



Director's Report June 16, 2025

Enrollment

ENROLLED IN SIS: **360**

ACCEPTED SEATS: **74**

TOTAL PROJECTED AS OF 6/13/25

434

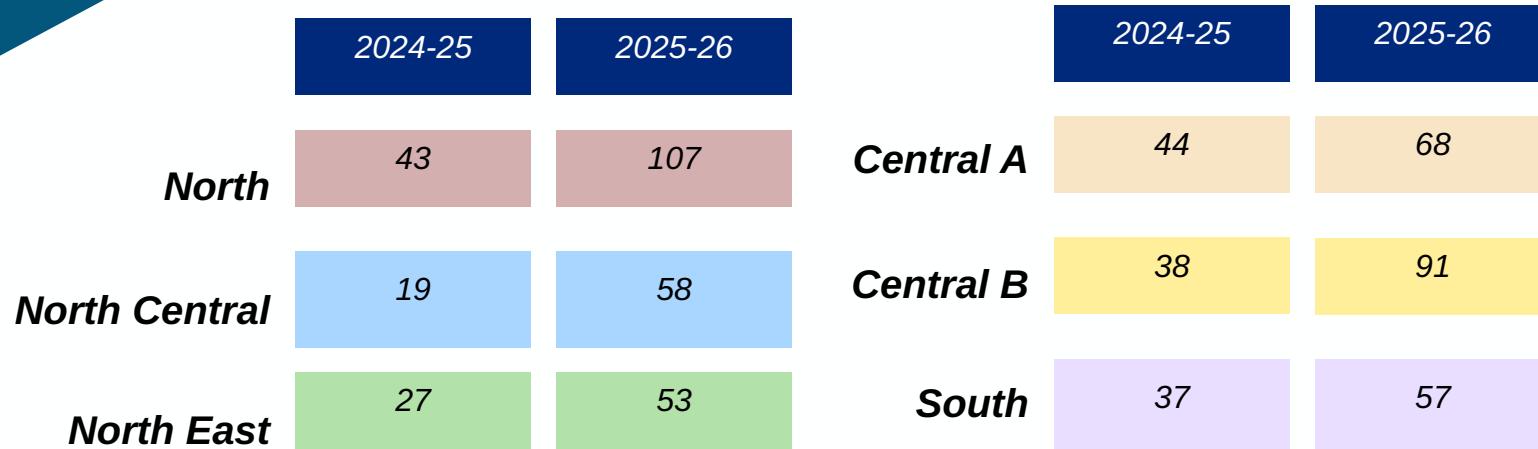


Grade Projections

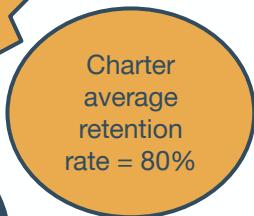
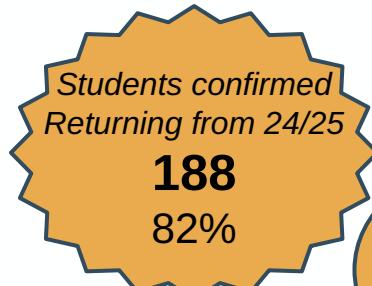
Grades	Total Projected	Rollover	New
K	41	0	41
1	60	34	26
2	50	28	22
3	52	30	22
4	49	20	29
5	45	26	19
6	53	24	29
7	45	26	19
8	21	0	21
9	16	0	16



