ENTHEOS ACADEMY

EXCELLENCE • SERVICE • LEADERSHIP

5401 BULLYING, CYBER-BULLYING, HAZING, AND ABUSIVE CONDUCT POLICY

Purpose

Entheos Academy is committed to providing a safe, respectful, and supportive learning and working environment. Bullying, cyber-bullying, hazing, abusive conduct, retaliation, false reports, and the creation or distribution of sexually explicit or nonconsensual intimate images are strictly prohibited.

This policy fulfills the requirements of Utah Code §§ 53G-9-601 through 607 and Utah Administrative Rule R277-613 and is reviewed regularly with input from parents, students, staff, and community stakeholders.

Equal Protection

Protections apply to all students and employees regardless of legal status, race, color, national origin, sex, disability, religion, gender identity, sexual orientation, or other personal characteristics.

Definitions

1. **Bullying:** Repeated aggressive behavior intended to harm, intimidate, or distress.
    a. "Staff bullying means a school employee, with the intent to cause harm, repeatedly committing a written, verbal, or physical act against a student or another school employee, or engaging in a single egregious act toward another employee involving an imbalance of power that:
        i. Creates an environment that a reasonable person would find hostile,

threatening, or humiliating; and
   ii. Substantially interferes with a student's or employee's educational or professional performance, opportunities, or benefits.

b. "Staff bullying" does not mean instances of:
   i. ordinary teasing, horseplay, argument, or peer conflict;
   ii. reasonable correction of behavior by a school employee; or
   iii. reasonable coaching strategies and techniques by a school employee who is a coach.

c. "Student bullying" means one or more students, with the intent to cause harm, repeatedly committing a written, verbal, or physical act against another student, or engaging in a single egregious act toward another student involving an imbalance of power, that:
   i. creates an environment that a reasonable person would find hostile; and
   ii. interferes with a student's educational performance, opportunities, or benefits.

d. "Student bullying" does not mean instances of:
   i. ordinary teasing, horseplay, argument, or peer conflict;
   ii. reasonable correction of behavior by a school employee; or
   iii. reasonable coaching strategies and techniques by a school employee who is a coach.

2. **Cyber-bullying:** Bullying through digital means, including texts, applications, social media, electronic communications, or other technology.
3. **Hazing:** Acts that endanger a student for initiation, affiliation, membership, or participation in a group, team, organization, or activity.
4. **Abusive Conduct:** Verbal, nonverbal, or physical conduct of a parent or student directed toward a school employee that, based on its severity, nature, and frequency, a reasonable person would determine is intended to cause intimidation, humiliation, or unwarranted distress.
5. **Retaliation:** Any reprisal against a person who reports prohibited conduct or participates in an investigation or grievance process.
6. **False Report:** Knowingly making an untrue claim of prohibited conduct.
7. **Sexually Explicit or Nonconsensual Intimate Images:** Sexually explicit or intimate images created or distributed without the consent of the individual depicted, including images created, altered, or distributed through electronic or digital means.

Policy

I. Prohibited Conduct

A. No student, employee, coach, or volunteer may engage in:

1. Bullying, cyber-bullying, hazing, abusive conduct, or retaliation.
2. The creation or distribution of sexually explicit or nonconsensual intimate images.
3. Sharing or distributing recordings of bullying, hazing, abusive conduct, or other prohibited incidents for harmful purposes.
4. Knowingly making a false report of prohibited conduct.

B. Prohibited conduct may result in disciplinary action consistent with applicable school policies, student discipline procedures, employment policies, and state and federal law.

II. Reporting

A. Any student, parent, employee, coach, or volunteer may report concerns regarding prohibited conduct in person, in writing, or anonymously.

B. Reports will be documented promptly.

C. Anonymous reports will be investigated but may not be the sole basis for disciplinary action.

D. A school employee who believes they have experienced abusive conduct may file a grievance in accordance with the Employee Grievance Process for Abusive Conduct described below and Entheos Academy Policy 4203, Employee Complaint Resolution.

E. Retaliation against any individual for making a good-faith report, filing a grievance, providing information, or participating in an investigation is strictly prohibited.

III. Employee Grievance Process for Abusive Conduct

A. Entheos Academy provides a grievance process for any school employee who believes they have experienced abusive conduct.

B. Employee grievances involving abusive conduct will be handled in accordance with Entheos Academy Policy 4203, Employee Complaint Resolution.

C. Generally, an employee should make a good-faith effort to resolve an interpersonal

concern with the other party when appropriate.

D. If the matter cannot reasonably be resolved directly, the employee may bring the concern to their immediate supervisor.

E. If the complaint is not resolved by the immediate supervisor within five days, the employee may request review by the School Director or Executive Director.

F. **When a complaint involves abusive conduct, a violation of policy or law by the employee's supervisor, or circumstances in which addressing the matter directly with the other party or supervisor would not be appropriate, the employee may submit a written or verbal request for review directly to the School Director or Executive Director.**

G. The School Director or Executive Director will review the complaint and respond appropriately based upon the circumstances.

H. If the matter remains unresolved following review by the School Director or Executive Director, the employee may submit a written complaint to the Entheos Academy Board of Directors in accordance with Policy 4203.

I. Complaints and grievances will be handled as confidentially as reasonably possible and consistent with applicable law, due process requirements, and the school's obligation to investigate and respond.

J. Retaliation against an employee for making a good-faith complaint, participating in an investigation, or utilizing the grievance process is strictly prohibited and may result in disciplinary action.

IV. Investigation

A. An investigation will begin within 10 school days of receiving a report.

B. Investigators must be appropriately trained in conducting lawful and confidential investigations.

C. Interviews and evidence, including notes, texts, electronic communications, devices, photographs, video, and other records, will be handled confidentially to the extent permitted by law.

D. Parents of involved students will be notified as required by law at the appropriate stages of an investigation and will be informed of available appeal options.

E. If evidence suggests a potential civil rights violation, the matter will be referred and addressed in accordance with applicable state and federal requirements.

F. Law enforcement or other appropriate authorities will be notified when required by law or when suspected criminal behavior warrants notification.

V. Response to Recordings

A. If a student creates or shares a recording of bullying, hazing, abusive conduct, or another prohibited incident:

1. The school will take reasonable steps to secure and preserve relevant digital content or other evidence, including securing devices when permitted and necessary.
2. Students may be interviewed to determine the circumstances, intent, and impact of the recording or distribution.
3. A victim or other student who creates or shares a recording for the purpose of reporting prohibited conduct or seeking assistance will not be disciplined solely for making the report.
4. A student who creates or distributes a recording for the purpose of humiliating, intimidating, harassing, or otherwise harming another individual may be subject to disciplinary action.
5. The school's response and relevant actions will be documented.

VI. Action Plans

A. When an incident is verified, administrators will create and implement an appropriate written Action Plan, which may include:

1. **Victim Support:** Safety measures, accommodations, decreased exposure to the aggressor, access to appropriate resources, and preservation of the student's educational placement when appropriate.
2. **Perpetrator Accountability:** Assessment of contributing factors, appropriate and individualized consequences, supportive or corrective measures, and emergency removal when necessary to address an imminent threat of harm.
3. **Parent Communication:**
   a. Initial notification as required by law.
   b. Ongoing communication regarding implementation of the Action Plan.
   c. Notification when the investigation or Action Plan is concluded.

d. Maintenance of required records of communication.

4. **Restorative Practices:** Restorative practices may be offered when appropriate and with required consent.
5. **Monitoring:** Action Plans will be monitored and reviewed for effectiveness until the matter is appropriately resolved.

VII. Suicide-Related Provisions

A. If a student threatens suicide, the student's parent or guardian will be notified as required by law.

B. Parents or guardians will be provided with appropriate suicide prevention information and guidance regarding reducing access to lethal means.

C. At parent request, the school will provide available resources and recommendations.

D. Records relating to bullying will be provided or expunged as required by applicable Utah law.

VIII. Retaliation Prohibited

A. Retaliation against any person who reports prohibited conduct, files a grievance, provides information, or participates in an investigation is strictly prohibited.

B. Entheos Academy will take reasonable steps to address reported retaliation and assist students, parents, and employees with the reporting process.

IX. Training and Prevention

A. Training will be provided as required by law to students, employees, coaches, and volunteers regarding:

1. Bullying, cyber-bullying, hazing, abusive conduct, retaliation, and false reporting.
2. The differences between bullying and discrimination or civil rights violations.
3. The impact of prohibited conduct involving protected characteristics and applicable free speech protections.
4. Suicide prevention, respectful school culture, and safe digital citizenship.
5. Prohibited conduct and potential consequences applicable to student athletes and extracurricular participants.

6. Reporting procedures and circumstances that may result in student or employee discipline.

B. Training will be provided to new employees, coaches, and volunteers within the first year of employment or service and to all employees, coaches, and volunteers at least once every three years, or more frequently when required.

C. The LEA designates the School Directors to supervise training, oversee Action Plans, monitor required communications, assist with case-specific needs, act as liaison with the Utah State Board of Education, and identify school locations or circumstances requiring additional supervision or preventive measures.

X. Records and Documentation

A. Required parent notifications, investigation documentation, Action Plans, communications, grievances, and training records will be maintained in accordance with applicable law and Entheos Academy record-retention requirements.

B. Signed statements acknowledging receipt of the policy will be obtained annually as required by Utah law.

C. This policy will be posted on the Entheos Academy website and made available to students, parents, employees, coaches, and volunteers.

XI. Annual Reporting

A. Entheos Academy will provide required information to the Utah State Board of Education annually, including:

1. A copy of the Board-approved policy.
2. Documentation regarding required signed acknowledgments.
3. Verification of required staff training.
4. Required data regarding verified bullying, cyber-bullying, hazing, and retaliation incidents, including demographic information required by state or federal law.

XII. Policy Review

A. This policy will be reviewed regularly with input from students, parents, employees, and community stakeholders and will be updated as necessary to comply with applicable state and federal law and Utah State Board of Education rules.

References

Utah Code §§ 53G-9-601 through 53G-9-607
Utah Administrative Rule R277-613
Entheos Academy Policy 4203 – Employee Complaint Resolution

~~5401 Bullying, Cyber-Bullying, Hazing, and Abusive Conduct Policy~~

~~Purpose~~

~~Entheos Academy is committed to providing a safe, respectful, and supportive learning environment. Bullying, cyber-bullying, hazing, abusive conduct, retaliation, and false reports are strictly prohibited.~~
~~This policy fulfills **Utah Code §53G-9-601 to 607** and **R277-613**, and is reviewed annually with input from parents, students, staff, and community stakeholders.~~

~~Equal Protection~~

~~Protections apply to all students and employees regardless of legal status, race, color, national origin, sex, disability, religion, gender identity, sexual orientation, or other personal characteristics.~~

~~Definitions~~

1. ~~**Bullying**: Repeated aggressive behavior intended to harm, intimidate, or distress.~~
2. ~~**Cyber-bullying**: Bullying through digital means (texts, apps, social media, etc.).~~
3. ~~**Hazing**: Acts that endanger a student for initiation, affiliation, or membership.~~

4. **Abusive Conduct**: Intimidation, humiliation, or distress directed at a student or employee.
5. **Retaliation**: Any reprisal against a person who reports or participates in an investigation.
6. **False Report**: Knowingly making an untrue claim of prohibited conduct.

