

ENTHEOS ACADEMY BOARD MEETING MINUTES

Thursday February 27, 2020 6:30pm

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

OPENING

- I. Roll Call
 - a. Board Members Present: Jaren Gibson, Xazmin Prows, Corey Mecham
 - b. Board Members Excused: Adrienne Olsen
 - c. Administrators and Staff also present: Annette Barney, Sue Talmadge, Deb Ivey, Brian Cates of Red Apple, Mat Edvik, Esther Blackwell
 - d. Administrators Excused: Brian Storrs , and Jason Bennion
 - e. Time: 6:38 pm
- II. Meeting Opening by Jaren Gibson (6:38 pm)
- III. Pledge of Allegiance led by Corey Mecham (6:38 pm)
- IV. Opening Prayer Jaren Gibson 6:39 pm
- V. Mission Statement by group recitation (6:41 pm)
- VI. Approve minutes from 01/23/2020 9(6:41 pm)
 - a. Stand approved
- VII. Consent Agenda Items (6:42 pm)
 - a. **Xazmin Prows motions approve the consent agenda. Corey Mecham seconds. Passes by unanimous vote.**

PUBLIC COMMENT

- I. Public Comment: (6:42 pm)
 - a. Derrick Stanley introduced himself as a new teacher for the Magna Campus
- II. Response to Public Comment: (6:45pm)
 - a. Jaren welcomes Derrick to Magna

INFORMATIONAL ITEMS

- I. Questions and Feedback regarding Executive Director's report by Esther Blackwell (6:47 pm)
 - a. The School is investigating refinancing and Esther asks all board members to look at the two websites listed in her report for information.
 - b. District collaboration can begin with synced workplans for synced training next year.
 - c. There are construction issues as both campuses. At Kearns the neighboring townhome development has created a safety issue with the size of sidewalks students can walk on. Esther, Sue and the Mayor are reviewing this issue and looking for solutions. At Magna the neighboring housing development is widening the road at 7200 west and that requires, by city code, that Entheos sell a portion of property for an easement. Currently the school is getting appraisal for this purchase. The work is unlikely to be complete by year end.
 - d. Hiring has received intent to returns and the school is attending job fairs to fill in gaps.
 - e. District Acadience reading scores are especially good for the mid year numbers.

- II. Questions and Feedback regarding Magna Director's report by Mat Edvik for Brian Storrs (6:59 pm)
 - a. Review of calendaring items.
 - b. PCO has been active and is working to positively reward teachers with hearts for service.
 - c. Open Houses were held and it helped to build the lottery.
 - d. Staff Recognition includes: Summer Spjute, Charity Foutz, and Ashley Castro
 - e. Jaren Gibson asked what numbers did the open house yield for waitlist gains. Esther Blackwell answer 13 names.
 - f. Corey Mecham asked what is the goal now that the school is out of turnaround. Esther Blackwell answered the progress monitoring goal continues as this years goal and then work plans will be synced across campuses for next year.
- III. Questions and Feedback regarding Kearns Director's report by Esther Blackwell (7:09 pm)
 - a. Calendar reviewed
 - b. Enrollments are back up to 578. It is a stress on the front office staff, since a midyear situation.
 - c. Staff recognition includes Stephanie Nash, Dalton Horscroft, Karen Sandstrom
- IV. Jaren holds introductions of Matt Christensen, of Squire, and Rod Eichelberger, potential board member
- V. Budget and Finance Report, Brian Cates Reporting (7:14 pm)
 - a. The school budget will begin to be formed, but until the legislature finalized their decisions no firm budget can be presented.
 - b. This month's report is Jan 31, 2020. There was an increase in operating margin. Esther adjusted several line items to increase forecasted net income at the end of the fiscal year. Cash position is strong and PTIF continues to return well.
- VI. Auditor Report by Matt Christensen of Squire (7:18 pm)
 - a. Fiscal year 2019 was a really good. Across board all charter schools salaries and benefits has been the biggest cost to keep at a competitive level.
 - b. In terms of school recording there were no issues.
 - c. On the federal side there was a single audit of Title 1 students for Entheos. No findings that were alarming. Attached with the report there were suggestions for the board including increasing the bonding coverage for volunteer board members. Because there were no finding for 2 consecutive years there will be a less deep dive audit next year on the federal items.
 - d. The auditors are reminding all schools to budget for snow days in calendaring to meet attendance requirements. And credit card controls need to have clear policies and efficient reimbursement methods
- VII. Bond Report by Clint Beisinger 7:26 pm
 - a. Clint met with the finance committee. Previously helped Entheos to bond a few years ago. That bond is callable and now that the campus is out of turnaround the bond can be refinanced.
 - b. All options for bonding refinance will involve cost savings, if the bonded value remains the same. Clint stressed this is a good time and situation for the bonding.
 - c. Clint reviewed the option of a free initial rating with Moodys, instead of Standards and Poors who rated the school previously, and suggested it is good to move forward with Moodys then opened for questions.
 - d. Corey asked about the timeline for bonding. Clint estimated 3-4 weeks for initial rating then 2-3 months of bonding and finish the process and an additional month if the school wants additional capital

