

Permanent Committees - Required						
Name	Description	Meeting Frequency	Chair	Members	Vote Taken	Notes
Audit Committee (March)	maintain fraud risk assessment annually (May/June), reviews the audit, vets business manager performance. Recommend auditor to the board.		Board Treasurer	Board Treasurer: Deb Ivie	6/22/2022	Can add others but they can't be board members or employed by school.
				Karen Bogenschutz	6/22/2022	
Executive	Plan and organize the upcoming board meetings and yearly schedule of board events. Determine board meeting focus and facilitate committee actions	monthly	Board Chair	Board Chair: Rod Eichelberger	6/22/2022	
				Executive Director: Esther Blackwell	6/22/2022	
				Board Secretary: Alisha Cartier	6/22/2022	
				Vice Chair: Xazmin Prows	6/22/2022	
Finance (Monthly)	School financials and budgets, including monthly meeting	monthly/Jan (audit)	Board Treasurer	Board Treasurer: Deb Ivie	6/22/2022	Needs to be Treasurer led Need to capture changes to budget in notes for historical view Board Secretary removed November 16, 2022
				Executive Director: Esther Blackwell	6/22/2022	
				Red Apple: Brian Cates	6/22/2022	
				Director of HR & Compliance: Sue Talmadge	6/22/2022	
Permanent Committees - Other						
Policy & Bylaws Review (Monthly)	review a policy change presented by admin so that questions can be made prior to board presentation	monthly, annual in Feb	Xazmin	Xazmin Prows	6/22/2022	Review the bylaws and charter for current record and any updates needed. Also to review fidelity to charter in school administration. Board secretary no longer attends meetings but still compiles information for committee meeting and for board meeting.
				Director of HR & Compliance: Sue Talmadge	6/22/2022	
				Board Secretary: Alisha	6/22/2022	
				Deb Ivie	6/26/2025	
Safety Comm. Rep (January)	Required	April	Karen	Xazmin Prows	6/22/2022	
				Executive Director: Esther Blackwell	6/22/2022	
				Magna School Director: Jason Bennion	6/22/2022	
				Kearns School Director: Denise Mathews	6/22/2022	
				Karen Bogenschutz	6/27/2024	
Recognition (June)	Take personal thank you cards and gifts to teachers who were highlighted in the board meetings 1-2 weeks after the board meeting. Goal is to go during the day and thank the teachers face to face when possible. Cards should mention appreciation for specific information shared in the highlight.	as needed	Karen	Karen Bogenschutz	6/22/2022	
				Sue Talmadge	6/22/2022	
				Jaren Gibson	6/26/2025	
Mission of Entheos Grant (Sept, April, May)	Determine and implement the "Charter Vision grant" and review applicants for decision to awarding report on previous years awards.	April, aug	Deb	Xazmin Prows	6/22/2022	Committee decide if previous year's winner be part of committee or any other members needed.
				Deb Ivie	6/27/2024	
Sex Education Committee (March)	discuss, evaluate, and formulate a recommendation concerning the Entheos Academy Sex Education and Maturation curriculum.	as needed	Sue	Sue Talmadge	11/15/23	
				Kearns Middle School Health Teacher	11/15/23	
				Magna Middle School Health Teacher	11/15/23	
				Kearns Parent	11/15/23	
				Magna Parent	11/15/23	
				Xazmin Prows	11/15/23	
				Health Care Professional	6/27/24	
Temporary Committees						
Building Addition Committee	discuss and propose additions to both Kearns and Magna campus buildings	temporary	Esther	Executive Director: Esther Blackwell	3/22/2023	
				Board Chair: Rod Eichelberger	3/22/2023	
				Jaren Gibson	6/26/2025	
Anniversary Committee	organize celebration for 20 year anniversary of Entheos Academy	temporary	Xazmin	Jaren Gibson	6/26/2025	
				Xazmin Prows	6/27/2024	

Current Board Advisors 2024-2025

Name	Appointed by position	Date Appointed
Esther Blackwell	position: Executive Director	6/27/2024
Jason Bennion	position: Director of Magna Campus	6/27/2024
Denise Mathews	position: Director of Kearns Campus	6/27/2024
Sue Talmadge	position: Director of Compliance	6/27/2024
Alisha Cartier	position: Board Secretary	6/27/2024
Brian Cates	Red Apple	6/27/2024

Proposed Board Advisors 2025 - 2026

Name	Appointed by position
Esther Blackwell	position: Executive Director
Jason Bennion	position: Director of Magna Campus
Denise Mathews	position: Director of Kearns Campus
Sue Talmadge	position: Director of Compliance
Alisha Cartier	position: Board Secretary
Brian Cates	Red Apple

Response Summary:

Thank you for submitting an Early Learning Plan for your Local Education Agency (LEA).

This plan provides the Utah State Board of Education (USBE) with information regarding your LEA's early literacy and early mathematics curriculum, established goals, and the implementation of the four components of mathematics instruction as required by Utah State Code 53G-7-218, 53E-3-521, and Board Rule R277-406.

We appreciate your collaborative efforts between LEA literacy and mathematics leaders in the development of this plan.

Q2. LEA Name

Entheos Academy

Q3. LEA Literacy Leader First and Last Name(s)

Esther Blackwell

Q4. LEA Literacy Leader Email Address(es)

esther.blackwell@entheosacademy.org

Q5. LEA Mathematics Leader First and Last Name(s)

Esther Blackwell

Q6. LEA Mathematics Leader Email Address(es)

esther.blackwell@entheosacademy.org

Q7. Please list your LEA Superintendency/Leadership that should be included in goal outcome communications.

Please include their first and last name(s), title(s), and email address(es).

Esther Blackwell, Executive Director: esther.blackwell@entheosacademy.org

Denise Mathews, Kearns School Director: denise.mathews@entheosacademy.org

Jason Bennion, Magna School Director: jason.bennion@entheosacademy.org

Q9. Select your evidence-informed core curriculum program(s) for grades K-3 literacy along with the year published or edition.

***Evidence-Informed Curriculum(s) (defined in SB 127 as: (i) is developed using high-quality research outside of a controlled setting in the given field, and (ii) includes strategies and activities with a strong scientific basis for use)**

[SB 127 \(2022\) Early Literacy Outcomes Improvement](#)

More than one box may be selected.

- EL Education Language Arts
- 95% Group Core Phonics Program

Q10. Select your evidence-based intervention program(s)/strategies for grades K-3 literacy along with the year published or edition.

****Evidence-based is defined in SB 127 as: means that a strategy demonstrates a statistically significant effect, of at least a 0.40 effect size, on improving student outcomes based on: (i) strong evidence from at least one well-designed and well-implemented experimental study or (ii) moderate evidence from at least one well-designed and well-implemented quasi-experimental study.***

SB 127 (2022) Early Literacy Outcome Improvement

For example: 95% Phonics Lesson Library 1st Edition, Read 180 Reading 2022, etc.

***Software programs are not considered eligible intervention curriculum for tier 2 and tier 3 instruction.**

You are able to select more than one.

- 95% Group Phonics Lesson Library 1st Ed.
- 95% Group Phonological Awareness 1st Ed.

Q11. List the evidence-informed core curriculum being used in tier 1 K-3 mathematics instruction.

For example: Eureka Math Squared, iReady Classroom Mathematics 2024, etc.

Ready Classroom Mathematics, 2024

Q12. List the evidence-informed intervention programs/strategies used for grades K-3 mathematics interventions.

For example: Building Fact Fluency Kits, Kickstart Number Sense for Targeted Math Interventions, Bridges Interventions, etc.

***Software programs are not considered eligible intervention curriculum for tier 2 and tier 3 instruction.**

iReady Mathematics lessons.
Evidenced-Based strategies:
Small group instruction
Explicit, systematic instruction
Deliberate practice
Visual Representations
Metacognitive Strategies

Describe how the following mathematical components are incorporated in tier 1 instruction in grades K-3.

Support Document: [Components of Early Mathematics Resources](#)

Q32. Conceptual Understanding: the comprehension and connection of concepts, operations, and relations.

For example: Incorporate evidence based strategies like implementing mathematical tasks that promote reasoning and problem solving, facilitating meaningful mathematical discourse, engaging students in number talks

Every Ready Math lesson addresses Conceptual Understanding through the modeling and connecting portions of the lesson.

Q33.

Procedural Fluency: the meaningful, flexible, accurate, and efficient use of procedures to solve problems.

For example: Implement fluency building components of evidence-based mathematics curricular programs (e.g. Building Fact Fluency Kits), Implement evidence-based fluency strategies that promote meaningful, flexible, accurate, and efficient procedures. (e.g. build procedural fluency from conceptual understanding, games that promote fluency, number talks)

The use of regular timed testing will NOT be approved as research shows it is ineffective and damaging.

Procedural Fluency is embedded into every Ready Math lesson under “practice”.

Q34. Strategic and Adaptive Mathematics Thinking: the ability to formulate, represent, and solve mathematical problems with the capacity to justify the logic used to arrive at the solution.

For example: Implement evidence-based strategies including engaging students in the Standards for Mathematical Practice in the Utah Core Mathematics Standards, engaging in rigorous mathematical tasks.

Every Ready Math lesson begins with a grapple that uses strategic and adaptive mathematical thinking and they leverage prior mathematical background knowledge and apply it to new mathematical learning.

Q35. Productive Disposition: the attitude of a student who sees mathematics as useful and worthwhile while exercising a steady effort to learn mathematics.

For example: Implement evidence-based strategies including goal setting, supporting positive mathematical experiences, promoting positive mathematical mindsets.

This is modeled by the teacher's attitude and behavior. It is also encouraged through multiple positive recognition strategies for students such as certificates for growth and perseverance, and also academic excellence.

Q8. The state growth goal requires 60% of first through third grade students to make typical, above typical, or well above typical growth from beginning of year to the end of the year as measured by Pathways of Progress on the Acadience Math assessment.

Per [53G-7-218](#) and [R277-406](#), an LEA that fails to meet the State Growth Goal in Math **MUST** participate in the USBE Math System of Support.

- We understand the expectation for meeting the State Growth Goal for math and agree to participate in the USBE Math System of Support if our LEA fails to meet the goal as outlined above.

Your LEA is responsible for creating two goals that are specific to your LEA, measurable, address current performance gaps in students' mathematics proficiency based on data, and include specific strategies for improving outcomes. (53G-7-218)

Please answer the questions below to generate your goal.

Q14. Goal 1:

What is your LEA's last day of school?

June 4th, 2026

Q16. What grade level will this goal focus on?

- Second Grade

Q19. What Acadience Math measure will your goal focus on? (e.g. composite, NNF, computation)

Composite

Q21. What is the target increase in the percentage of students scoring at or above benchmark from the beginning of the school year to the end of the school year?

- 11% or higher

Q22. How will you achieve this goal? What evidence-based strategies will you implement?

Effective Teacher Coaching that will include the following evidenced-based strategies:

- Observation
- Modeling
- Performance Feedback
- Alliance-Building Strategies (also referred to as "relationship-building strategies")

https://www.air.org/sites/default/files/NCSI_Effective-Coaching-Brief-508.pdf

Your LEA is responsible for creating two goals that are specific to your LEA, measurable, address current performance gaps in students' mathematics proficiency based on data, and include specific strategies for improving outcomes. (53G-7-218)

Please answer the questions below to generate your goal.

Q2. Goal 2:

What is your LEAs last day of school?

June 4th, 2026

Q3. What grade level will this goal focus on?

- First Grade

Q4. What Acadience Math measure will your goal focus on? (e.g. composite, NNF, computation)

Composite

Q5. What is the target increase in the percentage of students scoring at or above benchmark from the beginning of the school year to the end of the school year?

- 11% or higher

Q6. How will you achieve this goal? What evidence-based strategies will you implement?

Effective Teacher Coaching that will include the following evidenced-based strategies:

- Observation
- Modeling
- Performance Feedback
- Alliance-Building Strategies (also referred to as “relationship-building strategies”)

https://www.air.org/sites/default/files/NCSI_Effective-Coaching-Brief-508.pdf

Q31. The LEA assures that it is in compliance with State Code [53E-4-307.5](#), [53G-7-218](#), [53E-3-521](#) and Utah Board Rule [R277-406](#) applicable to this program.

- Agree

Q32. The LEA has adopted high quality literacy instructional materials and intervention programs aligned with the effective research regarding the science of reading and the LEA’s reading strategies meet the criteria in Section [53G-11-303](#).

- Agree

Q33. Our LEA assures that we will complete and submit the Goal Attainment Survey by July 15, 2026.

