

# ENTHEOS ACADEMY

2022-23

## Student Handbook

801-417-5444

4710 WEST 6200 SOUTH

KEARNS, UTAH 84118

[WWW.ENTHEOSACADEMY.ORG](http://WWW.ENTHEOSACADEMY.ORG)

**Excellence • Service • Leadership**

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# ENTHEOS VISION

## VISION

In 2003, a group of parents, teachers, and community leaders in West Jordan began designing an education model for students (grades K-8). With the belief that excellence in education is achieved when students are challenged and encouraged to learn through real life application, this team wanted to create an ideal learning environment for students. After a year of research, long board meetings, and work sessions, they introduced a powerful mission statement and nine values that they believed could redefine education in Utah. A tenth value, family, was added in 2008. The fundamental belief at Entheos is that learning is a choice. Parents and educators can but light the fire, create an engaging atmosphere, and provide students with opportunities for real learning and growth. Service and Leadership are key components to helping students reach their full potential. Entheos is a Greek word that means “to be inspired from within.” In fact, the word enthusiasm is derived from the original Greek word “Entheos.” Students learn, excel, and retain best when they are fully engaged and enthusiastic about the learning process.

### School Goals

**At** Entheos we strive to improve our student’s learning and teacher’s instruction continually. This year our students will focus on reading, writing, and numeracy in their Expeditions. To help facilitate this goal, our staff will participate in multiple Professional Development opportunities offered by EL Education, the State of Utah, as well as highly qualified teachers from within our school.

### Accountability

**At** Entheos we are committed to emphasizing the documentation of student, staff and Board results. The student portfolio will have test scores and grade level evaluations of student progress as well as examples of quality work. Staff will be required to prepare a portfolio of their work, based on school wide goals, which will be the process Entheos uses to evaluate character and competence. The Board will evaluate each other individually and as a group against the results their individual committee assignments produce.

### Community

**Entheos** will increase community outreach from the Board to raise funds and increase our community contacts and support. We will emphasize the community of students, staff, and parents inside

the school as well. School climate will be emphasized with positive behavioral support and a clear sequence of behavior consequences.

### **Service Learning**

**We** will continue the emphasis of service in all aspects of the school. Our Celebration of Service grows every year and service will continue to be provided through each of the expeditions.

### **Mission Statement**

The mission of Enthéos is to **inspire** the rising generation to reach the heights of their potential, **ignite** their curiosity to venture into new and challenging learning experiences, and **empower** them to be leaders through service, who are committed to family and community.

Then..... they can **achieve** their goals and dreams.

### **Values**

- |                   |  |
|-------------------|--|
| <b>Enthusiasm</b> | <b>We</b> believe that learning is a choice. As we create the atmosphere and inspire the mind, students gain wisdom, understanding, and a love for learning.                             |
| <b>Excellence</b> | <b>We</b> believe students and teachers should be challenged, and that they will naturally rise to the high standards expected of them.  |
| <b>Leadership</b> | <b>We</b> believe that through the teaching of sound leadership principles today, students will be empowered to make a difference in their world tomorrow.                               |
| <b>Service</b>    | <b>We</b> believe service is vital in the development of good leaders. We make service within the classroom, and the community, an integral part of our curriculum.                      |
| <b>Respect</b>    | <b>We</b> believe all people have value and deserve respect. Our students and staff show proper respect to others, property, and self, by appropriate communication, dress, and actions. |
| <b>Integrity</b>  | <b>We</b> believe in honesty, accountability, and diligence.   |
| <b>Patriotism</b> | <b>We</b> believe that love for country is developed at an early age. We teach and live the principles taught by the founding fathers of the United States of America.                   |

- Individuality** **We** believe each student is unique and gifted. We know each individually and tailor teaching methods to fit individual needs.
- Adventure** **We** believe outdoor adventure helps participants learn teamwork, courage, craftsmanship, perseverance, and compassion while discovering they can accomplish more than they imagined.
- Family** **We** believe the family is the basic social structure for rearing children. Schools are designed to serve the family and society. We intend policies and education that support and strengthen families. When there is a conflict of schedule or curriculum, the family comes first.

## *Entheos n. Greek*

1. To be inspired
2. To have enthusiasm
3. Intense or eager interest; zeal

# Board of Trustees

## SCHOOL STRUCTURE

Rod Eichelberger	Board Chair
Xazmin Prows	Vice Chair
Deb Ivie	Treasurer
Stephanie Gibson	
Karen Boganschutz	
Brittany Garner	
Alisha Cartier	Board Secretary
Rod Eichelberger	Board Chair

You may email any member of the board using the following format:

[firstname.lastname@entheosacademy.org](mailto:firstname.lastname@entheosacademy.org)

Example: [john.doe@entheosacademy.org](mailto:john.doe@entheosacademy.org)

The Entheos Board of Trustees is a non-profit board that consists of parents and community members. The main responsibility of the Board is to oversee the implementation of the public school chartered under the Utah State Board of Education. Entheos is a public school chartered under the Utah State Board of Education. We are separate from the jurisdiction of any of the larger school districts and report to the State Board of Education. General questions for the Entheos Board of Trustees can be addressed by sending an email to any member of the board.

Board meetings are held on a regular basis and are always open to the public. Time is allotted at each meeting for public comment and Crew reports. The Board welcomes public input and bases many of its decisions on the desires of parents, staff, and community. By law, the Board can only discuss and vote on issues that are on the agenda for a meeting that has been publicly announced 24 hours in advance. The Board values the opinions and desires of all of our families. We may not be able to please everyone with every decision; however, we carefully consider all input when voting on issues that affect Entheos. If you would like to have more input in the decisions being made for Entheos, please speak to a board member prior to a board meeting or submit your thoughts in writing, and if possible, attend board meetings. The time, location, and the agenda for each board meeting will be posted on the Entheos website at [www.entheosacademy.org](http://www.entheosacademy.org), on the doors of the school and at the location in which the meeting will be held, if different. If you are interested

in any of the items on the agenda, please take the initiative to be present at the meeting.

**We encourage parents of Entheos students to stay abreast of what has been discussed and voted on at the board meetings. This can be done by:**

1. **Attending board meetings.**
2. **Viewing the minutes via our website.**
3. **Attending Town Hall Meetings.**

### **Volunteering/Parent Crews (PCO)**

Contact Info: [PCO@entheosacademy.org](mailto:PCO@entheosacademy.org)

Families are partners in the education of their children, and charter schools depend on the willingness of parents to be involved in their child's education. It is recommended that parents volunteer and contribute 30 hours per school year per family. This volunteering can be done by parents, grandparents, or other family members. The best way to get involved and volunteer is through the PCO (Parent Crew Organization). The PCO will provide families several opportunities to earn the recommended 30 hours per year of volunteer work.

The leadership and staff at Entheos strive to make families welcome, known, and actively engaged in the life of the school. Regular communication and multiple opportunities for participation encourage families to be strong partners in their children's learning. Town Hall meetings are held three times a year to communicate the culture and values of the school, as well as current volunteer opportunities. Parents can be assigned to crews in which they may or may not have expertise. Parent crews will help fulfill school needs and responsibilities, while being overseen by the school's director. PCO leaders will track family participation through Compass and will encourage families to give their full 30 hours of service.

**Entheos has a variety of ways for families to participate, including:**

**PCO Crews**

- A**fter School Clubs/4H
- T**eacher/Staff Appreciation
- B**ox Tops/Labels/Recycling
- C**lothing Exchange
- L**iteracy
- S**afety Crew
- S**ervice Learning
- V**alues

**D**iscovery

**T**utoring

**P**resentations of Learning Panelist

**F**ield Work

**O**vernight Trips

**G**eneral Classroom Help

**Entheos Adventure Trips**

The Adventure Program at Entheos Academy is an opportunity for students to learn curriculum outside the classroom. We spend the days learning while the nights are spent camping in tents. Each adventure covers multiple standards from a variety of classes. Although learning curriculum is our main focus, students also have a great opportunity for building character. Taking students out of their comfort zone and into an unfamiliar environment gives them a chance to grow mentally, physically, and socially. Relationships with peers and teachers become deeper and more meaningful. They learn about the natural world and have opportunities for solitude and reflection. Students learn how to be responsible by taking care of themselves in the heat of the day or cool of the night. Some of our previous adventure trips include:

**6<sup>th</sup> Grade:** “The Story of Civilization” - Students work directly with an archeologist in Cedar City to document ancient rock art and learn about previous civilizations.

**7<sup>th</sup> Grade:** “To Tour or Not to Tour, Exploring Tourism in Utah” - We go to Moab to explore Arches and Canyonlands National Parks to gain a better understanding of how most of Utah thrives off of tourism.

Students go around the city to survey tourists and provide that data to the local chamber of commerce.



**8<sup>th</sup> Grade:** "Dinosaur Art and Science Institute" - Students have the opportunity to learn geology and fossilization, landscape and perspective drawing, and life management / interpersonal skills while we spend time at the Dinosaur National Monument in Vernal.

**We** will have no fewer than three adults on any given trip, and the student/adult ratio shall not be greater than 6 to 1. All volunteers must pass a background check and participate in a training session in order to participate.

### **School Visits**

**P**arents are encouraged to visit the school frequently and take an active role in the education of their children. Parents are welcome at the school at any time. All visitors must check in at the office upon entering the building.

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

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

## *in·spire*

*verb*

1. Fill (someone) with the urge or ability to do or feel something, especially to do something creative.  
"His passion for literature inspired him to begin writing"

# Entheos Staff

## ENTHEOS STAFF

We are pleased to have faculty members who have come to join our crew from all over the United States. Staff members are committed to the Entheos Mission and Values and are determined to make Entheos an exceptional school. All email addresses are in the [firstname.lastname@entheosacademy.org](mailto:firstname.lastname@entheosacademy.org) format.

