a student seeks or intends to enroll.)~~
- ~~Written parental consent is obtained prior to releasing any records to any other person or agency not listed above.~~

~~8. Safeguards:~~

- ~~a. Entheos Academy protects the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages.~~
- ~~b. The Special Education Director of Entheos Academy assumes responsibility for ensuring the confidentiality of any personally identifiable information.~~
- ~~c. Staff members at Entheos Academy who collect or use personally identifiable information receive training or instruction regarding the State's policies and procedures in USBE SER IV.X and 34 CFR 99 on an annual basis.~~
- ~~d. Entheos Academy maintains, for public inspection, a current listing of the names and positions of those employees within the school who may have access to personally identifiable information on students with disabilities. This list is posted on the locked cabinet in which students' special education files are maintained and updated annually.~~

~~9. Destruction of information:~~

- ~~Entheos Academy informs parents or the student age 18 or older when personally identifiable information collected, maintained, or used under Part B of the IDEA is no longer needed to provide educational services to the~~

~~student. Information no longer needed must be destroyed at the request of the parents or student age 18 or older. However, a permanent record of a student's name, address, and phone number, his or her grades, attendance record, classes attended, grade level completed, and year completed may be maintained without time limitation. Each student's records may be considered "no longer needed to provide educational services" and may be destroyed three (3) years after the student graduates or three (3) years after the student turns 22.~~

~~10. Students' rights:~~

~~— The rights of privacy afforded to parents are transferred to the student who reaches the age of 18, providing the student has not been declared incompetent by a court order, including the rights with regard to education records:~~

~~J. Discipline:~~

~~— Entheos Academy follows the Discipline requirements and procedures described in USBE SER V.A-K as written:~~

~~**VI. STUDENTS WITH DISABILITIES IN OTHER SETTINGS:**~~

~~**VI.A. PRIVATE SCHOOL PLACEMENTS BY LEAs. (§300.325)**~~

~~1. Developing IEPs:~~

~~a. — Before an LEA places a student with a disability in, or refers a student to a private school or facility, the LEA must initiate and conduct a meeting to develop an IEP for the student in accordance with Part B of the IDEA and these Rules:~~

~~b. — The LEA must ensure that a representative of the private school or facility attends the meeting. If the representative cannot attend, the LEA must use other methods to ensure participation by the private school or facility, including individual or conference telephone calls:~~

~~2. Reviewing and revising IEPs:~~

~~a. — After a student with a disability is placed in a private school or facility, any meetings to review and revise the student's IEP may be initiated and conducted by the private school or facility at the discretion of the LEA:~~

- b. ~~If the private school or facility initiates and conducts these meetings, the LEA must ensure that the parents and an LEA representative:
 - (1) ~~Are involved in any decisions about the student's IEP; and~~
 - (2) ~~Agree to any proposed changes in the IEP before those changes are implemented.~~~~
- 3. ~~Even if a private school or facility implements a student's IEP, responsibility for compliance with this part remains with the LEA and the USOE.~~
- 4. ~~Residential placement. (§300.104)~~
 - ~~If placement in a public or private residential program is necessary to provide special education and related services to a student with a disability, the program, including non-medical care and room and board, must be at no cost to the parents of the student.~~

~~VI.C. STUDENTS WITH DISABILITIES ENROLLED BY THEIR PARENTS IN PRIVATE SCHOOLS WHEN FAPE IS AT ISSUE. (§300.148)~~

- 1. ~~An LEA is not required to pay for the cost of education, including special education and related services, of a student with a disability at a private school or facility if that LEA made a FAPE available to the student and the parents elected to place the student in a private school or facility. However, the LEA must include that student in the population whose needs are addressed consistent with Rule VI.B:~~
- 2. ~~Disagreements between the parents and an LEA regarding the availability of a program appropriate for the student, and the question of financial reimbursement, are subject to the State complaint and due process procedures in Rule IV.G-V.~~
- 3. ~~If the parents of a student with a disability, who previously received special education and related services under the authority of an LEA, enroll the student in a private preschool, elementary school, or secondary school without the consent of or referral by the LEA, a court or a hearing officer may require the LEA to reimburse the parents for the cost of that enrollment if the court or hearing officer finds that the LEA had not made a FAPE available to the student in a timely manner prior to that enrollment and that the private placement is appropriate. A parental placement may be found to be appropriate by a hearing officer or a court even if it does not meet the State standards that apply to education provided by the USOE and LEAs.~~

- ~~4. The cost of reimbursement may be reduced or denied if:~~
- ~~a. At the most recent IEP team meeting that the parents attended prior to removal of the student from the public school, the parents did not inform the IEP team that they were rejecting the placement proposed by the LEA to provide a FAPE to their student, including stating their concerns and their intent to enroll their student in a private school at public expense; or~~
 - ~~b. At least ten (10) business days (including any holidays that occur on a business day) prior to the removal of the student from the public school, the parents did not give written notice to the LEA of the information described in VI.C.4.a;~~
 - ~~e. Prior to the parents' removal of the student from the public school, the LEA informed the parents, through the written prior notice requirements of its intent to evaluate the student (including a statement of the purpose of the evaluation that was appropriate and reasonable), but the parents did not make the student available for the evaluation; or~~
 - ~~d. Upon a judicial finding of unreasonableness with respect to actions taken by the parents.~~
- ~~5. Notwithstanding the requirements for parents to provide notice to the LEA prior to removal of the student, the cost of reimbursement:~~
- ~~a. Must not be reduced or denied for failure to provide the notice if:
 - ~~(1) The school prevented the parents from providing the notice;~~
 - ~~(2) The parents had not received written prior notice of the notice requirement in VI.C.4.a-b; or~~
 - ~~(3) Compliance with the notice requirements in VI.C.4.a-b would likely result in physical harm to the student; and~~~~
 - ~~b. May, in the discretion of the court or a hearing officer, not be reduced or denied for failure to provide this notice if:
 - ~~(1) The parents are not literate or cannot write in English; or~~
 - ~~(2) Compliance with VI.C.4.a-b would likely result in serious emotional harm to the student.~~~~

~~V. LEA ELIGIBILITY and RESPONSIBILITIES~~

~~A. Participation in assessments and reporting of assessment results.~~

~~— All students enrolled in Entheos Academy, including students with disabilities, participate in the statewide testing program and the school-wide testing program. Participation requirements in the USOE Assessment Participation and Accommodation Policy are followed. The IEP Team determines how a student with disabilities will participate, and accommodations needed, if any. Results of statewide assessments are posted on the USOE website annually.~~

~~B. Public participation in policies and procedures development.~~

~~— This Policy and Procedures Manual, as well as any future changes to the contents, are presented to the Entheos Academy Board in a public meeting for review and input. The agenda for Entheos Academy board meetings is posted at least 24 hours prior to each meeting as required by state law.~~

~~C. Public posting of USOE monitoring results:~~

~~— Results of monitoring from the Utah Program Improvement Planning System are posted on the USOE website annually.~~

~~D. Methods of ensuring services:~~

~~— Entheos Academy ensures that each eligible student with a disability enrolled in the school receives the services included in the IEP through a systematic process of review of IEPs and monitoring of service delivery by Entheos Academy's personnel and contracted service providers.~~

~~E. Supervision:~~

~~— All personnel of Entheos Academy are supervised by appropriately qualified staff as determined by the local Entheos Academy Board.~~

~~F. Use of Part B funds:~~

~~— Entheos Academy follows the requirements of USBE SER IX.B in ensuring the appropriate use of funds under Part B of the IDEA. Entheos Academy participates in the single audit process required by State law that includes an audit of Part B funds.~~