- Agree

Q39. Our LEA assures that we will present the outcomes of our Early Learning Plan and attainment of our goals to our school board in an open and public meeting as required in [R277-406](#).

- Agree

Embedded Data:

N/A

Entheos Academy District 2025-26 Work Plan

Multi-Year Impact Goals	Mastery of Knowledge and Skills	Character	High Quality Work
	Entheos Academy will meet or exceed state growth scores on EOY testing in the areas of: Early Literacy Math ELA Science	Entheos Academy will create and maintain a school-wide approach to teaching students to be ethical people, effective learners, and individuals who contribute to a better world.	High Quality Expeditions and classroom experiences will be implemented in every grade, that generate student work which is complex, has high craftsmanship, and is authentic.
2025-26 Performance Goals	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 <ul style="list-style-type: none"> ● English Language Learners ● Special Education Students 	80% of teachers will implement a morning Crew centered around our school values, and support our Entheos PBIS structure with strong classroom management to help shape student character.	80% of students will have High Quality Work samples from the current school year in their portfolio by EOY.
2025-26 Implementation Priorities	Core Practice 30 D Core Practice 29 B	Core Practice 23 B Core Practice 21 B	Core Practice 12 D
Leadership Multi-Year Impact Goal	To foster an environment that facilitates a strong, confident, supported and capable staff crew with an increased sense of teacher efficacy.		
2025-26 Leadership Goal	<ol style="list-style-type: none"> 1. By the end of the academic year, each school administrator will have visited at least 10 classrooms per week to build relationships and stay informed about student and teacher needs. 2. Increase regular student attendance by 5% from 2024-25 to 2025-26. 		

MASTERY OF KNOWLEDGE AND SKILLS

2025-26 Performance Goal:

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

Implementation Priorities: Core Practice 29 B (Using Protocols and Engagement Strategies) & 30 D (Using Assessment Data to Drive Student Achievement)

Strategy: Response to Intervention

Effect Size: 1.29

Learning Target (what):

I can use 1) evidence-based differentiated instructional strategies, 2) engaging protocols and 3) data analysis to achieve 65% or more of my students making typical or better growth.

Rationale (why):

This goal promotes measurable growth for all students, including Multi Language Learners and Special Education students, ensuring equity and progress toward closing achievement gaps.

Implementation (how): Improving the skill set of educators.

All Professional Development and coaching (where applicable):

- ☐ BOY training for educators new to ALO or educators who need additional support in using ALO.
- ☐ BOY training and follow-up support for new educators on 95 Phonics Tier 1 and Tier 2, and for educators who need additional support to make growth on their Acadience Reading scores.
- ☐ Peer observations and classroom mentoring/coaching on delivering tiered interventions using current resources to fill gaps (MLL/SpED/Tier 2 & 3).
- ☐ Continued improvement of/additions to the Resource Library on OTRs/SE with examples and videos ([OTRs/ S.E Library](#)).
- ☐ Peer observations and mentoring/coaching on OTRs/SEs.
- ☐ DIT check-in's with coaching as needed.
- ☐ School-wide Data Reviews at BOY, MOY, and EOY.

Success Criteria (evidence):

- Success Criteria for the performance goal:
 - 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

BOY Baseline Data Sources: ([Walk Through Observation Form](#))

- % of teachers implementing differentiation in their classrooms as observed through classroom walkthroughs.
- % of teachers utilizing OTRs, S.E.'s and other engagement strategies as observed through classroom walkthroughs.
- % effective DITS as observed through visits/self-assessments. ([DIT Form](#))
- BOY Data Carousel on BOY data, including disaggregated by MLL and SpEd (iReady, Acadience, RISE).

MOY Data Sources:

- % of teachers implementing differentiation in their classrooms as observed through classroom walkthroughs.
- % of teachers utilizing OTRs, S.E.'s and other engagement strategies as observed through classroom walkthroughs.
- % effective DITS as observed through visits.
- MOY Data Carousel on MOY data, including disaggregated by MLL and SpEd (iReady, Acadience, RISE).

	<p>EOY Data Sources:</p> <ul style="list-style-type: none">● % of teachers implementing differentiation in their classrooms as observed through classroom walkthroughs.● % of teachers utilizing OTRs, S.E.'s, and other engagement strategies as observed through classroom walkthroughs.● % effective DITS as observed through visits.● EOY Data Carousel on MOY data, including disaggregated by MLL and SpEd (iReady, Acadience, RISE).
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CHARACTER

2025-26 Performance Goal: 80% of teachers will implement a morning Crew centered around our school values, and support our Entheos PBIS structure with strong classroom management to help shape student character.

Implementation Priorities: Core Practice 23 B (Fostering a Culture of Crew) & 21 B (Fostering a Positive Climate)

Strategy Name: Building a culture of crew and a positive climate for learning

Effect Size: .52

Learning Target (what):

I can implement a strong crew centered on the school values to create, shape and reinforce good character.

I can support our Entheos PBIS structure with strong classroom management.

Rationale (why):

Fostering a culture of Crew based on shared values helps create a sense of community, and gives students a solid foundation from which to make good choices when faced with challenges.

Using positive behavior supports and interventions in a clear classroom management plan, helps students develop good character as well as focus on academic learning.

Implementation (how):

- ☐ P.D. on M.S. Crew Curriculum.
- ☐ In-class modeling/coaching on Crew as necessary.
- ☐ P.D. on PBIS structures at Entheos; academic, attendance and behavioral achievement: D200, Bloomz, Exemplars as needed.
- ☐ P.D. on Behavior Action Steps, charts, decision tree, and in-classroom coaching as needed.
- ☐ P.D. on Classroom management: Mgmt in Active Classroom as needed.

Systems/Resources Provided:

- ☐ Behavior Sequence/ Decision Tree
- ☐ PBIS rewards: certificates, recognition, celebrations
- ☐ M.S. Crew Curriculum
- ☐ Google folder with crew lessons based on school values

Success Criteria (evidence):

- Success Criteria for the performance goal:
 - 80% of teachers will implement a morning Crew centered around our school values, and support our Entheos PBIS structure with strong classroom management to help shape student behavior by the end of the year.

BOY: Baseline Data Source:

- Last year's data on Crew may be utilized as a baseline.
- [Crew Observation Form:](#)
 - % of high quality Crews, as observed through visits.
 - % of Crews based on the school values as observed through visits.
 - % of classrooms with clear and effective classroom management as observed through visits.

MOY: Data Source:

- [Crew Observation Form:](#)
 - % of high quality Crews, as observed through visits.
 - % of Crews based on the school values as observed through visits.
 - % of classrooms with clear and effective classroom management as observed through visits.
- [PBIS Tracking Sheet](#) Evidence of use of D200 club, Bloomz points, Entheos Exemplars.

EOY: Data Source:

- [Crew Observation Form:](#)
 - % of high-quality Crews, as observed through visits.

- | | |
|--|---|
| | <ul style="list-style-type: none">○ % of Crews based on the school values as observed through visits.○ % of classrooms with clear and effective classroom management as observed through visits.● Evidence of use of D200 club, Bloomz points, Entheos Exemplars. |
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HIGH QUALITY WORK

2025-26 Performance Goal: 80% of students will have High Quality Work samples from the current school year in their portfolio by EOY.

Implementation Priorities: Core Practice 12 D: Developing a Culture of Excellence

Strategy Name: High-quality student work

Effect Size: .75 (setting standards for self-judgment)

Learning Target (what):

I can recognize what high-quality work looks like for the grade level/s and subjects that I teach, and ensure that my students produce high-quality work, samples of which are housed in their portfolio.

Rationale (why):

We believe that student success is built on strong character qualities such as striving for excellence.

Implementation (how):

- ☐ Creation and sharing of correctly curated, example student portfolios for Elementary and M.S.
- ☐ P.D. on grade-level work that demonstrates proficiency on ELA standards, through viewing and analyzing random national samples.
- ☐ P.D. on what HQW looks like in subjects other than writing.
- ☐ P.D. on how “Authenticity” promotes student engagement and production of HQW.
- ☐ Creation and bi-annual delivery of HQW Protocol, which includes teacher submission of a reflection form.
- ☐ Specific designated and communicated times for teachers/students to work on portfolios if needed.
- ☐ Portfolio check-ins at SLCs using the Portfolio Evaluation rubric.

Success Criteria (evidence):

- 80% of student portfolios taken from a random sample at EOY that contain correctly curated HQW.
- 90% of teachers participate in a bi-annual protocol to analyze the quality of their student’s writing samples against grade-level proficient random national writing samples.

BOY Baseline Data Sources:

- % of student portfolios taken from a random sample at EOY 2024-25 that contained correctly curated HQW.

MOY Data Sources:

- % of student portfolios taken from a random sample at MOY that contain correctly curated HQW.
- % of teachers who participate in a protocol to analyze the quality of their student’s writing samples against grade-level proficient random national writing samples, measured by P.D. attendance and submission of a reflection form.

EOY Data Sources:

- % of student portfolios taken from a random sample at MOY that contain correctly curated HQW.
- % of teachers who participate in a protocol to analyze the quality of their student’s writing samples against grade-level proficient random national writing samples, measured by P.D. attendance and submission of a reflection form.

LEADERSHIP

2025-26 Performance Goal #1: By the end of the academic year, each school administrator will have visited at least 10 classrooms per week to build relationships and stay informed about student and teacher needs.

Implementation Priorities: Core Practice 34 A (Promoting Trust) and 34 B (Promoting a Growth-Oriented Professional Culture)

Strategy Name: Cultivating a growth-oriented, positive professional culture.

Effect Size:

Collective Teacher Efficacy – Effect Size: 1.57

Feedback to Teachers – Effect Size: 0.72

Teacher-Student Relationships – Effect Size: 0.72

Learning Target (what): School administrators can visit at least 10 classrooms per week to build relationships and stay informed about student and teacher needs.

Rationale (why):

- When administrators are visible and engaged, they can support collaboration and reinforce a shared belief among teachers that they can make a difference, which is the most powerful influence on student achievement, according to Hattie.
- Regular classroom walkthroughs allow administrators to provide specific, actionable feedback, which has a strong impact on improving instructional practices.
- When administrators model and support relational practices through presence and responsiveness, they help foster a culture where strong relationships are valued and nurtured.

Implementation (how):

- ☐ Create and utilize a system for easily tracking classroom visits, to ensure goal is met and also to ensure that *all* classrooms get visited on a rotating basis.
- ☐ Admin will schedule time to visit classrooms each week.
- ☐ Visits may be informal or supported by a classroom walkthrough tool, with the goal of fostering trust, enhancing communication, and improving responsiveness to instructional and school-wide needs.
- ☐ Admin will be trained on the variety of forms available in Observe4Success.

Success Criteria (evidence):

- Each school administrator has visited at least 10 classrooms per week over the course of the school year.

BOY Baseline Data Source:

- N/A

MOY Data Source:

- # of classroom visits per week per administrator from BOY to MOY as recorded through the tracking system.

EOY Data Source:

- # of classroom visits per week per administrator from BOY to MOY as recorded through the tracking system.

2024-25 Performance Goal #2: Increase regular student attendance by 3% from 2024-25 to 2025-26.	
Implementation Priorities: Core Practice 22 A. Becoming Effective Learners (through Habits of Scholarship) Core Practice 24 B. (Building Relationships with Families)	
Strategy Name: N/A	Effect Size: N/A
Learning Target (what): I can implement an attendance campaign that will result in a 3% increase in regular student attendance by EOY 2025-26.	Rationale (why): If students have poor attendance, we cannot teach them effectively, and therefore, they will not fully benefit from the Entheos program we offer.
Implementation (how): <ul style="list-style-type: none"> Attendance campaign <ul style="list-style-type: none"> <input type="checkbox"/> Class goals and reward systems <input type="checkbox"/> Individual student goals and reward systems <input type="checkbox"/> Parent Meetings <input type="checkbox"/> Continued marketing & education 	Success Criteria: <ul style="list-style-type: none"> EOY attendance data will show a 3% increase in regular student attendance from 2024-25 to 2025-26. BOY Baseline Data Source: <ul style="list-style-type: none"> 2024-25 % of regular student attendance. MOY Data Source: <ul style="list-style-type: none"> MOY% of regular student attendance 2025-26 compared with 2024-25. EOY Data Source: <ul style="list-style-type: none"> % of regular student attendance 2025-26 compared with 2024-25.

