Program Description

Telos Academy is a comprehensive secondary school located in Orem, Utah. It was founded in 2006 to provide educational services to the population of students enrolled concurrently in Telos Residential Treatment Center and its extension programs. Telos Academy has been accredited through AdvancEd, formerly Northwest Accreditation Commission (NWAC) since its inception. Telos RTC maintains current accreditation through The Joint Commission.

Telos Academy is a recognized 1A school through Utah High School Activities Association (UHSAA). It maintains sports teams for: baseball, cross-country, track, wrestling, basketball, swimming, soccer, mountain-biking and triathlons.

***Profile of Students Served***

Telos RTC accepts boys ages 13-18 who have not yet completed their high school education.\* It provides targeted services to students who currently are experiencing struggles in the following clinical categories:

* Mood disorders (depression, anxiety, bi-polar)
* Trauma related issues
* Addictive behaviors (including substance abuse)
* Self-harm and suicidal ideation
* Personality disorders
* Low motivation and helplessness
* Low self-esteem and social delays
* Family and relationship difficulties (including attachment disorders)
* Oppositional defiance and behavioral struggles
* Information processing delays

In addition to the clinical services provided by licensed mental health professions at Telos RTC, Telos Academy offers special education services to students with the following disability categories:

* SLD
* ASD
* OHI
* ED

*\*Telos RTC is licensed by the Joint Commission to provide services for students ages 13-18. However, the average age of the students enrolled falls closest to 15-17 years of age. Students who complete their high school education may continue their enrollment for a short while after graduating, but generally transition to our transitional facility or young adult program campus within a few weeks of completing high school.*

***General Overview of the School Program***

Telos Academy operates year-round during the calendar year. It is in session for five academic terms each year. The school operates 230 days per year, including 6.3 hours of instruction Monday-Thursday and 5.5 hours of instruction each Friday.

Class sizes range from 1-8 students per class. PE may have up to 10 students per class, with a minimum of two instructors per class. Paraprofessionals and behavioral support residential staff are employed during school hours so that the student to teacher ratio in the school is always at least 4:1. Students needing extra academic support are offered frequent opportunities for one-on-one instruction.

Telos Academy employs 22 licensed professionals and 11 paraprofessionals (not including residential staff.)

A licensed school counselor oversees student graduation plans and ensures that students are on track to meet graduation requirements for the State of Utah, and for the student’s home state when necessary. Telos Academy requires 28 credit hours prior to graduation. Credit recovery is accumulated during the fifth instructional quarter, and can also be obtained via authorized independent study. This independent study program is overseen by the school counselor, and tutors are often hired to help students with this coursework.

\*Students placed at Telos by a school district are directly overseen by the special education coordinator. Quarterly progress reports are sent to the home school district on each student’s academic and therapeutic progress. Telos academy is a low pressure school environment with many academic supports. The target population served here is students with ED classifications. Learning differences are met primarily through differentiated instruction. The special education coordinator works with each teacher to ensure that students with learning differences are able to access the curriculum in meaningful ways. Some students will receive pull-out instructional support for remedial instruction from the special education teacher or someone directly under his/her direction.

***Features of the Clinical Program***

|  |  |
| --- | --- |
| **Primary Disability or Clinical Diagnosis** | **Specialized Services or Clinical Modalities used in their Program** |
| *All enrolled students at Telos RTC* | -3 hours of face to face time with a licensed Primary Therapist in form of individual and family therapy  - 3 hours of specialized therapy groups facilitated by licensed clinicians on a variety of topics. (e.g., emotional management, substance abuse, adoption, trauma...etc.) each week.  -Structured service experiences  -3 hours structured experiential or activity therapy every week  -Daily peer-run groups which address goals and planning  -Daily charting from trained residential staff  -24/7 supervision (except on intermittent approved check-outs)  -24/7 on call Nursing supervision overseen by RN and CNA staff  -Communication training  -Emotional regulation training |
| *All enrolled students at Telos Academy* | -Academic metric tracking and individualized goals reviewed every two weeks  -Access to Special Education services if needed |
| Mood disorders (depression, anxiety, bi-polar)  \*including struggles with motivation and helplessness | -Cognitive Behavioral Therapy (CBT)  -Mindfulness Training  -Structured physical exercise regiment  -Psychiatric services  -Milieu based therapy  -Exposure Response Therapy (ERP)  -Paradoxical approach (when appropriate)  -Dialectical Behavior Therapy (DBT) |
| Trauma related issues | -Trauma Survivors Group  -Sand-tray therapy exercises |
| Addictive behaviors (including substance abuse) | -Substance Abuse assessment  -Substance Abuse counseling  -AA, SA, and CA meetings if appropriate  -Relapse Prevention Planning  -Root Cause Analysis  -Identity development |
| Self-harm and suicidal ideation | -Continuous arms-length supervision  -Suicide assessment and prevention  -Psychiatric assessment and services |
| Personality disorders | -DBT |
| Family and relationship difficulties | -Attachment specialty groups  -Family systems analysis and training |
| Oppositional defiance and general behavioral struggles | -Milieu based interventions  -Token economies  -Behavioral adjustment strategies  -Intensive communication training |
| Cognitive/Information Processing Approach | -Low pressure daily schedule  -Adjusted academic demands  -Increased support for tasks and communication  -Structured tasks and routines |
| ADHD | -ADHD assessments, protocols and interventions  -Break Room and R&P protocols in low-stimulus environments  -Psychiatric assessment and services |
| Executive Dysfunction | -Formal EF coaching (Academy) and EF Room residential assignments  -EF standard accommodations and supports  -Lower volume, intensity and pace |

