

Entheos Academy Emergency Response Plan (ERP)

1. Purpose

The purpose of this ERP is to ensure a comprehensive, legally compliant plan for responding to emergencies, protecting the safety and well-being of students, staff, and visitors. The plan establishes clear roles and procedures for administrators and staff during any emergency.

This plan:

- Fulfills Utah state requirements for school emergency preparedness (Utah Code §53G-8-701, §53G-8-702).
 - Incorporates the **ILoveYouGuys School Safety Response Protocol (SRP)** framework, ensuring consistent language, communications, and emergency actions.
 - Uses ILYGU terminology for:
 - **Rapid communication protocols** between administrators, staff, and local emergency services.
 - **Clear, pre-scripted messages** to parents, staff, and students.
 - Ensures a consistent approach to training, drills, and communication.
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2. Emergency Planning Committee

Required Members

- Executive Director
- School Administrator / Principal
- School Safety & Security Specialist

- Local law enforcement liaison

Suggested / Optional Members

- Office Manager
- Maintenance/Custodian
- Student Support Specialist / Counselor
- Teachers

Responsibilities

- Develop, review, and update the ERP annually.
 - Conduct **ILoveYouGuys-compliant drills** for fire, lockdown, shelter-in-place, evacuation, and other emergencies.
 - Ensure procedures are in place for students and staff with disabilities and non-English speakers.
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3. Scenarios & Procedures

3.1 Medical Emergencies

Examples: serious injury, illness, head injury, loss of consciousness.

- Assess and provide immediate assistance within training limits
- Call 911 for any student who loses consciousness (unless pre-existing medical plan specifies otherwise)
- Prevent condition from worsening; maximize comfort
- Notify parents/guardians immediately
- Arrange transport to a physician or hospital if needed

- Administrators coordinate staff to maintain supervision of other students

3.2 Fire

- Activate fire alarms.
- Evacuate via predetermined routes to **ILoveYouGuys assembly areas**.
- Teachers account for students and report status.
- Administrator notifies emergency services and parents using ILYGU templates.

3.3 Earthquake

- Assume defensive positions under desks or against walls.
- Avoid windows and falling objects.
- Evacuate when safe; assemble at ILYGU-designated locations.
- Administrator coordinates communication with authorities and parents.

3.4 Severe Weather / Environmental Hazards

- Move students/staff to interior safe areas.
- Account for everyone.
- Monitor official alerts; follow guidance from authorities.
- Administrator signals all-clear.

3.5 Lockdown / Active Intruder

- Administrator initiates lockdown.
- Lock doors, cover windows, turn off lights.
- Keep students low and away from windows/doors.

- Only use phones to communicate with administrators or emergency services per ILYGU protocol.
- Resume normal activity only after administrator issues all-clear.

3.6 Shelter-in-Place

- Lock exterior doors; shut off ventilation if needed.
- Move students/staff to nearest safe area.
- Account for all.
- Continue instruction if safe.

3.7 Natural Gas Leak

- Evacuate immediately to safe distance.
- Administrator shuts off gas if custodian unavailable.
- Notify utility, fire, and police.
- Account for all students/staff.

3.8 Chemical / Biological Incident

- Initiate Shelter-in-Place.
- Seal doors and vents.
- Call 911.
- Evacuate only if directed by trained personnel, using assembly areas upwind of contamination.

3.9 Hostage Situation

- Call 911 immediately.

- Take cover; avoid confrontation.
- Secure students in classrooms.
- Only release students per law enforcement instructions.
- Administrator coordinates all communication with staff, parents, and media using ILYGU protocol.

3.10 Suicide / Self-Harm

- Verify immediate danger.
- Call 911 if needed.
- Notify administrators and **parents/guardians immediately**.
- Isolate student safely; never leave alone.
- Provide counseling and post-incident support.

3.11 Civil Disturbance

- Secure students in classrooms.
- Notify law enforcement.
- Administrator coordinates communication with staff, students, and parents using ILYGU messaging templates.

3.12 Power Outage

- Contact utility provider.
- Administrator decides whether to continue school day or dismiss.
- Maintain student supervision and safety.

3.13 Phone Threat

- Remain calm; gather all information.
 - Alert administrator discreetly to call 911.
 - Follow administrator instructions for evacuation, lockdown, or communication.
 - Use ILYGU templates to notify staff and parents.
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4. Communication & Parent Notification

- Use **ILoveYouGuys standard protocols** for all communication:
 - Pre-scripted, approved messages for parents/guardians.
 - Rapid internal communication for staff via email, text, or messaging system.
 - Only authorized personnel communicate with media; all inquiries referred to administrator.
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5. Drills & Training

- Conduct **monthly fire drills** and at least one drill for other emergencies each year using ILYGU SRP procedures.
 - Debrief after each drill for feedback and plan improvements.
 - Annual staff training on ERP updates and ILYGU scenario procedures.
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6. Legal Compliance

- Compliant with Utah Code §§ 53G-8-701 through 53G-8-704.
- Meets ILoveYouGuys Safe School SRP standards.

