



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

Purpose

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

Policy

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

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



ENTHEOS ACADEMY

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5401 BULLYING AND HAZING POLICY

Purpose

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

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

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

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

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

Students and School employees are prohibited from retaliating against any student, School

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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

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to facilitate educational performance, opportunities, or benefits.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Policy

Reporting and Investigation

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

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

Each report of prohibited conduct shall include:

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

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

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

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

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

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

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

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

Parent Notification

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

- (a) if the student threatens to commit suicide or
- (b) of any incidence of bullying, cyber-bullying, hazing, abusive conduct, or retaliation involving the student.

The Director or designee will attempt to contact the parent or guardian by telephone or schedule

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an in-person meeting with them to discuss these matters. In the event the Director or designee is not able to meet in person or discuss via telephone, the Director or designee will send a letter to the parent or guardian providing the required notification.

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

Student Assessment

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

Consequences of Prohibited Behavior

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

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

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

Bullying-Related Action Plans

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

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

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

Appeals process for Bullying-Related Action Plans

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

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

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

school days of receiving the appeal.

Grievance Process for School Employees

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

Additional Provisions

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

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

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

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

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

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

resolving conduct prohibited by this policy.

Distribution of Policy and Signing of Policy

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

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

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

Training

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

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

Training provided under this policy will include

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

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actual or perceived identities and conformance or failure to conform with stereotypes.

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

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

1.

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



5309 Administration of Naloxone (Narcan) Policy

Purpose

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

Definitions

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

Policy

Allowances

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

5309 Administration of Naloxone

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

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

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

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

Limitations

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

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

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

When Needed

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

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

Additional Details

- Naloxone must be stored in a clearly labeled, unlocked but secure and easily accessible location known to all trained staff.

5309 Administration of Naloxone

- All use of naloxone must be documented, including:
 - Name of the person to whom it was administered (if known)
 - Name of the staff member who administered the medication
 - Date and time of administration
 - Notification of emergency services and parent/guardian, if applicable
- Replacement of used or expired naloxone doses will be coordinated by the school administrators.

REF:

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



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5308 STOCK EPINEPHRINE AUTO INJECTOR ADMINISTRATION POLICY

Purpose

Entheos Academy recognizes anaphylaxis is a chronic, life-threatening condition. Students with a diagnosis of anaphylaxis who are prescribed epinephrine are strongly encouraged to self-carry and self-administer their medication, if appropriate. Students who are unable to self-carry and self-administer their medication should bring their epinephrine auto-injector to school and follow the allergy and anaphylaxis emergency action plan (AAEAP) written by the school nurse, student's parent or guardian, and healthcare provider.

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

Definitions

Include them here as needed

Policy

I. Allowances

- A. Any individual experiencing an anaphylactic reaction may be administered stock epinephrine by trained school personnel when their personal epinephrine auto-injector is not immediately available. A previously diagnosed allergy is not required.
- B. Stock epinephrine auto-injectors may be administered by any trained school employee, including but not limited to the school nurse or designated volunteer staff. These individuals must complete appropriate training prior to being authorized to administer the medication.
- C. Stock epinephrine may be stored and used at Entheos Academy.

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

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

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

II. Limitations

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

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

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

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

III. When Needed

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

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

IV. Storage and Training Requirements

5308 Administration of Naloxone

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

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

REF:

- Utah Code § 26-41-101 et seq. – Emergency Injection for Anaphylaxis Act
- Utah State Board of Education Rule R277-609 – Administration of Medication in the School Setting
- Entheos Academy Medical Administration Procedures Manual
- Training materials and certification forms for administration of epinephrine auto-injectors
- Standing Order/Prescription Agreement with Medical Director



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#3103 REPORTING FRAUD AND ABUSE

Purpose

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

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

Policy

- I. Employees ~~who that~~ believe they have witnessed fraud, abuse, or illegal ~~transactions~~~~transaction~~ involving the School's public funds should report the conduct to:
 - A. The School's director, ~~or~~ or
 - B. The School's board chair, ~~or~~ or
 - C. The Utah State Board of Education Internal Audit Department. The Internal Audit Department may be contacted as follows:
 1. Website: <https://www.schools.utah.gov/internalaudit?mid=892&tid=3>
 2. Email: audit@schools.utah.gov
 3. Dedicated Hotline: (801) 538-7813
 4. Mail: Utah Board of Education, Internal Audit Department, Attention Debbie Davis, PO Box 144200, Salt Lake City, Utah 84114-4200
 5. In-person: Internal Audit Department Offices, 250 East 500 South, Salt Lake City, Utah.
 - D. The School's fraud reporting hotline: fraudhotline@entheosacademy.org
- II. Employees ~~who that~~ report fraud, abuse, or illegal ~~transactions~~~~transaction~~ shall have the protections provided in Utah Code 67-21-3.
- III. The director of the School, or an individual or committee appointed by the School's board, if a conflict exists with the director, shall:
 - A. Keep the identity of the employee(s) ~~who that~~ report violations under this policy confidential.

3103 Reporting Fraud and Abuse

- B. Investigate the alleged misconduct to determine if fraud, abuse, or an illegal transaction occurred~~did occur~~ and, if so, the extent of the misconduct.
- C. After the conclusion of the investigation, if it is found that fraud, abuse, or an illegal transaction did occur, the investigator(s) shall use their discretion to resolve~~use his/her/their discretion in resolving~~ the issue. Examples of possible outcomes may include, but are not limited to, the following:
 - 1. Additional training for minor issues; and/or
 - 2. Disciplinary action and/or
 - 3. Loss of employment.
- D. Keep a record of the report and document the subsequent investigation and conclusion of the investigation.
- E. Keep the School's board informed of reports, investigations, and actions taken under this policy.

IV. The School Board shall decide whether to contact the Board of Education's Education Internal Audit Department to conduct any further investigation.

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



#3102 CASH RECEIPT

Purpose

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

Definitions

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

Scope

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

Segregation of Duties

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

Policy

Cash Receipts

- I. The school will comply with all applicable state and federal laws.
- II. All receipting of funds at Entheos shall be done at the front office. No receipting is to be done in other locations. Employees shall instruct payers to take all cash, checks, and credit card transactions to the front office for receipt. When a school event requires the

3102 Cash Receipts Policy

collection of funds off-site or the office is closed, the same policies and procedures will be followed at the event.

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

Model Petty Cash and Change Funds

- I. Petty cash and change funds must be authorized by ~~the school director~~ ~~Entheos' front office~~.

3102 Cash Receipts Policy

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



3101 PROCUREMENT AND EXPENDITURES

I. Purpose

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

II. Scope

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

IV. Definitions

- A. "Annual Cumulative Threshold" means the maximum total annual amount that Entheos can expend to obtain procurement item(s) from the same vendor during the fiscal year (July 1—June 30).
- B. "Contract Administrator" means a person who administers a current contract, on behalf of Entheos, including making payments relating to the contract, ensuring

3101 Procurement and Expenditures

compliance with the contract, auditing a contractor in relation to the contract, or enforcing the contract (Utah Code 63G-6a-2304.5).

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

V. Policy

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

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J. Purchasing Thresholds

1. Purchases up to \$15,000 may be approved by a campus director.
2. Purchases up to \$50,000 may be approved by the executive director.
3. Purchases above \$50,000 require board approval.
4. The “individual procurement threshold” is \$15,000.
5. The “single procurement aggregate threshold” for Entheos is \$50,000.
6. The “annual cumulative threshold” for Entheos is \$50,000.
7. Purchases that exceed \$50,000 shall be processed through a bidding process or a request for proposal (RFP) process, consistent with UCA 63G-6a-408 and Board Rule R33-3.
8. **A written agreement shall authorize recurring purchases that exceed the annual cumulative threshold**~~Recurring purchases that exceed the annual cumulative threshold shall be authorized by a written agreement~~, consistent with (UCA 63G-6a-408(6)).
9. Professional services, such as architectural, engineering, accounting, legal, or consulting services less than \$100,001 shall be acquired using a competitive bidding or RFP process, or by selecting a provider from an approved potential vendor list created using an invitation for bids or an RFP under provisions in Utah Code 63G-6a-403 and 404.

K. Artificially Dividing a Purchase

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

3101 Procurement and Expenditures

4. Penalties for violating this statute are outlined in Utah Code 63G-6a-2305 and 2306.
- L. All transactions shall be recorded.
- M. Checks shall be made payable to specified payees and never to “cash” or “bearer.”
- N. All disbursement activity shall be substantiated by supporting ~~documentation~~documentations of documents, proper disbursement controls (signatures for approval, receipts, invoices, bids, reimbursement forms, travel forms, journal entries, reconciliations, etc.).
- O. Documentation of procurement costs may be obtained from a website or by contacting vendors directly. ~~It shall and shall~~ include the date a bid is received or that a price is valid, delivery date, company name and address, an itemized description or specifications for each item or unit, total price and quantity, and shipping and freight charges.
- P. Bank and Bond statements shall be reviewed and signed by the board treasurer.
- Q. All accounts shall be reconciled in a timely manner.
- R. Procurement activities shall comply with Utah Procurement Code and federal purchasing laws, as applicable.
- S. Construction and facility improvements are subject to the provisions of Utah Procurement Code (UCA 63G-6a), Utah State Board Administrative Rules, and other regulations, as applicable.
- T. Purchases of goods or services with Entheos funds for personal use or personal gain are strictly prohibited; see the Utah Public Officers’ and Employees’ Ethics Act (Utah Code 67-16).
- U. Multi-year contracts must comply with Utah Code 63G-6a-1204, as applicable to charter schools.
- V. Construction and improvements must comply with the provisions in Utah Code 63G-6a.

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

- A. “Contract administrator” means a person who administers a current contract, on UCA 63G-6a-2304.5 states that the total value of all hospitality gifts given, offered, or promised to, or received or accepted by the “procurement participant” or “contract administrator” in relation to a particular procurement or contract must be less than \$10; the total value of all hospitality gifts given, offered or promised to, or received or accepted by, the “procurement participant” or “contract administrator” from any one person, vendor, bidder, responder, or contractor in a fiscal year must be less than \$50.

3101 Procurement and Expenditures

- B. Any hospitality gift exceeding the \$10 and \$50 threshold is considered a gratuity, and the provisions below apply.
- C. Unlawful Gratuities (UCA 63G-6a-2304.5)
 - 1. It is unlawful for an “interested person” to give, offer, or promise to give a gratuity to a “procurement participant” or an individual the person knows is a family member of the procurement participant.
 - 2. It is unlawful for a “procurement participant” to ask, receive, offer to receive, accept, or ask for a promise to receive a gratuity from an “interested person.”
 - 3. It is unlawful for a contractor to give a gratuity to a “contract administrator” of the contractor’s contract or an individual the contractor knows is a family member of a “contract administrator” of the contractor’s ~~agreement~~contract.
 - 4. It is unlawful for a “contract administrator” of a contract to ask, receive, offer to receive, accept, or ask for a promise to receive, for the “contract administrator” or a family member of a “contract administrator,” a gratuity from a contractor for that contract.
 - 5. Entheos Academy shall report violations of this statute to the Utah Attorney General, as required by law.
 - 6. Penalties for violating UCA-63G-6a-2304.5 and 2306.
 - a. Interested ~~persons~~person and contractors: penalties range from a class B misdemeanor to a ~~second-degree~~second degree felony.
 - b. Procurement participant and contract administrator: penalties range from a class B misdemeanor to a ~~second-degree~~second degree felony and make employees subject to disciplinary action up to and including dismissal from employment.
- D. Unlawful Kickbacks (UCA 63G-6a-2304.5)
 - 1. It is unlawful for a person to give, offer, or promise to give a “kickback” to a “procurement participant” or to another person for the benefit of a “procurement participant.”
 - 2. It is unlawful for a “procurement participant” to ask, receive, offer to receive, accept, or ask for a promise to receive a kickback for the “procurement participant” or for another person.
 - 3. It is unlawful for a person to give a kickback to a “contract administrator,” or to another person, for the benefit of a “contract administrator.”
 - 4. It is unlawful for a “contract administrator” to ask, receive, offer to receive, accept, or ask for a promise to receive a kickback for the “contract administrator” or for another person.

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

E. Unlawful Position or Influence (UCA 63G-6a-2304.5) It is unlawful for a “procurement participant” to use the “procurement participant’s” position or influence to obtain a personal benefit for the “procurement participant,” or for a family member of the “procurement participant,” from an “interested person.”

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



#3104 CONFLICTS OF INTEREST

Purpose

This policy is intended to ensure that 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, 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;
 - 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 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. It is the responsibility of Entheos employees to ensure 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.
 - A. A violation of this prohibition renders a contract void.
- III. In accordance with Utah Code § 52-3-1, members of the School Board or an employee's immediate family will be considered for 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

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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;

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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 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 a 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.)
 - 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

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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 provider of Entheos Academy



Entheos Magna EOY Work Plan Report

June 2025: Board Retreat

Work Plan Overview 2024-2025 School Year

Entheos Academy District 2024-25 Work Plan

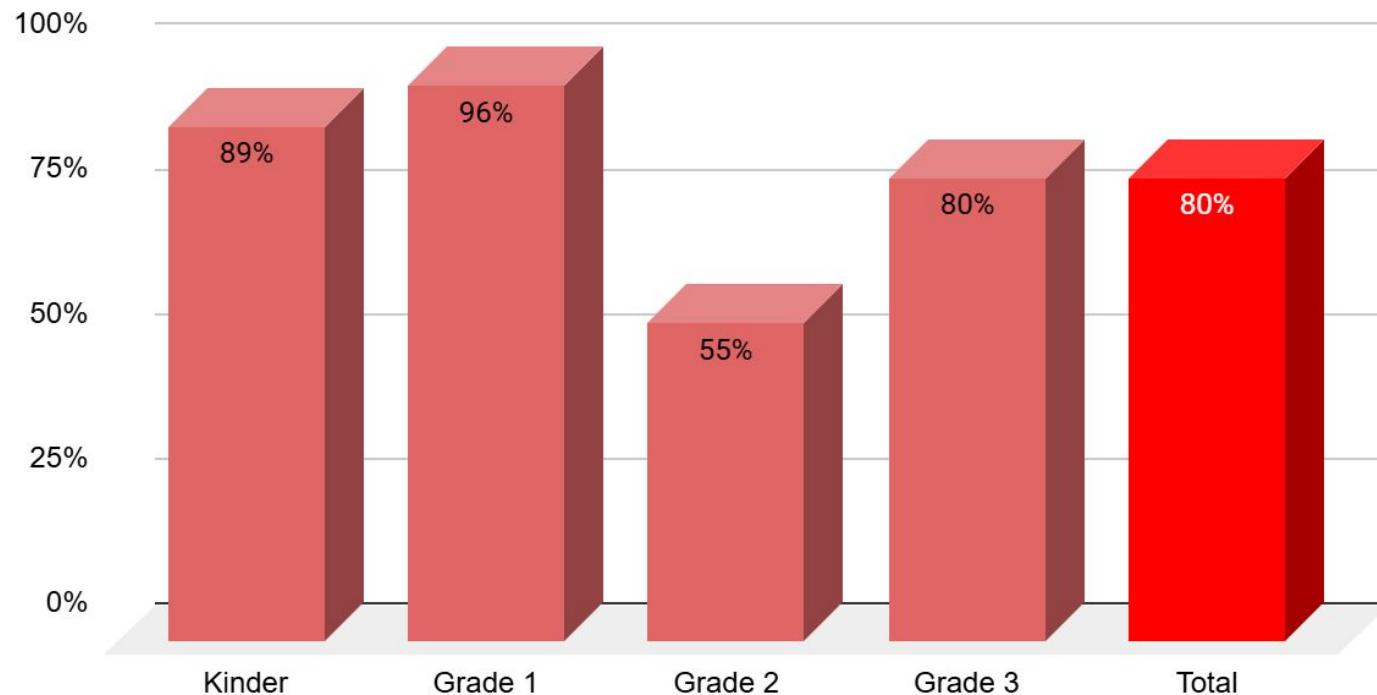
Mult-Year Impact Goals	Mastery of Knowledge and Skills	Character	High Quality Work
	Entheos Academy will meet or exceed state growth scores on EOY testing in the areas of: Early Literacy Math ELA Science	Entheos Academy will create and maintain a school-wide approach to teaching students to be ethical people, effective learners, and individuals who contribute to a better world.	High Quality Expeditions and classroom experiences will be implemented in every grade, that generate student work which is complex, has high craftsmanship, and is authentic.
2024-25 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 Reading, RISE and WIDA. This goal includes the subcategories of <ul style="list-style-type: none">• English Language Learners• Special Education Students	80% of teachers will implement a morning Crew centered around our school values, and support our Entheos PBIS structure with strong classroom management to help shape student character.	80% of students will have High Quality Work samples from the current school year in their portfolio by EOY.
2024-25 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.		
2024-25 Leadership Goal	<ol style="list-style-type: none">1. To build a strong staff crew where 80% of crew members feel supported and capable of positively affecting their students, by EOY. Core Practice 34 A and 34 B2. Increase regular student attendance by 5% from 2023-24 to 2024-25.		

Work Plan - Mastery of Knowledge and Skills

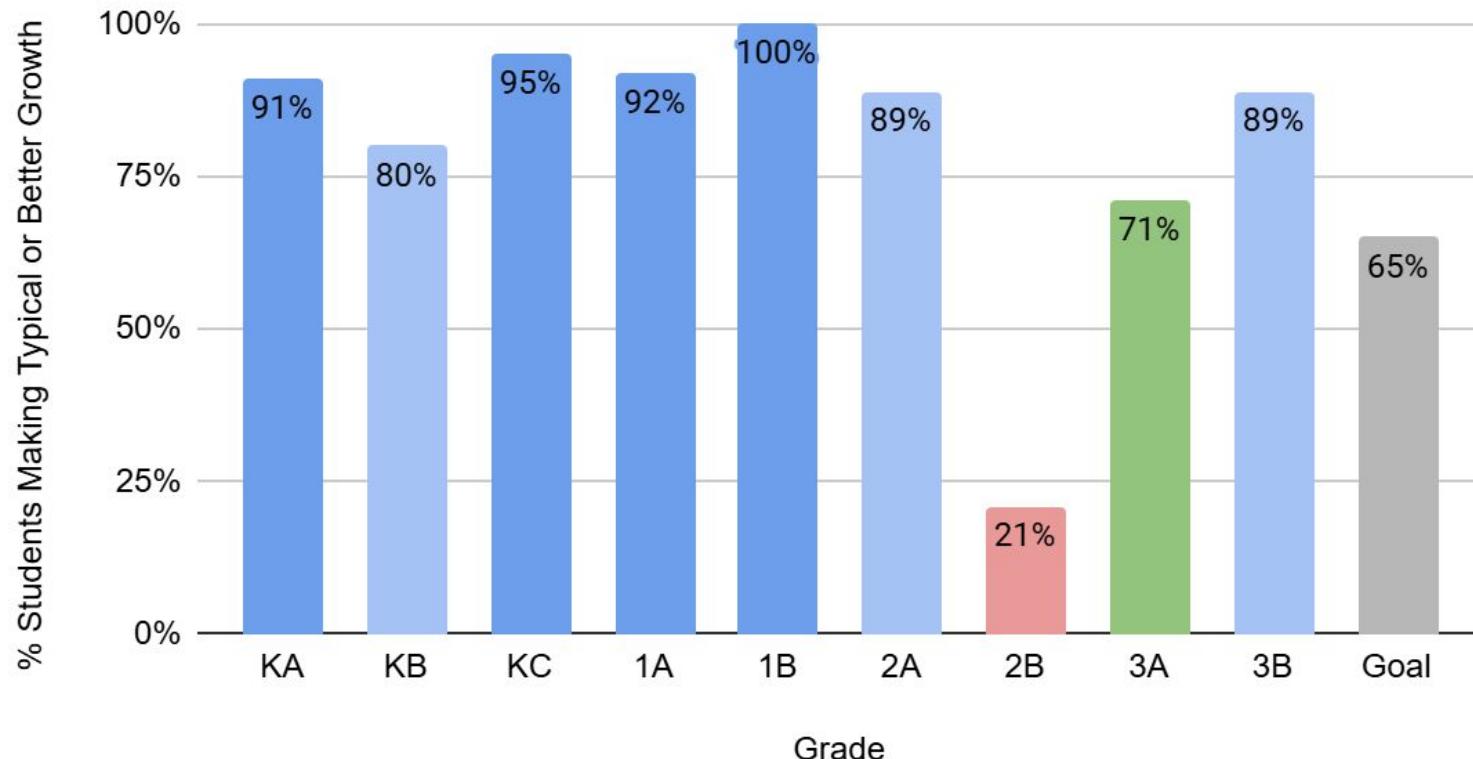
Performance Goal

- 65% of students will make typical or better growth by the end of the year, as measured by the state assessments of Acadience Reading and Math, RISE and WIDA. This goal includes the subcategories of:
 - English Language Learners
 - Special Education Students
- **69% of students achieved at least typical or better growth in Acadience Reading!**
- **80% of students achieved at least typical or better growth in Acadience Math!**
- **61% of SWD achieved at least typical or better growth in Acadience Reading!**
- **68% of SWD achieved at least typical or better growth in Acadience Math!**
- **60% of MLL students achieved at least typical or better growth in Acadience Reading!**
- **72% of MLL students achieved at least typical or better growth in Acadience Math!**
- **RISE growth scores are pending from the state.**

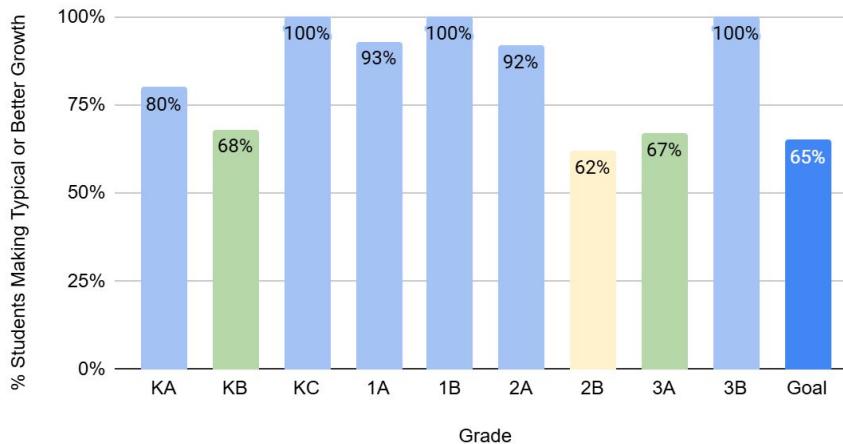
% of students making typical or better growth - Acadience Math by grade