*\*It is frequent that a client will have comorbid diagnosis. In such cases, therapeutic services are combined to address several categories of mental health with preference given to the most acute symptoms and impacting diagnosis.*

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| --- | --- |
| **Student’s Primary Learning Disability or Diagnosis** | **Specialized Services or Modalities used in their Program** |
| SLD - Math | -Modified Curriculum  -Remedial Direct Instruction  -Individualized Progress Monitoring  -Extended Time on Tests/Assignments  -Use of a calculator  -Access to 1:1 tutors |
| SLD - Reading | -One-on-one Remedial Reading Instruction as needed  -Audio Books  -Modified/Shortened Reading Assignments  -Extended Time on Tests/Assignments  -Remedial Track English Course |
| SLD - Writing | -Assistive Technology:  - Pencil Grips/Special Pens  - Option to type written assignments  - Raised line paper  -Shortened writing assignments  \*\*Option to outsource Occupational Therapy Services as needed |
| Autism Spectrum Disorder | **-**CBT (Cognitive Behavioral Therapy)  -Targeted 1:1 Social Skills Training  -Access to frequent breaks  -Mindfulness Training/Practice  -Medication (through clinical program as needed)  -Sensory Support (noise cancelling headphones, fidget toys)  -Activity Therapy |
| Emotional Disturbance | \*See Clinical chart for more specific diagnoses |
| OHI – Other Health Impairment | \*See Clinical chart for more specific diagnoses |

***Individualized Clinical/Academic Targets and Outcomes***

Within 30 days of their admission, every student has in place the first iteration of a plan to address his clinical and academic struggles. At Telos RTC, the common parlance for this plan is a student’s “Master Treatment Plan.” Primary Therapists take the lead in developing these plans, and receive consultation from Residential, Academic, and other clinical staff. Each Master Treatment Plan (MTP) has several components:

* Identifies areas of need for progress and development
* Concrete targets the student is expected to meet to demonstrate progress
* Specified interventions that will be used to address each area of needed progress
* Measurement tools (if applicable)

In order to successfully complete the program, a student generally has five iterations of his MTP. When he meets the targets of one iteration, he progresses to the next. Progress on his plan is evaluated every two weeks. Once he has completed his final iteration of his treatment plan, he is discharged from Telos. The high majority of our students who complete the program transition:

1. Back to home
2. Another less structured step down program/facility for the remainder of high school
3. College environments (graduating seniors)

