



ENTHEOS ACADEMY

EXCELLENCE • SERVICE • LEADERSHIP

# Entheos Magna Director's Report

**September 2025**

# Service Learning/Adventure

- Miss Martinez's crew used the nonperishable food left over from the Adventure trip to put together food bags for people in need. They also made notes to put into the bags.
- The Service Crew on student council created positive notes and gave them to students who were having a hard time. The Service Crew also created and launched our PBIS store, as well distributed Bloomz Tickets and got the staff to utilize the system. Currently, they're writing letters to distribute to our community asking for donations that would support our student population.

*Mobile School Pantry started on September 22nd.*

## Mobile School Pantry

**Monday, September 22, 2025**

The Utah Food Bank will be bringing their Mobile School Pantry program to our school each month. Any Entheos family can come on the scheduled day and pick up free food!

- No information is collected except number of people living in the home
- 3:20 - 4:00 PM or while supplies last
- Students or other family members can pick up food

The mobile school pantry will be held outside for both walk-up and drive-thru. In the case of inclement weather, we will move the pick-up inside the gym.



# Service Learning/Adventure

- Our 6th graders went on their first Adventure trip to Cedar City.
- 7th graders went to Timpanogos Cave for a day trip.
- Mobile School Pantry started on September 22nd.

**ADVENTURE PROGRAM**  
**6<sup>TH</sup> GRADE**



**ANCIENT CIVILIZATIONS**  
**ADVENTURE TRIP**  
**SEPTEMBER 16<sup>TH</sup> – 18<sup>TH</sup>**  
**CEDAR CITY**

For more information about activities and curriculum: 

 **6<sup>TH</sup> GRADE HIKE**  
**SPRING**  
**STAY TUNED FOR MORE INFORMATION**

  
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# Staff Spotlight

## Sarah Wright - 4th Grade Teacher



This month, we are honored to highlight a teacher who truly embodies what it means to be a **team player**. She consistently looks for ways to **simplify processes for her colleagues** and brings a positive, solution-focused mindset to every challenge. When concerns arise, she doesn't just identify the problem—she works with her team to **find meaningful solutions** that benefit everyone.

Her ability to think ahead and remove barriers helps create a smoother, more supportive environment for both teachers and students. She also plays an important role on our **Character Team**, where she contributes fresh ideas and strategies that strengthen our school culture and values.

Always looking for ways to **help others succeed**, she inspires trust, collaboration, and optimism. We are grateful for her leadership, her dedication to problem-solving, and her genuine care for her team.



# Staff Spotlight

## Frank Towle - MS PE/Adventure



We are excited to recognize one of our newest teachers who has jumped right in with **energy, flexibility, and determination**! From the moment he arrived, he has been working tirelessly to get our **Adventure Program** up and running while also juggling the demands of teaching **PE**.

Even with so much on his plate, he has approached every challenge with a **positive attitude** and a willingness to learn. He doesn't shy away from the hard work—it's clear that when he puts his mind to something, he **gets it done**. He has also shown remarkable flexibility, shifting and adjusting plans as needed to ensure his students' needs are met.

Most importantly, he has already built strong relationships with students by bringing enthusiasm and encouragement into every class. His ability to balance learning new responsibilities while supporting students with positivity is a true strength, and we are grateful to have him as part of our team.

# Staff Spotlight

## Sarah Jordan - Special Ed. Paraprofessional



We are proud to recognize one of our amazing paraprofessionals who brings both **organization and heart** to our school! She uses her strong **clerical skills** to keep our Special Education team organized and prepared, making sure materials are ready so the year runs smoothly.

Beyond her organizational talents, she also shines in her **work with students**. She helps lead **social skills groups**, building meaningful connections that support students in their growth. Her ability to connect and encourage students makes a lasting impact every day.

She is also a true **team player**—always willing to jump in, take initiative, and offer her support whenever it's needed. Her dedication and flexibility make her an invaluable part of our SpEd team, and we are so grateful for all she does to set us up for success.

# 25-26 Work Plan

## Entheos Academy District 2025-26 Work Plan/ TSSA 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, which generate student work that 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"> <li>English Language Learners</li> <li>Special Education Students</li> </ul>	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"> <li>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.</li> <li>Increase regular student attendance by 3% from 2024-25 to 2025-26.</li> </ol>		

# 25-26 Work Plan

## Mastery of Knowledge and Skills

**Learning Target:** 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.

MKS Crew planned and delivered professional development to all teachers on Opportunities to Respond (OTR's) and Simultaneous Engagement Strategies (SES).

# 25-26 Work Plan

## Character

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

**Learning Target:** I can support our Entheos PBIS structure with strong classroom management.

Character Crew is ensuring that teachers in elementary are supporting the Director's 200 Club, and middle school is handing out Bloomz points. We will be starting Crew observations very soon.



# 25-26 Work Plan

## High Quality Work

**Learning Target:** 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 portfolios.

Our HQW Crew delivered PD on expectations for Student Led Conferences. They are planning PD for student portfolios as well.

# Discovery

1st and 2nd grade have participated in Discovery recently. Grades 3-5 are just starting their first session.



# Adventure

6th graders went to Cedar City for their first Adventure trip! Led by Mrs. Louviere and Coach Towle. Students were able to visit Fremont, Parowan Gap and SUU.





# Entheos Kearns Director's Report

September 2025



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# Service Learning/Adventure

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The following was reported by Melanie Louviere & Aviry Stratton:

## **Service: (Not linked to Expeditions as yet)**

- Student council helped walk students to their classrooms on the first day and helped kindergartners with their lunch trays as they grew accustomed to the cafeteria.
- Miss Jenna's kindergarten class made cards for Mr. Hall. The class surprised him and delivered it to his classroom and he got high five from each student along with his favorite drink.
- Mrs. Nielsen's 1st grade class had a supply drive for needy children.

## **Adventure:**

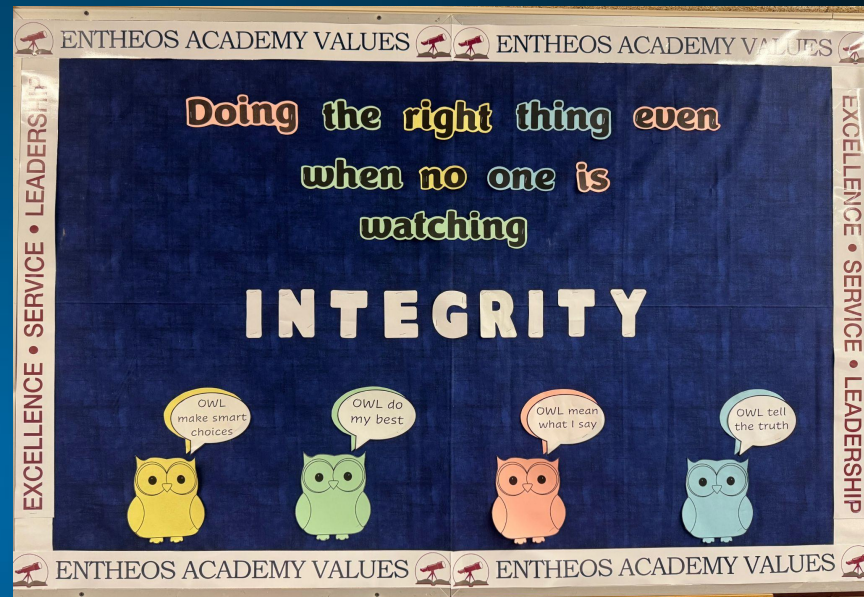
Our Adventure Coordinator was trained on the adventure program by Melanie Louviere and also briefed by our Board member (Xazmin Prows). The 6th grade adventure trip: September 9-11, 2025 to Cedar City. We had (30%) 15 students not attend and (70%) 50 students attended the adventure trip.



# PCO

The following was reported by PCO:

- September 26th, 2025, PCO is planning to celebrate Johnny Appleseed Birthday. Apples and or apple items will be provided to the faculty and staff in the staff lounge.
- PCO decorated our bulletin board with the monthly value of Integrity.



# Staff Recognition

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## Support Staff: Alicia Laird

Ms. Lici is with us at the Kearns campus for her second year. As one of our third-grade paraprofessionals, she is an incredible asset to the classroom. She has a natural gift for building strong, positive relationships with students, contributing to a supportive and welcoming environment where they feel valued and encouraged. She works hand in hand with the classroom teacher, providing consistent and reliable support that enhances learning for all students. In addition, her excellent communication skills make her a strong collaborator, ensuring that pertinent information is consistently shared. Thank you, Lici, for your continued support and commitment to student success here at Entheos Kearns.



# Staff Recognition

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Elementary: Jacinta Red Thunder

Ms. Jacinta has been with us here on Kearns campus for the past six years. Jacinta is one of our first-grade teachers, and is an outstanding mentor who sets a powerful example for her student teacher and colleagues alike. She is fiercely dedicated to her students' growth and success, consistently holding high expectations while providing the support they need to thrive. Jacinta has the remarkable ability to see the potential in every child, refusing to let them sabotage their own progress, and instead guiding them toward confidence and achievement. Her unwavering commitment and passion make her an inspiring educator and role model. Thank you for being such a pivotal part of our crew, Jacinta.



# Staff Recognition

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Middle School: Brian Thompson

Mr. Thompson has been a part of the Entheos Kearns crew for the past three years. Brian is our seventh and eighth grade math teacher. He is intentional about building meaningful connections with his students, doing so in a natural and authentic way that fosters trust and engagement. He collaborates seamlessly with his paraprofessional, recognizing and valuing her strengths to best support student learning. Highly reflective in his practice, Brian takes feedback thoughtfully and uses it as an opportunity for growth, continually working to improve his teaching. His kindness and encouragement create a positive classroom environment where students feel supported and motivated to succeed. Brian, we are so thankful you are a part of our crew.



# Work Plan: Mastery of Knowledge and Skills

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## **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 and Special Education Students

This year's MKS Learning Target for teachers:

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

Our MKS crew collated and analysed the data from our school-wide diagnostics in Math and Reading. The data will be presented to the staff on 9/26/2025, where a data carousel will be conducted to have our staff think deeply about the results and strategies to implement to achieve our goal.



# Work Plan: Character

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## **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.

This year's Character Learning Target for teachers:

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.

Character crew will be doing service for Kindergarten teachers by helping them put together student portfolios. Character crew has started doing crew observations to provide feedback and guidance to teachers on running crew centered on school values.

# Work Plan: High Quality Work

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## 2025-26 Performance Goal:

80% of students will have High Quality Work samples from the current school year in their portfolio by EOY.

This year's HQW Learning Target for teachers:

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.

HQW is planning the first PD on teachers recognising what high quality work looks like in the subjects that they teach.

# Work Plan: Leadership

**2025-26 Performance Goals:** (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 student regular attendance by 3% from 2024-25 (51%) to 2025-26 (54%).

Our regular attendance for 2024-25 as at May 15, 2025 : 51% ; 45% for 2023-24; 38% for 2022-23.

Our administration crew has completed our 10 classrooms visits per week thus far. We have created and distributed flyers on the importance of regular attendance at school. We are also scheduling meetings with parents to work with them on ways to improve school attendance.

# New Teacher for 2025-2026

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## Chloe Stokes : 3rd Grade

Chloe has a Bachelor's of Science degree in Integrated Studies which includes Social Sciences and Human Services. She loves to play the piano. She is creative, organized, and loves teaching. Chloe worked as the Center Director for Mathnasium in Orem before joining Entheos Academy. She comes from a family of educators and is super excited to follow in their footsteps. Chloe is enrolled in a Masters of Teaching in Elementary Education. We are super stoked to have Chloe on our team.



# New Teacher for 2025-2026

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## Heather Johanson : 3rd Grade

Heather Johanson has a Bachelor's of Science degree in Human Development and Family Studies with a Minor in Psychology. She is a professionally licensed teacher since 2013. Heather has taught at American Preparatory and Wallace Stegner. Heather was named "Teacher of the Year" at American Preparatory Academy. We love her compassion and kindness toward our students. She loves K-pop music. We are super excited to have an experienced teacher join our 3rd grade team.





# New Teacher for 2025-2026

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## Aileen Zendejas : 1st Grade

Aileen has worked at Entheos for three years as a paraeducator and this is her first year as a 1st grade teacher. She has a Bachelor's degree in Psychology and Family Studies. Aileen is working on her Masters degree in Elementary Education. She always dreamed of becoming a teacher and making a difference in her community. Her parents migrated from Mexico forty years ago and she knows well what it feels like to not speak English at school. Her ability to fluently speak English and Spanish is such a valuable asset to our school, students, and staff. We are super excited to have Aileen as part of our faculty.



# New Teacher for 2025-2026

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## Katrina Duncan: Special Education Teacher

Katrina Duncan is our new Special Education Teacher at the Kearns campus for grades 3-5. She has been with Entheos since 2019 as a paraeducator . Her two children have grown up attending Entheos. Katrina is a licensed general education elementary teacher. She taught 2nd and 5th grades. Katrina also worked with 4H, supporting the Books and Breakfast Program and the the Afterschool program. Katrina loves rock hunting, caving, and studying geology. We are super excited to have Katrina join the special education team where she can share her creativity and love of learning with the students and staff.