*Strategy names and effect sizes:

https://xyofeinstein.files.wordpress.com/2019/11/250_influences_chart_june_2019-1.png

https://xyofeinstein.files.wordpress.com/2019/11/250_influences_chart_june_2019-2.png

<https://visible-learning.org/2022/01/hatties-barometer-of-influence-infographic/>

<https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/>

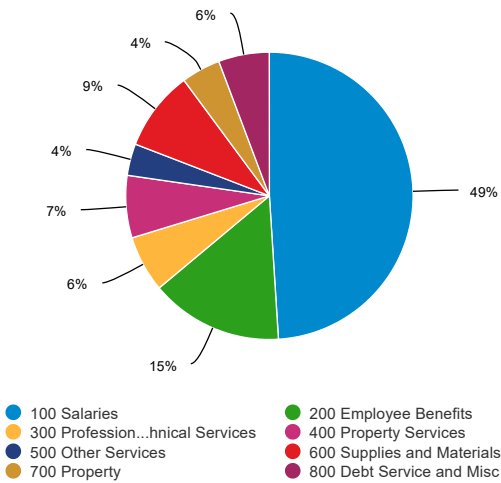
Financial Summary

	Category	YTD Amount	Total Budget	Total Forecast	% Target	% Forecast
Revenue (3 School Category records)						
	1000 Local Revenue	\$525,134	\$402,720	\$558,878	63.4%	94.0%
	3000 State Revenue	\$11,034,353	\$12,039,680	\$12,107,434	91.3%	91.1%
	4000 Federal Revenue	\$663,857	\$886,249	\$898,897	0.4%	73.9%
TOT		\$12,223,343	\$13,328,649	\$13,565,209		
Expense (8 School Category records)						
	100 Salaries	-\$5,401,859	-\$6,135,700	-\$6,108,200	86.2%	88.4%
	200 Employee Benefits	-\$1,704,007	-\$1,871,069	-\$1,861,069	90.3%	91.6%
	300 Professional and Technical Services	-\$585,314	-\$791,815	-\$791,815	13.2%	73.9%
	400 Property Services	-\$769,346	-\$611,060	-\$876,457	-0.0%	87.8%
	500 Other Services	-\$306,262	-\$438,251	-\$443,251	-0.0%	69.1%
	600 Supplies and Materials	-\$851,116	-\$1,082,815	-\$1,123,391	-0.0%	75.8%
	700 Property	-\$461,712	-\$530,000	-\$550,491	-0.0%	83.9%
	800 Debt Service and Misc	-\$600,780	-\$707,539	-\$712,539	-0.0%	84.3%
TOT		-\$10,680,396	-\$12,168,249	-\$12,467,213		
TOT		\$1,542,948	\$1,160,400	\$1,097,996		

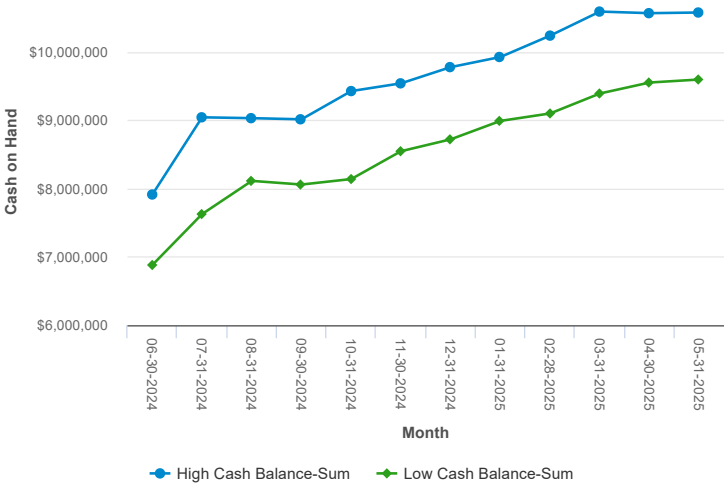
Financial Metrics

	Financial Metric	Covenant	Target	Forecast
	Net Income		398,565	1,097,996
	Operating Margin		4.5%	8.09
	Debt Service Ratio	1.10	1.37	2.74
	PTIF Balance			7,641,114
	Unrestricted Days Cash	30	150	276
	Restricted Cash			501,530

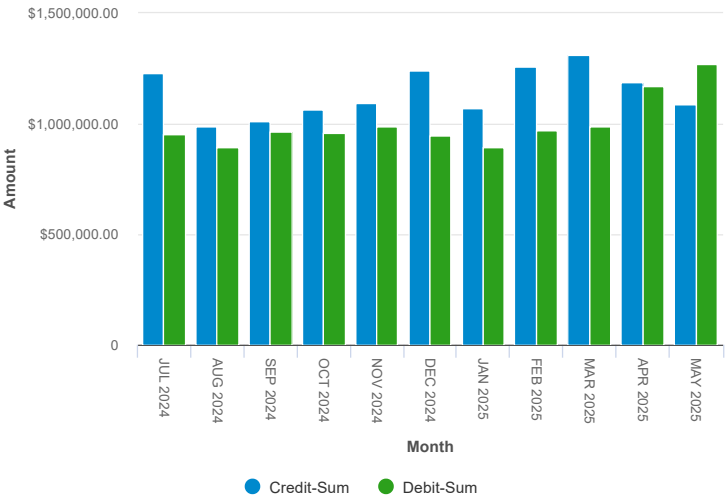
Expense Distribution



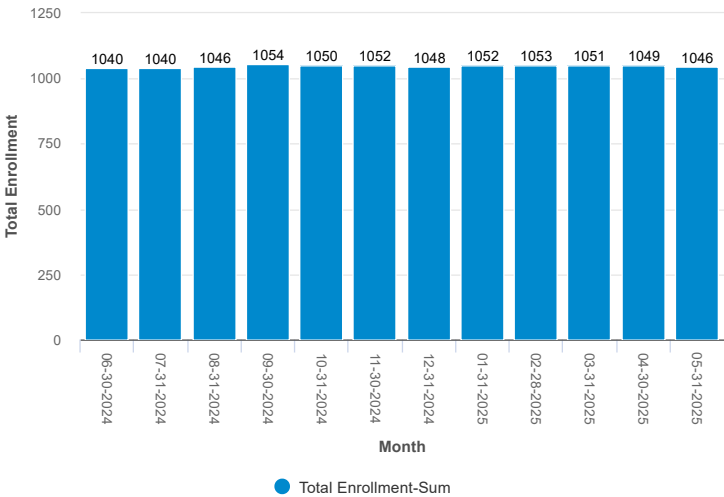
Cash Balance



Revenue vs Expenses



Enrollment Trend



Entheos Combined Director's Report

...

June 2025

BOY 2024-25 Calendar Dates

Magna

- 8/5 In-Person Registration, 10-7
- 8/13 New Teacher P.D.
- 8/14-19 BOY P.D.
- 8/14 Kinder Orientation, 6-8
- 8/18 Hot Dog Hello, 6-8
- 8/20 1st Day of School
- 8/21 - 9/19 BOY Testing
- 8/28 Board Meeting

Kearns

- 7/31 In-Person Registration, 10-7
- 8/13 New Teacher P.D.
- 8/14-19 BOY P.D.
- 8/14 Kinder Orientation, 6-8
- 8/18 Hot Dog Hello, 6-8
- 8/20 1st Day of School
- 8/21 - 9/19 BOY Testing
- 8/28 Board Meeting

Next Year's Calendar: <https://vahara-04-public.s3.amazonaws.com/media/62815/Entheos-District-24-25-SY-Calendar.pdf>

2025- 26 Upcoming Enrollment

	Magna	Kearns
Enrollment	514	609
Waitlist	103	104

Through a thorough historical review (thanks to Misty Startup) of summer enrollment attrition, we have been able to determine appropriate over-enrollment so that we truly begin the year full and do not have to back-fill spots once the year has started. Therefore, the enrollment numbers will look very high right now, which actually just means we will predictably start full.

Innovative Schools Summer Conference

7/14 - 7/18



Engaging Experts. Inspiring Stories. Real Results.

Join thousands of administrators and teachers to network and learn research-based strategies and practical ideas to support students and staff. Innovative Schools Summit locations include Las Vegas, San Antonio, New York, Orlando and Nashville.

A team of our educators will be going to Nashville in July, where they will attend the Innovative Schools Summer Conference. They will learn from experts across the country and glean ideas that will benefit our students, especially those who struggle academically and socially. Attendees are as follows:

Karen Beach
Heather Towle
Evette Mendisabal
Sara Erickson
Chloe Stokes

Heather Johansen
Allison Weber
Sarah Whitley
Aviry Stratton
Kate Buchanan

Tani Leavitt
Melissa Durfee
Jamie Olyer
Summer Spjute
Sue Talmadge

Kearns Spotlight

Staff Recognition

Elementary: Allison Weber

Ms. Allison is an exceptional fourth-grade teacher whose student achievement scores reflect her dedication, expertise, and high expectations. She manages her classroom with confidence and care, creating a structured yet engaging environment where all students can thrive. Beyond her success in the classroom, Allison is also an outstanding mentor, generously sharing her knowledge and supporting her colleagues with encouragement and practical strategies. Her leadership, professionalism, and passion for teaching make her a true asset to our school community. Thank you for your continued support and hard work, Allison!



Kearns Staff Recognition

Middle School: Sarah Whitley

Ms. Whitley is our middle school art teacher. She is truly exceptional, bringing creativity, passion, and heart to everything she does. In addition to inspiring students through engaging and thoughtful art instruction, she leads our Character Crew with dedication and purpose. Her efforts help foster a warm, nurturing environment not only for students but also for staff. She is a constant source of positivity and support, and her commitment to building a strong, caring school community is felt by all who work with her. Thank you for all you do to support our students and teachers, Sarah. Your positivity makes a huge difference.



Kearns Staff Recognition

Support Staff: Elisabeth Harrison

Ms. Elisabeth is a kind, organized, and dedicated 1st grade paraprofessional who consistently goes above and beyond to support her students. Her calm and caring presence helps create a positive and nurturing learning environment where all students feel valued and encouraged. She is deeply invested in their success, taking the time to understand their individual needs and working tirelessly to help them thrive both academically and emotionally. Elisabeth's commitment and reliability make her an invaluable part of the classroom team.



Magna Spotlight

Elementary: Sanna Smith

We're thrilled to highlight Sanna Smith, one of our amazing kindergarten teachers!

Sanna has shown tremendous growth over the last couple of years, embracing feedback with a positive attitude and consistently working to refine her teaching. Her classroom is a joyful and safe space where our young learners feel supported, engaged, and excited to learn.

We're so proud of the environment she's created for her students, and the progress we continue to see in her. Thank you Sanna!



Magna Spotlight

Elementary: Sarah Wright

We are excited to recognize Ms. Sarah Wright, who is one of our fantastic 4th grade teachers!

Sarah is incredibly well-organized and well prepared, and it shows — her end-of-year scores have been outstanding so far! Beyond the classroom, Sarah plays a key role on our Character Crew and is instrumental in developing and delivering high-quality professional development for staff.

Her dedication, leadership, and attention to detail make a lasting impact on both students and colleagues.

Thank you Sarah!



Magna Spotlight

Paraprofessional: Tatiana Bothell

We're excited to recognize Tatiana Bothell, one of our incredible 1st grade paraprofessionals!

New to our team this year, Tatiana has stepped in seamlessly and is already making a big impact. She works closely and effectively with Ms. Giravi, always bringing care, consistency, and dedication to her role. Her reliability and genuine concern for students shine through in everything she does. She is always very positive and willing to do what she can to support our students.

We're so grateful to have her as part of our team — thank you, Tatiana!



District Spotlight: Phong Dao

Phong Dao is our incredibly personable and skilled IT support expert provided through our contractor, Onward Technology. Whenever Phong is on campus, you can be sure that he is bringing a smile to the faces of those around him! He is unfailingly helpful and positive, and will work on our tech issues without ceasing until he finds a solution. He manifests patience and kindness with our Crew, even when the struggles are simple and we should be able to figure things out, ourselves! Phong is always willing to reach out to his Onward team members if a situation is particularly tricky, and that willingness to be humble and constantly learn makes him a wonderful asset. Thank you Phong, for brightening our lives and sharing your expertise!



Questions?