- e. Sue Talmadge asked for financial obligations to Alint and Red Apple. Clint answered that advisor and Red Apple fees would only be paid out upon full bonding. A mentally calculated estimate for 13 million dollars at 3.75 or 4.00 per bond would equal \$50,000.
 - f. Esther Blackwell commented that the RFQ has been expired for a few years and the board would need to issue that again before a decision to move forward with an initial rating
 - g. A discussion was held of additional monies for capital improvements. Clint indicated two scenarios can be presented to the ratings services and pricing broken down for each at likely no additional cost.
 - h. Monty Hardy, owner of Red Apple was available by phone (8:08 pm). Monty stated he feels the school needs to get going on the process. There will be additional work by Red Apple, but the environment is good and possibilities are positive.
 - i. Jaren asks for comment from, Rod Eichelberger, present in the audience. Rod feels it is always good to save money and that moving with an RFQ would be perquisite.
 - j. MOTION: To approve a letter of engagement in pursuit of bond refinancing
 - i. **Motion for approval of a letter of engagement with Red Apple for issuance and evaluation of an RFQ in pursuit of bond refinancing. Xazmin Prows seconds. Pass by unanimous vote. (8:29 pm)**
- VIII. Policy Committee report by Annette Barney (8:30 pm)
- a. The committee has implemented a 3 year rotation plan as seen by the board reviewing policies each month. The committee would like to implement a numeric system for policies and has presented it for approval by the board. The numeric system will catalog policies by purpose and not by alphabetical order.

DISCUSSION ITEMS

- I. Magna Work Plan Review by Mat Edvik (8:36 pm)
 - a. The early literacy goal is ahead of schedule to meet goal of 65% typical or better growth.
 - b. For the priority practice of Classroom Discussion. Teachers have moved to a 2:1 ratio of positive to negative interactions with students. Student engagement is up, but the quality of that engagement is not always academic and teachers will be turning discussions more to arguing points and supporting ideas for students.
 - c. Self Reported Grades priority practics continues in iReady and teachers are working with students to read and understand their own scores.
 - d. Response To Interventions was to give students time with the RISE benchmarks tests with varying time based on tier of intervention.
- II. Kearns Work Plan Review by Esther Blackwell (8:46 pm)
 - a. Dibbles/Acadience Reading for Kearns exceeded te Mastery of Knowledge goal of 65% typical or better growth by mid year. The data has a variance, but overall we are stronger on the
 - b. High Quality Work goal efforts included meeting with the EL school designer, Janey Stoddard, to review and improve the high quality work crew on the expeditions. Janey is working with 5th grade crew directly because they are all new to Entheos.
 - c. Character goals efforts include the Character Crew implementing the 2nd trimester positive recognition plans. Tardies are down.
- III. Board Development by Jaren Gibson (8:52 pm)
 - a. Jaren reads the first page of Entheos Vision Statement and asked Esther how well this is being disseminated to staff and students. Esther give this to all employment candidates and shares values through the handbook and has further plans to implement the

language better next year as work plans for campuses can be unified. Esther requested that a board member come to the initial work plan process meeting to give the background of the school choosing these valued and their purpose.

- b. Jarens requests that each board meeting will start with a review of a school value until all are reviewed for the benefit and focus of the board. No voices of descent.