~~G. Personnel standards:~~

~~— All special education and related services personnel of Entheos Academy meet the educator licensing requirements of the USOE for the positions in which they work, as described in the USBE SER IX.H and the Highly Qualified requirements of the USOE State Plan under No Student Left Behind and Educator Licensing – Highly Qualified Assignment (Administrative Rule R-277-510-1 through 11). All~~

~~personnel necessary to carry out Part B of the IDEA are appropriately and adequately prepared, subject to the requirements related to personnel qualifications and Section 2122 of the ESEA. Entheos Academy provides a program of professional development for all special education personnel, based on the identified skill and knowledge needs of teachers, assistants, related service providers, and others, and including targeted training for persons working with students with specific and individual needs for academic and social behavior instruction.~~

~~H. Performance goals and indicators in the State Performance Plan.~~

~~Entheos Academy participates in additional procedures and collects and provides additional information which the USOE may require in order to meet Federal reporting requirements, including suspension and expulsion rates, LRE environments, disproportionality data, and others. (USBE SER IX.A.2)~~

~~I. Early Intervening Services:~~

~~Entheos Academy uses not more than 15 percent of the amount it receives under Part B of the IDEA for any fiscal year, in combination with other amounts to develop and implement coordinated early intervening services for students in grades k-3 who are not currently identified as needing special education or special education and related services, but who need additional academic and behavioral support to succeed in a general education environment. These funds are used to carry out activities including professional development that enables school personnel to deliver scientifically based academic and behavioral interventions, as well as educational and behavioral evaluations, services, and supports.~~

~~Entheos Academy provides any and all required data on its Early Intervening Services to the USOE annually.~~

~~J. Caseload Guidelines:~~

~~Entheos Academy follows the USOE Caseload Guidelines in overseeing the caseload of each special educator, including related service providers, to ensure that a FAPE is available to all eligible students with disabilities.~~

~~K. Enforcement:~~

~~The confidentiality requirements of Part B of the IDEA are reviewed and approved as part of the LEA eligibility process.~~

~~**L. Routine checking of hearing aids and external components of surgically implanted medical devices.** Entheos Academy must ensure that hearing aids worn~~

~~in school by students with hearing impairments, including deafness are functioning properly. Entheos Academy must ensure that external components of surgically implanted medical devices are functioning properly.~~

ENTHEOS ACADEMY

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4202 COMMUNICATION POLICY

Purpose

Entheos Academy promotes an ethical standard of interaction between staff and students or parents/guardians, including communications outside of classrooms or on a school-wide level.

TEACHER – STUDENT

The following forms of contact and communication between Entheos staff members and students or potential students is prohibited

- (1) Personal ~~T~~ext, instant, video or social media messaging
- (2) Phone contact between teacher and student's private cell phone
- (3) Any form of online communication or "friending" via social networks (i.e. Facebook, Instagram, ~~T~~witter, etc.), chat rooms, private emails, etc.

This policy is not intended to curtail the use of email or education applications to communicate with parents, students and whole families regarding class-wide or school-wide programs, projects and assignments. Nor is it intended to prohibit the use of email communication between parents and teachers regarding student performance/evaluation. However, all communication to parents should be done with the school assigned email or on a school phone.

In the event that there is a need to have the above forms of contact or relationship with a student for reasons outside of school purposes, (i.e. Scout or Girl Scout programs, Youth Sports, church programs, family friendships, etc.), the staff member must give a written disclosure to the director of the relationship with the student. School based communication between a staff member and student with a disclosure will still occur within the channels set forth in this policy.

DISTRICTWIDE

District wide communication shall be the responsibility of the Executive Director

1. to approve or have approved by an appointed representative for professional message.
2. to comply with policies, procedures, school charter and law communication services
3. to ensure that applications or devices will be subject to the Data Governance Policy of Entheos Academy.

ENTHEOS BOARD POLICY – UPDATED MARCH 6, 2014

UPDATED OCTOBER 24, 2019

4. Communication from the Entheos School Board, or its appointed representative, will not be subject to Executive Director approval.

The Executive Director will set forth standards for campus or school specific communication to include approval by campus director or appointed representative for professionalism, consistency with policies and procedures, school charter and laws. Other standards and specifications of approval may be set forth by the Executive Director.

GRIEVANCE

~~A philosophy and vision of open, honest and useful communication is much more important than a thick booklet of rules, procedures and steps to follow. Every person must ask of him or herself, “what is my intent” in this communication? If intent is really to punish, embarrass or gossip then any communication policy will not be helpful.~~

~~Open, honest and useful communication allows anyone at Entheos to communicate with anyone else. Basically communication will not be useful if the person you approach isn't the key person involved or the person who should handle the situation. Generally parents speak with their student first, then the teacher, then the Director, then the Board if satisfaction is not achieved at any previous level. Generally teachers speak with students first, then parents, then the Director, then the Board if satisfaction is not achieved at any previous level.~~

~~Whenever we approach someone when there is a problem we should first evaluate our intent and our “end in mind.” Then:~~

- ~~● Speak directly to the person(s) involved~~
- ~~● Seek to understand the others' point of view~~
- ~~● Keep your courage high to tell the true story and keep your consideration high to listen to the other party~~
- ~~● Seek a mutually beneficial solution~~

~~The model of maturity and interdependence we would encourage at Entheos would invite all parties in a disagreement to go together to the next level of leadership to speak about the situation. As an example if all parties would sit down with the Director together, this would be helpful in facilitating a solution. It may be appropriate for an individual student, parent or teacher to come to the Director alone however the problem may be resolved with more understanding and effectiveness all together.~~

~~At Entheos we encourage the full range of due process steps that may include appeals to the Utah State Office of Education, the Office of Civil Rights or legal challenges in a court of law when parties cannot reach a solution at the Director or the Board level. We do want to go hand-in-hand to these next steps as people with a genuine and respectful disagreement. Our democracy works the best in an atmosphere of transparency and it is possible that on occasion we will be unable to resolve our differences at the Board level.~~

4202 Communication

~~If intentions are honorable and communication is open, honest and useful we will almost always achieve excellent solutions at the classroom and Director's office level. When communication and disagreement is approached in this manner we see the Expeditionary Learning Design Principle of: the Primacy of Self Discovery, the Having of Wonderful Ideas and Empathy and Caring will create synergy. The end of conflict should be the integration of ideas for a new and better solution that neither party may have imagined beforehand.~~

~~When concerned parties find it necessary to go to the Board of Directors with a concern, it should be as a result of discussion held first at the school level. The Director will be responsible for getting these issues scheduled and all parties present or represented to the Board. Remember there is always direct access to the Board through public comment.~~

~~We should all remember that the Board of Directors must finally render decisions based on law, policy and Entheos Education Philosophy that may appear that the Board did not understand a differing point of view. Understanding all sides of an issue will not mean the Board can always make a decision that honor all sides equally.~~

~~As a final comment on the Entheos Communication Policy; all students, parents and educators agree in principle that we stand shoulder to shoulder and face the Entheos Mission Statement and Core Values. The mission and core values are the philosophy statement that governs communication.~~

ENTHEOS ACADEMY

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#5100 ~~ADMISSION~~ ~~ADMISION~~ AND DISMISSAL

Admission Procedure

Entheos will have an open enrollment period. During that time, Entheos will accept applications without regard to race, color, religion, sex, national or ethnic origin. In the event Entheos receives more applications than it has enrollment capacity, the school shall hold an impartial lottery. Entheos reserves the right to allow children of founding members and full-time staff **priority enrollment** ~~the right to circumvent the lottery~~, in accordance with Utah state laws. An impartial third party will perform the lottery to ensure integrity and fairness. ~~The random drawing will begin with the 9th grade and then proceed down through Kindergarten, giving preference~~ Preference **will be given** to the first drawn names and then to the siblings of those first drawn. Students enrolled for the current year will be given preference for the following academic year. Each year siblings of currently enrolled students will be given preference as space allows. Entheos **Academy academy** respects the importance of family unity and will seek to accommodate all family members if possible. Entheos will place all interested individuals who failed to make the lottery on a waiting list.