ENTHEOS ACADEMY

EXCELLENCE • SERVICE • LEADERSHIP

26 June 2025

Consent Agenda Items:

1. Policies for Approval

1. Policies for Approval

- a. 3100 Fiscal Procedures
- b. 5305 Persistently Dangerous Schools Policy
- c. 6307 Entheos Academy Security Use Policy
- d. 3113 Salary Supplement for Highly Needed Educators (SHiNE)
- e. 2501 Charter Trust LAND Council
- f. 3101 Procurement and Expenditures
- g. 3102 Cash Receipt
- h. 3103 Reporting Fraud and Abuse
- i. 5407 Resolution for Freedom of Religious Expression Policy
- j. 5309 Administration of Naloxone
- k. 5308 Administration of Epinephrine
- l. 5401 Bullying and Hazing Policy

#3100 FISCAL PROCEDURES

Purpose

Entheos Academy will adopt fiscal policies and procedures to safeguard assets, comply with state and federal regulations, and produce timely and accurate financial information. Policy

Fiscal

- I. Entheos will follow all relevant laws and regulations governing Utah charter schools.
- II. Entheos will provide accurate and auditable records of all financial transactions. We will maintain all books, records, and accounts in conformity with Generally Accepted Accounting Principles (GAAP), which include Generally Accepted Governmental Auditing Standards.
- III. Entheos will apply the State Office of Education guidelines for Budgeting, Accounting, and Auditing for Utah Schools.

- IV. The Executive Director and Entheos School Board will be responsible for preparing and submitting all financial and school reports to the state. This will include, but is not limited to,
 - A. the State Accountability Report,
 - B. Financial Audit Report and
 - C. the Financial and Enrollment Report, as required by the State Office of Education
- V. Entheos will retain an outside firm to provide monthly statements, accounts payable services, accounts receivable services, payroll, taxes, general accounting services, and other services as needed.
- VI. The Executive Director and Treasurer of the Entheos School Board will prepare:
 - A. an annual operating budget of revenues and expenses,
 - B. a cash flow projection, and
 - C. a capital budget.
- VII. These budgets and projections will be reviewed and approved by the Entheos School Board and may be modified as necessary. The Board of Directors will have the authority to approve and will record in its minutes:
 - A. approval of the annual operating budgets,
 - B. the incurrence of debt or mortgages,
 - C. investments and/or purchase or sale of property,
 - D. opening or closing of checking or savings accounts,
 - E. selection of a certified public accountant, and
 - F. other financial activities associated with the charter school
- VIII. Financial statements displaying budget vs. actual results will be prepared by the school's accountant and reviewed by the Executive Director and Treasurer each month. An updated budget vs. actual will be presented to the Board at least quarterly.
- IX. The Entheos School Board will arrange for an independent certified public accounting firm to conduct an audit of Entheos Academy's financial statements annually.

Use of Funds

- I. Transactions over \$5,000.00 must receive documented pre-approval by the Executive Director, Compliance Director, and the Board Treasurer or the Board Chair. Verbal approval is insufficient for pre-approval.
- II. Pre-approved expenses may be reimbursed through an Expense Reimbursement Form.
- III. The Entheos School Board must approve all short-term and long-term debt.
- IV. Any reasonable expenses may be reimbursed to employees or Board members within IRS guidelines and legal limits if approved by the Entheos School Board.
- V. All lease agreements will be evidenced by a lease or sublease, and agreements must be approved by the Executive Director.
- VI. Entheos reserves the right to reallocate funds from one line item to another if purchasing practices or conservation result in an expenditure different than the budgeted amount, to the extent allowed by law and the guidelines of the funding source.

Budget Policies and Procedures:

- I. Entheos shall prepare a budget that shall be in effect from July 1 to June 30.
- II. Budgeted Revenues will include, but shall not be limited to,

- A. federal or state start-up funds,
 - B. federal or state operating funds as approved by the legislature, and
 - C. other grants, donations, sponsorships, or fundraising monies obtained by Entheos.
 - 1. Amounts that cannot be established for certain, such as some fundraisers, will not be included in the annual budget.
- III. Budgeted Expenditures shall be categorized in the same chart of accounts as used by the Utah State Office of Education.

5305 PERSISTENTLY DANGEROUS SCHOOLS POLICY

Purpose

To ensure that a student attending a persistently dangerous school within the LEA; ~~is~~ **be** allowed to transfer to a safe public school within the LEA.

Definitions

“Persistently dangerous school” means

- I. a school where at least 3% of students for three consecutive school years have been suspended or expelled for:
 - A. a reported violent criminal offense that took place:
 - B. on school property; or at a ~~school-sponsored~~ **school-sponsored** activity.
 - C. ~~Federal~~ **federal** ~~gun-free~~ **gun-free** school violation as defined in 20 USC 7961
- II. “Violent criminal offense” means any of the following if the crime has been reported to law enforcement and a charge has been filed:
 - A. actual or attempted criminal homicide as defined in Section 76-5-201;
 - B. rape as defined in Section 76-5-402 through 76-5-402.3;
- III. aggravated sexual assault as defined in 76-5-405;
 - A. forceable sexual abuse as defined in 76-5-404;
 - B. aggravated sexual abuse of a child as defined in 76-5-404.1;
 - C. aggravated assault as defined in 76-5-103; or ADA Compliant: April 9, 2020 2
 - D. robbery as defined in 76-6-301.

Policy

LEA Notification to Parents – Transfer.

(1) If Entheos Academy has a school that falls into the category of persistently dangerous, the School Director will provide the Executive Director with:

- (a) a copy of the school’s safety plan;
- (b) a document outlining the local efforts to address school safety concerns; and
- (c) relevant school safety data requested by the Executive Director.

(2) The LEA shall provide the designated school's information described in Subsection R277-714-3(1) within 30 days of receiving notice that the school has been designated as persistently dangerous; to parents.

(3) If Entheos Academy has a school that is designated persistently dangerous, the school shall provide written notice within 15 days of the school's notice that is persistently dangerous:

(a) that the school has been designated as persistently dangerous, including the criteria that caused the school to be designated as persistently dangerous;

(b) that a parent may transfer the parent's student to a safer school within the LEA if the parent chooses; and

(c) the timeline and deadline for transfer of the parent's student, which may not exceed 30 days after a parent's receipt of notice of a school's designation.

Action Plan Content and Implementation.

(1) If Entheos Academy has a school that has been designated as persistently dangerous, the school shall create an action plan and submit the plan to the Executive Director as specified by the Executive Director.

(2) At minimum, the action plan shall include how the school will:

(a) provide additional personnel and staff to supervise students;

(b) provide conflict resolution training and additional discipline training for staff of the school designated as persistently dangerous;

(c) collaborate with the applicable local law enforcement agency; and

(d) implement additional security measures for the school.

6307 ENTHEOS ACADEMY SECURITY CAMERA USE POLICY

Purpose

Entheos Academy is committed to providing a safe, respectful, and supportive learning environment. To enhance emergency response preparedness and ensure the well-being of students and staff, non-audio security cameras will be installed in all classrooms. This policy outlines the intended purpose, limitations, and authorized use of recorded footage.

Policy

I. Authorized Purpose of Classroom Security Cameras

A. To support school-wide safety efforts and emergency response during critical incidents such as intruders, lockdowns, or other threats.

B. To assist law enforcement in responding to on-campus emergencies.

C. To provide a neutral and accurate record of events in the case of serious incidents, thereby protecting the rights and safety of students and staff.

II. Prohibited Uses

A. Evaluating, observing, or monitoring teacher performance.

B. Routine surveillance of instructional practices or classroom management.

C. Capturing or recording audio.

D. Monitoring for disciplinary or administrative micromanagement unless connected to a formal investigation.

III. System Specifications

A. Video Only: All classroom security cameras will record video without audio, except those installed in Special Education classrooms, which may include audio capabilities to support student safety and legal compliance.

B. Placement: Cameras will be positioned to cover general classroom activity and will avoid direct views of personal workspaces such as teacher desks.

C. Retention: Video footage will be securely stored in accordance with school procedures and retained only as long as necessary to address safety concerns or as required by law.

IV. Access and Review of Footage

A. Only designated personnel (e.g., Executive Director, Campus Directors, and approved designees) may access or review footage.

B. Footage will only be reviewed in response to a safety incident, report of serious misconduct, or formal concern.

C. Law enforcement may be granted access to footage strictly for emergency response or investigative purposes.

D. Staff may request to view footage related to an incident through a formal request to school administration, subject to approval and privacy considerations.

V. Policy Review and Updates

A. This policy will be reviewed annually by school leadership.

B. Updates will be made as necessary to ensure alignment with legal requirements, best practices, and staff feedback.

C. Any significant changes will be communicated clearly to all affected stakeholders.

3113 SALARY SUPPLEMENT FOR HIGHLY NEEDED EDUCATORS (SHiNE)

1. Purpose

This policy establishes the procedures for administering the Salary Supplement for Highly Needed Educators (SHiNE) program within Entheos Academy, in accordance with SB 173 passed during the 2024 General Session. The intent of the program is to provide salary supplements to teachers in positions identified as challenging to fill or retain.

2. Identified High-Needs Teaching Assignments

Based on staffing patterns, recruitment history, and retention data, Entheos Academy identifies the following teaching assignments as high-needs areas:

1. **Special Education (K-8)**
2. **Middle School Mathematics (grades 6–8)**
3. **Middle School Science (grades 6–8)**

This list will be reviewed and updated periodically based on staffing needs and data.

3. Salary Supplement Amount

Eligible educators in high-needs teaching assignments will receive a salary supplement paid in accordance with USBE direction.

The amount of the supplements will be determined by the total amount received from the state divided by the total number of Entheos qualifying educators. Salary supplements will include employer-paid benefits and may be increased using carryforward funds if all eligible educators have received the full supplement as defined in this policy.

4. Eligibility and Verification Process

To qualify for the SHiNE salary supplement, an educator must:

- Hold an active Utah Professional teaching license and endorsement in the relevant high-need area.
- Be a full-time employee primarily assigned to one or more of the LEA's designated high-needs teaching areas.
- Maintain employment with the LEA in the qualifying position for the full school year.
- Good standing: No employee disciplinary action or unsatisfactory evaluations during the school year.

Verification Steps:

- The HR office will verify qualifying educators by reviewing licensure and teaching assignments.
 - A finalized list of eligible educators will be certified by the Superintendent or designee and then submitted to USBE Educator Licensing as requested, annually.
-

5. Appeals Process

Educators who do not receive a SHiNE salary supplement may appeal if they believe their assignment is **substantially equivalent** to a designated high-needs area.

Appeal Steps:

1. The teacher must submit a written inquiry to the Director of HR, inquiring if they will receive the stipend.

2. The educator must appeal to the LEA Governing Board within 30 days of notification of ineligibility from the Director of HR.
3. The appeal must include:
 - A letter explaining the appeal rationale.
 - Transcripts and other documentation demonstrating relevant qualifications and teaching background.
4. The LEA Governing Board or its designee will review the appeal and provide a written decision within 30 days of receipt.

Appeals will be evaluated based on comparability of the teaching assignment to high-needs areas and the teacher's qualifications.

6. Certification and Disbursement

- The HR Director will maintain an updated and verified list of eligible educators and disburse in alignment with USBE direction.
-

7. Use of Funds and Carry Forward Policy

- All SHiNE funds received by the LEA shall be used solely for salary supplements and associated employer-paid benefits.
 - If funds remain after full distribution to all eligible educators, the LEA may distribute additional funds to increase the supplement amount proportionally.
-

8. Annual Review and Notification

This policy will be reviewed and updated annually. Teachers will be notified of any changes to this policy through email and the LEA website.

2501 CHARTER TRUST LAND COUNCIL~~SCHOOL~~ ~~LAND TRUST AND SCHOOL COMMUNITY COUNCIL~~ POLICY

Purpose

This policy is to establish the composition and duties of Entheos Academy Charter Trust LAND Council for the purpose of involving parents or guardians of students in decision making at the school level, improving the education of students, prudently expending School LAND Trust Program money, and increasing public awareness of such funding and policies.

Policy

In compliance with Utah Code and State Board Rules, the Entheos Academy Board of Trustees directs each school receiving School LAND trust funds to establish and maintain a Charter Trust LAND Council~~School Community Council~~ as set forth in Utah 53G-7-1202, and this policy.