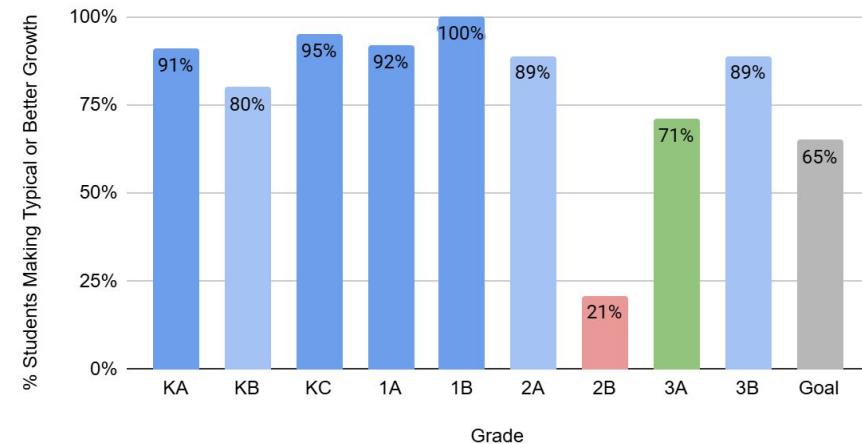
% Students Making Typical or Better Growth by Teacher Acadience Math, 2024-25



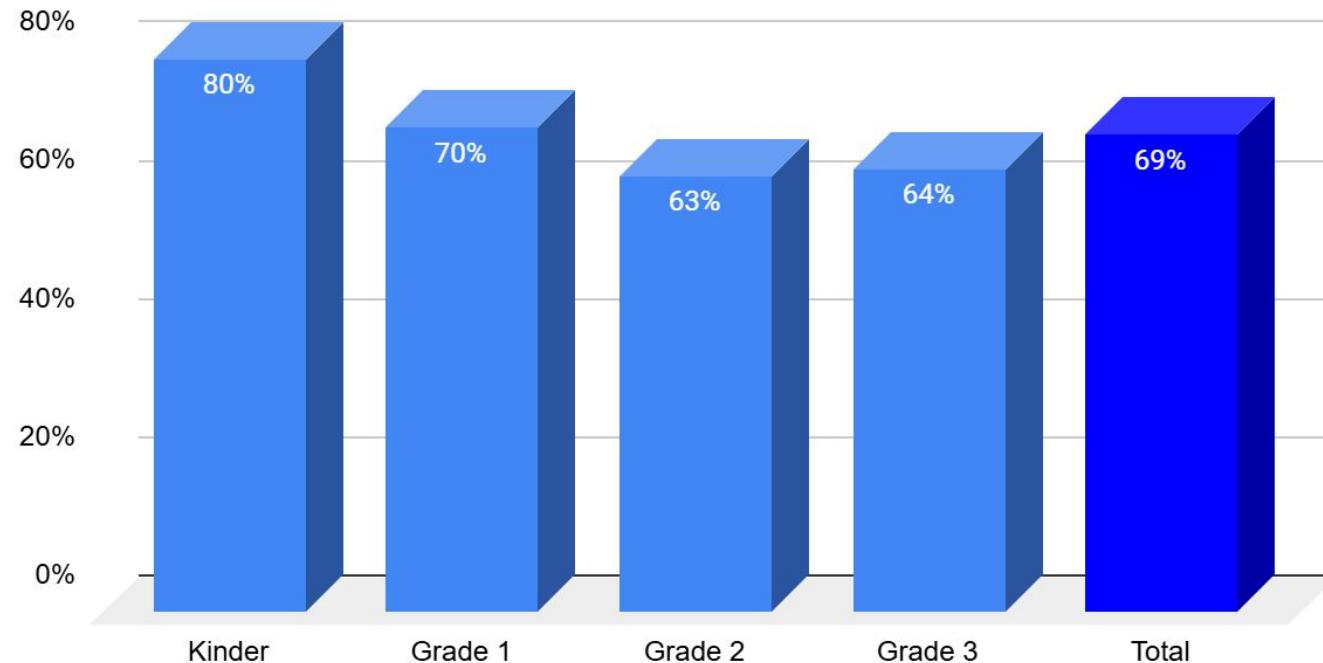
% Students Making Typical or Better Growth by Teacher
Acadience Math, 2023-24



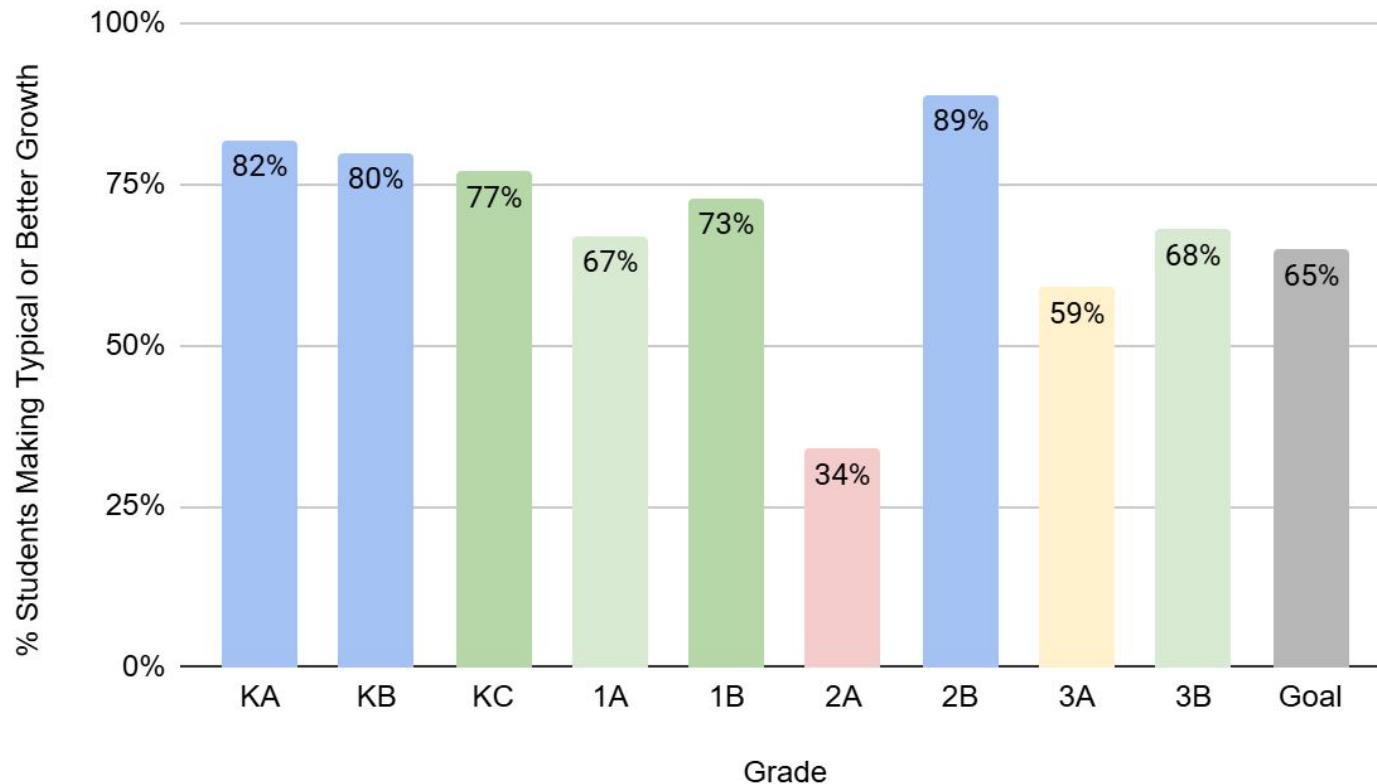
% Students Making Typical or Better Growth by Teacher
Acadience Math, 2024-25



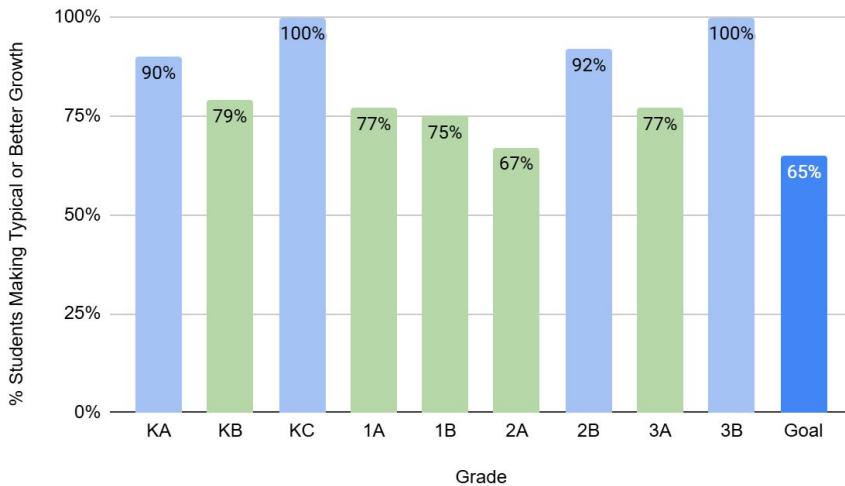
% of students making typical or better growth - Acadience Reading by grade



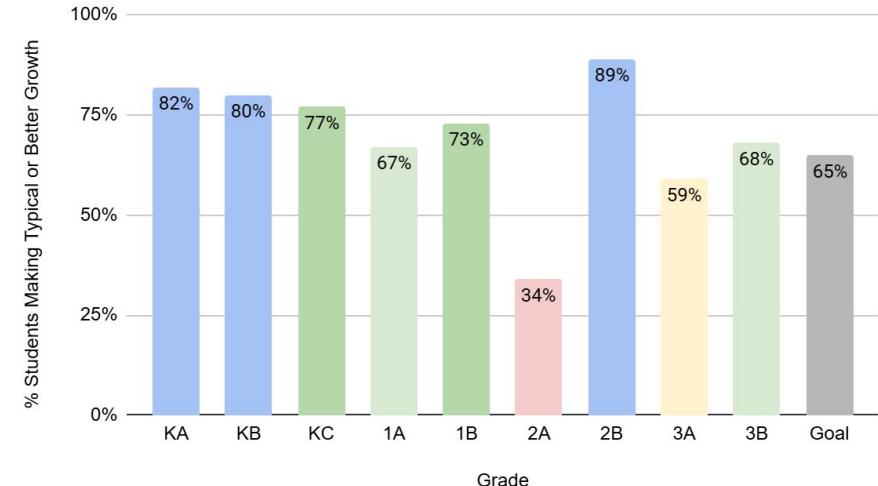
% Students Making Typical or Better Growth by Teacher Acadience Reading, 2024-25



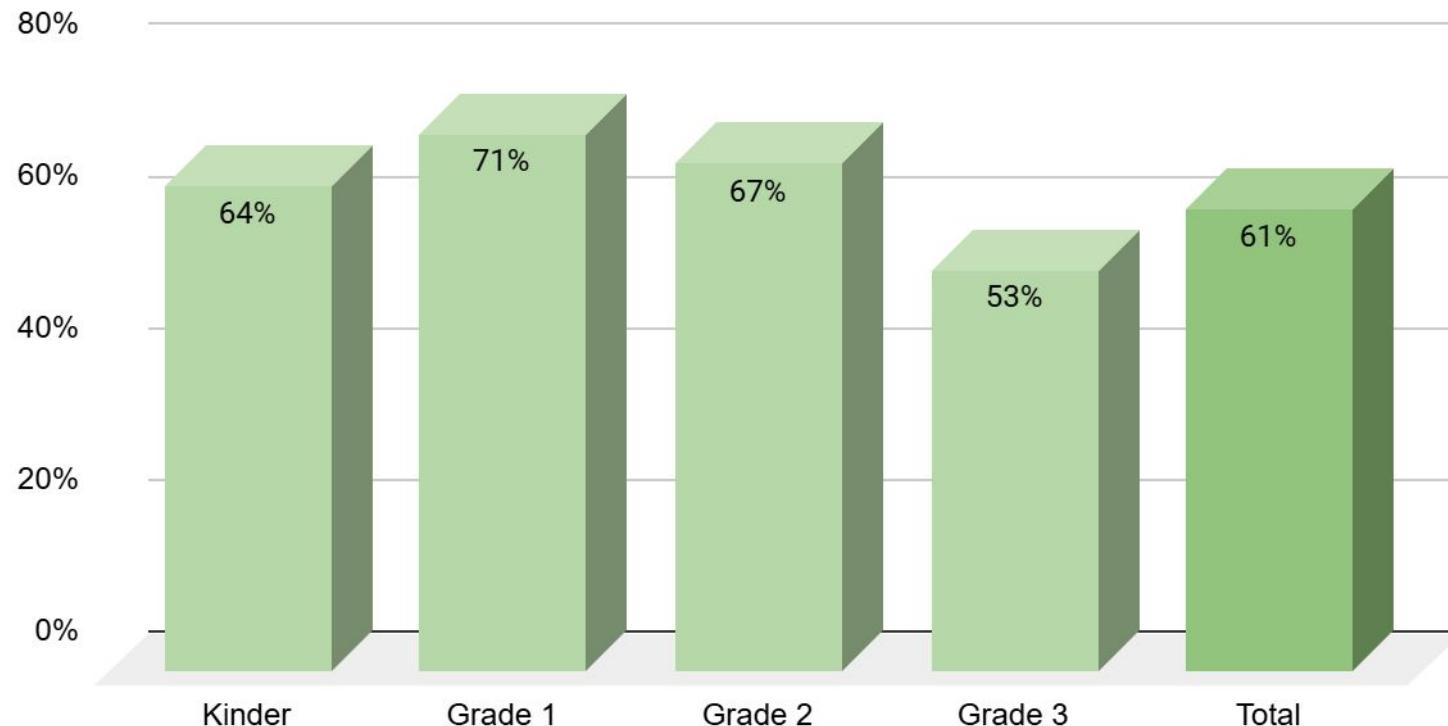
% Students Making Typical or Better Growth by Teacher
Acadience Reading, 2023-24



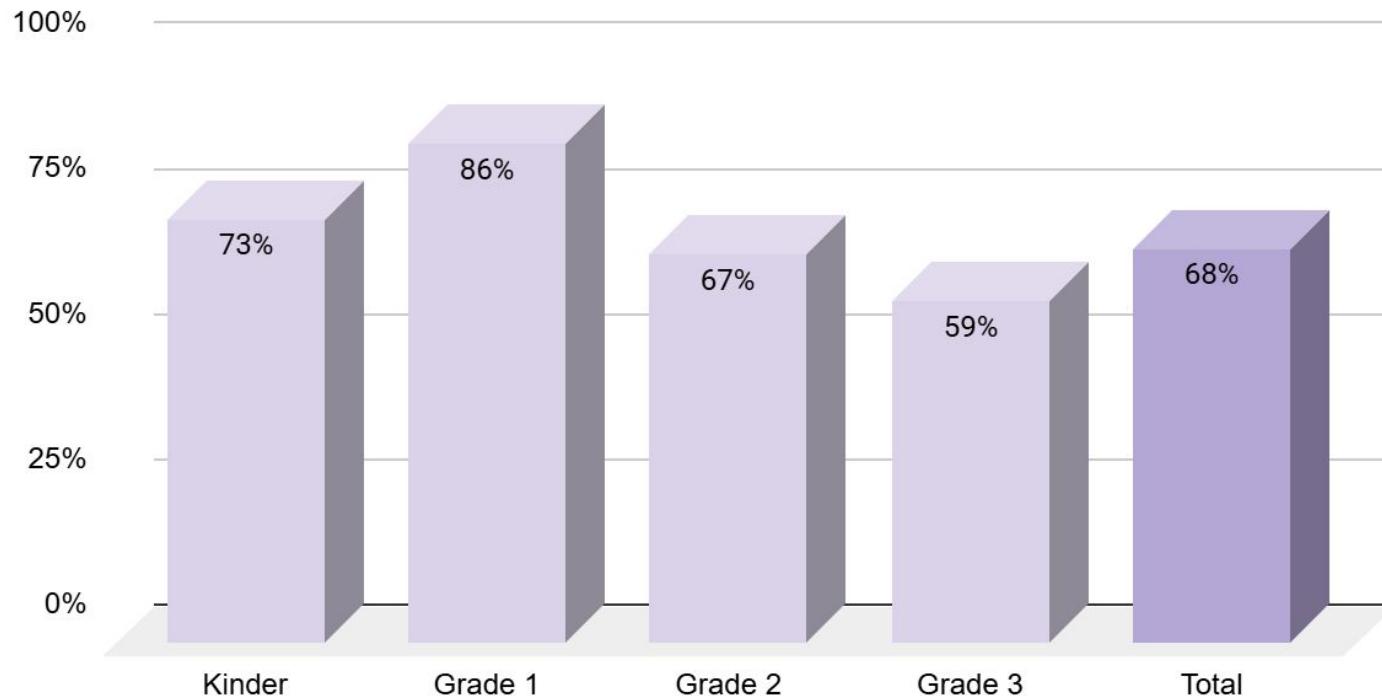
% Students Making Typical or Better Growth by Teacher
Acadience Reading, 2024-25



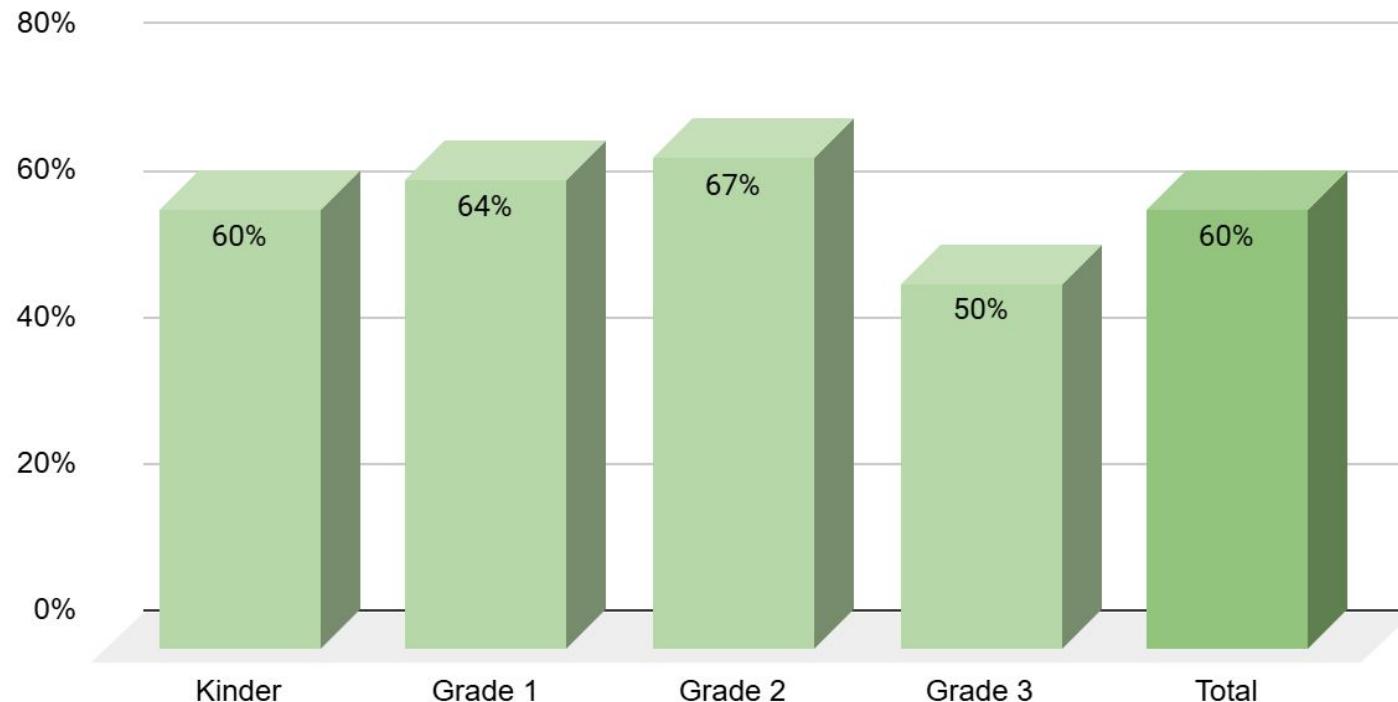
% of SWD making typical or better growth in Acadience Reading 24-25



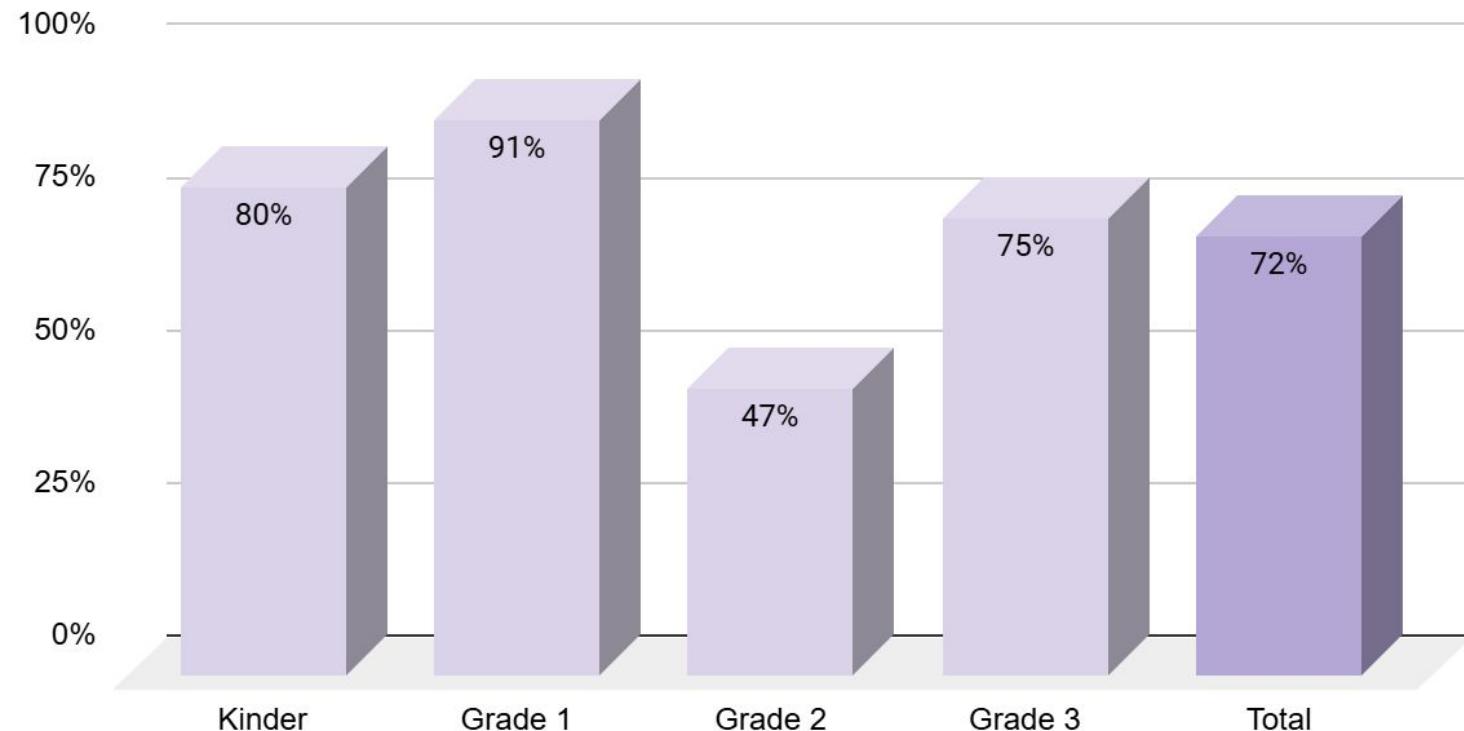
% of SWD making typical or better growth in Acadience Math 24-25