# New Teacher for 2025-2026

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## Aviry Stratton: P.E / Adventure Teacher

Coach Stratton is our new professionally licensed P.E teacher and Adventure Coordinator. She has a Bachelor's degree in Physical Education Teaching with a Minor in Health and Special Education. She was a cross country track & field athlete for Southern Utah University from 2020-2024. Aviry worked as a peer mentor, camp counselor, and she taught Math and PE upon graduation. Her professional demeanour, commitment to excellence, and growth-mindset have complemented our middle school crew. Thanks for choosing Entheos!



# New Student Support Specialist for 2025-2026

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Mason Baker graduated from Utah state University in May 2025 with a degree in Psychology and a minor in Social work. He is super excited to be working with our school. Mason is currently enrolled in a Master's degree program in Social Work at Walden University. He is a ten year Entheos alumni, he attended the Kearns campus from his kindergarten year all the way through ninth grade. Mason loves making a difference in the lives of our students, basketball, his girlfriend and his cat. He just returned from a basketball dunking competition filmed in California. Mason has already made great connections with our students and faculty. We are thrilled to have Mason as part of our crew!





## Paraeducators:

Kindergarten: Karla Aguilar (bi-lingual).

1st Grade: Shaylie Sudbury (transitioned from helping with car pool).

2nd Grade: Jennifer Varela (bi-lingual).

5th Grade: Evelyn Robb.

Discovery: Briana Willis (transitioned from 2nd grade).

Roaming Sub: Elizabeth Minnick.

P/T Bus Driver: Bryan Crown (Ex-employee).

## Parking Lot Attendants:

Ashley Olsen

Courtney Casazza

Kysa McCoy



# Faculty Transitions for 2025-2026

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Marsha Peirce  
moved from 3rd  
to 4th grade



Carrie Usher moved  
from 3rd grade to  
7-8th grade ELA



# Photos of our Student Exemplars and our Community Circle





# 6th Grade Adventure Trip to Cedar City





# 6th Grade Adventure Trip to Cedar City





# Carpool Signs





# Entheos Executive Director's Report

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September 2025

# Upcoming Calendar Dates

## Magna

- 10/1 District Safety Fair @ Kearns, 6-8
- 10/7 Flu Clinic
- 10/7-8 SLC's
- 10/9-10 Fall Break
- 10/13 District P.D./No School
- 10/14 Vision Screening
- 10/21 Picture Retake Day

## Kearns

- 9/26 K Teddy Bear Picnic, 12:30-1:30
- 9/30-10/1 Grade 8 Adventure Trip
- 10/1 District Safety Fair, 6-8
- 10/2 Community Circle
- 10/6 Hearing Screenings
- 10/6-15 Book Fair
- 10/6-17 Penny Wars
- 10/15 Picture Retake Day

# 2025- 26 Enrollment

	Magna	Kearns
Enrollment	497	598
Waitlist	116	100

We have moved up our lottery date for the 2026-27 year to February 1st instead of March 1st, so that we are more in line with other local charter schools.

# Firearm Safety Instruction for Students

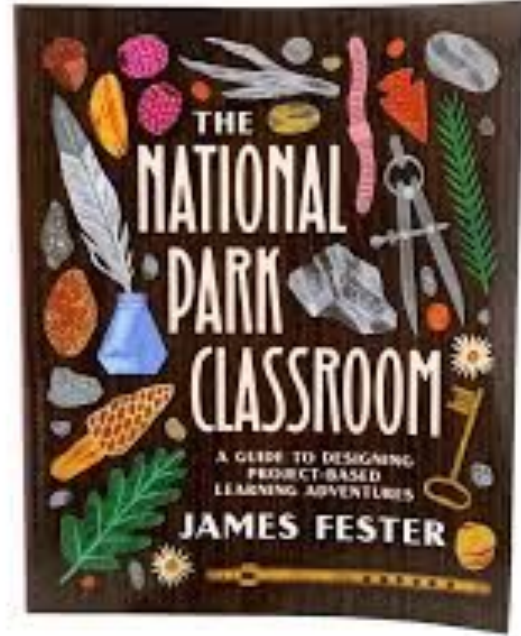
During the 2025 Legislative session, a bill requiring firearm safety instruction ([HB104](#)) three times K-6, once in middle school (7/8) and once in high school (9-12) passed and has been signed into law.

[Here](#) is the current guidance from the State.

We are in the process of reviewing resources and determining how best to implement this new State requirement at Entheos.

# The National Park Classroom

The administrative team and our Middle School teachers read “The National Park Classroom” by James Fester over the summer, to inspire us to increase the effectiveness of our project and nature-based learning! This has generated new enthusiasm among our educators and we are excited to see more content integration into Adventure.

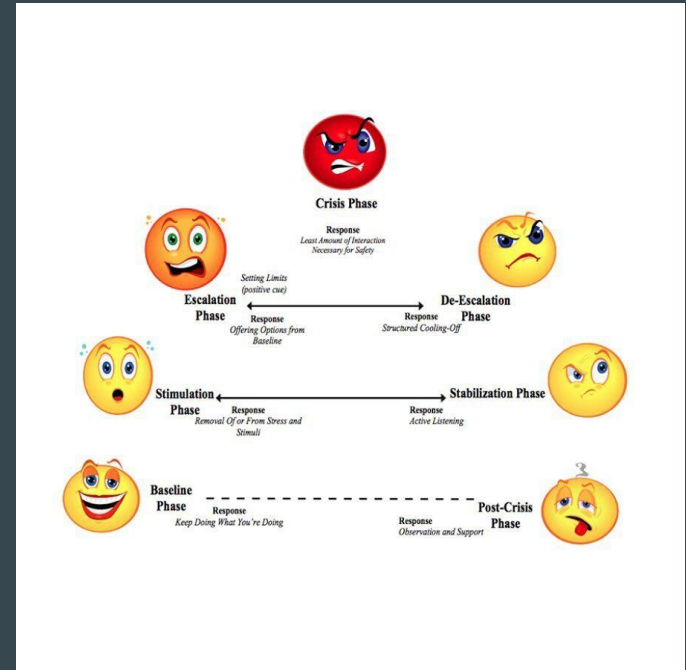




# Foundational Behavior Training/ Mandt Training

As outlined in new [Board Rule R277-608](#), all employees who supervise students or who may be asked to assist in managing a student's behavior must now complete a foundational behavior support training. Our employees have therefore taken a new State provided course that covers behavioral and emotional crisis management along with de-escalation strategies.

In addition, all key identified school employees who are likely to support a student through an "Emergency Safety Intervention" must receive comprehensive ESI training (see [Board Rule R277-608](#) for more information). Therefore, our Administrators and SpEd Case Managers are "Mandt" certified; a behavior management and crisis prevention certification focused on building healthy relationships, de-escalating conflict through self-management and communication skills, and promoting a trauma-informed approach.



# Teacher Merit Awards: Up to \$20,000/Year in Bonuses for Eligible Teachers!

Entheos Academy is participating in the Utah Teacher Merit Awards program for the next 3 years.

Our licensed teachers of State-tested subjects are in the running for up to a \$20,000 bonus per year, if they are in the top performing 20% of teachers in the state. They are measured on:

- Student growth and achievement (75%)
- Teaching observations (20%)
- Parent surveys (5%)

We know we have some highly effective teachers and we hope to see some of them earn this award!

## Utah Teacher Merit Awards

Entheos Academy Orientation 2025-26

### Three Performance Levels and Merit Award

Performance Level	Merit Award 3 payouts (one per year)	High-Poverty School Merit Award 3 payouts (one per year)
<b>MASTER Teacher</b> Top 5%	\$10,000	\$20,000
<b>EXEMPLARY Teacher</b> Top 6% - 10%	\$5,000	\$10,000
<b>RECOGNIZED Teacher</b> Top 11% - 25%	\$2,000	\$4,000

# District Spotlight: Stormy Hill, Occupational Therapy

Dr. Stormy Hill, MD, OTR/L, is a licensed physician and registered occupational therapist with expertise in student health, development, and accessibility. Entheos has worked with Stormy for several years now, to provide high quality occupational therapy services to our students on IEPs.

Stormy has owned and operated Busy Bee since its inception in 2010. Busy Bee provides many schools in Utah with Occupational Therapy Services, and they just joined forces with The Stepping Stones Group (SSG)- a national leader in school-based services to broaden their services. Along with providing support to our students, Stormy and her amazing team help make sure we meet requirements to remain compliant with State and Federal applicable rules and regulations.

Thank you Stormy and team!



**Questions?**

# ENTHEOS ACADEMY BOARD MEETING MINUTES

August 28, 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, Deb Ivie, Karen Bogenschutz, Rod Eichelberger, Jaren Gibson
- b. Board Members Excused:
- c. Administrators and Staff also present: Esther Blackwell, Jason Bennion, Denise Mathews, Sue Talmadge, Alisha Cartier
- d. Administrators Excused: Brian Cates of Red Apple
- e. Also present: Suzanne Owen, Bethany Gibson, Jessica Shupe, Frank Towle, Atoosa Samani, Megan Loforti, Grace Martinez, Jason Russ, Andy Dalton
- f. Time: 6:02 pm

### II. Meeting Opened by Rod Eichelberger (6:02 pm)

### III. Pledge of Allegiance led by Xazmin Prows (6:02 pm)

### IV. Mission Statement by Jaren Gibson (6:03 pm)

### V. Approve to renew Xazmin Prows as board member (6:04 pm)

- a. Words: **Rod Eichelberger motions to renew Xazmin (Prows) for another term as a board member. Karen Bogenschutz seconds.**
- b. **Vote: Jaren Gibson - aye, Karen Bogenschutz - aye, Deb Ivie - aye, Rod Eichelberger - aye.**

### VI. Approve board retreat minutes from June 21, 2025 (6:05 pm)

- a. Words: **Rod Eichelberger motions we approve the board retreat minutes for June 21, board meeting minutes for June 26, and consent agenda for this month. Second by Xazmin Prows.**
- b. **Votes: Xazmin Prows - aye, Deb Ivie - aye, Jaren Gibson - aye, Karen Bogenschutz - aye. Rod Eichelberger abstains.**

### VII. Entheos Value Presentation by Esther Blackwell (6:07 pm)

- a. Value: Enthusiasm

## PUBLIC COMMENT

### I. Public Comment: (6:15 pm)

- a. NONE

Introduce Special Guest: Suzanne Owen from UAPCS, CSP Grant Coordinator, started in June.

## INFORMATIONAL ITEMS

### I. Q&A on Director Reports (6:17 pm)

- a. District: Esther Blackwell - wait list, Upstart collaboration, smoothest start to new school year, excited for Adventure program, Rod Eichelberger calls out project completions.



Esther Blackwell agrees it was a busy summer. Thanks to Sue Talmadge for overseeing all projects. Jaren Gibson asks about over-enrolling. Esther Blackwell shares they looked at prior years for every grade. Karen Bogenschutz found it interesting that the school is one of ten charter schools with Upstart. Approved for 4th cohort for para to teacher pipeline.

- b. Magna: Jason Bennion shares about adventure collaboration, teachers switched grades, highlight parade, painting, new kitchen items.
  - c. Kearns: Denise Mathews shares about attendance, academics, teacher merit awards, building strong relationships. Projects around the school. Signage for Kearns. Jaren Gibson thankful Denise Mathews worked her magic.
- II. Staff Recognitions (6:30 pm)
- a. District: Monica Dixon
  - b. Magna: Carson Stott, Vivian Guerrero, LaVon Hatch
  - c. Kearns: Cindy Gray, Esthela Balboa, Misty Startup
- III. School Presentation by Jason Bennion (6:37 pm)
- a. Introduce new Magna staff
    - i. Jessica Shupe - 5th Grade
    - ii. Frank Towle - PE/Adventure
    - iii. Atoosa Samani - Science
    - iv. Megan Loforti - Middle School Math
    - v. Grace Martinez - CTE/Social Studies
    - vi. Jason Russ - Special Education
    - vii. Andy Dalton - Special Education
- IV. Budget and Finance Report by Deb Ivie (6:47 pm)
- a. Quick report, 8% through the year. Operating margin, target, PTIF continues to grow. Unrestricted is not correct. Will get correct information from Brian Cates. Not able to attend tonight. Enrollment is in great shape.
- V. After School Program Update by Esther Blackwell and Deb Ivie (6:49 pm)
- a. Wasn't sure if going to receive funding. They were on pause then funding was released. For this year, fully funded. Don't know what it will mean a year from now. Fantastic news for families and employees that work with after-school. Deb Ivie looked at data. Looking like funding is likely to continue. Had finished figuring out how to do without before learning it would be funded. Good to look at barebones. Why we do this, after school can affect what is going on during the school day. Looked at program to see what would serve the students better. Helped move in direction after looking at things closely and strengthened partnership. Prioritizing kids that really need and are there at least 3 days during the week. Target tutoring will start later.