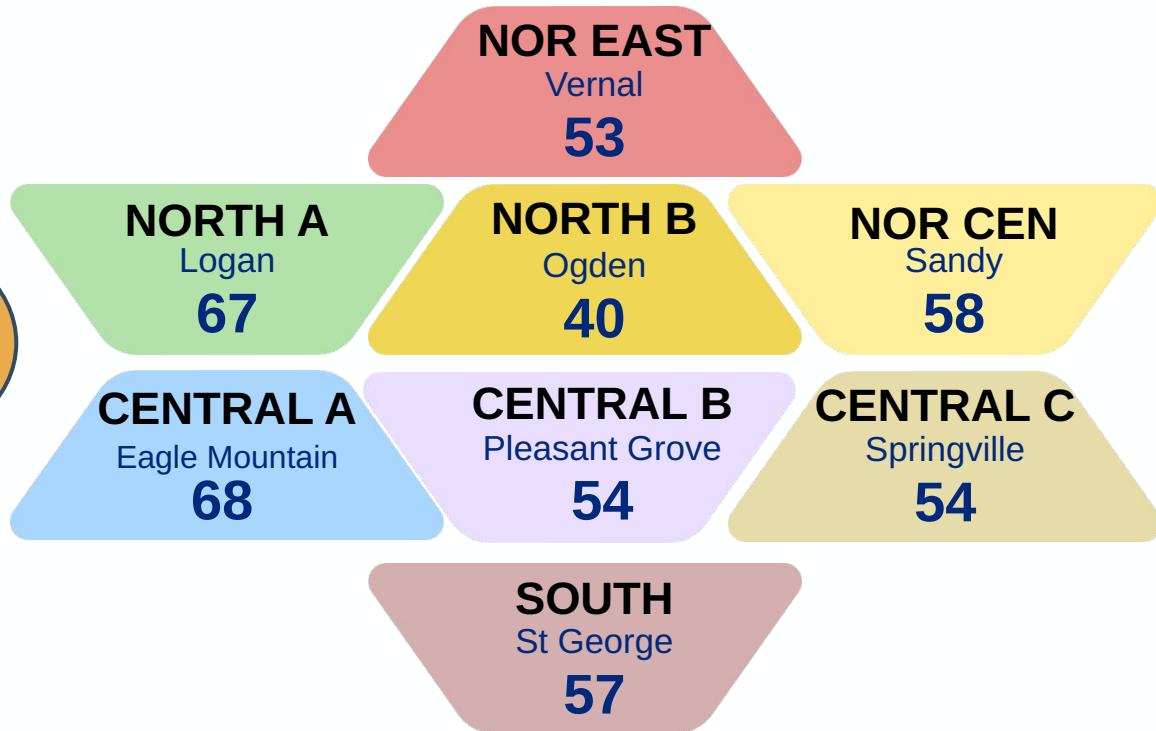
REGIONAL GROWTH

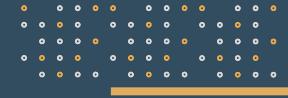


ATTRITION, RETENTION, & GROWTH



PROJECTED REGIONAL POPULATIONS





Staff Retention

10 staff invited to return

All accepted

Education Coordinators

Adding 12 ECs to better support families

Elementary Teachers

12.5 teachers will focus on K-6 core subjects

Secondary Teachers

6 teachers will focus on 7-8 core & elective subjects

They will work with Director to create all core HS courses in preparation for 26/27

Mid-year Staff to Prep for 26/27

Director of Operations & HS Counselor

Cognia Regional Director Report / Accreditation

- Elevated Charter School nurtures and sustains a healthy **Culture of Learning** by prioritizing stakeholder engagement, student well-being, and positive relationships. The executive director models attributes that shape and sustain the desired institutional culture, clearly setting expectations for all staff members.
 - Students are encouraged to take risks in the learning process and receive positive feedback for sharing ideas, taking chances, and learning from mistakes, which promote emotional and psychological well-being.
 - Professional staff members demonstrate effective collegiality and collaboration in the service of student learning.
 - The school has established a positive learning environment where students, staff, and families are actively engaged and supported, with structures to promote continuous improvement and collaboration among all stakeholders.
- **Effective Leadership** for Learning is evident through a process that guides professional staff members in continuous improvement focused on learners' experiences and needs.
- Elevated Charter School prioritizes **Engagement of Learning** by adopting practices that ensure all learners are included in the learning process, participate with confidence, and exercise agency over their learning.
- Elevated Charter School prioritizes **Growth in Learning** by addressing diverse student needs and measuring progress through a balanced assessment process.

Suggested tasks to complete for full accreditation review

- Utilize Cognia's Observation Tool for Digital Learning, or similar instrument to provide objective data on student engagement patterns and instructional effectiveness, particularly in the virtual learning environment.
- Continue to formalize PCBL, Marzano-based instruction
- Finalize Staff Handbook
- Formal surveys of parents, students, and teachers to evaluate the experiences of all stakeholders

**Elevated Charter School is approved
as a Candidate for Accreditation
with NCA CASI, NWAC, and SACS CASI**



SCSB Year 1 Site Visit Report

Elevated Charter School has met requirements in

- Board Governance & Operations
- Board Membership Composition & Bylaws
- Teacher Licensure
- Student safety
- State Assessment Procedures
- Model & Mission Alignment

SCSB Representative observed

“...multiple classes occurring live. Students were engaged in high-interest activities and lessons. Students were expected to have cameras on and be participating in the lesson. The director was able to join any class. Students seem to have a good rapport with her as well.”

Requested Tasks

- Learner Validated Enrollment & Attendance Policy
- Grievance Policy
- Continue to formalize policies & procedures

Year 1 Reflections

Biggest Challenge

Shipping of class materials at start of the year.

Solution: Added staff to focus on the organization, assembling, & shipping of class materials.

By September, all students had materials.

Semester 2 class materials arrived before live instruction began.



Challenge: Implementation of model

Teachers responded quickly to monthly trainings and 1-on-1 guidance during office hours. Instruction, assignments, & academic support aligned to model at least 80% by October.

Priorities going into year 2

- EC as its own position to provide 2 layers of support to families
- Elevated Planners
- Staff Handbook
- Family Handbook
- Incentives for Endorsements in areas that align to the Elevated model

Fraud Risk Assessment

Continued

*Total Points Earned: ____/395 *Risk Level:

Very Low	Low	Moderate	High	Very High
> 355	316-355	276-315	200-275	< 200

	Yes	Pts
1. Does the entity have adequate basic separation of duties or mitigating controls as outlined in the attached Basic Separation of Duties Questionnaire?	✓	200
2. Does the entity have governing body adopted written policies in the following areas:		
a. Conflict of interest?	✓	5
b. Procurement?	✓	5
c. Ethical behavior?	✓	5
d. Reporting fraud and abuse?	✓	5
e. Travel?	✓	5
f. Credit/Purchasing cards (where applicable)?	✓	5
g. Personal use of entity assets?	✓	5
h. IT and computer security?	✓	5
i. Cash receipting and deposits?	✓	5
3. Does the entity have a licensed or certified (CPA, CGFM, CMA, CIA, CFE, CGAP, CPFO) expert as part of its management team?	✓	20
a. Do any members of the management team have at least a bachelor's degree in accounting?	✓	10
4. Are employees and elected officials required to annually commit in writing to abide by a statement of ethical behavior?		20
5. Have all governing body members completed entity specific (District Board Member Training for local/special service districts & interlocal entities, Introductory Training for Municipal Officials for cities & towns, etc.) online training (training.auditor.utah.gov) within four years of term appointment/election date?		20
6. Regardless of license or formal education, does at least one member of the management team receive at least 40 hours of formal training related to accounting, budgeting, or other financial areas each year?	✓	20
7. Does the entity have or promote a fraud hotline?		20
8. Does the entity have a formal internal audit function?	✓	20
9. Does the entity have a formal audit committee?		20