Discipline and Dismissal Procedure

All students have the right to learn in a safe environment. At Entheos, there will be a shared responsibility between students, parents, and teachers in providing a productive learning atmosphere. Enforcement of school rules, including disciplinary action, shall be the responsibility of the Director except in the case of expulsion, which will require action of the governing board.

Entheos Academy will create a behavior contract that will be signed by both the parent and the student, to which they will be held accountable. If the student does not comply with the rules and expectations outlined in the contract, Entheos will employ the following steps to resolve the problem:

1. Expectations: Clear Classroom/Teacher expectations and rules are discussed at the beginning of the year.
2. Teacher Intervention: A meeting with the teacher and with the student to clarify appropriate conduct with a pledge from the student to maintain acceptable behavior. At an escalated level, an email or phone call will be made to the parents.
3. Parent Intervention: If the problem persists, the parent will be required to meet with the Teacher, Director, and Student to discuss the best way to help the student. A student behavior plan will be created, and parents will be reminded of the next steps in the process.

5100 Admission and Dismissal

4. Director Intervention/Suspension: If the student does not follow the behavior plan, the Director may recommend Suspension. To be reinstated, the student must complete the assigned work and the student with the student's parent(s) must meet with the Director.
5. In-School Suspension: If the student's behavior has not **been** corrected after being suspended, the student will be removed from the classroom and referred to In-School Suspension. The student will be required to complete packets of work as assigned by the teacher(s) and show proper behavior before being reinstated **back** to the class. The length and terms of In-School suspension **are is** at the Director's discretion.
6. Expulsion: Upon recommendation of the Governing Board, the student may be expelled from school. Students who are expelled shall have the right to appeal the decision before the Governing Board (see Utah State Code 53A-11-904).

The Director will be responsible for understanding the legal requirements for discipline in relation to students with disabilities. ~~In most cases, behavioral expectations will be the same for all students at the school unless the behavior is a manifestation of a student's disability and/or special considerations have been made relative to a student's IEP. Ultimately, ensuring the safety of all students and school personnel will be a priority.~~

ENTHEOS ACADEMY

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#7102 ASBESTOS HAZARD DECLARATION

Dear parents, teachers, and employees:

In 1986, Congress passed the Asbestos Hazard Emergency Response Act (AHERA). AHERA is a provision of the Toxic Substances Control Act. It requires that local education agencies (LEA) such as Entheos Academy inspect for asbestos - containing building materials, prepare and maintain up-to-date AHERA Management Plans, and notify occupants of the plan on a yearly basis. All of this in an effort to prevent the exposure of asbestos to the occupants of our school buildings

Our architects and builders have certified that no asbestos containing materials were used in the construction of Entheos Academy's buildings; therefore, no asbestos containing materials were identified. We will continue to be alert to ensure that asbestos-containing materials do not pose a hazard to our students and staff.

Entheos Academy's AHERA Management Plan is available for review in the main office and has been submitted to the Utah Department of Environmental Quality/Division of Air Quality.

Entheos Executive Director's Report

...

October 2023

November Value: Patriotism

We believe that love for country is developed at an early age. We teach and live the principles taught by the founding fathers of the United States of America.

Upcoming Calendar Dates

Magna

- 11/3 Community Circle
- 10/30-11/3 Red Ribbon Week
- 11/3 Community Circle
- 11/8 **Kinder COL, 9-10**
- 11/10 **Veteran's Day Assembly**
- 11/13-11/16 Book Fair

Kearns

- 10/17-10/27 Penny Wars
- 11/2 Wigs for Kids
- 11/2 Community Circle
- 11/2 **Grade 2 COL, 5:30-6:30**
- 11/9 **Vet's Day Assembly, 9-10**
- 11/10 **Grade 1 COL, 3-4**

Friday, December 8th, 2-4 pm: Winter Party prepared by the board

2023- 24 Enrollment

	Magna	Kearns
Enrollment	495	576
Waitlist	107	136

District P.D. Day

We were able to bring all district employees together on October 16th for:

- District Crew- relationship building and focusing on educator efficacy.
- Fight Back Nation training- building confidence and skills among our employees to respond in the event of a school shooting situation.

We also covered:

- SpEd training for paras
- Service Learning training
- Opportunities to Respond (OTRS) in the classroom to increase learning and engagement
- Math/iReady training
- HR issues
- Teacher mentors/mentees support

SpEd UPIPS Monitoring and Fiscal Visit

Entheos Academy recently had its Special Education UPIPS (Utah Improvement Planning System) program improvement and fiscal monitoring visit from the state, on October 4th. We have been planning and preparing for this visit since the spring. The state team visit had many components including interviews with our SpEd teachers, a School Director, Gen Ed teachers, our SpEd contractors (Speech and OT), a detailed review of fiscal compliance and documentation, a student focus group, student records review, and classroom observations.

We were told by the state that every school has findings from these visits and they spend the following year making any requested updates and adjustments to their program. Although we do not yet have our final results, we understand that both the program and fiscal assessments of our Entheos program were very strong. We are grateful and proud of our high quality teams, and look forward to any state feedback on any areas for improvement.

Grants/Applications Submitted

- Safety Stipend: A new Grant opportunity for a small stipend that goes to a School Safety Specialist. For Entheos, Denise Mathews and Luseane Tafisi are our current Safety Specialists. The state recognizes that this role has significant duties including:
 - Ensuring the school has adopted Standard Response Protocol
 - Updating the school's emergency preparedness and emergency response plan
 - Conducting behavioral threat assessment as part of the school's multidisciplinary team
 - Attending required trainings provided by the Utah State Board of Education School Safety Center
- Title 1A Annual application: These funds provides financial assistance each year to Local Education Agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all students have equitable opportunities to meet challenging state academic standards. Funds are used to provide supplemental educational services and resources to meet the needs of economically and educationally disadvantaged students.
- 244AFT Title IVA: Application to redirect funding from this program, to pay for our Title 1 paraprofessionals.
- 23 ELFT Title III: Application, data reporting, and accountability for funding for our multi-language learner program.
- Cohort III Pipeline Accountability Report: Confirming to the state which of our employees are in Cohort III of the Para to Teacher Pipeline, who their mentors are, financial aid etc.