- Includes designated School Safety & Security Specialist and coordination with law enforcement, fire/EMS, and emergency management.
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ENTHEOS ACADEMY

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3114 HOTLINE COMPLAINTS: PROCESS FOR REPORTING VIOLATIONS OF STATUTE AND BOARD RULE

Purpose

The purpose of this policy is to ensure the Local Education Agency (LEA) complies with Utah Administrative Rule R277-123-7(5) and (6) by establishing clear board expectations for responding to, documenting, resolving, and reporting hotline complaints.

Policy

The LEA shall respond to and resolve all hotline complaints in a timely, documented, and lawful manner, consistent with Rule R277-123-7(5) and (6). The LEA shall also ensure that matters not appropriate for the hotline process are directed to and resolved through the LEA's adopted Grievance Policy.

I. Scope and Distinction Between Processes

A. Hotline Complaints

1. Hotline complaints are limited to concerns alleging violations of state statute or Utah State Board of Education rule — including, but not limited to, misuse of public funds, prohibited discriminatory practices, failure to comply with mandatory state or Board requirements, or other serious legal or ethical violations — that are submitted through the public education hotline, a local education hotline, or referred to the LEA by the Utah State Board of Education Internal Audit Department (IAD).

B. Grievances

1. Concerns that do not allege violations of statute or Board rule — including disputes related to local policy implementation, instructional decisions, personnel matters, student discipline, or school-level concerns — shall be addressed through the LEA's Grievance Policy, not through the hotline process.
2. The hotline process shall not be used to bypass or replace established grievance procedures.

II. Response to Hotline Complaints (R277-123-7(5))

3114 Hotline Complaints: Process for Reporting Violations of Statute and Board Rule

- A. When the LEA receives a hotline complaint, either directly or through referral from the IAD, the LEA shall:
 - 1. Make good-faith efforts to contact the complainant when contact information is available, including a minimum of two documented contact attempts;
 - 2. Document each contact attempt, including the LEA personnel involved, method of contact, date, and outcome; and
 - 3. Investigate the complaint in a manner consistent with due process, applicable law, and LEA policy.
- III. Resolution and Reporting (R277-123-7(6))
 - A. The LEA shall resolve hotline complaints and report to the IAD in accordance with required timelines, including:
 - 1. Submission of a written summary of investigation status or resolution within 45 calendar days of an IAD referral;
 - 2. Submission of a written summary within 14 calendar days for complaints involving prohibited discriminatory practices, training, or submissions, unless otherwise directed by the IAD; and
 - 3. Provision of written status updates at least every 30 calendar days if a complaint is not resolved within the initial reporting period, until final resolution.
 - 4. The LEA shall maintain documentation of investigations, resolutions, and reports and shall provide such documentation to the IAD upon request.
- IV. Interface With the LEA Grievance Policy
 - A. If, upon review, the LEA determines that a concern submitted through the hotline process is more appropriately addressed as a grievance, the LEA shall:
 - 1. Inform the complainant, when contact information is available; and
 - 2. Direct the complainant to the LEA's Grievance Policy and procedures.
 - B. Resolution of grievances shall occur exclusively through the Grievance Policy and shall not be reported as hotline resolutions unless required by law or rule.
- V. Confidentiality and Non-Retaliation
 - A. The LEA shall protect confidentiality and prohibit retaliation in connection with hotline complaints and grievances, consistent with state and federal law.
- VI. Delegation of Authority
 - A. The Governing Board delegates to the Executive Director the authority to implement administrative procedures necessary to carry out this policy and ensure compliance with Rule R277-123-7(5) and (6).
- VII. Review
 - A. This policy shall be reviewed periodically and updated as required by changes in law or administrative rule.



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5310 EMERGENCY SAFETY INTERVENTIONS (ESI)

Purpose

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

Definitions

For purposes of this policy:

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

Policy

Standards for Use

- I. General Requirements

5310 Emergency Safety Interventions (ESI)

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

Students with Disabilities

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

Training

- I. All staff who supervise students must receive foundational training in positive behavior supports, de-escalation strategies, and the requirements of this policy.

5310 Emergency Safety Interventions (ESI)

- II. Training must be completed within two months of hire (or within 30 days for staff working directly with students with disabilities) and renewed at least every two years.
- III. Administrators and other designated “key personnel” must complete comprehensive ESI training annually before they are permitted to implement ESI.

Documentation and Parent Notification

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



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5302 HEAD INJURY & CONCUSSION POLICY

Purpose

The purpose of this policy is to ensure that any head injury or suspected concussion sustained by a student while in the care of Entheos Academy is **promptly recognized, responded to, and managed** in compliance with **Utah Code §53G-9-204** and accepted best practices for student safety. ~~This policy ensures head injuries sustained while in the care of Entheos Academy are assessed and treated appropriately.~~

Definitions

Physical Activity: Any school-sanctioned physical activity, including but not limited to:

1. Physical Education classes
2. Sports practices or games
3. Recess
4. Other structured or supervised physical activities during the school day

~~Any fitness education class, sports practice or games, and/or physical activity at recess.~~

Policy

Entheos Academy is committed to protecting student health and safety. **Any school employee who is present when a student sustains or is suspected of sustaining a head injury is responsible for taking immediate action** to protect the student, consistent with Utah law and this policy.