*Entity Name: _____

*Completed for Fiscal Year Ending: _____ *Completion Date: _____

*CAO Name: _____ *CFO Name: _____

*CAO Signature: _____ *CFO Signature: _____

*Required

Financial Summary

as of January 31, 2025

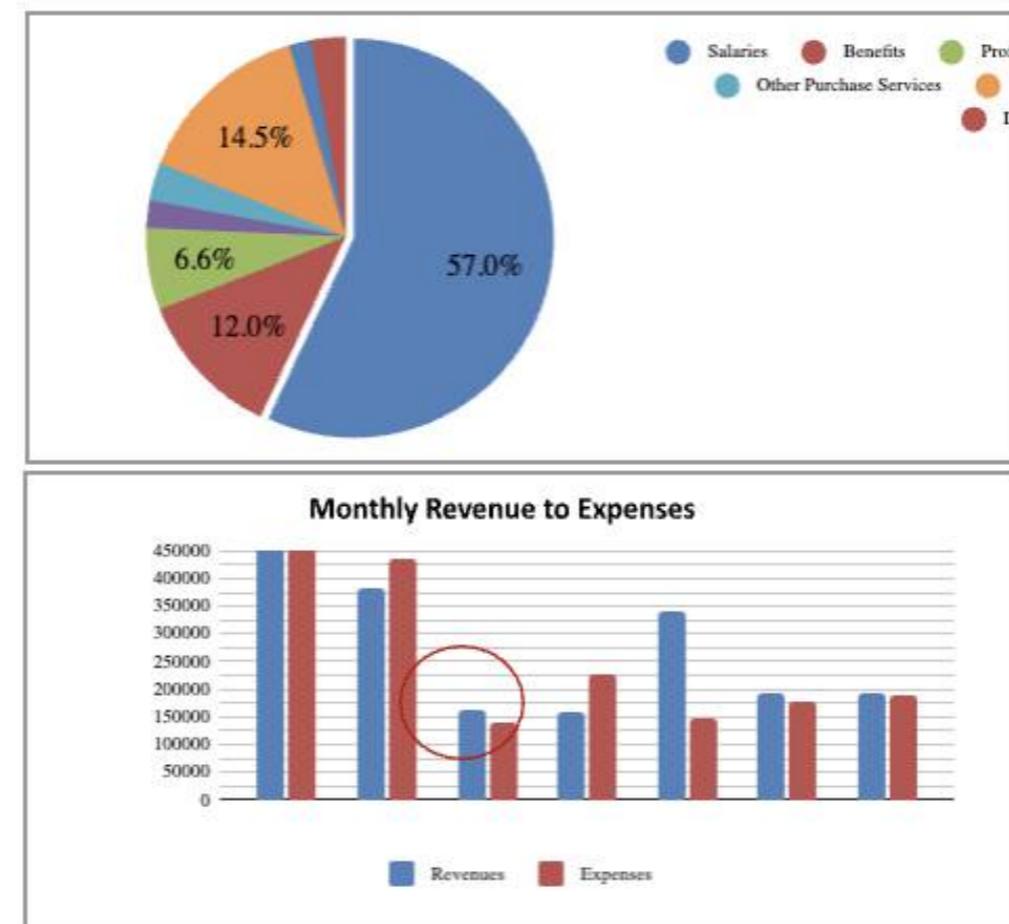
58.3% Through the Year

BUDGET REPORT

	Year-to Date Actuals	Approved Budget	Forecast	% of Forecast
Enrollment	460	485	234	
Revenue				
1000 Local	\$ 15,094	\$ 60,000	\$ 33,370	45%
3000 State	\$ 1,521,127	\$ 1,765,093	\$ 4,281,298	36%
4000 Federal	\$ -	\$ 41,925	\$ 59,000	0%
Total Revenue	\$ 1,536,221	\$ 1,867,018	\$ 4,373,668	35%
Expenses				
100 Salaries	\$ 522,546	\$ 872,000	\$ 2,447,110	21%
200 Benefits	\$ 69,761	\$ 232,878	\$ 515,520	14%
300 Prof & Technical Services	\$ 136,290	\$ 136,320	\$ 285,104	48%
400 Purchased Property Services	\$ 10,346	\$ 8,000	\$ 95,000	11%
500 Other Purchase Services	\$ 54,777	\$ 93,100	\$ 131,250	42%
600 Supplies and Materials	\$ 61,874	\$ 36,000	\$ 620,250	10%
700 Property, Equipment	\$ 143,281	\$ 97,850	\$ 75,000	191%
800 Debt Service and Misc	\$ 55,983	\$ 72,650	\$ 121,700	46%
Total Expenses	\$ 1,054,858	\$ 1,548,798	\$ 4,290,934	25%
Net Income from Operations	\$ 481,363	\$ 318,220	\$ 82,734	