BOY iReady Reading



District-wide BOY 2022-23

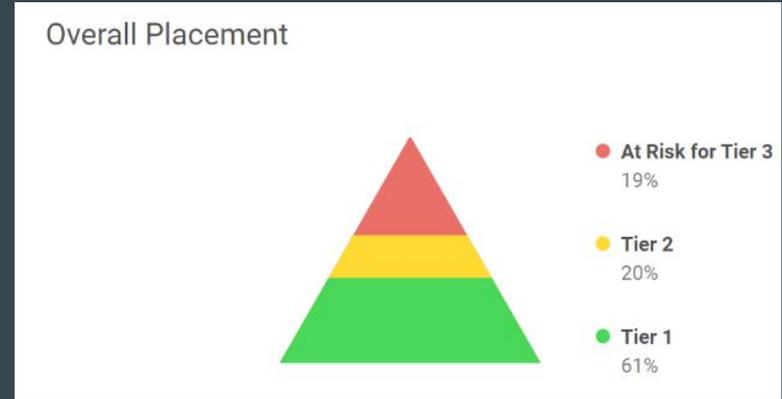


District-wide BOY 2023-24

BOY iReady Math

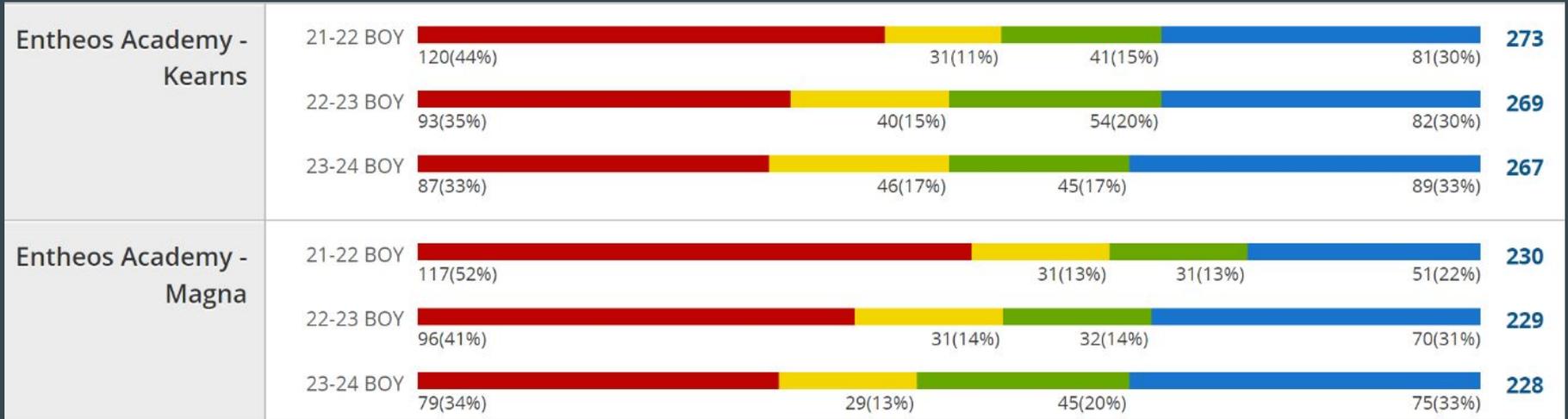


District-wide BOY 2022-23



District-wide BOY 2023-24

BOY Acadience Reading (K-3)



District Spotlight: Misty Startup

Misty has been with Entheos for many years, as a dedicated member of the front office team. She is a true expert in her responsibilities and role, and is a leader in training others. Misty maintains a welcoming demeanor and warm smile to all, no matter the situation or pressures of the day. One attribute that impacts the whole Crew in a positive way, is Misty's ability to stay calm and clear-headed. School offices are on the front line in handling medical emergencies, distraught parents, interacting with local authorities, planning events, and assisting admin in meeting deadlines. Misty handles all of this with grace and professionalism! We are incredibly grateful for her work.



Questions?



ENTHEOS ACADEMY

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Entheos Magna Director's Report

October 2023

PCO

- Our new PCO Head, Jenn Sanchez helped provide meals for our teachers during Student Led Conferences.
- Currently working with other parents to organize next steps for PCO.



Service Learning

As reported by Melanie Louviere:

- Tiny Tim's Foundation for kids came to do service with the kindergarten. Kids got to use real drills and screws to put wheels on wood cars. They were given 2 cars- one to keep and the other to give to a first grader (they will go in as a class and make sure each 1st grader gets one).
- Melanie met with students and parents during SLCs to set up service plans for their 6th grade Year of Service projects.

New

Welcome

MEET THE TEACHER

2nd Grade - Ms. Brequelle Smith

WELCOME

Hello, I'm Ms. Brequelle! I am thrilled to be here. I can't wait to meet your students and you. This is my second year teaching and first year teaching 2nd grade. I'm ready to learn alongside your students and make this year memorable.

HOBBIES

Family time

Travel

Photography

Outdoors

Yoga



CONTACT

You can contact me at
brequelle.smith@entheosacademy.org

Staff Spotlight

Anita Holfeltz - 2nd Grade



Mrs. Holfeltz has been an important part of our Crew for many years. She is extremely organized and is doing an amazing job! She has been helping create plans for our other 2nd grade class that lost their teacher. She is continuing working to plan fieldwork and experts for her upcoming projects. Anita has also been mentoring teachers, and has done all of this without missing a beat. Thank you Anita!

Staff Spotlight

Jennifer Te'o - Special Education



Ms. Jenn is in her 6th year at Entheos. She is a valuable Crew member that has been thrown into some new adventures this year. She has been working very collaboratively and very hard to support all of our special education students. Jenn has been a great leader for our sped team and continues to implement new ideas to support everyone. Thank you Jenn!

Staff Spotlight

Desiree Poitier - Paraprofessional/Sub



Miss Desiree is going into her 2nd year at Entheos. She is someone that is willing to do anything that is needed around the school. She is extremely helpful and flexible in subbing for any class in the school from kindergarten to 8th grade. She loves being around the kids and working to give the support they need. Desiree has done it all, and is always carrying a smile. Thank you Desiree!

Work Plan Overview 2023-2024 School Year

Entheos Academy- District

Work Plan 2023-24

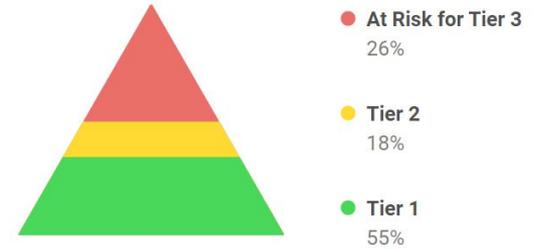
Work Plan Overview

	Mastery of Knowledge and Skills	Character	High Quality Work
Multi-Year Impact Goals	Entheos Academy will meet or exceed state growth scores on EOY testing in the areas of: Early Literacy Math ELA Science	Entheos Academy will create and maintain a school-wide approach to teaching students to be ethical people, effective learners, and individuals who contribute to a better world.	High Quality Expeditions and classroom experiences will be implemented in every grade, that generate student work which is complex, has high craftsmanship, and is authentic.
2023-24 Performance Goals	65% of students will make typical or better growth by the end of the year, as measured by the state assessments of Acadience Reading and Math, RISE and WIDA. This goal includes the subcategories of <ul style="list-style-type: none"> • English Language Learners • Special Education Students • Pacific Islander Students (Kearns only) • Hispanic students (Magna only) 	100% of teachers will implement a strong Crew centered around our school values and implement Entheos PBIS structures to help shape student behavior.	100% student participation in one high quality Service Learning experience per Expedition/Module.
2023-24 Implementation Priorities	Core Practice 30 D	Core Practice 23 B	Core Practice 7C and Core Practice 12D
2023-24 Leadership Goal	<p>Kearns: To build strong collective teacher efficacy where 80% of crew members feel respected, valued, supported and capable of positively impacting student achievement by EOY.</p> <p>Magna: Establish and communicate a clear framework for key Entheos structures, specifically Student Led Conferences, Student Portfolios, and Passages.</p>		

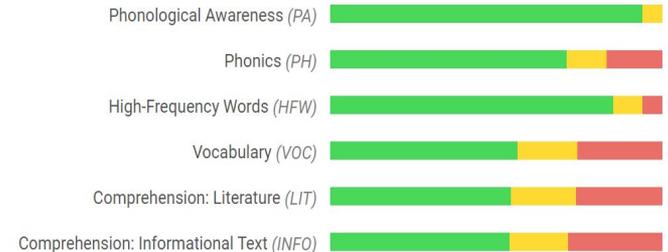
23-24 BOY i-Ready Reading Proficiency

23-24 i-Ready BOY reading data shows student proficiency based on where they should be at the beginning of the year. Almost exactly the same as where started last school year.