## DISCUSSION ITEMS

- I. Policies for discussion by Xazmin Prows (6:56 pm)
  - a. 3110 Maintaining Property Records/Inventory of Equipment - no questions or comments
  - b. 3113 Salary Supplement for Highly Needed Educators (SHiNE) - no questions or comments
  - c. 3303 Vending Machines - no questions or comments
  - d. 6207 Library Material Policy - no questions or comments
- II. Board Meeting Calendar Discussion by Rod Eichelberger (6:58 pm)

- a. Reviewed dates proposed on calendar. Will not choose a date for retreat until the anniversary committee has a chance to meet and make some decisions.

#### ACTION ITEMS

- I. **MOTION (7:01 pm) Rod Eichelberger motions to approve 2026 Board Meeting Calendar. Karen Bogenschutz seconds.**
  - a. Vote: Deb Ivie - aye, Jaren Gibson- aye, Karen Bogenschutz - aye, Xazmin Prows - aye.  
Rod Eichelberger abstains
- II. **MOTION (7:02 pm) Xamin Prows motions to approve 2025-2026 Entheos Academy District Work Plan/TSSA Plan. Second by Jaren Gibson.**
  - a. Vote: Jaren Gibson - aye, Karen Bogenschutz - aye, Xazmin Prows - aye, Deb Ivie - aye.  
Rod Eichelberger abstains

#### ADJOURN

- I. Time: 7:03 pm
- II. **Motion: Rod Eichelberger motions we adjourn. Karen Bogenschutz seconds.**
- III. Vote: Jaren Gibson - aye, Karen Bogenschutz - aye, Xazmin Prows - aye, Deb Ivie - aye. Rod Eichelberger abstains



# ENTHEOS ACADEMY

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25 September 2025

## Consent Agenda Items:

### 1. Policies for Approval

#### 1. Policies for Approval

- a. 3110 Maintaining Property Records/Inventory of Equipment (no changes)
- b. 3113 Salary Supplement for Highly Needed Educators (SHINE)
- c. 3303 Vending Machines (no changes)
- d. 6207 Library Materials Policy

## 3110 MAINTAINING PROPERTY RECORDS/INVENTORY OF EQUIPMENT

### **Purpose**

To maintain accurate inventory and property records for items purchased with restricted funds.

### **Policy**

- I. Entheos will maintain an inventory report for all items purchased under Federal award. The inventory report will be updated when new items are purchased, and a record of final disposition will be maintained.
- II. A biennial physical inventory of the property will be taken.
- III. The property will be maintained as needed.

# **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.

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## **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.

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## **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.

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## **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.

## **3303 VENDING MACHINE POLICY**

It is the policy of Entheos Academy that no vending machines shall be available to students.

It is the policy of Entheos Academy that there be no ongoing sales of food outside of that provided by the school lunch program.

This policy shall not prohibit the occasional sale of food in conjunction with academic or fundraising activities as authorized by the Director.

# 6207 LIBRARY MATERIALS POLICY

## **Purpose & Mission of the School Library**

School libraries have the responsibility of introducing students to the world of information. Students have the right to a relevant, balanced, and diverse school library collection that represents multiple ~~perspectives~~~~points of view~~.

## **Support for Intellectual Freedom**

The school libraries of Entheos Academy are guided by the principles set forth in the First Amendment of the U.S. Constitution.

“[T]he special characteristics of the school library make that environment especially appropriate for the recognition of the First Amendment rights of students.”  
Island Trees v. Pico 102 S.Ct. 2799 (1982)

## **Procedures for Selection & Maintenance**

Responsibility of Selection: The library professional seeks recommendations and works collaboratively with others in the school community during the selection process. Responsibility for actual selection rests with professionally trained library personnel ~~who use~~~~using~~ the Entheos Academy governing school board’s adopted selection criteria and procedures.

Selection Criteria: The criteria should be a blend of general, specific, and technical to enable library staff to select materials in all subject areas and formats. Librarians must also consider creating a collection that reflects ~~the~~ diversity of ideas and authors, as well as being reflective of the population the library serves. Gifts and donations shall be reviewed ~~in accordance with the selection criteria and accepted or rejected based on these~~~~following the selection criteria and shall be accepted or rejected by those~~ criteria.

Criteria:

- a) overall purpose and educational significance;
- b) contribution and relevance to the Utah standards and interests of the students, including varied interests that reflect religious, ethnic, and cultural backgrounds;
- c) factual content is accurate, current, reliable, and authoritative;
- d) timeliness and/or permanence;
- e) readability and accessibility to ~~the~~ intended audience;
- f) favorable reviews found in standard selection sources;
- g) artistic quality and literary style;
- h) age and developmental appropriateness;

- i) reputation and significance of author, producer, or publisher;
- j) variety of ~~formats~~~~format~~ with efforts to incorporate emerging technologies;
- k) quality and value are commensurate with cost and/or need;

## Collection Maintenance and Weeding

Annually, the school librarian will conduct an inventory of the school library collection and equipment. The inventory can be used to determine losses and remove damaged or worn materials, which can then be considered for replacement. The inventory can also be used to deselect and remove materials that are no longer relevant to the curriculum or of interest to students.

## Reconsideration

Any parent, employee, or student of Entheos Academy may express a formal request for reconsideration of a library material. Entheos Academy recognizes the ~~rights of parents under state law, Section~~~~right of parents under state law~~ 53G-10-205.2. a-b, to restrict their child's access to materials the parent deems inappropriate. ~~However, no parent has the right to make that decision on behalf of other students.~~ If the material is a required part of classroom curriculum activities, the parent must follow the procedures for ~~a waiver as outlined~~~~waiver contained~~ in the LEA Policy.

Questioned items remain in circulation during the reconsideration process. The Library Media Review Committee is composed of individuals ~~representative of the Entheos Academy community, convening to review~~~~who are representative of the Entheos Academy community that convenes to review the~~ challenged material. The Entheos Academy Library Media Review Committee is created for the purpose of reviewing library media materials when material is challenged.

- A. Challenges to the Entheos Academy school library media materials shall be submitted in writing using the district reconsideration form (Appendix A).
- B. Each committee member shall receive a copy of the challenge and the challenged material prior to the meeting. Committee members shall read the challenged material in its entirety prior to the committee meeting.
- C. The committee as a whole shall discuss the challenged material based on the district selection policy criteria.
- D. The committee shall make a recommendation of the challenged material determined by majority vote.
- E. The committee communicates its decision to the appropriate administrator, who then communicates the decision to the person who made the challenge.

## Policy Revision

This policy will be reviewed for necessary revisions at least every five years.

### Appendix A: Reconsideration Form:

Title \_\_\_\_\_

Author \_\_\_\_\_

Request initiated by \_\_\_\_\_

Telephone \_\_\_\_\_ Address \_\_\_\_\_

City \_\_\_\_\_ Zip \_\_\_\_\_

1) Does your child attend this school? \_\_\_\_\_ Yes \_\_\_\_\_ No

2) Did you read or view the entire material? \_\_\_\_\_ Yes \_\_\_\_\_ No

3) What brought this material to your attention?

4) What concerns you about this material?

5) Are there materials you suggest to provide additional information and/or other viewpoints on this topic?

6) What action are you requesting the committee to consider?

Signature \_\_\_\_\_

Date \_\_\_\_\_



# ENTHEOS ACADEMY

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## 4111 LEA-SPECIFIC LICENSES ~~LEA-SPECIFIC~~ ~~EDUCATOR LICENSE REQUIREMENT~~

### Purpose

Entheos Academy is committed to compliance with Utah State Board of Education (USBE) rules outlining requirements and procedures for obtaining educator licenses required for employment as a licensed educator.

Entheos Academy also recognizes the license structure of an LEA-specific educator license to allow local District/Charters to determine specific license areas of concentration and endorsement in accordance with R277-301.

Entheos Academy recognizes the requirements of content knowledge and pedagogical requirements for licensed educators, including required criminal background checks and ethics review.

Entheos Academy authorizes the Executive Director to establish administrative regulations consistent with this policy, subject to review and approval by the Board.

### Definitions

1. Associate Educator License (USBE): a license issued to an individual completing the requirements to receive a Professional Educator License. Individuals may be working as an intern, enrolled in a university program, enrolled in a career and technical education (CTE), or an Alternate Pathway to Professional Educator License (APPEL). The requirements of an associate educator license are outlined in R277-301. An associate educator license, license area, or endorsement is valid for three years.
  1. The general requirements include:
    1. completion of a criminal background check;
    2. completion of an ethics review within one calendar year of application; and
    3. one of the following:
      1. a bachelor's degree or higher from a regionally credited institution;

## 4111 LEA-Specific Licenses

2. current enrollment in a university Board-approved educator program:
      - a. that will result in a bachelor's degree or higher from a regionally credited institution; and
      - b. completed all program requirements with the exception of a capstone clinical experience and any co-requisite coursework; or
    3. skill certification in a specific CTE area.
  4. An educator with an associate educator license may upgrade to a professional educator license at any time prior to expiration of the associate educator license if the educator meets all the requirements of [R277-301](#).
2. Professional Educator License (USBE): A license issued to an individual who has demonstrated all of the State established competencies to be an educator. The requirements for a professional educator license are outlined in [R277-301](#). A professional educator license, license area, or endorsement is valid for five (5) years.
  1. The general requirements for a professional educator license include:
    1. all general requirements for an associate educator license under [R277-301](#).
    2. completion of a bachelor's degree or higher from a regionally accredited institution; or skill certification in a specific CTE area; and
    3. one of the following:
      1. a recommendation from a USBE Board-approved educator preparation program; or
      2. a standard educator license in the area issued by a licensing jurisdiction outside of Utah that is currently valid or is renewable consistent with Utah Code §53E-6-307.
3. Local Education Agency (LEA)-specific Educator License: An individual, approved by the Board of Education who has met locally defined competencies to be an educator, and approved by LEA application to USBE.
4. License Areas of Concentration: means a designation on a license of the specific educational setting or role for which the individual is qualified, to include the following:
  1. Early Childhood;
  2. Elementary;
  3. Secondary;
  4. Educational Leadership;
  5. Career and Technical Education or "CTE";



## 4111 LEA-Specific Licenses

6. School Counselor;
  7. School Psychologist;
  8. Special Education;
  9. Preschool Special Education;
  10. Deaf Education;
  11. Speech-Language Pathologist;
  12. Speech-Language Technician;
  13. School Social Worker; and
  14. Audiologist.
5. Endorsement: means a designation on a License Area of Concentration earned through demonstrating required competencies established by the State Superintendent of Public Instruction that qualifies the individual to: provide instruction in a specific content area; or apply a specific set of skills in an education setting.
6. Mentor: A trained educator who holds a professional educator license, and shall where possible:
1. perform substantially the same duties as the mentored educator with release time work as a mentor; or
  2. be assigned as an instructional coach or equivalent position.

## Policy

### Local Education Agency (LEA)-specific Educator License

- I. The general requirements for an LEA-specific Educator License include:
  - A. completion of a criminal background check and clearance in accordance with R277-214;
  - B. completion of an educator ethics review as described in R277-330 within one calendar year of the application;
  - C. completion of a bachelor's degree or higher from a regionally accredited college or university; and/or demonstrated content knowledge and pedagogical requirements by:
    1. successfully passing an assessment; or
    2. by demonstrated experience.
  - D. Completion of the Educator Licensing Pedagogical Modules which provide training in:
    1. educator ethics;
    2. classroom management and instruction;
    3. basic special education law and instruction; and
    4. Utah Effective Teaching Standards.

## 4111 LEA-Specific Licenses

- II. Approval: An application for an LEA-specific Educator License must receive approval by the Board of Education in a public meeting no more than 60 days prior to the LEA application to USBE.
  - A. The request for approval must include the rationale for the appointment of an LEA-Specific license.

### License and Endorsement Areas

- I. In accordance with R277-301, an LEA-specific Educator License is limited to the following license areas:
  - A. Early Childhood;
  - B. Elementary;
  - C. Secondary; and
  - D. Career and Technical Education or “CTE”;
- II. An LEA-specific Endorsement includes all USBE Endorsement areas, with the exception of special education endorsements.
- III. An LEA-specific Educator License/Endorsement is valid for three years in accordance with the LEA application to the USBE.
- IV. In accordance with R277-301 an LEA-specific Educator License is valid only within Entheos Academy Charter and expires immediately upon employment separation.

### LEA- specific Educator Training, Mentoring, and Support

- I. The educator must participate in the District/Charter’s Mentoring Program.
  - A. The District/Charter shall provide at least a three-year mentoring program by a trained mentor educator who:
    - 1. holds a professional educator license and where possible;
    - 2. performs substantially the same duties as the educator with release time to work as a mentor; or
    - 3. is assigned as an instructional coach or equivalent position.
    - 4. The assigned mentor shall assist the educator to meet the Utah Effective Educator Standards established in Rule R277-330, but may not serve as an evaluator of the educator.
  - B. The mentoring program shall include:
    - 1. A formal Professional Learning Plan and support in meeting the requirements of a professional license area; and
    - 2. On-going training on educator ethics and special education.