Employees are **not responsible for diagnosing** a concussion, but are responsible for **recognizing signs or symptoms and responding appropriately.**

Staff Responsibilities and Training

All Employees

ENTHEOS BOARD POLICY — APPROVED JANUARY 23, 2019

Updated March 22, 2023

5302 Head Injury and Concussion

- Any employee who **witnesses or becomes aware of a suspected head injury or concussion** shall:
 - Ensure the student's immediate safety;
 - Remove the student from physical activity; and
 - Notify the school office or an administrator without delay.

Physical Education Teachers and Coaches

- Physical Education teachers and coaches shall be **trained annually** to recognize and respond to head injuries and concussions in accordance with **Utah Code §53G-9-204**.
 - Required training shall be **documented** and updated as required by law.
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Parent/Guardian Notification

- As part of student registration, parents/guardians shall acknowledge Entheos Academy's Head Injury & Concussion Policy if their student participates in physical activity during the school day.
 - Entheos Academy shall provide **annual notice** of this policy to parents/guardians prior to the start of each school year.
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Recognized Signs and Symptoms

Consistent with Utah law, signs and symptoms of a traumatic head injury or concussion may include, but are not limited to:

- Confusion, disorientation, or impaired awareness
- Memory difficulties
- Loss of consciousness (of any duration)
- Headache or dizziness
- Nausea or vomiting

5302 Head Injury and Concussion

- Lethargy or unusual fatigue
 - Seizures or other neurological signs
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Immediate Response to a Suspected Head Injury

1. Immediate Removal

- A student who is suspected of sustaining a head injury or concussion shall be **immediately removed from physical activity**, as required by **Utah Code §53G-9-204**.

2. Emergency Response

- **911 shall be called immediately** if a student loses consciousness or exhibits signs of a medical emergency, unless a documented medical plan provides otherwise.

3. No Same-Day Return

- A student **shall not return to physical activity or sports on the same day** the injury is suspected or occurs, in compliance with state law.

4. Parent/Guardian Notification

- Parents/guardians shall be notified **as soon as possible** if the student loses consciousness.
 - For all other suspected head injuries, parents/guardians shall be notified **the same day** by phone or email.
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Return to Physical Activity

- A student may return to physical activity or sports **only after the school receives written clearance** from a **licensed health care provider**, as required by **Utah Code §53G-9-204**.

5302 Head Injury and Concussion

- Entheos Academy shall follow the **medical provider's written instructions** regarding return-to-play or return-to-activity progression.

~~Entheos Academy shall designate the following qualifications and notifications as standard protocol for addressing potential head injuries:~~

- ~~1. All Physical Education teachers will be qualified to appropriately respond to sports and head injuries in accordance with state law.~~
- ~~2. As part of student registration, parent/guardian(s) must acknowledge Entheos Academy's head injury policy if their student participates in any physical activity during the school day.~~
 - ~~a. Entheos Academy will include an annual notice regarding the school's head injury policy prior to the start of each school year.~~
- ~~3. Entheos Academy recognizes that the symptoms of a traumatic head injury include, but are not limited to, the following:~~
 - ~~a. Transient confusion, disorientation, or impaired consciousness;~~
 - ~~b. Dysfunction of memory;~~
 - ~~c. Loss of consciousness; and~~
 - ~~d. Signs of other neurological or neuropsychological dysfunction, including seizures, lethargy, fatigue, vomiting, headache, dizziness, etc.~~
- ~~4. In the event that a student is suspected of sustaining a head injury, the student shall:~~
 - ~~a. Be directly removed from physical activity;~~
 - ~~b. Evaluated according to state law; and~~
 - ~~c. Will not be allowed to resume the sport or recreation activity on the same day the injury occurred.~~
 - ~~d. The student's parent (s) or guardian will be notified by email or phone of the incident on the same day.~~
- ~~5. Entheos Academy will follow directions provided by a medical professional through the parents regarding the participation of the student in sports or physical activity at school after a head injury has occurred.~~



ENTHEOS ACADEMY

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5301 WELLNESS POLICY

Purpose

Entheos Academy is committed to supporting the health, well-being, and academic success of all students. The school will promote nutrition, physical activity, and other wellness practices that contribute to student growth and learning.

Policy

In accordance with the Healthy, Hunger-Free Kids Act of 2010, Entheos Academy shall maintain a local school wellness policy that includes goals for nutrition promotion, nutrition education, physical activity, and other school-based activities that promote student wellness.