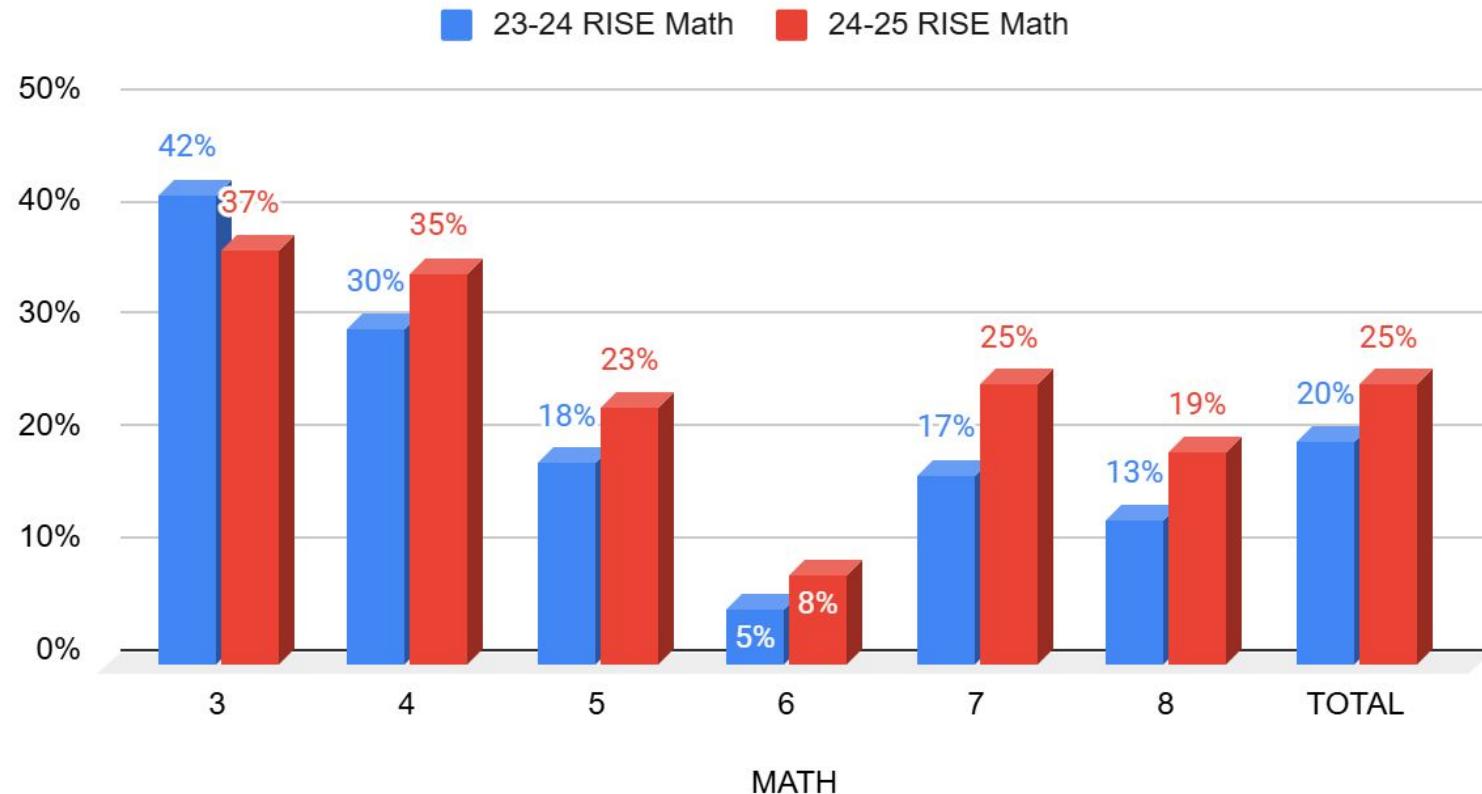
% of MLL Students making typical or better growth in Acadience Reading 24-25



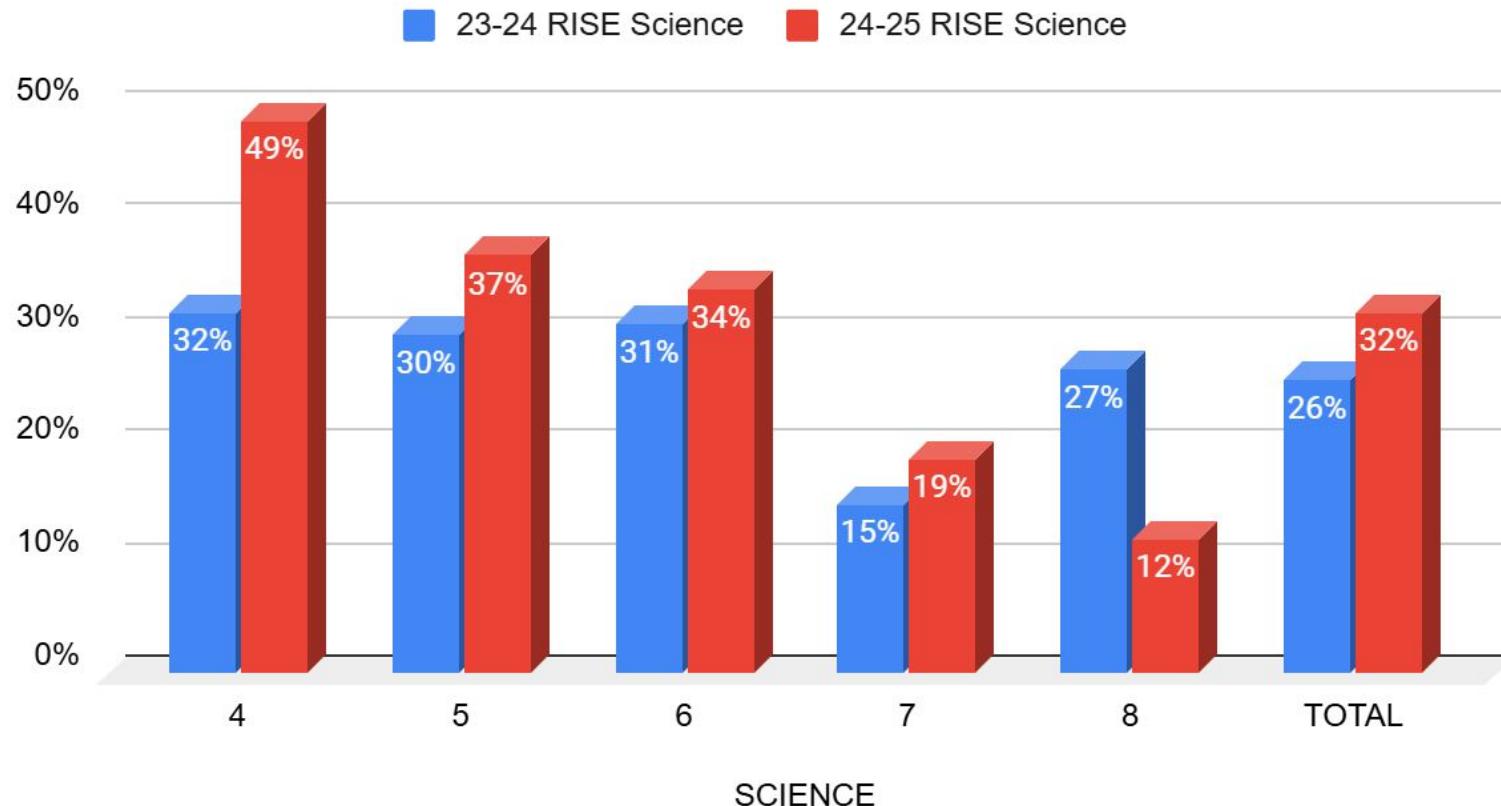
% of MLL students making typical or better growth in Acadience Math 24-25



RISE Math Proficiency Comparison 23-24 and 24-25



RISE Science Proficiency Comparison 23-24 and 24-25



Work Plan - Character

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.
- 71% of teachers implemented high quality Crews that were centered around school values, as observed through visits.

Work Plan - High Quality Work

Performance Goal:

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

24-25

- **Elementary** - 61% of randomly selected student portfolios displayed High Quality Work.
- **Middle School** - 40% of randomly selected student portfolios displayed High Quality Work.

23-24

- 45% of randomly selected student portfolios displayed High Quality Work.

Work Plan - Leadership

Performance Goals:

- To build a strong staff crew where 80% of crew members feel supported and capable of positively affecting their students, by EOY. Core Practice 34 A and 34 B
- Increase regular student attendance by 5% from 2023-24 to 2024-25.

Staff Crew

- 70% of staff reported feeling supported.
- 96% of staff reported feeling capable of positively affecting students.

Attendance

- Magna 2023-24 SY: Regular 34%, At risk 25%, chronic 39%
- Magna 2024-25 SY: Regular 36%, At risk 30%, chronic 33%

Work Plan - Mastery of Knowledge and Skills

Performance Goal

_____ % of students will make typical or better _____ by the end of the year, as measured by the state assessments of _____ Reading and Math, RISE and _____.

This goal includes the subcategories of:

- _____
- _____

Work Plan - Character

Performance Goal

_____ % of teachers will implement a _____ centered around our school values, and support our Entheos PBIS structure with strong classroom _____ to help shape student _____.

Work Plan - High Quality Work

Performance Goal:

_____ % of _____ will have _____
_____ samples from the
current school year in their portfolio by _____.

Work Plan 2024-25



ENTHEOS ACADEMY

EXCELLENCE • SERVICE • LEADERSHIP

Agenda

Mastery of Knowledge and Skills

High Quality Work

Character

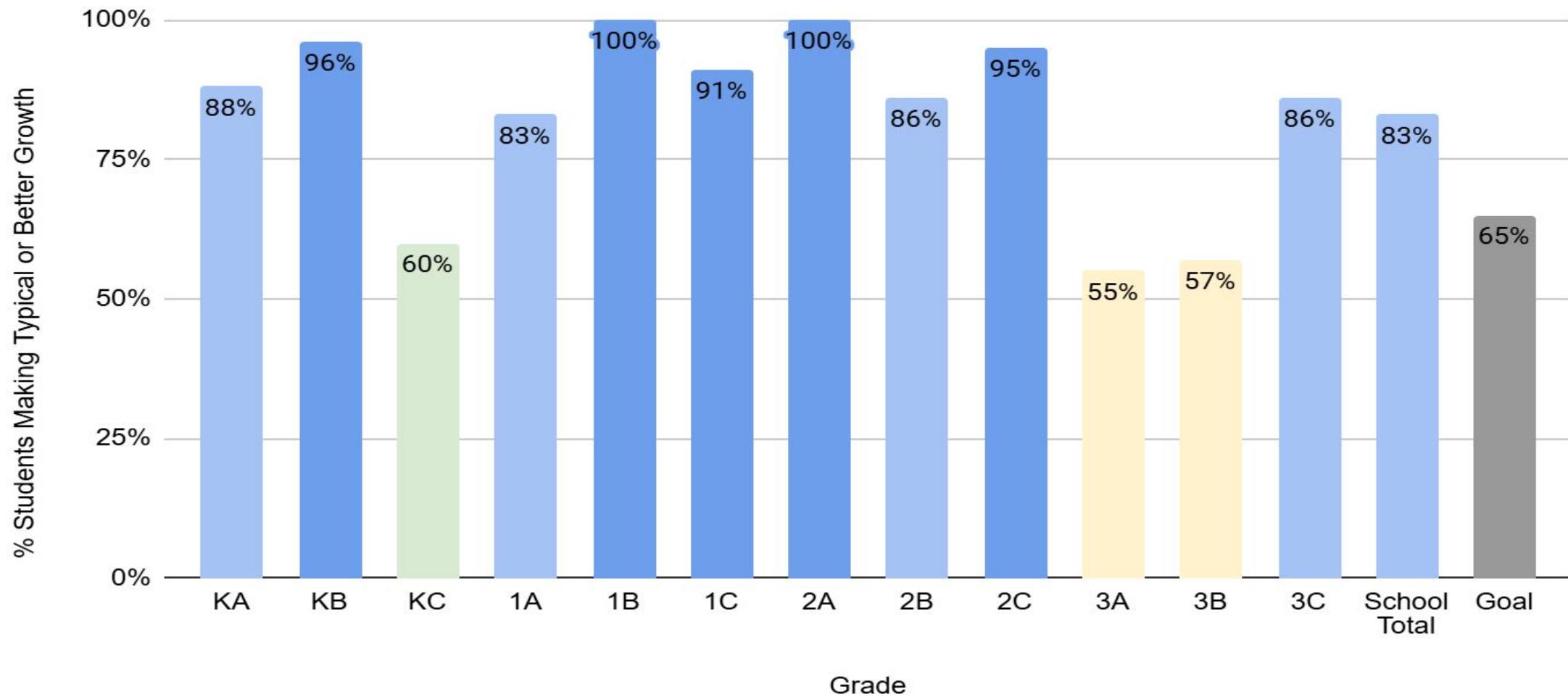
Leadership



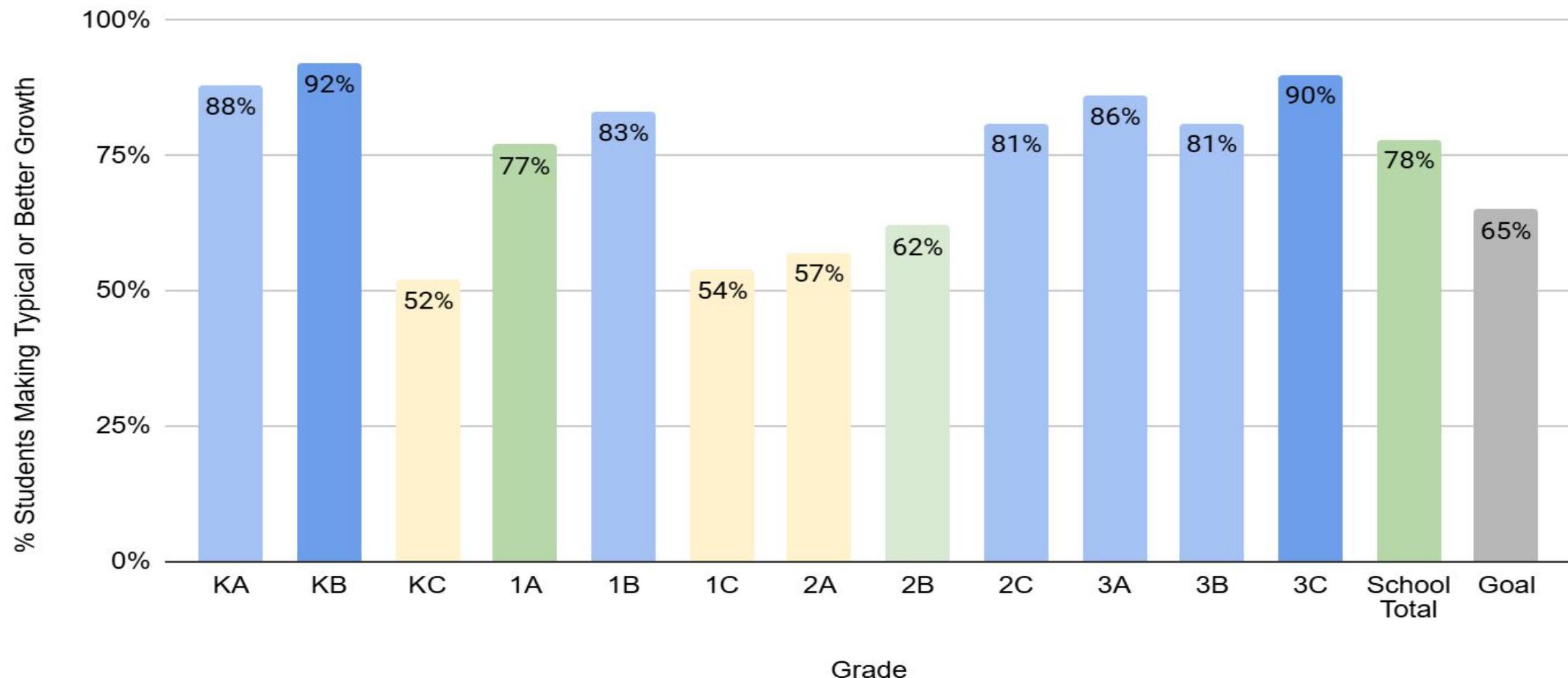
Mastery of Knowledge and Skills Goal

65% of our students will make typical or better growth on state assessments.

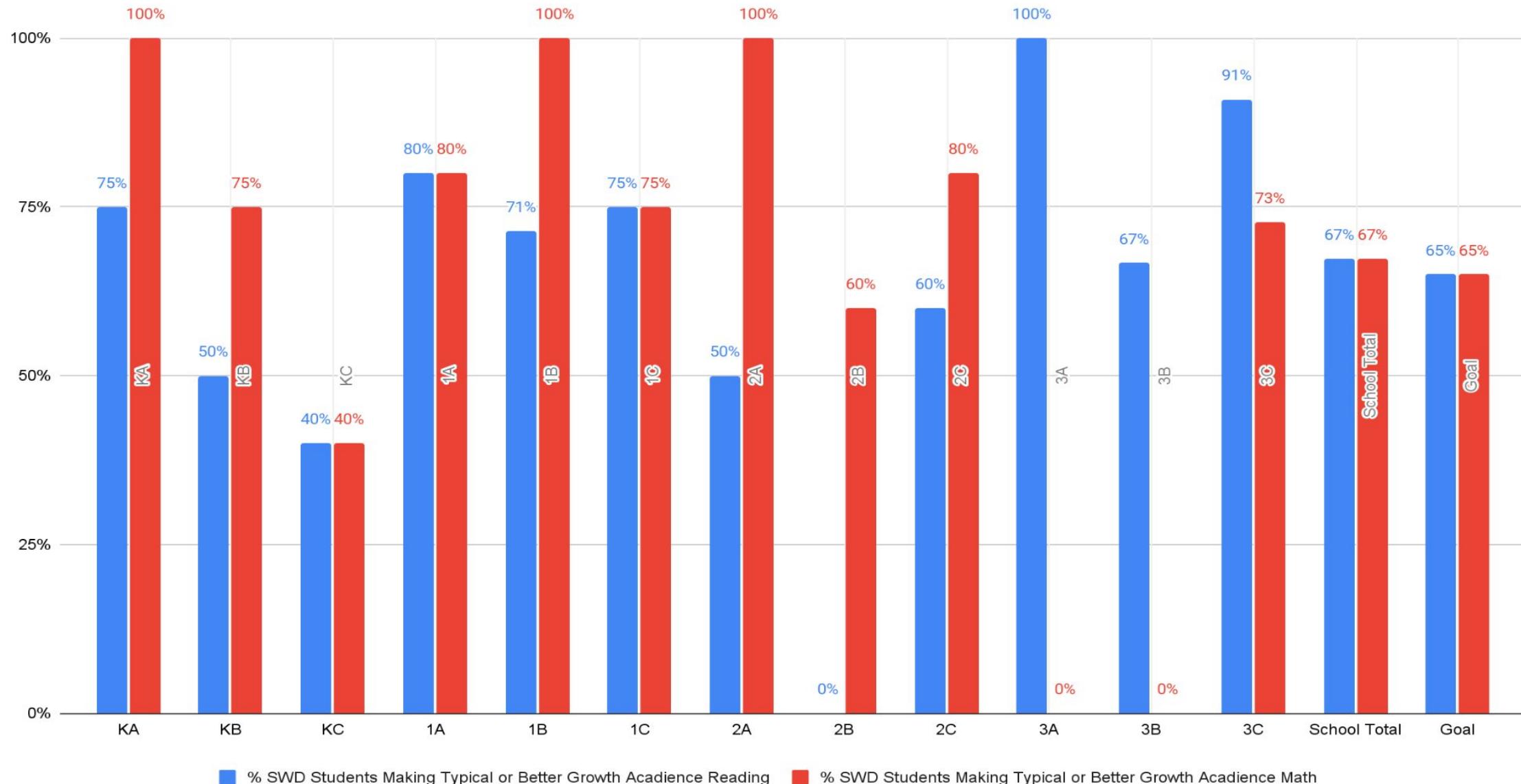
% Students Making Typical or Better Growth by Teacher Acadience Math, 2024-25