**Example: john.doe@entheosacademy.org**

**Executive Director: Esther Blackwell**

**Director: Denise Mathews**

**Assistant Director:**

<b>Mariana Arellano</b>	<b>Deb Bore</b>
<b>Rylee Bouiteux</b>	<b>Anna Clarke</b>
<b>Myrna Earl</b>	<b>Sara Erikson</b>
<b>Stephanie Gerrard</b>	<b>Jason Gilbert</b>
<b>Marlem Gonzalez</b>	<b>Cindy Gray</b>
<b>Joe Hall</b>	<b>Kelly Herrera</b>
<b>Dalton Horscroft</b>	<b>Kathryn Jacoby</b>
<b>Lauren Jacoby</b>	<b>Lucy Larmondra</b>
<b>Melanie Louviere</b>	<b>Tiffany Lloyd</b>
<b>Kailey Lyche</b>	<b>Annie Kosten</b>
<b>Jurate Martin</b>	<b>Jenna Marshall</b>
<b>Trapper Merrifield</b>	<b>Chris Munsey</b>
<b>Jessica Nash</b>	<b>Jance Neel</b>
<b>Raegan Nielson</b>	<b>Spencer Nielson</b>
<b>Marsha Pierce</b>	<b>Heather Towle</b>
<b>Nina Red Thunder</b>	<b>Jacinta Red Thunder</b>
<b>Haylee Turner</b>	<b>Alicia Seeley</b>
<b>Misty Startup</b>	<b>Sherry Smith</b>
<b>Sue Talmadge</b>	<b>Dina Wecker</b>
<b>Allison Weber</b>	<b>Sarah Whitley</b>

## **Service Learning**

A team-based, problem-solving approach to service learning will be utilized to integrate service-oriented activities with core academics. Students will have the opportunity to learn and develop skills while making a positive impact in their community. Every grade has at least one expedition a year that has a major service component such as the kindergarten making quilts for Primary Children's Hospital, the 8<sup>th</sup> grade raising over \$55,000.00 for Huntsman Cancer Foundation, or the 4<sup>th</sup> grade creating trail markers for the Jordan River trail. Each year the school holds a Celebration of Service to highlight all of the service performed for the community throughout the year and community members, families, and students celebrate the school's dedication to service and creating a stronger and better community for everyone.

## **PROGRAMS/ CURRICULUM**

## **EL Education Overview**

Across the country, educators, policy makers, and parents are looking for ways to fix an education system that is failing far too many students. EL Education (formerly Expeditionary Learning) offers a different approach to school improvement, and we have the results to prove that it works. We engage our students so that they become self-motivated learners. We inspire our teachers and give them the tools they need to make a difference in their students' achievement. We give hope to communities that have lost faith in the ability of their schools to prepare young people for success. EL Education will play a key role in enabling Entheos to fulfill its mission. EL Education is built on the foundation of ten design principles. Five key areas of focus in this approach are Curriculum Instruction, Character & Culture, Assessment, and Leadership. For more information, visit [www.elschools.org](http://www.elschools.org).

## **EL Education Design Principles**

EL Education is built on ten design principles that reflect the educational values and beliefs of Outward Bound. These principles also reflect the design's connection to related thinking about teaching, learning, and the culture of schools.

1. **The Primacy of Self-Discovery:** People discover their abilities, values, passions, and responsibilities in situations that offer adventure and the unexpected.
2. **The Having of Wonderful Ideas:** Curiosity about the world is fostered when learning situations provide something important to think about, time to experiment, and time to make sense of what is observed.

3. **The Responsibility for Learning:** Children and adults are encouraged to become increasingly responsible for directing their own personal and collective learning.
4. **Empathy and Caring:** Learning is fostered best in communities where students feel physically and emotionally safe and where students' and teachers' ideas are respected and where there is mutual trust.
5. **Success and Failure:** All students need to be successful if they are to build the confidence to take risks. But it is also important for students to learn from their failures, to persevere when things are hard, and to learn to turn disabilities into opportunities.
6. **Collaboration and Competition:** Students are encouraged to compete not against each other but with their own personal best and with rigorous standards of excellence.
7. **Diversity and Inclusion:** Both diversity and inclusion increase the richness of ideas, creative power, problem-solving ability, and respect for others.
8. **The Natural World:** A direct and respectful relationship with the natural world refreshes the human spirit and teaches the important ideas of recurring cycles and cause and effect.
9. **Solitude and Reflection:** Students and teachers need time alone to explore their own thoughts, make their own connections, and create their own ideas.
10. **Service and Compassion:** We are crew, not passengers. Students and teachers are strengthened by acts of consequential service to others.

### **Learning Expeditions**

Curriculum and instruction at Entheos will be organized around learning expeditions. The Utah Core Standards will provide a basis for the selection of topics, questions, and learning goals associated with learning expeditions. Learning expeditions are the signature EL Education curricular structure. They make content standards come alive for students. These long-term, in-depth studies offer real-world connections that inspire students toward higher levels of academic achievement. Learning expeditions involve students in original research, critical thinking, and problem solving, and they build character along with academic scholarship.

Learning expeditions take multiple, powerful elements of the EL Education model and join them together: guiding questions, kickoff experiences, case studies, projects, lessons, fieldwork, experts, service learning, and a culminating event featuring high-quality student work. All of these structures can also be used independently, outside of full learning expeditions.

## **Methods of Assessment**

Assessment will be primarily *for* learning and not just *of* learning. Primary emphasis will be given to performance-based assessments that require students to actively solve problems and apply knowledge in production-driven learning activities. The goal is to have students become Proficient in all Long Term Learning Targets. Student Portfolios and Student-Led Conferences will be part of the assessment methods at Entheos. Traditional Assessments, including teacher-developed tests and standardized tests, in reading, writing, and math will be conducted at the beginning and end of each year (and more often for students performing below grade level). Entheos will use Acadience Reading/Math, and the Utah state RISE summative adaptive assessments as required for state and federal accountability for English language arts (ELA), writing, math and science.

## **Compass**

Compass is a web based system that allows you, as a parent, to have access to correct and updated information regarding your lunch and fees. You will be able to log on to the system at <http://student.entheosacademy.org>. Once logged onto Compass you will be able to see and pay for your student's lunch account and student fees. If you do not have a Guardian account you will click on "New Account" and follow the prompts to create one. Once your account has been created you will be presented with the "Student Management" screen. On this screen you can link your student(s) to your account. You will need three pieces of information, your student's ID number, student birth date, and student pin number. You will need to contact the office for the pin number if you have not received it via e-mail.

## **Mastery Connect**

We are a standards based grading school. That means that you will not see the traditional letter grades on the progress reports that will be online and that we will send home. The progress reports that you will see will show the progress of your students on the Utah Core Standards. They will be measured on a four point scale with these indicators of mastery.

**Beginning (B)** – This level characterizes a non-proficient and inadequate knowledge of subject content based on one or more of the Utah Core Standards.

**Developing (D)** – At this level the student shows some progress and skill toward mastery of subject content based on one or more of the Utah State Standards. At this level students, are generally accurate, yet are below proficiency on the assessed standard or standards.

**Accomplished (A)** – This level characterizes a skilled and proficient demonstration of content knowledge of one or more of the Utah Core Standards. At this level the students have mastered or shown proficiency on the assessed standard or standards.

**Exemplary (E)** – This level characterizes an in depth and excellent knowledge of subject content. The exemplary student has gone above and beyond basic proficiency on the assessed standard or standards.

**We** have chosen Mastery Connect to be the vehicle that helps us to track the progress of your student(s) and to communicate that progress to you.

**Mastery Connect Parent Log In Overview** <https://vimeo.com/103560915>

**Mastery Connect Entheos Parent**  
Video <https://www.youtube.com/watch?v=Y5BQHClr7NE>

**O**ne of the benefits of the Mastery Connect Program is that you will be able to have real time access to the progress that your students are making on the standards with color coded representations so that you can easily see where your students are struggling and succeeding.

**O**ur teachers have enthusiastically entered the learning curve of using the program. They will continue to become more proficient at it as the year moves along.

### **Habits of a Scholar**

**E**ntheos believes that students are here not only to learn how to read and write and do math, but how to have good habits of learning and work. We call these Habits of a Scholar. In all classes, Discovery, Adventure, and in common areas, we stress not only how to do academics, but how to do them well, with pride, how to revise, and work well as a team, and to be a leader and a follower when the time is right.

Our Habits of a Scholar are connected to our Positive Behavior Program and the three assessed traits are:  
Excellence, Service, Leadership.

## **Elementary Program Overview**

1. **Class Size:** In Kindergarten, classes will have approximately 26 students. For grades 1-5 classes will have between 25 and 28 students. If there are more than 25 students in classes at a given grade, an aide will be assigned to work with the teachers (providing two teachers and one aide for a maximum of 56 students).
2. **Class Configuration:** There will be two-three classes per grade, and the two classrooms at each grade level will be joined by doors and windows, where possible, to facilitate greater collaboration.
3. **Curriculum:** In addition to expeditions, the elementary program will utilize iReady Reading Program, Acadience, 95Phonics (K-3) and Ready Math. These programs will assist staff in helping our students develop a sound foundation in reading, writing, and mathematics.
4. **Community-Based Curriculum/Discovery:** At Entheos, we believe every student is gifted, and the Discovery Program is designed to help students recognize and utilize those gifts. A concerted effort will be made to engage students in their community, through service and otherwise, as well as to utilize community resources to help students identify their talents, develop their skills, and expand their interests.

## **Ready Math**

In the subject of mathematics, Entheos will use the Ready Math series for grades K-8. *Ready Mathematics* helps teachers create a rich classroom environment in which students at all levels become active, real-world problem solvers. Through teacher-led instruction, students develop mathematical reasoning, engage in discourse, and build strong mathematical habits. The program's instructional framework supports educators as they strengthen their teaching practices and facilitates meaningful discourse that encourages all learners.

## **Middle School Program Overview**

1. Our middle school is intent on providing high quality instruction and support that will enable students to become proficient in the required standards for their grade. Middle school students will engage in a rigorous, standards based curriculum which includes:
  - a. **Learning Expeditions** – Students will engage in long term, in-depth studies of subject curriculum. Most students will experience two learning expeditions throughout the year.
  - b. **Intensives** – Intensives are similar to expedition, but are shorter in duration. They are typically designed to delve

deeply into subject matter that might not fit into the expedition.