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| --- | --- | --- |
|  | Explanation | General Goals |
| **1st Iteration**  *(implemented within 30 days upon admission; continues for 4-8 weeks)* | Designed to initially assess the student and orient him to the structure and routines at Telos Academy. He begins to make connections with peers and staff that will pave the foundation for the work he will complete for the remainder of the process. He receives orientation and instruction about the basic expectations for healthy living. | A student and his treatment team will come to a definitive understanding of what his individual treatment goals are, as well as a clear picture of the student’s willingness to engage in the program. Basic target measures for engagement in the program and clinical regiment are used to assess progress as well as sufficient student explanation and buy-in relating to his work. |
| **2nd Iteration**  *(begins upon completion of 1st Iteration Goals, continues for about 2-4 months)* | The student continues to engage in the program but begins to work on his individual clinical and academic goals with a high degree of staff oversight and coaching. The student should be drawing strength from the structure of the program and the skills of the staff. He begins to deepen his awareness of his struggles, but also the skills needed to overcome them. The student may begin to earn expanded residential privileges. | A student shows that he is able to use the coaching and direction of his staff to start and practice behaviors and skills that compensate for the struggles he endured previous to coming to treatment. Both he and his parents prepare to use these skills outside Telos. Once he meets the targets of this iteration, he may advance to the next. |
| **3rd Iteration**  *(begins upon completion of 2nd Iteration Goals, continues for about 3-5 months)* | The student now is expected to continue the work he has begun, but the goals are intensified and expanded. The student also now has the opportunity to do visits with his family back at home which broadens the context of where he can apply the skills he has developed. The student no longer struggles with the basic behavioral expectations in school or in the residential unit. | The student continues to practice good habits and use proactive skills with less oversight from staff while at Telos, and spends increased time with his family outside the Telos environment. The family practices these skills outside the Telos structure and begins to explore what life after Telos will include. Once he meets the targets of this iteration, he may advance to the next. |
| **4th Iteration**  *(begins upon completion of 3rd Iteration Goals, continues for about 2-3 months)* | The student successfully understands and demonstrates healthy behavior patterns that he may continue outside Telos. While he needs occasional support, he generally is self-directed in his work and can be a resource to other peers who still need positive examples and encouragement. | Students and family demonstrate proficiency with the skills they need to succeed and have demonstrated such in many different scenarios. Specific plans for the student’s life after Telos are refined and solidified. Once he meets the targets of this iteration, he may advance to the next. |
| **Final Iteration**  *(begins upon completion of 4th Iteration Goals; continues for about 4-6 weeks)* | Positive skills and behaviors have become part of the student’s way of being. He needs no outside support to continue his progress and has maintained his gains over a significant period of time. | The student has maintained his gains and has a clear plan to continue progress after the Telos experience. Once the plan is firmly in place, the student discharges after the conclusion of the current academic term. |

Example of a clinical goal and academic goal included within a student’s MTP\*:

#2: Clinical Item- Anxiety

GOAL: Student will reduce his general anxiety as evidenced by exhibiting a calm and peaceful way of being when distressed 80% of the time instead of his negative behavioral patterns.  
Student will gain better awareness of how his learned behaviors stem from his anxiety and work through the Clinical Specialty Group for Anxiety for 8-10 weeks.

INTERVENTION: Residential- Student will continue to have daily assessments on the frequency and intensity of his behaviors as charted by his residential staff each night. His learned behaviors are:  
Attention-seeking, interrupting, entitlement, and badgering.   
Student will have target of demonstrating his mal-adaptive behaviors from an average of 40 times per week to less than 20 times per week for 4 weeks. Student may receive a reward for being under the target threshold.  
  
Clinical- Therapy will focus on getting to the root of client’s anxiety by using CBT and DBT techniques. Simple techniques such as deep breathing and mindfulness, along with tenets from the anxiety module, will be utilized. Residential staff will chart on when the student employs these techniques

#5: Academic Targets

GOAL: Student will have a 3.0 GPA in his school grades before his next MTP iteration with no missing assignments upon his application for the next MTP iteration.

Student will attend school classes 90% of the time, and when breaks are needed from class for emotional regulation, they will average 5-10 minutes and occur no more than four times in a school week.  
Student will attend flex hour 90% of the time is assigned to complete missing assignments. 90% also pertains to attending flex either until his assigned work is complete, or the entire period of 40 minutes.  
Student will complete his behavioral tracking sheets at a rate of 90% for at least 2 months.   
Student will have an overall metric score of 85% on his daily behavioral expectations in class. His specific hard skills he will include are:   
  
1. I was on task for 80% of the class period.  
2. I checked what my assignments were at the beginning of class.  
3. I did not interrupt the teacher or other students during the class period.

INTERVENTION: Flex Period, Tracking Sheets

*\*While this process mimics the process of an IEP, students who arrive with current IEP’s will have their IEP goals and targets worked into the Master Treatment Plan as part of their academic components.*

***Programmatic Outcomes***

How does the company track and ensure growth and improvement?