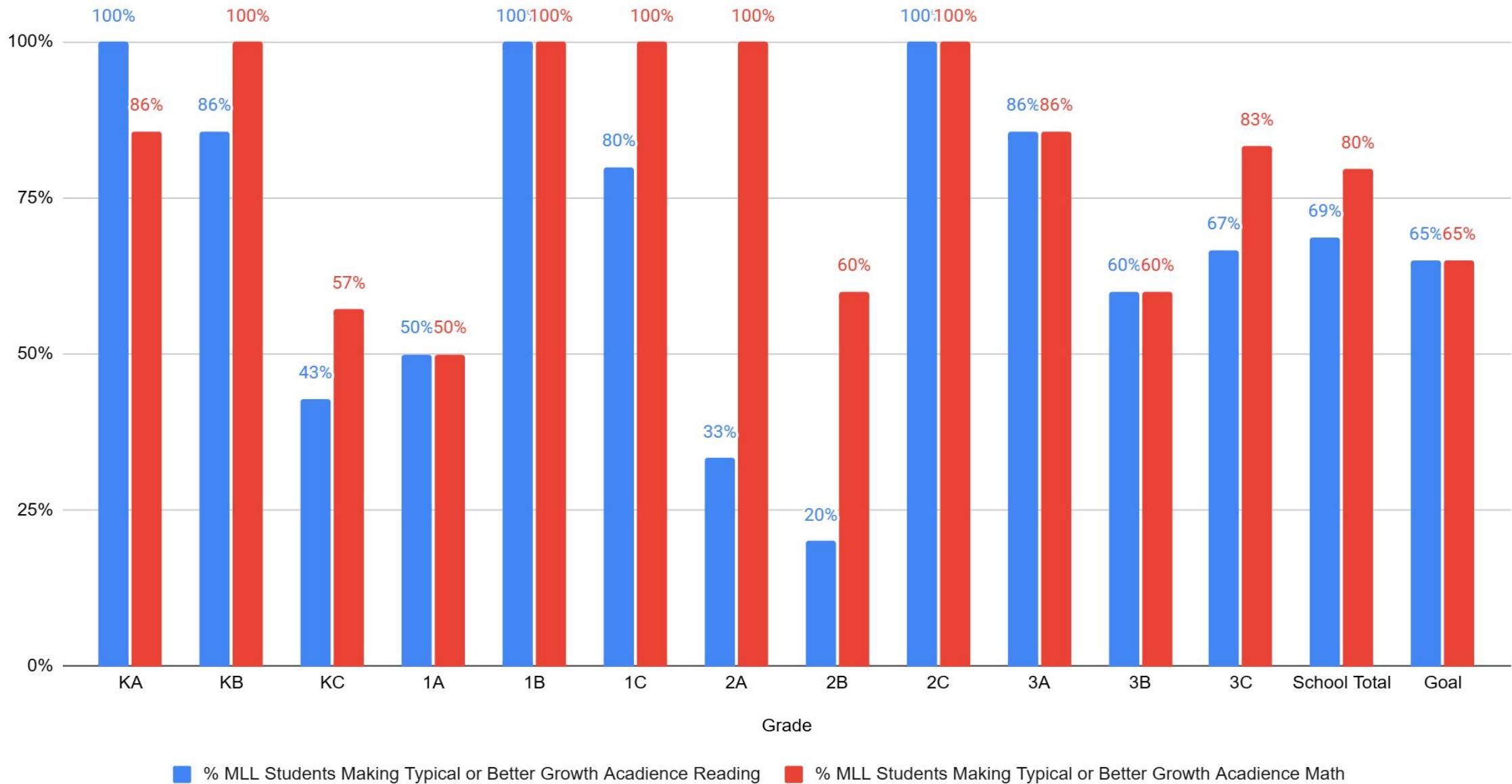
% Students Making Typical or Better Growth by Teacher Acadience Reading, 2024-25



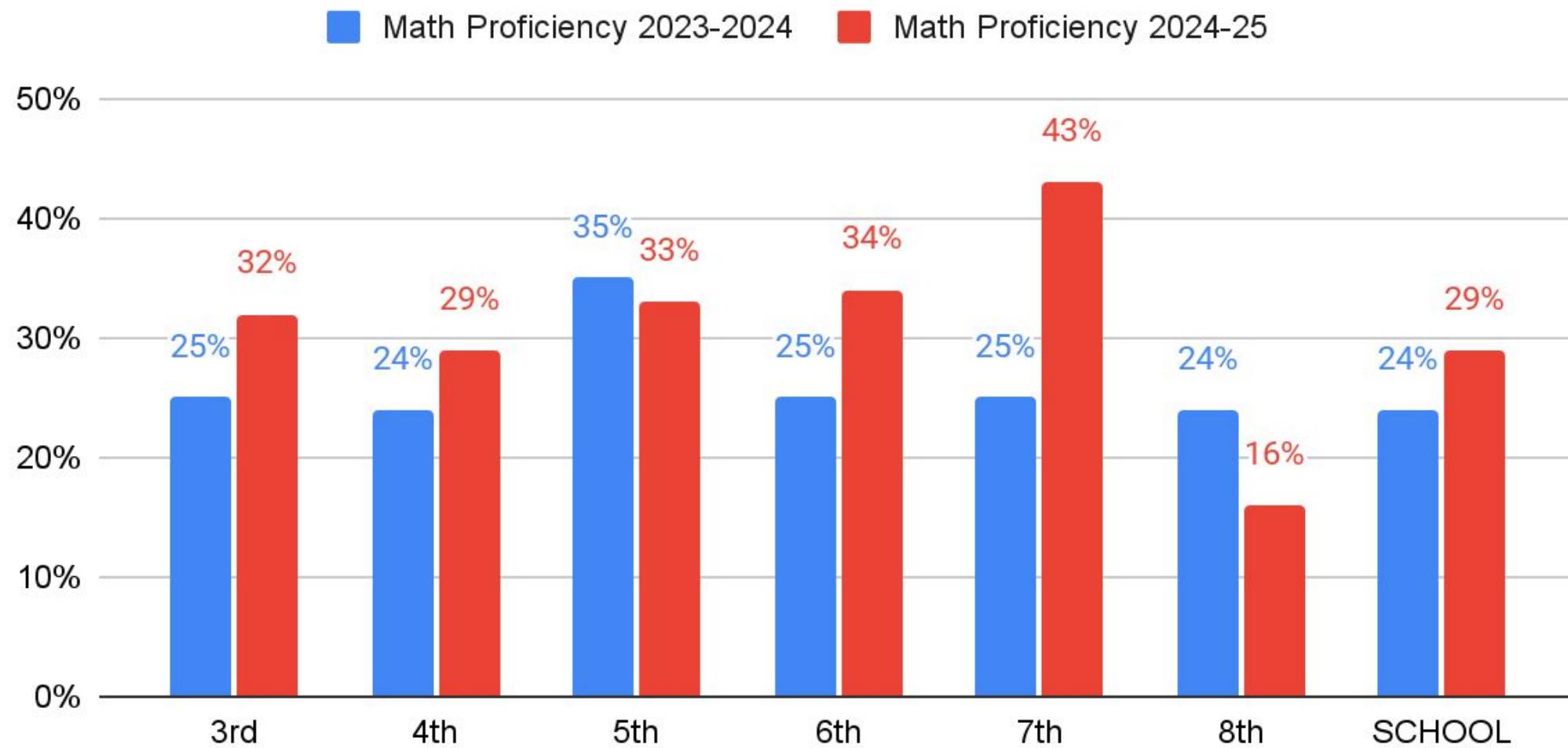
% K-3 SWD students making typical/better growth in Acadience Math and Reading (Entheos Academy, Kearns 2024-25)



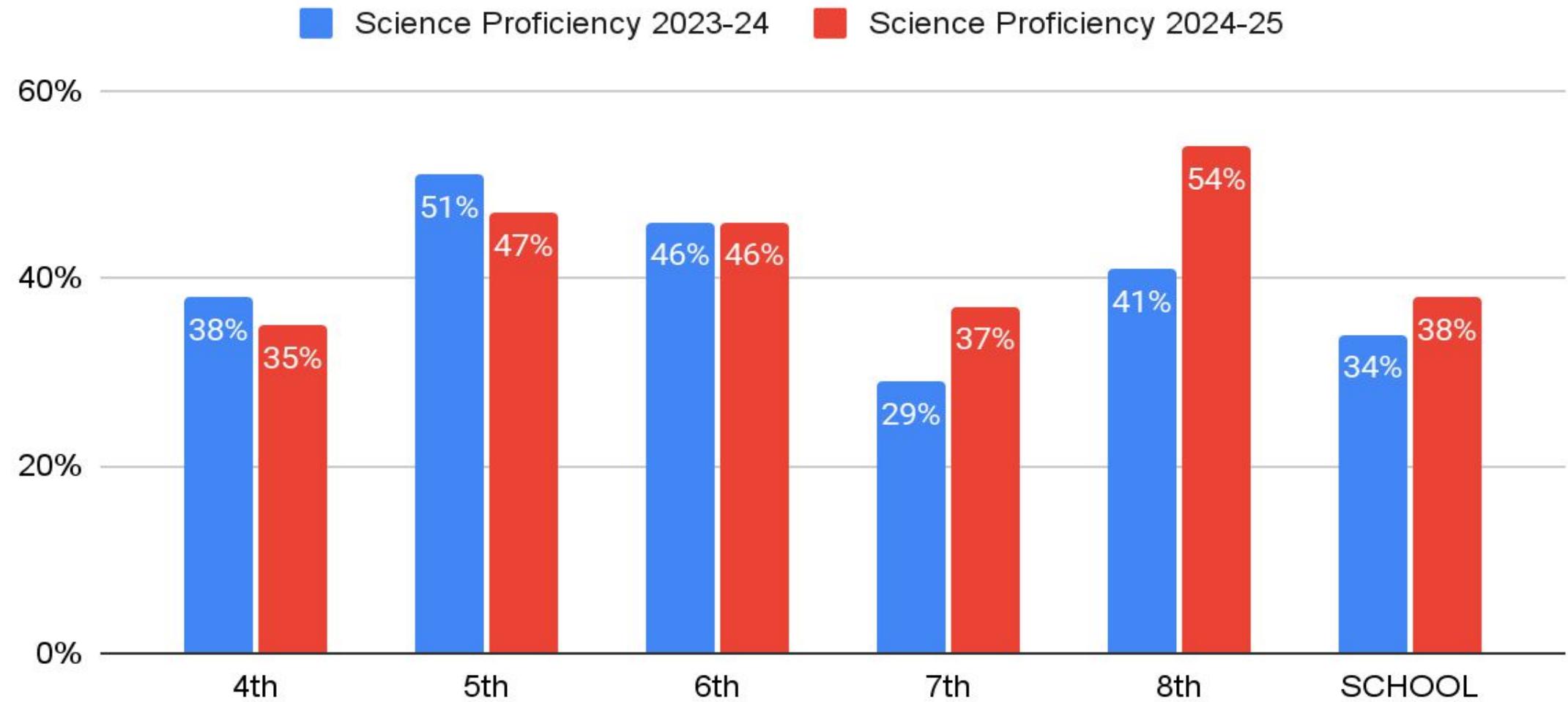
% of K-3 MLL students making typical/better growth in Acadience Math/Reading 2024-2025 Entheos Academy, Kearns



RISE Math Proficiency 2023-2024 vs 2024-25: Entheos Academy, Kearns



RISE Science Proficiency 2023-24 vs 2024-25: Entheos Academy, Kearns



Diagnostic Growth ▾

Subject

Math ▾

School

ENTHEOS ACADEMY - KEARNS

Academic Year ⓘ

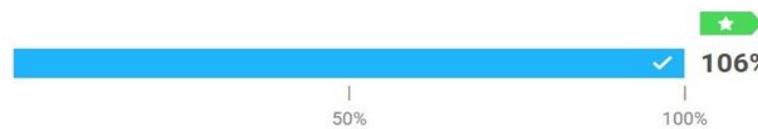
2023 - 2024

Comparison Diagnostic

Final Diagnostic

Students Assessed/Total: 574/579

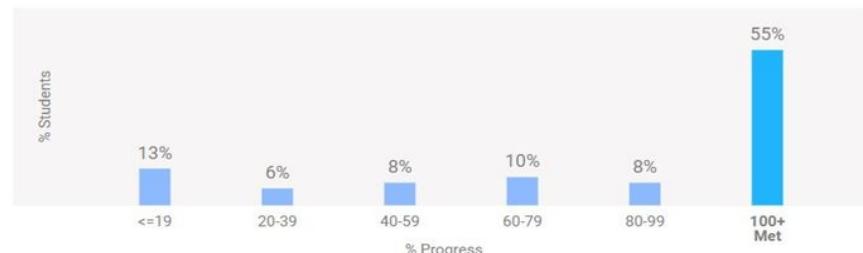
Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this school is 106%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

[Learn More About Growth](#) ⓘ

Distribution of Progress to Annual Typical Growth



i-Ready Growth

Math

2023-24

VS
2024-25

Diagnostic Growth ▾

Subject

Math ▾

School

ENTHEOS ACADEMY - KEARNS

Academic Year ⓘ

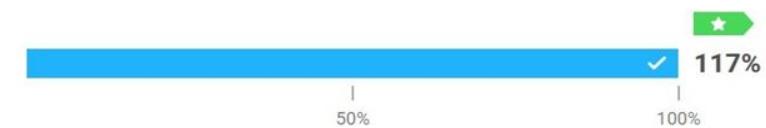
Current Year

Comparison Diagnostic

Most Recent

Students Assessed/Total: 568/572

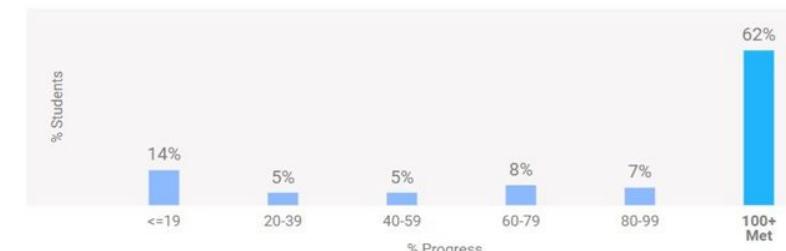
Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this school is 117%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

[Learn More About Growth](#) ⓘ

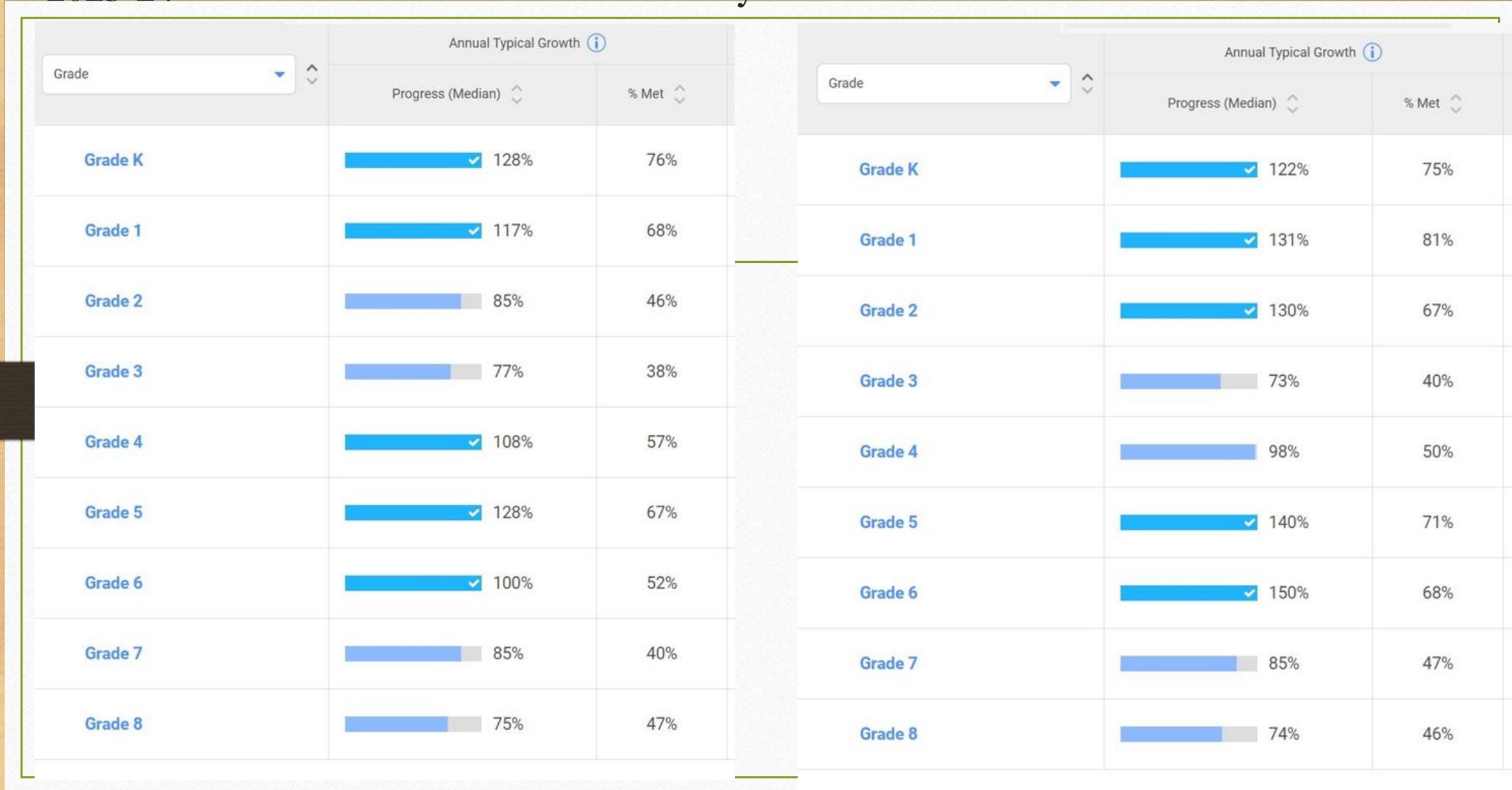
Distribution of Progress to Annual Typical Growth



2023-24

Math i-Ready Growth

2024-25



Diagnostic Growth ▾

Subject

Reading ▾

School

ENTHEOS ACADEMY - KEARNS

Academic Year ⓘ

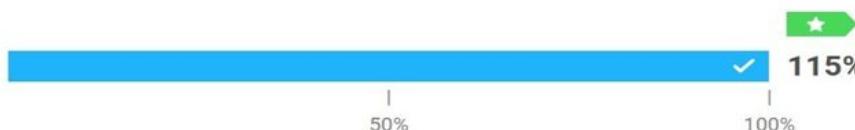
2023 - 2024

Comparison Diagnostic

Final Diagnostic

Students Assessed/Total: 575/579

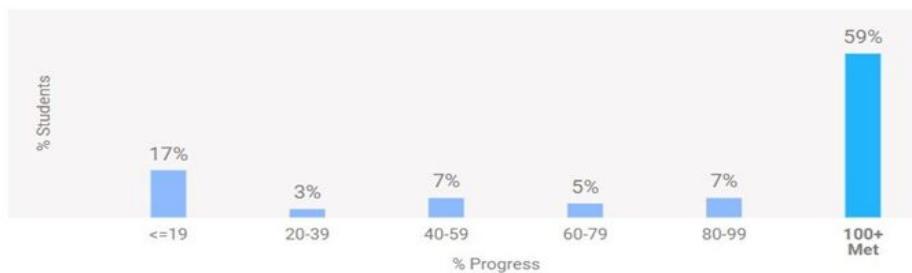
Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this school is 115%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

[Learn More About Growth ⓘ](#)

Distribution of Progress to Annual Typical Growth



Diagnostic Growth ▾

Subject

Reading ▾

School

ENTHEOS ACADEMY - KEARNS

Academic Year ⓘ

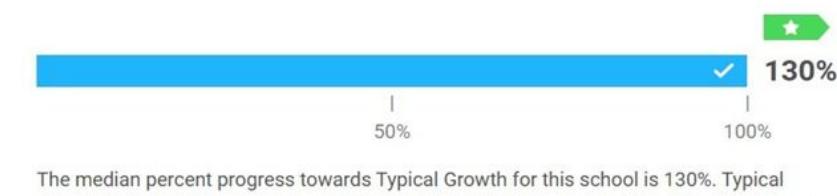
Current Year

Comparison Diagnostic

Most Recent

Students Assessed/Total: 568/572

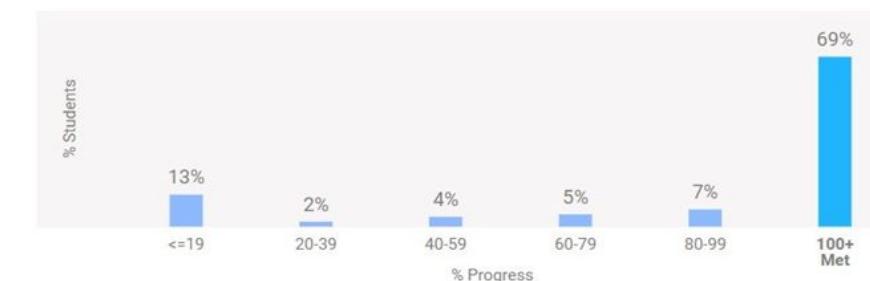
Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this school is 130%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

[Learn More About Growth ⓘ](#)

Distribution of Progress to Annual Typical Growth

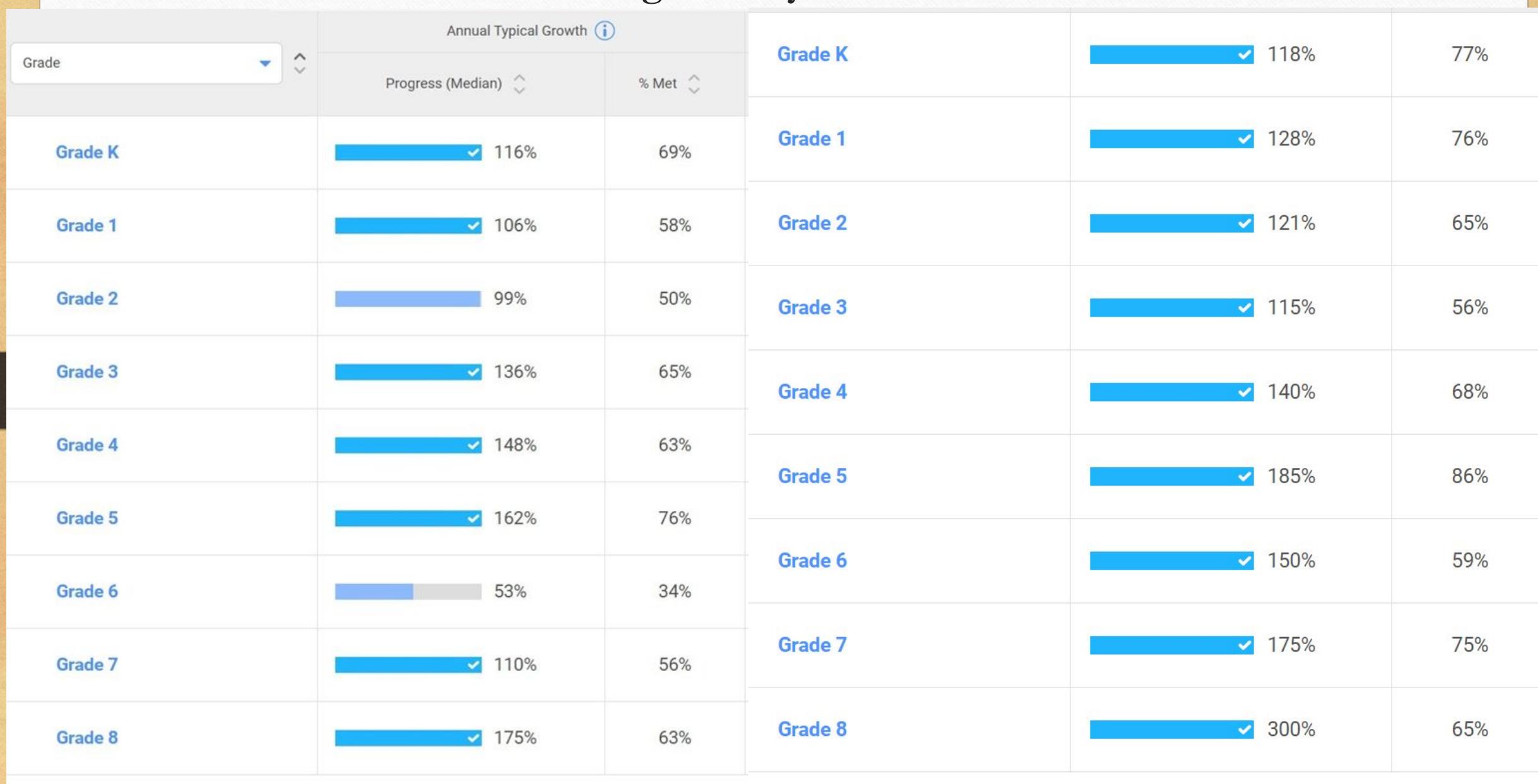


iReady Reading Growth 2023-24 vs 2024-25

2023-24

Reading i-Ready Growth

2024-25



Assessment by MLL / SWD

Assessment	MATH 2023-24	MATH 2024-25	ELA 2023-24	ELA 2024-25	SCIENCE 2023-24	SCIENCE 2024-25
RISE GROWTH WHOLE SCHOOL	45%		60%		48%	
RISE GROWTH MLL						
RISE GROWTH SWD						
ACADIENCE GROWTH	73%	83% (Goal of 65%)	73%	78% (Goal of 65%)	N/A	N/A
RISE PROFICIENCY	24%	29%	35%		34%	38%

Other Metrics

Metrics	MOY	EOY
% Differentiation	76.2%	84.4%
% OTRs/SEs	61.9%	80%
% PA Suite/ Lesson Library Chip Kit	42%	42%
% Productive DITS	92.5%	94.1%

High Quality Work Goal

80% of students will have high-quality work samples from the current school year in their portfolio by the end of the school year.