- c. **Adventure** – Our adventure program supports the EL Education model. The outdoor adventure trips will support the curriculum that is being taught in the expeditions or intensives. They also provide students with an opportunity to learn teamwork, perseverance and provide them with an opportunity to discover that they can accomplish more than they imagined.
- d. **Best Teaching Practices** – With the support of EL Education, our teachers are trained in how to plan and deliver high quality instruction, using established best teaching practices.

## *em·pow·er*

*verb*

1. make (someone) stronger and more confident, especially in controlling their life and claiming their rights.



# **TITLE 1**

## **Parents Right to Know Right to Review Teacher Qualifications**

**A**s a parent of a student at Entheos Academy, you have the right to know the professional qualifications of the classroom teachers who instruct your child. Federal law allows you to ask for certain information about your child's classroom teachers and requires us to give you this information in a timely manner if you ask for it. Specifically, you have the right to ask for the following information about each of your child's classroom teachers:

**W**hether Utah State Office of Education has licensed or qualified the teacher for the grades and subjects he or she teaches.

**W**hether Utah State Office of Education has decided that the teacher can teach in a classroom without being licensed or qualified under state regulations because of special circumstances.

**T**he teacher's college major; whether the teacher has any advanced degrees and, if so, the subject of the degrees.

**W**hether any teachers' aides or similar paraprofessionals provide services to your child and, if they do, their qualifications.

**I**f you would like to receive any of this information, please call 801-417-5444.

# Entheos Academy

## Title 1 Parent Involvement Policy

Entheos Academy recognizes the vital positive impact that parental involvement in their child's academic work has on student achievement.

The following Parent Involvement Policy—created in consultation with parents, and in conjunction with section 1118 of the Elementary and Secondary Education Act

(ESEA)—sets forth the parameters and conditions for parental involvement in the educational programs at Entheos Academy which are support in part by Title I program funds.

Entheos Academy shall:

- **Convene an *annual meeting*** to explain the Title I program to parents and inform them of their opportunity to be involved in the program;
- **Be flexible** in scheduling meetings to meet parents' needs. Title I funds may be used to pay *related expenses* such as child care, transportation or home visits;
- **Involve parents**, in an organized, ongoing and timely way, in *planning, reviewing and improving (including dissenting views)* the school's programs supported in part by Title I funds;
- **Provide *timely information*** about its programs to parents; describe the curricula, the student assessments and proficiency levels students are expected to meet; provide opportunities for regular meetings, such as SEP Conferences, where parents can provide input, and respond promptly to parent suggestions.

In order to build capacity for involvement, the Entheos Academy staff will provide assistance to parents in such areas as understanding the State's content standards and student performance standards and other associated assessments.

Entheos staff members will also provide parents with information as to how they can work with staff to improve the performance of their children and consult with teachers as to how they can participate in decisions relating to the education of their children. This information will be shared at the annual meeting mentioned as well as in newsletters and on the web site.

Entheos Academy will provide additional materials and trainings to help parents work with their children to improve achievement. Materials will be distributed by such methods as e-mail, written notices, and/or handbooks.

# Entheos Academy

## Parent-School Compact

### AS A PARENT, I WILL:

Take the initiative to:

- Volunteer time to benefit my student and the school
- Understand what my student is learning, through active communication with my student and his or her teacher(s).
- Follow up at home with teaching and modeling school values and Habits of a Scholar.
- Provide an environment at home that encourages successful continuation of learning and completion of homework.
- Attend Student Led Conferences, Celebrations of Learning, and other Entheos events.
- Become an active partner with teachers and school in helping my student achieve to their highest potential.
- Show proper respect to others, property and self by appropriate communication, dress and actions whenever visiting, volunteering or attending any school activities.
- Help my student attend school, on time, regularly to ensure consistency of learning.

### AS A SCHOOL, WE WILL:

- Engage students through quality lessons and active learning activities.
- Provide an environment that is both emotionally and physically safe.
- Be receptive to parent questions and suggestions.
- Show professional level respect to others, property, and self by appropriate communication, dress, and actions.
- Be an active partner with parents/ guardians in helping students achieve their highest academic potential and become good citizens to their communities.
- Communicate in a timely manner with parents/guardians about all aspects of student learning including praise, struggles, and upcoming work and after school events.
- Provide a variety of ways for families to volunteer both in and out of the classroom.
- Provide opportunities for students to have access to functional computers/equipment on a regular basis.
- Continuously provide high quality, relevant Professional Development, coaching, and evaluations for teacher and staff to ensure students are receiving innovative instruction.
- Continuously provide high quality, relevant Professional Development, coaching, and evaluations for teacher and staff to ensure students are receiving innovative instruction.

# SCHEDULE/ CALENDAR

## DISTRICT CALENDAR ENTHEOS ACADEMY 2022-2023

entheosacademy.org





August 22						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

**Elementary School**  
Regular Days 8:25-3:20  
Early Release 8:25-1:40

**Middle School**  
Regular Days 8:25-3:20  
Early Release 8:25-1:40

**Kindergarten**  
Regular Days AM 8:25-11:25 PM 12:15-3:20  
Early Release AM 8:25-10:30 PM 11:30-1:40

September 22						
Su	M	Tu	W	Th	F	Sa
	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

	0	Early Release
		School Closed
		First Day of Class
		Last Day of Class

Aug. 17	First Day of School
Sept. 5	Labor Day - No School
Oct. 11th	Student Led Conference
Oct. 12th	Student Led Conference - No School
Oct. 13th	14th Fall Break
Oct. 17th	Teach PD Day - No School
Nov. 10th	End of 1st Trimester (60)
Nov. 11th	Reporting Day - No School
Nov. 21	Teacher PD Day
Nov. 21 - 25th	Thanksgiving Break
Dec. 21	Jan. 5 Winter Break
Jan. 4th	Teacher PD Day - No School
Feb. 27th	End of Trimester 2 (60)
Mar. 2	Parent Teacher Conferences
Mar. 3	Parent Teacher Conferences No School
Mar. 6th	Teacher Reporting Day - No School
April 10 - 14	Spring Break
April 24th	Snow Day/Make UP/Teacher PD
May 18th	Student Led Conferences
May 19th	Student Led Conferences - No School
June 1st	Last Day of School - Half Day (60)
June 2nd	Reporting Day

October 22						
Su	M	Tu	W	Th	F	Sa
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November 22						
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December 22						
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24	25	26	27	28	29	30
31						

January 23						
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28	29	30	31			

February 23						
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26	27	28				

March 23						
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April 23						
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May 23						
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June 23						
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July 23						
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30	31					

August 23						
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September 23						
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24	25	26	27	28	29	30

\*Pending Board Approval

## **Daily Schedule**

### **Regular Day**

7:30	<b>Books &amp; Breakfast Begins</b>
7:45	<b>Teachers suggested work day begins</b>
7:50	<b>Breakfast</b>
8:25	<b>Beginning of School Day – students to be in classrooms</b>
10:45	<b>Initial Lunch Period (lunch times will vary by grade)</b>
3:15	<b>Walkers dismissed</b>
3:20	<b>Carpool dismissal begins by number</b>
4:00	<b>Teachers’ official work day ends and front office closes</b>

### **Early Release Day**

7:30	<b>Books &amp; Breakfast Begins</b>
7:45	<b>Teachers suggested work day begins</b>
7:50	<b>Breakfast</b>
8:25	<b>Beginning of School Day – students to be in classrooms</b>
10:45	<b>Initial Lunch Period (lunch times will vary by grade)=</b>
1:35	<b>Walkers dismissed</b>
1:40	<b>Carpool dismissal begins by number</b>
4:00	<b>Teachers’ official work day ends and front office closes</b>

1. **Recess times for the various grade levels will be flexible and will be determined by the teachers at each grade level.**
2. **Once the school year begins, parents will be given more detailed schedules for their children.**

### **Meal Program**

**Entheos will serve Breakfast and Lunch. Our goal is to provide healthier meals than the typical school menu. Lunch will cost \$2.00 for grades K-8. Breakfast will free for all students. Extra milk or juice will be \$.30 per container. Entheos participates in the Federal Food Program. Don't forget to check out the Income Eligibility Application Form to see if your family qualifies for free or reduced price meals. Regardless of whether you qualify, please fill out the Income Eligibility Application Form. These forms provide additional funding for the school. Lunch money can be checked online through Compass. Please make payments in the form of cash or check (preferable) in the lunch payment box located at the front office.**

## **Meal Charge Policy**

We highly encourage all families to prepay for all school meals and have available a secure box at each school for cash and check payments. We also make available a credit card payment method through our web site.

Free/Reduced lunch applications are available from the front office at any time during the school year. They can also be sent home or emailed.

Meal charges are tracked daily and are able to be viewed by parents via the Compass portal. Instructions to access the parent portal are available at the front office at any time.

All lunch accounts are "family" accounts. This enables our parents to add payments and track each child in one location.

The students will never be told of account balances unless they ask.

Students will never be told of their free/reduced status.

The charges will be as followed:

Lunch: reduced \$0.40	Breakfast:
K-5 \$2.00	K-8 \$0.00
6-8 <sup>th</sup> \$2.00	A La Carte milk/juice \$0.30
Visitor \$3.30	

All students who request a lunch will be fed regardless of family account balance.

Any student requesting an additional milk/juice that has a negative family account will be denied the extra a la carte item to minimize the burden to the parents.

Daily emails are sent to parents that have a negative family lunch account balance. This email is system generated and goes out at the same time every day.

When a family lunch account exceeds -20.00, a personal email is sent to the parents.

If the family lunch account stays in the negative for 3 weeks a 2<sup>nd</sup> notice letter will be sent via U.S. mail.

If the family has made no attempt on the lunch account and it continues to stay in the negative for an additional 3 weeks a 3<sup>rd</sup> notice will be sent via email and U.S. mail. This letter is signed by the school director.