I. Organization

- A. Each school shall organize a Charter Trust LAND Council consistent with 2502 Charter Trust LAND Council Election Procedures. ~~School LAND Trust Council~~
~~consisting of elected members~~
 - ~~1. Four parents or guardians of students~~
 - ~~2. Two school employees, one to be the principal or designee.~~
- ~~B. For each school in the organizational year, half of the terms shall be for one year and half for two years. In subsequent years, all terms shall be for two years.~~
 - ~~1. Elections will be held in the Spring of each year and completed prior to the last week of school and in accordance with candidacy and representation as outlined in in Utah 53G-7-1202~~
- ~~C. The School Community Council shall elect:~~
 - ~~1. One Chair from its parent or guardian members and~~
 - ~~2. One Vice-Chair from its parent, guardian, or employee members.~~
- D. Principals and all Charter Trust LAND Council~~School Community Council~~ members are encouraged to participate in annual training provided under the Board's direction that will include
 - 1. Responsibilities of the Chair and Vice-Chair
 - 2. Resources available on the School LAND Trust websites and
 - 3. Utah 53G-7-1202

II. Responsibilities

- A. The Charter Trust LAND Council~~School Community Councils~~ shall create a program to use ~~their~~^{its} allocation of School LAND Trust funds to implement a component of the school's improvement plan or charter agreement. This plan shall include:
1. The school's identified most critical academic needs.~~;~~
 2. A recommended course of action to meet the identified academic needs; A specific listing of any programs, practices, materials, or equipment that the school will need to implement as a component of its school improvement plan to have a direct impact on the instruction of students and result in measurably increased student performance; and
 - a) How the school intends to spend its allocation of funds to enhance or improve academic excellence at the school.
 - b)
 3. The Charter Trust LAND Council~~School Community Council~~ shall present its comprehensive school improvement plan to the Board of Education annually for approval. ~~Multi-year~~^{Multiyear} plans may be developed, but the Board's annual approval is required.
 4. In addition, a report to parents on the implementation of last year's School LAND Trust program must be distributed by November 15 of each year. The Charter Trust LAND Council~~School Community Council~~ shall provide this information by posting it on the school's website.
 - a) The website should include the dollar amount received each year through the program.

III. Meetings

- A. Meetings shall be scheduled according to the school's needs...
1. Charter Trust LAND Council~~School Community Council~~ meetings are open to the public.
 2. Each Charter Trust LAND Council~~School Community Council~~ shall provide a meeting schedule and a list of Charter Trust LAND Council~~School Community Council~~ members with contact information before October 10.
 - a) The principal shall enter the names of the council members on the School LAND Trust website on or before October 20 of each year.
 3. A school or school district administrator shall not prohibit or discourage a Charter Trust LAND Council~~School Community Council~~ from discussing any issue or concern raised by any Charter Trust LAND Council~~School Community Council~~ member unless prohibited by law.

3101 PROCUREMENT AND EXPENDITURES

I. Purpose

- A. The purpose of this policy is to establish standards-governing the initiation, authorization, and review of all expenditures of the school.

II. Scope

- A. These policies, guidelines, and procedures are applicable without exception to all funds owned or administered by Entheos.
- B. All expenditures of Entheos are to be consistent with applicable state and federal laws and regulations; any restrictions, rules, or regulations placed on the use of the funds by donors and granting agencies; and prudent management practices.
- C. Expenditures must be reasonable and necessary for carrying out the programs and activities of Entheos, and are to be documented in a way ~~that~~^{which} clearly substantiates such reasonableness and necessity.
- D. This policy applies to all Entheos administration, licensed educators, staff, students, organizations, and individuals ~~who~~^{that} initiate, authorize, or process cash disbursements on behalf of the school. The scope also includes all activities at the school and in all locations where Entheos activities and school funds are expended.
- E. It is expected that in all dealings, Entheos employees will act in an ethical manner that is consistent with the school's code of ethics, the Utah Educators' Standards, the Public Officers' and Employees' Ethics Act, and State procurement law in as much as these apply and are binding on charter schools.

IV. Definitions

- A. "Annual Cumulative Threshold" means the maximum total annual amount that Entheos can expend to obtain procurement item(s) from the same vendor during the fiscal year (July 1—June 30).
- B. "Contract Administrator" means a person who administers a current contract, on behalf of Entheos, including making payments relating to the contract, ensuring compliance with the contract, auditing a contractor in relation to the contract, or enforcing the contract (Utah Code 63G-6a-2304.5).
- C. "Gratuity" means anything of value, including money, a loan at an interest rate below the market value or with terms that are more advantageous to the person receiving the loan than terms offered generally on the market, an award,

employment, admission to an event, a meal, lodging, travel, or entertainment for which a charge is normally made (Utah Code 63G-6a-2304.5).

- D. “Hospitality Gift” means a promotional or hospitality item, including a pen, pencil, stationery, toy, pin, trinket, snack, nonalcoholic beverage, or appetizer. This does not include money, a meal, a ticket, admittance to an event, entertainment for which a charge is normally made, travel, or lodging (Utah Code 63G-6a-2304.5).
- E. “Individual Procurement Threshold” means the maximum amount that Entheos can expend to obtain a single item/service from one vendor at one time without requiring competitive purchasing (Utah Code 63G-6a-408).
- F. “Interested Person” means a person interested in any way in the sale of a procurement item or insurance to Entheos (Utah Code 63G-6a-2304.5).
- G. “Kickback” means a gratuity given in exchange for favorable treatment in a pending procurement or the administration of a contract (Utah Code 63G-6a-2304.5).
- H. “Procurement Participant” means a person involved in:
 - 1. Administering, conducting, or making decisions regarding a standard procurement process.
 - 2. Making a recommendation regarding the award of a contract or regarding a decision to obtain a procurement item for a particular person.
 - 3. Evaluating a quote, bid, or response.
 - 4. Awarding a contract or otherwise making a decision to obtain a procurement item from a particular person (Utah Code 63G-6a-2304.5).
- I.
 - A. “School Funds” means money, funds, and accounts, held, or administered by Entheos Academy. “Single Procurement Aggregate Threshold” means the maximum amount that Entheos can expend to obtain any combination of individual procurement items or services from one vendor at one time (UCA 63G-6a-408).
 - B. “Small Purchase” means the procurement of goods or services for which the total cost is less than \$50,000.
 - C. “Staff Budgets” means funds allocated to recipient teachers or groups of teachers to purchase classroom or expedition supplies, adventure supplies and services, books for classrooms, and supplemental curriculum.

V. Policy

- A. Wherever possible, duties such as custody of purchase cards and blank checks, initiating expenditures, approving expenditures, maintaining documentation, issuing checks, and reconciling records should be segregated among different individuals.

- B. When segregation of duties is not possible due to the small size and limited staffing of Entheos, compensating controls such as management supervision and review of cash disbursement records by independent parties should be implemented.
- C. Individual board members shall not approve procurement transactions outside the specific requirements in this policy.
- D. All checks or check stock, credit/purchase cards, access to bank accounts and statements, etc., shall be secured and controlled by accounting and administrative personnel.
- E. The executive director is responsible for all school expenditures, including but not limited to the following methods of payment:
 - 1. Checks
 - 2. Credit card purchases (including the [Entheos Bill.com](#) ~~state P-card~~ 'purchasing card')
 - 3. Transfers
 - 4. Payroll documentation
 - 5. Journal entries
- F. All purchases require the prior approval of the executive director or a campus director.
- G. Recurring bills shall be pre-authorized by the board and placed on a monthly bills list, which is maintained by the Business Manager and updated as needed by the executive director.
- H. Multi-year contracts are subject to the requirements of UCA 63G-6a-1204(7), as applicable.
- I. Staff Budgets
 - 1. Each teacher or group will be allocated an annual budget that they can spend without prior authorization. These budgets will be determined and disseminated in July by the director for the coming school year.
 - 2. Recipients [can view their budget balances in the Bill.com platform](#). ~~receive monthly statements of their budget expenditures and balances.~~
 - 3. Recipients will not be reimbursed beyond their allocated budgets without receiving authorization for exceptions from their director.
 - 4. Reimbursement requests are submitted by using the purchase order form.
- J. Purchasing Thresholds
 - 1. Purchases up to \$15,000 may be approved by a campus director.
 - 2. Purchases up to \$50,000 may be approved by the executive director.
 - 3. Purchases above \$50,000 require board approval.
 - 4. The "individual procurement threshold" is \$15,000.
 - 5. The "single procurement aggregate threshold" for Entheos is \$50,000.
 - 6. The "annual cumulative threshold" for Entheos is \$50,000.

7. Purchases that exceed \$50,000 shall be processed through a bidding process or a request for proposal (RFP) process, consistent with UCA 63G-6a-408 and Board Rule R33-3.
8. A written agreement shall authorize recurring purchases that exceed the annual cumulative threshold~~Recurring purchases that exceed the annual cumulative threshold shall be authorized by a written agreement,~~ consistent with (UCA 63G-6a-408(6).
9. Professional services, such as architectural, engineering, accounting, legal, or consulting services less than \$100,001 shall be acquired using a competitive bidding or RFP process, or by selecting a provider from an approved potential vendor list created using an invitation for bids or an RFP under provisions in Utah Code 63G-6a-403 and 404.

K. Artificially Dividing a Purchase

1. Utah Code 63G-6a-408 makes it unlawful to intentionally divide a procurement purchase into one or more smaller purchases, to divide an invoice into two or more invoices, or to make smaller purchases over a period of time.
2. This means that intentionally splitting a purchase of similar items that would typically be purchased at the same time from the same vendor to avoid requiring competitive quotes is unlawful (e.g., uniforms, club or athletic equipment, textbook orders, etc.). This includes dividing the purchases or invoices over a period of time or making separate purchases over a period of time. Purchase splitting often occurs when making purchases on a purchase card. Employees should not split invoices to stay under daily purchase limits on purchase cards or the established purchasing thresholds.
3. It may be determined after an order is placed or received that a large enough quantity was not ordered or the correct sizes were not obtained, and that additional items must be ordered. If this occurs, the employee initiating the purchase must include a written explanation of the purpose of the purchase and justification as to why it is not considered splitting a purchase. This should be retained with the vendor invoice.
4. Penalties for violating this statute are outlined in Utah Code 63G-6a-2305 and 2306.

L. All transactions shall be recorded.

M. Checks shall be made payable to specified payees and never to “cash” or “bearer.”

N. All disbursement activity shall be substantiated by supporting ~~documentations of documents~~ documentation, proper disbursement controls (signatures for approval, receipts, invoices, bids, reimbursement forms, travel forms, journal entries, reconciliations, etc.).

- O. Documentation of procurement costs may be obtained from a website or by contacting vendors directly. It shall~~and shall~~ include the date a bid is received or that a price is valid, delivery date, company name and address, an itemized description or specifications for each item or unit, total price and quantity, and shipping and freight charges.
- P. Bank and Bond statements shall be reviewed and signed by the board treasurer.
- Q. All accounts shall be reconciled in a timely manner.
- R. Procurement activities shall comply with Utah Procurement Code and federal purchasing laws, as applicable.
- S. Construction and facility improvements are subject to the provisions of Utah Procurement Code (UCA 63G-6a), Utah State Board Administrative Rules, and other regulations, as applicable.
- T. Purchases of goods or services with Entheos funds for personal use or personal gain are strictly prohibited; see the Utah Public Officers' and Employees' Ethics Act (Utah Code 67-16).
- U. Multi-year contracts must comply with Utah Code 63G-6a-1204, as applicable to charter schools.
- V. Construction and improvements must comply with the provisions in Utah Code 63G-6a.

I. Hospitality Gifts, Gratuities, Kickbacks, or Position and Influence

- A. "Contract administrator" means a person who administers a current contract, on UCA 63G-6a-2304.5 states that the total value of all hospitality gifts given, offered, or promised to, or received or accepted by the "procurement participant" or "contract administrator" in relation to a particular procurement or contract must be less than \$10; the total value of all hospitality gifts given, offered or promised to, or received or accepted by, the "procurement participant" or "contract administrator" from any one person, vendor, bidder, responder, or contractor in a fiscal year must be less than \$50.
- B. Any hospitality gift exceeding the \$10 and \$50 threshold is considered a gratuity, and the provisions below apply.
- C. Unlawful Gratuities (UCA 63G-6a-2304.5)
 - 1. It is unlawful for an "interested person" to give, offer, or promise to give a gratuity to a "procurement participant" or an individual the person knows is a family member of the procurement participant.
 - 2. It is unlawful for a "procurement participant" to ask, receive, offer to receive, accept, or ask for a promise to receive a gratuity from an "interested person."

3. It is unlawful for a contractor to give a gratuity to a “contract administrator” of the contractor’s contract or an individual the contractor knows is a family member of a “contract administrator” of the contractor’s ~~agreement~~~~contract~~.
4. It is unlawful for a “contract administrator” of a contract to ask, receive, offer to receive, accept, or ask for a promise to receive, for the “contract administrator” or a family member of a “contract administrator,” a gratuity from a contractor for that contract.
5. Entheos Academy shall report violations of this statute to the Utah Attorney General, as required by law.
6. Penalties for violating UCA-63G-6a-2304.5 and 2306.
 - a. Interested ~~persons~~~~person~~ and contractors: penalties range from a class B misdemeanor to a ~~second-degree~~~~second-degree~~ felony.
 - b. Procurement participant and contract administrator: penalties range from a class B misdemeanor to a ~~second-degree~~~~second-degree~~ felony and make employees subject to disciplinary action up to and including dismissal from employment.