Operating Margin 31% 17% 1.9%

EXPENSES

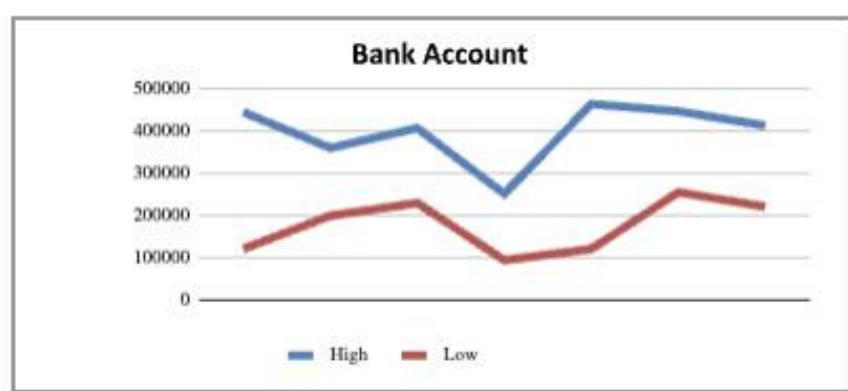


RATIOS

Covenant	Forecast	Goal
Operating Margin	1.9%	4%
Debt Service Coverage	>1.10	1.68
Days Cash on Hand	>75	34
Building Payment %	2%	15%
Ending Cash Balance	\$403,376	\$500,000
Net income	\$82,734	\$174,947

CASH

Ending Cash Balance \$ 403,376



ENROLLMENT

	S	O	N	D	J	F	M	A	M
K									
I									
2									
3									
4									
5									
6									
7									
8									
Total	0	234	0	0	0	0	0	0	0

October 1 Count





Budget Detail Report

425

Budget

Revenue

1000	Local	
1510	Interest on Investments	\$ 15,000
1700	Student Activities	\$ 11,231
1770	Fundraisers	\$ 2,139
1920	Innovative Classes Grant	\$ -
1980	Other Local Rev from USBE	\$ -
1990	Miscellaneous	\$ 5,000
<i>Total 1000:</i>		\$ 33,370
3000	State	
30.3010	Regular School Prgm K-12	\$ 1,659,270
30.3020	Professional Staff	\$ -
31.1205	Special Education -- Add-On	\$ 210,386
31.1210	Special Education -- All Others	\$ 17,000
31.5201	Class Size Reduction - K-8	\$ 98,813
31.5344	Enhancement for At-Risk Student	\$ 23,370
32.0500	Charter School Base Funding	\$ 98,359
32.5310	Flexible Allocation	\$ 112,321
32.5619	Charter School Local Replacement	\$ 1,541,900
34.5651	Educator Professional Time	\$ 24,873
34.5868	Teacher Supplies & Materials	\$ 6,375
34.5876	Educator Salary Adjustment	\$ 250,000
	SSHiNE	\$ 12,760
	PCBL Grant	\$ 50,000
35.5420	School Land Trust Program	\$ 54,611
35.5678	Teacher & Student Success Act	\$ 66,260
35.5882	Beverly T Sorensen	\$ -
38.5644	STEM Endorsement	\$ -
38.5673	E-Cig & Nicotine Prev	\$ 4,000
38.5674	Suicide Prev	\$ 1,000
38.5846	Startup Funds	\$ 50,000
<i>Total 3000:</i>		\$ 4,281,298
4000	Federal	
45.4522	IDEA Part-B Preschool	\$ -
45.4524	IDEA Part-B	\$ 45,000
48.7801	Title IA	\$ -
48.7860	Title IIA	\$ 4,000
48.7905	Title IV (Repurpose to Title I)	\$ 10,000
<i>Total 4000:</i>		\$ 59,000
<i>Total Revenue:</i>		\$ 4,373,668

Expenses

100 Salaries

121 School Administration

\$ 165,000



Budget Detail Report

425

Budget

131a Teachers	\$ 1,097,610
131b Educational Coordinators	\$ 806,700
131c Special Education Teachers	\$ 184,010
131d Stipends	\$ 70,000
132a Substitute Teachers	\$ 5,000
132b PTO Cashout	\$ 5,000
152 Office Salaries	\$ 82,390
161c Paraprofessionals	\$ 31,400
<i>Total 100:</i>	<i>\$ 2,447,110</i>

200 Benefits

220 Social Security (FICA)	\$ 187,204
210 Retirement	\$ 20,000
240 Group Insurance	\$ 300,000
270 Worker's Compensation	\$ 2,500
280 Unemployment Insurance (SUTA)	\$ 5,816
290 Other Employee Benefits	\$ -
<i>Total 200:</i>	<i>\$ 515,520</i>

300 Prof & Technical Services

310 Admin & Support	\$ -
323.10a Educational Services	\$ 18,000
323a Special Education Services	\$ 95,000
330 Professional Development	\$ 15,000
345 Audit Services	\$ 21,000
345a Business Services	\$ 79,104
349 Legal Services	\$ 5,000
350 Technical Services	\$ 52,000
<i>Total 300:</i>	<i>\$ 285,104</i>

400 Purchased Property Services

441 Rental of Facility (Office)	\$ 75,000
441 Rental of Facility (Events)	\$ 20,000
443 Copy Machine Lease	\$ -
<i>Total 400:</i>	<i>\$ 95,000</i>

500 Other Services

518 Field Trip fees & Student Activities	\$ 27,750
521 Insurance	\$ 12,000
530 Telephone (Google Phones)/Communication	\$ 27,000
530 Student Internet	\$ 23,500
540 Marketing	\$ 35,000
580 Travel	\$ 6,000
<i>Total 500:</i>	<i>\$ 131,250</i>