If the family lunch account remains negative for more than 90 days and all collection attempts have been ignored, a final notice with the explanation that the account will be turned over to a collection agency will be sent via priority U.S. mail. This notice will have a 15 day deadline. This final letter will state that charges still may occur and they are still responsible for them.

## SUPPLIES/ FEES

### **School Closing: Weather**

Entheos will close at the discretion of the director. Please check the school's Facebook page and your email. Also, listen to the radio station KSL 1160 and/or watch Channel 5 morning news for school closure announcements.

### **Student Supplies**

At registration you will receive a list of recommended school supplies that each student will need for the upcoming school year. These items are not required. **NOTICE: THE ITEMS ON THIS LIST WILL BE USED DURING THE REGULAR SCHOOL DAY. THEY MAY BE BROUGHT FROM HOME ON A VOLUNTARY BASIS, OTHERWISE, THEY WILL BE FURNISHED BY THE SCHOOL.**

### **Logo Shirts**

The Entheos Uniform Policy suggests that all students have at least one shirt with the school emblem. It is suggested that the Logo be worn whenever students leave the school building for fieldwork OR that a navy polo is worn on all field work. All shirts will be navy with tan or white embroidery. Contact the office for information: 801-417-5444.

### **Middle School Fees**

Fees for all 6<sup>th</sup> through 8<sup>th</sup> graders will be \$0.00 for the 2022-23 school year.

### **Discovery Donation**

A one-time donation of \$35.00 per student is suggested to help cover the cost of the Discovery classes for the year for Kindergarten through 8<sup>th</sup> grade.

### **After School Program Fees**

There are no fees for activities during the school day.

### **Suggested Camping List for Middle School**

There will be specific gear lists for trips sent home with students at least two weeks in advance and at registration. Some of the gear will be provided by the school, and we will have parent meetings before each trip for any questions or concerns.

### **Entheos Fundraising Philosophy**

The Entheos Founding Committee and Board of Trustees oppose the “fundraising sales” approach used in many schools. They often encourage students and parents to collect money from friends and family for things like cookie dough, chocolate, wrapping paper, etc. In reality, only a small percentage actually gets back to the school. Instead, we have a Corporate Sponsors Crew that focuses on obtaining Community Donors and Sponsors. These Sponsors can and should be parents of Entheos students as well as businesses, Corporations and other community members.

We are also encouraging parents to participate in quiet fundraising programs. Boxtops and Coke Rewards are collected by Crew teacher each trimester. This is something that does not require very much time and will help our school earn money for our great programs.

### **Fieldwork Donations**

There may be occasional requests for donations associated with fieldwork. Teachers will be in constant communication with parents regarding fieldwork and adventure trips. Also, teachers may use donorschoose.org for donations. **Please be sure to bring all cash or check donations to the office and it will be applied to the correct teacher budget.**

### **Birthday Treats and Classroom Celebrations**

Our goal is not to cut out all treats, but to make sure they are eaten in moderation and do not become the focus of parties or celebrations. The focus should be on fun, not food. We encourage parents in providing healthy snacks, whenever possible. You may also choose to bring in non-food items to give to each child on your child’s birthday. Please remember, for safety concerns, all snacks must be prepackaged and store bought only to hand out in the classroom.

### **Library Policy**

Lost or damaged library books can be replaced by either providing a \$5 replacement fine to the office or by donating a comparable replacement copy of the book.

### **Text Books Policy**

Text books are checked out to students by number by their teacher. It is the student’s responsibility to ensure that books are kept in good condition and returned in a timely manner. For some classes the check-out period will be for the entire school year, for others it is just a few days. Please communicate with teachers about when a text book is coming home and ensure that it is kept in good condition and returned on time. Guardians will be held financially responsible if a text book is lost or damaged beyond use. Price will vary depending on replacement cost of actual book.



### **Immunization Requirement**

In compliance with state law and in consideration of the safety of all students, immunizations must be kept current. A five-day notice will be given when an updated immunization is needed. Failure to comply will result in exclusion from school. An immunization waiver may be obtained from the Utah Health Dept. Remember 7<sup>th</sup> Graders need Tdap and meningococcal vaccinations prior to 7<sup>th</sup> grade.

**PARENT  
RESPONSIBILITIES/  
PROCEDURES**

### **Labeling**

Please label all clothing, lunch bags, and backpacks. This makes it possible for lost items to be returned to their owner. All items left in the lost and found will be donated to charity during winter break and at the end of the year.

Entheos Academy is not responsible for any lost, stolen, or damaged items brought or worn to school regardless of how the damage or loss occurred.

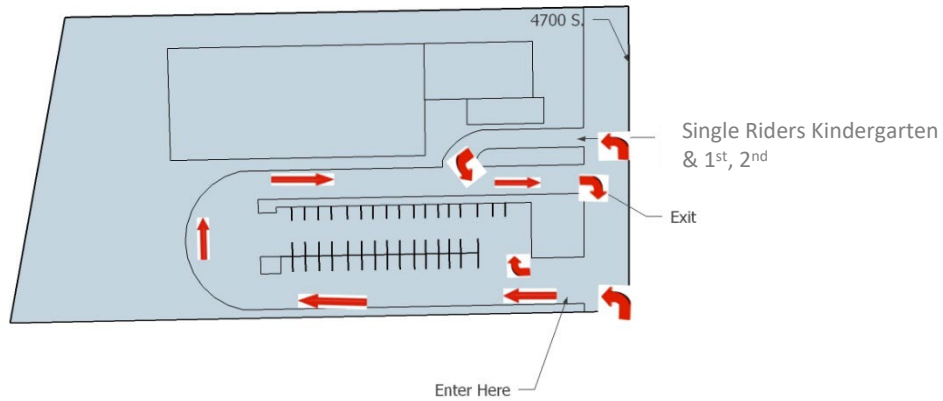
*ig·nite*

*verb*

1. arouse or excite feeling and passions  
"he ignited the student's passion for learning"

# Parking Lot Safety Plan

It is important to remember the following:



## Drop-off/Pick-up

Parents are responsible for safely transporting students to and from school. Parents are encouraged to carpool, when possible, to reduce traffic. Entheos has a defined process for pick-up and drop off. It is vitally important that it is followed for the safety of our students.



## **There are two loading zones for picking and dropping off students.**

**Loading Zone 1 (FOR VEHICLES THAT ALLOW FOR PASSENGER ENTRY ON THE LEFT HAND SIDE OF THE CAR):** This loading zone consists of the horseshoe shaped drive, with a sidewalk, that wraps around the outer edge of the parking lot. The entrance to the parking lot will be the southernmost entrance.

**Loading Zone 2 (FOR VEHICLES THAT ALLOW FOR PASSENGER ENTRY ONLY ON THE RIGHT HAND SIDE OF THE CAR):** This loading zone consists of the lane that travels directly in front of the office.

## **DROP OFF- AM**

Drop students off between 8-8:25 AM. Please pull forward as much as possible in the loading zone to allow the maximum number of cars to enter the drop-off area. We want to avoid cars backing up onto 6200 S. and pulling forward helps us to alleviate that concern. Please only allow students to leave the vehicle when you are stopped in a loading/unloading zone.

## **PICK UP – PM**

Your family or carpool will be assigned a number at registration, please have this number visible when you come to pick up your students. If you are picking up more than one group, have the multiple numbers visible. The numbers are entered and they go into the school alerting the teachers who to send out.

Please pull all the way forward, load your students, and depart as quickly and safely as possible. Students will not be allowed to walk past the red line to enter your car, they need to be up near the front of the building, so please fill in all the gaps and move forward.

Things move more quickly when vehicles arrive in a staggered fashion beginning as follows:

- Those carpools listed under last names beginning A-F, please aim to arrive between 3:20-3:27
- Those carpools listed under last names beginning G-M, please aim to arrive between 3:27-3:34
- Those carpools listed under last names beginning N-Z, please aim to arrive between 3:34-3:41

## **No Left Turn during Pick Up and Drop Off**

Please remember that there is NO left turn out of the local road onto 6200 South from 8:00 – 8:45am and 3:00 – 3:50pm and 1:15 – 2:10pm on school days per Unified Police and you can be ticketed for holding up traffic by turning left during these times.

Please do not park in the neighborhoods or ask your children to meet you there. There have been complaints from the homeowners.

## Reminders:

- **Only load/unload in the correct zones described above.**
- Do not leave car unattended in loading/unloading zones. If you need to leave your car, please park in the parking lot.
- Please drive cautiously and at a slow speed and safe speed.
- **Do not turn left on to 6200 S. during morning drop-off and afternoon pick-up. Parents who turn left create a safety hazard and back up the other cars who are exiting and entering our parking lot. Please be considerate of others and TURN RIGHT when leaving the school during these times.**
- Please do not pick up or drop off in the neighborhood east of the school.
- Please follow the directions of staff, volunteers, and safety crew.
- **Please do not drop-off students before 8:00 AM.** Teachers and staff are preparing for the day and there is no supervision for students arriving earlier than 8:00.
- Students who are not in class by 8:25 AM are considered tardy. **Students being dropped off late will need to be signed into school by a parent or guardian.**
- Carpools please arrive no earlier than 3:00 PM.
- All students need to be picked up from school at 4:00 PM unless they are participating in sanctioned after school programs.
- **Please do not leave siblings of students who are participating in such programs unattended.**

## Recommendations for Home Support

### HOME SUPPORT

#### Literacy:

- **Read with or to your child every night.** This continues to be important as children get older; it helps build comprehension, models the importance of reading, and allows for the enjoyment of more sophisticated texts.
- **Read the same book as your child.** You can both check copies out at the library. Make time for book talks throughout your reading and at the end.
- **Have a household library or collection of books, both fiction and nonfiction.**
- **Entheos Academy believes in the use of *living books* and *narration*.** A living book is:
  1. **Written by an author who took special interest about his subject.**
  2. **The facts are presented in story form.**
  3. **They are well-written literatures that present noble thought.**

**Students of all ages can learn how to narrate.** Narration can be done orally, accomplished through writing, and even by drawing pictures. Students listen to or read a section of text and then tell back, in their own words, what happened in an orderly, descriptive manner. They begin with a small amount of text at a time and gradually increase to larger sections. This tool can be used individually, or as a group. Parents might ask guiding questions to help students improve at this practice. Narration is a great tool for comprehension and retention. It naturally develops students' writing skills especially when they've been exposed to living books.