- I. All meals served through the National School Lunch Program (NSLP) and School Breakfast Program (SBP) will meet or exceed applicable USDA nutrition requirements.
- II. All foods and beverages sold by the school during the school day will comply with the Smart Snacks in School standards.
- III. Students will have access to safe, free drinking water throughout the school day.
- IV. Schools are encouraged to use non-food items or healthy options for rewards whenever possible.
- V. The school will monitor and limit commercial distractions and advertisements of foods and beverages on campus to ensure that students are exposed only to healthy choices.

Nutrition and Physical Education

- I. The school will provide nutrition education that builds lifelong healthy-eating habits.
- II. Students will have regular opportunities for physical activity during the school day, including physical education and recess.
- III. Recess or physical activity will not be withheld as a disciplinary consequence.

Wellness Committee

5301 Wellness Policy

- I. A Wellness Committee shall include representatives from school administration, staff, parents, students, and the school food program.
- II. The Committee shall meet at least once per year, or as needed, to develop, implement, and review the wellness policy.
- III. The Superintendent or designee shall serve as the Wellness Policy Coordinator and oversee implementation at each campus.

Public Involvement and Transparency

- I. The wellness policy, updates, and assessment results will be made publicly available on the school website or by other accessible means.
- II. Families and community members will be invited to participate in policy development, implementation, and review.

Monitoring and Accountability

- I. The school will conduct a triennial assessment of the wellness policy to measure:
 - A. Compliance with the policy;
 - B. Progress toward meeting wellness goals; and
 - C. Comparison with model wellness policies.
- II. Records will be maintained to document:
 - A. The written policy;
 - B. Annual public notifications; and
 - C. The results of the most recent triennial assessment.
- III. The Superintendent or designee will ensure the district remains in compliance with all federal and state requirements.

REF: 7 CFR 210.31 – Local School Wellness Policy Implementation Under the National School Lunch Program

~~5301 WELLNESS POLICY~~

~~Purpose~~

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

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

Policy

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

- Students in the District have access to healthy foods throughout the school day both through reimbursable school meals and other foods available throughout the school campus in accordance with Federal and state nutrition standards;
- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors;
- Students have opportunities to be physically active before, during and after school;
- Schools engage in nutrition and physical activity promotion and other activities that promote student wellness;
- School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school;
- The community is engaged in supporting the work of Entheos Academy in creating continuity between school and other settings for students and staff to practice lifelong healthy habits; and
- The District establishes and maintains an infrastructure for management, oversight, implementation, communication about and monitoring of the policy and its established goals and objectives.

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

I. School Wellness Committee

Committee Role and Membership

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

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

Leadership

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

~~The designated official for oversight is (Title and contact information)
Raegan Nielsen, Food Service Director, raegan.nielsen@entheosacademy.org~~

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

~~H. Nutrition~~

Nutrition Education

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

- ~~● Is designed to provide students with the knowledge and skills necessary to promote and protect their health;~~

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

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

- ~~Relationship between healthy eating and personal health and disease prevention~~
- ~~Reading and using FDA's nutrition fact labels~~
- ~~Eating a variety of foods every day~~
- ~~Balancing food intake and physical activity~~
- ~~Eating more fruits, vegetables and whole grain products~~
- ~~Choosing foods that are low in fat, saturated fat, and cholesterol and do not contain trans fat~~
- ~~Choosing foods and beverages with little added sugars~~
- ~~Eating more calcium-rich foods~~
- ~~Preparing healthy meals and snacks~~
- ~~Risks of unhealthy weight control practices~~
- ~~Accepting body size differences~~
- ~~Food safety~~
- ~~Importance of water consumption~~

- Importance of eating breakfast
- Making healthy choices when eating at restaurants
- Eating disorders
- Reducing sodium intake
- Social influences on healthy eating, including media, family, peers and culture
- How to find valid information or services related to nutrition and dietary behavior
- How to develop a plan and track progress toward achieving a personal goal to eat healthfully
- Resisting peer pressure related to unhealthy dietary behavior
- Influencing, supporting, or advocating for others' healthy dietary behavior

Food and Beverage Marketing in Schools

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

Nutrition Promotion

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

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

School Meals

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

~~cultural food preferences and special dietary needs.~~

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

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

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

Food Safety and Food Security

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

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

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

Staff Qualifications and Professional Development

~~All school nutrition program directors, managers and staff will meet or exceed hiring and annual continuing education/training requirements in the USDA professional standards for child nutrition professionals. These school nutrition personnel will refer to USDA's Professional Standards for School Nutrition Standards website to search for training that meets their learning needs.~~

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

Water

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

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

Celebrations and Rewards

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

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

III. Physical Activity

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

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

Physical Education

~~The District will provide students with physical education, using an age-appropriate, sequential physical education curriculum consistent with national and state standards for physical education. The physical education curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts (discussed in the “*Essential Physical Activity Topics in Health Education*” subsection). The curriculum will support the essential components of physical education.~~

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

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

~~All [District] **secondary students** (middle and high school) are required to take the~~

~~equivalent of one credit of physical education per academic year.~~

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

Recess (Elementary)