Measuring Company Goals: Telos is a company that prides itself on continued improvement. At the end of each year we send a company survey to the students, parents, referral sources and employees asking for feedback. The surveys measure the effectiveness of each department as well as initiatives that were launched throughout the year. The survey results are then used to develop a strategic plan for the following year. This plan has overarching, quantitative, company goals which breakdown into departmental goals. Mid-year we have a retreat to measure each department’s progress making any necessary adjustments. At the end of the year the entire strategic plan is reviewed by administration with a progress report included in the State of the Company report. This report, which also includes the results of all the surveys, is then given to each employee.

Telos Constant Fixed Goals include:

1. Maintain a full census

2. Market our student profile with accuracy

3. Teach the mission and values of Telos relentlessly

Our 2017 Initiatives (these change from year to year) include:

1. Build a Mindfulness Center

2. Build an Executive Function bedroom

3. Introduce music in a healthy way

What student progress do we track at Telos Academy?

How is this information used?

The profiles of students who attend Telos Academy are quite unique. Not only do each of our students arrive with an average of 2-3 areas of clinical concern, many also have suspected or diagnosed learning disabilities. At least 85% of our students have missed 1-2 months of traditional school attendance in the semester preceding their parents placing them at Telos.

Content gaps are a natural result of missing such a large amount of class time. Since our students hail from various states and school placements, there is no common curriculum standard that we can use to easily assess comprehensively their aggregate prior learning.

Telos Academy has identified specific patterns and behaviors that promote good academic health and improvement in student learning. We monitor these elements of student progress closely and use this information in creating interventions, heightening awareness, and facilitating recommendations for future placement. Because of the diversity of student profiles that we enroll (which include the combination of mental health and learning disabilities), Telos Academy prioritizes the tracking and development of student learning habits and activity before curriculum mastery.

Teachers use this data to guide the volume of content they administer. It is a guiding belief of the academy that a student who is able to sustain positive academic habits will likewise develop increased readiness to encounter more advanced material and be largely successful in acquiring and demonstrating knowledge.

*Telos Academy regularly collects and reviews metrics of student progress within the following categories:*

Class Attendance & Tardiness

Teachers record each class period where a student was present. If a student is not in class for a sustained period of time, the teacher notes this on the official record. This record is examined 2-3 times per week by at least three staff.

Engagement and Participation in Learning Activities

Each student carries with him an academic tracking sheet that collects teacher assessment on their engagement in the classroom activities that day. The assessment is recorded for the student to see at the end of each class. The students are responsible to turn in this tracking sheet at the end of each school day. This not only effectively charts on engagement levels, but also the students basic executive function abilities needed to manage the completion of the small tasks required to complete and submit their tracking sheet to the appropriate place at the end of each school day.

Assignment Completion (including Homework Completion)

Each week the teachers record on the SIS (Student Information System) the completion of all assigned classwork and assessments. Twice each week, this information is reviewed by the Academic Advisers and Home Room teachers. The students also have opportunity to review this information. Additionally, twice each month, student progress on assignments is also reported to the clinical staff. Occasionally, when additional volume of work is required (such as an Honors course or to assess their ability to complete independent academic work outside school), the completion of this work is assessed and reported weekly.

Content Mastery

Teachers use a minimum of two formative assessments each week and at least one summative assessment each quarter term to assist in gauging student learning. These assessments are recorded in the SIS and reviewed in concert with other assignment completion metrics.

Classroom Behavior

Student daily tracking sheets report on classroom engagement and six other measures of student behavior: preparation, timeliness, honesty, cooperation, care for others, and respect for others. At the end of each class period the instructor records if the student practiced the basic expectations for these behaviors. These metrics are reviewed 2-3 times each month for each student.

Academic Hard Skills

After the student has demonstrated consistency in the basic behaviors, he is given a personalized tracking sheet that replaces four of the behavioral measures with individualized academic goals which may include behavioral, social, or academic skills that he is expected to practice and receive evaluation on each class period. These goals are generated with input from teachers, clinical staff, academic advisers, and students themselves. The metrics on their progress is input each week and reviewed every two weeks.

Response to Interventions/Accommodations

Every two weeks, a student’s response to the standard or personalized interventions are examined. Teacher feedback is regularly requested and sent in email format to an executive team that determines adjustment of needed interventions or accommodations. Student use of the Break Room intervention is specifically reviewed each week for all students by at least 2-3 professional staff.