- **Let your child see you reading!**
- **Buy children's magazines for your child.**
- **Write notes to your child.** Use new vocabulary words.
- **Give books as gifts.**
- **Use reading as a reward!**
- **Visit the library frequently.**
- **Read the newspaper with your child.** The newspaper is a great way to learn about local, national, and local events.
- **Encourage and support curiosity.** Encourage children to question and then try to find answers together through research or scientific investigation.

- **T**rack student's progress in Compass
- **C**ontact teachers early about concerns.

### **Arts & Humanities:**

- **T**ake children to see dance performances (professional and amateur). Ask them what they observed and discuss the style, emotion, and movements.
- **P**lay different music and allow the children to explore with movement.
- **T**ake children to museums and art shows.
- **E**stablish a small art center at home. Keep a variety of materials handy for children to use when creating: different types of paper, yarn, glue, crayons, paint, beads, markers, etc.
- **W**hen the arts are included in home and family life, children (and whole families) become more expressive, imaginative, intuitive, and tolerant.

### **Physical Education:**

- **W**hen physical fitness and health are included in the everyday life of the family, they help students to be more expressive, energetic, and tolerant of others.
- **P**arents should try to find time during the week to join in some type of physical activity with their child. This provides the child with a great model for a healthy life.
- **W**alking is one of the best forms of exercise for children and adults.
- **P**arents model and help children increase their endurance by walking to places that are close by rather than driving.
- **S**et physical goals with your children, like running a 1/2 mile in a certain amount of time.
- **P**arents should introduce their children to all types of team and individual sports.
- **C**heck out a book at the library that has hiking trails in or around the Salt Lake area. Even the youngest child can enjoy a simple hike. Discuss the world around you as you walk.

# Uniform Policy

## SCHOOL POLICIES

A key element of our dress code is for students to take pride in their appearance. In support of this concept, necessary emphasis will be placed on students' grooming and hygiene as well as attire. The dress code is in place to encourage our students to respect themselves and their peers, while working in a professional environment.

The purpose of the Uniform policy at Entheos is to improve the learning environment by:

- **E**nsuring clothing is modest and non-offensive.
- **R**educing peer pressure and emphasis on brand name clothing.
- **M**inimizing health and safety concerns.
- **H**elping to teach children respect in the way they dress, which influences the way they act.

### **TOPS:**

Students may wear any solid **Maroon, Navy, or White** collared shirt that:

1. **I**s a polo style shirt, button down, or full folding turtleneck.
2. **I**s long enough to be tucked in. particular attention will be paid to the length of students' shirts.
3. **H**as no printing or graphics on it except the Entheos Logo.
4. **H**as sleeves that cover the shoulders and under the arm.
5. **I**s not sheer or otherwise revealing.
6. **I**s not torn or purposely frayed.
7. **I**s clean.

Students may wear any shirt underneath their collared shirt as long as it is consistent with the dress code colors and has no printing on it. Students may wear a solid sweater, vest, or jacket (no hoods) over their collared top as long as it is consistent with one of the allowable shirt colors. Student may wear a navy blue hooded sweatshirt as long as it has the Entheos Logo on it. Students should purchase at least one navy shirt with the school emblem on it. This may be worn whenever the students leave the school building for fieldwork. A shirt with a small brand name logo (smaller than a quarter) is acceptable. Clothing for Field Work should remain in the same intention of the dress code: shorts and dresses to the middle of the knee, have sleeves, be without holes and in good repair, not be of great distraction, and be safe/appropriate for the Field Work that they are embarking. Field Work is not a free dress day. If appropriate, Entheos uniform, or as much as possible, should still be worn.

## **BOTTOMS:**

Students may wear any solid **tan or navy** pant, (maroon is not an approved color for bottoms) capris, short, or skirt that:

1. **Is** made of chino, twill, corduroy, or of dress pant quality material.
2. **Is** not denim, Levi, nylon, sweatshirt, leather, knit, velour, or any other stretch type or vinyl material.
3. **Goes to the middle of the knee or longer.**
  1. **Has** no holes.
  2. **Is** clean.
  3. **Pants** may not be “skinny” or revealing. Pants must be worn around the hips.

**Belts** must be conservative and of one solid color.

## **DRESSES:**

Girls may wear any solid **Maroon, Navy, or Tan** dress that:

1. **Has** a collar.
2. **Goes to the middle of the knee or longer.**
3. **Has** sleeves that cover the shoulders and under the arm.
4. **Is** not denim, nylon, sweatshirt, leather, or vinyl material.
5. **Is** not sheer or otherwise revealing.
6. **Is** clean.
7. Navy or white leggings may be worn, but dresses and skirts must go to the middle of the knee or longer when standing straight.

## **SHOES:**

Students must wear shoes that can be used for everyday use. All shoes must have a strap or some kind of back on the shoe so that it doesn't slip off the foot. Students **may not** wear:

- **Shoes** with wheels.
- **Slippers**
- **Flip-flops**
- **Shoes** that distract from learning

Students will need a pair of sturdy hiking or walking shoes for outside excursions. It is possible that a specific type of shoe will be needed for a specific activity, e.g., horse riding, rock climbing, back packing, and water activities. If so, notification will be given in advance.

## **HAIR:**

Students may wear their hair in any way that is not so extreme in style or color that it distracts from the learning environment. Hair should be of natural occurring hair colors.



## **ACCESSORIES:**

- **B**ody piercing will be limited to one pair of conservative earrings that do not draw attention.
- **J**ewelry may not be excessive or distract from the learning environment.
- **N**o chains may be worn other than around the neck or wrist.
- **J**ewelry must be unobtrusive.
- **O**ne conservative bracelet per arm.
- **O**ne conservative necklace.
- **T**attoos must be covered and unseen at all times.
- **T**ights must be solid white or blue. Long stockings and socks must be a solid non-distracting color.
- **B**ackpacks, purses, and bags should be conservative and non-distracting.

**U**niform items not specifically covered but considered inappropriate or contrary to the purpose of the Uniform Policy are subject to review and interpretation by the Board or the Administrators in charge of executing the Uniform Policy. Uniform compliance is mandatory with no opt-out policy other than stated below and consequences for violation will be enforced.

**U**niform Policy exemption may be granted by the Board of Directors based on:

1. **R**eligious beliefs
2. **E**xtenuating circumstances

**T**he school will help with the acquisition of the required uniforms by:

1. **F**acilitating the gathering and distribution of used uniforms.
2. **H**elping with the funding of uniforms for economically disadvantaged students through scholarship or work programs.
3. **O**ther programs to make school uniforms available.

## **Clothing for Field Work:**

- **N**avy or Entheos Logo shirts should be worn on all Field Work unless instructed to wear a different color by Crew Teacher for purpose of activity.
- **U**niform policy should be adhered to as closely as possible with accommodations for conditions of location and weather on day of Field Work. (e.g. if shorts should be worn, wear tan or navy shorts, if jeans should be worn, wear a dress code polo with jeans, if coats and hats should be worn, wear uniform clothes under coats and hats).

- **Students should be in complete uniform when leaving and returning from Adventure trips during school hours.**

### **CONSEQUENCES FOR VIOLATION OF THE UNIFORM POLICY:**

If a teacher or administrator feels that a student has come to school inappropriately attired according to the Uniform Policy, the student will be sent to the Administrator in charge of executing the Uniform Policy to make the determination if the student is in violation. If the administrator determines that the student has violated the Uniform Policy then:

1. **Parents will be called to bring proper clothing and the student will remain in the office area until clothing arrives.**
2. **For subsequent violation, a note will be sent home and the student will be required to compensate the teachers and/or administrators for their time in dealing with the violation. Compensation will be required and may involve after school hours.**
3. **Perpetual violation of the Uniform Policy will be handled on an individual basis according to the nature of the violation and may result in suspension or expulsion from Entheos.**
4. **The student may be subject to the School Governance Committee action, or may appeal decisions to the Governance Committee.**
5. **The student or parent of the student may appeal decisions made to the Board of Trustees for final decision.**

### **Attendance**

Please plan your vacation schedule around the existing school calendar. When possible, please notify the school in advance of any absence. Students and Parents are responsible for obtaining homework or project assignments for the time period in which the student will be absent. Excused absences are defined by the State of Utah as: illness (Doctor's note will need to be provided, for absences beyond 5 consecutive school days), medical appointment (notice must be given to office before appointment), family death, IEP or 504 accommodating educational reasons, or preapproved extended absence for an educational experience (approval must be given by Entheos executive crew through the school's director).

1. Attendance education policy is made available to parents through the student handbook and on the website.
2. After five (5) unexcused absences, the director sends attendance email to parents.
3. After seven (7) unexcused absences, attendance letter #1 is sent by certified mail and a mandatory attendance meeting is scheduled with director, teacher, parent/guardian and student.
4. After ten (10) unexcused absences, attendance letter #2 is sent by certified mail requesting attendance mediation, a referral to Division of

Child and Family Services for Educational Neglect (for students under 14 years old), or a referral to truancy court (for students 14 and older).

### **Tardies**

Entheos Academy strives to create a positive learning environment free from distractions where all students can learn and succeed. Learning is best facilitated when students are in class and prepared. Chronic lateness disrupts the learning environment and inhibits students from reaching their full potential. Students are considered tardy when they arrive late to school or class. Tardies will be excused if they are for medical, bereavement, or extenuating circumstances approved through school administration.

Tardies will be dealt with on an individual basis with the teacher. If a student's tardies become excessive, as determined by the school administrator, the administration of Entheos will become involved. Administrator may use taking away reward trips, school activities and/or assign student to an after-school program. It is the student's responsibility to reach out to the teachers to get and make up all work missed due to the tardy.