Overall Placement



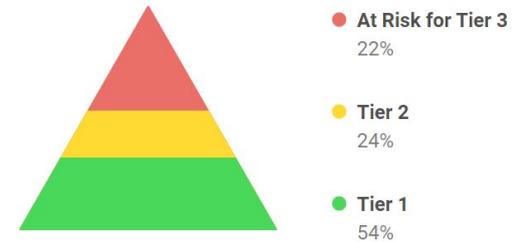
Placement By Domain



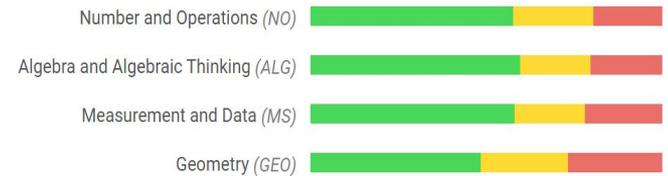
23-24 BOY i-Ready Math Proficiency

23-24 i-Ready BOY math data shows student proficiency based on where they should be at the beginning of the year. Again, almost exactly the same as where started last school year.

Overall Placement

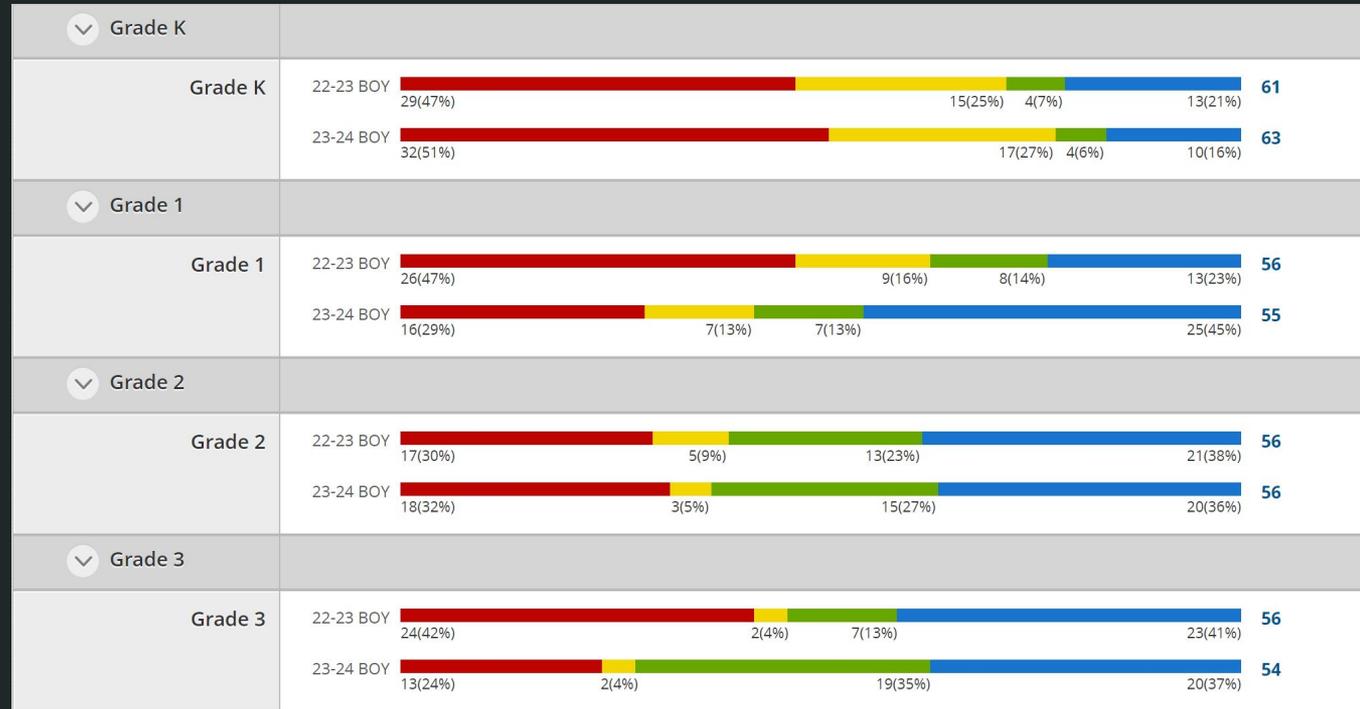


Placement By Domain



23-24 BOY Acadience Reading Proficiency

23-24 BOY Acadience Reading levels compared to 22-23 BOY levels. We have really high expectations for our K-3 this year!



Work Plan - Mastery of Knowledge and Skills

Performance Goal

- 65% of students will make typical or better growth by the end of the year, as measured by the state assessments of Acadience Reading and Math, RISE and WIDA.

This goal includes the subcategories of:

- English Language Learners
- Special Education Students
- Hispanic students

Learning Target:

- I can use evidenced-based differentiated instructional strategies to deliver improved student achievement and growth.
- **Data Inquiry Teams are getting going with teachers analyzing data to support students in small groups.**

Work Plan - Character

Performance Goal

- 100% of teachers will implement a strong crew centered around our school values and implement Entheos PBIS structures to help shape student behavior.

Learning Targets:

- I can implement a strong crew centered on the school values to create, shape and reinforce norms of acceptable behavior.
- I can implement Entheos PBIS structures to help shape student behavior.
- Implementing Components of a Successful Classroom (CSC) with our Middle School team to help support positive behavior.

Work Plan - High Quality Work

Performance Goal:

- 100% student participation in one high quality Service Learning experience per Expedition/Module.

Learning Target:

- I can incorporate Service Learning into Expeditions/Modules as an integral part of learning.
- Working with teachers on implementation of service learning within modules, which will include rubrics/checklists for HQW.

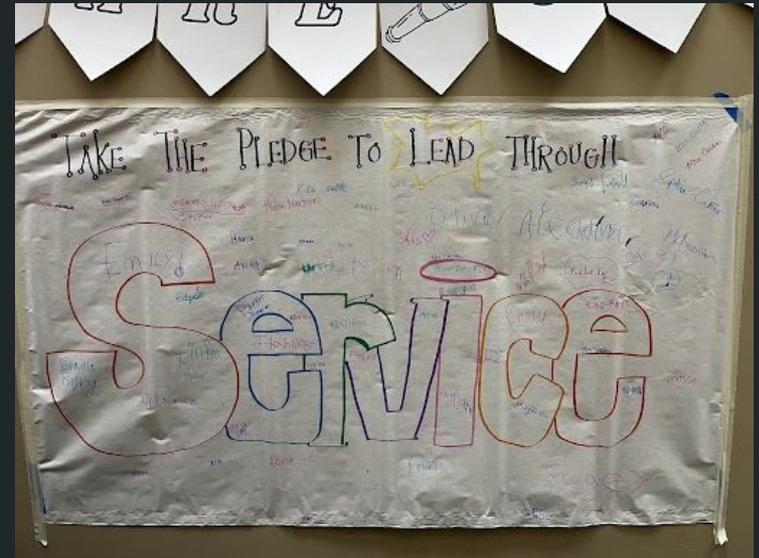
Events

Meet our new Student Council!



Events

Student Council ran was set up during Student Led Conference to provide info on Crew, and how it helps create a safe environment for our students.



Teacher Presentation

Please welcome our 3rd grade team Aimee Wetzel and Josh Cardenas to talk a little bit about what it's like to be a Mentor/Mentee.