Policy

Prohibited Conduct

I. No student, employee, or volunteer may engage in
   A. Bullying, cyber-bullying, hazing, abusive conduct, or retaliation
   B. Sharing or distributing recordings of incidents for harmful purposes
   C. Making false reports

Reporting

I. Anyone (student, parent, staff, volunteer) may report concerns in person, in writing, or anonymously.
II. Reports will be documented promptly.
III. Anonymous reports will be investigated but cannot be the sole basis for discipline.
IV. Employees: Any employee who experiences abusive conduct may file a grievance under this policy.

Investigation

I. Begins within 10 school days of a report.
II. Investigators must be trained in lawful, confidential investigations.
III. All interviews and evidence (notes, texts, devices, video, etc.) will be handled confidentially to the extent allowed by law.
IV. Parents of involved students are notified at the start and conclusion of an investigation, including appeal options.
V. If evidence suggests a civil rights violation, it will be referred appropriately.
VI. Law enforcement will be notified when criminal behavior is suspected.

Response to Recordings (§53G-9-605(3)(c))

I. If a student shares recordings of bullying, hazing, or abusive conduct:
   A. The school will secure and preserve the digital content as possible (including confiscation of devices as needed).
   B. Students will be interviewed to determine intent and impact.
   C. Victims who share recordings to seek help will not be disciplined.
   D. Bystanders or perpetrators who share to harm others may face consequences.
   E. Actions will be documented in writing.

Action Plans (§53G-9-605(3)(h)-(i))

I. When an incident is verified, administrators will create a written Action Plan:
   A. Victim Support: Safety measures, accommodations, decreased exposure to aggressor, access to resources, preservation of educational placement.
   B. Perpetrator Accountability: Root cause assessment, tailored consequences, supportive measures, possible emergency removal (only when safety requires; "emergency" = imminent threat of harm), and right to appeal consequences.
   C. Parent Communication:
   1. Initial notification promptly after verification.
   2. Ongoing updates at least every two weeks.
   3. Final closure report when resolved.
   4. Records of all communications maintained.
   D. Optional Restorative Practices: May be offered with parental consent.
   E. Plans are monitored and reviewed for effectiveness until closure.

Suicide-Related Provisions (§53G-9-604)

I. If a student threatens suicide, parents are notified immediately.
II. Parents are provided with suicide prevention materials and guidance on reducing access to lethal means.
III. At parent request, the school will share resources and recommendations.
IV. At student request, records of bullying will be provided and expunged upon graduation.

Retaliation Prohibited

I. Retaliation against anyone who reports or participates in an investigation is strictly prohibited. The school will assist students and parents in reporting subsequent retaliation.

Training & Prevention

I. Training provided to students, staff, volunteers, and coaches on:
   A. Bullying, hazing, cyber-bullying, abusive conduct, retaliation, and false reporting.
   B. Differences between bullying and discrimination/civil rights violations.
   C. Impact on protected classes and free speech boundaries.
   D. Suicide prevention, respectful school culture, and safe technology use.
   E. Prohibitions and consequences for student athletes.
II. Frequency: Before participation in activities, to all new hires/volunteers within one year, and at least once every three years for all staff.
III. Oversight: The LEA designates the School Directors to supervise training, oversee action plans, monitor parent communications, act as liaison with USBE, and assess unsafe school locations for added supervision.

Record & Documentation

I.Parent notification, action plan implementation, and training records are maintained.

II.Signed statements of policy receipt are required annually from students, parents, and employees.

III.Policy is posted on the LEA website and included in student and employee handbooks.

Annual Reporting

I.Each year, the LEA will provide to the USBE:

A. Copy of board-approved policy

B. Proof of signed acknowledgments

C. Proof of staff training

D. Demographic data on bullying incidents

Policy Review

I.This policy is reviewed annually with input from students, parents, staff, and community stakeholders and updated as needed.

ENTHEOS ACADEMY

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4600 Volunteer and Visitor Policy

Purpose

The Entheos Board recognizes that certain programs and activities can be enhanced through the use of volunteers who have particular knowledge or skills that will be helpful to members of the professional staff responsible for the conduct of those programs and activities. Entheos also encourages visitors to the school at the appropriate times.

Policy

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

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

Volunteers will be informed of the following

- Volunteer or visitor is required to abide by all Board policies and District guidelines while on duty as a volunteer or visiting the school (including, but not limited to, the volunteer's obligation to keep confidential and not release or permit access to any and all student personally identifiable information to which s/he is exposed except as authorized by law);
- Volunteer or visitor will not be covered under any type of health insurance to cover illness or accident incurred while serving as a volunteer or visiting the school, nor is the person eligible for workers' compensation;
- Volunteers, and on occasion visitors, will be asked to sign a form releasing the District of any obligation should the volunteer or visitor become ill or receive an injury as a result of his/her volunteer services, or while visiting the school;
- Volunteers may not accept compensation from any third party or source, including, but not limited to, parents~~parent~~, or other District support organizations, for the performance of his/her official duties as a volunteer.
- Volunteer or visitor approval is subject to
- a background check

Volunteers and visitors on campus

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

Rights of Refusal

The Executive Director, or any member of the Entheos Admin Team, reserves the right to deny individuals the right to volunteer or visit if

1. The prospective individual's abilities do not align ~~Prospective individual's abilities are not in accor~~d with District needs.
2. The administration believes the individual's attendance ~~that attendance of the individual~~ poses a safety concern for the students/school personnel.
3. The administration believes the individual's ~~that the~~ behavior ~~of the individual~~ may disrupt the learning experience of the children.

No person is to be accepted or maintained as a volunteer or visitor if he/she has been convicted of any violent or sexually related crimes.

ENTHEOS ACADEMY

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7104 Parent and Family Engagement Policy

PART I. GENERAL EXPECTATIONS

The Entheos Academy agrees to implement the following requirements as outlined by ESSA Section 1116:

- Entheos Academy will put into operation programs, activities and procedures for the engagement of parents in all of its schools with Title I, Part A programs, consistent with section 1116. Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children. (Section 1116(a)(1))

- Entheos Academy will work with its Title I schools to ensure that the required school-level parent and family engagement policies meet the requirements of section 1116(b) of the ESSA

- Entheos Academy will work with its Title I schools to ensure that the school-level parent and family engagement policy must include, as a component, a school-parent compact consistent with section 1116(d).

- In carrying out the Title I, Part A parent and family engagement requirements to the extent practicable, Entheos Academy and its Title I schools will provide full opportunities for the informed participation of parents (including parents with limited English proficiency, limited literacy, disabilities, of migratory children, who are economically disadvantaged, or are of any racial or ethnic minority background), including providing information and school reports required under Section 1111 of the ESSA in an understandable and uniform format including alternative formats upon request and, to the extent practicable, in a language parents understand. (Section 1116(a)(2)(D)(i) and 1116(f))

- If the Entheos Academy plan for Title I, Part A, developed under section 1112 of the ESSA, is not satisfactory to the parents of participating children, Entheos Academy will submit any parent comments with the plan when Entheos Academy submits the plan to the Office of the State Superintendent of Education. (Section 1116(b)(4))

- Entheos Academy will involve the parents of children served in Title I, Part A schools in decisions about how the Title I, Part A funds reserved for parent and family engagement is spent, and will ensure that not less than 90 percent of the 1 percent reserved goes directly to the schools, with priority given to high-need schools. (Section 1116(a)(3)) Funds reserved for Parent and Family Engagement activities must be used for at least one of the following activities:

    i. Supporting schools and nonprofit organizations in providing professional development for LEA and school personnel regarding Parent and Family Engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel,

para-professionals, early childhood educators, and parents and family members.
ii. Supporting programs that reach parents and family members at home, in the community and at school.
iii. Disseminating information on best practices focused on Parent and Family Engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members.
iv. Collaborating, or providing subgrants to schools to enable schools to collaborate with community-based organizations or employers with a record of success in improving and increasing Parent and Family Engagement.
v. Engaging in any other activities and strategies that the LEA determines are appropriate and consistent with such agency's Parent and Family Engagement policy.

- The LEA will be governed by the following statutory definition of parent involvement, and expects that its Title I schools will carry out programs, activities and procedures in accordance with this definition (Section 8101(39):

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

(A) That parents play an integral role in assisting their child's learning;

(B) That parents are encouraged to be actively involved in their child's education at school;

(C) That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and

(D) The carrying out of other activities, such as those described in section 1116 of ESSA.

Additional Required Responsibilities of Title I Schools under Sec. 1116(c)

The Entheos Academy will:

1. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.

2. Involve parents in the joint development of any Title I schoolwide program plan, in an organized, ongoing, and timely way.

3. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

4. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.

5. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

6. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.

7. Provide to each parent an individual student report about the performance of their child on the State assessment RISE in at least math, language arts and reading.

PART II. *ENTHEOS ACADEMY PARENT AND FAMILY ENGAGEMENT POLICY*

Entheos Academy will take the following actions to involve parents and family members in jointly developing its LEA plan under Section 1112, and the development of support and improvement plans under paragraphs (1) and (2) of Section 1111(d) of the ESSA, as applicable.

a. Parent Surveys of satisfaction of school academics, culture, and growth of their student from the prior year
b. Parent focus groups for verbal communication on what the school needs to focus on to help student achievement
c. Parent focus groups looking at anonymous student data and where the academic focus needs to be placed for the following year's Work Plan Goals.

1. The Entheos Academy will provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the local educational agency in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education

a. Parent Crew Organization will work with school administration and 4H of Utah to make night educational events for parents to learn about formats and tools used at the school such as Compass, DIBELS, iReady, RISE, and MasteryConnect.
b. Parent Crew Organization will work with school administration and 4H of Utah to create community adult educational events such as parenting classes, resume building classes, ESL classes, Mobile Health and Dental units, and other health and community aide resources.
c. Community Advocate through the USU extension and 4H of Utah grant will bring resources to parents to the school via the use of the school as a community center.
d. Programs such as Books & Breakfast before school, Target Tutoring After school, 4H after school, and Summer STEM Camps, are additional ways the school will help educate and outreach to the community.
e. Translation services are available at each event.
f. Flyers, information, emails, texts, Facebook posts, and all notifications from the school are delivered in English and Spanish.

2. The Entheos Academy will coordinate and integrate parent and family engagement strategies to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs:
Entheos Academy will work closely with 4H of Utah and all of the community partners that are available and needed for the needs of our students and their families.

3. The Entheos Academy will conduct, with the meaningful involvement of parent and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under this part, including identifying—

i. Barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);
ii. The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
iii. Strategies to support successful school and family interactions

a. Parent Surveys of satisfaction of school academics, culture, and growth of their student from the prior year
b. Parent focus groups for verbal communication on what the school needs to focus on to help student achievement
c. Parent focus groups looking at anonymous student data and where the academic focus needs to be placed for the following year's Work Plan Goals.