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

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

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

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

IV. Other Activities that Promote Student Wellness

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

~~***Other Wellness Education/Curriculum***~~

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

~~***Community Partnerships***~~

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

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

~~***Community Health Promotion and Family Engagement***~~

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

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

~~***Staff Wellness and Health Promotion***~~

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

~~***Professional Learning***~~

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

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

~~This wellness policy and the progress reports can be found at: entheosacademy.org.~~

Recordkeeping

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

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

Annual Notification of Policy

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

Triennial Progress Assessments

~~At least once every three years, the District will evaluate compliance with the wellness policy to assess the implementation of the policy and include:~~

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

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

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

Revisions and Updating the Policy

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

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

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

ⁱⁱⁱMurphy JM. Breakfast and learning: an updated review. *Current Nutrition & Food Science*. 2007; 3:3–36. ^{iv}Murphy JM, Pagano ME, Nachmani J, Sperling P, Kane S, Kleinman RE. The relationship of school breakfast to psychosocial and academic functioning: Cross-sectional and longitudinal observations in an inner-city school sample. *Archives of Pediatrics and Adolescent Medicine*. 1998;152(9):899–907.

^vPollitt E, Mathews R. Breakfast and cognition: an integrative summary. *American Journal of Clinical Nutrition*. 1998; 67(4), 804S–813S.

^{vi}Rampersaud GC, Pereira MA, Girard BL, Adams J, Metz JD. Breakfast habits, nutritional status, body weight, and academic performance in children and adolescents. *Journal of the American Dietetic Association*. 2005;105(5):743–760, quiz 761–762.

^{vii}Taras, H. Nutrition and student performance at school. *Journal of School Health*.

2005;75(6):199–213. ^{viii}MacLellan D, Taylor J, Wood K. Food intake and academic performance among adolescents. *Canadian Journal of Dietetic Practice and Research*. 2008;69(3):141–144.

^{ix}Neumark-Sztainer D, Story M, Dixon LB, Resnick MD, Blum RW. Correlates of inadequate consumption of dairy products among adolescents. *Journal of Nutrition Education*. 1997;29(1):12–20.

^xNeumark-Sztainer D, Story M, Resnick MD, Blum RW. Correlates of inadequate fruit and vegetable consumption among adolescents. *Preventive Medicine*. 1996;25(5):497–505.

^{xi}Centers for Disease Control and Prevention. *The association between school-based physical activity, including physical education, and academic performance*. Atlanta, GA: US Department of Health and Human Services, 2010. ^{xii}Singh A, Uijtdewilligne L, Twisk J, van Mechelen W, Chinapaw M. *Physical activity and performance at school: A systematic review of the literature including a methodological quality assessment*. *Arch Pediatr Adolesc Med*, 2012; 166(1):49–55.

^{xiii}Haapala E, Poikkeus A-M, Kukkonen-Harjula K, Tompuri T, Lintu N, Väistö J, Leppänen P, Laaksonen D, Lindi V, Lakka T. *Association of physical activity and sedentary behavior with academic skills—A follow-up study among primary school children*. *PLoS ONE*, 2014; 9(9): e107031.

^{xiv}Hillman C, Pontifex M, Castelli D, Khan N, Raine L, Seudder M, Drollette E, Moore R, Wu

~~C-T, Kamiyo K. *Effects of the FITKids randomized control trial on executive control and brain function*. *Pediatrics* 2014; 134(4): e1063-1071.~~⁴⁵ ~~Change Lab Solutions. (2014). *District Policy Restricting the Advertising of Food and Beverages Not Permitted to be Sold on School Grounds*. Retrieved from~~
~~<http://changelabsolutions.org/publications/district-policy-school-food-ads>~~



ENTHEOS ACADEMY

EXCELLENCE • SERVICE • LEADERSHIP

5300 EMERGENCY RESPONSE

Purpose

This policy provides instruction for the development, maintenance of, and accountability for the Entheos Academy emergency response plan.

Policy

- I. The Entheos Academy Executive Director is responsible for the development and execution of an emergency response plan, including, **but not limited to, the following:**
~~Form but not limited to the following: Form~~ a committee to develop the Emergency Response Plan. Review a report annually with the Entheos school board
 - A. Post the Emergency plan on the Entheos website. Train staff members to implement the plan.
 - B. Provide parent or guardian communication regarding details of the plan's purpose, existence, and training involving students, such as drills or safety instruction.
 - C. Report to the board within 24 hours of an emergency.
- I. The Committee shall be composed of the Executive Director, Campus Administrators, Director of HR and Compliance, and other invited stakeholders (such as School Safety Specialists, ~~teachers'~~**teachers** representatives, office personnel, law enforcement, and parent experts. Plan elements
 - A. Training plans for staff and students to include drills for priority concerns, including, but not limited to, fire and lockdown.
 - B. Communication to parents, community, and first responders during and after an emergency event.
 - C. Procedures to provide for disabled or non-English speaking individuals.
 - D. Reunification procedures for parents and children
- II. The plan shall be in alignment with the Standard Response Protocol (I Love You Guys~~;~~)
The plan shall include the following types of responses:
 1. Hold
 2. Secure
 3. Lockdown

5300 Emergency Response

4. Evacuate
 5. Shelter
- A. Other emergency situations, as directed by the Executive or campus director



ENTHEOS ACADEMY

EXCELLENCE • SERVICE • LEADERSHIP

4300 EMPLOYEE AND STUDENT COMPUTER ACCEPTABLE USE

Purpose

The Board recognizes the need for a policy governing the use of electronic information resources by students as outlined in Utah State Code 53G-7-1002. Responsibility is delegated to the District Administration for implementing the policy according to established guidelines.