600 Supplies and Materials

610a Teacher Materials	\$ 18,000
610b Special Education Materials	\$ -



Budget Detail Report

	Budget
610f Employee Training	\$ 3,000
610l Office Supplies	\$ 20,000
641 GenEd Curriculum, Materials, & Classes	\$ 450,000
641 Monday Regional Activites	\$ 68,000
650 Shipping	\$ 46,250
670 Educational Software	\$ 15,000
<i>Total 600:</i>	<i>\$ 620,250</i>

700 Property, Equipment	
734 Technology-Related Hardware	\$ 75,000
<i>Total 700:</i>	<i>\$ 75,000</i>

800 Debt Service and Misc	
810 Dues and Fees	\$ 30,000
812 UAPCS Dues	\$ 2,500
830 Revolving Loan	\$ 79,200
890 Miscelaneous Expense	\$ 10,000
890 Contingency	\$ -
<i>Total 800:</i>	<i>\$ 121,700</i>
<i>Total Expenses:</i>	<i>\$ 4,290,934</i>

Net Income: \$ 82,734

ELEVATED CALENDAR

2025–2026 School Year

JULY 2025					AUGUST 2025					SEPTEMBER 2025				
1	2	3	4	5	6	7	8	9	10	1	2	3	4	5
6	7	8	9	10	11	12	13	14	15	10	11	12	13	14
13	14	15	16	17	18	19	10	11	12	11	12	13	14	15
20	21	22	23	24	25	26	17	18	19	20	21	22	23	24
27	28	29	30	31			24	25	26	27	28	29	30	28
							24	25	26	27	28	29	30	29
							31							
OCTOBER 2025					NOVEMBER 2025					DECEMBER 2025				
1	2	3	4	5	6	7	8	9	10	1	2	3	4	5
5	6	7	8	9	10	11	12	13	14	2	3	4	5	6
12	13	14	15	16	17	18	9	10	11	10	11	12	13	14
19	20	21	22	23	24	25	16	17	18	17	18	19	20	21
26	27	28	29	30	31		23	24	25	26	27	28	29	28
							23	24	25	26	27	28	29	29
							30							
JANUARY 2026					FEBRUARY 2026					MARCH 2026				
1	2	3	4	5	6	7	8	9	10	1	2	3	4	5
4	5	6	7	8	9	10	8	9	10	9	10	11	12	13
11	12	13	14	15	16	17	15	16	17	16	17	18	19	20
18	19	20	21	22	23	24	22	23	24	23	24	25	26	27
25	26	27	28	29	30	31				22	23	24	25	26
										29	30	31		
APRIL 2026					MAY 2026					JUNE 2026				
1	2	3	4	5	6	7	8	9	10	1	2	3	4	5
5	6	7	8	9	10	11	3	4	5	7	8	9	10	11
12	13	14	15	16	17	18	10	11	12	13	14	15	16	17
19	20	21	22	23	24	25	17	18	19	20	21	22	23	24
26	27	28	29	30			24	25	26	27	28	29	30	28
							31							

UNIT 1
Aug 11 – Sep 26

UNIT 2
Sep 29 – Nov 7

UNIT 3
Nov 10 – Dec 19

Student &
Staff Holiday

SHOWCASE

UNIT 4
Jan 5 – Feb 13

UNIT 5
Feb 16 – Mar 27

UNIT 6
Apr 6 – May 21

INDEPENDENT STUDY DAYS
Teachers Available | No Classes/Clubs

ELEVATED DATES & REGIONS

2025–2026 School Year

UNITS (TERMS)

SEMESTER 1

- Unit 1: Aug 11 – Sep 26
- Unit 2: Sep 29 – Nov 7
- Unit 3: Nov 10 – Dec 19

SEMESTER 2

- Unit 4: Jan 5 – Feb 13
- Unit 5: Feb 16 – Mar 27
- Unit 6: Apr 6 – May 21

HOLIDAYS & SCHOOL BREAKS

- Sep 1, 2025: Labor Day
- Oct 15 – 17: Fall Break
- Nov 26 – 28: Thanksgiving Break
- Dec 22 – Jan 2: Winter Break
- Jan 19: MLK Day
- Feb 16: Presidents' Day
- Mar 30 – Apr 3: Spring Break

INDEPENDENT STUDY DAYS

Teachers Available, No Live Classes or Clubs

- Oct 13 – 14
- Nov 24 – 25
- April 13 – 17, Testing Week
- May 19 – 22

ELEVATED REGIONS

North (a)

Meets in Logan

North (b)

Meets in Ogden

North-Central

Meets in Sandy

North-East

Meets in Vernal

Central (a)

Meets in Eagle Mountain

Central (b)

Meets in Pleasant Grove

Central (c)