D. Unlawful Kickbacks (UCA 63G-6a-2304.5)

1. It is unlawful for a person to give, offer, or promise to give a “kickback” to a “procurement participant” or to another person for the benefit of a “procurement participant.”
2. It is unlawful for a “procurement participant” to ask, receive, offer to receive, accept, or ask for a promise to receive a kickback for the “procurement participant” or for another person.
3. It is unlawful for a person to give a kickback to a “contract administrator,” or to another person, for the benefit of a “contract administrator.”
4. It is unlawful for a “contract administrator” to ask, receive, offer to receive, accept, or ask for a promise to receive a kickback for the “contract administrator” or for another person.
5. Entheos Academy shall report violations of this statute to the Utah Attorney General, as required by law.
6. Penalties for violation (UCA 63G-6a-2304.5 and 2306).
7. Person and contractors: penalties range from a class B misdemeanor to a ~~second-degree~~~~second-degree~~ felony.
 - a. Procurement participant and contract administrator: penalties range from a class B misdemeanor to a second-degree felony, and individuals are subject to disciplinary action up to and including dismissal from employment.

E. Unlawful Position or Influence (UCA 63G-6a-2304.5 It is unlawful for a “procurement participant” to use the “procurement participant’s” position or

influence to obtain a personal benefit for the “procurement participant,” or for a family member of the “procurement participant,” from an “interested person.”

1. Entheos Academy shall report violations of this statute to the Utah Attorney General, as required by law.
2. Penalties for violation (UCA 63G-6a-2304.5 and 2306).
 - a. Interested person: penalties range from a class B misdemeanor to a ~~second-degree~~ ~~second-degree~~ felony.
 - b. Procurement participant: penalties range from a class B misdemeanor to a second-degree felony, and individuals are subject to disciplinary action up to and including dismissal from employment.

#3102 CASH RECEIPT

Purpose

To establish Entheos’ policy for handling all cash receipts, including currency, coins, checks, ACH transactions, and credit card transactions.

Definitions

“Public funds” are defined as money, funds, and accounts, regardless of the source from which the funds are derived, that are owned, held, or administered by the state or any of its political subdivisions, including charter schools or other public bodies [Utah Code 51-7-3(26)].

Scope

This policy applies to all Entheos administration, licensed educators, staff, students, organizations, and individuals who handle cash receipts or accept payment on behalf of Entheos. The scope includes all activities at Entheos and in all locations where Entheos activities and public funds are collected.

Segregation of Duties

Wherever possible, duties such as collecting funds, maintaining documentation, preparing deposits, and reconciling records should be segregated among different individuals. When segregation of duties is not possible due to the small size and limited staffing of Entheos, compensating controls such as management supervision and review of cash receipting records by independent parties should be implemented.

Policy

Cash Receipts

- I. The school will comply with all applicable state and federal laws.
- II. All receipting of funds at Entheos shall be done at the front office. No receipting is to be done in other locations. Employees shall instruct payers to take all cash, checks, and credit card transactions to the front office for receipt. When a school event requires the collection of funds off-site or the office is closed, the same policies and procedures will be followed at the event.
- III. School employees will not open bank accounts outside of the control of the Entheos for the receipting or expending of public funds associated with school-sponsored activities. Therefore, the Board of Directors must approve all checking and savings accounts used at Entheos.
- IV. All funds shall be kept in a secure location controlled by the front office staff until they can be deposited in ~~an Entheos-approved~~ ~~Entheos-approved~~ fiduciary institution. Funds should be deposited daily or within three days after receipt, in ~~compliance~~ ~~complying~~ with Utah Code 51-4-2(2) (a). Non-front office employees should never hold funds in any location for any reason.
- V. If the front office staff has left for the day or funds are ~~received~~ ~~receipted~~ on the weekends, administrators should be available to lock cash receipts or cash boxes in the Entheos office until the next business day. Employees or volunteers should never take cash receipts home.
- VI. All checks should be made payable to Entheos Academy. Checks should not be made payable to an employee, a specific department, or a program.
- VII. Appropriate internal controls and segregation of duties should be implemented for all cash activity. Cash should always be verified. Where verification is difficult, cash should be counted by two individuals.
- VIII. All funds (cash, checks, credit card payments, etc.) received must be receipted and recorded in Entheos' accounting records. All transactions are recorded in the accounting records by the Business Manager, who is not allowed to receive deposits.
- IX. Documents should be available ~~to~~ ~~and~~ demonstrate that proper cash controls are in place (signatures for approval, tally sheets, reconciliations, etc.).
- X. Under no circumstances are disbursements to be made directly from cash receipts (i.e., for purchases, reimbursements, refunds, or to cash personal checks).
- XI. All payments of fees shall correspond with the approved fee schedule, as required by Board Administrative Rule 277-407.
- XII. Periodic and unscheduled audits or reviews should be performed for all cash activity.
- XIII. All activities involving cash must be supervised by an Entheos employee or authorized volunteer to ensure adequate controls are in place. In addition, training should be given to those involved in handling cash.

Model Petty Cash and Change Funds

- I. Petty cash and change funds must be authorized by the school director. ~~Entheos' front office.~~
- II. All petty cash and change funds will be reflected on the Entheos' accounting records and reconciled monthly.
- III. These funds should not exceed the amount designated by Entheos' finance committee.
- IV. All petty cash funds and change funds should be kept locked in a secure location.
- V. Checks may not be made payable to "cash" or "bearer" and cashed by Entheos or school employees to create change funds or petty cash funds outside the approved petty cash and change fund accounts.
- VI. Reimbursements to petty cash accounts will be made only when supported by receipts and approved by the executive director.
- VII. Expenditures should not be paid out of change funds. Change funds will be included in all tally forms or on deposit count sheets and accounted for with each use.
- VIII. Funds are subject to unannounced counts by Entheos personnel at any time.

#3103 REPORTING FRAUD AND ABUSE

Purpose

The purpose is to set forth the School's policy regarding reporting any fraud and abuse related to the procurement and use of the School's public funds.

This policy applies to all School administration, licensed educators, staff, students, organizations, and individuals who believe they have witnessed fraud or abuse related to the School's public funds.

Policy

- I. Employees ~~who~~~~that~~ believe they have witnessed fraud, abuse, or illegal ~~transactions~~~~transaction~~ involving the School's public funds should report the conduct to:
 - A. The School's director, ~~;~~ or
 - B. The School's board chair, ~~;~~ or
 - C. The Utah State Board of Education Internal Audit Department. The Internal Audit Department may be contacted as follows:
 1. Website: <https://www.schools.utah.gov/internalaudit?mid=892&tid=3>
 2. Email: audit@schools.utah.gov
 3. Dedicated Hotline: (801) 538-7813
 4. Mail: Utah Board of Education, Internal Audit Department, Attention Debbie Davis, PO Box 144200, Salt Lake City, Utah 84114-4200

5. In-person: Internal Audit Department Offices, 250 East 500 South, Salt Lake City, Utah.
- D. The School's fraud reporting hotline: fraudhotline@entheosacademy.org
- II. Employees ~~who~~~~that~~ report fraud, abuse, or illegal ~~transactions~~~~transaction~~ shall have the protections provided in Utah Code 67-21-3.
- III. The director of the School, or an individual or committee appointed by the School's board, if a conflict exists with the director, shall:
- A. Keep the identity of the employee(s) ~~who~~~~that~~ report violations under this policy confidential.
 - B. Investigate the alleged misconduct to determine if fraud, abuse, or an illegal transaction ~~occurred~~~~did occur~~ and, if so, the extent of the misconduct.
 - C. After the conclusion of the investigation, if it is found that fraud, abuse, or an illegal transaction did occur, the investigator(s) shall ~~use their discretion to resolve~~~~use his/her/their discretion in resolving~~ the issue. Examples of possible outcomes may include, but are not limited to, the following:
 - 1. Additional training for minor issues; and/or
 - 2. Disciplinary action and/or
 - 3. Loss of employment.
 - D. Keep a record of the report and document the subsequent investigation and conclusion of the investigation.
 - E. Keep the School's board informed of reports, investigations, and actions taken under this policy.
- IV. The School Board shall decide whether to contact the Board of ~~Education's~~~~Education~~ Internal Audit Department to conduct any further investigation.

REF: Utah State Board of Education Internal Audit Department,
Utah Code 67-21-3

5407 RESOLUTION FOR FREEDOM OF RELIGIOUS **EXPRESSION AND CONSTITUTIONALLY** **PROTECTED PRAYER POLICY**

Purpose

Entheos Academy seeks to foster an environment of respect for individuality. ~~This~~ policy complies with the requirements of Utah Administrative Code 277-105-9 (A)(2)

Policy

- I. Entheos Academy recognizes and protects our students' right to Constitutionally Protected Prayer in school. ~~Entheos Academy employees and administrators will neither encourage nor discourage students from engaging in constitutionally protected religious observances, such as prayer, on their own.~~
- II. At the commencement of each school year, Entheos Academy will provide students and parents with a copy of the "Resolution for Freedom of Religious Expression in Public Schools", accompanied by a simplified version for clarity.
- III. This resolution will be discussed [at the beginning of each school year](#) with student ~~Crews~~^{erews} to ensure a thorough understanding of their rights as outlined in this document.

REF: [Resolution for Freedom of Religious Expression](#)

5309 Administration of Naloxone (Narcan) Policy

Purpose

The purpose of this policy is to establish procedures for the safe administration of naloxone (Narcan) in the event of an opiate-related drug overdose at Entheos Academy. This policy ensures staff are prepared to respond appropriately to suspected overdose emergencies on school grounds. It supports compliance with Utah law and prioritizes student and community health and safety.

Definitions

- **Opiate Antagonist:** Naloxone hydrochloride or any similarly acting, non-controlled drug approved by the U.S. Food and Drug Administration (FDA) for diagnosing or treating an opiate-related drug overdose.
- **Opiate-Related Drug Overdose Event:** An acute condition such as respiratory depression or decreased consciousness due to the use of an opiate, or a substance combined with an opiate, that a reasonable person would believe requires immediate

medical attention.

Policy

Allowances

A. Entheos Academy recognizes the legal authority and public health imperative to provide emergency assistance through the administration of naloxone (Narcan) in response to suspected opiate-related overdose events on school property.

B. Naloxone may be administered to any individual—student, staff, or visitor—who exhibits signs of an opiate-related drug overdose, including slowed or stopped breathing, unresponsiveness to verbal or physical stimuli, or other indications of opioid intoxication.

C. School staff who act in good faith in administering naloxone are protected from civil liability for any acts or omissions resulting from such administration, in accordance with Utah Code §26-55-107.

D. A minimum of two to three staff members at each Entheos Academy campus shall be trained in the recognition of opiate-related overdose symptoms and the proper administration of naloxone.

E. School Administrators will coordinate annual training, which includes proper naloxone administration, storage requirements, and post-administration emergency procedures, such as contacting emergency medical services.

Limitations

A. Naloxone may only be administered by trained personnel who have completed the approved training course

B. The use of naloxone does not replace the need for emergency medical response. 911 must be called immediately following administration.

C. Naloxone may not be administered to individuals who are not exhibiting symptoms consistent with an opioid-related overdose.

When Needed

A. Naloxone may be used in any emergency situation on school grounds when a trained staff member reasonably believes a person is experiencing an opiate-related overdose.

B. Situations may include, but are not limited to, respiratory arrest or depression, unconsciousness, or unresponsiveness occurring on school grounds, in classrooms, restrooms, or surrounding areas.

Additional Details

- Naloxone must be stored in a clearly labeled, unlocked but secure and easily accessible location known to all trained staff.
- All use of naloxone must be documented, including:
 - Name of the person to whom it was administered (if known)
 - Name of the staff member who administered the medication
 - Date and time of administration
 - Notification of emergency services and parent/guardian, if applicable
- Replacement of used or expired naloxone doses will be coordinated by the school administrators.