Executive Function

All students participate in several standard activities designed around assessing and supporting executive function (EF) which include: completion of daily chores, tracking sheets, and use of organization structure within each classroom. For students with pronounced EF deficits, teacher and staff are asked to complete a comprehensive evaluation that is used to identify major areas of needed focus. These students are placed in a 10-20 week formal executive function coaching program where they receive 50 minutes of individualized coaching regarding EF skills and activities during each school day. The coach reports to parents and clinicians weekly of the students’ progress in this program. At the end of this program, teachers and staff complete the evaluation a second time and the results are compared with each other to review progress.

*Below are explanations of regular instances where information regarding student progress is reported and reviewed by our professional staff.*

Academic Coordination Meetings

The Academic Director meets with each member of the administrative team each week to review student progress and overall trajectory. Students with critical issues are discussed in these meetings. Each week, the academic administrative team meets together on Friday morning and discusses plans to support all students who meet any of the following criteria during the previous week:

* Failing (or in danger of failing) a school class
* Poor citizenship
* Any missed school that was not excused
* Graduation Plan Progress (for Seniors)

During this meeting, the student’s case is examined and a plan of action is developed to continue to monitor or support the student to improve his performance. Most commonly, the plan is to administer standard support services or have a consult with a member of the academic team and review the progress with them. Occasionally, the plan includes approaching the executive team of a student and request additional interventions or accommodations.

Student Executive Team (Tx Team)

A group of professional staff meet together twice a month to discuss the progress of each student. During this meeting grades are reviewed, behavioral metrics are examined, response to standard accommodations are reviewed and elements are added or revised on the students master treatment plan. These elements may include academic or behavior goals tied directly to school performance.

Academic Collaboration Meetings

Each week the entire teaching staff meets together to review best practices and coordinate efforts. In conjunction with this meeting 2-3 student cases are reviewed in depth. Teachers are solicited for direct observations regarding the students’ academic manner and behavioral trends. This information is aggregated and sent directly to the Student’s Executive Team for review and integration into the goals set for student progress. Specialized assessments (such as cognitive processing, ADHD, or other clinical disorders) are also completed during this time.

Executive Function Reports

The EF coach that oversees a student’s participation in the formal EF coaching program will send an email each week to parents, primary therapist, and academic adviser regarding the student’s progress.

Weekly Home Room/Student Consults

Each week all students meet in small groups with an assigned teacher to review their grades, behavioral marks, and review school announcements. After this group, students have the option to meet with an academic adviser to review their academic skill metrics in comparison with their over progress plan.

*\*\*A chart on the next page visually outlines what information is reviewed during these meetings.*

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| --- | --- | --- | --- | --- | --- | --- |
|  | Weekly Academic Coordination Meetings  (School admin staff present) | | | | | |
|  | Weekly Academic Collaboration Meetings  (All teachers/Admin Staff present) | | | | |
|  | Bi-Weekly Student Executive Team (Tx Team) | | | |
|  | Student Consults with Academic Adviser | | |
|  | Weekly Home Room (Teacher & Student) | |
|  | EF Emailed Reports |
| **Measured Student Progress** | A ✓ indicates that this item of student progress is reviewed during this meeting | | | | | |
| Class Attendance and Tardies (Charted Daily) | ✓ |  | ✓ | ✓ | ✓ |  |
| Student Engagement & Participation (Charted Daily) |  |  | ✓ | ✓ |  |  |
| Student Behavior in Classroom (Charted Daily) |  | ✓ | ✓ | ✓ |  |  |
| Student Academic Hard Skills (Charted Daily) |  |  | ✓ | ✓ |  |  |
| Response to Break Room Intervention (Charted Daily) |  |  | ✓ | ✓ |  |  |
| Response to Flex Period Accommodation (Charted Daily) |  |  | ✓ | ✓ |  |  |
| Response to Study Desk Intervention (Charted Daily) |  |  | ✓ |  |  |  |
| Basic Student EF Ability - Tracking Sheets (Charted Daily) |  |  | ✓ |  |  | ✓ |
| Student Classroom Citizenship (Charted Weekly) | ✓ | ✓ | ✓ | ✓ | ✓ |  |
| Content Mastery (Charted Weekly) |  |  |  |  | ✓ |  |
| Assignment Completion & Submission (Charted Weekly) |  |  |  | ✓ | ✓ | ✓ |
| Student EF Development Progress (Charted Weekly) |  |  | ✓ |  |  |  |
| Student Progress on Individualized Academic Goals (Bi-Weekly) |  |  | ✓ | ✓ |  | ✓ |
| Student Progress on Individual Clinical Goals (Bi-Weekly) |  |  | ✓ |  |  |  |
| Student IEP Goal Progress (Charted Monthly) | ✓ |  |  |  |  |  |
| Student Credit Acquisition and Class Schedule (Charted Quarterly) | ✓ |  |  |  |  |  |
| Senior Student Progress on Graduation Goals (Charted Quarterly) | ✓ |  |  |  |  |  |
| Student Academic History and Intake Testing Review | ✓ | ✓ | ✓ |  |  |  |
| Student Academic Observation and Assessment Report |  | ✓ | ✓ |  |  |  |
| Student EF Initial/Summative Evaluations |  | ✓ |  |  |  | ✓ |