Meets in Springville

South

Meets in St. George



ELEVATED CALENDAR

2025–2026 School Year

JULY 2025					AUGUST 2025					SEPTEMBER 2025				
1	2	3	4	5	6	7	8	9	10	1	2	3	4	5
6	7	8	9	10	11	12	3	4	5	6	7	8	9	10
13	14	15	16	17	18	19	10	11	12	13	14	15	16	17
20	21	22	23	24	25	26	17	18	19	20	21	22	23	24
27	28	29	30	31			24	25	26	27	28	29	30	21
							28	29	30					22
							31							23
OCTOBER 2025					NOVEMBER 2025					DECEMBER 2025				
1	2	3	4	5	6	7	8	9	10	1	2	3	4	5
5	6	7	8	9	10	11	2	3	4	7	8	9	10	11
12	13	14	15	16	17	18	9	10	11	12	13	14	15	16
19	20	21	22	23	24	25	16	17	18	19	20	21	22	23
26	27	28	29	30	31		23	24	25	26	27	28	29	30
							30							31
JANUARY 2026					FEBRUARY 2026					MARCH 2026				
1	2	3	4	5	6	7	8	9	10	1	2	3	4	5
4	5	6	7	8	9	10	8	9	10	11	12	13	14	15
11	12	13	14	15	16	17	15	16	17	18	19	20	21	22
18	19	20	21	22	23	24	22	23	24	25	26	27	28	29
25	26	27	28	29	30		29	30	31					
APRIL 2026					MAY 2026					JUNE 2026				
1	2	3	4	5	6	7	8	9	10	1	2	3	4	5
5	6	7	8	9	10	11	3	4	5	6	7	8	9	10
12	13	14	15	16	17	18	10	11	12	13	14	15	16	17
19	20	21	22	23	24	25	17	18	19	20	21	22	23	24
26	27	28	29	30			24	25	26	27	28	29	30	
							31							

- UNIT 1 Aug 11 – Sep 26
- UNIT 2 Sep 29 – Nov 7
- UNIT 3 Nov 10 – Dec 19
- Student & Staff Holiday
- INDEPENDENT STUDY DAYS Teachers Available | No Classes/Clubs
- BOY EC TRAINING
- BOY TEACHER TRAINING
- REMOTE STAFF MEETINGS
- IN PERSON STAFF MEETING
- UNIT 4 Jan 5 – Feb 13
- UNIT 5 Feb 16 – Mar 27
- UNIT 6 Apr 6 – May 21
- SHOWCASE
- STAR SHOWCASE

ELEVATED DATES & REGIONS

2025–2026 School Year

UNITS (TERMS)

SEMESTER 1

- Unit 1: Aug 11 – Sep 26
- Unit 2: Sep 29 – Nov 7
- Unit 3: Nov 10 – Dec 19

SEMESTER 2

- Unit 4: Jan 5 – Feb 13
- Unit 5: Feb 16 – Mar 27
- Unit 6: Apr 6 – May 21

HOLIDAYS & SCHOOL BREAKS

- Sep 1, 2025: Labor Day
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ELEVATED REGIONS

North (a)

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Central (a)

Meets in Eagle Mountain

Central (b)

Meets in Pleasant Grove

Central (c)

Meets in Springville

South

Meets in St. George





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POLICY **Learner Validated Enrollment & Attendance**

Adopted by Board:

Overview

Elevated Charter School (the School) is a virtual school, providing live online classes, offline classes, and alternative learning monitored by licensed teachers, intervention support, and SPED services. Students meet virtually for all core courses.

The School uses **Learner Validated Enrollment & Attendance**, in accordance with Utah Code R277-419 (16), which states, "Learner validated program" means a program within an LEA that consists of eligible, enrolled public school students where the student receives instruction through: (a) an online learning program; (b) a blended learning program; or (c) a personalized, competency-based learning program." to measure and report attendance to the State's Student Information System (SIS).

Compulsory Education

Utah Code 53G-6-202: Compulsory Education states that children between the ages of six (6) and eighteen (18) must be enrolled in a full-time school, or have filed a homeschool affidavit with the student's district of residence. Utah requires a minimum of 180 school days, each school year.

Policy

Students are intended to be engaged in learning for 180 school days. Students are considered to be in compliance with enrollment and attendance requirements if they are "engaged in learning" through one or more of the following:

- Online presence in Elevated virtual, live online classes
- Make up of missed live online class by (1) watching instructional video and (2) completing activities done during live class
- Completion of assignments in Elevated "offline" classes
- Adequate participation in and completion of assignments in a teacher-approved and progress-monitored class in which instruction is provided by educational partners.
- Adequate progression and completion of assignments in teacher-approved and progress-monitored alternative curriculum.

Students must check in at least every 10 school days.

Students must conference with an Education Coordinator at least every 30 school days.



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<https://www.elevatedcharterschool.org>

Excused Absence

An “excused absence” is an absence that has been excused by the school administration. Students can make up missed live classes by completing activities offline such as viewing recorded class, completing assignments and projects, or completing approved alternative or adapted assignments.

Excessive Absenteeism

“Excessive absenteeism” includes:

- No contact with the school for ten (10) school days within a Unit (approximately 30 school days), including:
 - Unexcused absences from schedule classes, and no make up activities completed
 - Lack of response to school personnel for ten (10) school days within a Unit
 - Failure to meet for a Learning Conference with the Education Coordinator for over 30 school days
 - Failure to submit learning samples in required courses at the completion of each Unit
 - Failure of parent to verify attendance at the end of each Unit

Unexcused Absence/Truancy

A student is truant when they are absent from school without permission or parent notification to the school for ten (10) full days within a Unit or 30 school days.

Consequences for the Student:

- Being Dropped from School Rolls: Utah Utah Administrative Rule [R277-419-5](#) allows schools to drop students from their enrollment if they are absent for ten consecutive days without a valid excuse. This means the student would need to be re-enrolled to continue attending.
- Required make up of missed assignments or in-class activities.
- Potential Referral to Truancy Programs or Court: Schools may refer students with chronic unexcused absences to truancy specialists or even Juvenile Court, depending on the student's age and the severity of the attendance issues.