### LEA- specific Educator Training, Mentoring, and Support

- I. The District/Charter shall post LEA-specific Educator Licenses, license areas, or endorsements on each school’s website. The post shall include:

## 4111 LEA-Specific Licenses

- A. A disclosure of the fact that the school employs LEA-specific educator licenses, license areas, or endorsements;
- B. The percentage of the types of licenses, licenses areas, and endorsements held by educators employed in the school based on the employees' FTE in the Comprehensive Administration of Credentials for Teachers in Utah Schools (CACTUS); and
- C. A link to the Utah Educator Look-up tool.

### CITATIONS

[Administrative Rule R277-301](#)

[Administrative Rule R277-302](#)

[Administrative Rule R277-214](#)

[Administrative Rule R277-330](#)

[Administrative Rule R277-323](#)

[Administrative Rule R277-312](#)

[Utah Code § 53G-11-403\(1\)](#)

[CTE license area](#)

[Utah Educator Look-up](#)

### Purpose

~~The Entheos Board of Trustees is committed to compliance with Utah State Board of Education (USBE) rules outlining requirements and procedures for obtaining educator licenses required for employment as a licensed educator. The Entheos Board of Trustees also recognizes the license structure of an LEA-specific educator license to allow local Districts to determine specific license areas of concentration and endorsement in accordance with R277-301 (7). The Entheos Board of Trustees recognizes the requirements of content knowledge and pedagogical requirements for licensed educators, including required criminal background checks and ethics reviews. The Entheos Board authorizes the Executive Director and Campus Directors to establish administrative regulations consistent with this policy, subject to review and approval by the Board.~~

### Definitions

- I. ~~“Associate Educator License (USBE)” is a license issued to an individual completing the requirements to receive a Professional Educator License. Individuals may be~~

## 4111 LEA-Specific Licenses

~~working as an intern, enrolled in a university program, enrolled in a career and technical education (CTE), or an Alternate Pathway to Professional Educator License (APPEL). The requirements of an associate educator license are outlined in R277-301-4. An associate educator license, license area, or endorsement is valid for two years.~~

~~A. The general requirements include:~~

- ~~1. completion of a criminal background check;~~
- ~~2. completion of an ethics review within one calendar year of application; and~~
- ~~3. one of the following:~~
  - ~~a) a bachelor's degree or higher from a regionally accredited institution;~~
  - ~~b) current enrollment in a university Board-approved educator program that will result in a bachelor's degree or higher from a regionally accredited institution; or~~
  - ~~c) skill certification in a specific CTE area.~~

~~B. An educator with an associate educator license may upgrade to a professional educator license at any time prior to the expiration of the associate educator license if the educator meets all the requirements of R277-301-5.~~

~~H. "Professional Educator License (USBE)": A license issued to an individual who has demonstrated all of the state-established competencies to be an educator. The requirements for a professional educator license are outlined in R277-301-5. A professional educator license, license area, or endorsement is valid for five (5) years.~~

~~A. The general requirements for a professional educator license include:~~

- ~~1. all general requirements for an associate educator license under R277-301-4.~~
- ~~2. completion of a bachelor's degree or higher from a regionally accredited institution; or skill certification in a specific CTE area; and~~
- ~~3. one of the following;~~
  - ~~a) a recommendation from a USBE Board-approved educator preparation program; or~~
  - ~~b) a standard educator license in the area issued by a licensing jurisdiction outside of Utah that is currently valid or is renewable consistent with Section 53E-6-307.~~

~~III. "Local Education Agency (LEA)-specific Educator License": An individual approved by the Board of Education who has met locally defined competencies to be an educator and approved by LEA application to USBE.~~

~~IV. "License Areas of Concentration": means a designation on a license of the specific educational setting or role for which the individual is qualified, to~~

include the following:

- ~~A. Early Childhood;~~
  - ~~B. Elementary;~~
  - ~~C. Secondary;~~
  - ~~D. Educational Leadership;~~
  - ~~E. Career and Technical Education or “CTE”;~~
  - ~~F. School Counselor;~~
  - ~~G. School Psychologist;~~
  - ~~H. Special Education;~~
  - ~~I. Preschool Special Education;~~
  - ~~J. Deaf Education;~~
  - ~~K. Speech-Language Pathologist;~~
  - ~~L. Speech-Language Technician;~~
  - ~~M. School Social Worker; and~~
  - ~~N. Communication Disorders.~~
- ~~V. “Endorsement” means a designation on a License Area of Concentration earned through demonstrating required competencies established by the State Superintendent of Public Instruction that qualifies the individual to: provide instruction in a specific content area; or apply a specific set of skills in an education setting.~~
- ~~VI. “Mentor” A trained educator who holds a professional educator license and shall, where possible:~~
- ~~A. perform substantially the same duties as the mentored educator with release time work as a mentor; or~~
  - ~~B. be assigned as an instructional coach or equivalent position.~~
  - ~~C. pass the USBE mentor training modules.~~

## Policy

### Local Education Agency (LEA)-specific Educator License

- ~~I. The general requirements for an LEA-specific Educator License include:~~
- ~~A. completion of a criminal background check and clearance in accordance with R277-214;~~
  - ~~B. completion of an educator ethics review as described in R277-500 within one calendar year of the application;~~
  - ~~C. completion of a bachelor’s degree or higher from a regionally accredited college or university; and/or demonstrated content knowledge and pedagogical requirements by:~~
    - ~~1. successfully passing an assessment; or~~
    - ~~2. by demonstrated experience.~~

## 4111 LEA-Specific Licenses

~~H. Approval: An application for an LEA-specific Educator License must receive approval by the Board of Education in a public meeting no more than 60 days prior to the LEA application to USBE.~~

~~A. The request for approval must include the rationale for the appointment of an LEA-Specific license.~~

### ~~License and Endorsement Areas~~

~~I. In accordance with R277-301, an LEA-specific Educator License may not be offered in the areas of Special Education or Preschool Special Education.~~

~~H. An LEA-specific Educator License is limited to the following license areas:~~

~~A. Early Childhood;~~

~~B. Elementary;~~

~~C. Secondary;~~

~~D. Career and Technical Education or "CTE";~~

~~E. Speech-Language Pathologist;~~

~~F. Speech-Language Technician;~~

~~G. School Social Worker; and~~

~~H. Communication Disorders.~~

~~III. An LEA-specific Endorsement includes all USBE Endorsement areas.~~

~~IV. An LEA-specific Educator License/Endorsement is valid for one, two, or three years in accordance with the LEA application to the USBE.~~

~~V. In accordance with R277-301(7), an LEA-specific Educator License is valid only within the Entheos Academy District and expires immediately upon employment separation.~~

### ~~LEA-specific Educator Training, Mentoring, and Support~~

~~I. Within the first year of employment, the educator must complete the following training:~~

~~A. educator ethics;~~

~~B. classroom management and instruction;~~

~~C. basic special education law and instruction; and~~

~~D. Utah Effective Teaching Standards described in R277-530.~~

~~H. The educator must participate in the Mentoring Program.~~

~~A. Entheos Academy shall provide at least a three-year mentoring program by a trained mentor educator who:~~

~~1. holds a professional educator license and, where possible;~~

~~2. performs substantially the same duties as the educator with release time to work as a mentor; or~~

~~3. is assigned as an instructional coach or equivalent position.~~

~~4. The assigned mentor shall assist the educator in meeting the Utah Effective Educator Standards established in Rule R277-530 but may not serve as an evaluator of the educator.~~



## 4111 LEA-Specific Licenses

~~HH.—The mentoring program shall include:~~

- ~~A.—A formal Professional Learning Plan and support in meeting the requirements of a professional license area; and~~
- ~~B.—On-going training on educator ethics and special education.~~

### ~~Notification of LEA-Specific Educator License~~

- ~~I.—Entheos Academy shall post LEA-specific Educator Licenses, license areas, or endorsements on each school's website. The post shall include:~~
  - ~~A.—A disclosure of the fact that the school employs LEA-specific educator licenses, license areas, or endorsements;~~
  - ~~B.—The percentage of the types of licenses, license areas, and endorsements held by educators employed in the school based on the employees' FTE in the Comprehensive Administration of Credentials for Teachers in Utah Schools (CACTUS); and~~
  - ~~C.—A link to the Utah Educator Look-up tool.~~

~~REF: Utah Admin. Code R277-301. Educator Licensing~~



# ENTHEOS ACADEMY

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## 5310 EMERGENCY SAFETY INTERVENTIONS (ESI)

### Purpose

Entheos Academy is committed to maintaining a safe and supportive learning environment for all students. This policy governs the use of Emergency Safety Interventions (ESI) consistent with Utah Code §53G-8-301 and Utah Administrative Rule R277-608. ESIs may be used only in situations where a student presents an immediate danger to self or others, and only when less restrictive alternatives have failed or would be unsafe. ESIs are never to be used as a form of discipline, punishment, or staff convenience.

### Definitions

For purposes of this policy:

- I. **Emergency Safety Intervention (ESI):** The use of physical restraint or seclusionary time-out in response to a student's immediate danger to self or others.
- II. **Immediate Danger:** An imminent risk of serious physical harm to the student or to others.
- III. **Physical Restraint:** A personal restriction that immobilizes or significantly reduces a student's ability to move their arms, legs, body, or head freely.
- IV. **Seclusionary Time-Out:** The involuntary confinement of a student in an enclosed area that they cannot freely exit.
- V. **Physical Escort:** The temporary touching or holding of a student for the purpose of guiding them to a safe location.
- VI. **Corporal Punishment:** The intentional infliction of physical pain on a student. Corporal punishment is prohibited at Entheos Academy.

### Policy

#### Standards for Use

- I. General Requirements
  - A. ESIs may be used only when a student presents an immediate danger to self or others.
  - B. An ESI must end immediately when the danger has passed.

## 5310 Emergency Safety Interventions (ESI)

- C. Students must be visually monitored by an adult at all times during an intervention.
- D. The following are strictly prohibited:
  - 1. Locked doors,
  - 2. Prone or supine restraint,
  - 3. Mechanical restraints,
  - 4. Chemical restraints,
  - 5. Any restraint that restricts breathing or is not compliant with training.
- II. Physical Restraint
  - A. And this format
    - 1. May be used only to protect safety.
    - 2. Must be applied in the safest manner possible by trained staff.
    - 3. Duration may not exceed 30 minutes or until law enforcement takes responsibility, whichever occurs first.
- III. Seclusionary Time-Out
  - A. May be used only if less restrictive means are insufficient to prevent immediate danger.
  - B. Not permitted for students below first grade.
  - C. Space must allow continuous visual monitoring and may not be locked.
  - D. Duration may not exceed 30 minutes or the limits established in training, unless law enforcement intervenes.
  - E. Entheos Academy does not maintain or permit rooms designed solely for seclusion.

### Students with Disabilities

- I. For students receiving special education services, ESI may only be included in an IEP or behavior plan if:
  - A. Less restrictive means were attempted first,
  - B. A functional behavior assessment (FBA) has been conducted, and
  - C. A Behavior intervention plan (BIP) has been developed and implemented based on data.

### Training

- I. All staff who supervise students must receive foundational training in positive behavior supports, de-escalation strategies, and the requirements of this policy.
- II. Training must be completed within two months of hire (or within 30 days for staff working directly with students with disabilities) and renewed at least every two years.
- III. Administrators and other designated “key personnel” must complete comprehensive ESI training annually before they are permitted to implement ESI.

## **5310 Emergency Safety Interventions (ESI)**

### **Documentation and Parent Notification**

- I. Each use of ESI must be documented in writing, including the circumstances, type, and duration of the intervention, and the staff involved.
- II. Parents must be notified as soon as possible and no later than 24 hours after each use of ESI.
- III. If an intervention lasts longer than 15 minutes, an administrator must be immediately informed.
- IV. Following each incident, staff must debrief with administration to review the event and determine appropriate follow-up.
- V. Entheos Academy will report annual ESI data to the Utah State Board of Education as required.



# ENTHEOS ACADEMY

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## **5500 DISCIPLINE POLICY**

### **Purpose**

Entheos Academy believes every student has the right to learn in a safe, supportive environment that fosters self-discipline, good character, and social-emotional skills. This policy balances teaching and guidance with compliance with Utah law, including the protection of student rights.

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

- A. Crew Time: Daily structured guidance to reinforce character and social-emotional skills.
- B. Classroom Norms: Collaboratively developed behavioral standards posted in all classrooms.
- C. School-Wide Expectations: Posted and reinforced throughout the school environment.
- D. Systematic Reinforcement: Positive reinforcement for appropriate behavior; structured correction for infractions.
- E. Behavior Data: Regular review to assess effectiveness and guide interventions.