4. The Entheos Academy will use the findings of such evaluation to design evidence-based strategies for more effective parental involvement and to revise, if necessary, the parent and family engagement policies.

a. Results of parent and teacher surveys will be reviewed by Administration and the Entheos Governing board.
b. Results of the parent and teacher focus groups will be reviewed by Administration and the Entheos Governing board.
c. Results of the parent and teacher focus groups will be reviewed by Administration and the Entheos Governing board.
d. The Entheos Administration and Governing Board will then take steps to revise and adjust the Family Engagement Policies in response to the feedback from the surveys and focus groups, as necessary.

5. The Entheos Academy will involve parents in the activities of the schools served under Title I, which may include establishing a parent committee. The committee should comprise a sufficient number and representative group of parents or family members served by the local educational agency to adequately represent the needs of the population served by such agency for the purposes of developing, revising, and reviewing the parent and family engagement policy.

6. The Entheos Academy will build the schools' and parent's capacity for strong parental and family engagement to:

- Ensure effective involvement of parents and strong partnership among the schools involved, parents, and communities and
- Improve students' academic achievement.

A. The Entheos Academy will, with the assistance of its Title I schools, build parents' capacity for strong parental involvement by providing materials and training on such topics as literacy training and using technology (including education about the harms of copyright piracy) to help parents work with their children to improve their children's academic achievement. Assistance will also be provided to parents in understanding the following topics:

- Utah academic standards;
- The Utah State and LEA academic assessments, including alternate assessments;
- The requirements of Title I, Part A;
- How to monitor their child's progress; and
- How to work with educators.

Entheos Academy will continue to send teachers, administration, and Board members to off-campus professional development training institutes, to Utah State Board of Education trainings on Title I, ESSA, English Language Learners, and Special Education Trainings as appropriate for each person's role and need for training.

C. The Entheos Academy will, with the assistance of its schools and parents, educate its teachers, specialized instructional support personnel, principals and other school leaders in the value and utility of contributions of parents, and how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and schools by undertaking following activities:

Entheos Academy will seek to educate parents and teachers of the importance of working together to support children's education by having Student Led Conferences and Parent Teacher Conferences three times a year, family education nights at least three times a year, weekly emails with informative educational material form teacher to families, school newsletters, fun facts and articles on social media, and updated and accurate school website.

D. The LEA and each of its Title I schools will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and inform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
All information will be sent in a multitude of formats including paper, text, electronic, social media, and will be in multiple languages. The information will also be presented more than one time when it is of importance and high need of student's learning.

E. The LEA and each of its Title I schools will, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with the following Federal, District, and LEA programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children:

4H of Utah and USU Extension program for afterschool STEM enrichment and Target Tutoring.

F. The LEA and each of its Title I schools shall provide such other reasonable support for its parental involvement activities as the parents may request.

Entheos **A**cademy **P**arent-**S**chool **C**ompact

AS A PARENT, I WILL:

Take the initiative to:

- **V**olunteer time to benefit the my student and the school
- **U**nderstand what my student is learning, through active communication with my student and his or her teacher(s).
- **F**ollow up at home with teaching and modeling school values and Habits of a Scholar. ❖ **P**rovide an environment at home that encourages successful continuation of learning and completion of homework.
- **A**ttend Student Led Conferences, Celebrations of Learning, and other Entheos events. ❖ **B**ecome an active partner with teachers and school in helping my student achieve to their highest potential.
- **S**how proper respect to others, property and self by appropriate communication, dress and actions whenever visiting, volunteering or attending any school activities.
- **H**elp my student attend school, on time, regularly to ensure consistency of learning.

AS A SCHOOL, WE WILL:

- **E**ngage students through quality lessons and active learning activities.
- **P**rovide an environment that is both emotionally and physically safe.
- **B**e receptive to parent questions and suggestions.
- **S**how professional level respect to others, property, and self by appropriate communication, dress, and actions.
- **B**e an active partner with parents/ guardians in helping students achieve their highest academic potential and become good citizens to their communities.
- **C**ommunicate in a timely manner with parents/guardians about all aspects of student learning including praise, struggles, and upcoming work and after school events.
- **P**rovide a variety of ways for families to volunteer both in and out of the classroom.
- **P**rovide opportunities for students to have access to functional computers/equipment on a regular basis.
- **C**ontinuously provide high quality, relevant Professional Development, coaching, and

evaluations for teacher and staff to ensure students are receiving innovative instruction.

ENTHEOS ACADEMY
EXCELLENCE • SERVICE • LEADERSHIP

Entheos Academy
Financial Summary
As of 8/31/2026
17% through the year

redapple FINANCIAL

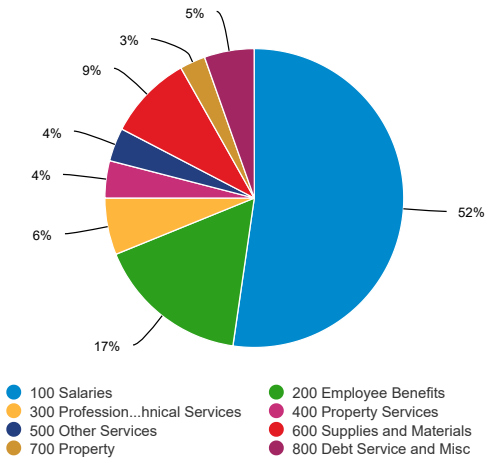
Financial Summary

	Category	YTD Amount	Total Budget	Total Forecast	% Target	% Forecast
Revenue	(3 School Category records)					
	1000 Local Revenue	**$97,120**	$445,350	$445,350	11.2%	21.8%
	3000 State Revenue	**$2,510,064**	$13,882,997	$13,882,997	17.9%	18.1%
	4000 Federal Revenue		$989,226	$989,226	0.0%	
TOT		**$2,607,185**	**$15,317,573**	**$15,317,573**		
Expense	(9 School Category records)					
	100 Salaries	**-$835,032**	-$6,876,000	-$6,876,000	14.2%	12.1%
	200 Employee Benefits	**-$324,744**	-$2,179,713	-$2,179,713	16.4%	14.9%
	300 Professional and Technical Services	**-$64,783**	-$808,300	-$808,300	4.3%	8.0%
	400 Property Services	**-$164,339**	-$529,060	-$529,060	4.8%	31.1%
	500 Other Services	**-$41,434**	-$475,000	-$475,000	-0.0%	8.7%
	600 Supplies and Materials	**-$208,672**	-$1,207,491	-$1,207,491	-0.0%	17.3%
	700 Property	**-$38,435**	-$365,000	-$365,000	-0.0%	10.5%
	800 Debt Service and Misc	**-$113,511**	-$709,544	-$709,544	14.8%	16.0%
	900 CapEx & Extra Ordinary					
TOT		**-$1,790,950**	**-$13,150,108**	**-$13,150,108**		
TOT		**$816,234**	**$2,167,465**	**$2,167,465**		

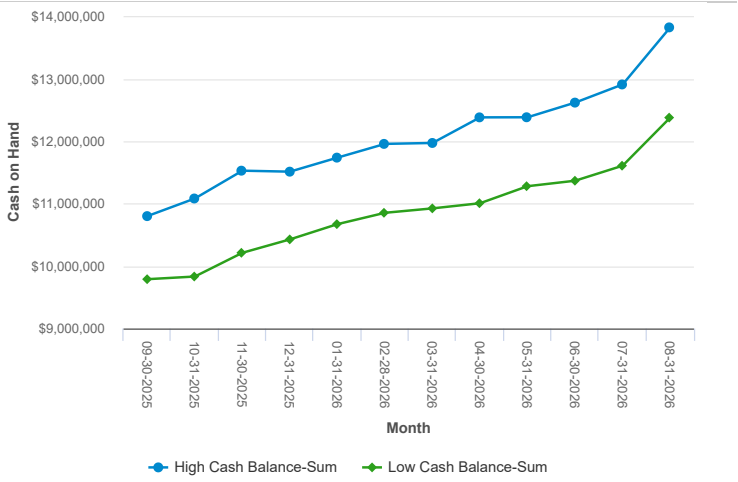
Financial Metrics

	Financial Metric	Covenant	Target	Forecast
	Net Income		398,565	2,167,466
	Operating Margin		4.5%	14.15
	Debt Service Ratio	1.10	1.37	4.46
	PTIF Balance			10,339,704
	Unrestricted Days Cash	30	150	410
	Restricted Cash			343,696

Expense Distribution



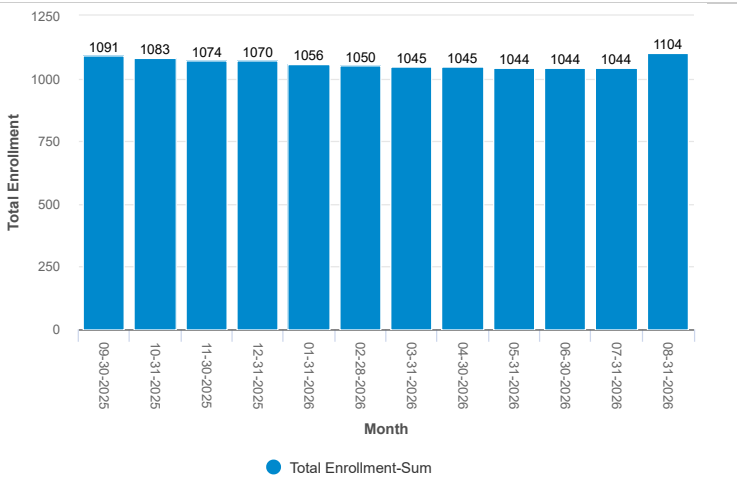
Cash Balance



Revenue vs Expenses



Enrollment Trend



Entheos Kearns Director's Report

September 2026

ENTHEOS ACADEMY

EXCELLENCE • SERVICE • LEADERSHIP

Service Learning/Adventure/PCO



Service Learning:(Melanie Louviere)

- Student council put together portfolios for the kindergarten classes.
- 5th grade started safety patrol.
- 2nd grade is making placemats for the Riverton Senior Center. Some of these are themed to go along with their Expeditions

Adventure (Bryan Crown):

- **70% of 6th Grade Students (same as last year) participated in the camping trip to Cedar City September 15-17, 2026.**







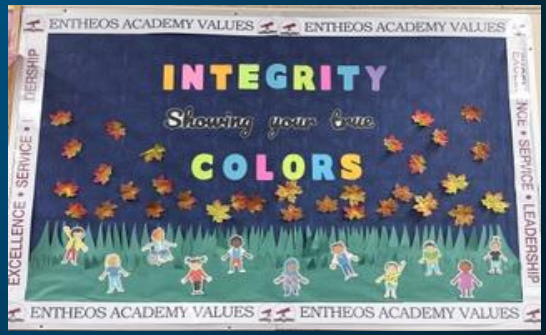
Parent Crew Organization

Parent Crew Organization (PCO):

- **Sara Madrid and Trista West met with Xazmin Prows (Board Member) to ensure the PCO training was completed with explicit expectations on roles and responsibilities.**
- **Salsa Bar on 9/17/2026**
- **Values board completed displaying Integrity.**







Staff Recognition

Elementary Staff: Anna Clarke

Ms. Anna has worked for Entheos for 7 years. She is an exceptional fifth-grade teacher who brings passion, precision, and purpose to her classroom every day.