HQW Metrics

Metric	MOY	EOY
% of teachers who understand the elements of high-quality work.	N/A	96.7%
% Student portfolios that contain HQW as per the rubric.	46%	73%

Character Goal

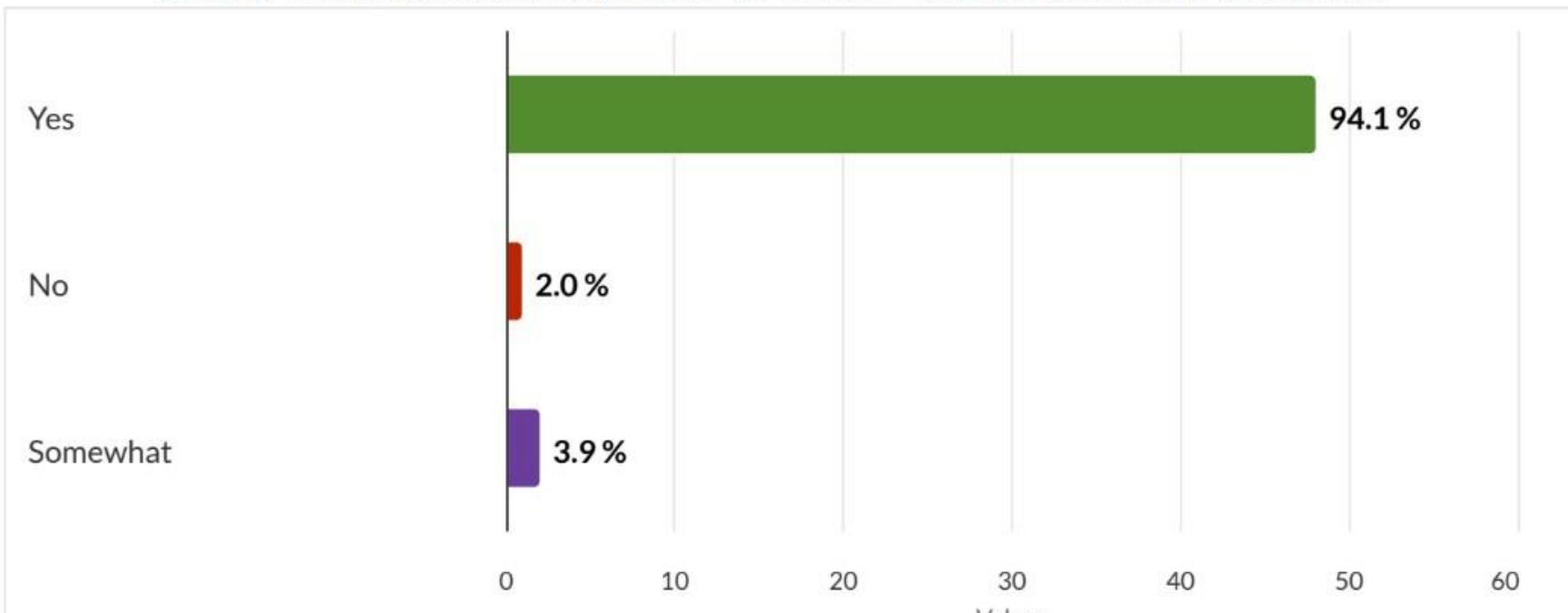
80% of crew teachers will implement crew around school values and support PBIS with strong class management to shape student character.

Character Metrics

	MOY	EOY
% High quality crews	71.4%	76.5% (53.3% last year)
% Crew linked to school values	76.2%	80.4% (73.3% last year)
% Effective class management	80.8%	88.9%
# of office referrals	111	302

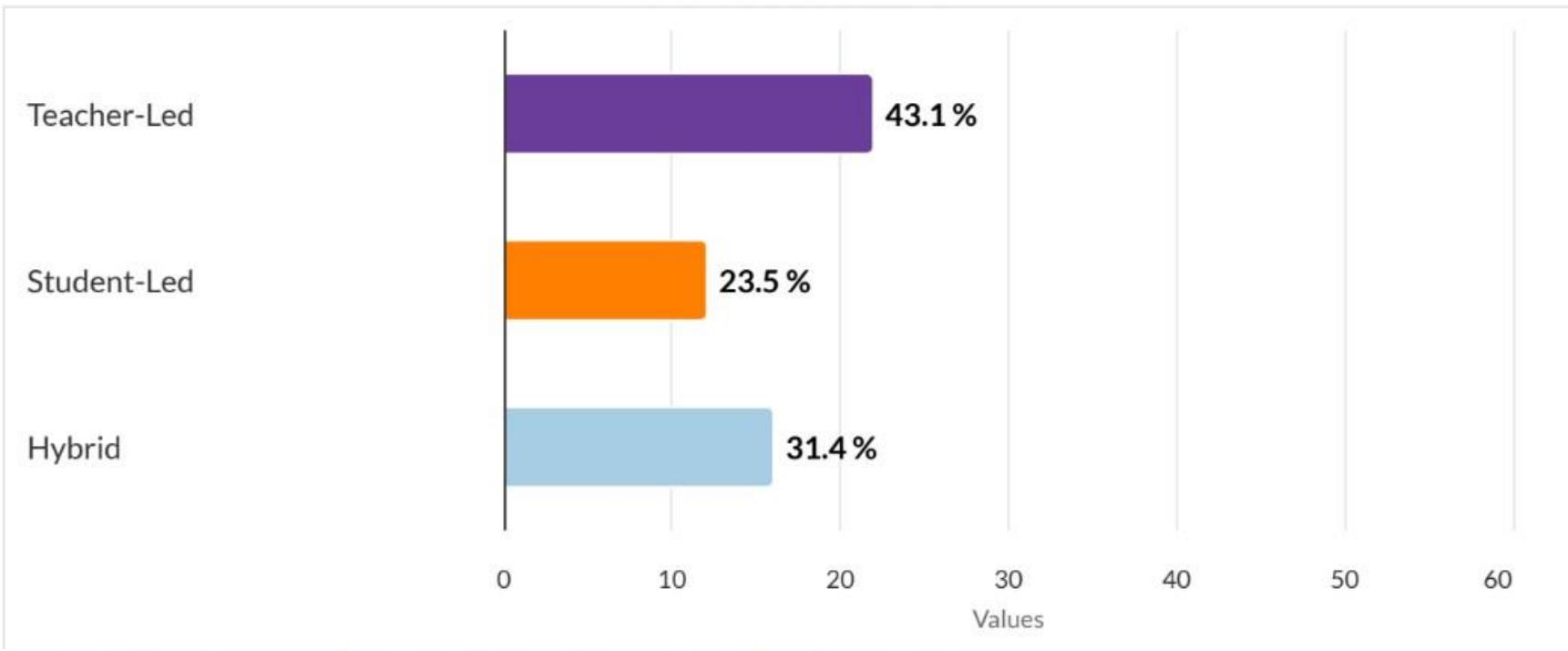
I love that each of your students were greeted and that names were used many times. I love that you had students using full sentences. Having the students identify their feelings and discussing feelings was so important.

Physical Set-Up: Is the Crew either carried out in a traditional circle structure, or if not, in a physical set up that makes sense for a non-traditional Crew?



I loved your pacing. You moved things right along which kept everyone's attention. I loved how you moved around the crew giving positive comments to each of the students as they passed on the handshake.

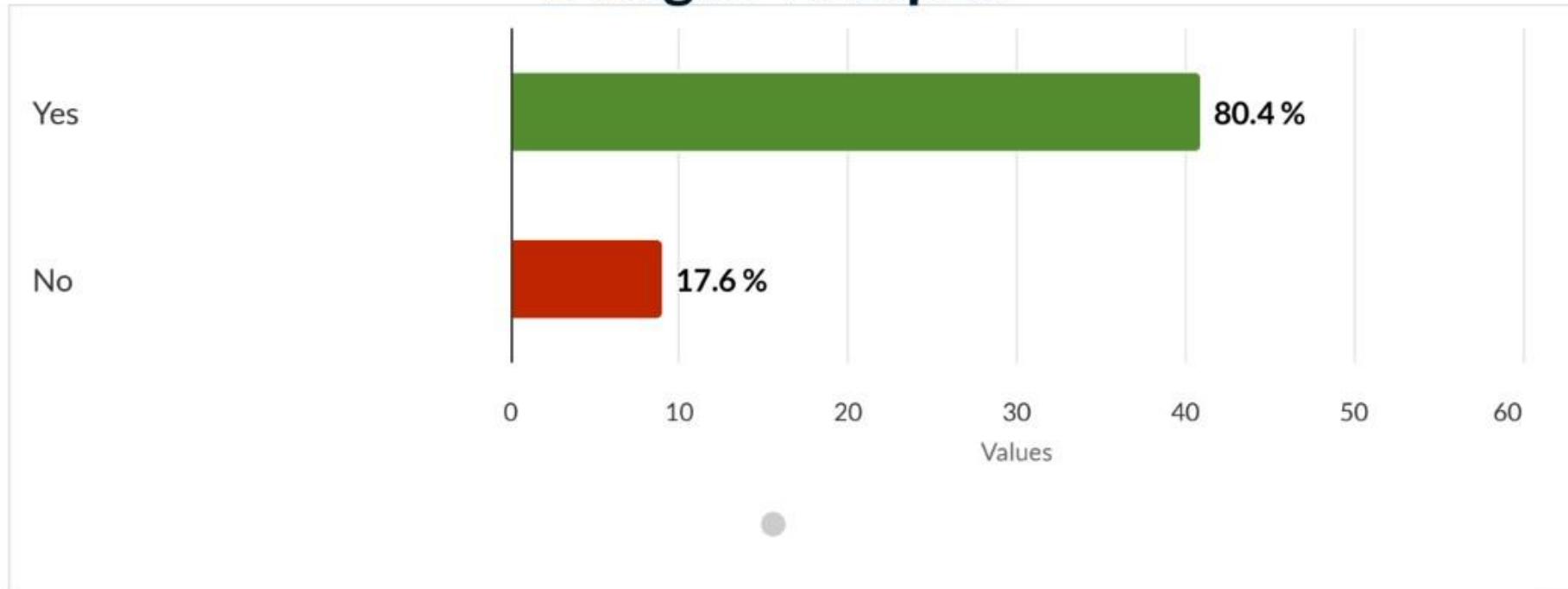
Teacher-led or Student-led: Is the Crew Teacher-led or Student-led?



Great insights into the quotes. Charlee was well-prepared. Loved the quote. "One brave person becomes the majority." She also did a fabulous job tying charades as the initiative to the school value of individuality. She wrote out actions that would represent each persons hobby/actions/something about them. Once guessing the action, they guessed or tied it back to the person that it represented. Such a fun way to bond as a crew!

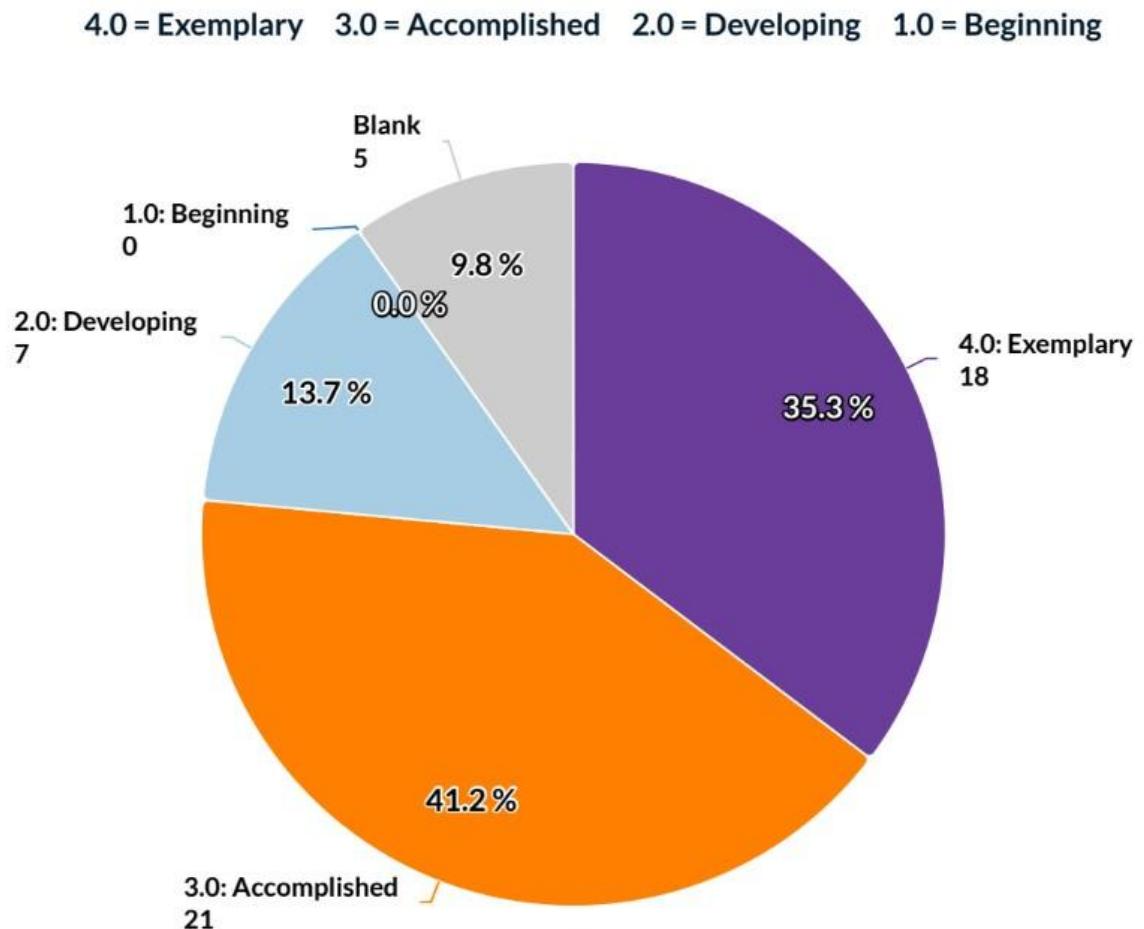
You do such a great job of giving your students think-time to process the question. I love that you used a think-pair-share for students to share their thoughts. Your explanation of individuality for the activity was well done.

Values/ Design Principle Connection: Is the Crew content connected to either an Entheos value or an EL Design Principle?



Nice work calling out the girls who weren't participating. You are really calm with your crew and they are responsive to you. It is evident that they respect you.

Crew Quality



Thank you for preparing such an engaging and meaningful crew centered around adventure! Your activities lead your crew to explore the theme in different ways, making connections between personal experiences, literature, and storytelling!

Leadership Goal

1. 80% of faculty feel supported and capable by EOY as measured by the staff survey.
2. Increase regular student attendance by 5% from last year.

Attendance Metrics

Tiered Categories	2022-2023	2023-2024	2024-2025
Regular Attendance (≤ 9 days absent)	38%	45%	51%
At Risk (10-17 days absent)	28%	33%	25%
Chronic Absence (≥18 days absent)	33%	22%	24%

Other Metrics: Conferences and Faculty Survey

Academic Year	% Staff Feeling Supported	% Staff Feeling Capable
2023-2024	90.7%	97.6%
2024-2025	86.6%	95.6%
The faculty survey is a self-reported survey.		

Metric	BOY	MOY	EOY
Conference attendance 2024-2025	90.1%	89.4%	92.3%
Conference attendance 2023-2024	81.4%	83.6%	88.6%



We commit to continue our work for 2025-26.

Final Reflection

MKS: We exceeded our academic growth goals of 65% for the general education population in Acadience Math and Reading. We surpassed our growth goal in iReady Reading at 69% growth. RISE growth results are pending.

HQW: We did not quite meet our goal. We have made significant progress towards having students include high quality work as per the rubric for portfolios.

Character: We barely surpassed our 80% goal with 80.4% of crew teachers linking crews to school values.

Leadership: We surpassed our attendance goal of a 5% increase in student regular attendance with a 6% increase. We achieved our goals around supported and capable staff.

Leadership: Next year, based on survey results, we will go into classrooms weekly. We will ensure all teachers understand the consequences and process of discipline measures. We will even make an effort to dress up, when possible.

Thank you

Instructional Leadership Teams

ENTHEOS ACADEMY

EXCELLENCE • SERVICE • LEADERSHIP



Entheos Academy District 2025-26 Work Plan

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

MASTERY OF KNOWLEDGE AND SKILLS

2025-26 Performance Goal:

65% of students will make typical or better growth by the end of the year, as measured by the state assessments of Acadience and RISE.

This goal includes the subcategories of:

- Multi Language Learners
- Special Education Students

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

Strategy: Response to Intervention	Effect Size: 1.29
Learning Target (what): I can use 1) evidence-based differentiated instructional strategies, 2) engaging protocols and 3) data analysis to achieve 65% or more of my students making typical or better growth.	Rationale (why): This goal promotes measurable growth for all students, including Multi Language Learners and Special Education students, ensuring equity and progress toward closing achievement gaps.
Implementation (how): Improving the skill set of educators. All Professional Development and coaching (where applicable): <input type="checkbox"/> BOY training for educators new to ALO or educators who need additional support in using ALO. <input type="checkbox"/> BOY training and follow-up support for new educators on 95 Phonics Tier 1 and Tier 2, and for educators who need additional support to make growth on their Acadience Reading scores. <input type="checkbox"/> Peer observations and classroom mentoring/coaching on delivering tiered interventions using current resources to fill gaps (MLL/SpED/Tier 2 & 3). <input type="checkbox"/> Continued improvement of/additions to the Resource Library on OTRs/SE with examples and videos (OTRs/ S.E Library). <input type="checkbox"/> Peer observations and mentoring/coaching on OTRs/SEs. <input type="checkbox"/> DIT check-in's with coaching as needed. <input type="checkbox"/> School-wide Data Reviews at BOY, MOY, and EOY.	Success Criteria (evidence): <ul style="list-style-type: none">• Success Criteria for the performance goal:<ul style="list-style-type: none">○ 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.<ul style="list-style-type: none">■ This goal includes the subcategories of:<ul style="list-style-type: none">• Multi-Language Learners• Special Education Students BOY Baseline Data Sources: (Walk Through Observation Form) <ul style="list-style-type: none">• % of teachers implementing differentiation in their classrooms as observed through classroom walkthroughs.• % of teachers utilizing OTRs, S.E.'s and other engagement strategies as observed through classroom walkthroughs.• % effective DITS as observed through visits/self-assessments. (DIT Form)• BOY Data Carousel on BOY data, including disaggregated by MLL and SpEd (iReady, Acadience, RISE). MOY Data Sources: <ul style="list-style-type: none">• % of teachers implementing differentiation in their classrooms as observed through classroom walkthroughs.• % of teachers utilizing OTRs, S.E.'s and other engagement strategies as observed through classroom walkthroughs.• % effective DITS as observed through visits.• MOY Data Carousel on MOY data, including disaggregated by MLL and SpEd (iReady, Acadience, RISE).