Consequences for Parents/Guardians:

- Notice of Compulsory Education Violation: If parents cannot demonstrate, at the end of any Elevated Unit that their student(s) engaged in learning for the minimum times listed below, the School will issue a Notice of Compulsory Education Violation:
 - Grade K: minimum 15 hours/week
 - Grades 1-6: minimum 20 hours/week
 - Grades 7-12: minimum 30 hours/week
- Required Meetings and Interventions: Parents/guardians will be required to meet with school leadership and their Education Coordinator to discuss and address their student's attendance.
-



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- Potential Criminal Charges: In cases where parents/guardians fail to enroll their child in school or fail to prevent their child from being truant, they could face Class B misdemeanor charges, according to FindLaw.
- Referral to County or District Attorney: Schools may report parents who are in violation of compulsory education laws to the appropriate authorities

Attendance Reporting in SIS

Education Coordinators record attendance in the School's SIS within 5 school/work days of the end of each ECS Unit.

Academic Performance

Attendance and academic performance are separate items and measured differently. Attendance refers to students engaging in learning as described above. Academic performance is determined through competency-based grading that measures a student's current proficiency and growth in each subject area.

Students are not marked as absent based on low academic performance. However, accelerated academic progress can contribute to attendance in full. As a PCBL model, Elevated recognizes that each student progresses at an individual pace and thus students who are able to progress more quickly, spending fewer hours engaged in learning, are not subject to negative attendance actions.



385-535-1655
board@elevatedcharterschool.org
<https://www.elevatedcharterschool.org>

Dual & Split Enrollment Policy

Adopted by Board:

Purpose

The purpose of this policy is to articulate the position of Elevated Charter School (the “School”) on the dual and split enrollment of students in the School. The School desires to accommodate students seeking to engage in dual or split enrollment in order to pursue educational opportunities not currently available at the School, but the School also wants to ensure that the dual enrollment of its students does not negatively impact the School, including financially.

Definitions

Dual Enrollment refers to students for whom a homeschool affidavit has been filed with the student’s district of residence, but who seek to partially enroll or participate in their district school or a charter school.

Split Enrollment refers to students who are enrolled in two public schools, including district schools and charter schools.

Utah State Codes

Consistent with Utah Administrative Code § R277-100-2 (8), a person having control of a minor who is enrolled in a regularly established private school or a home school may also enroll the minor in a public school for dual enrollment purposes.

- The minor may participate in any academic activity in the public school available to students in the minor’s grade or age group, subject to compliance with the same rules and requirements that apply to a full-time student’s participation in the activity.
- A student enrolled in a dual enrollment program in a charter school is considered a student of the charter school for purposes of state funding to the extent of the student’s participation in the charter school programs.

Consistent with Utah Administrative Code § R277-100-2 (29), "Split Enrollment Student" means a student who is:

- regularly enrolled at two schools within two LEAs at the same time;
- eligible for graduation and other services at both schools; and
- subject to the split enrollment requirements in Rule R277-419, counted by each LEA in membership for purposes of generating state or federal funding for only those courses or subjects for which each LEA provides instruction.
- total membership in public schools cannot exceed 100%



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Policy

The School does not accept Dual or Split Enrollment Students in grades K-6.

Parents may submit an appeal to this policy to the School's Director. Approval is based on, (1) if the dual/split enrollment aligns with the student's ECS Personalized Learning Plan, and (2) it is determined that dual/split enrollment will not negatively impact the School financially. If approved, Dual/Split Enrollment Students in grades K-5 must meet academic and attendance requirements in the School equivalent to a minimum of 75%, including at least three (3) core subject courses: Language Arts, Math, Science, Social Studies/History.

The School accepts Dual and Split Enrollment Students in grades 7-12, with a signed agreement between a parent/guardian and the School.

Dual and Split Enrollment Students in grades 7-12 must meet academic and attendance requirements equivalent to a minimum of 75%. See *ECS Learner Validated Enrollment & Attendance Policy*.

Dual and Split Enrollment Students in grades 7-8 must meet academic and attendance requirements in a minimum of three (3) state-required courses in the same grade levels at district schools.

In addition to the minimum 75% attendance requirement, Dual and Split Enrollment Students in grades 9-12 must complete at least 50% of courses required for graduation through the School. Additional graduation requirements must be met through accredited programs for proper credit transfer and application toward graduation.

Participation in Statewide Assessments

Dual and Split Enrollment Students may take statewide and school-based assessments at the School for the subjects in which the students receive instruction at the School. Dual and Split Enrollment Students may take other statewide assessments at the School in accordance with applicable law, rule, and School policy.

Technology Devices

Based on funding and student classification by USBE, Dual and Split Enrollment Students may not be eligible to receive laptops, tablets, or internet access from the school.

Policy Not Applicable to Statewide Online Education Program

This policy does not apply to a student's participation in the Statewide Online Education Program (the "SOEP"). Participation in the SOEP is governed by Utah law and rule, including but not limited to Utah Code § 53F-5-501 *et seq.* and Utah Administrative Code R277-726.



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Special Education Services for Dual & Split Enrollment Students

Consistent with Utah Administrative Code §R277-437-4.