Policy

Employee Administration Policy

Computer use is often a valuable and necessary component of an employee's work. Furthermore, various work responsibilities entail access to informational resources such as software, programs, the Internet, school networks, etc.

While employees may have access to these resources, such access must be expressly authorized. Accessing and utilizing information and equipment comes with the responsibility of ensuring their appropriate use.

School equipment and access are intended to be used for educational and professional or career development activities. Expectations of employees include, but are not limited to, the following:

- I. Student Personal Safety
 - A. Employees who supervise students with access to computer equipment shall be familiar with Entheos' Student Internet Use Agreement and enforce its provisions.
 - B. All student computer use must be supervised.
- II. Illegal or Destructive Activities
 - A. Employees shall not go beyond their authorized access to the School network or other computer equipment or software, including the files or accounts of others.
 - B. Employees shall not disrupt or attempt to damage ~~or disrupt~~ any computer, system, system performance, or data.
 - C. Employees shall not use School equipment to engage in illegal activities.
- III. System Security

ENTHEOS BOARD POLICY — APPROVED AUGUST 12, 2013

UPDATED MAY 27, 2021 , JUNE 28, 2023, MARCH 28, 2024, FEBRUARY 27, 2025

4300 Employee and Student Computer Acceptable Use Policy

- A. Employees are responsible for the security of their computer equipment, files, and passwords.
 - B. Employees shall promptly notify the School of security problems.
 - C. Employees with access to student records may not use, release, or share these records except as authorized by Federal and State law.
 - D. Students may not have access to computer equipment other than student-designated workstations.
- IV. Inappropriate Conduct
- A. The following are prohibited in public, private, or posted messages or files:
 - 1. Obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language;
 - 2. Potentially damaging, dangerous, or disruptive material;
 - 3. Personal or generalized attacks or harassment; and
 - 4. False or defamatory information.
- V. Plagiarism and Copyright Infringement
- A. Works may not be plagiarized.
 - B. The rights of copyright owners are to be respected. Copyright infringement occurs when an individual inappropriately reproduces a work protected by copyright. If a work contains language that is protected by copyright, the expressed requirements should be followed. If an employee is unsure whether or not a work can be used, the copyright owner should be contacted for permission.
 - C. Software copyrights must be strictly respected.
- VI. Inappropriate Access to Material
- A. School equipment shall not be used ~~to access~~~~with~~ material that is profane, obscene (pornographic), or ~~that~~ advocates illegal acts, violence, or discrimination.
 - B. The non-educational use of Internet games, MUDs (Multi-User Domains), MMOs (Massively Multiplayer Online Games), Instant Messaging, WebMail, and web chats ~~is~~~~are~~ not allowed.
 - C. Inadvertent inappropriate access shall be reported immediately to the Director.
 - D. Employees who formally publish school-related information online must have proper approvals and abide by School publishing guidelines and procedures (as per Entheos School Website Policy).
- VII. Expectation of Privacy
- A. Employees should understand that they do not have an expectation of privacy regarding files, disks, documents, etc., that have been created, entered, stored, downloaded, or used on school equipment.
- VIII. Services and Assumption of Risks
- A. The School makes no warranties of any kind, whether express or implied, for services provided. It is not responsible for any damages suffered while ~~using the system~~,

4300 Employee and Student Computer Acceptable Use Policy

~~including loss of data and inaccurate or low-quality~~~~on the system, including loss of data and inaccurate or poor quality~~ information obtained from the system.

IX. Due Process

- A. In the event there is an allegation that an employee has violated this agreement, the employee will receive notice of the alleged violation and an opportunity to present an explanation.
- B. Disciplinary actions, aligned with corrective discipline procedures, will be customized to address the specific concerns arising from any violations. Intentional breaches of this agreement, such as malicious acts or omissions or accessing pornographic or sexually explicit content, will result in immediate termination.

Administration Policy

Student utilization of electronic information resources must align with educational and research purposes and support the educational objectives of Entheos Academy. While it's acknowledged that complete control over materials on the World Wide Web is not feasible, internet access within Entheos Academy is ~~subject~~~~subjected~~ to ongoing filtration and monitoring.

To ensure responsible online conduct, students will undergo training addressing appropriate behavior online. This training may cover topics such as engaging with others on social networking platforms and in chat rooms, as well as awareness and response to cyberbullying.