EOY Data Sources:

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

CHARACTER

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

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

<p>Strategy Name: Building a culture of crew and a positive climate for learning</p>	<p>Effect Size: .52</p>
<p>Learning Target (what): I can implement a strong crew centered on the school values to create, shape and reinforce good character. I can support our Entheos PBIS structure with strong classroom management.</p>	<p>Rationale (why): Fostering a culture of Crew based on shared values helps create a sense of community, and gives students a solid foundation from which to make good choices when faced with challenges. Using positive behavior supports and interventions in a clear classroom management plan, helps students develop good character as well as focus on academic learning.</p>
<p>Implementation (how):</p> <ul style="list-style-type: none"> <input type="checkbox"/> P.D. on M.S. Crew Curriculum. <input type="checkbox"/> In-class modeling/coaching on Crew as necessary. <input type="checkbox"/> P.D. on PBIS structures at Entheos; academic, attendance and behavioral achievement: D200, Bloomz, Exemplars as needed. <input type="checkbox"/> P.D. on Behavior Action Steps, charts, decision tree, and in-classroom coaching as needed. <input type="checkbox"/> P.D. on Classroom management: Mgmt in Active Classroom as needed. <p>Systems/Resources Provided:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Behavior Sequence/ Decision Tree <input type="checkbox"/> PBIS rewards: certificates, recognition, celebrations <input type="checkbox"/> M.S. Crew Curriculum <input type="checkbox"/> Google folder with crew lessons based on school values 	<p>Success Criteria (evidence):</p> <ul style="list-style-type: none"> ● Success Criteria for the performance goal: <ul style="list-style-type: none"> ● 80% of teachers will implement a morning Crew centered around our school values, and support our Entheos PBIS structure with strong classroom management to help shape student behavior by the end of the year. <p>BOY: Baseline Data Source:</p> <ul style="list-style-type: none"> ● Last year's data on Crew may be utilized as a baseline. ● Crew Observation Form: <ul style="list-style-type: none"> ○ % of high quality Crews, as observed through visits. ○ % of Crews based on the school values as observed through visits. ○ % of classrooms with clear and effective classroom management as observed through visits. <p>MOY: Data Source:</p> <ul style="list-style-type: none"> ● Crew Observation Form: <ul style="list-style-type: none"> ○ % of high quality Crews, as observed through visits. ○ % of Crews based on the school values as observed through visits. ○ % of classrooms with clear and effective classroom management as observed through visits. ● PBIS Tracking Sheet Evidence of use of D200 club, Bloomz points, Entheos Exemplars. <p>EOY: Data Source:</p> <ul style="list-style-type: none"> ● Crew Observation Form: <ul style="list-style-type: none"> ○ % of high-quality Crews, as observed through visits.

- % of Crews based on the school values as observed through visits.
- % of classrooms with clear and effective classroom management as observed through visits.
- Evidence of use of D200 club, Bloomz points, Entheos Exemplars.

HIGH QUALITY WORK

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

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

Strategy Name: High-quality student work	Effect Size: .75 (setting standards for self-judgment)
Learning Target (what): I can recognize what high-quality work looks like for the grade level/s and subjects that I teach, and ensure that my students produce high-quality work, samples of which are housed in their portfolio.	Rationale (why): We believe that student success is built on strong character qualities such as striving for excellence.
Implementation (how): <input type="checkbox"/> Creation and sharing of correctly curated, example student portfolios for Elementary and M.S. <input type="checkbox"/> P.D. on grade-level work that demonstrates proficiency on ELA standards, through viewing and analyzing random national samples. <input type="checkbox"/> P.D. on what HQW looks like in subjects other than writing. <input type="checkbox"/> P.D. on how “Authenticity” promotes student engagement and production of HQW. <input type="checkbox"/> Creation and bi-annual delivery of HQW Protocol, which includes teacher submission of a reflection form. <input type="checkbox"/> Specific designated and communicated times for teachers/students to work on portfolios if needed. <input type="checkbox"/> Portfolio check-ins at SLCs using the Portfolio Evaluation rubric.	Success Criteria (evidence): <ul style="list-style-type: none">80% of student portfolios taken from a random sample at EOY that contain correctly curated HQW.90% of teachers participate in a bi-annual protocol to analyze the quality of their student’s writing samples against grade-level proficient random national writing samples. BOY Baseline Data Sources: <ul style="list-style-type: none">% of student portfolios taken from a random sample at EOY 2024-25 that contained correctly curated HQW. MOY Data Sources: <ul style="list-style-type: none">% of student portfolios taken from a random sample at MOY that contain correctly curated HQW.% of teachers who participate in a protocol to analyze the quality of their student’s writing samples against grade-level proficient random national writing samples, measured by P.D. attendance and submission of a reflection form. EOY Data Sources: <ul style="list-style-type: none">% of student portfolios taken from a random sample at MOY that contain correctly curated HQW.% of teachers who participate in a protocol to analyze the quality of their student’s writing samples against grade-level proficient random national writing samples, measured by P.D. attendance and submission of a reflection form.

LEADERSHIP

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

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

Strategy Name: Cultivating a growth-oriented, positive professional culture.	Effect Size: Collective Teacher Efficacy – Effect Size: 1.57 Feedback to Teachers – Effect Size: 0.72 Teacher-Student Relationships – Effect Size: 0.72
Learning Target (what): School administrators can visit at least 10 classrooms per week to build relationships and stay informed about student and teacher needs.	Rationale (why): <ul style="list-style-type: none">When administrators are visible and engaged, they can support collaboration and reinforce a shared belief among teachers that they can make a difference, which is the most powerful influence on student achievement, according to Hattie.Regular classroom walkthroughs allow administrators to provide specific, actionable feedback, which has a strong impact on improving instructional practices.When administrators model and support relational practices through presence and responsiveness, they help foster a culture where strong relationships are valued and nurtured.
Implementation (how): <ul style="list-style-type: none"><input type="checkbox"/> Create and utilize a system for easily tracking classroom visits, to ensure goal is met and also to ensure that <i>all</i> classrooms get visited on a rotating basis.<input type="checkbox"/> Admin will schedule time to visit classrooms each week.<input type="checkbox"/> Visits may be informal or supported by a classroom walkthrough tool, with the goal of fostering trust, enhancing communication, and improving responsiveness to instructional and school-wide needs.<input type="checkbox"/> Admin will be trained on the variety of forms available in Observe4Success.	Success Criteria (evidence): <ul style="list-style-type: none">Each school administrator has visited at least 10 classrooms per week over the course of the school year. BOY Baseline Data Source: <ul style="list-style-type: none">N/A MOY Data Source: <ul style="list-style-type: none"># of classroom visits per week per administrator from BOY to MOY as recorded through the tracking system. EOY Data Source: <ul style="list-style-type: none"># of classroom visits per week per administrator from BOY to MOY as recorded through the tracking system.

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

*Strategy names and effect sizes:

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

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

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

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



www.BuildingReserves.com
877.514.8256



Budgeting for predictable replacements

A Reserve Study is a long-term capital plan for a property, its infrastructure, and surrounding assets. It provides an in-depth analysis of a property's physical condition, as well as an evaluation of the financial health of the property's reserve funds. A Reserve Study includes a detailed list of property components that are commonly owned and maintained, including component quantities, ages, conditions, and useful lives. A Reserve Study will recommend replacement times for each capital asset, dependent upon component conditions and available funding.

A long-term funding plan is established to offset the costs of repairing and/or replacing the various property components, and the Reserve Study will provide recommendations on how to best fund future capital repairs and replacement projects.



A macro view of your property's finances and condition is provided in a modifiable spreadsheet



Our reserve study report provides a big picture view of the property



Our reserve study reports then focus in with detailed photos





Detailed information is shared for each component.



Our reports outline an easy to follow, prioritized plan for property maintenance



Full Site Inspection with Condition Assessment	✓
Photographic Inventory & Captions of all Reserve Components	✓
Pre-Inspection Collaborative Meeting to Discuss Property Needs	✓
Reserve Component Inventory List Creation	✓
Measurements and Quantities of all Reserve Components	✓
Report Compliant with CAI National Reserve Study Standards	✓
Analysis of all Property Documents	✓
Satellite Image Showing Property Boundaries	✓
Customized Engineering Narrative for all Reserve Components	✓
Customized Funding Plan for Your Property	✓
Number of Independent Budgets / Cash Flows: 1	✓
30-Year Cash Flow Analysis + 5-Year Cash Flow Division Breakouts	✓
Phone / Email / Video Support with Senior Engineering Team	✓
Component Evaluation Framework	✓
Building Reserves Exclusive Easy-to-Read PDF Report Layout	✓
Excel File - Create unlimited what-if scenarios for free	✓
Priority Rating System - Low Priority, Deferrable, Highly Recommended	✓
Priority Scoring System - View projects sorted in order of high to low priority	✓
Responsibility Matrix	✓
Two Revised Reports at No Additional Cost (upon request, within 6 months)	✓
Report Presentation at No Additional Cost	✓

From Charter School Governing Board Required					
Month	Data Review [1]	<u>Board Training/Dev</u>	<u>Committee Rpt</u>	<u>Approvals</u>	Other
August				-next calendar year of board meetings	Have Mission of Entheos Grant Discussion so it is out to Teachers by October 1
September		Training #1 Finance* [2]	Mission of Entheos Grant		
October	BOY Acadience R&M iReady Data		-school community council reports they are trained, and expenditures		
November or December	Prior Year RISE Data	Training #2: Executive Director will provide required board training on School Land Trust		Next year's school instruction calendar	
January			-Safety Committee -Directors will report to the Governing Board on the prior year School Land Trust Plan implementation.		
February	MOY Acadience R & M iReady Data		-Directors will present the Land Trust Plan for the upcoming year that has been approved by their Charter Land Trust Council.	-Land Trust Plan needs to be approved by the School Board.	
March			Audit Committee [3]	-Sex Education policies and curriculum	Executive Director Evaluation combined executive and finance committee meeting (annual) - reminder, cannot have a quorum.
April			Mission of Entheos Grant candidates presented	-Contract renewal - executive director (executive committee folder)	
May			Mission of Entheos Grant awarded		Review for sending to USCSB, Assurances, School level data-based evaluations of efficiency and effectiveness regarding student and classroom management, and school discipline. Review of the data is required in the LEA-approved discipline policy. Required by R277-609-4.
June Retreat	EOY Acadience R & M Preliminary RISE Data EOY Work Plan Data Work Plan for Upcoming Year	-Training #3: Open Meeting Law -officer vote (even years)	Recognition	-review truancy policy and attendance data -review next years budget -review Conflict of Interest Policy & document any conflicts	
June		-Reappoint board advisors by vote		-approve next years budget -approve final budget -approve work plans	-parent survey report -have fraud risk assessment on June board meeting for review
	September 2025	*year 1: basic financials and account (ie how to read the board budget report?) Red Apple			
	September 2026	*year 2: auditing (ie: how our financials are held accountable and by who? processes to prevent fraud etc) - Auditor			

		<u>From Charter School Governing Board Required</u>			
Month	Data Review [1]	<u>Board Training/Dev</u>	<u>Committee Rpt</u>	<u>Approvals</u>	Other
	September 2027				*year 3: revenues and restricted funds (ie: revenue buckets and what is necessary to qualify for them?)-Red Apple

[1] This column has outdated information. Should this be eliminated? Is this something the board is wanting?

[2] *year 1: basic financials and account (ie how to read the board budget report?)--Brian Cates of Red Apple

*year 2: auditing (ie: how our financials are held accountable and by who? processes to prevent fraud etc) -Squire

*year 3: revenues and restricted funds (ie: revenue buckets and what is necessary to qualify for them?) -ask Red Apple

[3] The purpose of the audit committee is actually to make decisions about the audit, such as whether we are using the same auditor the following year, if fiscal policies are being followed etc. The purpose is more about making those decisions than it is about the actual audit itself.

[4] Waiting for info from Xazmin

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

Current Board Advisors 2024-2025

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



ENTHEOS ACADEMY
EXCELLENCE • SERVICE • LEADERSHIP

Entheos Adventure Field Guide

Manual for Adventure Program Implementation & Risk Management



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✨ Program Philosophy

At Entheos Academy, we believe outdoor adventure develops essential character traits and supports students in learning our school values, such as service, leadership, and excellence, by helping students stretch beyond their perceived limits. By using Utah's breathtaking landscapes as our classroom, students are immersed in real-world learning that cultivates academic growth, social-emotional development, and a deep respect for nature.

What Adventure Looks Like:

Curiosity is fostered through exploration in the natural world.

Students learn the value of challenging themselves while trying new things.

Students participate in outdoor activities such as camping, backpacking, hiking, canoeing, white-water rafting, snowshoeing, skiing, etc.

As teachers challenge students and inspire exploration, students develop an appreciation for the natural world and a desire to protect and respect nature.

On each outdoor adventure, carefully planned learning targets, with an adventurous twist, engage students in inspiring academic challenges. Journaling and reflection are always included.

A feeling of excitement is alive within the Entheos community. The school is constantly "buzzing like a beehive," and always anticipating the next great adventure.

Entheos Academy Vision Statement pg. 27&28

Core Pillars of Every Adventure

Pillar	Implementation Example
Safety	Pre-trip training, emergency protocols, and proper gear
Curriculum Alignment	Field journals, integrated academic activities
Challenge & Growth	Physical activities like hiking or rafting
Reflection	Daily journaling, group discussion, and solo time
Teamwork	Team-building games, shared responsibilities

Stewardship

Leave No Trace principles

Trip Selection and Learning

Adventure trips are selected by the Adventure Coordinator in collaboration with the middle school team and approved by the School Director. Trips are planned based on them having a strong connection to the academic learning (especially the cross-content Learning Expeditions) for the grade, the suitability of the location for positive outdoor experiences, and the feasibility of logistics (such as available campsites, distance from Entheos, weather, safety, etc).

Currently, there are pre-planned Adventure Trips that have worked successfully in the past for every grade. We will continue these trips in the future, unless the Adventure Coordinator and the middle school team have a new trip to propose!

[Here](#) is a list of the current Adventure Trips with key information.

Academics and Character Education

While the Adventure Coordinator is responsible for Adventure and Character education, including Crew and team building experiences (unless they designate otherwise), the middle school teachers are responsible for providing academic learning through **lessons that connect their core academic subjects** (science, ELA, social studies) to the trip.

The Adventure Coordinator coordinates with the teachers to identify and decide collaboratively who is in charge of which activities/lessons. Each trip has pre-created student “field journals” where students record their learning. The middle school teachers collectively determine and appoint who will gather the lessons and put them together into journals, and the Adventure Coordinator ensures that this is done

These journals are already created for current Adventure Trips, but may be adjusted slightly from year to year. If a completely new trip is designed, new field journals will need to be created from scratch.

Kearns Campus Trip Current Field Journals:

- [6th grade Ecosystems & Ancient Civilizations \(Cedar City\) Field Journal](#)
- [7th grade Building Better Communities \(Moab/Arches National Park\) Field Journal](#)
- [8th grade Dino Art & Science Institute \(Vernal/Dinosaur National Monument\) Field Journal](#)

Magna Campus Trip Current Field Journals:

- [6th grade Science of Zion Canyon Field Journal](#)
- [7th grade Building Better Communities \(Moab/Arches National Park\) Field Journal](#)
- [8th grade Reflection Trip \(Filmore\) Field Journal](#)

Required:

- A pre-designed **Field Journal** for students that covers the academic learning (created collaboratively with classroom/subject teachers)
- Daily reflections or writing tasks
- Adventure Coordinator provides team-building activities and games

Recommended:

- Character lesson (tying in to the unique setting)
- At least one Morning Crew
- Evening Gratitude Circle

Trip Roles & Responsibilities

Adventure Coordinator

The Adventure Coordinator is the "1st in Command" on overnight Adventure Trips and must be an Entheos employee. They have supervisory responsibility for all operational aspects of the outing. Their directions are final while on the trip. Training will be provided by the board or a designated trainer.

Applicable Training and Awareness

- Must have current Wilderness First Responder or Wilderness First Aid and CPR certification, or comparable credentials such as EMT.
- Must understand safety principles and be able to plan and execute searches, rescues, and emergency evacuations.
- Must have a Food Handler's Permit.

Experience

- Must have prior supervisory experience relevant to the activity type, ideally from programs like Outward Bound or NOLS.
- Must not lead activities beyond their personal ability (hire professional guides for activities outside the leader's certification level, e.g., rafting or caving).

Responsibilities

- Coordinate all logistical operations and communicate them to stakeholders.
- Inspect and ensure the safety of the school's Adventure equipment.
- Conduct pre-trip meetings and gear checks.
- Manage emergency forms and medicines.
- Provide field leadership and enforce safety procedures.
- Issue clear directions throughout the trip.
- Assume command during emergencies.
- Identify staff development needs.
- Build relationships with local agencies.
- Purchase supplies as necessary.
- Assign designated trip photographers (no student device use).

Assistant Trip Leader

Appointed by the Adventure Coordinator, the Assistant Trip Leader is the "2nd in Command" and must be an Entheos employee. They assume leadership if the Coordinator is unavailable.

Applicable Training and Awareness

- Should have current American Red Cross Standard First Aid and CPR or comparable certification.
- A Food Handler's Permit is preferred.

Experience

- Must understand the purpose and expectations of Adventure Trips and be capable of group management in various weather conditions.

Responsibilities

- Support and help implement the Coordinator's decisions.
- Take initiative to guide others and clarify when needed.
- Serve as Point or Sweep on trails.

- Speak up if unprepared or concerned.
- Take over in case of the Coordinator's incapacitation.
- Help plan high-quality academic and social-emotional learning experiences.

Other Entheos Employees

If attending a trip in their professional role, staff represent the school at all times and must meet all professional expectations. Attending teachers are the teachers whose content is connected to the Adventure Trip and will be delivering the academic learning experiences. E.g., if students are doing an ELA assignment, the ELA teacher would be attending. If the students are doing an Art assignment, the Art teacher will be attending. Occasionally, one teacher may be responsible for overseeing academic lessons outside of their area, due to things like testing conflicts. Academic content and the teachers who will be attending the trip to teach such should be planned far in advance of the trip.

Responsibilities

- Help plan and deliver high-quality academic and social-emotional learning experiences.
- Support the Adventure Coordinator's plans.
- Follow directions from the Coordinator and the Assistant Leader.
- Clarify directions when unsure.
- Be prepared to teach or lead activities.
- Assume command if both primary leaders are incapacitated.
- Meal support if the employee holds a Food Handler's Permit.

Volunteers

Parents/guardians may join trips as volunteers, pending training and a BCI/Rapback background check (cost covered by Entheos). Participation may be denied at any time if they disrupt the experience, and will be required to transport themselves home at their own expense if asked to leave during the trip.

Responsibilities

- Support the Adventure Coordinator's plans.
- Follow the directions of the Coordinator and Assistant Leader.
- Clarify directions when unsure.
- Assist with meals if the volunteer holds a Food Handler's Permit.

Professional Conduct and Expectations for All Adults

All adults participating in an Entheos trip are expected to uphold the highest standards of professionalism. Guidelines include:

- Foster a constructive, non-threatening learning environment, particularly for beginners
- Distribute attention and support equally among all participants
- Be punctual, dependable, and reliable
- Do not leave the group unless in case of an emergency, and only with the Adventure Coordinator's awareness (exceptions must be pre-approved by the School Administrator and Adventure Coordinator)
- Work within your personal limitations
- Absolutely no alcohol, drugs, or tobacco at any time during the trip
- Avoid any physical or emotional relationships among adults or between adults and students
- Use side-hugs only if students initiate contact; minimize all physical contact unless needed for safety
- Limit use of electronic devices and refrain from letting students use your device; refer any student needing to contact home to the Adventure Coordinator
- Uphold "Leave No Trace" principles

Maintain professional relationships by:

- Sharing constructive suggestions privately with the Adventure Leader
- Expressing frustrations appropriately, avoiding public criticism of trip leadership unless safety is at stake
- Contributing to shared responsibilities until all work is complete
- Completing all necessary paperwork promptly
- Being familiar with and following all Entheos policies and procedures
- Clearly communicating plans and schedules with students
- Not inviting guests to participate in outings without prior approval from the Director

Trip Ratios

The following ratios reflect the number of adults required on Adventure trips:

- A 6:1 student-to-adult ratio shall be observed on all camping trips.
- At least two adults will accompany groups on every activity.
- An adult will never be alone with an individual student, with the exception of a parent and their child.

Other Considerations

1. **Least Restrictive Environment:** Some students at Entheos require 1:1 attention on adventure trips because of significant learning or developmental challenges. If it is deemed safe for self and others for this student to attend, and the parent wishes their child to attend, the student will be accompanied on the trip by either a parent/guardian or a Special Education employee to provide 1:1 support. Adults accompanying these students should not be included in the normal trip ratio if their primary duty is to accompany a single student.
2. **Student Safety Plans:** If a student is on a current Safety Plan or about to be placed on a Safety Plan due to suicidal ideation or other safety concerns, the school administration reserves the right to deny participation on an Adventure Trip if they deem the student not safe to attend due to evidenced-based safety concerns for the student or others. Administration may choose to allow a student with a current safety plan to attend an Adventure trip if the parent/guardian attends the trip with their child to provide 1:1 supervision.
3. **More conservative ratios** than those listed here should also be used if:
 - a. Severe weather is expected
 - b. The group has recently been having significant discipline issues
 - c. A large number of students in the group have learning or developmental challenges
4. **⚠️ Serious Behavior Concerns:** Students with a history of serious behavior concerns may be restricted from attending Adventure Trips at the discretion of the Administration. Adventure Coordinator, please discuss this with the administration prior to the trip.



Trip Preparation Guide

Here is the general [checklist](#) for the Adventure Coordinator to ensure that every aspect of the trip is appropriately taken care of. The Adventure Coordinator should make a copy and **utilize this checklist for each and every Adventure Trip, and check off the items as they are completed.**

Here is a [master spreadsheet](#) with multiple tabs, which you can **copy and use to track everything in one place**.

Additional Information for Trip Preparation

Wilderness First Aid Training

If you need to take the WFA training, please speak to the Director of HR & Compliance or your administrator, and they will help you get signed up.

Campsite Booking

Campsite Requirements:

- Access to potable water
- Drop toilets or flush restrooms
- Adequate space for group and gender separation

Transportation

The school buses/Entheos drivers are almost always used for Adventure Trips (booked through the Adventure Coordinator, working with the front office far in advance and the office entering it on the calendar). If there is some critical reason why the school buses cannot be used, the front office books a bus through a bus company.

In addition, typically the Adventure Coordinator will also need to book a closed UHaul trailer to transport additional gear, and find a volunteer with a truck to pull the trailer. A closed trailer is best to protect gear from animals, weather, etc. The U-Haul truck is typically picked up by the Adventure Coordinator, accompanying the volunteer driver to the U-Haul facility, the night before the trip.

Adventure Gear

Each Entheos campus owns a large amount of Adventure gear that is stored on-site. This includes:

- Sleeping bags
- Sleeping pads
- Flashlights
- Reusable water bottles
- Food coolers
- Propane canisters
- Grill
- Tarps

- Coolers
- Rain jackets/ponchos
- Tables
- Pots/pans and cooking utensils
- Disposable: Cleaning supplies, extra hygiene items, sunblock, etc (need to be replenished)

Students each indicate what they will/won't bring themselves, through submission of their Adventure Forms. For those who can't provide their own equipment, the school will loan equipment (such as a sleeping bag). Because we are a "no fee" school, if the student is unable to provide any gear on the list, the school is responsible to acquire and loan the gear to the student for the duration of the trip. We do not want a lack of gear to prevent ANY student from participating in the Adventure program, and all students must be treated in a kind and sensitive manner. The Adventure Coordinator should always take a few extra items of gear in case the gear is inadequate or breaks on the trip.