DISTRICT OFFICE COORDINATOR

Enrollment

- Intent to Return
- Online Registration
- Offer Spots
- Enrollment forms completed for all students

Entheos Academy - Kearns 2023-2024									
Grade	Interested	Accepted	Enrolled	Current Enrollment	Available Spots	General WL	Sibling WL	Teacher WL	Founding WL
K	3	0	85	75	0	3	0	0	0
1	32	0	5	66	0	32	0	0	0
2	26	0	7	64	-1	25	1	0	0
3	13	0	3	63	0	13	0	0	0
4	2	0	4	65	1	2	0	0	0
5	1	0	6	67	-1	1	0	0	0
6	19	0	11	66	0	19	0	0	0
7	31	0	8	56	0	29	2	0	0
8	8	0	9	52	4	8	0	0	0
9	0	0	0	0	0	0	0	0	0
Totals:	135	0	138	574	3	132	3	0	0

Entheos Academy - Magna 2023-2024									
Grade	Interested	Accepted	Enrolled	Current Enrollment	Available Spots	General WL	Sibling WL	Teacher WL	Founding WL
K	9	0	75	63	0	9	0	0	0
1	29	0	5	55	1	29	0	0	0
2	26	0	6	56	0	26	0	0	0
3	5	0	8	56	0	4	1	0	0
4	12	0	11	56	0	11	1	0	0
5	20	0	2	56	0	19	1	0	0
6	1	0	14	55	1	1	0	0	0
7	4	0	20	52	0	4	0	0	0
8	2	0	14	50	0	2	0	0	0
Totals:	108	0	155	499	2	105	3	0	0

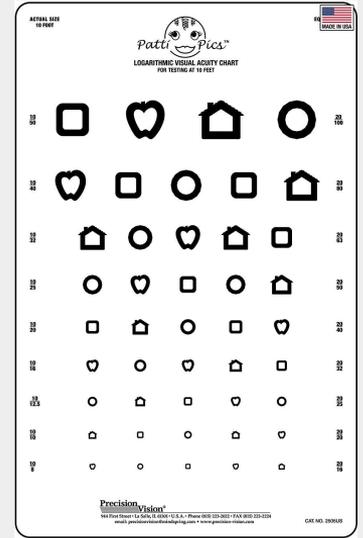
DISTRICT OFFICE COORDINATOR

Immunizations

- State immunization report
- Follow up on conditional status students
- Maintain exemption spreadsheet

Vision Screening

- Screen all students in K, 1st, 3rd, 5th, 7th grades
- Complete all steps for state's vision referral process based on Acadience reading benchmarks for grades 1-3
- Follow up with students who are referred for vision screening by a doctor



DISTRICT OFFICE COORDINATOR

Work in the Kearns office Mondays, Wednesdays, and at both campuses as needed.

Provide support and training to the secretaries

Emergency Binders

Staff Birthdays

In person registration

Handbook

DISTRICT OFFICE COORDINATOR

Special Projects

- Kids Read Now
- Kindergarten and middle school open houses
- Head Start Kindergarten open houses
- Attendance committee at Kearns
- Veterans Day committee at Kearns
- Sweatshirts



Health and Dental Insurance Coverage for Entheos Academy Board Members

Policy Statement:

Entheos Academy is committed to providing comprehensive health and dental insurance coverage for its Board Members, recognizing the importance of their well-being and the well-being of their families. To ensure efficient administration of the insurance program, the following policy guidelines have been established:

Premium Payment Schedule:

1. Board Members are required to pay their insurance premiums in full to Entheos Academy by the 15th of the month preceding the month for which insurance coverage is provided.
2. Delinquent payments will immediately place the Board Member's status as a board member in jeopardy.
3. Failure to pay insurance premiums on time will result in the termination of health and dental insurance benefits for the Board Member and their eligible dependents.

Insurance Costs:

1. Board Member Only: No Cost
2. Board Member and Spouse or One Eligible Dependent: \$100.00 per month
3. Board Member and Family: \$200.00 per month

Eligibility Criteria:

1. Only Board Members in good standing are eligible for Entheos-sponsored health and dental insurance.
2. Insurance coverage for new Board Members will become effective on the 1st day of the month following a 30-day waiting period from the date of their appointment or election to the Board.

Termination of Insurance Benefits:

1. Insurance benefits will be terminated immediately for Board Members who have delinquent premium payments.
2. Board Members who no longer meet the eligibility criteria (e.g., termination from the board) will have their insurance benefits terminated.

Appeals Process:

1. Board Members facing termination of insurance benefits due to delinquent payments or other reasons may appeal the decision in writing to the Entheos Academy Board of Directors.
2. The Board of Directors will review the appeal and make a final decision regarding the continuation or termination of insurance benefits.

Policy Review and Amendments:

1. This policy will be reviewed annually to ensure its effectiveness and relevance.
2. Amendments to this policy may be made by the Entheos Academy Board of Directors as necessary, with proper notice provided to all Board Members affected by the changes.

Entheos Kearns Director's Report

October 2023



ENTHEOS ACADEMY

EXCELLENCE • SERVICE • LEADERSHIP

Service Learning/Adventure

The following was reported by Melanie Louviere:

Service:

- The kindergarten made toy cars with Tiny Tim's Foundation for Kids to go to children throughout the world that may not have toys or are facing hard things. (Part of Toy Expedition)
- The second and third grades are coloring placemats for the Riverton senior center. This service ties into the 2nd grade "Schools and Community" expedition.
- Meg Prevost's crew reads to Miss Annie's crew twice a month.
- Our 6th graders have started their Year of Service projects. Most of our 6th graders have completed their plan.

Adventure: N/A



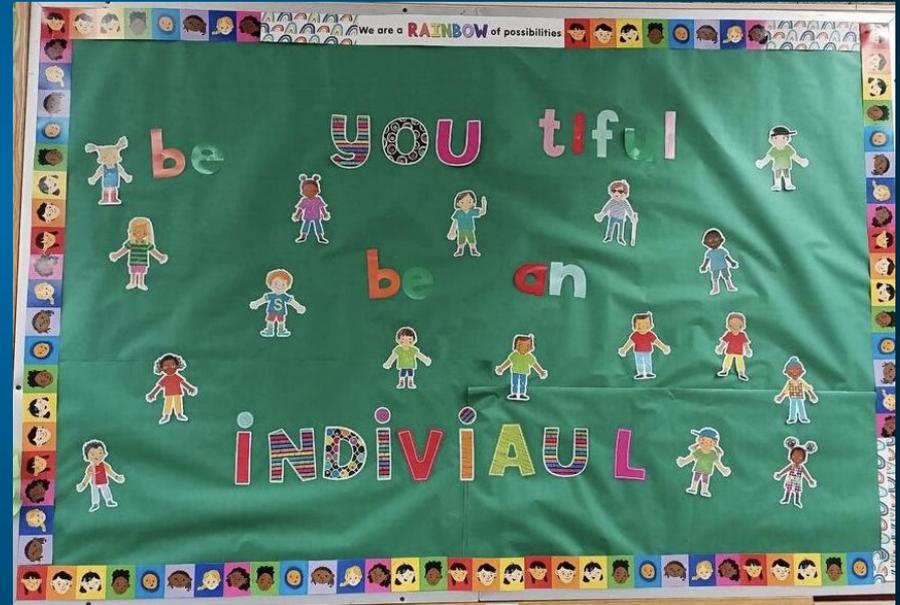
PCO

The following was reported by PCO:

PCO prepared dinner for our teachers on October 10th during our Student Led Conferences.

PCO prepared lunch for our teachers on October 11th during our Student Led Conferences.

PCO completed the value board for October 2023 on individuality and “having of wonderful ideas”.