### **II. Range of Behaviors and Continuum of Procedures**

#### **A. Minor Infractions**

- 1. Handled by teachers with interventions such as:
  - a) Teacher-student conferences
  - b) Parent communication
  - c) Behavior interventions or reteaching
  - d) Temporary loss of privileges
- 2. Examples include:
  - a) Dress code violations
  - b) Off-task behaviors
  - c) Mild disruptive or disrespectful behavior
  - d) Inappropriate language or actions
  - e) Mistreating property
  - f) Technology violations
  - g) KYFOOTY / PDA violations



- h) Cheating
- i) Lying
- j) Refusal to work
- k) Tardiness
- l) Chewing gum
- m) Horseplay

### B. Major Infractions

1. Immediate administrative referral; possible suspension or expulsion.

Examples:

- a) Possession/use of weapons or explosives (53G-8-205(2))
- b) Drugs, alcohol, vaping, tobacco (53G-8-205(2))
- c) Fighting or throwing objects at others (53G-8-205(2))
- d) Theft, vandalism, or criminal activity (53G-8-205(2))
- e) Bullying, hazing, cyberbullying, or retaliation (53G-8-205(1), 53G-8-210)
- f) Hate speech, gang activity (53E-3-509)
- g) Sexual harassment (53G-8-205(2))

### C. Habitual Disruptive or Unsafe Behavior (53G-8-207, 53G-8-206)

1. Early interventions by teachers
2. Referral to Student Support Team for behavior interventions
3. Continuous monitoring and adjustments
4. Escalation to suspension, expulsion, or other interventions if behavior persists

## III. Property Damage (53G-8-212)

- A. Parents/guardians may be held financially responsible for loss or damage.
- B. If payment is not feasible, a work program may be offered.
- C. Grades and transcripts may be withheld until restitution or work completion.
- D. Normal wear and tear is excluded.

## IV. Suspension, Expulsion, and Denial of Admission (53G-8-204, 53G-8-205, 53G-8-206, 53G-8-208)

### A. General Procedures

1. Suspension up to 10 days with parent notification; readmission requires meeting with administration.
2. Expulsion required for firearms or serious weapon violations; reviewed by board/committee.

## 5500 Discipline Policy

3. Denial of admission allowed for students expelled from other schools within 12 months.
  4. Custodial parent notified of all actions; noncustodial parent notified upon written request (unless restricted by court order).
  5. A student may be denied readmission if they are still considered a threat to the safety of students/staff, or if they have not met conditions for return.
- B. Grounds for Suspension or Expulsion
1. General Grounds (53G-8-205(1))
    - a) Frequent/flagrant disobedience, defiance, or disruptive behavior, including foul language
    - b) Willful destruction/defacing of property
    - c) Behavior posing immediate/significant threat to others or school operation
    - d) Possession/use of alcohol
    - e) Behavior threatening school, school property, associated persons, or their property
    - f) Possession/use of pornographic material
  2. Serious Violations Requiring Suspension or Expulsion (53G-8-205(2))
    - a) Weapons, explosives, or flammable materials (real or look-alike)
    - b) Actual use of violence or sexual misconduct
    - c) Substantive threats or use of a look-alike weapon
    - d) Sale, control, or distribution of drugs/controlled substances
    - e) Acts involving use/threat of force that would be a felony or class A misdemeanor for adults
    - f) False emergency reports (Subsection 76-9-105.5(2)(b))
  3. Additional Grounds for Suspension or Expulsion
    - a) Unsafe behavior: running away from staff, leaving school grounds (or leaving school group if on Fieldwork/Adventure) without permission, or hiding
    - b) Theft
    - c) Bullying and hazing
    - d) Gang-related attire or activity
  4. Expulsion for Weapons/Explosives (53G-8-205(2)(b))
    - a) Minimum one-year expulsion
    - b) Within 45 days, meeting with Executive Director to determine:
      - (1) Conditions for return (53G-8-203)
      - (2) Probation placement if needed
      - (3) Potential modification of expulsion term, prioritizing safe school environment

### **V. Alternatives to Suspension or Expulsion (53G-8-207)**

- A. Remedial Discipline Plans: Implemented prior to suspension/expulsion for repeated non-violent misbehavior.
- B. In-School Suspension & Parent Participation: Students remain in school or parents attend class under supervision.
- C. Collaboration with State Agencies: Division of Child and Family Services, juvenile court, or other agencies as needed.
- D. Motivation and Incentive Programs: Positive recognition, immediate consequences, and continuous student learning.

### **VI. Responsibilities for Students Suspended or Expelled (53G-8-208)**

- A. Parent Responsibility: Ensure education continues via alternative plan.
- B. Collaboration: Private education, district/charter alternatives, or other options.
- C. Costs: Parent responsible for educational services not provided by school.
- D. Monitoring: Monthly progress updates for students under 16; records maintained.
- E. Students with Disabilities: Comply with IDEA and Section 504; implement alternatives consistent with law.

### **VII. Emergency Safety Interventions (ESI) – R277-608**

- A. Emergency Safety Interventions may only be used when a student presents an immediate danger to self or others, and are never to be used for discipline or convenience. Please refer to the ESI Policy for more information.

### **VIII. Cooperation with Law Enforcement (53G-8-211)**

- A. The school shall immediately report to local law enforcement any activity that may constitute a violation of criminal law, including but not limited to:
  - 1. Possession, control, or use of a firearm or dangerous weapon (76-10-505.5, 53G-8-205)
  - 2. Sale, control, or distribution of a controlled substance or drug paraphernalia (58-37-8, 53G-8-205)
  - 3. Acts of serious violence or substantive threatened violence against students, staff, or school property
- B. School officials shall cooperate fully with law enforcement authorities in their investigation of criminal activities, consistent with student rights and applicable laws (FERPA, IDEA, 504)
- C. The School Director or designee is responsible for coordinating communication with law enforcement and ensuring documentation of all reports made.

### **IX. Distribution of Policy (53G-8-204(1)(a))**

- A. A copy of this policy shall be distributed annually to all students, parents, and school employees.
- B. The policy will be included in the Student and Parent Handbook and posted on the school website.
- C. Students and parents are required to acknowledge receipt of the policy at the beginning of each school year.
- D. Administrators and teachers shall receive annual training on the policy's implementation, including procedures for discipline, due process, and emergency safety interventions

### **X. Corporal Punishment**

- A. Prohibition: Corporal punishment is strictly prohibited at Entheos Academy.
- B. Discipline Alternatives: All discipline must be carried out using positive, restorative, and non-physical measures.

### **XI. Parent Notification of Specific Incidents**

- A. Gang-Related Incidents: Parents/guardians notified promptly for gang-related incidents.
- B. Threats of Self-Harm or Suicide: Parents/guardians notified immediately for suicide or self-harm threats.
- C. Bullying, Hazing, Abuse, or Retaliation: Parents/guardians of involved students notified promptly.
- D. Other Serious Incidents: Parents/guardians may be notified for other incidents threatening safety or well-being.

### **XII. SafeUT Crisis Line**

- A. Purpose: Anonymous reporting of unsafe, violent, criminal, bullying, hazing, abuse, or suicide-related behaviors.
- B. Availability: 24/7 via app, website, or phone.
- C. Staff Response: Administrators respond promptly to ensure student and staff safety.

### **XIII. Scope of School Conduct**

- A. This policy applies to students:
  - 1. In classrooms or instructional spaces
  - 2. On school grounds and property
  - 3. On school-provided transportation or vehicles
  - 4. During school-related activities, trips, or events

## **Purpose**

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

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

A. In every area of education, if students lack skills, we teach them. We believe the same should be true for student behavior. At Entheos Academy, we will provide supports to students by expressly teaching these skills through every interaction, but specifically through:

1. Crew: Entheos Academy believes that strong, positive relationships are the foundation of teaching these elements, and this is daily reinforced and actively cultivated through the structure of “Crew”. Every student belongs to a Crew and has a Crew teacher. Crew time launches every day at Entheos.
2. Norms: Written standards for student behavior expectations are posted in every classroom. These are referred to as “norms” and are typically developed in a collaborative process between the teacher and students.
3. School Expectations: In every main area of the school, there are clear behavior expectations posted.
4. Systematic Reinforcement: Entheos has systematic methods for reinforcement of expected behaviors and a uniform path of correction when necessary.
5. Behavior Data: Entheos Academy regularly analyzes behavior data to gauge effectiveness and target resources as needed.

## **II. Range of Behaviors and Continuum of Procedures**

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

1. **Minor infractions** are usually handled by teachers in classrooms. Chronic or excessive minor infractions can become major infractions and result in office referrals to school administration. Minor infractions may result in phone calls home, parent-teacher meetings, behavior intervention strategies, and/or loss of privileges. The following may be considered minor infractions:
  - a) Dress code violations
  - b) Off-task behaviors
  - c) Mild disruptive or disrespectful behavior
  - d) Inappropriate language and actions
  - e) Mistreating property



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

- ~~2. Major infractions are defined as severe infractions of school and state/federal rules that result in immediate discipline referrals to school administration and may lead to out-of-school suspension or expulsion. Major infractions include:~~
- ~~a) Safe school violations include possession of weapons or flammable materials, assault, and threats to kill/harm.~~
  - ~~b) Drug, alcohol, tobacco, and vaping, violations.~~
  - ~~c) Physical aggression includes fighting, or throwing things at a person.~~
  - ~~d) Any criminal action occurring at school, such as vandalism, fire setting, possession or use of combustibles, pornography, forgery, or theft.~~
  - ~~e) Chronic or excessive abusive language, truancy, tardies, or non-compliance.~~
  - ~~f) Bullying, hazing, cyberbullying, retaliation, deliberately making a false report.~~
  - ~~g) Gang activity.~~
  - ~~h) Discrimination/hate language.~~

### ~~III. Prohibited Conduct and Related Discipline~~

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

- ~~1. A student **WILL** be removed from school for at least 1 year for a serious violation involving the following:~~
  - ~~a) A real weapon~~
  - ~~b) Explosive or flammable material~~
  - ~~c) Actual or threatened use of a look-alike weapon with intent to intimidate or cause disruption.~~
- ~~2. Any student who brings a firearm to school **WILL** be referred to the criminal justice or juvenile delinquency system in accordance with~~
  - ~~Drug-Free Workplace Act of 1988~~
  - ~~34 CFR Part 85 Subpart F~~
  - ~~4 CFR Part 85 §§85.605 and 85.610~~

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- ~~3. A student **WILL** be removed from school for the following:~~
  - ~~a) Possession, control, actual or threatened use of a real weapon, explosive, noxious, or flammable material.~~
  - ~~b) The sale, possession, or distribution of drugs, controlled substances, imitation controlled substances, or drug paraphernalia, including vaping devices/substances.~~
  - ~~c) Use or threatening to use serious force, including acts which, if committed by an adult, would be a felony or class A misdemeanor.~~
- ~~4. A student **MAY** be removed from the school for the following:~~
  - ~~a) Physical aggression including fighting, throwing things, spitting etc.~~
  - ~~b) Willful disobedience/defying authority.~~
  - ~~c) Serious or habitual disruption.~~
  - ~~d) Foul, profane, vulgar, or abusive language.~~
  - ~~e) Defacing or destroying school property.~~
  - ~~f) Unsafe behavior, such as running away from a person in authority, leaving the school, or hiding.~~
  - ~~g) Theft.~~
  - ~~h) Bullying and hazing.~~
  - ~~i) Inappropriate exposure of body parts.~~
  - ~~j) Sexual or other harassment.~~
  - ~~k) Gang-related attire or activity.~~
- ~~5. The school discipline policy applies to dealing with students in classrooms, on school grounds, on school vehicles, or in connection with school-related activities, trips, or events.~~
- ~~6. The type and length of discipline is based on factors such as previous violations, severity of conduct, and other relevant educational concerns.~~
- ~~7. When appropriate, students will be referred to the Student Support Team, who will collaboratively design and implement personalized behavior supports.~~
- ~~8. If damage or loss of school property occurs, payment for the damage or lost property is expected.~~
- ~~9. A student may be detained after regular school hours related to a major safety concern or behavior violation, and parents shall be notified prior to the detaining of the student wherever possible.~~
- ~~10. If any illegal substances or items are confiscated, such as vaping devices, a school administrator will dispose of, destroy, or turn over the substance/item to law enforcement under the direction and guidance of law enforcement.~~
- ~~11. A student may be denied admission to Entheos Academy on the basis of having been expelled from any school during the preceding 12 months.~~

### ~~IV. Suspension and Expulsion~~

- ~~A. A student who commits a violation of Section IV a i. of this policy shall be expelled from school for a period of not less than one year. A student may be expelled for other major infractions outlined in this policy. Within 45 days after the expulsion, the student shall appear before a board disciplinary committee, accompanied by a parent. The committee shall determine:~~
- ~~1. What conditions must be met by the student and the student's parent for the student to return to school.~~
  - ~~2. If the student should be placed on probation with the school and what conditions must be met by the student in order to ensure the safety of students and faculty.~~
  - ~~3. If it would be in the best interest of both the school and the student to modify the expulsion term to less than a year, giving highest priority to providing a safe school environment for all students.~~
- ~~B. A student who is not expelled shall be suspended for violations of Section IV a ii. of this policy. A student may be suspended for other infractions of this policy. A student can be suspended for up to 10 days and must leave school as soon as possible in the custody of the parent or authorized adult. If a student is suspended, the school will notify the parent of the student of the following without delay:~~
- ~~1. That the student has been suspended.~~
  - ~~2. The grounds for the suspension.~~
  - ~~3. The period of time for which the student is suspended.~~
  - ~~4. The time and place for the parent to meet with the administrator to review the suspension.~~
- ~~C. If a student is suspended, it is expected that the student and parent meet with a school administrator to review a plan to avoid recurrence of the problem before the student is readmitted.~~