Anna is known for her dedicated, detailed, and data-driven approach to education, she uses clear insights to guide her instruction and ensure every student achieves their full potential.

Anna has a vibrant creative spirit, she constantly seeks out dynamic and innovative ways to present concepts, ensuring her students are deeply engaged, curious, and empowered throughout their learning journey. Thank you, Anna!



Staff Recognition

Middle School Staff: Spencer Nielson

Mr. Spencer has worked on the Kearns campus for 8 years. This year, he transitioned from fifth grade to step up as the 6th-grade math and science teacher. He has taken on this new role with remarkable drive and determination. When you step into Spencer's classroom, and you'll instantly feel the vibrant energy; it is a true hive of active learning!

Spencer is deeply motivated by his students' growth and loves celebrating every triumph along the way.

Thank you, Spencer, for your relentless dedication and infectious enthusiasm!



Staff Recognition

Support Staff: Mason Baker

Having attended Entheos from kindergarten through 9th grade, Mr. Baker brings a deeply personal, unique perspective to his role as Student Support Specialist on the Kearns campus.

Mason builds strong, trusting relationships with our students every day and tackles challenges head-on—much like he dunks a basketball—with enthusiasm, drive, and determination.

Combined with his naturally calming demeanor, Mason provides the exact steady, supportive presence our students need to thrive. Thank you, Mason, for your commitment and care!



Work Plan: Mastery of Knowledge and Skills

2026-27 Performance Goal:

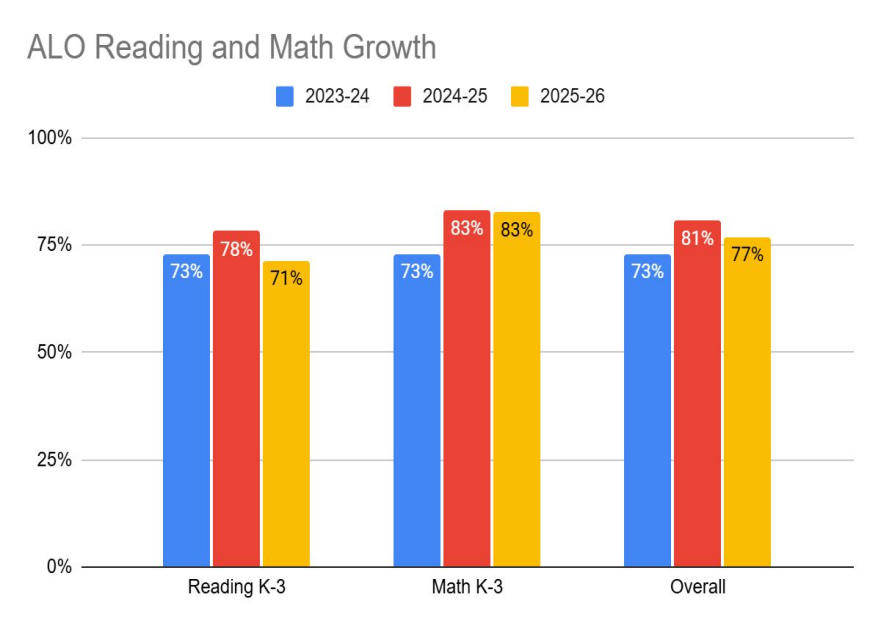
1. 65% of students will make typical or better growth by the end of the year, as measured by the state assessments of Acadience and RISE. This goal includes the subcategories of: Multi-Language Learners & Special Education Students.
2. 80% or more of kindergarten students will score at or above benchmark proficiency on Acadience Reading by EOY 2026-27.

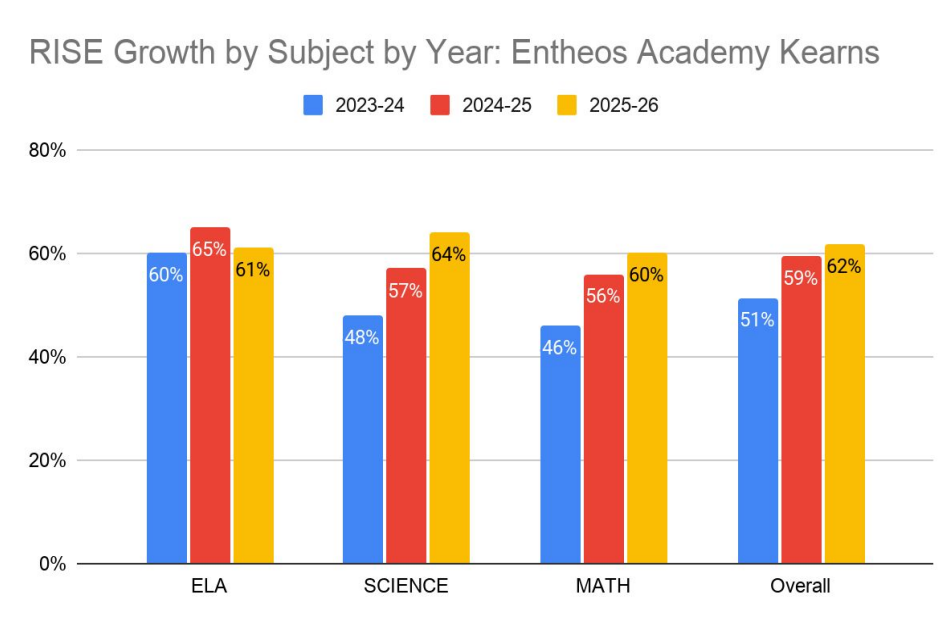
MKS continues to support our teachers with getting all the assessments completed on time as per our assessment calendar. MKS helped our K-3 teachers with preparing for the Individualised Reading Plans (IRPs). The Immediacy Observe4Success forms have been rolled out and are currently being used to gather BOY data. The Phonics Instruction walkthroughs will start after the IRP meetings are completed. MKS is also preparing for the Data Carousel scheduled for 9/25/2026. We conducted a brainstorming session with the kindergarten and first grade teachers to mitigate summer learning loss.

The following two slides show the growth percentage, overall we are at 68% growth as measured by the state assessments (ALO & RISE). We surpassed our goal of 65%. 57% of our special education students made typical or better growth on state assessments 2025-26.

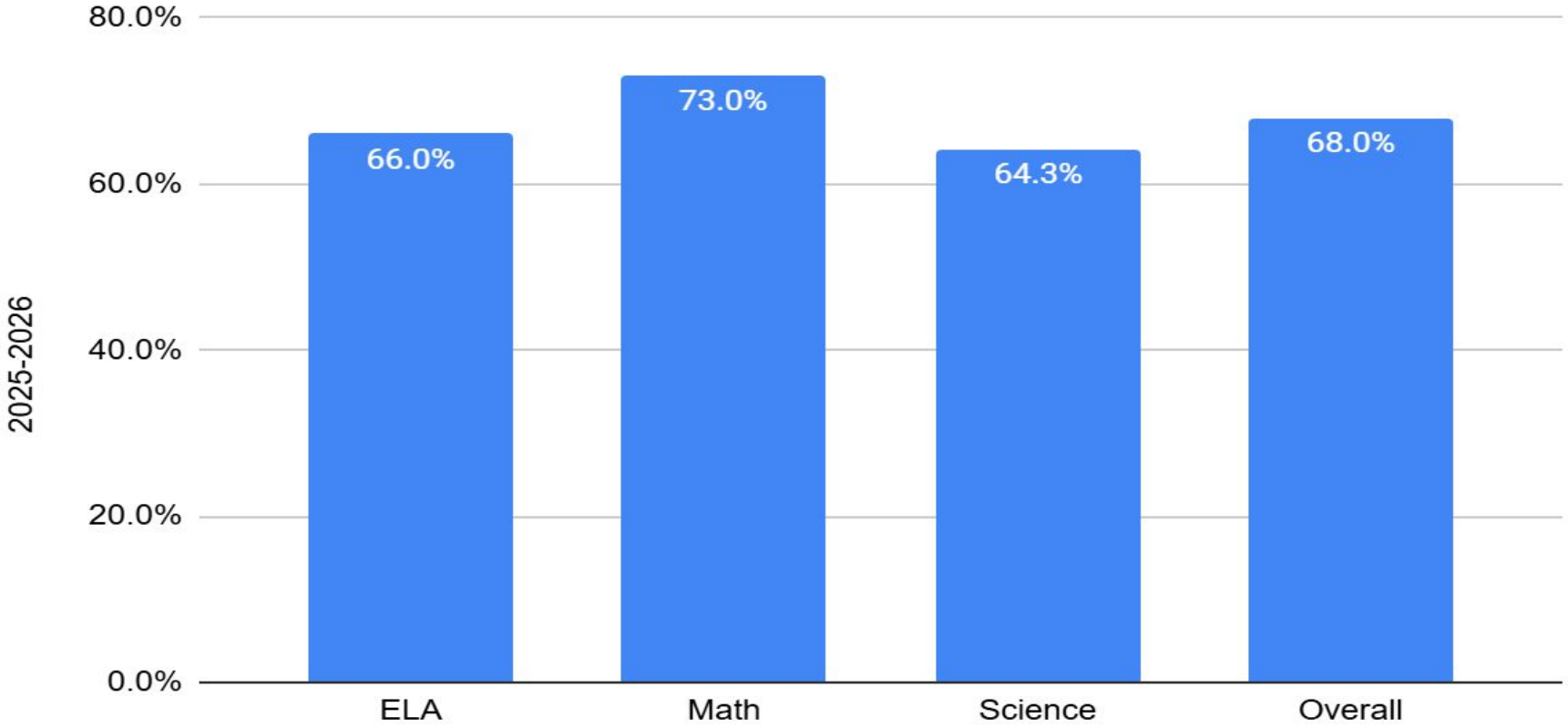
Growth % : RISE and ALO

RISE Growth: Grades 4-8
ALO Growth: Kindergarten to 3rd Grade





Overall Growth 2025-26 by Subject: Entheos Academy Kearns



Work Plan: Character

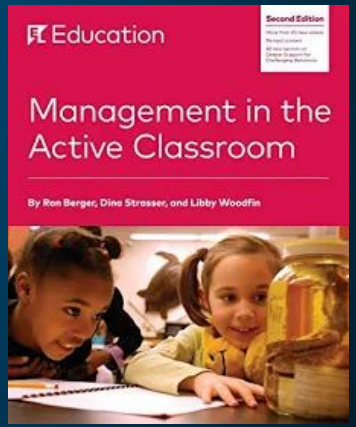
2026-27 Performance Goal:

By EOY 2026-27, 80% of observed Crews will be student-led, with students independently facilitating daily routines centered on school values to build Strong Classroom Cohesion.

This year's Character Learning Target for teachers:

I can explicitly teach, scaffold, and coach my students to lead their own daily Crew routines to independently build Strong Classroom Cohesion.

To support student-led routines and classroom cohesion, Character Crew facilitated professional development based on the book *Management in the Active Classroom.* Staff engaged in targeted mini-sessions covering routines, communication, classroom norms, and teacher presence. Character Crew received positive feedback on the useful strategies and ideas presented and their practical application in the classroom.