It is the responsibility of the Adventure Coordinator to maintain an equipment inventory, keep it in good condition, and purchase replacements as necessary.

Adventure Packets vs Adventure Forms

There are 2 different sets of printed materials that go home to parents at the same time:

1. Adventure Packets

This is an information packet for parents and students that tells all about the trip: location, dates, schedules, packing lists, expectations, etc. This packet goes home and stays home. We have mostly pre-prepared packets for our recurring Adventure trips, which just need to be updated each year, and we also have a generic blank packet which can be filled out:

Info packet template

[Adventure info packet- 6th grade Kearns](#)

[Adventure info packet- 7th grade Kearns](#)

[Adventure info packet- 8th grade Kearns](#)

Adventure info packet - 6th grade Magna

Adventure info packet - 7th grade Magna

[Adventure info packet - 8th grade Magna](#)

2. Adventure Forms

These are all the forms that must go home to parents and be returned to school. They contain all the required information and signatures, such as permission to attend, gear loan requests, medical information, and behavior contracts. A student will not be permitted to attend an Adventure Trip without their parent/guardian returning these signed and completed forms.

[Generic Adventure Forms](#)

When we receive these forms from parents, put them into a binder per grade and take the entire binder on the Adventure Trip. These forms have to be stored and preserved for 3 years after the trip. Therefore, at the end of the school year, these forms are taken out of the binder and stored in a filing cabinet maintained by the Adventure Coordinator.

Pre-Trip Student Medication Planning

If a student requires prescription medication to be administered or taken on the Adventure Trip, it is absolutely mandatory that the parent has completed and returned the "[Request for Giving Medication at School](#)" form (last page) at least 3 days prior to the trip to the front office, along with the actual medication. Only the office can directly receive medications, NOT the Adventure Coordinator.

Upon receipt of a form and medication, the office:

1. Make a copy of the form and give it to the Adventure Coordinator.
2. Places another copy of the form along with the student's medication in a bag.

If the Adventure Coordinator receives any medication forms directly from parents/students prior to the trip, they will deliver those forms to the front office.

Medication Log:

The Adventure Coordinator will use the [Medication Log](#) to track which students have medications and to log that students have taken their medications at the correct time. Names and medication info should be added to this log upon initial receipt of the student form from the front office.

The Adventure Coordinator can also add [Medical Notes](#) about student medical conditions on the appropriate tab.

Speak Up, Be Safe Presentation

As required by the School Board, all middle school students who go on Adventure must receive this presentation. It helps children and teens learn the skills to prevent and interrupt cycles of child abuse, including physical, emotional, sexual, neglect, bullying, and online dangers. The Adventure Coordinator may choose to give this training to all the middle school students at the same time in an assembly near the beginning of the year, or they may coordinate with the School Social Worker or Student Support Specialist to go into Crew at the beginning of the year to deliver this training.

If you need access to the curriculum, please contact the Director of HR & Compliance or your school administrators.

Meal Planning and Tracking

There are two different forms that need to be filled out and submitted to the kitchen before any trip:

1. The [Sack Lunch Order](#) is used to order pre-made sack lunches through the school kitchen, for students who request them on the first day. These lunches are typically eaten about halfway to the destination. Students may choose to bring their own lunch for that day instead. The kitchen needs to know how many lunches are needed, including whether any sack lunches should be included for attending adults.
2. The [Food Order](#) is used to order the food for all meals, starting with dinner on the first day of the trip, and ending with lunch on the last day of the trip. This food is ordered through the school kitchen. Breakfasts and lunches are required to fit the National Lunch Program (NSLP) requirements, so they will need to be planned collaboratively with the Kitchen Manager. Dinners do not fall under the National Lunch program, and therefore, you have more freedom in what can be served.

Timeline:

- **30 Days in advance:** Meet with the Kitchen Manager to determine NLSP-compliant meals and submit both the Sack Lunch Order Form and the Food Order Form to the Kitchen Manager.
- **1 week before the trip:** Reconfirmed meal numbers/food amounts with the Kitchen Manager in case any adjustments need to be made.
- **1 Day Prior to the trip:** Send an email to the Kitchen Manager to confirm the number of students in the grade who are **NOT** attending the Adventure Trip and will remain on campus.

Tracking Meals:

During the trip, the following forms should be used to track the breakfasts and lunches each student receives, and the forms will then be submitted to the kitchen upon return. The kitchen staff uses these submitted forms to charge students for breakfasts and lunches (the same as they would be charged if eating on campus).

1. A copy of the [Sack Lunch Order](#) should be used on the first day to help distribute the pre-made sack lunches and to record each student who receives a meal.
2. The [Meal Checklist](#) should be used to mark which students receive breakfast and lunch on all subsequent days.
3. A Production Form will be created by the kitchen team and given to the Adventure Coordinator at the same time as the food for the trip. This form must be completed by the Adventure Coordinator or their designee to track how much food is eaten at breakfast and lunch, used for another meal, thrown away, etc. This Production Form must be filled out after each breakfast and lunch (except for the first sack lunch meal) and given to the kitchen upon return to campus. We do not need to track dinner food or waste.

Other Snacks and Drinks:

The Adventure Coordinator should also take the following (typically purchase a week in advance):

- Snacks for students to eat during breaks between activities or for long hikes. Snacks can be ordered through the kitchen or bought separately by the Adventure Coordinator.
- Powdered Gatorade can be added to water bottles for hot days and/or long hikes. It is also used at Dinosaur National Monument to help mask the taste of the water there.
- Disposable water bottles are not recommended for general use in camp, on the bus, etc., but some should be taken to have extra water during and after long hikes.

Education Waivers/501c3

National Parks will allow entrance for free if you have an “Education Waiver”. Campsites are still a separate fee. To apply for an education waiver, you must search for the waiver by park. In order to get a waiver, you will need this proof of our [501c3 status](#).

[Dinosaur National Monument](#)

[Arches National Park educational waiver link](#)

[Zion National Park educational waiver link](#)

Go to the link, find the Education Waiver, fill out the form, and provide the write-up on the trip (use the examples below as needed). Email the form with the write-up and the 501c3 document to the National Park email. The National Park will then email back with a printout waiver, which all vehicles will need to display on their dashboard when driving in and out of the park.

☰ Example of write-up for academic waiver application - Arches

☰ Example of write-up for Academic Waiver application - Dinosaur National Monument

Parent Volunteers

Parents make the magic happen! The Adventure Coordinator is responsible for ensuring every overnight volunteer has completed the:

- **Livescan Background Check**
 - Form available from the front office or the Adventure Coordinator
 - It may take a few weeks—**encourage early completion!**
 - The Adventure Coordinator must ask the front office for background check results to ensure EVERY volunteer has passed the check. Background checks expire, so even if a volunteer expresses they have recently had one, you still must ensure that you have confirmation from the office of a current and valid, cleared background check.
- The [**pre-trip training**](#) and taken and passed the [**quiz**](#).
 - If you need administrative access to see who has taken and passed the quiz, please contact esther.blackwell@entheosacademy.org



During the Trip

Communication

The school has Star Link phones specifically to take on Adventure Trips, so that you will be able to stay in touch from anywhere. These are specifically so that if there is an emergency while in the wilderness, you are able to contact help, and also alert the school. Ensure these are taken on any excursions. The Adventure Coordinator is responsible for returning these to the office at the end of the trip.

Transportation

- **School Bus:** All participants (students, volunteers, and staff) must travel to and from the adventure trip using the school bus. Exceptions may be made by school administration for specific circumstances (e.g., students with disabilities or medical needs). Chaperones should be spread out across the bus to ensure adequate supervision.
- **Gas reimbursement:** This is not provided for individuals, except for instances where parents are towing a trailer for gear.
- **Traveling Separately:** The Adventure Coordinator should appoint 2 individuals to drive their own vehicles, which will serve as transport in the event of an emergency (eg, if a student needs to be evacuated). No others may drive a separate vehicle unless you give them approval (per exception). The following rules apply:
 - The driver must be licensed and have their Driver's License on file with Entheos.
 - Adhere to all state laws, including speed limits.
 - All passengers must remain seated with seat belts on while the vehicle is moving.
 - Hitchhiking is prohibited.
 - No smoking, vaping, or consumption of intoxicating substances.
 - The driver is responsible for any traffic violations or parking tickets; these must be reported to the Adventure Coordinator.
 - When stopping for gas, inspect the vehicle tires for safety.

Student Medication Protocols

Safety Kit: Each group must carry a complete first aid kit during hikes, drives, or activities.

Adult Oversight:

- The **Adventure Coordinator** or **Assistant Leader** will manage all student medications. Volunteers will not be placed in a position of responsibility over student medication, and should not give students any medication (such as ibuprofen).

- Only exception: if the student's **parent/guardian** is a trip volunteer, and then they may be responsible for their own child's medication.
- Students must be placed in groups with the adult responsible for their medication.

Return for Medical Reasons

If a student needs to return home due to illness or injury (physical or emotional), Entheos will assist with transportation when possible.

Student Behavior

Students must follow the [**Entheos Student Code of Conduct**](#) at all times during Adventure Trips. These trips are considered an extension of the school environment, and all behavioral expectations and consequences apply.

 Full Discipline Policy: [Click to View](#)

Violations & Consequences

- Serious or repeated misbehavior **WILL** result in **immediate evacuation** from the trip.
- Parents will be responsible for coordinating and covering the costs for student transport home.
- A follow-up meeting with the Director is required. Suspension or Expulsion may apply.

Meal Protocol During Trip

- Students clean up, **not cook**
- A Food Handler's Permit is required for those cooking meals
- Gloves are required for any serving

Overnight Protocols

Overnight Watch Policy:

For camping, at least two adults will be awake and stationed outside in a central area of the camp throughout the night for security and safety. They will periodically patrol the camp to check for any issues. Adults will rotate in two-hour shifts throughout the night. The Adventure Coordinator will ensure that supplies are available to maintain a campfire throughout the night for warmth.

Tents & Sleeping Arrangements

- **Gender Separation:** Campsites will have clear separation between boys' and girls' sleeping areas.
- **Tent Placement:** Adult tents will be placed between the boys' and girls' tents, and not within either of the student tent areas, ensuring clear boundaries for privacy.
- **Assigned Tents:** Students will be assigned individual tents to ensure privacy and comfort.
- **Adult and Student Sleeping Arrangements:** Adults will never share a tent or hotel room with students, unless it is a parent with their own child.
- **Separate Bedding:** Students must use their own bedding or sleeping bags, even when staying in hotels or motels.
- **Teacher Oversight:** Teachers are responsible for managing the layout of the campsite and ensuring appropriate behavior throughout the night.
- **Quiet Hours:** All students are expected to be in their tents by 10:00 PM to maintain quiet time. All participants are expected to respect quiet hours during the night to ensure a restful environment for everyone.
- **Tent Entry:** No one may enter another person's tent, except the **Adventure Coordinator** or their designee in case of emergency or necessary search. The **Adventure Coordinator/Designee** will announce their presence loudly before entering, and will have a 2nd adult with them as a witness.
- **Cabins with Stoves:** When using cabins with wood stoves, staff will orient students to fire safety exits and the location of fire extinguishers.

Check-Out Procedure

If, for some reason, a student has to leave the trip partway through the trip (such as the parents coming to get them due to a family emergency), the parent must sign out the student in the same manner that they would if checking their child out from school. The Adventure Coordinator will use the [Check-Out Form](#) so that Entheos can maintain the details of the check-out, including a parent/guardian signature. If this form is utilized during the trip, it will need to be handed in to the front office upon return from the trip.



Adventure Activities Protocols

Safety First

Do Not Allow:

- Tree climbing
- Playing in rivers (unless planned activity)
- Wandering from the group
- Horseplay during hiking or at camp

Cooking/Food

- **Supervision:** Stoves must be supervised by Entheos employees until student competency is demonstrated. Students are not allowed to cook food for others, as they do not have a food handler's permit.
- **Safety Zones:** Stoves must not be used near tents, and fuel must be stored outside tents, cabins, or teepees.
- **Open Flames:** Lighting or filling stoves near open flames is prohibited.
- **Ventilation:** Cooking must occur under well-ventilated tarps.
- **Never Leave Unattended:** Stoves or lanterns must never be left unattended once lit.
- **Water Treatment:** All water taken from the field for drinking must be treated or boiled.
- **Bear Protocol:** The Adventure Coordinator determines the bear protocol when camping in designated bear country.

Backpacking/Hiking

- **Point and Sweep:** The Adventure Coordinator will designate a Point and Sweep for group hikes to maintain close contact and ensure everyone stays together without the use of technical devices.
- **Rest Breaks:** All rest breaks should take place off the trail, allowing others to pass unimpeded.
- **Group Gear:** Each backpacking group must have access to a first aid kit, sufficient tents, cooking gear, food, and sleeping bags.
- **Navigational Equipment:** All hiking groups must have sufficient maps and staff skilled in map reading and navigation.
- **Weight Limits:** Students should not carry more than 40% of their body weight in a backpack. If a student has a medical condition, they may carry less weight.
- **Designated Trails:** All hiking must occur on established trails.

- **Group Hikes Only:** Students are not permitted to hike alone.

Stream Crossings

- **Safety Testing:** The Adventure Coordinator will test all potentially hazardous stream crossings.
- **Safety Limits:** No stream crossing should be higher than mid-thigh on the shortest participant.
- **Crossing Instructions:** Students will receive instructions on stream crossings at the first appropriate opportunity. They will not attempt a hazardous crossing without supervision.
- **Pack Safety:** Waist belts and sternum straps should be undone during stream crossings.
- **Proper Footwear:** Students must wear shoes when crossing streams.
- **Downstream Safety:** Staff should be stationed downstream as a precaution.
- **No Ropes:** Ropes should never be used in stream crossings. If a rope is necessary, the crossing is unsafe.

Rock Climbing

- **Instructor Approval:** Climbing instructors, staff, and contractors must be approved by the Adventure Coordinator.
- **Safety Gear:** Helmets must be worn by all individuals during climbing or rappelling.
- **No Leading:** Students will not lead climbs.
Safety Belay: A safety belay will be used for all student rappels.
- **Climbing Briefing:** Climbing rules, procedures, and signals will be reviewed with participants before each climbing day.
- **Site Reconnaissance:** The Adventure Coordinator will clear all climbing areas before students climb.
- **Emergency Gear:** The Adventure Coordinator will ensure appropriate emergency gear is available.
- **Equipment Checks:** Harnesses, knots, and carabiners will be checked before every climb.
- **Instructor Ratio:** The Adventure Coordinator will ensure an adequate instructor-to-student ratio.
- **Belayer Backup:** All student belayers will have a backup belayer/rope handler on the first climbing day.

- **Local Expertise:** At least one Entheos employee familiar with the climbing site must be present during the session.

Bouldering

- **Supervised Bouldering:** Students must never boulder alone.
- **Bouldering Approval:** Bouldering must be approved by the Adventure Coordinator and supervised by a staff member.
- **Safe Spotting:** Bouldering will not exceed safe spotting limits, and students will be briefed on proper techniques.
- **Helmet Requirement:** All students and adults must wear helmets while bouldering.

Boating, Swimming, and Water Activities

- **Lifejackets:** Lifejackets must be worn at all times on the water by both students and leaders.
- **Appropriate Footwear:** Suitable shoes must be worn at all times, on or off the water.
- **Rain Jackets:** When necessary, rain jackets should be worn under life jackets. Hoods should be removed in rapids.
- **No Diving or Cliff Jumping:** Diving or cliff jumping is not allowed.
- **Swimming Permission:** Swimming is not allowed without a lifejacket unless the Adventure Coordinator gives prior permission.

Winter Activities/Conditions

- **Minimum Temperature:** Students should not be taken on trips if the temperature is below 15°F.
- **If Temperature Drops:** If the temperature drops below 15°F during the trip, the Adventure Coordinator will attempt to end the trip and return safely as soon as possible.
- **Prohibited Activities:** Entheos students will not travel on glacier ice or mountain snowfields.



Emergency Response Protocols

General First Steps:

1. Try to remain calm and survey the situation.
2. Decide exactly what steps to take before acting.
3. Remove the victim and all other persons from exposure to further danger.
4. Perform necessary rescue or first aid.

Determine Type of Emergency:

CRITICAL MEDICAL, REQUIRING OUTSIDE SUPPORT

Examples: medical emergency like chest pain, diabetic coma, possibility of permanent disability or disfigurement, head or spinal injuries, or crime.

CRITICAL MEDICAL, REQUIRING OUTSIDE SUPPORT		
Examples: medical emergency like chest pain, diabetic coma, possibility of permanent disability or disfigurement, head or spinal injuries, or crime.		
Step 1	Adventure Coordinator or Senior individual on-hand gains control of the situation and administers any emergency first aid measures.	
Step 2	Complete “Accident/Incident Report Form.”	
Step 3	Determine whether it is safe/feasible to transport the individual, or whether emergency services need to be brought in. Do not attempt to move the individual if moving them could make their emergency worse, unless their location puts them in imminent danger.	
Step 4	A. Adventure Coordinator or Senior Individual on-hand (preferably an employee), transports the individual to emergency care.	B. If unable to safely move the individual, send a runner with the “Accident/Incident Report Form” to contact emergency services. Continue to care for the individual until emergency services arrive.
Step 5	Ensure that the next senior adult is put in charge of other students while you are taking care of the emergency.	
Step 6	As soon as able, use the call-down list to notify the school until you reach someone. The school representative may direct the senior individual on site to directly contact the parents, or the school representative may choose to do that themselves.	

NON-CRITICAL MEDICAL, DOES NOT REQUIRE OUTSIDE SUPPORT

Examples: minor injury requiring minimal first aid.

Step 1	Adventure Coordinator or Senior individual on-hand gains control of the situation and administers any emergency first aid measures.
Step 2	Complete “Accident/Incident Report Form.”
Step 3	Ensure that the next senior adult is put in charge of other students while you are taking care of the emergency.
Step 4	Upon return to the school, turn in the Accident report form to the office. The Adventure Coordinator will review minor first aid with parents if necessary.

<h2 style="text-align: center;">LOST GROUP MEMBER</h2>		
Step 1	<p>Adventure Coordinator or senior adult on-hand initiates a search from the point last seen:</p> <ol style="list-style-type: none"> a. Search groups must be in 2s (senior adult will determine if it is safe for students to assist with search, and will ensure continued supervision of the rest of the students) b. Ensure 2 people remain at the point last seen, and that you specify meeting times and places with all search members. 	
Step 2	<p>If not found within 1 hour and you have cell service, the senior adult will:</p> <ol style="list-style-type: none"> 1. Contact the Sheriff's Department by calling 911. 2. Contact the school through the call-down list. 	<p>If unable to make contact from your location, send a runner with information on:</p> <ul style="list-style-type: none"> • Location • Missing Persons Description <ul style="list-style-type: none"> ◦ Name ◦ Age ◦ Clothing ◦ Physical appearance • Information about the incident <p>Also, direct them to contact the school through the call-down list.</p>
Step 4	<p>The school will notify the family of the situation.</p>	

VEHICLE ACCIDENT	
Step 1	Stop immediately in the next safe area.
Step 2	Assess the situation and if there are injuries, administer first aid and have someone call 911 for help
Step 3	<p>Write down:</p> <ul style="list-style-type: none"> • Names of addresses, and phone numbers of all witnesses and riders. • License plate numbers of all vehicles involved and other vehicles in the vicinity.
Step 4	No Entheos representative should discuss the accident with anyone except the police, the insurance company, and school administrators/office personnel.
Step 5	<p>Contact Entheos through the call-down list.</p> <p>Contact the Adventure Coordinator if not with you.</p> <p>Contact the insurance company.</p>
Step 6	The school will notify families of the situation as necessary.



Communication Responsibilities

Responsibility of all Participating Adults

Immediately notify the Adventure Coordinator of any of the following:

1. An accident, illness, or death of a participant.
2. An unscheduled loss of contact with a participant for more than 30 minutes.
3. Any behavioral incident.
4. Any crimes, suspected criminal behavior, or inappropriate/unethical behavior towards or involving any participants.

Adult participants should not speak with the media.

Responsibility of Adventure Coordinator*

*This responsibility passes to the Assistant Leader if the Adventure Coordinator is unable/does not fulfill this role

- The Adventure Coordinator is responsible for notifying the School Director of any emergency or potential emergency - serious injury, crime, missing student, serious behavioral issues, death, etc, through the call-down list.
- The Adventure Coordinator is also responsible for reporting the incident as soon as possible to the local Sheriff (unless the Sheriff was already notified by field staff).
- The Adventure Coordinator will refer all outside requests for information to the School Director

Responsibility of the School Director

- The School Director is responsible for contacting the Executive Director.
- The Executive Director will serve as the spokesperson on the issue.
- In the Executive Director's absence, the School Director will take this role.
- The School Director will provide all information to the Entheos Insurance Company as appropriate.

Information-Sharing Restrictions for all Parties

- No one, including the spokesperson, will release any information identifying responsibility for an incident/accident without first consulting legal counsel.
- Criticism of conduct, program policy, or equipment may not be made public without legal counsel.
- No information regarding the nature of the incident is released prior to legal consultation and medical confirmation.
- Names of victims should never be revealed prior to legal advice and notification of next of kin.

Emergency Call-Down List

The personal contact information shared here must absolutely not be saved or used by anyone other than for the emergency purposes described in this Risk Management Plan.

This call-down procedure must be initiated as soon as possible in the event of an emergency.

1. **If you are not with the Adventure Coordinator, contact your Adventure Coordinator at:**
 - a. **Kearns Adventure Phone: 385-598-0575**
 - b. **Magna Adventure Phone: 385-598-0690**
2. **The Adventure Coordinator or the next responsible adult will contact the school:**
 - a. **During school hours**, contact the school through the office phone at:
 - i. **Kearns Office: (801) 417-5444**
 - ii. **Magna Office: (801) 250-5233**
 - b. **After school hours** or if unable to get through to the office, call down the following list until you reach someone:
 - i. **School Director:**
 1. **Kearns Director (Denise Mathews): 801 558 4500**
 2. **Magna Director (Jason Bennion): 801 674 8616**
 - ii. **Executive Director (Esther Blackwell): 801 301 7847**
 - iii. **Director of HR and Compliance (Sue Talmadge): 801 889 7262**
 - iv. **Board Chair (Rod Eichelberger): 801 815 6406**

Accident/Incident Form

- An accident/incident form must be filled out as soon as time allows.
- Witnesses (adults if possible), must write personal reports detailing as clearly and precisely what happened. These must be sent to the office as soon as possible.