### **Check-in/Check-out**

If a child is checking out, a parent/guardian must sign the appropriate sheet in the office, with proper identification. School personnel must make personal contact with the parent/guardian before the child can leave. A child will not be released from school to anyone but the legal guardian or designated adult by the parent/guardian on the emergency form.

### **Student Rights/Responsibilities**

All Students of Entheos will be required to sign a student contract. The student's Parents, Teacher, and the Director will also sign that student's contract.

## *a·chieve*

*verb*

1. reach or attain (a desired objective, level, or result) by effort, skill, or courage.

"he achieved his ambition to become a journalist"

### **Purpose**

Entheos Academy believes that every student should have the opportunity to learn in an environment that is safe, conducive to learning, and free from unnecessary disruption. The purpose of this policy is to foster a positive environment for learning that aligns with the Entheos practices of teaching self-discipline, good character and strong social skills.

I. Teaching Self-discipline, Good Character, and Social Skills

A. In every area of education if students lack skills, we teach them.

We believe the same should be true for student behavior. At Entheos Academy we will provide supports to students by expressly teaching these skills through every interaction, but specifically through:

1. Crew: Entheos Academy believes that strong, positive relationships are the foundation of teaching these elements, and this is daily reinforced and actively cultivated through the structure of “Crew”. Every student belongs to a Crew and has a Crew teacher. Crew time launches every day at Entheos.

2. Norms: Written standards for student behavior expectations are posted in every classroom. These are referred to as “norms” and are typically developed in a collaborative process between the teacher and students.

3. School Expectations: In every main area of the school, there are clear behavior expectations posted.

4. Systematic Reinforcement: Entheos has systematic methods for reinforcement of expected behaviors and a uniform path of correction when necessary.

5. Behavior Data: Entheos Academy regularly analyses behavior data to gauge effectiveness and target resources as needed.

II. Range of Behaviors and Continuum of Procedures

A. Entheos Academy provides a continuum of supportive interventions and corrective action depending on the level of behavior.

1. Minor infractions are usually handled by teachers in classrooms. Chronic or excessive minor infractions can become major infractions and result in office referrals to school administration. Minor infractions may result in phone calls home, parent-teacher meetings, behavior intervention strategies, and/or loss of privileges. The following may be considered minor infractions:

- a) Dress code violations
- b) Off task behaviors
- c) Mild disruptive or disrespectful behavior
- d) Inappropriate language and actions
- e) Mistreating property

- f) Technology violations
- g) KYFOOTY/PDA violation
- h) Cheating
- i) Lying
- j) Refusal to work
- k) Tardies
- l) Chewing gum
- m) Horseplay

lead to out of school suspension or expulsion. Major infractions include:

- a) Safe school violations including possession of weapons or flammable materials, assault, threats to kill/harm.
- b) Drug, alcohol, tobacco, vaping, violations.
- c) Physical aggression including fighting, or throwing things at a person.
- d) Any criminal action occurring at school such as vandalism, fire setting, possession or use of combustibles, pornography, forgery, theft.
- e) Chronic or excessive abusive language, truancy, tardies, or non-compliance.
- f) Bullying, hazing, cyber bullying, retaliation, deliberately making a false report.
- g) Gang activity.
- h) Discrimination/hate language.

### III. Prohibited Conduct and Related Discipline

A. Serious violation that threaten or harms the school, school property, a person connected with the school, or property associated with a person connected with the school is forbidden regardless of where it occurs:

1. A student WILL be removed from school for at least 1 year for a serious violation involving the following:

- a) A real weapon
- b) Explosive or flammable material
- c) Actual or threatened use of a look alike weapon with intent to intimidate or cause disruption.

2. A student WILL be removed from school for the following:

- a) Possession, control, actual or threatened use of a real weapon, explosive, noxious, or flammable material.
- b) The sale, possession, or distribution of drugs, controlled substances, imitation controlled substances, or drug paraphernalia, including vaping devices/substances.
- c) Use or threatening to use serious force, including acts which if committed by an adult would be a felony or class A misdemeanor.

3. A student MAY be removed from the school for the following:

- a) Physical aggression including fighting, throwing things, spitting etc.
- b) Willful disobedience/defying authority.
- c) Serious or habitual disruption.

- d) Foul, profane, vulgar, or abusive language.
  - e) Defacing or destroying school property.
  - f) Unsafe behavior such as running away from a person in authority, leaving the school or hiding.
  - g) Theft.
  - h) Bullying and hazing.
  - i) Inappropriate exposure of body parts.
  - j) Sexual or other harassment.
  - k) Gang related attire or activity.
4. The school discipline policy applies to dealing with students in classrooms, on school grounds, on school vehicles, or in connection with school related activities, trips, or events.
5. The type and length of discipline is based on factors such as previous violations, severity of conduct, and other relevant educational concerns.
6. When appropriate, students will be referred to the Student Support Team who will collaboratively design and implement personalized behavior supports.
7. If damage or loss of school property occurs, payment for the damage or lost property is expected.
8. A student may be detained after regular school hours related to a major safety concern or behavior violation, and parents shall be notified prior to the detaining of the student wherever possible.
9. If any illegal substances or items are confiscated such as vaping devices, a school administrator will dispose of, destroy, or turn over item substance/item to law enforcement, under the direction and guidance of law enforcement.
10. A student may be denied admission to Entheos Academy on the basis of having been expelled from any school during the preceding 12 months.

## **Non-School Property/ Electronics' Policy**

### **Purpose**

To ensure productive learning experiences for students and staff, Entheos Academy has an acceptable parameters for the use of electronic devices during school hours, on the property and, during school-sanctioned activities.

### **Definitions**

I. "Electronic devices" beepers, pagers, cell phones with or without picture-taking capacity, mobile communication devices, hands-free devices (ex: Bluetooth, smartwatches), electronic readers, and gaming devices.

II. "School" or "school events"

A. Hours that make up school day, e.g., from 7:40 a.m. until 3:00 p.m., during students' individual courses or during the entire period of the

elementary/intermediate school day

B. Including school-provided transportation to and from curricular activities and extracurricular activities, including athletic events

C. Fieldwork

D. Extended school-sponsored trips or activities

III. "Individualized suspicion"

A. Information that individual has violated policy;

B. Generally required for constitutional search (including personal belongings);

C. Exceptions are possible when privacy interests implicated in search are minimal and where other safeguards are available;

D. Not as exacting in the public school setting as in criminal law.

IV. "Reasonable suspicion"

A. Reasonable suspicion need not be based on a single factor but on the totality of the circumstances;

B. The aggregate effect of all information available at time of the search;

C. Does not require absolute certainty, but only 'sufficient probability,' the sort of common-sense conclusion about human behavior upon which practical people are entitled to rely.

## **BULLYING AND HAZING POLICY**

### **BULLY & HAZING POLICY**

The purpose of this policy is to prohibit bullying, cyber-bullying, hazing, and intimidation of Entheos Academy (the “School”) students and employees, as well as abusive conduct directed toward School employees. The School’s Board of Directors (the “Board”) has determined that a safe, civil environment in School is necessary for students to learn and achieve high academic standards and that conduct constituting bullying, cyber-bullying, hazing, abusive conduct, and intimidation disrupts both a student’s ability to learn and the School’s ability to educate its students in a safe environment.

Bullying, cyber-bullying, and hazing of students and employees are against federal, state and local policy and are not tolerated by the school. The School is committed to providing all students with a safe and civil environment in which all members of the School community are treated with dignity and respect. To that end, the School has in place policies, procedures, and practices that are designed to reduce and eliminate bullying, cyberbullying, abusive conduct, and hazing including but not limited to civil rights violations as well as processes and procedures to deal with such incidents.

Bullying, cyber-bullying, hazing, and intimidation of students and/or employees by students and/or employees will not be tolerated in the School. Likewise, abusive conduct by students or parents against School employees is prohibited by the School and will not be tolerated in the school. In order to promote a safe, civil learning environment, the School prohibits all forms of bullying of students and School employees (a) on School property, (b) at a School-related or sponsored event, or (c) while the student or School employee is traveling to or from School property or a School-related or sponsored event. The School prohibits all forms of hazing, bullying, or cyber-bullying of or retaliation against students and School employees at any time and any location. Students and School employees are prohibited from retaliating against any student, School employee or an investigator for, or witness of, an alleged incident of bullying, cyber-bullying, hazing, abusive conduct, or retaliation. Students and School employees are prohibited from making false allegations of bullying, cyberbullying, hazing, abusive conduct, or retaliation against a student or School employees. If a false allegation is made, the Director or designee will follow procedure for investigation and disciplinary action. In addition, School employees, coaches, sponsors and volunteers shall not permit, condone or tolerate any form of hazing, bullying or abusive conduct and shall not plan, direct, encourage, assist, engage, or participate in any activity that involves hazing, bullying, cyber-bullying, or abusive conduct. Any bullying, cyber-bullying, hazing, abusive



conduct, or retaliation that is found to be targeted individual, regardless of whether the individual directed, consented to, or acquiesced in the conduct, or voluntarily accessed the electronic communication. Federally Protected Class – For the purposes of this policy, “Federally Protected Class” means any group protected from discrimination under federal law. Title VI of the Civil Rights Act of 1964 prohibits discrimination on the basis of race, color, or nation of origin. Title IX of the Education Amendments of 1972 prohibits discrimination on the basis of sex. Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990 prohibits discrimination on the basis of disability. Others areas included under these acts include religion, gender, and sexual orientation. Hazing – For purposes of this policy, “Hazing” means a School employee or student intentionally, knowingly, or recklessly committing an act or causing another individual to commit an act toward a school employee or student that: 1. Endangers the mental or physical health or safety of a School employee or student; a. Involves any brutality of a physical nature, including whipping, beating, branding, calisthenics, bruising, electric shocking, placing of a harmful substance on the body, or exposure to the elements; b. Involve consumption of any food, alcoholic product, drug, or other substance or other physical activity that endangers the mental or physical health and safety of a School employee or student; or c. Involves any activity that would subject a School employee or student to extreme mental stress, such as sleep deprivation, extended isolation from social contact, or conduct that subjects a School employee or student to extreme embarrassment, shame, or humiliation; and 2. Is committed for the purpose of initiation into admission into affiliation with, holding office in, or as a condition for membership in a School or School sponsored team, organization, program, club, or event; or a. Is directed toward a School employee or student whom the individual who commits the act knows, at the time the act is committed, is a member of, or candidate for membership in, a School or School sponsored team, organization, program, club, or event in which the individual who commits the act also participates. 3. The conduct described above constitutes hazing, regardless of whether the School employee or student against whom the conduct is committed directed, consented to, or acquiesced in, the conduct.