Work Plan: High Quality Work

2026-27 Performance Goal:

By the end of the year, 100% of classrooms will demonstrate Academic Press by ensuring that at least 80% of students achieve "High-Quality Work" standard on final products by utilizing EL Education's Critique and Feedback process.

This year's HQW Learning Target for teachers:
I can use models of excellence, student critique, and descriptive feedback to help all students improve their work across multiple drafts.

High-Quality Work Crew presented professional development designed to empower teachers in guiding student portfolios and student-led conferences, ensuring students can effectively analyze, critique, and present their own beginning-of-year goals.

Work Plan: Leadership

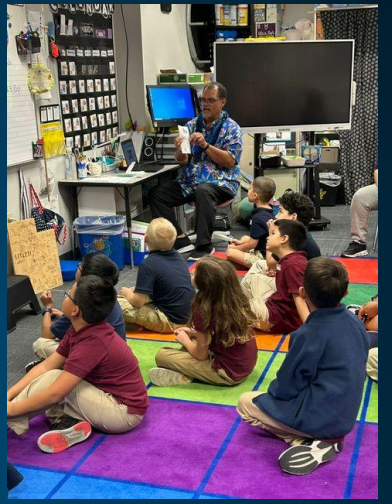
2025-26 Performance Goals: Increase regular student attendance by 3% from 2025-26 to 2026-27 to actively disrupt the negative impact of absenteeism

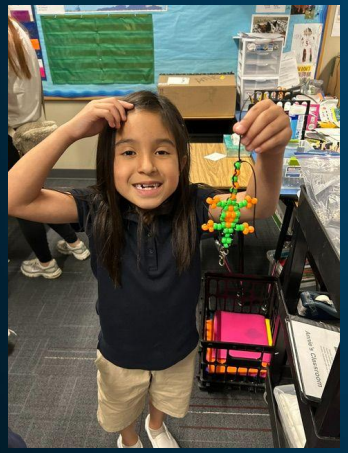
Learning Target: We can design and execute a Multi-Tiered Attendance Intervention System that leverages Crew structures and proactive family outreach to eliminate barriers to attendance.

- We are leveraging daily attendance tracking to initiate family communication at the 5-unexcused-absence threshold.
- We are using attendance trackers and motivational reward systems like "Spin the Wheel of Fun" with our elementary aged students to motivate attendance.
- Next Steps: We are looking at adapting the current elementary incentive models into developmentally appropriate strategies for middle school students to encourage positive attendance trends.
- School Report Card for 2025-26 shows an increase in consistent attendance from 75.8% to 80.4%.











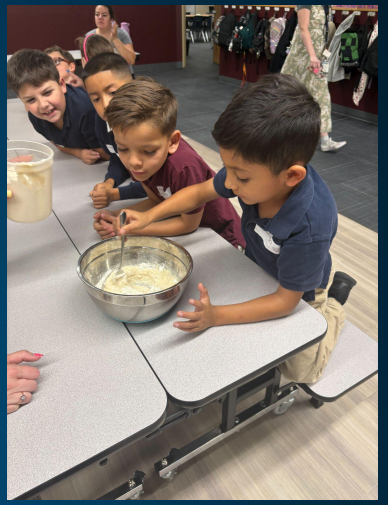
Second-Grade Discovery

The Having of Wonderful Ideas

Our second grade students launched the school year with hands-on Discovery centered on "The Having of Wonderful Ideas." The students participated in Food Science, Book Art, Inspired Artists, and Bead Bonanza.







Second-Grade
Discovery

The Having of Wonderful Ideas







Fifth-Grade Visits Hale Center Theatre

Our 5th graders attended *Joseph and the Amazing Technicolor Dreamcoat* to experience live performance art and practice theater arts etiquette.



As audience members, students:

- Practiced focused attention and real-time comprehension during a live performance.
- Learned appropriate audience norms and social protocols in a professional theater setting.
- Evaluated visual arts, staging, and musical interpretation post-show.

What a wonderful experience! Thank you to our Discovery crew for coordinating this amazing event for our students.

Kindergarten Discovery
The Having of Wonderful Ideas









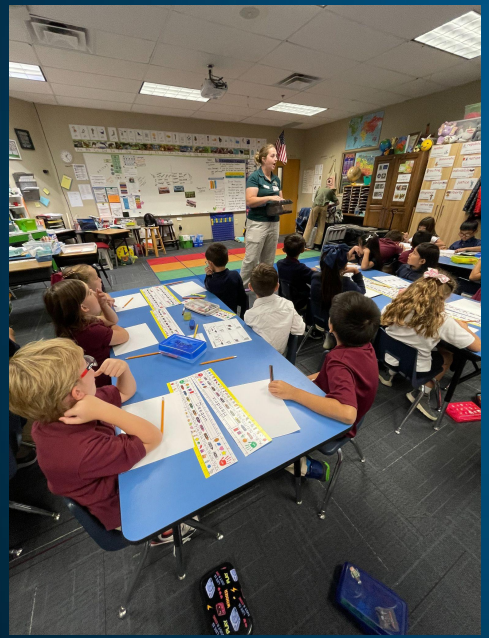


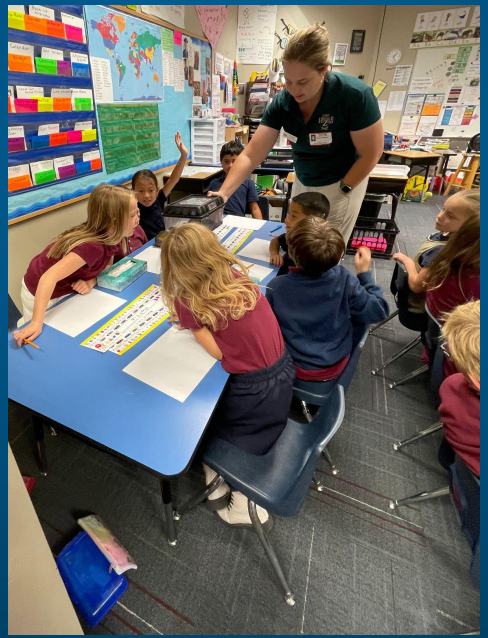


Our newest little explorers kicked off their very first Discovery sessions with a deep dive into the world of sharks, jellyfish, and tree frogs! Next stop on their wild learning adventure: a field trip to Loveland Living Planet Aquarium!

ANIMAL ENCOUNTERS IN 2ND GRADE

As part of second grades science unit on animal habitats, the Hogle Zoo brought the wild straight to our classroom! Our students got up close and personal with three incredible animal guests: A scaly salamander, a slithering snake, and a soft & fluffy rabbit.

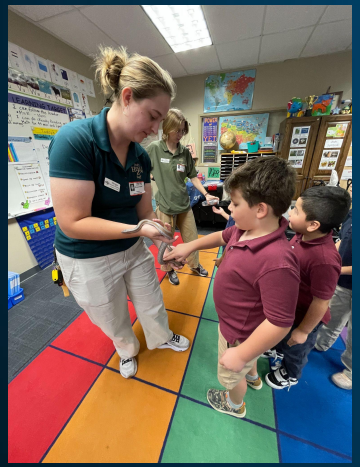


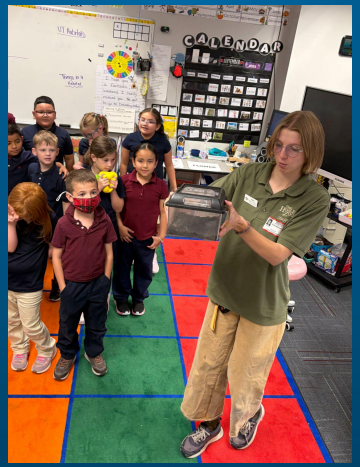






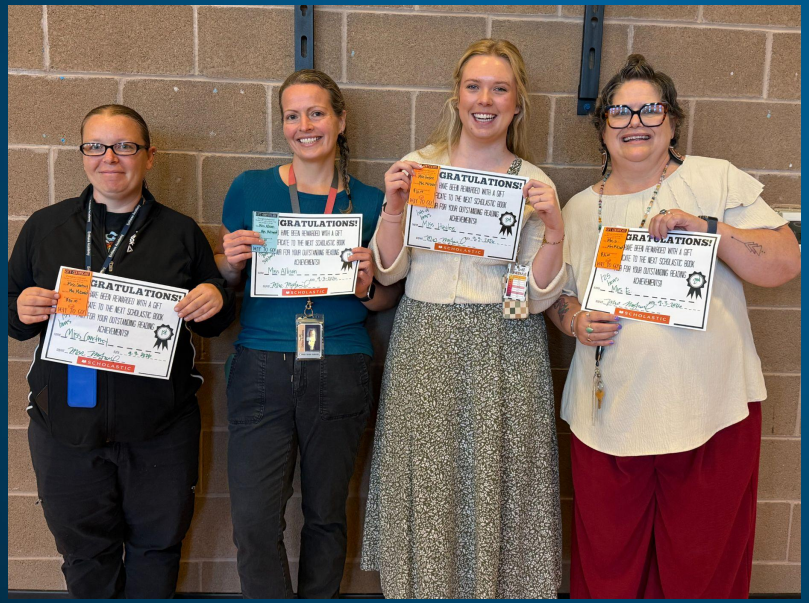



CALENDAR


Community Circle

Our first Community Circle of the 2026–27 school year was a resounding success and a wonderful celebration of student and staff achievement. We proudly recognized several students as Entheos Exemplars for starting the year strong and modeling our core values of service, excellence, and leadership. Additionally, we celebrated our summer reading competition winners, both staff and student, setting a positive, high-energy tone for the academic year ahead.





4-H Family Connection Night





Over 150 participants attended, 10 volunteers and 45 vendors were present for the families to talk to.





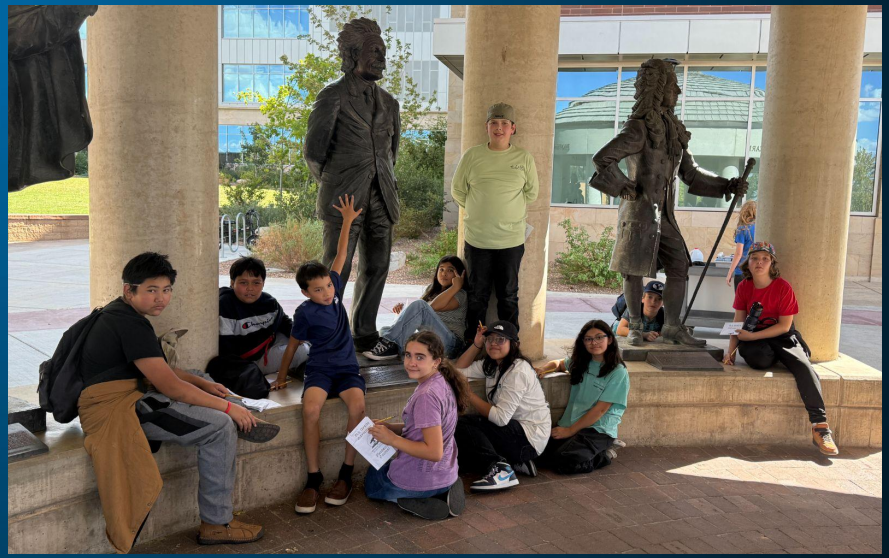
Adventure : 6th Grade Photos











ENTHEOS ACADEMY

EXCELLENCE • SERVICE • LEADERSHIP

Entheos Magna Director's Report

September 2026

Adventure/PCO

- *7th Grade Antelope Island day trip - Sept. 23rd*
- *PCO is preparing meals for our teachers for Student Led Conference next month.*

Service Learning

- *Lead and Serve class went to the Utah Food Bank to help sort Food.*
- *First Mobile School Pantry will be Sept. 28th.*



Staff Spotlight

Suzanne Giravi - 1st Grade



Suzanne is one of our amazing 1st grade teachers that is always on top of things. She takes initiative to ensure that her students are building responsibility as 1st graders. She empowers her students to build independence in an environment where they feel safe and respected. Always seeking new ways to connect with and support her learners, Suzanne is a dedicated educator who continues to excel. She collaborates seamlessly with her team, eagerly seeks growth opportunities, and maintains outstanding communication with parents to ensure student success. Thank you Suzanne!