Staff Recognition

Middle School: Taylor Eves

Coach Eves is our Physical Education Teacher and the new Adventure Coordinator at our Kearns Campus. This is her first year with us; she is an incredible addition to our crew. Taylor has embraced both of her roles with open arms. She provides a rigorous PE program for elementary and middle school students. In addition, she has helped plan and implement two very successful adventure trips. Several parents and teachers commented on the high-quality experiences of each trip. We are so thankful that Coach Eves is with us at Entheos Academy. We appreciate her hard work and dedication to our student's success. Thank you, Taylor!



Staff Recognition

Elementary: Debra Bore

Mrs. Bore is a part of our second-grade crew and has been with us at Entheos Academy for 11 years. Deb has an unwavering passion for education and her students' success and consistently uses data to drive her instruction and meet the needs of her students where they are academically. Beyond her primary role as an educator, Deb is a 4H liaison who goes above and beyond, organizing 4H tutoring that supports our crew members through targeted instruction in reading and math. In addition, Deb has started a staff quilting group and is a pivotal member of our High-Quality Work crew. Her passion and desire for students to engage in learning experiences through quality expeditions nurture the values of leadership, excellence, and service in crew members. Thank you for all you do, Deb! We are so fortunate to have you with us!



Staff Recognition

Support Staff: Kay Welke

Ms. Kay is an outstanding and highly dedicated fourth-grade paraprofessional. She has been with us at Entheos for 16 years! Ms. Kay epitomizes what it means to be dedicated to the well-being and success of students. Day in and day out, she goes above and beyond, providing invaluable support to her team teacher and the students she serves. Ms. Kay takes the time to understand each student's unique needs and works tirelessly to ensure that no one is left behind. Observing Ms. Kay as she works with her students is such a pleasure. Thank you, Ms. Kay, for your dedication to our Entheos Crew!



Work Plan: Mastery of Knowledge and Skills

2023-24 Performance Goal:

65% of students will make typical or better growth by the end of the year, as measured by the state assessments of Acadience Reading and RISE.* *This includes 65% of English Learners making typical or better growth.

This year's MKS Learning Target for teachers:

I can use evidenced based differentiated instructional strategies to deliver improved student achievement and growth.

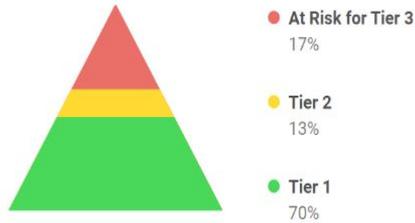
MKS Crew: Differentiated professional development completed on 9/29/2023 on

- Beginning of the year scores and new five Utah Effective Teaching Standards.
- Follow up Opportunities to respond and simultaneous engagement strategies.
- Multi-tiered systems of support / evidenced based differentiation strategies using the BOY data.

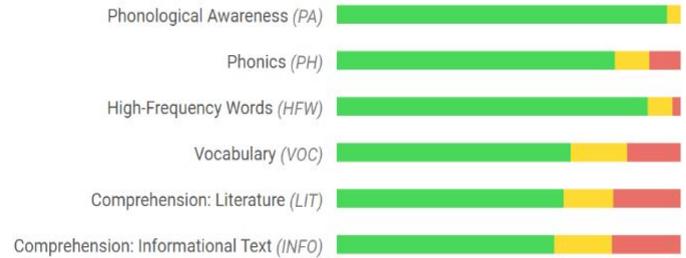
Academic Data: Kearns, iReady Reading, BOY 2023-24