ENTHEOS ACADEMY

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MISSING PERSON REPORT

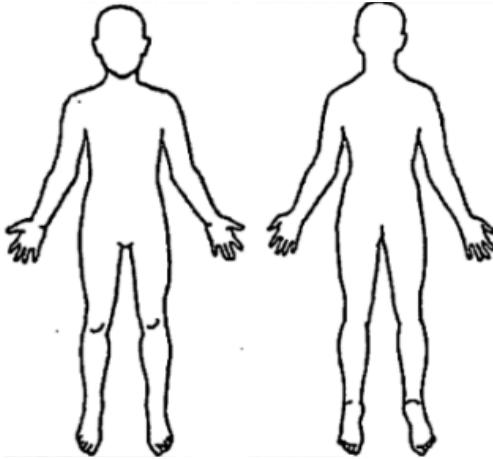
Missing Person's Full Name:		Missing Person's nickname/used name:	
Age:	Race:	Height:	Sex:
Build:	Hair Color:	Eye Color:	Unique Marks:
Pants:	Coat:	Shirt:	Footwear:
LAST SEEN:	Date:	Time:	Place:
Last Seen By:	Expected Mode of Travel:	Possible Destination:	
PERSONAL INFORMATION			
Medical Concerns?:	Mental Health/ Suicidality?:	Substance Abuse?:	Runaway/Hitchhiking?:
Criminal Concerns?:	Bullying Concerns?:	Discipline Concerns?:	Other:
CONTACT INFORMATION			
Name of Person Completing this Form:	Contact Info:		
Names of the next of kin of the missing person:	Contact Info:		
Name of Adventure Coordinator:	Contact Info:		



ENTHEOS ACADEMY

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ACCIDENT/INCIDENT FORM

Name of injured person:	Grade/Position:	<input type="checkbox"/> Male <input type="checkbox"/> Female
Date of Injury:	Time of Injury:	Location/Setting in which Injury Occurred:
First Aid Given: <input type="checkbox"/> Ice <input type="checkbox"/> Washed Wound <input type="checkbox"/> Kept immobile <input type="checkbox"/> Stopped Bleeding <input type="checkbox"/> Applied splint <input type="checkbox"/> Applied Dressing <input type="checkbox"/> Other (describe): <input type="checkbox"/> Medication given(describe):		
Injury Location: 	Type of Injuries Observed/Suspected: <input type="checkbox"/> Laceration/Abrasion <input type="checkbox"/> Dislocation <input type="checkbox"/> Fracture <input type="checkbox"/> Gunshot <input type="checkbox"/> Bite <input type="checkbox"/> Concussion <input type="checkbox"/> Bruise/Contusion <input type="checkbox"/> Sprain/Strain <input type="checkbox"/> Burn <input type="checkbox"/> Other (please describe):	
Explanation of Incident:		
Name of Person Filing Report:	Phone # of Person Filing Report:	



Returning to Campus

- Aim to return **before school ends**
- All gear must be **unloaded and returned. Any coolers borrowed from the kitchen MUST be wiped down before returning**
- Students remain with their trip teachers for the rest of the day
- If a late return is expected, **communicate clearly in advance**
- Return the copy of the student Check-Out form to the front office, if any students were checked in or out during the trip

Gear Storage

- Return all borrowed items.
- Ensure gear is put away tidily in designated storage areas.
- Maintain an inventory checklist and re-order/replace broken or missing items.

6205 OVERNIGHT FIELDWORK EXCURSIONS

Purpose

“The world is our classroom” is a reality at Entheos, where the use of natural and community settings allows learning to extend beyond the confines of school walls. “We believe outdoor adventure helps participants learn teamwork, courage, craftsmanship, perseverance, and compassion while discovering they can accomplish more than they thought possible.” The Entheos Academy Board supports students’ academic and physical development through safe hands-on fieldwork, including overnight fieldwork excursions. All fieldwork will support the vision and purpose of the Entheos Academy charter and comply with Utah State Education guidelines.

Policy

Overnight fieldwork is subject to the same rules and protocols as other fieldwork, as well as additional protocols as outlined. If there is a conflict between the regular fieldwork and overnight fieldwork protocols, the overnight protocol will take precedence.

Overnight trips must fall within the following guidelines:

I. Middle School Students

Without special permission from the Entheos Board, overnight trips will adhere to the following guidelines:

- 6th Grade - one trip not to exceed 2 nights per school year
- 7th Grade – one trip of 3 nights maximum per school year
- 8th Grade – two trips per school year, one of which is 3 nights maximum, one of which is 4 nights maximum.

Each grade is not obligated to take this many trips or this many nights away from home; however, additional nights will require Entheos Board approval.

II. Upper Elementary (4th –5th) Students

As a general rule, upper elementary (4th and 5th grade students) do not have overnight trips. In unusual circumstances where there is a rare, clear, and compelling educational opportunity present, an overnight trip may be proposed during the year by the teachers to the school director. Final approval from the board is required in such instances.

III. Lower Elementary (K–3rd) Students

May have day trips only. The distance from the school should be reasonable.

IV. Basic Safety during Campouts and Overnight Fieldwork

District Administration will develop safety protocols that shall be rigorously adhered to on all overnight excursions and fieldwork. Protocols will include

- A. The Adventure Coordinator will be trained by the board or by a Board-designated person.
- B. The Adventure Coordinator will conduct training for those going on camping trips, and the rules will be strictly enforced.
- C. A 6:1 student-to-adult ratio shall be observed on all camping trips. At least two adults will accompany groups on every activity. An adult will never be alone with an individual student, with the exception of a parent and their child.
- D. Siblings or staff members' children who are not students in the participating grade will not be allowed on overnight fieldwork. Exceptions for extenuating circumstances may be made at the director's discretion. In such cases, a separate caregiver must be present for the duration of the trip.
- E. If sharing a bed, each child will sleep in their own separate bedding or sleeping bag, even in hotel or motel accommodations. Adults will never share a tent or hotel room with a student, with the exception of a parent and their child.
- F. Opposite gender camps shall be clearly separated. To the extent possible, adult tents will be positioned between the boys' and girls' camps, and no adult tents will be located within either of the student tent areas.
- G. Parents and students will receive and return to Entheos a signed agreement to abide by the safety rules. Public school rules related to alcohol, tobacco, drugs, and weapons for both adults and students apply in all aspects of the trip, including while in transport and at all fieldwork locations. As part of this agreement, parents accept the responsibility to transport their child home if a rule is broken.
- H. Overnight Watch Policy: At least two adults will be awake and stationed outside in a central area of the camp throughout the night for security and safety. They will periodically patrol the camp to check for any issues.. Adults will rotate in two-hour shifts throughout the night.
- I. Speak Up Be Safe training will be presented at least once a year prior to all campouts and overnight trips.
- J. Emergency response and reporting protocols will be followed.
- K. Student injury response and reporting protocols will be followed.
- L. High-risk activity-specific protocols, including but not limited to rock climbing, stream crossing, water activities, hiking, backpacking, and all winter and ice activities, will be followed.
- M. Vehicle and Transportation safety protocols will be followed.
- N. Students, chaperones, and staff participating in overnight trips are required to travel with the school on the bus at all times (unless using a vehicle to help transport gear, or driving a vehicle

to be used for emergency situations). Students cannot be transported separately by parents or guardians. Exceptions may be made by the school administration. Examples: students with disabilities or significant medical needs.

- O. The Adventure Coordinator is also expected to travel with the students on the bus.

V. No Touch Policy During Campouts and Overnight Fieldwork

Romantic touching of any kind will not be tolerated and is subject to disciplinary action, including, but not limited to, increased teacher oversight on the excursion and being sent home at parents' expense.

VI. Campout Costs

- 1. The School must stay within the budget allocated for the experience. The School will provide necessary equipment if a student (and family) cannot do so.

VII. Student Participation Requirements

Overnight trips are intended to provide direct, rare, and compelling educational experiences. Consequently, the School hopes to have all students participate. However, in situations where parents prefer not to have their child participate in overnight trips, such participation is not required, and students will not be penalized for failure to attend.

The school will provide the opportunity for students to complete assignments of an equivalent nature (to the extent possible) for those unable to attend the overnight experiences. Under circumstances of non-participation, the school is not responsible for any missed experiences that the students forgo for having elected not to attend.

VII. Parent Participation

All eligible parents/guardians are welcome on all campouts and overnight trips, but are required to attend training prior to the trip to review rules and regulations. There shall be strict enforcement of rules on all camping and overnight trips. The Entheos Academy background check policy will apply to all parent/guardian volunteers. All overnight fieldwork volunteers will be required to pass a full BCI/Rapback background check. Entheos will bear the cost of the background check for volunteers.

Entheos reserves the right to refuse the participation of any person causing disruption to the learning experience at any time.

6204 FIELDWORK POLICY AND PROTOCOL

Purpose

Entheos Academy board supports students' academic development through safe hands-on fieldwork. All fieldwork will support the vision and purpose of the Entheos Academy charter and comply with Utah State Education guidelines and outlined protocols for optimal participant safety.

Definitions

Fieldwork is defined as work done off-campus in pursuit of classroom projects. Fieldwork may include library research, interviews, and specimen collection.

Policy

A note will be sent home to parents/guardians describing the fieldwork excursion's date, time, location, and purpose no later than one week prior to the excursion. A permission form will be required each time students leave campus for a school-sponsored activity.

Protocol

I. Transportation

- A. When students leave campus for any school-sponsored activity; not within walking distance, the ideal mode of transportation is via school bus. Students may not be transported by volunteers.
- B. Adult supervision is required throughout the bus. Teachers and volunteers will disperse themselves among the students. Students must stay seated on the bus and follow the same school rules and guidelines expected of them in school. Disciplinary action will be taken if a school rule is broken during a fieldwork excursion. Before every departure, whether from school, a fieldwork site, or en route, the teacher or volunteer will ensure each student is safely boarded by performing roll call by name.

II. Behavior/Safety

- A. To help with supervision, teachers and volunteers will each be responsible for a specific, small/manageable group of students, with a ratio of one adult per six students. Volunteers and staff are required to follow the fieldwork schedule of activities. Each student will stay with their assigned group and adult for the entire outing.
- B. Adults must respect students' privacy and intrude only to the extent that health and

safety require. Adults must protect their own privacy in similar situations. Examples include swimming, scuba diving, etc.

- C. Students must understand that each adult volunteer who accompanies their class is an authority figure responsible for ensuring rules are being followed and that students are being kept safe and conducting themselves respectfully.
- D. Each teacher will establish a short list of rules and expectations that instruct students to conduct themselves respectfully and responsibly wherever they visit, from visiting a museum to hiking in the mountains. These guidelines should be reviewed with students EACH time they leave the school for an outing.
- E. Staff is required to check for any medical conditions and/or medications before departing on a fieldwork excursion.
- F. A first aid kit must accompany a teacher/volunteer on any fieldwork excursion.
- G. In the event of an emergency, teachers or volunteers must call Entheos administration as soon as possible. If it is a life-or-death situation, call 911 before calling the school. Do not call any parents from the emergency site. All calls to parents must be made by an Entheos administrator, board member, or those staff instructed by such persons.
- H. Also, all media must be directed to the Campus or Executive Director. Staff may speak with the media about the incident at the discretion of the Campus and Executive Directors. Student privacy should be maintained in all media inquiry situations.

III. Parent Participation

- A. All eligible parents/guardians are welcome on all fieldwork outings. If the maximum number of volunteers has already been met, and there is no allowance for more in the budget, parents/guardians will be responsible for their own transportation and the cost of their admission (if applicable).
- B. All parents/guardians participating in fieldwork must not be a distraction and should not take their child, or any child, away from the group. Leaving the group for any reason is not allowed.

REF: [Chaperone Guidelines](#)



State of the School Report

Board Retreat, 2025

Igniting Curiosity at Entheos Academy



Dr. Seuss Day at Entheos Academy with our incredible librarians!



One Vision, Two Campuses: Libraries Lighting the Way

This year, our libraries have truly been lighting the way for learning across both campuses. With the arrival of a new librarian- Charlene Pututau at our Magna campus and a strong collaboration with our seasoned librarian at Kearns-Tanielle McDaniel, we've seen a shared vision come to life—ensuring our libraries are dynamic centers that ignite curiosity and inspire a lifelong love of reading.

Through engaging events like *Dr. Seuss Day* and friendly reading competitions, students are drawn into joyful learning experiences that sparked imagination and built literacy skills. These efforts are key to our School Work Plan, helping improve reading outcomes while nurturing a culture of exploration.

We look forward to seeing the improvements in our libraries over the summer, as Charlene and Tanielle put in extra hours to make these spaces even more magical! Together, our librarians are not just organizing books—they're lighting a path forward for every student, one story at a time.



Magna and Kearns libraries ready for Book Fair!



Thoroughly Reviewed, Fully Aligned; Compliance Visits Galore

This school year brought a heavy lift in the form of multiple state and federal monitoring visits—a critical part of ensuring our programs are compliant, well-managed, and serving students effectively. In a single year, we successfully completed **Special Education Fiscal Monitoring**, **Title I Fiscal and Programmatic Monitoring**, and **Title III Fiscal and Programmatic Monitoring**.

Each of these reviews requires intensive preparation, including gathering extensive documentation, coordinating employee and administrator interviews, preparing financial records, and hosting detailed site visits. It was a demanding process, but one our team approached with professionalism, precision, and pride.

Thanks to the **dedicated efforts of our school leadership and staff**, and with the support of **Red Apple**, our Business Management partner, we were able to provide all required documentation and information in a timely and organized manner. Each area of monitoring resulted in **only minor findings** (such as a couple of minor policy needs), all of which were addressed swiftly and effectively—demonstrating our commitment to **full compliance and responsible stewardship of public resources**.

We are proud of the collaborative effort across departments and campuses that made this possible. Successfully managing these reviews highlights the strength of our operational systems and our shared dedication to ensuring Entheos remains a school community of integrity, accountability, and excellence.

Growing Our Own

Paraprofessionals Becoming Top Quality Teachers

For several years, Entheos Academy has proudly participated in the **Grow Your Own Educator** program—an initiative that empowers our paraprofessionals to become licensed teachers. This effort has become a vital part of our long-term strategy to cultivate talented, mission-aligned educators from within our own school community.



Over the years, many of our paraprofessionals have successfully transitioned into full-time teaching roles, where they continue to excel and make a meaningful impact. Their deep understanding of our students, culture, and values has made them especially effective in the classroom.

Even more team members are currently in the pipeline—actively enrolled in teacher preparation programs and moving steadily toward licensure.

We are proud of the dedication these individuals show, not only to their own growth but to the future of Entheos. By growing our own educators, we're investing in sustainable excellence and ensuring that our classrooms are led by those who know and love our students best.

To illustrate how much this impacts our educators, please see below:



Entheos Teachers who have achieved licensure/ are finishing licensure through the Grow Your Own funding: Jenna Marshall (K), Aileen Zendejas (1), Marsha Peirce (4), Heather Towle (4), Haylee Ashworth (SpEd), Aysia Holteltz (1). Heather Pentico (2). Taylor Cooper (M.S. ELA), Tani Leavitt (SpEd), Alicia Seeley (Discovery).



ENTHEOS ACADEMY

EXCELLENCE • SERVICE • LEADERSHIP



Entheos educators who are currently participating in the Grow Your Own initiative, or have participated in the initiative: Joshlynn Tonge (Para), Jaidee McDaniel (Para), Norma Lopez (Para), Nicole Rich (Music Specialist), Alexis Winn (Para), Erin Rosskelley (Para), Carla Latta (Para), Titli Dey (Para).



Applicants for Cohort 4 of the Grow Your Own Program, which we hope to receive for the upcoming year: Chris Stanfill (Para), Alicia Laird (Para), Angelique Thomas (Para), Mckenna Johnson (Para).



From Students to Staff: Entheos Alumni Return to Give Back

Years after walking the halls as students, a growing number of Entheos alumni are returning—not as visitors, but as dedicated employees. They’re stepping into classrooms, leading activities, and supporting students with the same care and purpose they once received. Their return is more than a career choice; it’s a powerful reflection of the belonging and impact they experienced during their time as students.

This trend is a testament to the strength to the power of the Crew at Entheos. Former students often say that it was the relationships, values, and support they received that made them want to come back and give the same to others.

These returning alumni bring with them not only institutional knowledge, but a unique perspective that deepens the culture of the school. They understand firsthand what it means to be part of the Entheos community—and now they’re helping shape it for the next generation.

This cycle of students becoming leaders within the very environment that shaped them is a clear sign that Entheos is not just a school, but a lasting home for learning, growth, and belonging.



Former Entheos students who have worked at Entheos this past year, or who are joining us for the upcoming year: Mckenna Johnson, Kylie Towle, Jaidee McDaniel, Stephanie Carillo, Liberty Patterson, Emma Mendisabal, Angelique Thomas, Mason Baker. Additionally, not pictured: Arianna Foutz and Emily Alarcon-Patricio.



On a Mission to Learn

Conferences Fuel Professional Growth

At Entheos Academy, we understand that exceptional teaching is a journey of continuous growth. That's why we prioritize **ongoing professional development** as a vital investment in both educator effectiveness and student achievement.

Research consistently shows that high-quality professional learning improves teacher practice, increases job satisfaction, and ultimately leads to stronger student outcomes. A report by the Learning Policy Institute found that sustained, content-focused professional development can lead to **significant gains in student achievement** when compared to traditional, one-off training sessions.¹ At the same time, when educators feel supported in their growth, they are more likely to stay in the profession, reducing turnover and preserving school culture.

This year, Entheos invested in meaningful learning opportunities by sending educators to several respected conferences, including:

- **EL Education National Conference**, where we explored deeper learning practices and student-engaged assessment and the value of our connection to Expeditionary Learning
- **LitCon**, focused on evidence-based literacy instruction across K-12
- **Council for Exceptional Children (CEC) Conference**, centered on best practices for supporting students with diverse learning needs
- **Innovative Schools Summit** (coming this summer), which brings together forward-thinking educators to explore innovation in school leadership, behavior support, and instruction

These experiences don't just benefit the attendees—they enrich our entire school community. Educators return with fresh perspectives, research-based strategies, and renewed enthusiasm that they share with colleagues, infusing their teams and classrooms with new energy and ideas.



As we reflect on the progress made this year, we remain committed to nurturing a professional culture that values learning at every level. After all, when we invest in the growth of our educators, we're ultimately investing in the growth of our students.



Deb Ivie (Board Member), Esther Blackwell (Executive Director), Denise Mathews (Kearns Director), and Jason Bennion (Magna Director), attending EL National Conference.

¹ Source: Darling-Hammond, Hyler, & Gardner (2017), “Effective Teacher Professional Development,” Learning Policy Institute. Read the full report [here](#).

Academic Achievement

Academic Achievement in Grades 3-8

As the school year wraps up, school communities eagerly await the results of end-of-year state testing—a key moment that reflects the collective effort of students, teachers, and staff. After months of dedication, it's natural to want to see how that hard work translates into academic performance. Many factors can influence testing outcomes, including the challenges faced by new teachers and fluctuating student attendance.

While English Language Arts (ELA) RISE scores, as well as Math and Science RISE growth data, won't be available until the fall, we are encouraged by our preliminary proficiency scores in Science and Math, which show a small but meaningful increase. This progress is a positive sign and a testament to the

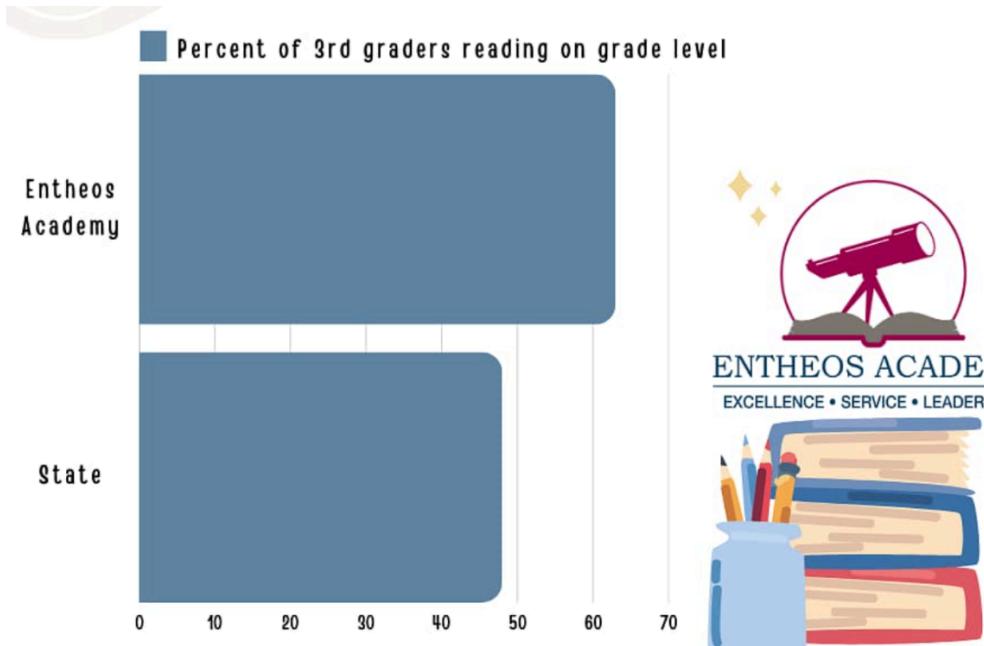


ongoing commitment of our educators and students. We look forward to continuing this momentum into the next school year.

ENTHEOS DISTRICT PRELIMINARY RISE PROFICIENCY		
	2023-24	2024-25
ELA	30%	N/A
Science	35%	38%
Math	25%	28%

Continued Strength in Early Learning!

One major highlight we discovered mid-year was how our 3rd grade “Reading On Grade Level” scores compared to state and local benchmarks. Statewide, only 48.1% of 3rd graders were reading on grade level, but at Entheos, 63% of our students met that mark. In comparison, Granite District scored 40.7% and Jordan District came in at 49.8%. Even more exciting, Entheos significantly outperformed every other nearby charter school—an achievement we’re incredibly proud of!



We continue to see very strong results in early learning among our K-3 students, with consistent growth in both reading and math. These foundational years are critical, and the progress our youngest



learners are making is a reflection of high-quality instruction and targeted interventions. Notably, we're also seeing the continued payoff of introducing all-day kindergarten two years ago—an important step that has given our youngest students more time to build early literacy and numeracy skills in a supportive, structured environment. Early gains made in kindergarten are clearly carrying through the primary grades, setting students up for long-term academic success.