Recognizing the educational value of internet resources, access to school internet is considered a privilege that may be granted or revoked. Students are expected to familiarize themselves with and adhere to the following guidelines:

I. Student Personal Safety

- A. Personal contact information may not be entered on Internet sites open to public access. This includes student addresses, phone numbers, and personal email addresses.

II. Internet Use

- A. Students may use school Internet access, including email, only for teacher-directed educational activities. Students may use school Internet access only when authorized and only when supervised. Email will only be used for in-school communication.
- B. Students who formally publish school-related information online must have proper approval and abide by school publishing guidelines and procedures (as per Entheos School Website Policy).

III. Prohibited Computer Uses

4300 Employee and Student Computer Acceptable Use Policy

- A. Students are strictly prohibited from accessing or creating files or materials without authorization. Accessing or creating offensive, profane, or pornographic files
 - B. Internet games, unless preapproved for educational use, MUDs (multi-user domains), MMOs (Massively Multiplayer Online Games), IRCs, Instant Messaging, WebMail, or web chats
 - C. Plagiarizing works or violating copyrights or trademarks, damaging, altering, or modifying hardware or software, or attempting to bypass computer security
- IV. Expectation of Privacy
- A. Students do not have an expectation of privacy regarding files, disks, documents, emails, or any other materials that have been utilized or generated using school equipment.
- V. Disciplinary Actions
- A. Disciplinary measures will be implemented to address the specific concerns arising from violations of this agreement, which may include consequences such as loss of computer access, suspension, involvement of law enforcement, and so forth.

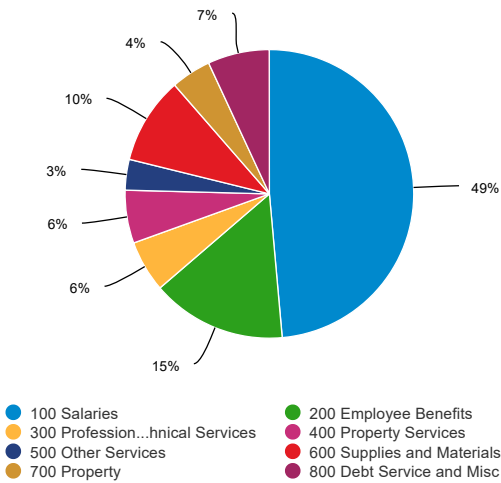
Financial Summary

	Category	YTD Amount	Total Budget	Total Forecast	% Target	% Forecast
Revenue (3 School Category records)						
	1000 Local Revenue	\$268,909	\$518,850	\$543,850	36.3%	49.4%
	3000 State Revenue	\$6,696,541	\$12,598,143	\$13,338,266	49.7%	50.2%
	4000 Federal Revenue	\$200,390	\$929,124	\$951,826	0.0%	21.1%
TOT		\$7,165,840	\$14,046,117	\$14,833,942		
Expense (8 School Category records)						
	100 Salaries	-\$3,124,896	-\$6,395,000	-\$6,395,000	46.2%	48.9%
	200 Employee Benefits	-\$939,247	-\$1,991,544	-\$1,991,544	49.1%	47.2%
	300 Professional and Technical Services	-\$277,003	-\$757,350	-\$760,000	12.4%	36.4%
	400 Property Services	-\$398,755	-\$761,060	-\$781,060	9.8%	51.1%
	500 Other Services	-\$139,536	-\$453,000	-\$453,000	-0.0%	30.8%
	600 Supplies and Materials	-\$659,953	-\$1,282,091	-\$1,282,091	-0.0%	51.5%
	700 Property	-\$328,046	-\$591,000	-\$591,000	-0.0%	55.5%
	800 Debt Service and Misc	-\$552,864	-\$712,689	-\$909,689	34.7%	60.8%
TOT		-\$6,420,300	-\$12,943,734	-\$13,163,384		
TOT		\$745,540	\$1,102,383	\$1,670,558		

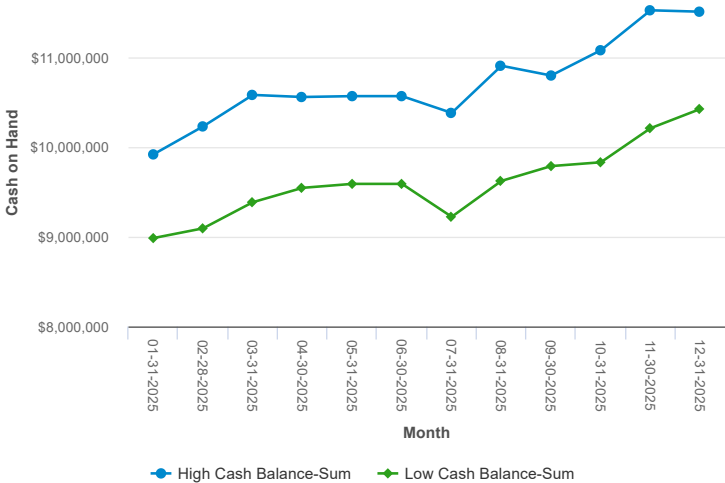
Financial Metrics

	Financial Metric	Covenant	Target	Forecast
	Net Income		398,565	1,670,558
	Operating Margin		4.5%	11.26
	Debt Service Ratio	1.10	1.37	3.65
	PTIF Balance			8,595,583
	Unrestricted Days Cash	30	150	331
	Restricted Cash			509,311