### ~~V. Alternatives to Suspension~~

- ~~A. Prior to suspending or expelling a student for repeated minor infractions or behavior that is not of such a violent or extreme nature that immediate removal is required, the Student Support Team will strive to meet and collaboratively design and implement personalized behavior supports that will allow a student to remain in school. Entheos Academy believes that suspension alone rarely teaches a student appropriate replacement behaviors, therefore it is primarily used to give the school team, student, and parents a moment to pause long enough to determine the next steps in supporting and teaching the student. Therefore, frequently alternatives to suspension are chosen from a multi-tiered system of supports if deemed appropriate by the administration, such as:~~
- ~~1. Re-teaching and positively reinforcing student behavior expectations.~~

- ~~2. Restorative Justice protocols.~~
- ~~3. In-school suspension.~~
- ~~4. Determining the function of the behavior and the social and emotional needs of the child to identify and implement evidence-based interventions matched to these needs.~~

### ~~VI. Restraint and Seclusionary Time Out~~

- ~~A. In accordance with Section 53G-8-302, a school employee may use reasonable and necessary physical restraint in self-defense or when otherwise appropriate to:
  - ~~1. Obtain possession of a weapon or other dangerous object in possession or under the control of a student.~~
  - ~~2. Protect a student or another individual from physical injury.~~
  - ~~3. Remove from a situation a student who is violent.~~
  - ~~4. Protect property from being damaged when physical safety is at risk.~~~~
- ~~B. Prone, face-down, supine, or face-up restraints that obstruct the airway are prohibited. A physical restraint will only be used for the minimum time necessary to ensure safety, and will immediately be terminated when the student is no longer an immediate danger to self or others, or a student is in severe distress. The school will provide notice of the restraint to the student's parent as soon as reasonably possible and before the student leaves the school.~~
- ~~C. Seclusionary time out may be used when a student presents an immediate danger or serious physical harm to self or others, and for a student with a disability as an Emergency Safety Intervention written into a student's IEP as a planned intervention. Seclusionary time out means that a student is:
  - ~~1. Placed in a safe, unlocked, enclosed area by school personnel.~~
  - ~~2. Purposefully isolated from adults and peers, while remaining within the line of sight of an employee.~~
  - ~~3. Prevented from leaving, or the student reasonably believes that they will be prevented from leaving the enclosed area.~~~~
- ~~D. Seclusionary time out will only be used for the minimum time necessary to ensure safety, and will never as a means of discipline or punishment. Parents will be notified as soon as reasonably possible if a seclusionary time out is used, and before the student leaves the school.~~
- ~~E. An Emergency Safety Intervention (ESI) Committee reviews the use of any physical restraints or seclusionary timeouts to ensure that:
  - ~~1. The correct protocol is being followed.~~
  - ~~2. The intervention is documented and reported.~~~~

~~3. Any professional development needs are identified and recommended.~~

### ~~VII. Searches~~

- ~~A. School administrators may search students, lockers, and personal property based on reasonable suspicion.~~
- ~~B. School administrators may also conduct random searches that might include all lockers and other school property.~~

### ~~VIII. Corporal Punishment~~

- ~~A. Corporal punishment is prohibited in Utah. A school employee may not inflict or cause the infliction of corporal punishment upon a student.~~

### ~~IX. Parent Notification of Incidents~~

- ~~A. Parents are notified of all serious incidents involving their child, of which the school is aware. As previously outlined, parents will be notified as soon as possible regarding suspensions, expulsions, and the use of emergency safety interventions. In addition, parents can specifically expect to receive notification if:~~
  - ~~1. Their child is involved or impacted by a serious gang-related incident that occurs on school property or at a school-related activity.~~
  - ~~2. Parents will be notified if the parent's student threatens to commit suicide.~~
  - ~~3. Parents of each student involved in an incident of bullying, cyberbullying, hazing, abusive conduct, or retaliation will be notified.~~

### ~~X. Students with Disabilities~~

- ~~A. If a student has a qualified disability, the school administrator will explain the separate procedures that may apply based on the procedural safeguards under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act.~~

### ~~XI. SafeUT Crisis Line~~

- ~~A. SafeUT is Utah's crisis line that provides a means for an individual to anonymously report unsafe, violent, or criminal activities, or threats of such activities at a school, bullying, cyber-bullying, harrassment, hazing, abuse, emotional distress or concerns of suicide or psychiatric crisis. The crisis line is available 24 hours a day, 7 days a week. If Administrators receive tips through the SafeUT Crisis Line, they will respond rapidly, in accordance with this policy.~~

### ~~XII. Employee Training~~

- ~~A. Teachers and administrators will receive ongoing staff development in support of the discipline policies and procedures used at Entheos Academy.~~





# ENTHEOS ACADEMY

EXCELLENCE • SERVICE • LEADERSHIP

## 5401 BULLYING, CYBER-BULLYING, HAZING, AND ABUSIVE CONDUCT POLICY ~~BULLYING AND HAZING~~ Policy

### Purpose

Entheos Academy is committed to providing a safe, respectful, and supportive learning environment. Bullying, cyber-bullying, hazing, abusive conduct, retaliation, and false reports are strictly prohibited.

This policy fulfills **Utah Code §53G-9-601 to 607** and **R277-613**, and is reviewed annually with input from parents, students, staff, and community stakeholders.

### Equal Protection

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

### Definitions

1. **Bullying:** Repeated aggressive behavior intended to harm, intimidate, or distress.
2. **Cyber-bullying:** Bullying through digital means (texts, apps, social media, etc.).
3. **Hazing:** Acts that endanger a student for initiation, affiliation, or membership.
4. **Abusive Conduct:** Intimidation, humiliation, or distress directed at a student or employee.
5. **Retaliation:** Any reprisal against a person who reports or participates in an investigation.
6. **False Report:** Knowingly making an untrue claim of prohibited conduct.

### Policy

#### Prohibited Conduct

- I. No student, employee, or volunteer may engage in

ENTHEOS BOARD POLICY — AUGUST 24, 2017

UPDATED DECEMBER 10, 2019 UPDATED OCTOBER 25, 2023, UPDATED JUNE 26, 2025

## 5401 Bullying and Hazing

- A. Bullying, cyber-bullying, hazing, abusive conduct, or retaliation
- B. Sharing or distributing recordings of incidents for harmful purposes
- C. Making false reports

### Reporting

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

### Investigation

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

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

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

### Action Plans (§53G-9-605(3)(h)-(i))

- I. When an incident is verified, administrators will create a written Action Plan:
  - A. Victim Support: Safety measures, accommodations, decreased exposure to aggressor, access to resources, preservation of educational placement.
  - B. Perpetrator Accountability: Root cause assessment, tailored consequences, supportive measures, possible emergency removal (only when safety requires; “emergency” = imminent threat of harm), and right to appeal consequences.
  - C. Parent Communication:
    - 1. Initial notification promptly after verification.

2. Ongoing updates at least every two weeks.
  3. Final closure report when resolved.
  4. Records of all communications maintained.
- D. Optional Restorative Practices: May be offered with parental consent.
- E. Plans are monitored and reviewed for effectiveness until closure.

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

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

### **Retaliation Prohibited**

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

### **Training & Prevention**

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

### **Record & Documentation**

- I. Parent notification, action plan implementation, and training records are maintained.
- II. Signed statements of policy receipt are required annually from students, parents, and employees.
- III. Policy is posted on the LEA website and included in student and employee handbooks.

### **Annual Reporting**

- I. Each year, the LEA will provide to the USBE:
  - A. Copy of board-approved policy
  - B. Proof of signed acknowledgments
  - C. Proof of staff training

### D. Demographic data on bullying incidents

#### Policy Review

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

#### 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~~



## 5401 Bullying and Hazing

~~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~~

## 5401 Bullying and Hazing

~~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.~~

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~~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**



## 5401 Bullying and Hazing

~~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.~~

~~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.~~

## 5401 Bullying and Hazing

~~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

EXCELLENCE • SERVICE • LEADERSHIP

## 5301 WELLNESS POLICY

### **Purpose**

Entheos Academy is committed to the optimal development of every student. Entheos Academy believes that for students to have the opportunity to achieve personal, academic, developmental and social success, we need to create positive, safe and health-promoting learning environments at every level, in every setting, throughout the school year.

Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture's (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks. Conversely, less-than-adequate consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students. In addition, students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities - do better academically. Finally, there is evidence that adequate hydration is associated with better cognitive performance.

### **Policy**

This policy outlines the District's approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Specifically, this policy establishes goals and procedures to ensure that:

- Students in the District have access to healthy foods throughout the school day-both through reimbursable school meals and other foods available throughout the school campus-in accordance with Federal and state nutrition standards;
- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors;
- Students have opportunities to be physically active before, during and after school;
- Schools engage in nutrition and physical activity promotion and other activities that promote student wellness;

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- School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school;
- The community is engaged in supporting the work of Entheos Academy in creating continuity between school and other settings for students and staff to practice lifelong healthy habits; and
- The District establishes and maintains an infrastructure for management, oversight, implementation, communication about and monitoring of the policy and its established goals and objectives.

This policy applies to all students, staff and schools in the District.

### **I. School Wellness Committee**

#### ***Committee Role and Membership***

The District will convene a representative wellness committee (~~hereto~~<sup>herto</sup> referred to as the WC) that meets at least twice times per year to establish goals for and oversee school health and safety policies and programs, including development, implementation and periodic review and update of this district-level wellness policy (heretofore referred as “wellness policy”).

The WC membership will represent all school levels and include (to the extent possible), but not be limited to: parents and caregivers; students; representatives of the school nutrition program (e.g., school nutrition director); physical education teachers; health education teachers; school health professionals (e.g., health education teachers, school healthy services staff (e.g., nurses, physicians, dentists, health educators, and other allied health personnel who provide school health services), and mental health and social services staff (e.g., school counselors, psychologists, social workers, or psychiatrists); school administrators (e.g. superintendent, principal, vice principal), school board members; health professionals (e.g. dietitians, doctors, nurses, dentists); and the general public. When possible, membership will also include Supplemental Nutrition Assistance Program Education coordinators (SNAP-Ed). To the extent possible, the WC will include representatives from each school building and reflect the diversity of the community.

#### ***Leadership***

The Superintendent or designee(s) will convene the WC and facilitate development of and updates to the wellness policy, and will ensure each school’s compliance with the policy.

The designated official for oversight is (Title and contact information)

Raegan Nielsen, Food Service Director, [raegan.nielsen@entheosacademy.org](mailto:raegan.nielsen@entheosacademy.org)

Each school will designate a school wellness policy coordinator, who will ensure compliance with the policy.

### **II. Nutrition**

#### ***Nutrition Education***

The District will teach, model, encourage and support healthy eating by all students. Schools will provide nutrition education and engage in nutrition promotion that:

- Is designed to provide students with the knowledge and skills necessary to promote and protect their health;
- Is part of not only health education classes, but also integrated into other classroom instruction through subjects such as math, science, language arts, social sciences and elective subjects;
- Encourages enjoyable, developmentally-appropriate, culturally-relevant and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits and school gardens;
  -
- Promotes fruits, vegetables, whole-grain products, low-fat and fat-free dairy products and healthy food preparation methods;
- Encourages students to try new, healthy food items with which they may be unfamiliar to promote behavior change and healthy school meal consumption;
- Emphasizes caloric balance between food intake and energy expenditure (promotes physical activity/exercise);
- Links with school meal programs, cafeteria nutrition promotion activities, school gardens, Farm to School programs, other school food and nutrition-related community services;
- Teaches media literacy in the classroom with an emphasis on food and beverage marketing; and
  -
- Includes nutrition education training for teachers and other staff.
  -

#### ***Essential Healthy Eating Topics in Health Education***

The District will include in the health education curriculum a minimum of 12 of the following essential topics on healthy eating:

- Relationship between healthy eating and personal health and disease prevention
- Reading and using FDA's nutrition fact labels

- Eating a variety of foods every day
  - Balancing food intake and physical activity
  - Eating more fruits, vegetables and whole grain products
  - Choosing foods that are low in fat, saturated fat, and cholesterol and do not contain *trans* fat
  - Choosing foods and beverages with little added sugars
  - Eating more calcium-rich foods
  - Preparing healthy meals and snacks
  - Risks of unhealthy weight control practices
  - Accepting body size differences
  - Food safety
  - Importance of water consumption
  - Importance of eating breakfast
  - Making healthy choices when eating at restaurants
  - Eating disorders
- 
- Reducing sodium intake
  - Social influences on healthy eating, including media, family, peers and culture
  - How to find valid information or services related to nutrition and dietary behavior
  - How to develop a plan and track progress toward achieving a personal goal to eat healthfully
  - Resisting peer pressure related to unhealthy dietary behavior
  - Influencing, supporting, or advocating for others' healthy dietary behavior

### ***Food and Beverage Marketing in Schools***

The District is committed to providing a school environment that ensures opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. The District strives to teach students how to make informed choices about nutrition, health and physical activity. These efforts will be weakened if students are subjected to advertising on District property that contains messages inconsistent with the health information the District is imparting through nutrition education and health promotion efforts. It is the intent of the District to protect and promote student's health by permitting advertising and marketing for only those foods and beverages that are permitted to be sold on the school campus, consistent with the District's wellness policy.