Students Assessed/Total: 573/576

Overall Placement



Placement By Domain



Academic Data: Kearns, iReady Math, BOY 2023-24

Students Assessed/Total: 572/576

Overall Placement

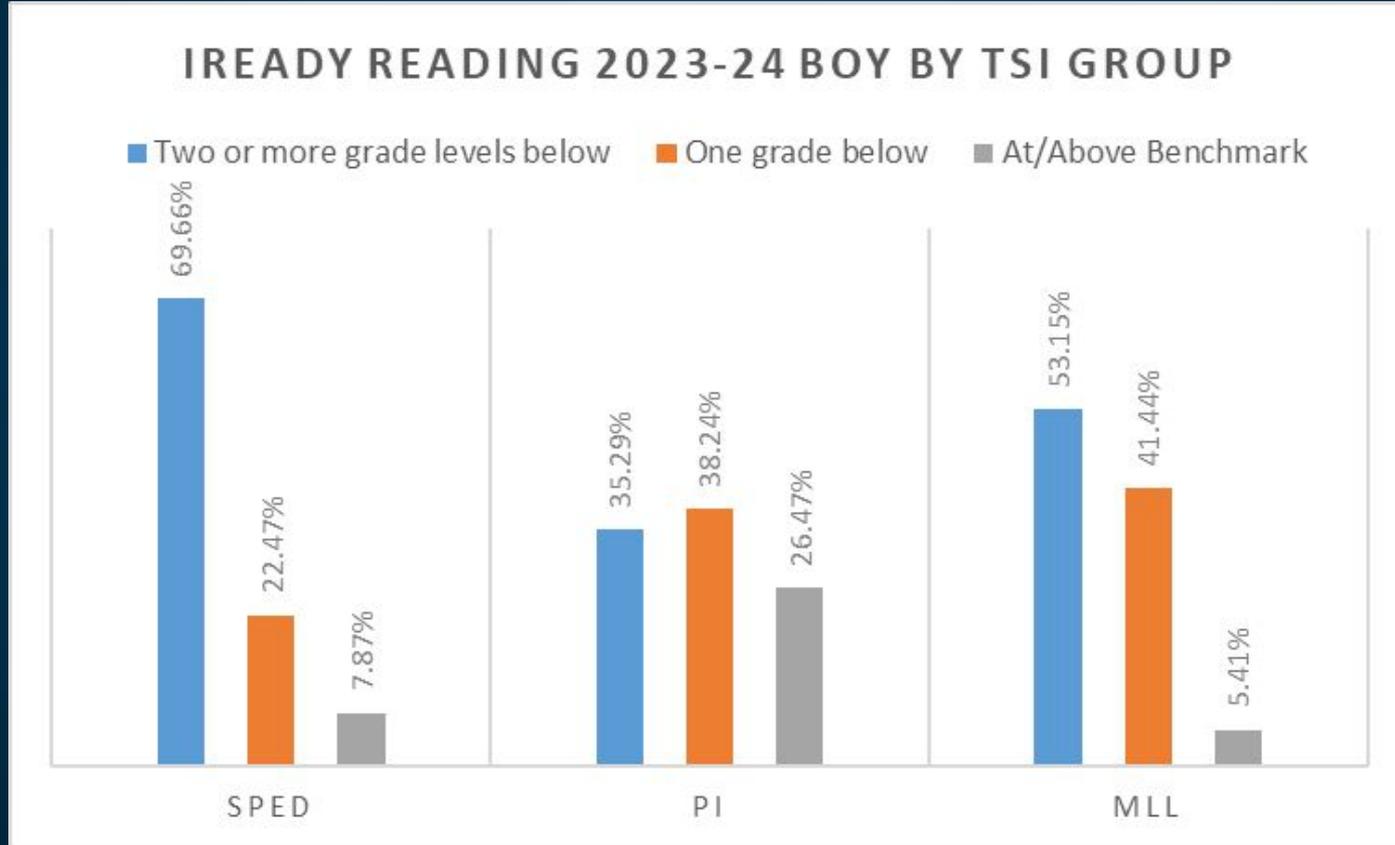


- At Risk for Tier 3
16%
- Tier 2
16%
- Tier 1
68%

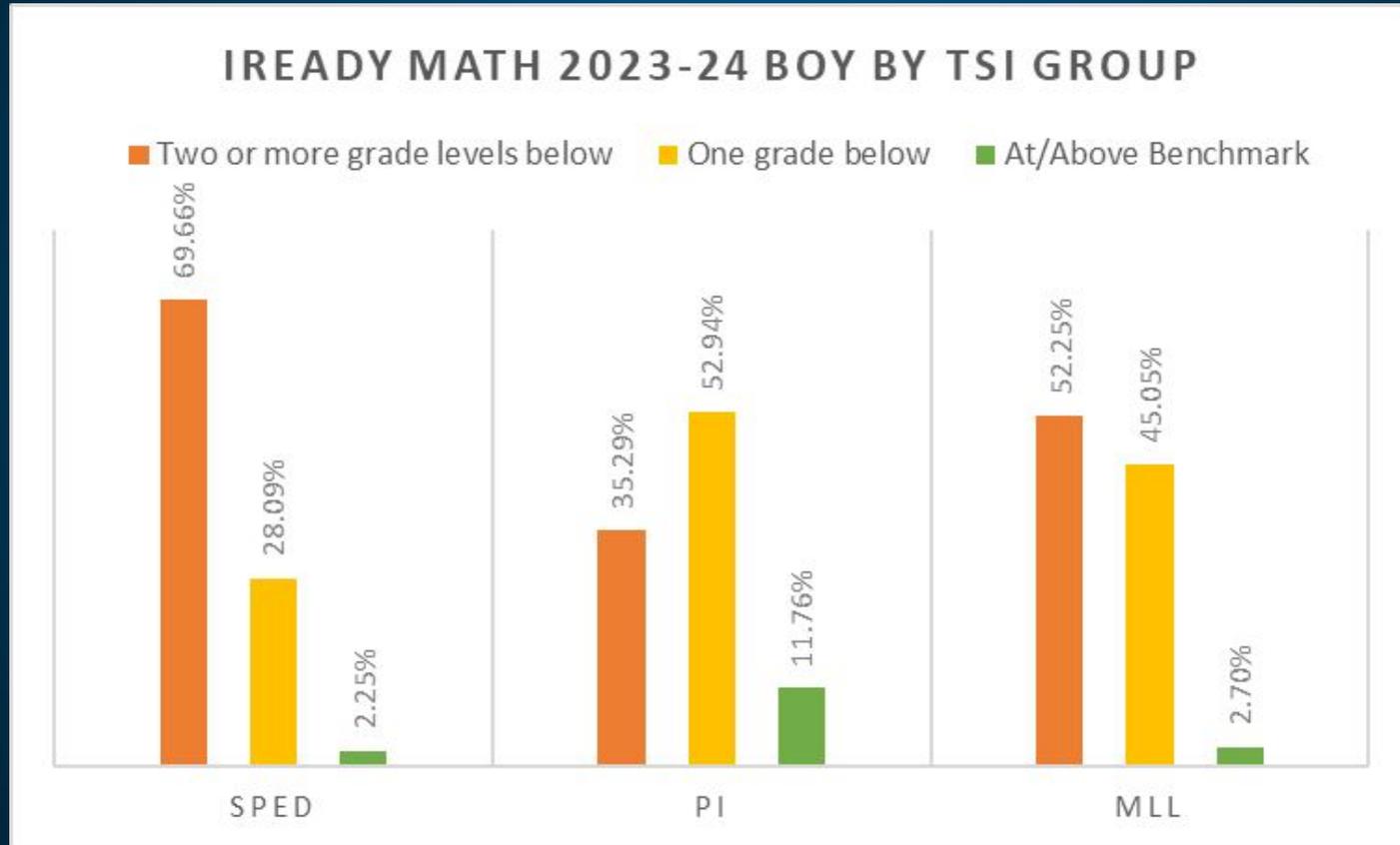
Placement By Domain



Academic Data: iReady Reading by TSI Group, BOY 2023-24



Academic Data: iReady Math by TSI Group, BOY 2023-24



Acadience Reading, BOY Proficiency 2023-24, K-3

Grade K	Reference Data (Compare these results against a wider population)
Entheos Academy - Kearns	23-24 BOY 22(30%) 16(22%) 12(16%) 24(32%) 74
Grade 1	Reference Data (Compare these results against a wider population)
Entheos Academy - Kearns	23-24 BOY 34(52%) 13(19%) 9(13%) 11(16%) 67
Grade 2	Reference Data (Compare these results against a wider population)
Entheos Academy - Kearns	23-24 BOY 18(29%) 10(16%) 12(19%) 23(36%) 63
Grade 3	Reference Data (Compare these results against a wider population)
Entheos Academy - Kearns	23-24 BOY 13(21%) 7(11%) 12(19%) 31(49%) 63

Work Plan: Character

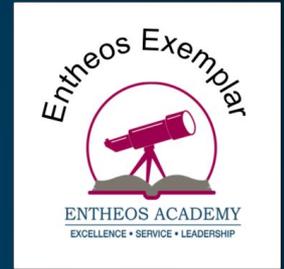
2023-24 Performance Goal:

100% of teachers will implement a strong crew centered around our school values and implement our Entheos PBIS structure to help shape student behavior.

This year's Character Learning Target for teachers:

I can implement a strong crew centered on the school values to create, shape and reinforce norms of acceptable behavior.

Character Crew : They are promoting the use of complete sentences with reasons by students when they answer questions during crew. They have developed a bulletin board to recognise our Entheos Exemplars. PD completed on using PBIS for attendance, academics and behavior.



Work Plan: High Quality Work

2023-24 Performance Goal:

100% of student participation in one Expedition/Module linked high quality Service Learning.

This year's HQW Learning Target for teachers:

I can incorporate Service Learning into Expeditions as an integral part of learning.

High Quality Work Crew: Professional development delivered guidance and support on preparing for student led conferences, ensuring alignment to values and goals. HQW crew also completed PD on the components of high quality work with a focus on authentic learning and service learning. The exit posters showcased the components via a gallery walk to facilitate collaborative learning.

Work Plan: Leadership

2023-24 Performance Goal: To build strong collective teacher efficacy where 80% of crew members feel supported and capable of positively impacting student achievement by EOY.

Learning Target: To foster a high performing growth-oriented staff culture where crew members feel supported and capable of positively impacting student achievement.

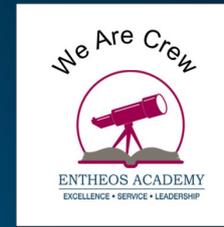
We have launched our attendance campaign. Marketing materials were developed and used to educate our stakeholders on the importance of attendance to long term student success at various parent events. We started a challenge trophy for the grade with the highest average attendance for the month at community circle. We have talked with parents of students who are trending towards at risk and chronic attendance during our SLCs. Flyers distributed during flu shot clinic.

Sept 2022 Absence 8.28% vs Sept. 2023 Absence 5.8%.

UIPS monitoring visit completed on October 4th 2023.



Work Plan: Leadership continued



Our student council conducted a “We are Crew” event to demonstrate that we are a discrimination and harassment free school during SLCs. SLC attendance improved from 75% last fall to 82% this fall.

100% of teacher walkthroughs completed and we have completed 83% of Math observations, working on Reading, Crew and DIT observations.

We started a weekly reward and recognition informal program for teachers. We provide coupons to teachers on Fridays after PD for actions during the week that are consistent with our work plan. We recognise these teachers in a teacher circle up, in the staff lounge and on the staff bloomz page.



Student Recognition

Entheos Exemplars:

Kevin Torres Soto (6: Enthusiasm)

Camila Solis (7: Service)

Landon Duncan (6: Service)

Charlee Wright (7: Leadership)

Our Director's 200 club Students below.



Discovery Recital on Oct 3 2023 / Book Fair Oct 9-18th 2023



Discovery Recital 2023