Staff Spotlight

Megan Stubbs - MS ELA



In just her second year at Entheos, Megan has grown into a strong leader within our middle school. She transitioned from teaching math to ELA this year. She collaborates seamlessly with her team and serves as a dedicated advocate for her students. Her ability to build meaningful, positive relationships creates a supportive environment where her students can thrive. Stepping up to lead the student council and plan community circles, Megan continuously demonstrates her commitment to our school community and student growth. Thank you Megan!

Staff Spotlight

Jessie Zufelt - Paraprofessional



Jessie has been a dedicated team member at Entheos for many years. She stepped into this school year with incredible energy, working hard to ensure every student receives the support they need to succeed. Exceptionally flexible and collaborative, Jessie gets along well with everyone and is always eager to partner across the school. Her friendly, approachable nature makes her a favorite among students, who adore working with her. Thank you Jessie!

Work Plan: Mastery of Knowledge and Skills

2026-27 Performance Goal:

1. 65% of students will make typical or better growth by the end of the year, as measured by the state assessments of Acadience and RISE. This goal includes the subcategories of: Multi-Language Learners & Special Education Students.
2. 80% or more of kindergarten students will score at or above benchmark proficiency on Acadience Reading by EOY 2026-27.

This year's MKS Learning Target for teachers:

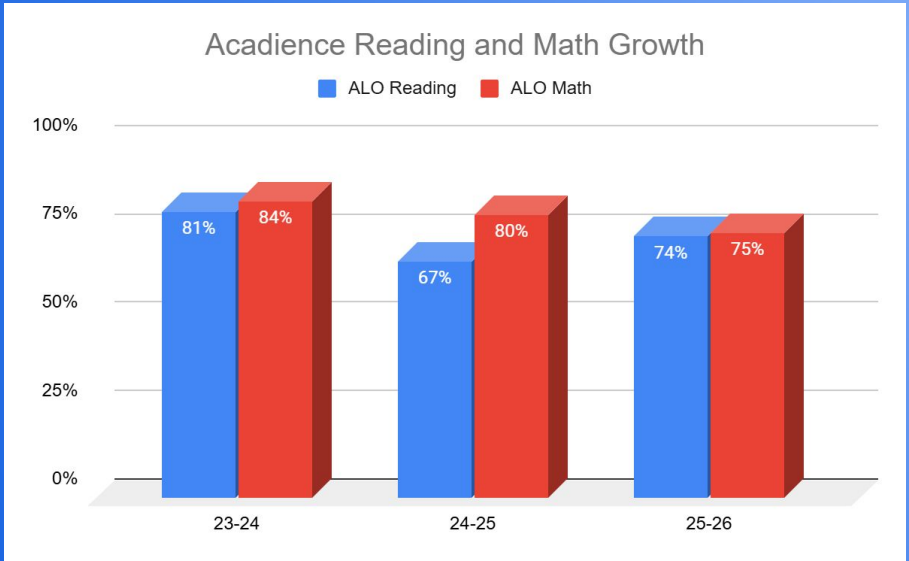
1. I can intentionally use teacher immediacy behaviors to build psychological closeness with my students and increase classroom engagement and academic motivation.
2. (K-3 only) I can develop, implement, and monitor Individualized Reading Plans (IRPs) that include evidence-based instruction, progress monitoring, and family engagement to improve student reading outcomes.

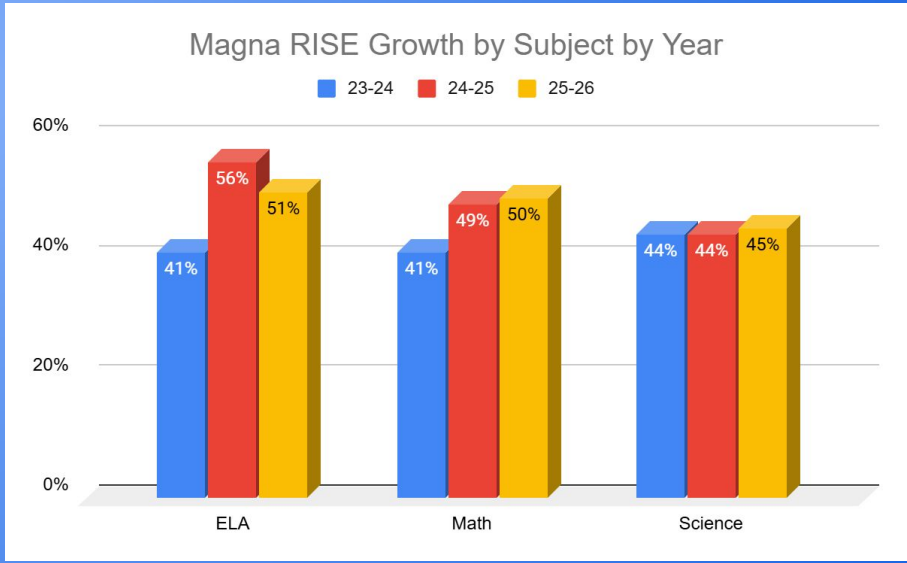
We have started teacher PD focused on Immediacy. We will also have our first data carousel Sept. 25th.

Growth %: RISE and ALO

RISE Growth: Grades 4-8

ALO Growth: Grades K-3





Work Plan: Character

2026-27 Performance Goal:

By EOY 2026-27, 80% of observed Crews will be student-led, with students independently facilitating daily routines centered on school values to build Strong Classroom Cohesion.

This year's Character Learning Target for teachers:

I can explicitly teach, scaffold, and coach my students to lead their own daily Crew routines to independently build Strong Classroom Cohesion.

We have completed our Crew Favorability Index and will be planning PD around the data.

Work Plan: High Quality Work

2026-27 Performance Goal:

By the end of the year, 100% of classrooms will demonstrate Academic Press by ensuring that at least 80% of students achieve "High-Quality Work" standard on final products by utilizing EL Education’s Critique and Feedback process.

This year’s HQW Learning Target for teachers:
I can use models of excellence, student critique, and descriptive feedback to help all students improve their work across multiple drafts.

Work Plan: Leadership

2026-27 Performance Goals: Increase regular student attendance by 3% from 2025-26 to 2026-27 to actively disrupt the negative impact of absenteeism.

Learning Target: We can design and execute a Multi-Tiered Attendance Intervention System that leverages Crew structures and proactive family outreach to eliminate barriers to attendance.

We have rolled out attendance initiatives for our students, and are looking forward to increasing the overall attendance.

Discovery

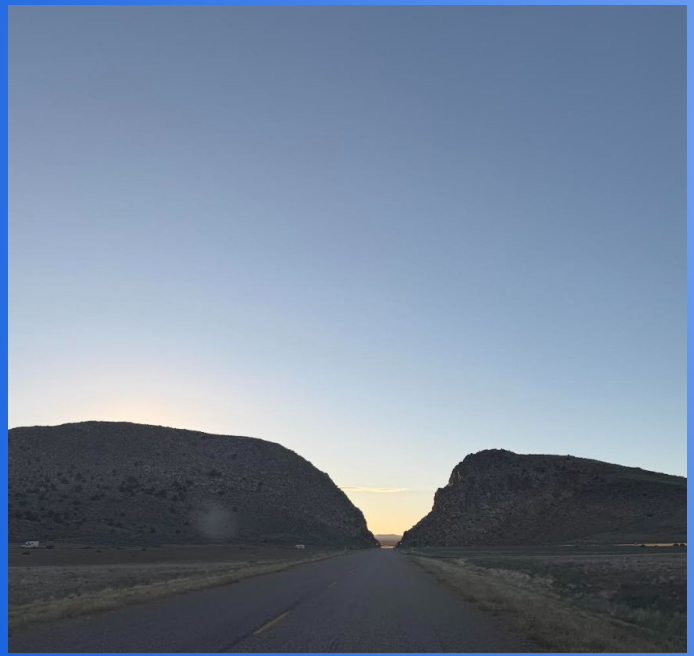
2nd grade just completed their Collaboration and Competition Discovery session.

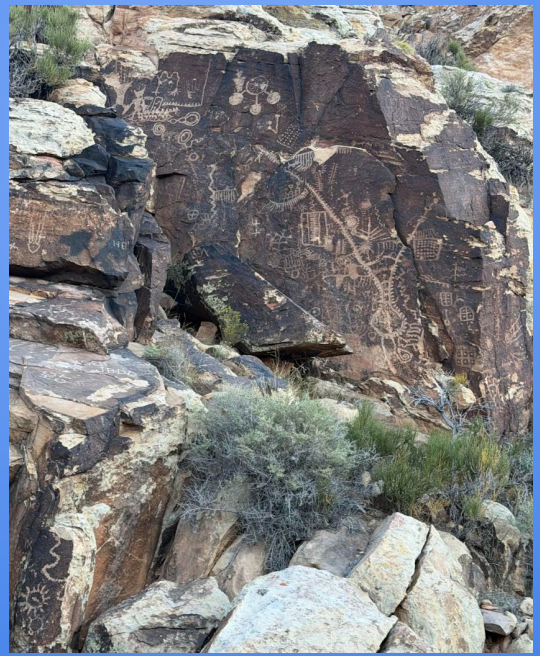




6th Grade Adventure - Cedar City

6th Grade went on their first Adventure trip to Cedar City. The trip went great, and we had a lot of parent support.







6th Grade Adventure - Cedar City Continued...







Entheos Executive Director's Report

September 2026

Upcoming Calendar Dates

Magna

- 9/25 Acadience & IRP Letters go Home for K-3
- 9/28 Mobile Food Pantry
- 10/2 Community Circle
- 10/6 SLC's & Early Release
- 10/6 "Boo to the Flu" Clinic, 3-6pm
- 10/7 SLC's, No School
- 10/8 - 10/9 Fall Break
- 10/12 Teacher P.D., No School
- 10/14 Retake Picture Day
- 10/20 Vision Screening

Kearns

- 9/25 Acadience & IRP Letters go Home for K-3
- 9/29 - 10/1 Grade 8 Adventure Trip
- 10/1 Community Circle
- 10/2 - 10/15 Book Faire
- 10/6 SLC's & Early Release
- 10/6 "Boo to the Flu" Clinic, 3-6pm
- 10/7 SLC's, No School
- 10/8 - 10/9 Fall Break
- 10/12 Teacher P.D., No School
- 10/12 - 10/23 Penny Wars
- 10/14 Retake Picture Day

2026- 27 Enrollment

	Magna	Kearns
Enrollment	496	605
Waitlist	54	92

20th Year Anniversary Celebration!