Retaliate or Retaliation- for purposes of this policy, “retaliate or retaliation” means an act or communication intended: 1. As retribution against a person for reporting bullying or hazing; or 2. To improperly influence the investigation of, or the response to, a report of bullying or hazing School Employee – for purposes of this policy, “School employee” means an individual working in the individual’s official capacity as: 1. a School teacher; 2. a School staff member; 3. a School administrator; or 4. an individual: a. who is employed, directly or indirectly, by the School; and b. who works on the school’s campus(es).

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

writing. School employees who have been subjected to or witnessed bullying, cyber-bullying, hazing, retaliation, or abusive conduct must report such incidents to the School's Director orally or in writing promptly. Each report of prohibited conduct shall include: 1. Name of complaining party 2. Name of victim of prohibited conduct (if different from complaining party) 3. Name of offender (if known) 4. Date of incident 5. Location of incident 6. A statement describing incident as details as possible (including names of witnesses if available) In connection with a report of prohibited conduct, students and School employees may request that their identity be kept anonymous, and reasonable steps shall be taken by the Director and others involved in the reporting and investigation to maintain the anonymity of such individuals, if possible. School employees will take strong responsive action to prevent retaliation, including assisting student who are victims of prohibited conduct and his or her parents and/or guardians in reporting subsequent problems and new incidents. The Director or designee shall promptly make a reasonably thorough investigation of all complaints of prohibited conduct, including, to the extent possible, anonymous reports, and shall, in accordance with Consequences of Prohibited Behavior section below, administer appropriate discipline to all individuals who violate this policy. Formal disciplinary action is prohibited based solely on an anonymous report. The Director, or designee, may refer the perpetrator to a council of School employees as an intervention as a step in the process of disciplinary action and the council will help determine the best steps for the student before suspension and/or expulsion. The Director, or designee, may report to law enforcement all acts of bullying, cyber-bullying, hazing, abusive conduct, or retaliation that constitute suspected criminal activity. The Director, or designee, may report to OCR all acts of bullying, cyber-bullying, hazing, abusive conduct, or retaliation that may be violations of student(s)' or employee(s)' civil rights. It is the School's policy, in compliance with state and federal law, that students have a limited expectation of privacy on the School's computer equipment and network system, and routine monitoring or maintenance may lead to discovery that a user has violated School policy or law. Also, individual targeted searches will be conducted if there is reasonable suspicion that user has violated policy or law. Personal electronic devices of any student suspected of violation of this policy will be confiscated for investigation and may be turned over to law enforcement.

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

maintain a record that verifies that the parent or guardian was notified in the student's online or physical file. If an in person meeting takes place, the Director or designee will ask the parent or guardian to sign a form acknowledging that the notification was provided. If a telephone conversation takes place, the Director or designee will document the date and time of the telephone call, who was spoken to, and brief notes regarding the notification that was provided and the content of the conversation. If a letter is sent, the Director or designee will retain a copy of the letter along with a note regarding when it was mailed. The School will retain the record as long as the student is enrolled at the School and destroy the record after that time. The school will maintain the confidentiality of the record in accordance with the Utah Code 53A-11a-203(3). Student Assessment The Director or designee will solicit student assessment of the prevalence of bullying, cyberbullying, and hazing in the School, specifically in locations where students are unsafe and additional adult supervision may be required; such as playgrounds, hallways, and lunch areas. Consequences of Prohibited Behavior School officials have the authority to discipline student for off campus speech that causes or threatens a substantial disruption on campus, including School activities, violent altercations, or a significant interference with a student's education performance and involvement in School activities. If, after an investigation a student is found to be in violation of this policy by participating or encouraging conduct prohibited by this policy, the student shall be disciplined by appropriate measure up to, and including, suspension and expulsion, pursuant to Utah Code Ann 53A-11-904, removal from participation in School activities, and/or discipline in accordance with regulations of the U.S. Department of education Office of Civil Rights (OCR). If, after an investigation, a School employee is found to be in violation of this policy, the employee shall be disciplined by appropriate measures, which may include terminations, reassignment or other appropriate action.

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

Additional Provisions The Director will ensure compliance with OCR regulations when civil rights violations; or hazing did occur as a result of the are reported as follows: 1. Once the School knows or reasonably should know of possible student on student bullying, cyber-bullying, or hazing, the School must take immediate and appropriate action to investigate. 2. If it is determined that the bullying, cyber-bullying, or hazing did occur as a result of the student victim's membership in a protected class, the School shall take prompt the effective steps reasonably

calculated to: a. End the bullying, cyber-bullying, or hazing b. Eliminate any hostile environment, and c. Prevent its recurrence 3. These duties are the School's responsibilities even if the misconduct is also covered by separate anti-bullying policy and regardless of whether the student makes a complaint, asks the School to take action, or identifies the bullying, cyber-bullying, or hazing as form of discrimination.

The Director will take reasonable steps to ensure that any victim of prohibited conduct will be protected from further bullying, cyber-bullying, hazing, abusive conduct, or retaliation and that any student or School employee who reports such incidents will be protected from retaliation. If the Director believes that any victim or perpetrator of conduct prohibited by this policy would benefit from counseling, the Director may refer such individuals for counseling. To the extent allowable under the applicable privacy laws, the Director may inform the parents or guardians of a student who is a victim of conduct prohibited by this policy of the actions taken against the perpetrator of such conduct. If the Director believes that it would be in the best interest of the individuals involved, the Director may involve the parents or guardians of the perpetrator or victim of bullying, cyberbullying, hazing, abusive conduct, or retaliation in the process of responding to and resolving conduct prohibited by this policy. Distribution of Policy and Signing of Policy

The School will inform students, parents and guardians, School employees and volunteers that bullying, cyber-bullying, hazing, abusive conduct, and retaliation are prohibited and will distribute a copy of this policy to such individuals. A copy of this policy will also be included in any student conduct or employee handbooks issued by the School. On an annual basis, School employees, students in middle school, and parents and guardians of middle school student shall sign a statement indicating that they have received a copy of this policy. Training The Director or designee will ensure that School employees receive bi-annual trainings from qualified individuals on bullying, cyber-bullying hazing, abusive conduct, and retaliation; including trainings on civil rights violation and compliance when civil rights violations are reported. The trainings shall meet the standards established by the State Board of Education's rules. To the extent possible, programs and initiatives designed to provide training and education regarding the prevention of bullying, cyber-bullying, hazing, abusive conduct, and retaliation will be implemented. Trainings provided under this policy will include: 1. Overt aggression that may include physical fighting such as punching, shoving, kicking, and verbal threatening behavior, such as name calling, or both physical and verbal aggression or threatening behavior; 2. Relational aggression or indirect, cover, or social aggression, including rumor spreading, intimidation, enlisting a friend to assault a child, and social isolation 3. Sexual aggression or acts of sexual nature or with sexual overtones; 4. Cyber-bullying, including use of email, web pages, text message, instant message, three way calling or messaging or any other electronic means of aggression inside or outside of school; and 5. Civil rights violations,

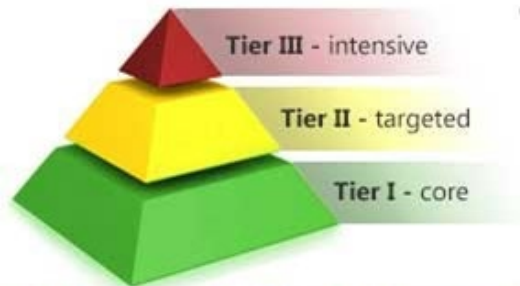
appropriate reporting and investigative procedures. This includes bullying, cyber-bullying, hazing, abusive conduct, and retaliation based upon the student's actual or perceived identities and conformance or failure to conform with stereotypes. Trainings provided under this policy should also include awareness and intervention skills such as social skills training for student and staff, including paraprofessionals, custodians, kitchen, secretaries, service learning coordinators, and anyone working directly with students.

Trainings provided under this policy should complement the suicide prevention program required for students under R277-620 and the suicide prevention training required for licensed educators consistent with Section 53A-1-603(10). In addition to training for all students and School employees, students, employees, and volunteer coaches involved in any athletic or other extra-curricular activity shall: 1. Participate in bullying, cyber-bullying, hazing, prevention training prior to participation; 2. Repeat bullying, cyber-bullying, hazing prevention training at least every three years; and 3. Be informed annually of the prohibited activities list provided previously in this policy and the potential consequences for violation of this policy. The Director, or designee, will ensure that the training curriculum, schedules, and participant lists or signatures are maintained by the School and provided to the Utah State Board of Education upon Request.

# TIERED ACADEMIC INTERVENTION SYSTEM

## TIERED INTERVENTIION

At Entheos Academy, we use a multi-tiered system of support to assist our students in developing their academic skills. The majority of students will have their needs met by the general education curriculum. A portion of students will need additional targeted support to meet expectations, while a small number will need intensive support.



**Multi-Tiered System of Supports**

### **Tier I- Core:**

All students receive high quality, research based, instruction from general education teachers using a standards-based core curriculum. The core curriculum provides the foundation for instruction upon which all targeted and intensive supports are formulated. Tier I instruction occurs in the general education setting, with teachers giving attention to the needs of each student through differentiated instructional strategies, guided practice, modeling, collaborative grouping, and other evidence-based instructional strategies.