REF:

- Utah Code §26-55-101 et seq. – Opiate Overdose Response Act
- Utah Code §26-55-107 – Exemptions from liability
- FDA Guidelines on Naloxone Use
- Entheos Academy Emergency Medical Response Protocol
- Entheos Academy Staff Training Documentation for Naloxone Administration

5308 STOCK EPINEPHRINE AUTO INJECTOR ADMINISTRATION POLICY

Purpose

Entheos Academy recognizes anaphylaxis is a chronic, life-threatening condition. Students with a diagnosis of anaphylaxis who are prescribed epinephrine are strongly encouraged to self-carry

and self-administer their medication, if appropriate. Students who are unable to self-carry and self-administer their medication should bring their epinephrine auto-injector to school and follow the allergy and anaphylaxis emergency action plan (AAEAP) written by the school nurse, student's parent or guardian, and healthcare provider.

Under this policy, the USBE shall allow the school to provide stock epinephrine to students with anaphylaxis in the event the student is experiencing an anaphylactic emergency and does not have access to their own epinephrine auto-injector, as required in Utah code 26B-4-406(5)(a).

Definitions

Include them here as needed

Policy

I. Allowances

A. Any individual experiencing an anaphylactic reaction may be administered stock epinephrine by trained school personnel when their personal epinephrine auto-injector is not immediately available. A previously diagnosed allergy is not required.

B. Stock epinephrine auto-injectors may be administered by any trained school employee, including but not limited to the school nurse or designated volunteer staff. These individuals must complete appropriate training prior to being authorized to administer the medication.

C. Stock epinephrine may be stored and used at Entheos Academy.

D. All stock epinephrine auto-injectors must be obtained through a licensed pharmacy or manufacturer.

E. The school shall maintain documentation for each incident in which stock epinephrine is used, including:

- The student's name
- The staff member who administered the medication
- The time and date of administration
- Notification of the student's parent or guardian

II. Limitations

A. This policy does not replace the responsibility of parents or guardians to provide a personal epinephrine auto-injector for students known to have severe allergies. The presence of stock epinephrine should not create an expectation that epinephrine will always be available.

B. Epinephrine in vial and syringe form may not be administered by school staff. This method of administration is permitted only by a student's parent/guardian or qualified emergency medical personnel.

C. Expired auto-injectors must not be used and must be discarded according to proper disposal procedures.

D. No stock epinephrine auto-injector shall be accepted from private individuals or unauthorized sources.

III. When Needed

A. Stock epinephrine auto-injectors are to be administered only in the event of a suspected anaphylactic emergency, defined by symptoms such as difficulty breathing, swelling, rash, or any other signs consistent with anaphylaxis.

B. In the absence of the school nurse, trained volunteer staff members may administer stock epinephrine in accordance with their training and this policy.

IV. Storage and Training Requirements

A. Stock epinephrine auto-injectors must be stored in an unlocked, secure, and easily accessible location known to the school nurse and trained staff. This location should allow for rapid access in an emergency.

B. Each school shall identify and train volunteer employees willing to administer stock epinephrine. Training must comply with state-approved training programs and be documented.

REF:

- Utah Code § 26-41-101 et seq. – Emergency Injection for Anaphylaxis Act
- Utah State Board of Education Rule R277-609 – Administration of Medication in the School Setting
- Entheos Academy Medical Administration Procedures Manual

- Training materials and certification forms for administration of epinephrine auto-injectors
- Standing Order/Prescription Agreement with Medical Director

5401 BULLYING AND HAZING POLICY

Purpose

Entheos Academy commits to providing a school climate that is free of harassment and discrimination.

The purpose of this policy is to prohibit bullying, cyber-bullying, hazing, and intimidation of Entheos Academy (the “School”) students and employees, as well as abusive conduct directed toward School employees.

The School’s Board of Directors (the “Board”) has determined that a safe, civil environment in School is necessary for students to learn and achieve high academic standards and that conduct constituting bullying, cyber-bullying, hazing, abusive conduct, and intimidation disrupts both a student’s ability to learn and the School’s ability to educate its students in a safe environment. Bullying, cyber-bullying, and hazing of students and employees are against federal, state, and local policy and are not tolerated by the school. The School is committed to providing all students with a safe and civil environment in which all members of the School community are treated with dignity and respect. To that end, the School has in place policies, procedures, and practices that are designed to reduce and eliminate bullying, cyber-bullying, abusive conduct, and hazing, including but not limited to civil rights violations, as well as processes and procedures to deal with such incidents. Bullying, cyber-bullying, hazing, and intimidation of students and/or employees by students and/or employees will not be tolerated in the School. Likewise, the school prohibits abusive conduct by students or parents against School employees. In order to promote a safe, civil learning environment, the School prohibits all forms of bullying of students and School employees

1. on School property,
2. at a School-related or sponsored event, or
3. while the student or School employee is traveling to or from School property or a School-related or sponsored event.

The School prohibits all forms of hazing, bullying, or cyber-bullying of or retaliation against students and School employees at any time and any location.

Students and School employees are prohibited from retaliating against any student, School employee, or an investigator for, or witness of, an alleged incident of bullying, cyber-bullying,

hazing, abusive conduct, or retaliation.

Students and School employees are prohibited from making false allegations of bullying, cyber-bullying, hazing, abusive conduct, or retaliation against students or School employees. If a false allegation is made, the Director or designee will follow procedure for investigation and disciplinary action.

In addition, School employees, coaches, sponsors, and volunteers shall not permit, condone, or tolerate any form of hazing, bullying, or abusive conduct and shall not plan, direct, encourage, assist, engage, or participate in any activity that involves hazing, bullying, cyber-bullying, or abusive conduct.

Any bullying, cyber-bullying, hazing, abusive conduct, or retaliation that is found to be targeted at a federally protected class is further prohibited under federal anti-discrimination laws and is subject to U.S. Department of Education Office of Civil Rights (OCR) compliance regulations.

[This policy provides the same protections against bullying, cyber-bullying, hazing, abusive conduct or retaliation regardless of the student's legal status in accordance with Utah Code 53g-9-605\(2\)\(b\).](#)

Definitions

Abusive Conduct – For purposes of this policy, “abusive conduct” means verbal, nonverbal, or physical conduct of a parent or student-directed toward a School employee or student that, based on its severity, nature, or frequency of occurrence, a reasonable person would determine is intended to cause intimidation, humiliation, or unwarranted distress. A single act does not constitute abusive conduct.

Bullying – For purposes of this policy, “bullying” means a School employee or student intentionally committing a written, verbal, or physical act against a School employee or student that a reasonable person under the circumstances should know or reasonably foresee will have the effect of:

1. Causing physical or emotional harm to the School employee or student;
2. Causing damage to the School employee's or student's property;
3. Placing the School employee or student in reasonable belief of:
 - a. Harm to the School employee's or student's physical or emotional well-being; or
 - b. Damage to the School employee's or student's property
4. Creating a hostile, threatening, humiliating, or abusive educational environment due to:
 - a. The pervasiveness, persistence, or severity of the actions; or
5. A power differential between the bully and the target; or
6. Substantially interfering with a student having a safe school environment that is necessary to facilitate educational performance, opportunities, or benefits.

This conduct constitutes bullying, regardless of whether the person against whom the conduct is committed directed, consented to, or acquiesced in; the conduct. In addition, bullying is commonly understood as aggressive behavior that is intended to cause distress and harm, ; exists in a relationship in which there is an imbalance of power and strength, ; and is repeated over time.

Civil Rights Violations – For purposes of this policy, “Civil Rights Violations” means bullying, including cyber-bullying, abusive conduct, or hazing that is targeted at a federally protected class.

Cyber-Bullying – For purposes of this policy, “cyber-bullying” means using the Internet, a cell phone, or another device to send or post text, video, or an image with the intent or knowledge, or with reckless disregard, that the text, video, or image will hurt, embarrass, or threaten an individual, regardless of whether the individual directed, consented to, or acquiesced in the conduct, or voluntarily accessed the electronic communication.

Federally Protected Class – For the purposes of this policy, “Federally Protected Class” means any group protected from discrimination under federal law.

Title VI of the Civil Rights Act of 1964 prohibits discrimination on the basis of race, color, or nation of origin.

Title IX of the Education Amendments of 1972 prohibits discrimination on the basis of sex.

Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990 prohibits discrimination on the basis of disability.

Other areas included under these acts include religion, gender, and sexual orientation.

Hazing – For purposes of this policy, “Hazing” means a School employee or student intentionally, knowingly, or recklessly committing an act or causing another individual to commit an act toward a school employee or student that:

1. Endangers the mental or physical health or safety of a School employee or student;
 - a. Involves any brutality of a physical nature, including whipping, beating, branding, calisthenics, bruising, electric shocking, placing of a harmful substance on the body, or exposure to the elements;
 - b. Involve consumption of any food, alcoholic product, drug, or other substance or other physical activity that endangers the mental or physical health and safety of a School employee or student; or
 - c. Involves any activity that would subject a School employee or student to extreme mental stress, such as sleep deprivation, extended isolation from social contact, or conduct that subjects a School employee or student to extreme embarrassment, shame, or humiliation; and
2. Is committed for the purpose of initiation into admission into affiliation with, holding office

in, or as a condition for membership in a School or School-sponsored team, organization, program, club, or event; or

- a. Is directed toward a School employee or student whom the individual who commits the act knows, at the time the act is committed, is a member of, or candidate for membership in, a School or School sponsored team, organization, program, club, or event in which the individual who commits the act also participates.
3. The conduct described above constitutes hazing, regardless of whether the School employee or student against whom the conduct is committed directed, consented to, or acquiesced in the conduct.

Retaliate or Retaliation- For purposes of this policy, “retaliate or retaliation” means an act or communication intended:

1. As retribution against a person for reporting bullying or hazing; or
2. To improperly influence the investigation of, or the response to, a report of bullying or hazing

School Employee – for purposes of this policy, “School employee” means an individual working in the individual’s official capacity as:

1. a School teacher;
2. a School staff member;
3. a School administrator; or
4. an individual:
 - a. who is employed, directly or indirectly, by the School; and
 - b. who works on the school’s campus(es).

Policy

Reporting and Investigation

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

School employees who have been subjected to or witnessed bullying, cyber-bullying, hazing, retaliation, or abusive conduct must report such incidents to the School’s Director orally or in writing promptly.

Each report of prohibited conduct shall include:

1. Name of complaining party
2. Name of the victim of prohibited conduct (if different from the complaining party)
3. Name of the offender (if known)

4. Date of incident
5. Location of incident
6. A statement describing the incident including as many details as possible (including names of witnesses if available).

In connection with a report of prohibited conduct, students and School employees may request that their identity be kept anonymous, and reasonable steps shall be taken by the Director and others involved in the reporting and investigation to maintain the anonymity of such individuals, if possible. School employees will take strong responsive action to prevent retaliation, including assisting the student who is a victim of prohibited conduct and his or her parents and/or guardians in reporting subsequent problems and new incidents.

The Director or designee shall promptly make a reasonably thorough investigation of all complaints of prohibited conduct, including, to the extent possible, anonymous reports, and shall, in accordance with the Consequences of Prohibited Behavior section below, administer appropriate discipline to all individuals who violate this policy. Formal disciplinary action is prohibited based solely on an anonymous report.

The Director, or designee, may refer the perpetrator to a council of School employees as an intervention as a step in the process of disciplinary action, and the council will help determine the best steps for the student before suspension and/or expulsion.

The Director, or designee, may report to law enforcement all acts of bullying, cyber-bullying, hazing, abusive conduct, or retaliation that constitute suspected criminal activity.

The Director, or designee, may report to OCR all acts of bullying, cyber-bullying, hazing, abusive conduct, or retaliation that may be violations of student(s)' or employee(s)' civil rights.

It is the School's policy, in compliance with state and federal law, that students have a limited expectation of privacy on the School's computer equipment and network system, and routine monitoring or maintenance may lead to the discovery that a user has violated School policy or law. Also, individual targeted searches will be conducted if there is reasonable suspicion that the user has violated policy or law. Personal electronic devices of any student suspected of violation of this policy will be confiscated for investigation and may be turned over to law enforcement.

Parent Notification

The Director or designee will timely notify a student's parent or guardian

(a) if the student threatens to commit suicide or

(b) of any incidence of bullying, cyber-bullying, hazing, abusive conduct, or retaliation involving the student.

The Director or designee will attempt to contact the parent or guardian by telephone or schedule an in-person meeting with them to discuss these matters. In the event the Director or designee is

not able to meet in person or discuss via telephone, the Director or designee will send a letter to the parent or guardian providing the required notification.