We received photos back from the incredible celebration we had in August to recognize our Entheos 20th Anniversary! Thank you to all our board members who put together such a fantastic day!

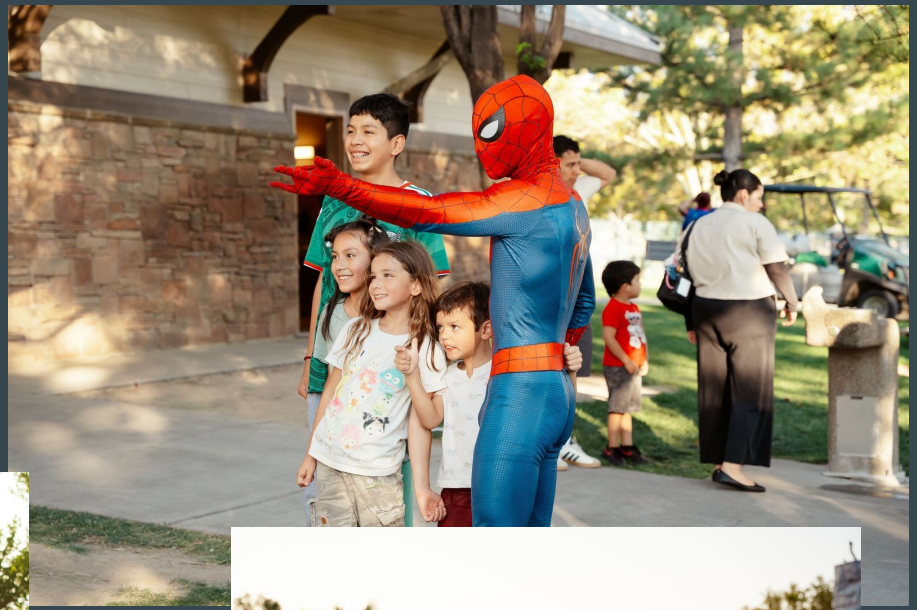



















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Extreme Challenge
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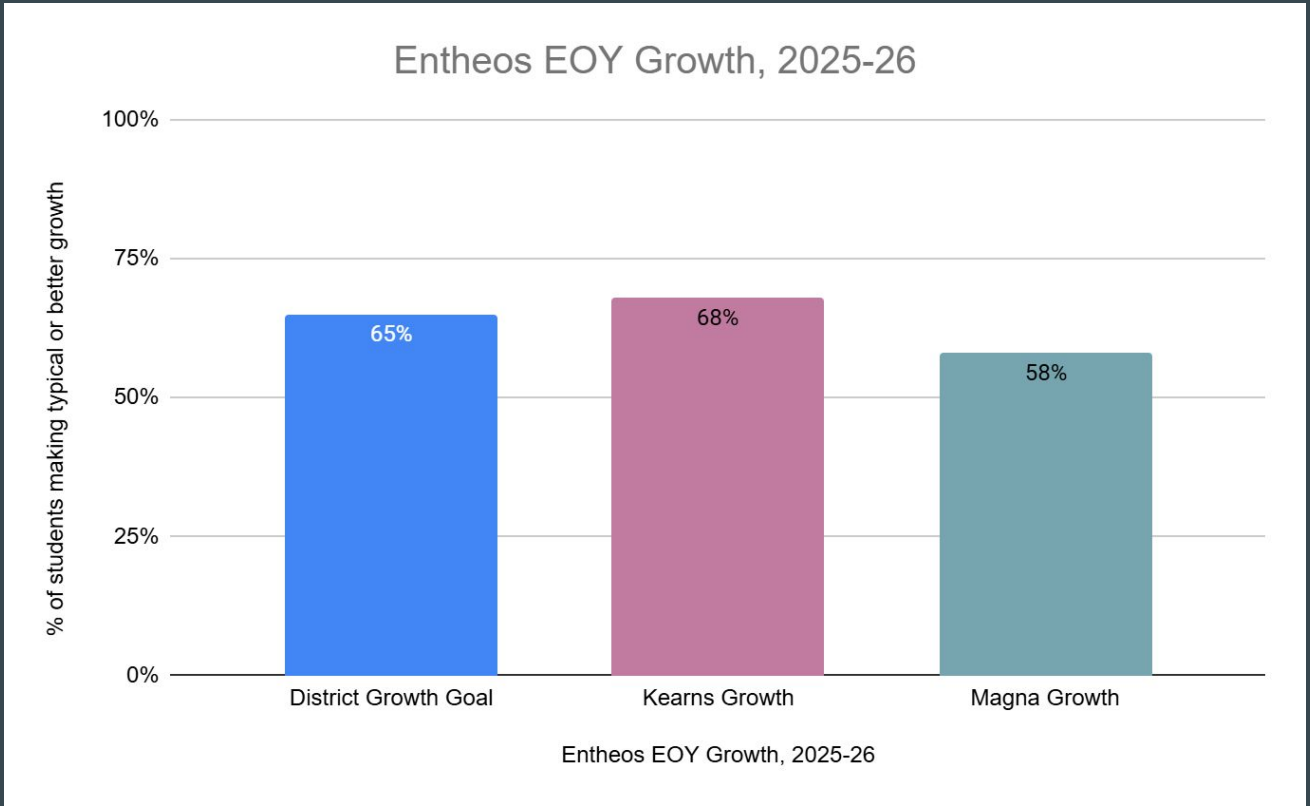








EOY 2025-26 Growth Results



Celebrating Entheos Teachers Whose Classes Had 85% of More of Their Students Make Typical or Better Growth on State Tests, EOY 2025-36!



Participation in Rinnalla Study (SB 241)

In response to HB 241, on September 3, 2026, the Utah State Board of Education approved and fully funded an independent study testing whether coaching parents to build early reading at home changes kindergarten and first-grade reading outcomes. Decades of research show parents who teach specific foundational skills are 6× more effective than reading aloud alone (Sénéchal, 2006). **Rinnalla** coaches parents to do exactly that.

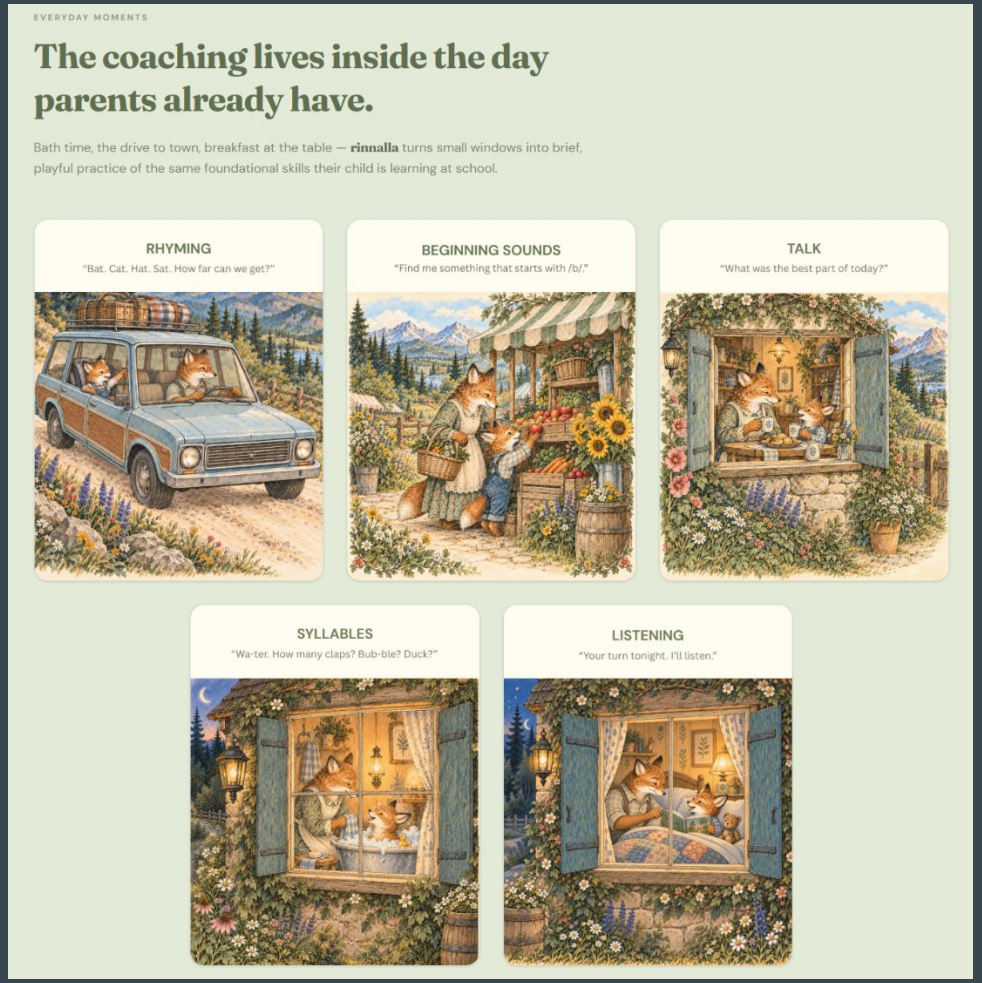
As a Title 1 school, Entheos is eligible to participate and receive access for our parents. Therefore, our early elementary families who will receive **a full year of free literacy! We will be assisting parents of our K-1 students in signing up for Rinnalla at Student-Led Conferences.**

What a parent actually experiences

Rinnalla is an early literacy program and app designed to coach parents on how to teach specific, foundational reading skills to their young children at home.

Key Features of Rinnalla:

- **Parent-Led Coaching:** Rather than placing a child in front of a screen, Rinnalla guides the *parent* on what to say and do to practice reading skills with their child.
- **Focus on Foundational Skills:** It targets core phonics, sound-blending, and decoding skills—moving beyond simply reading books aloud together.
- **Bite-Sized Lessons:** It provides quick, structured daily micro-lessons that fit easily into home routines without requiring parents to have a background in teaching.



Moody’s Annual Rating

Moody’s Assigns Baa2 Investment-Grade Rating *Validates our school's financial stability, academic strength, and operational governance.*

- **Strong Credit Profile:** Secures an **investment-grade rating**—a rare achievement for a small charter school, placing us safely two notches above high-yield ("junk bond") status.
- **Lower Capital Costs:** Unlocks access to institutional bond markets, securing significantly lower interest rates and maxing out savings on facilities and growth.
- **Validation of Health:** Reflects key strengths identified by Moody's, including robust cash reserves, strong student enrollment demand, and low authorization risk.
- **Long-Term Sustainability:** Signals to authorizers, community partners, and families that the school is on a durable, highly stable foundation.