### ***Nutrition Promotion***

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs. Students and staff will receive consistent nutrition messages throughout schools, classrooms, gymnasiums, and cafeterias. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently through a comprehensive and multi-channel approach by school staff, teachers,



parents, students and the community.

The District will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs.

### ***School Meals***

Our school district is committed to serving healthy meals to children, with plenty of fruits, vegetables, whole grains, and fat-free and low-fat milk; that are moderate in sodium, low in saturated fat, and have zero grams *trans* fat per serving (nutrition label or manufacturer's specification); and to meeting the nutrition needs of school children within their calorie requirements. The school meal programs aim to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs.

All schools within the District participate in USDA child nutrition programs, including the National School Lunch Program (NSLP) and the School Breakfast Program (SBP). The District also operates additional nutrition-related programs and activities including, Breakfast in the Classroom. All schools within the District are committed to offering school meals through the NSLP and SBP programs, and other applicable Federal child nutrition programs, that:

- Are accessible to all students;
- Are appealing and attractive to children;
- Are served in clean and pleasant settings;
- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations. (The District offers reimbursable school meals that meet USDA nutrition standards.)

The school will offer sufficient time for students to enjoy eating healthy options offered at mealtimes. Recess will be scheduled before lunch at all school locations.

### ***Food Safety and Food Security***

All foods available to students on school campus will comply with state and local food safety and sanitation regulations.

The District will implement Hazard Analysis and Critical Control Point (HACCP) plans and guidelines to prevent food illness within schools.

All food service equipment and facilities will meet applicable local and state standards concerning health, safe food preparation, handling and storage, drinking water, sanitation, and workplace safety.

### ***Staff Qualifications and Professional Development***

All school nutrition program directors, managers and staff will meet or exceed hiring and annual continuing education/training requirements in the USDA professional standards for child nutrition professionals. These school nutrition personnel will refer to USDA's

Professional Standards for School Nutrition Standards website to search for training that meets their learning needs.

Training will be provided for staff involved in supervising student dining areas to assist them in encouraging healthy eating patterns.

### ***Water***

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day\* and throughout every school campus\* (“school campus” and “school day” are defined in the glossary). The District will make drinking water available where school meals are served during mealtimes.

- Students will be allowed to bring and carry (approved) water bottles filled with only water with them throughout the day.

### ***Celebrations and Rewards***

All foods offered on the school campus are encouraged to meet or exceed the USDA Smart Snacks in School nutrition standards including through:

1. Celebrations and parties. The district will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas. Healthy party ideas are available from the Alliance for a Healthier Generation and from the USDA.
2. Classroom snacks brought by parents. The District will provide to parents a list of foods and beverages that meet Smart Snacks nutrition standards.
3. Rewards and incentives. The District will provide teachers and other relevant school staff a list of alternative ways to reward children. Foods and beverages will not be used as a reward, or withheld as punishment for any reason, such as for performance or behavior.

## **III. Physical Activity**

Children and adolescents should participate in at least 60 minutes of physical activity every day. Physical activity during the school day (including but not limited to recess, classroom physical activity breaks or physical education) **will not be withheld** as punishment for any reason. The district will provide teachers and other school staff with a list of ideas for alternative ways to discipline students.

To the extent practicable, the District will ensure that its grounds and facilities are safe, well maintained, and that equipment is available to students to be active. The District will conduct necessary inspections and repairs.

### ***Physical Education***

The District will provide students with physical education, using an age-appropriate, sequential physical education curriculum consistent with national and state standards for physical education. The physical education curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy

## 5301 Wellness Policy

habits, as well as incorporate essential health education concepts (discussed in the “*Essential Physical Activity Topics in Health Education*” subsection). The curriculum will support the essential components of physical education.

All students will be provided equal opportunity to participate in physical education classes. The District will make appropriate accommodations to allow for equitable participation for all students and will adapt physical education classes and equipment as necessary.

All District **elementary students** in each grade will receive physical education for at least 60-89 minutes per week throughout the school year. Physical education includes, but is not limited to, approximately 45 minutes of physical education and approximately 15 minutes of supervised play (in addition to routine recess).

All [District] **secondary students** (middle and high school) are required to take the equivalent of one credit of physical education per academic year.

The District physical education program will promote student physical fitness through individualized fitness and activity assessments (via the Presidential Youth Fitness Program or other appropriate assessment tool) and will use criterion-based reporting for each student.

### ***Recess (Elementary)***

All elementary schools will offer at least **30 minutes of recess** on all days during the school year. Because recess is offered before lunch, schools will have appropriate hand-washing facilities and/or hand-sanitizing mechanisms located just inside/outside the cafeteria to ensure proper hygiene prior to eating and students are required to use these mechanisms before eating. Hand-washing time, as well as time to put away coats/hats/gloves, will be built into the recess transition period/time frame before students enter the cafeteria.

**Outdoor recess** will be offered when weather and air quality are feasible for outdoor play. In the event that the school or district must conduct **indoor recess**, teachers and staff will follow the indoor recess guidelines that promote physical activity for students, to the extent practicable. The District will provide ideas for active indoor recess:

- Go Noodle
- Rec Box Program: SLCo Health Department’s Free Recess Equipment Library!
  - o FREE
  - o Variety of equipment (i.e., Wii sets with 2 games, Spikeball Sets, Mini Frisbee Golf Sets, Dodge Balls, Soccer Balls, Jump Ropes, Skip-its, etc.)
  - o Check-out for a maximum of 4 weeks
  - o Just sign a rental agreement form
  - o We drop off and pick up the equipment; can help set up if need be
  - o See attached News Release, List of Available Equipment, and Agreement Form

Recess will complement, not substitute, physical education class. Recess monitors or teachers will encourage students to be active, and will serve as role models by being

physically active alongside the students whenever feasible.

#### **IV. Other Activities that Promote Student Wellness**

The District will integrate wellness activities across the entire school setting, not just in the cafeteria, other food and beverage venues and physical activity facilities. The District will coordinate and integrate other initiatives related to physical activity, physical education, nutrition and other wellness components so all efforts are complementary, not duplicative, and work towards the same set of goals and objectives promoting student well-being, optimal development and strong educational outcomes.

##### ***Other Wellness Education/Curriculum***

The District will include education/curriculum on mindfulness and meditation, through workshops, classes, and various activities in and out of the classroom.

##### ***Community Partnerships***

The District will continue relationships with community partners (e.g., hospitals, universities/colleges, local businesses, SNAP-Ed providers and coordinators, etc.) in support of this wellness policy's implementation. Existing and new community partnerships and sponsorships will be evaluated to ensure that they are consistent with the wellness policy and its goals.

Partnerships with hospitals/clinics will be utilized as resources for students with nutrition-related health problems. The district ~~District~~ should refer students to appropriate services for counseling or medical treatment.

##### ***Community Health Promotion and Family Engagement***

The District will promote to parents/caregivers, families, and the general community the benefits of and approaches for healthy eating and physical activity throughout the school year. Families will be informed and invited to participate in school-sponsored activities and will receive information about health promotion efforts.

The District will use electronic mechanisms (e.g., email or displaying notices on the district's website), as well as non-electronic mechanisms, (e.g., newsletters, presentations to parents or sending information home to parents), to ensure that all families are actively notified of opportunities to participate in school sponsored activities and receive information about health promotion efforts.

##### ***Staff Wellness and Health Promotion***

Schools in the District will encourage opportunities and strategies to support staff in actively promoting and modeling healthy eating and physical activity behaviors. The District also encourages staff member participation in health promotion programs and programs for staff members on healthy eating/weight management that are accessible and free or low-cost.

### ***Professional Learning***

When feasible, the District will offer annual professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school (e.g., increasing the use of kinesthetic teaching approaches or incorporating nutrition lessons into math class). Professional learning will help District staff understand the connections between academics and health and the ways in which health and wellness are integrated into ongoing district reform or academic improvement plans/efforts.

## **V. Wellness Policy Implementation, Monitoring, Accountability and Community Engagement**

This wellness policy and the progress reports can be found at: [entheosacademy.org](http://entheosacademy.org).

### ***Recordkeeping***

The District will retain records to document compliance with the requirements of the wellness policy on The District's computer network, and can be obtained upon request. Documentation maintained in this location will include but will not be limited to:

- The written wellness policy;
- Documentation demonstrating that the policy has been made available to the public;
- Documentation of efforts to review and update the Local Schools Wellness Policy; including an indication of who is involved in the update and methods the district uses to make stakeholders aware of their ability to participate on the WC;
- Documentation to demonstrate compliance with the annual public notification requirements;
- The most recent assessment on the implementation of the local school wellness policy;
- Documentation demonstrating the most recent assessment on the implementation of the Local School Wellness Policy has been made available to the public.

### ***Annual Notification of Policy***

The District will actively inform families and the public each year of basic information about this policy, including its content, any updates to the policy and implementation status. The District will make this information available via the district website and/or district-wide communications. The District will provide as much information as possible about the school nutrition environment. This will include a summary of the District's (or schools') events or activities related to wellness policy implementation. Annually, the District will also publicize the name and contact information of the District/school officials leading and coordinating the committee, as well as information on how the public can get involved with the school wellness committee.

### ***Triennial Progress Assessments***

At least once every three years, the District will evaluate compliance with the wellness

policy to assess the implementation of the policy and include:

- The extent to which schools under the jurisdiction of the District are in compliance with the wellness policy;
  - o The District will utilize the Compliance Sheet available
- A description of the progress made in attaining the goals of the District's wellness policy.

The position/person responsible for managing the triennial assessment and contact information is Raegan Nielsen (find contact information above).

The WC, in collaboration with individual schools, will monitor schools' compliance with this wellness policy.

### ***Revisions and Updating the Policy***

The WC will update or modify the wellness policy based on the results of the annual School Health Index and triennial assessments and/or as District priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued. **The wellness policy will be assessed and updated as indicated at least every three years, following the triennial assessment.**

<sup>i</sup> Bradley, B, Green, AC. Do Health and Education Agencies in the United States Share Responsibility for Academic Achievement and Health? A Review of 25 years of Evidence About the Relationship of Adolescents' Academic Achievement and Health Behaviors, *Journal of Adolescent Health*. 2013; 52(5):523–532.

<sup>ii</sup> Meyers AF, Sampson AE, Weitzman M, Rogers BL, Kayne H. School breakfast program and school performance. *American Journal of Diseases of Children*. 1989;143(10):1234–1239.

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# ENTHEOS ACADEMY

EXCELLENCE • SERVICE • LEADERSHIP

## 3500 WEBSITE GUIDELINES

### Purpose

Entheos Academy views the Internet as a valuable tool in communication with parents, employees, and students. The purpose of the school website is to enhance communication among students, parents, and the community, and to support students in achieving improve ~~communication with students, parents, and the community, and to assist students in reaching~~ their educational goals. Anything that conflicts with the educational mission of the school is prohibited.

### Definitions

- I. “Information Systems Administrator” is the individual on staff or part of contracted services who~~that~~ maintains the Entheos website for internet publication.

### Policy

#### Website Hosting and Publication

- I. Entheos Executive Director will manage or will appoint an Information System Administrator to manage school websites in order to ensure the following website hosting and publication requirements are met.
  - A. All school websites must reside on school-owned, school-supervised web servers or on servers approved by the Entheos Executive Director. A username and password will be given by the Information Systems Administrator or other appointed staff member for uploading~~up-loading~~ websites and pages to the Internet.
  - B. Students’ participation in creating or maintaining school websites is under the direct supervision of a teacher or administrator.
  - C. Websites comply with School policies and with local, state, and federal law. Including but not limited to content plagiarism, violation of copyright law, and other illegal acts. Harmful, dangerous, or inappropriate information must not appear on school websites.

## 3500 Website Guidelines

- D. Language used on school websites must be appropriate, grammatically correct, and free of spelling errors.
- E. The following disclaimer will appear on any school website lead page:
  - 1. “Entheos Academy is not responsible for information obtained through links to non-school sites. Please contact school website staff if you are concerned about a link to a non-school site.”