The Director or designee will produce and maintain a record that verifies that the parent or guardian was notified in the student's online or physical file. If an in-person meeting takes place, the Director or designee will ask the parent or guardian to sign a form acknowledging that the notification was provided. If a telephone conversation takes place, the Director or designee will document the date and time of the telephone call, who was spoken to, and brief notes regarding the notification that was provided and the content of the conversation. If a letter is sent, the Director or designee will retain a copy of the letter along with a note regarding when it was mailed. The School will retain the record as long as the student is enrolled at the School and destroy the record after that time. The school will maintain the confidentiality of the record in accordance with Utah Code 53E-9-303.

Student Assessment

The Director or designee will solicit student assessment of the prevalence of bullying, cyber-bullying, and hazing in the School, specifically in locations where students are unsafe, and additional adult supervision may be required, such as playgrounds, hallways, and lunch areas.

Consequences of Prohibited Behavior

School officials have the authority to discipline a student for off-campus speech that causes or threatens a substantial disruption on campus, including School activities, violent altercations, or significant interference with a student's education performance and involvement in School activities.

If, after an investigation, a student is found to be in violation of this policy by participating in or encouraging conduct prohibited by this policy, the student shall be disciplined by appropriate measures up to and including suspension and expulsion, pursuant to Utah Code 53G-8-204, removal from participation in School activities, and/or discipline in accordance with regulations of the OCR

If, after an investigation, a School employee is found to be in violation of this policy, the employee shall be disciplined by appropriate measures, which may include terminations, reassignment, or other appropriate action.

Bullying-Related Action Plans

In accordance with Utah State Code 53G-9-605.5., when an incident is verified, administrators will create an action plan that includes a communication plan designed to keep each parent updated on the implementation of the action plan.

- a. With respect to the student to whom the incident was directed and in direct coordination with the student's parent, the plan will include:
 - i. a tailored response to the incident that addresses the student's needs

- ii. consideration of consequences or accommodations the student may need regarding decreased exposure or interactions with the student who caused the incident
 - iii. notification of the consequences and plan to address the behavior of the student who caused the incident
 - iv. supportive measures designed to preserve the student's access to educational services and opportunities; and to the extent available, access to other resources the parent requests for the student
- b. With respect to the student who caused the incident and in direct coordination with the student's parent, the plan will include:
 - i. a range of tailored and appropriate consequences, making reasonable effort to preserve the student's access to educational services and activities
 - ii. determination and provision of any needed resources related to the underlying cause of the incident
 - iii. supportive measures designed to preserve the student's access to educational services and opportunities while protecting the safety and well-being of other students
 - iv. a process to remove the student from school in an emergency situation, including a description of what constitutes an emergency
- c. Entheos Academy will not include in an action plan a requirement that the student to whom the incident was directed change the student's:
 - i. educational schedule or placement
 - ii. participation in a school sponsored activity
- d. If, after the school attempts to involve a parent in the development and implementation of an action plan, the parent chooses not to participate in the process, the school may develop and implement an action plan without the parent's involvement.

Appeals process for Bullying-Related Action Plans

If a student has been found to have engaged in bullying behavior and an action plan includes specific consequences, the student's parent or guardian may appeal one or more of those consequences.

Step 1: Parent/guardian submits a Written Appeal within 5 school days of receiving the action plan clearly stating which consequences they are appealing and why.

Step 2: The school principal or a designated administrator will review the appeal and the action plan. They may meet with the parent/guardian if needed, and issue a written decision within **5 school days** of receiving the appeal.

Grievance Process for School Employees

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

Additional Provisions

The Director will ensure compliance with OCR regulations when civil rights violations or hazing have occurred.

1. Once the School knows or reasonably should know of possible student-on-student bullying, cyber-bullying, or hazing, the School must take immediate and appropriate action to investigate.
2. If it is determined that the bullying, cyber-bullying, or hazing did occur as a result of the student victim's membership in a protected class, the School shall promptly take effective steps reasonably calculated to:
 - a. End the bullying, cyber-bullying, or hazing
 - b. Eliminate any hostile environment and
 - c. Prevent its recurrence
3. These duties are the School's responsibilities even if the misconduct is also covered by a separate anti-bullying policy and regardless of whether the student makes a complaint, asks the School to take action, or identifies the bullying, cyber-bullying, or hazing as a form of discrimination.

The Director will take reasonable steps to ensure that any victim of prohibited conduct will be protected from further bullying, cyber-bullying, hazing, abusive conduct, or retaliation, and that any student or School employee who reports such incidents will be protected from retaliation.

If the Director believes that any victim or perpetrator of conduct prohibited by this policy would benefit from counseling, the Director may refer such individuals for counseling.

To the extent allowable under the applicable privacy laws, the Director may inform the parents or guardians of a student who is a victim of conduct prohibited by this policy of the actions taken against the perpetrator of such conduct.

If the Director believes that it would be in the best interest of the individuals involved, the Director may involve the parents or guardians of the perpetrator or victim of bullying, cyber-bullying, hazing, abusive conduct, or retaliation in the process of responding to and resolving conduct prohibited by this policy.

Distribution of Policy and Signing of Policy

The School will inform students, parents and guardians, school employees, and volunteers that bullying, cyber-bullying, hazing, abusive conduct, and retaliation are prohibited and will distribute a copy of this policy to such individuals. A copy of this policy will also be included in any student conduct or employee handbooks issued by the School. ~~On an annual basis, School employees, students in middle school, and parents and guardians of middle school students shall sign a statement indicating that they have received a copy of this policy.~~

In accordance with Utah Code (53G-9-604), Entheos requires a signed statement annually, indicating that the individual signing the statement has received the LEA governing board's policy from each of the following:

1. School employees
2. Students who are at least 8 years old
3. Parents of a student enrolled at Entheos Academy

Training

The Director or designee will ensure that School employees and students receive annual training from qualified individuals on bullying, cyber-bullying, hazing, abusive conduct, and retaliation, including training on civil rights violations and compliance when civil rights violations are reported. The training shall meet the standards established by the State Board of Education's rules.

To the extent possible, programs and initiatives designed to provide training and education regarding preventing bullying, cyber-bullying, hazing, abusive conduct, and retaliation will be implemented.

Training provided under this policy will include

1. Overt aggression that may include physical fighting, such as punching, shoving, kicking, and verbal threatening behavior, such as name-calling, or both physical and verbal aggression or threatening behavior;
2. Relational aggression or indirect, covert, or social aggression, including rumor spreading, intimidation, enlisting a friend to assault a child, and social isolation
3. Sexual aggression or acts of a sexual nature or with sexual overtones;
4. Cyber-bullying, including the use of email, web pages, text message, instant message, three-way calling or messaging, or any other electronic means of aggression inside or outside of school; and
5. Civil rights violations, appropriate reporting, and investigative procedures. This includes bullying, cyber-bullying, hazing, abusive conduct, and retaliation based upon the student's actual or perceived identities and conformance or failure to conform with stereotypes.

Training provided under this policy should also include awareness and intervention skills such as social skills training for students and staff, including paraprofessionals, custodians, kitchen staff, secretaries, service learning coordinators, and anyone working directly with students.

Training provided under this policy should complement the suicide prevention program required for students under R277-620 and the suicide prevention training required for licensed educators consistent with Section 53G-9-704.

1.

The Director, or designee, will ensure that the training curriculum, schedules, and participant lists or signatures are maintained by the School and provided to the Utah State Board of Education upon Request.

ENTHEOS ACADEMY BOARD MEETING MINUTES

May 22, 2025 6:00pm

Held at Entheos Academy Magna Campus
2606 South 7200 West Magna, UT 84044

OPENING

- I. Roll Call
 - a. Board Members Present: Xazmin Prows (arrived 6:13 pm), Deb Ivie, Karen Bogenschutz, Rod Eichelberger, Jaren Gibson (arrived 6:09 pm)
 - b. Board Members Excused:
 - c. Administrators and Staff also present: Esther Blackwell, Jason Bennion, Denise Mathews, Sue Talmadge, Brian Cates of Red Apple, Alisha Cartier
 - d. Administrators Excused:
 - e. Time: (6:02 pm)
- II. Meeting Opened by Rod Eichelberger (6:02 pm)
- III. Pledge of Allegiance led by Karen Bogenschutz (6:02 pm)
- IV. Mission Statement by Rod Eichelberger (6:02 pm)
- V. Approve minutes from April 24, 2025 by Rod Eichelberger (6:03 pm)
 - a. **Rod Eichelberger motions that we approve the April 24, 2025 board meeting minutes. Second by Karen Bogenschutz. Passes 3-0**
- VI. Approve Consent Agenda by Rod Eichelberger (6:04 pm)
 - a. **Rod Eichelberger motions we approve the consent agenda for May 22, 2025. Second Deb Ivie. Passes 3-0**
- VII. Entheos Value Presentation by Deb Ivie (6:04 pm)
 - a. Value: Excellence

PUBLIC COMMENT

- I. Public Comment: (6:16 pm)
 - a. NONE

INFORMATIONAL ITEMS

- I. Q&A on Director Reports (6:16 pm)
 - a. District: Esther Blackwell asks the board to pay attention to calendar items. Slightly exceed the cap in fall because we don't know how many show up on the first day. Data from Misty Startup, able to track, strategically over enrolling confident to be fully enrolled so not have to backfill. Anita Holfeltz and Summer Spjute are receiving bonuses from the state for excellent performance on Acadience math from a few years ago.
 - b. Magna: Jason Bennion highlights Celebration of Service at Magna campus with state and local representatives in attendance. Kindergarteners made bird feeders. End of Year (EOY) testing is almost finished. Student Led Conference last week. Portfolios will be moved over to the next year. EOY attendance - 3rd grade won popcorn and movie prize. Book fair and Discovery recital. Karen Bogenschutz shares she loves service learning

with plants and then giving to the parents. Kinder also had butterflies in their classroom.

- c. Kearns: Denise Mathews - highlight events in May. Book Fair was a hit. Excited to have kids excited about reading. Student Led Conferences great attendance. Yearbook well done, put together by students. Roller coaster project by 8th graders. Interacting with younger students with display. Night of Greatness - 8th graders. More students completed than in past.
- II. Staff Recognitions (6:26 pm)
 - a. District: Stephanie Christensen, Spedco
 - b. Magna: Shawndra McGraw, Jennifer Chavez, Claudia de la Rosa
 - c. Kearns: Megan Lindhart, Jenna Marshall, Chris Munsey
- III. American Insurance Presentation by Jeff Hirst (6:35 pm)
 - a. 2024 Year End Education Insurance Update. He is impressed with the mission statement, spotlights, and feels Entheos is doing an awesome job. Gave a macro overview of how insurance is doing nationwide with various events. Then discusses Hanover, who is the insurer for Entheos Academy. Also with the various needs for insurance and how it helps to protect the school. Also gives resources.
- IV. Budget and Finance Report by Deb Ivie(6:57 pm)
 - a. 83% through the year as of April 30th. Key things - operating margin forecast above 8%. The PTIF balance continues to go up. Enrollment is steady. Revenue slowing down at the end of year. Finishing out expenses. Preliminary draft for next year's budget. Esther Blackwell mentioned some of the bigger expenses coming up such as the kitchen remodel. Esther Blackwell shares next year's budget is ready, expenses coming up.
 - b. Brian Cates mentions that we need to make sure we have certain items on the agenda for June.

DISCUSSION ITEMS

- I. Board Development - Discovery Program Presentation by Alicia Seeley (7:05 pm)
 - a. Alicia Seeley reviews what she does as the coordinator. Review of sessions offered and opportunities based on grade bands. Rod Eichelberger shares how amazing Discovery is and the amazing work that Alicia Seeley does.
- II. Policies for discussion by Xazmin Prows (7:13 pm)
 - a. 3100 Fiscal Procedures - no questions or comments
 - b. 5303 Persistently Dangerous Schools Policy - no questions or comments
 - c. 6307 Entheos Academy Security Camera Use Policy - new policy addressing security cameras being installed. Added name "Camera" to policy name.
 - d. 3113 Salary Supplement for Highly Needed Educators (SHiNE) - no questions or comments
 - e. 2501 Charter Trust LAND Council - Jaren observes that there are still some discrepancies in verbage being used throughout the policy based on the name change. Ask that Alisha Cartier make the updates and include on consent agenda for June, rather than vote on tonight.

ACTION ITEMS

- I. **MOTION** (7:20 pm)
 - a. **Rod Eichelberger motions to table the approval of the policy 2501 Charter Trust LAND Council. Karen Bogenschutz seconds. Passes 5-0.**

ADJOURN

- I. Time 7:21 pm
- II. **Motion: Deb Ivie motions we adjourn. Second by Jaren Gibson. Passes 5-0**