Nature-Based Adventure Playground Project: Board Update

- Entheos worked with the State of Utah Division of Purchasing to create a "Request for Statement of Qualifications" that is now publicly posted.
- An RSOQ evaluates a firm's **qualifications and experience** without asking for price, whereas an RFP evaluates the vendor's **proposed technical solution and cost**.
- Submissions are due by October 16th.
- The Finance Committee will then meet to review submissions and select a company with which to work.

District Spotlight: LaVon Hatch, District MLL Coordinator

Ms. LaVon Hatch is a huge help to both campuses in her role as Multi-Language Learner Coordinator. She has become a WIDA testing expert, and has now taken on planning and overseeing implementation of testing in a smooth and organized manner. Ms. Hatch ensures all relevant employees receive and understand WIDA training. Ms. Hatch also prepares materials to support students who are brand new to the English language. Aside from her MLL role, Ms. Hatch helps with our Books and Breakfast program at Magna.

We are incredibly grateful for her kind, patient, and detail-oriented personality, and her continued dedication to our families!



Questions?

ENTHEOS ACADEMY

EXCELLENCE • SERVICE • LEADERSHIP

24 September 2026

Consent Agenda Items:

1. Policies for Approval
    a. 5303 Medication Administration
    b. 6208 Language Access

5303 Medication Administration

Purpose

The purpose of this policy is to delineate the responsibilities of Entheos Academy regarding ~~with regard to~~ the administration of medication to students.

Policy

I. The Entheos Academy School Board recognizes that medication should be administered by the student or the student's parent/guardian. However, the Board of Education recognizes that a student's health may require the administration of medication during the course of a school day by school personnel.

II. Subject to the conditions of this policy, authorized school personnel may help administer medication to students during periods when the student is under the control or supervision of the school and school personnel.

III. As long as authorized personnel act in a prudent and responsible manner, school staff who provide assistance in substantial compliance with the licensed medical provider's written statement are not liable civilly or criminally for any adverse reaction suffered by the student as a result of taking the medication or discontinuing the administration of the medication under this policy.

IV. Prescription ~~and Nonprescription~~ medication can be administered by a volunteer employee designated by the school administrator when the Parent/guardian(s) have provided written consent for administering medication:

A. In the Authorization to Administer Medication form;
B. Requesting that medication be administered during regular school hours to the student; and
C. Including a signed notice by the student's physician prescribing the medication and providing documentation as to the method, amount, and time schedule for administration; and
    1. A statement that the administration of medication by school employees during periods when the student is under the control of the school is medically necessary.
D. This authorization may be withdrawn by the school at any time following actual notice to the student's parent or guardian.

V. Medication may only be administered if the following conditions are satisfied:
A. Prescription medications must be prescribed to the student as noted on the original label and will be administered as prescribed on the label.
B. Medication must be labeled clearly and admitted through the front office first.
C. Medication must be kept in the front office in a locked cabinet outside of school hours and must be in the original bottle.

VI. Administer the medication according to the "six rights":
A. Right student;
B. Right time (within 30 minutes before and 30 minutes after the medication is scheduled unless otherwise specified);
C. Right medicine;
D. Right dose;
E. Right route; and
F. Right documentation.

VII. Upon administration of the medication, the volunteer employee administering the medication must sign off on the tracking portion of the Authorization to Administer Medication form, including the time and date of administration and correct dosage.

VIII. Self-administration of medicine requirements:
A. For prescription medication, the Self-Administration of Medication form must be completed and signed by the student's parent/guardian and the student's physician.
B. If a student is permitted to self-administer medicine, the student may only carry one dose at a time of prescription or nonprescription medication, except for students who require asthma medication as specified in Utah Code § 53G-9-503 or diabetes medication as specified in Utah Code § 53G-9-504.
C. A physician's note is required for the self-administration of prescription medication and is only valid for that school year. The requirements of this policy do not apply to the emergency administration of glucagon or seizure rescue

medication, subject to the requirements of Utah Code § 53G-9-504 and Utah Code § 53G-9-505, respectively.

IX. Entheos Academy and the employee who administers the medication, in compliance with the physician's written prescription, are not liable, civilly or criminally, for:

A. Any adverse reaction suffered by the student as a result of taking the medication; and

B. Complying with the written authorization of the student's parent/guardian(s) to discontinue the administration of medication.

6208 Language Access

Purpose

The Language Access Plan ("LAP" or "Plan") provides access to agency services, programs, and activities for persons who have limited English proficiency and who use languages other than English. The Language Access Plan is mandated by HB302.

Definitions

A. "Primary language" means the first language spoken at home by a student's parent or guardian.

B. "Interpretation" means simultaneous communication between a speaker of English and a speaker of~~or~~ another language.

C. "Translation" means the written communication wherein the written words of one person are communicated to others in writing in a different language.

Language Access Plan

A. Language Access Coordinator

a. A language access coordinator will be designated by Entheos and is responsible for implementing and updating this language access plan.

B. Training

a. Entheos will inform school personnel about the details of this language access plan, the rights of parents and students to language assistance services, and the proper procedures to access language assistance services as outlined in this document.

C. Determination of Primary Language

a. Entheos must determine within 30 (thirty) days of a student's enrollment (or re-enrollment) the primary language spoken by the student and family in the home. If the primary language is not English, Entheos shall determine if the student and the parents require language assistance to communicate effectively with the school.

b. Entheos shall maintain a record of the primary language of each parent.

D. Obligation to Provide Language Assistance Services

a. Consistent with this regulation, Entheos shall provide translation and interpretation services to students and parents who require language assistance in order to communicate effectively with the school.

b. Guardians may rely on an adult or relative for language and interpretation services if they choose; however, Entheos should not expect relatives to provide interpretation or translation without an agreement.

E. Qualifications of Interpreters and Translators

a. Interpreters and translators may be certified and, where possible, have education-specific experience for the following: (a)classroom activities; (b) impromptu and scheduled office visits or phone calls; (c) enrollment or registration processes; (d) the IEP process; (e) student educational and occupational planning processes; (f) fee waiver processes; (g) parent engagement activities; (h) student disciplinary meetings; (i) school community councils; (j) school board meetings; (k) other school or LEA activities; and (l) other interactions between the parents of a student learning English and (m) educational staff.

F. Translation Requirements

a. Translation shall be provided for, but not limited to: (a) registration or enrollment materials, including home language surveys and English learning program entrance and exit notifications; (b) assignments and accompanying materials; (c) report cards or other progress reports; (d) student discipline policies and procedures; (e) grievance procedures and notices of rights and nondiscrimination; (f) parent or family handbooks; and (g) requests for parent permission.

b. School Produced Critical Communications

i. Entheos shall identify documents that are distributed or electronically communicated to guardians containing critical information regarding their child's education, including, but not limited to: registration, application, and selection; standards and performance (e.g., standard text on report cards); conduct, safety, and discipline; special education and related services; and transfers and discharges.

ii. Entheos shall procure translations of critical communication in a timely manner, in each of the covered languages, and (b) work with the office responsible for the critical communication to make such translations available to the schools.

c. Student Specific Critical Documents

i. Schools shall provide parents with a translation of any document that contains individual, student-specific information regarding, but not limited to, a student's: a. health; b. safety; c. legal or disciplinary matters; and d. entitlement to public education or placement in any special education, English language learner, or non-standard academic program.

G. Interpretation Services

a. Entheos shall provide interpretation services for regular school business to parents and students regarding critical educational information.

b. Depending upon availability, such interpretation services may be provided either at the location where the parent or student is seeking to communicate or virtually.

c. Interpretation shall be provided for, but not limited to, the following activities: (a)classroom activities; (b) impromptu and scheduled office visits or phone calls; (c) enrollment or registration processes; (d) the IEP process; (e) student educational and occupational planning processes; (f) fee waiver processes; (g) parent engagement activities; (h) student disciplinary meetings; (i) school community councils; (j) school board meetings; (k) other school or LEA activities; and (l) other interactions between the parents of a student learning English and (m) educational staff.

H. Notification Requirements

a. Schools and offices are responsible for notifying each parent and student who requires~~require~~ language assistance services of their right to free language assistance.

b. Entheos shall provide parents and students guidance, including guidance on when oral interpretation is preferable to written translation.

I. Mechanism for Requesting Language Assistance Services

a. A parent or guardian may request Language Assistance Services verbally or in writing.

J. Revision of this Language Assistance Plan

a.Entheos shall review this language assistance plan annually.

b. Entheos may use community resources to evaluate the effectiveness of the plan.

K. Complaint Procedure

a. Complaints should be directed to the LEA Language Access Coordinator at 801-417-5444.

Purpose of Today’s Discussion

Why the audit matters to board governance

- Understand the purpose of an independent audit
- Clarify what the audit does and does not provide
- Discuss the board’s role in financial reporting
- Highlight benefits to the school and its stakeholders



BOARD TAKEAWAY An audit is not just compliance. It is a governance tool that supports trust and accountability.

Why Charter Schools Have Audits

Independent credibility for many stakeholders

- Board members, families, and the community
- State authorizers and grant agencies
- Bondholders, lenders, and donors
- Management and other financial statement users



BOARD TAKEAWAY The audit enhances the credibility of financial information used by the board and other stakeholders.

What an Audit Provides

Reasonable assurance and useful insight

- Independent opinion on the financial statements
- Greater confidence in financial reporting
- Consideration of financial and compliance risks
- Communication of significant findings and control matters
- Recommendations that may strengthen processes



BOARD TAKEAWAY A clean opinion means the statements are fairly presented in all material respects. It is reasonable, not absolute, assurance.

What an Audit Does Not Do

Clear boundaries preserve accountability

- Does not guarantee all fraud or errors will be detected
- Does not manage finances or make operational decisions
- Does not replace management’s responsibility for reporting and controls
- Does not replace the board’s governance and oversight
- Does not ensure future financial success



BOARD TAKEAWAY The audit is an important layer of oversight, but responsibility for governance remains with the board.

05

The Board’s Role in the Audit Process

Engagement makes oversight more effective

- Ask informed questions about significant risks
- Review audit results, findings, and recommendations
- Monitor management’s corrective actions
- Promote integrity, transparency, and accountability
- Maintain communication with management and the auditor



BOARD TAKEAWAY An engaged board strengthens the audit process and the school’s overall control environment.

06

Internal Controls Matter

Practical checks and balances protect the mission

- Protect public resources and school assets
- Promote accurate and timely reporting
- Help prevent and detect errors or fraud
- Support compliance with laws, grants, and regulations
- Create checks and balances, even with limited staffing



BOARD TAKEAWAY Strong internal controls protect the school, its resources, and the board.

07

How to Get the Most Value from Your Audit

Move from compliance to continuous improvement

- Use recommendations to improve processes
- Discuss sustainability, cash flow, and liquidity
- Monitor enrollment and funding trends
- Address grant compliance and emerging risks
- Consider cybersecurity, data protection, and fraud risk



BOARD TAKEAWAY The audit creates the most value when its results improve governance and decision-making.

Final Thoughts

Three parties, one shared objective

- Management prepares reliable financial information
- The board provides governance and oversight
- The auditor provides an independent opinion



BOARD TAKEAWAY **Accountability • Transparency • Public trust • Informed decisions • Effective governance**