### Website Privacy

- I. Entheos school websites will protect the safety and privacy of students, with the following restrictions
  - F. Personal contact information about students must never be published on school websites. Personal contact information includes
    - 1. student’s addresses,
    - 2. Student’s phone numbers,
    - 3. Student’s email addresses, and
    - 4. any other personal information that could be used by unauthorized persons to make personal contact with a student.
  - G. Student names, student photographs, personally identifiable student work, information about student participation in classes, activities, sports, projects, etc., may be published on school websites, after obtaining a signed release from the student’s parent or legal guardian. Without such written permission, no personal information about specific students can be used on school websites, not even student names.
  - H. It is recommended that ~~students’ student~~ last names should only be used when necessary.
  - I. In order to prevent unauthorized persons from identifying students by name and face, the names of students must never appear on the same web pages as their ~~photographs~~ ~~photograph~~.
  - J. The above policy does not apply to secure school websites where parents using a private PIN number can access information about their student’s attendance, grades, assignments, etc.

### Advertising

No commercial advertising of any kind is allowed on school websites, except as explicitly authorized by the board. School websites may, however, provide non-commercial information about school-business partnerships, including company names and logos.

## 3500 Website Guidelines

### Website Financial Transactions

- I. If ~~Entheos~~ websites engage in financial transactions, those transactions will be secured and private. The school websites conducting financial transactions will
  - A. comply with local, state, ~~and~~ federal financial laws, including posting a Website Payment Privacy Policy and Website Payment Terms of Service
  - B. Maintain financial best practices in accordance with school fiscal procedures, cash disbursements, and cash receipts.
- II. School and district websites may not be used for fundraising without approval from the Entheos Executive Director.

REF: Website Payment Terms of Service, Website Payment Privacy Policy



# ENTHEOS ACADEMY

EXCELLENCE • SERVICE • LEADERSHIP

## #3104 CONFLICTS OF INTEREST

### Purpose

This policy is intended to ensure **conflicts of interest at Entheos Academy are appropriately managed** ~~employees of Entheos Academy are free from conflicts of interest in their employment~~ and to protect the interests of Entheos Academy in a transaction or arrangement that might benefit the private interest of Interested Person (defined below), or that might result in an excess benefit transaction. This policy is intended to supplement, but not replace, any applicable state and federal laws governing conflict of interests applicable to nonprofit and charitable organizations.

### Scope

- I. Entheos Academy Board Members, Committee Members, Advisors, **and** employees of Entheos Academy.
- II. Employees of Entheos Academy are subject to this policy, state and federal laws, and Entheos rules when performing services for employers other than Entheos Academy and when engaged in activities outside of the workplace that may be viewed as a conflict or compromise public confidence in the ability of Entheos Academy to provide appropriate services.
- III. Educators employed by contract with Entheos Academy, who may not be subject to Entheos Academy rules, are also subject to this policy, consistent with the terms of the negotiated employment agreement requiring compliance with Entheos Academy policies.

### Definitions

- I. “Conflict of interest” means a situation where an individual's private interests or outside economic interests interfere with or have the potential to interfere with his or her duties and responsibilities or raises a reasonable question about such interference.
- II. “Interested Person”: An Interested Person is:
  - A. A Governing Board member, employee, officer, or agent;
  - B. The immediate family of the Governing Board member, employee, officer, or agent;

## 3104 Conflicts of Interest

- C. The partner of the Governing Board member, employee, officer, or agent; or
- D. An organization that employs or is about to employ any individual in clauses A-C
- ~~E. Above.~~
- II. “Financial Interest”: A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:
  - A. An ownership or investment interest in any entity with which Entheos enters a contract;
  - B. A compensation arrangement with Entheos or with any entity with which Entheos enters a contract; or
  - C. A potential ownership or investment interest in, or compensation arrangements with, any entity with which Entheos negotiates a contract.
- III. “Committee: Any standing or ad hoc Governing Board committee with ~~board-delegated~~ ~~board-delegated~~ authority
- IV. For the purpose of this policy "Family member" or "relative" means a spouse, son, daughter, stepchild, father, mother, sister, brother, aunt, uncle, niece, nephew, cousin, father-in-law, mother-in-law, brother-in-law, sister-in-law, son-in-law, daughter-in-law, grandparent, or grandchild.

### Policy

- I. Entheos employees, contractors, and board members are responsible for ensuring ~~It is the responsibility of Entheos employees to ensure~~ that any conflicts of interest are disclosed and managed. ~~they are free from conflicts of interest with their employer.~~
- II. No Interested Person shall participate in selecting, awarding, or administering a contract if a conflict of interest exists. A conflict of interest exists when an Interested Person has a financial or other interest in the entity with which Entheos is contracting. Interested Persons must provide advance notification to the Entheos Governing Board if they intend to enter into any activity, relationship, or arrangement that may reasonably be perceived as a conflict of interest.
  - A. A violation of this prohibition renders a contract void.
- III. In accordance with Utah Code § 52-3-1, a member ~~s~~ of the School Board's or an employee's immediate family will be considered for employment, based ~~employment-based~~ solely on their qualifications.
  - A. It is an offense for a Board member, employee, or officer to receive or agree to receive compensation for assisting any person or business entity in any transaction involving an agency without complying with the provisions in Utah Code § 67-16-6. A Governing Board member, employee, or officer must not receive compensation from a group health insurance provider.
  - B. It is unlawful for any person affiliated with a charter school to demand or request any gift, donation, or contribution from a parent, teacher, employee, or other

person affiliated with the charter school as a condition for employment or enrollment at the school or continued attendance at the school according to Utah Code § 53A-1a-513(9).

~~IV. The conflict of interest provisions in this policy does not apply to compensation paid to a teacher employed as a teacher by Entheos or a teacher who provides instructional services to Entheos when the teacher also serves on the Entheos Academy Board.~~

### PROCEDURES

- I. Duty to Disclose: In connection with any actual or possible conflict of interest, an Interested Person must disclose the existence of the financial or other interest and be given the opportunity to disclose all material facts to the Entheos Administration or School Board or Committee, to determine if an actual conflict of interest exists.
  - A. Disclosures shall be in writing.
  - B. Disclosures shall be submitted annually or whenever a change in status occurs that has the potential to create a conflict.
  - C. Disclosure shall include any outside work activity, including but not limited to acquiring consulting clients or any other profit-seeking activities outside an employee's primary employment with Entheos Academy.
- II. Violations of the Conflict of Interest Policy:
  - A. If the Governing Board has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose; and
  - B. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the Governing Board determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.
  - C. Recording Proceedings: The minutes of the Governing Board and all Committees shall contain:
    1. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with any actual or possible conflict of interest;
    2. The nature of the financial interest;
    3. Any action taken to determine whether a conflict of interest was present;
    4. The Governing Board's or Committee's decision as to whether a disclosed possible conflict is, in fact, a conflict of interest;
    5. The names of the persons who were present for discussions and votes relating to the contract;



6. The content of the discussion, including any alternatives to the proposed contract; and
7. A record of any votes taken in connection with the proceedings.

### ACKNOWLEDGEMENT

- I. Each Governing Board member, employee, officer, or agent, committee member, and employee shall, upon appointment, be informed of this Conflict of Interest Policy

### EXAMPLES

- I. Examples of a Conflict of Interest include, but are not limited to the following:
  - A. Being engaged in work for an outside employer during the same hours one is scheduled to ~~work for Entheos Academy~~, ~~be working for Entheos Academy~~ or otherwise accepting employment.
  - B. Engaging in a business venture or participating in outside activities that actually or potentially interfere with the independence of judgment or the ethical performance of an employee's job duties in an Entheos Academy position.
  - C. Engaging in a business venture or becoming affiliated or having financial interests with an organization that is currently conducting business with Entheos Academy, or about to conduct business with Entheos Academy, or contracting or performing as a vendor for the state while employed with Entheos Academy.
  - D. Using office work time, resources, and/or materials or disclosing information acquired because of one's position at Entheos Academy to secure special privileges or for private benefit or financial gain.
  - E. Finding oneself incapable of performing at full capacity in ~~an~~ Entheos Academy position because of fatigue or other impairments caused by outside activities.
  - F. Representing customers from outside employment before any state agency, board, committee, etc.
  - G. Soliciting political or personal contributions from employees during hours of employment.
  - H. Accepting gifts with a value of over \$50, or family members of an employee accepting any gift, offer of travel, unusual hospitality, or anything from any person or entity in connection with any business or transaction of the state with a value over \$50. (Consistent with the Governor's Executive Order #002 2014 at [www.rules.utah.gov](http://www.rules.utah.gov).)
  - I. Hatch Act Conflicts, which limit certain activities both during work time or during off time when an employee's principal activity is directly related to a

## 3104 Conflicts of Interest

federally financed program. Detailed information on the Hatch Act can be found at <https://osc.gov/Pages/HatchAct.aspx>.

- J. Any activity that Entheos Academy determines is incompatible and conflicts with the missions, goals, and interests of Entheos Academy. (This will be reviewed on a case-by-case basis.)
- K. Working for a ~~third-party~~ ~~third party~~ provider of Entheos Academy



# ENTHEOS ACADEMY

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## 2502 CHARTER TRUST LAND COUNCIL ELECTION PROCEDURES

### **Purpose**

Entheos Academy (the “School”) has established a Charter Trust LAND Council in accordance with state law and administrative rule.

### **Policy**

- I. Charter Trust LAND Council (the “Council”) Composition Requirements. The number of Council members who are parents or grandparents of students enrolled at the school shall exceed all other members combined by at least two. Parents or grandparents must have a student actively enrolled at the charter school to be eligible to run or serve on the council.
  - A. If the School’s governing board meets the size and composition requirements above, the governing board may serve as the Council.
  - B. If the governing board does not serve as the Council, the Council shall consist of the specific number of parents/grandparents. In addition, membership may also include staff members and the School’s Director who desire to serve on the Council.
- II. Council Size. The Council shall consist of 8 members. Specifically, there shall be 6 parents/grandparents, and 2 staff members. ~~The Council shall consist of 6-7 members. Specifically, there shall be 4 parents/grandparents, the director who is an ex-officio voting member, and 1-2 staff members.~~
- III. Election Procedures for Parents/Grandparents. On or before October 1st each year, the School Director will notify parents/guardians about Council membership opportunities and the necessary steps to become a member. Notification will be posted via email/electronic communication.
  - A. If the number of interested individuals exceeds the number of open positions, an election will take place. If an election is required, the school will notify families of the election process at least ten (10) days before voting commences.

## 2502 Charter Trust LAND Council Election Procedures

1. Only parents of students currently attending the school are eligible to vote.
  2. Each parent will be given one (1) vote regardless of the number of family members that attend the school.
  3. Voting by secret ballot will be done electronically through a secure online form, and instructions for voting, including when voting opens/closes, submission information, as well as the candidate list, will be included in the election notice described in paragraph 3(a) above.
  4. Absentee voting is not allowed, meaning only the parent of the current student may vote via the electronic form.
  5. If two or more candidates receive the same number of votes, the School Director will randomly draw a name to select the candidate to serve on the council.
  6. The school's Director will oversee the election to ensure compliance with these election procedures.
- B. An election is not required if the number of interested individuals is less than or equal to the number of open positions. Appointments by the School Director will be made to fill any open seats.
- IV. Parent/Grandparent Terms. Terms shall be for a period of two years, and members are eligible for re-election.
- V. Procedures for Staff Members and Other Members. A staff member is appointed to the council by the School Director.
- VI. Staff and Other Members Terms. Terms shall be for a period of two years, and members are eligible for re-election.
- VII. Officers. Once established, the Council members shall elect from its membership a parent or grandparent of a student enrolled at the school to serve as Chair. The director may not hold an officer position.
- VIII. Members Resignation. If a member resigns prior to term completion, the School Director will appoint an individual to fill the vacant seat until the next election period.
- IX. Quorum. A quorum consists of a majority of the current members of the Council.
- X. Meetings. The Chair shall schedule, provide notice, and convene the Council meetings consistent with the School Community Council Open and Public Meeting Act, 53G-7-1203.
- XI. Council Responsibilities. In accordance with state board rule regarding charter trust LAND council expenditures and funding limits, a Council shall:
- A. Prepare a plan for the use of School LAND Trust Program money.
  - B. Work with students, families, and educators and hold at least an annual discussion with charter school administrators to develop and incorporate safety principles at the school level.
  - C. Provide input to the school's director on a positive behavior plan.

# INTEGRITY IN OUR SCHOOL COMMUNITY

“DOING THE RIGHT THING, EVEN WHEN NO ONE IS WATCHING.”

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# WHAT INTEGRITY MEANS



- Consistency  
between words and  
actions



- Choosing what is  
right over easy



- Living our values  
daily

# INTEGRITY IN SCHOOLS

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- Teachers: honesty and modeling



- Students: owning their work



- Leaders: decisions that reflect values



- Daily actions matter more than big moments



# WHY IT MATTERS

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- BUILDS TRUST



- STRENGTHENS  
COMMUNITY



- CREATES A  
FOUNDATION FOR  
LEARNING & GROWTH

# A CHALLENGE FOR US

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ASK OURSELVES DAILY:



“DOES THIS DECISION REFLECT  
INTEGRITY AND OUR SCHOOL  
VALUES?”