(1) When considering an open enrollment, including Dual and/or Split Enrollment, request for a student who qualifies for special education services, a nonresident district shall:

- (a) consider the individual needs of the student and whether the nonresident district can meet the student's needs when determining whether there is capacity to accept the student; and
- (b) establish policies and procedures for open, dual, and/or split enrollment that do not have the effect of discriminating against a student who qualifies for special education services.



Grievance Policy

Approved by Board:

Purpose

The purpose of this grievance policy is to provide a means by which employees and parents/legal guardians may present, for informal or formal resolution, questions, dissatisfactions, or disputes regarding the interpretation or application of Elevated Charter School Policies or procedures.

Informal Resolution

1. The employee or parent/legal guardian is encouraged to first discuss their concern with the parties involved, with the objective of resolving the matter.
2. If, following the meeting between the parties involved, the matter is not resolved, the employee or parent/legal guardian shall discuss the concern with the Executive Director (or designee), during a scheduled meeting, with the objective of resolving the matter.

Formal Resolution

1. If, following the meeting with the Executive Director (or designee), the matter is not resolved, the employee or parent/legal guardian may provide a written notice to the ECS Governing Board for a confidential review of the concerns. The written notice must be sent to the Board Chair within ten (10) school/work days of the date of the meeting with the Executive Director. The request must include at least the following information:
 - a. Complainant's name;
 - b. Detailed description of the concern;
 - c. The desired outcome or resolution;
 - d. Description of prior efforts to resolve the concern with the individual(s) directly involved;
 - e. Description of prior efforts to resolve the concern with the Executive Director; and
 - f. Why the complainant believes the Board should initiate the Formal Resolution process, including why, in his/her view, the concern was not resolved through the Informal Resolution process.
2. The Board Chair shall review and submit written notice to the Board. The Board shall review the concern consistent with provisions of Utah Code §52-4-1 et seq., and other applicable laws, and may request additional information from any party.
3. The Board will respond as quickly as circumstances dictate, not to exceed 45 days.
4. The Board's written resolution is the final administrative decision.



Provisions

1. Timelines in the Informal Resolution or Formal Resolution procedures may be shortened or waived upon written agreement by all parties.
2. Confidentiality will be observed by all parties consistent with the provisions of the Utah Government Records Management Act, the Family Educational Rights and Privacy Act and/or other state and federal laws.
3. Nothing contained herein shall be construed to limit in any way the right or ability of ECS, employees, parents/legal guardians, or others to resolve any grievance mutually and informally.
4. The requirements and procedures of this policy do not supersede nor prohibit remedies and procedures required by law, such as civil rights, harassment, ADA compliance, etc



Non-licensed Staff, Volunteer, & Educational Partner Policy

Approved by Board:

Definitions

1. Background Check means the process by which the criminal history report of an employee or a volunteer is retrieved. The process typically includes, but might not be limited to, taking the employee's or the volunteer's fingerprints and submitting them to the BCI.
2. BCI is the Bureau of Criminal Identification, a section of the Utah Department of Public Safety, a state agency.
3. Criminal History Report is a document generated by the BCI after a search of the State of Utah's criminal history files and/or other state and federal databases designated by applicable law or by ECS.
4. Educational Partner is an individual who is an independent contractor providing services to ECS that gives him/her alone access to students.
5. FBI Rap Back System means the rap back system maintained by the Federal Bureau of Investigation. Rap Back System is a system that enables authorized entities to receive ongoing monitoring status notifications of any criminal history reported on individuals.
6. Licensed Educator is an individual employed by ECS who holds a valid educator license issued by the Utah State Board of Education (USBE), has satisfied all requirements to be a licensed educator in the Utah public school system, and has an assignment in CACTUS with ECS.
7. Non-Licensed Employee is an individual employed by PHCS who does not hold a current educator license issued by the USBE under Utah code, including without limitation all full-time, part-time, seasonal, temporary, salary, and hourly individuals.
8. Personal Identifying Information means an individual's:
 - a. Full legal name;
 - b. Former name(s), nicknames and aliases;
 - c. Date of birth;
 - d. Address, telephone number(s);
 - e. Driver license number or other government-issued identification number;
 - f. Social Security number; and
 - g. Fingerprints.



Background Check Requirements

1. Non-licensed staff and volunteers, including Board members, must complete a background check through BCI which includes submission of fingerprints, which includes the FBI Rap Back System.
2. Educational Partners, who will have alone access to students, must submit personal information to ECS for the purpose of ECS conducting a criminal background check. This is required each school year.
3. Licensed Educators have completed a BCI & FBI Rap Back check through USBE. Elevated Charter School is immediately alerted to any status change in criminal history.
4. Licensed staff, non-licensed staff, and volunteers who have completed a background check will be issued an ID badge by Elevated Charter School for the purpose of clearly and easily identifying persons who can supervise ECS students directly.
5. Parents who attend activities and who do not have alone access to students do not need a background check completed.

Supervision of ECS Students

1. Only licensed staff, non-licensed staff, and/or volunteers who have completed a full BCI and Rap Back background check may supervise students during school activities and until an authorized parent, legal guardian, or an adult designated to the school in writing signs the student(s) out from the activity
2. At no time shall any adult who has not been issued, and is not currently displaying an ECS-issued ID Badge be permitted to be alone with students other than their own children of whom they are legal and custodian guardians.
3. Students shall not be permitted to be together in small groups without supervision by licensed staff, non-licensed staff, and/or volunteers who have completed the required background checks, including after a school activity and before being signed out by a legal and custodial parent or guardian.