**Strategies:** Explicit Instruction, Inquiry-Based Instruction, Guided Practice, Cooperative Learning Groups, Demonstrations, Differentiated Instruction, Progress Monitoring, Experiential Learning, Checking for Understanding and Frequent Feedback, Learning Targets and Mastery Objectives, Graphic Organizers and Learning Maps, Independent Practice, Spiral Review

**Tier I Curricula:** The regular core classroom instruction is provided to all students. Core classroom curriculum includes EL Education Modules and Skills Block, Singapore or IReady/Ready Math lessons, Wonders, etc.

**Determination:** All students will be given a universal screener (KEEP, Acadience, IREADY, WIDA, Writing Benchmark) at pre-planned times throughout the year. While all students will be provided high-quality, Tier I

instruction, students who score **on or above** grade level on state/in-house benchmark assessments and the universal screening tools will require no further intervention.

**Progress Monitoring:** Students are progress monitored using curriculum-based assessments, teacher created assessments, Acadience progress monitoring, IReady, writing benchmark tests depending on their grade level.

**Home Supports:** Parents are provided with the reading, writing, and math scores of their students on a regular basis. Parents are notified of standards that are being taught, of homework as applicable, and online resources are provided for work at home.

Literacy and Math nights, and student led conferences, are held to provide information and resources for parents in how to effectively support their student(s) at both school and at home.

### **Tier II- Targeted:**

Targeted Interventions are intended to be short term and are put in place immediately after a need is identified; however, students may continue to receive Tier II interventions for as long as needed in order to make reasonable progress. While no specific time frame is dictated, interventions will be in place for a long enough period of time to accumulate meaningful data. This will allow teacher Data Inquiry Teams to make informed and well considered decisions. Interventions are provided in small groups in both the classroom and pull-out settings depending on student need.

**Strategies:** Direct Reteach of Tier 1 Concepts, Remedial Instruction of Prerequisite Skills, Extended Practice, Hands-On Activities, Increased Opportunities to Respond and Get Feedback, Cumulative Review, Previewing of Upcoming Concepts

**Tier II Curricula:** In addition to the regular classroom curriculum:

- Tier II students will be provided with targeted, small group instruction using research-validated curricula based on student need such as SPIRE, Reading Mastery, Rewards, Imagine Learning, and i-Ready interventions depending on grade and content level. Certified classroom teachers, Special Education/Title I classroom paraprofessionals, ELL teachers and/or other trained staff will provide targeted supports to students who are classified as needing Tier II interventions.
- If data are showing insufficient progress after targeted interventions, the classroom teacher will bring concerns and student data to the Student Action Committee for further support and consideration. At this point, the team will determine if the current interventions need to be modified or if other, more intensive interventions need to be considered.

- Student may have access to additional after-school tutoring opportunities as available.

**Determination:** Students who score **below** grade level on the universal screeners (KEEP, Acadience, 95Phonics, i-Ready, WIDA), state/in-house benchmark assessments or students not making expected progress after adequate Tier I instruction will be considered for targeted intervention. These students will be given further assessments to determine specific deficiencies. These assessments include the Core Phonics Survey, Primary and Elementary Spelling Inventory, Sight Word Inventories, Phonemic Awareness Screeners, and Oral Reading Fluency and Comprehension probes. I-Ready benchmarks will be given in September, January, and March. K-2 will give the End of Year i-Ready benchmark in May. Acadience benchmarks will be given in September, January, and May.

**Progress Monitoring:** Students are progress monitored with assessments including teacher created, curriculum-based assessments, Acadience progress monitoring tools, i-Ready Standards Mastery assessments, and other assessments prescribed by intervention curriculum. Progress is monitored on grade level goals by classroom teachers and towards IEP/ELL goals by the Special Education/ELL team if applicable.

**Home Supports:** Parents are contacted by teacher through personal email or phone call when new, concerning benchmark assessment data is available, to ensure that they:

- Know the performance level(s) of their student(s) compared to the grade level expectation(s).
- Have an opportunity to share other factors that may be impacting their child's performance.
- Understand the importance and use of weekly reading logs, homework, and online resources.
- Are able to provide adequate access to reading materials/resources at home.
- Receive specific guidance on how to help their child practice the missing skills.
- Are informed if there are extra tutoring opportunities available to their child at school.

**Tier III- Intensive:**

Students who are unresponsive to the continuum of supports offered in Tier I and Tier II interventions will be considered for more intensive, Tier III interventions. These interventions are designed to accelerate a student's rate of learning. This is done by increasing the frequency and duration of individualized interventions. Intensive interventions are given in addition to core (Tier I) and targeted (Tier II) interventions and are geared toward specific individual student needs.

**Strategies:** Explicit Instruction on Target Skills, Repeated Practice, Individualized Instruction, Discrete Trial Training, Direct Teaching and



Practice of Content Vocabulary, Flashcards, Repeated Readings, Incremental Rehearsal, Cognitive/Behavioral Strategies, Visual and Audio Cueing, Remedial Instruction of Prerequisite Skills, Extended Practice, Hands-On Activities, Increased Opportunities to Respond and Get Feedback, Cumulative Review, Previewing of Upcoming Concepts, Accommodations and Modifications as needed

**Tier III Curricula:** In addition to the regular classroom curriculum and any Tier II interventions:

- Tier III interventions will be delivered three to five days per week in addition to Tier I instruction and Tier II interventions.
- If the student has an IEP, Tier III instruction may be delivered through the Special Education department ensuring that individualized goals are being met as well as showing progress in the general education curriculum.
- Tier III interventions will be delivered in small group/individualized settings using research-validated strategies and curriculum that address student's needs such as SPIRE, Reading Mastery, Rewards, Reading Program, Words Their Way Phonics Instruction, EL Skills Block lessons, and targeted i-Ready lessons. These supports can be provided by the classroom teacher, and/or special education and Title I paraprofessionals. These interventions may also include pull-out services provided by the special education teachers for our most, high need students.
- If the student is an English Language Learner, they will receive intensive support through the ELL department in addition to intervention from the Special Education/Title 1 paraprofessionals. They will also receive pull-out services delivered by the ELL team.
- If the student already receives ELL or Special Education services and is not showing expected progress based on their abilities, the classroom teacher will inquire about a review of ELL/IEP service times and programs. ELL and Special Education teachers will also initiate the process of modifying services if they identify a lack of progress on benchmark assessments and IEP goals.

**Determination:** Students who score **well below** grade level on the universal screeners (KEEP, Acadience, IREADY, WIDA), state/in-house benchmark assessments or students who have not adequately responded to high quality interventions provided at Tier I and Tier II levels, are considered for intensive intervention. These students will have already been given additional diagnostic assessments before receiving Tier II interventions. Data from these assessments, feedback from teachers about classroom performance, checks for understanding, and assessments from the regular curriculum will

be used to write individualized Tier III plans. Lack of instruction due to nonattendance must be addressed before an instructional need can be identified and consideration for a Tier III plan can begin.

**Progress Monitoring:** Students are progress monitored with assessments including teacher created, curriculum-based assessments, Acadeince progress monitoring tools, i-Ready Standards Mastery assessments, and other assessments prescribed by intervention curriculum. Progress is monitored on grade level goals by classroom teachers and towards IEP/ELL goals by the Special Education/ELL team if applicable. When a student is identified as needing Tier III intervention, progress will be monitored more frequently with an expectation of this happening weekly.

**Home Supports:** If the student has been identified as needing Tier III supports for the first time, an appointment between the teacher, the parent, and members of the Child Find Team will be set to ensure that the parents:

- Know the performance level(s) of their student(s) compared to the grade level expectations.
- Have an opportunity to share other factors that may be impacting their child's performance.
- Understand the importance and use of weekly reading logs, homework, and online resources.
- Are able to provide adequate access to reading materials/resources at home.
- Receive specific guidance on how to help their child practice the missing skills.
- Are informed if there are extra tutoring opportunities available to their child at school.
- Understand what the next steps are if their student's progress is not sufficient and the data provided warrants a referral for special education/ELL testing.

## **Entheos Academy Asbestos Statement:**

- The Asbestos Hazard Emergency Response Act (AHERA) requires schools to ensure that workers and building occupants or their legal guardians are informed at least once each school year about inspections, response actions, and other activities related to asbestos in the school. General Information on Asbestos.
- Asbestos is a naturally occurring fibrous mineral that is mined from the earth, and added to certain products including building materials such as floor tiles, piping insulation, plaster, or other building substrates. It was widely used in building materials in the past for its superior insulation properties, fireproofing properties, and the ability it has to strengthen and add longevity to building substrates. Inhalation of asbestos fibers has been shown to have serious health risks such as Asbestosis, Lung Cancer, and Mesothelioma. These diseases can be a consequence of asbestos exposure, however, symptoms may take many years to develop. It should be noted that building occupants are only at risk to asbestos exposure when building materials containing asbestos are disturbed or damaged. When materials that contain asbestos are intact, the asbestos fibers remain dormant in the substrate. Damage or disturbance to these materials can cause a release of asbestos fibers that can lead to exposure. For this reason, the condition and locations of known or assumed asbestos containing materials is checked periodically to ensure appropriate response actions to any damage or disturbance to building materials thought to contain asbestos.

**Currently there are no known materials containing asbestos in any of our campus buildings.**

### **Asbestos Management Plan**

- This constitutes the written Asbestos Management Plan documentations, inspections and surveillance activities, known and presumed asbestos containing materials in the building. Records of asbestos-related building material disturbances and response activities, and post response documentation as required by the state of Utah. **The Asbestos Management Plan** is located in the policy section of the school's website and is available for review by parents, legal guardians, and teachers and other school personnel, representatives of EPA, representatives of the State, and the public. By Federal and Utah State Regulation Entheos Academy is required to inform parents, teachers and employees of our asbestos policy which states, "At the beginning of each school year we will notify parents, teachers, and employees of the availability of the management plan." "Our facilities have been certified to be asbestos free. "
- If you have any questions or concerns, please contact Ms. Esther Blackwell at [esther.blackwell@entheosacademy.org](mailto:esther.blackwell@entheosacademy.org) or call 801-417-5444.