ACTION ITEMS

- I. **MOTION** To Approve FERPA Notification of Rights
 - a. **Xazmin Prows motions to approve the FERPA Notification of Rights. Corey Mecham seconds. Passes by unanimous vote. (9:06 pm)** (See Attachment A)
- II. **MOTION** To approve updated Notice of Directory Information
 - a. **Corey Mecham motions to approve the updated FERPA Notice for Directory Information. Xazmin Prows seconds. Passed by unanimous vote. (9:08 pm)** (See Attachment B)
- III. **MOTION** To approve the updated Search of Student and Student Property Policy
 - a. **Jaren Gibson motions to approve the updated Searches of Student and Student Property. Corey Mecham seconds. Motion passes by unanimous vote. (9:10pm)** (See Attachment C)
- IV. **MOTION:** To approve the updated Special Education Policy and Procedure 9:10 pm
 - a. Sue Talmadge asks if this policy has been reviewed by Special Ed. Esther said she would prefer the Special Ed department follow the policy as it complies with the law than altering the policy to fit what is being done currently
 - b. **Xazmin Prows motions that we approve the updated Special Education Policy and Procedures. Corey Mecham seconds. Motion passes by unanimous vote. (9:12 pm)** (See Attachment D)
- V. **MOTION:** To approve the new Board Policy Numbering System for all Board Policies 9:12 pm
 - a. **Corey Mecham motions to approve the policy numbering system as presented by Annette Barney. Xazmin Prows seconds. Passes by unanimous vote. (9:12 pm)** (See Attachment E)

Jaren Gibson requests board member availability for a special session on Tuesday March 10 Kearns Campus Special Session 12:00pm This meeting being held will be dependent on the RFQ completion.

BREAK 9:16 pm- 9:22 pm

INTERVIEW

Interview with Deb Ivey as a prospective Board Member. Jaren Gibson turns the floor to Deb to introduce herself.

Deb has a background in education and has been with Entheos as a parent since it's opening. She currently works for Utah State University Extension in STEM education and partnership services. Her interested in Entheos began when her oldest was struggling at school and she felt a charter school may be the better option for her. After the lottery he daughter got in and her educational path has changed to the point she is now a college graduate. She feels the time commitment of a being a board member will not be a disruption as her work with the 4H program and Utah State require less of her time. She has a passion for service learning and a strong grasp of the vision of Entheos and can help hold the school to that vision and her work with grant funding gives her insight into the fiduciary responsibilities of a school.

Jaren Gibson asked if she would be able to switch roles from working as an employee at the school to being a board member. Deb stated the change makes sense to her it will be shifting the view of those

she interacts with that will take time, but she understands the boundaries clearly and will work to implement them.

Jaren Gibson will be sending Deb the board member agreement to review, but expressed his personal gratitude and that of his wife, Stephanie Gibson, for all that Deb has done for Entheos.

ADJOURN

- I. Corey Mecham motions to adjourn. Xazmin Prows seconds. Passes by unanimous vote. (9:44 pm)

ATTACHMENT A
FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT ANNUAL
NOTIFICATION

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day the School

receives a request for access.

Parents or eligible students who wish to inspect their child's or their education records should submit to the school principal (or appropriate school official) a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the School to amend their child's or their education record should write the school principal (or appropriate school official), clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest must be set forth in the school's or school district's annual notification for FERPA rights. A school official typically includes a person employed by the school or school district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the school discloses education records without consent to officials of another school or school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance
Office U.S. Department of
Education 400 Maryland
Avenue, SW Washington,
DC 20202

Revised
03/02/2018

Family Educational Rights and Privacy Act (FERPA) Notice for Directory Information

The *Family Educational Rights and Privacy Act* (FERPA), a Federal law, requires that Entheos Academy, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, Entheos Academy may disclose appropriately designated "directory information" without written consent, unless you have advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow Entheos Academy to include this type of information from your child's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the *Elementary and Secondary Education Act of 1965* (ESEA) to provide military recruiters, upon request, with the following information – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent.¹

If you do not want Entheos Academy to disclose directory information from your child's education records without your prior written consent, you must notify the District in writing by September 1, 2020 or within 10 days of registration if enrolled after the first day of the school year. Entheos Academy has designated the following information as directory information:

- Student's name
- Address
- Telephone listing
- Electronic mail address
- Photograph
 - This includes class photographs to be distributed to those students who purchase them. May also include videotaping, photography, and interviews by news media during the school year. Media coverage release does not imply that your student will be videotaped, photographed or interviewed; it simply indicates that your child has permission in the event that there is media coverage at the school or while on fieldwork.
- Grade level
- Website

- The school may publish a student's first name, photograph, student work and information about student participation in classes, activities, sports, projects etc. on our school website which is open to public access. Anything posted would respect student privacy and would not include personal information
- Participation in officially recognized activities and sports
- Degrees, honors, awards received and exemplary work -The most recent educational agency or institution attended
- Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's SSN, in whole or in part, cannot be used for this purpose.)