***Telos Academy Visitation Policies***

Telos Academy hosts visits from prospective and current clientele on a regular basis. In addition, any institutions who are responsible for licensing, accrediting or funding Telos services have the opportunity to perform on-site visits at any time in order to ensure that services are being provided as proscribed by statute and agreed contractual obligations. While on-site visits may be conducted at any time, we recommend that the following guidelines be followed in order to ensure such visits will be productive and efficient and not impact the services being offered to our students unnecessarily:

* Telos RTC operates 24 hours a day with staff on-site at all times. However, most professional staff offer services between the hours of 9AM-5PM Monday through Friday each week. Telos Academy operates between 8AM-4PM Monday through Friday each week. If your visit is designed to have contact with such aforementioned staff, please follow the suggested protocols titled: *Guideline for Scheduling an Effective Visit*
* Telos Academy publishes its school calendar each year, which includes a number of school breaks and observed holidays. Academic staff are not obligated to be on-site on such days and may not be available for consultation unless previously scheduled.
* When arriving at Telos, you must check-in at the Front Desk and present valid identification (and credentials when appropriate) before touring our facility. Generally, this includes singing a confidentiality agreement. If you arrive outside the hours of 9AM-5PM Monday through Friday, you must contact the Campus Supervisor to complete the check-in process. If you arrive during the hours of 10PM-7AM, you must check-in with the Night Watch Supervisor before entering the building as it will be securely locked.

*Guidelines for Scheduling an Effective Visit*

1. **Please schedule your on-site visit to Telos RTC or Telos Academy at least two weeks in advance.** This not only facilitates order and efficiency but also provides a check if the staff you wish to consult with will be on-site on the days you wish to visit. For example, the Director of Research travels between multiple Telos locations and is not at the Orem site all days of the week.
2. **All visits/tours to Telos Academy are scheduled through the Academic Administration office.** This includes prospective funding school districts, current funding school districts, approved testers or evaluators, Currently, the person responsible for coordinating all visits is Kevin Kuykendall – 801.920.1832
3. **All visits/tours of prospective student clients of Telos RTC and educational consultants are scheduled through the Telos RTC Admissions team.** Please call our receptionist to make the appropriate arrangements - 801-426-8800
4. **Please state each person/staff you wish to consult with during your visit.** The following staff can generally arrange their schedule to be available to describe facets of the program or provide overviews of a student’s progress when legally approved:
   * Academic Director
   * Special Education Coordinator
   * RTC Executive Director
   * RTC Clinical Director
   * RTC Child Psychiatrist
     1. Includes information regarding nursing services when necessary
   * RTC Residential Program Director or Leads
   * Selected classroom teachers
   * Selected primary therapists
   * RTC Aftercare Services Director
   * Enrolled Students
     1. This requires parental approval in all cases except where parental rights have been permanently surrendered.
     2. Generally, only school district personnel, educational consultants, psychological evaluators, medical providers or law enforcement personnel, legal counsel or assigned case managers are approved to have contact on-site with any student while enrolled at Telos Academy.

**Tobacco and Smoking Policy**

Telos Academy abides by the Utah Indoor Clean Air Act of 1995 including statue amendments dated 1 MAY 2006 regarding private schools:

*“Smoking is prohibited in private elementary or secondary school buildings and education facilities or the property on which those facilities are located. Smoking is no longer permitted by adults in designated smoking areas in private schools or educational facilities or on the grounds of private schools or facilities during non-school hours.”*

Telos Academy operates a tobacco free environment at all times. All students, staff and visitors are prohibited from using tobacco products, including but not limited to cigarettes, electronic cigarettes and smokeless tobacco while on the premises of Telos Academy (including within 25 feet of any entranceway, exit, open window, or air intake of a building where smoking is prohibited as proscribed by R 392-510-9).