¹ These laws are: Section 9528 of the Elementary and Secondary Education Act (20 U.S.C. § 7908) and 10 U.S.C. § 503(c).

SEARCHES OF STUDENT AND STUDENT PROPERTY

Given the school's custodial and tutelary responsibility for children, and the school's intent to preserve a safe environment for all students and staff, school officials recognize that they must have the authority to conduct reasonable searches of students and student property. School officials engaging in searches of students and property shall abide by the following guidelines:

Student Lockers

Students have no right or expectation of privacy in school lockers. While lockers are under the joint control of students and the school, lockers are solely school property and may be searched at any time by school officials with or without cause. Once a locker is opened for search, any search of student belongings contained within the locker must comply with the guidelines for searches of personal belongings of this policy.

Searches of Students and Student Property

Searches of a student's person or personal property (coats, hats, backpacks, book bags, purses, wallets, notebooks, gym bags, etc.) may be conducted whenever the student's conduct creates a reasonable suspicion that a particular school rule or law has been violated and that the search is reasonably related to the suspicion and not excessively intrusive in light of the age and sex of the student and nature of the infraction. Circumstances warranting a search include those in which school officials has reasonable suspicion that the student or student property is concealing weapons, drugs, alcohol, tobacco, unsafe contraband, or lost/stolen/misplaced items.

Searches of Personal Belongings

Personal belongings may be searched by school officials whenever school officials have reasonable suspicion to believe a student is concealing evidence of a policy violation or criminal activity and the items being searched are capable of concealing such evidence. The student may be asked to open personal belongings and to turn over personal property for search by a school official. All searches of student property by school officials shall be witnessed by an objective third party (such as another administrator, teacher, or police officer) to observe that the search is not excessively intrusive.

All contraband discovered in a search by school officials shall be immediately confiscated and turned over to law enforcement officers if school officials have reason to believe the contraband is related to the commission of a criminal act.

Searches of Person

School officials shall make sure the search meets the following guidelines:

School officials may ask the student to remove his/her hat, coat, shoes and socks, turn pockets inside out, and roll up sleeves to see if the student is hiding contraband.

Under no circumstances may school officials require students to remove any other items of clothing or touch students in any way during the search.

If this limited search does not turn up suspected contraband and school officials have reasonable suspicion that the student is concealing contraband in his/her inner clothing (i.e., hiding drugs, weapons or other contraband underneath shirts, pants or underwear), law enforcement officers shall be summoned immediately to conduct further search and investigation.

Documentation of Searches

School officials shall thoroughly document the details of any search conducted of a student's property or person. Documentation shall be made at the time of the search, or as soon as possible thereafter, and shall include the following:

1. The time, place and date of the search
2. The reasonable suspicion giving rise to the search (what did school officials suspect to find during the search)
3. The name and title of individuals conducting and observing the search
4. A statement about evidence that was found or not found as a result of the search
5. A statement about who took possession of contraband (i.e., police, school, etc.)
6. Information regarding the attempts of school officials to notify parents about the search.

Students possess the right of privacy of person as well as freedom from unreasonable search and seizure of property. The individual's right, however, is balanced by the schools' responsibility to protect the health, safety and welfare of its students. It should be made clear to all that lockers are the property of the school. A student's locker and/or its contents may be searched by building administrators without prior permission in order to uphold the safety and security of pupils and personnel in accordance with Act 451, Section 380.1306.

It is strongly recommended that the student also be present for the search of his/her locker. Except in an emergency it is recommended that the building principal or his/her designee have another adult present during a locker search.

The building principal or his/her designee shall not be obligated, but may request the assistance of a law enforcement officer in the course of conducting a locker search. The building principal or his/her designee shall respect the privacy rights of the pupil regarding any items discovered that are not illegal or against school policy or rules.

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;
 - c. 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. Parents are asked during registration if the students received any services beyond the regular program in the previous school.
 - c. If parents respond in the affirmative, a phone contact is made with the previous school to locate the special education records.
 - d. Entheos Academy follows all the procedures detailed on the In-State and Out-of-State Transfer Student Checklist of the USOE.
 2. In identifying and locating students who are suspected of having a disability but have not been previously identified or determined eligible for special education or special education and related services, Entheos Academy implements the following procedures:
 - a. Annual training of all staff on the Child Find obligation and how to be alert for observed behaviors that suggest a suspected disability.
 - b. Notice in a student handbook and/or the website (www.entheosacademy.org) of the referral procedures and of the availability of services for eligible students with disabilities.
 - c. If a parent or staff member is concerned about a student outside the grade levels of the charter school, the parent or staff member is referred to the district of the student's parent's residence.
 3. Entheos Academy collaborates and coordinates with the local Department of Health, the Part C Early Intervention Provider, through an interagency agreement aligned with the Part C to Part B statewide interagency agreement of the USOE to ensure that students with disabilities are identified, located, evaluated, and have a FAPE available by age 3, if the charter school is chartered for those ages.

C. Referral.

1. Procedure.

When a parent or school staff member suspects a student may have a disability, the following referral procedure is implemented:

- a. Teachers implement pre-referral interventions and provide documentation of the results to a Child Management Team (CMT), which includes a general education teacher (see additional description of CMT in the SLD evaluation process in Section II of this Manual).
- b. Note: Pre-referral interventions may not be used to substantially delay an evaluation for eligibility.
- c. 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-H, 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

c. 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 II.J.1-13.

E. Reevaluation Procedures. (USBE SER II.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.
- c. 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 II.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.II.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.

- c. 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 Entheos 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.
 - c. 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.

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 EP 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, Entheos Academy, and the USOE, and ensure that parents are involved in the consideration and selection of behavior interventions to be used with their students.

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.

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.

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.

s 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:

ay 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;

ay not use the due process procedures in order to obtain agreements or a ruling that the services may be provide to the student;

ill not be considered in violation of the requirement to make a FAPE available to the student, and

s 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 II.D-H 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.
 - c. 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(c-h).
3. An independent educational evaluation conducted 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.
- c. 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;
 - c. 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.

ATTACHMENT E

1000s Charter and Bylaws

- Charter
 - 1100 Charter
 - 1101 Addendums
- Bylaws
 - 1200 Bylaws
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2000s Board

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 - 2100 Board of Trustee Protocols
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 - 2102 Virtual Meeting Participation
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- Board Relations
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3000s Financial & Business Operations

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5000s Students

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 - 5100 Admission and Dismissal
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- Attendance
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- Health and Safety
 - 5300 Emergency Response Policy and Procedures
 - REF: Emergency Crisis Plan
 - REF: Reunification Plan Kearns
 - REF: REunification Plan Magna
 - 5301 Wellness Policy
 - REF: Wellness Letter
 - 5302 Head Injury Policy
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 - 5304 Counseling Services Policy
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- Student Conduct & Rights
 - 5400 Student Uniform Policy
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 - 5402 Constitutionally Protected Prayer
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 - 5404 FERPA Notice of Directory Information
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- Activities
 - 5600 Extracurricular Activities
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- Other Requirements
 - REF: Student Handbook Kearns
 - REF: Student Handbook Magna

6000s Instruction and Education Programs

- Special Education
 - 6100 Special Education Policy
 - 61?? 504 policy
- Instruction & Assessment
 - 6200 Classroom Content
 - 6201 Looping Policy
 - 6202 School Instruction for Sex Education
 - 6203 School Wide Assessment
 - 6204 Fieldwork Protocol
 - 6205 Camping and other Overnight Fieldwork Excursions
 - 62?? ELL Policy
- Data and Technology
 - 6300 Data Governance Policy
 - 6301 Data Breach Policy
 - 6302 Data Ownership and Access Policy
 - 6303 Technology Security Policy
 - REF: Data Dictionary
 - 6304 Electronic Device Policy

7000s Parents and Community

- 7100 Club Policy
- 7101 Events and Activities Policy
- 7102 Asbestos Hazard Emergency Response

- 7103 Animal on Premises Policy
- 7104 Parent and Family Engagement
- REF: 4600 Volunteer Policy