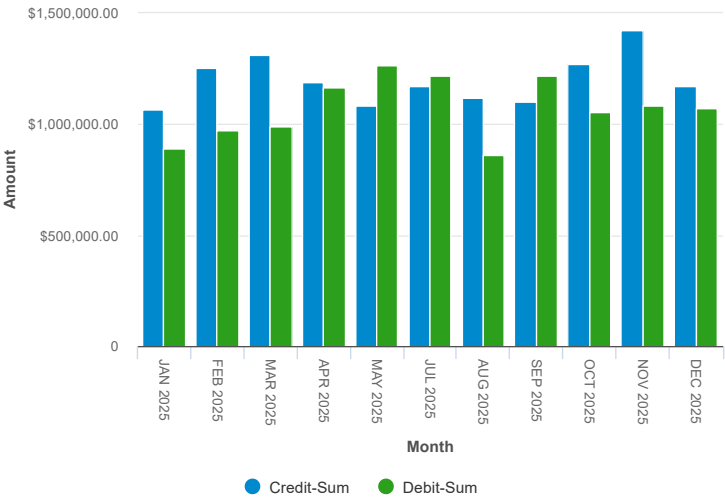
Expense Distribution



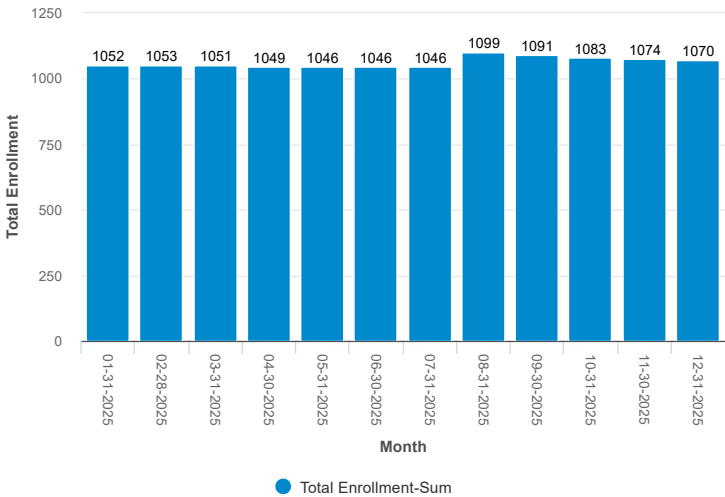
Cash Balance



Revenue vs Expenses



Enrollment Trend



BTS Arts Learning Program

How Entheos Magna participates

What is BTS?

The Beverly Taylor Sorenson Arts Learning Program is a Utah statewide program that gives funding for art education to elementary schools. The BTS program focuses on providing art education that integrates other core standards into art lessons. BTS' focus on arts integration allows all students to have quality art education while also supporting student learning and growth in all subjects.

“The Beverly Taylor Sorenson Arts Learning Program (BTSALP) believes all children should experience the arts through hands-on learning.”

How does this work at our school?

- Integrated curriculum
- Arts funding and access to specialized materials/supplies
- Professional development and support specific to art education and integration
- School requirements for eligibility

Here is some of what we
do that goes with BTS

1st grade- Sky art and the water cycle



3rd grade- Peter Pan character design





Name: Peter
Date: 10/10/20
Teacher: Mrs. Moore

Paragraph

The story is about a boy named Peter Pan who lives in Neverland. He is a very brave boy and he is the leader of the Lost Boys. He is a very brave boy and he is the leader of the Lost Boys. He is a very brave boy and he is the leader of the Lost Boys.



Name: Wendy
Date: 10/10/20
Teacher: Mrs. Moore

Opinion Paragraph

The story I read is called Peter Pan. It is about a boy named Peter Pan who lives in Neverland. He is a very brave boy and he is the leader of the Lost Boys. He is a very brave boy and he is the leader of the Lost Boys. He is a very brave boy and he is the leader of the Lost Boys.



Opinion Paragraph

The story I read is called Peter Pan. It is about a boy named Peter Pan who lives in Neverland. He is a very brave boy and he is the leader of the Lost Boys. He is a very brave boy and he is the leader of the Lost Boys. He is a very brave boy and he is the leader of the Lost Boys.



Name: Peter
Date: 10/10/20
Teacher: Mrs. Moore

Opinion Paragraph

The story I read is called Peter Pan. It is about a boy named Peter Pan who lives in Neverland. He is a very brave boy and he is the leader of the Lost Boys. He is a very brave boy and he is the leader of the Lost Boys. He is a very brave boy and he is the leader of the Lost Boys.



Opinion Paragraph

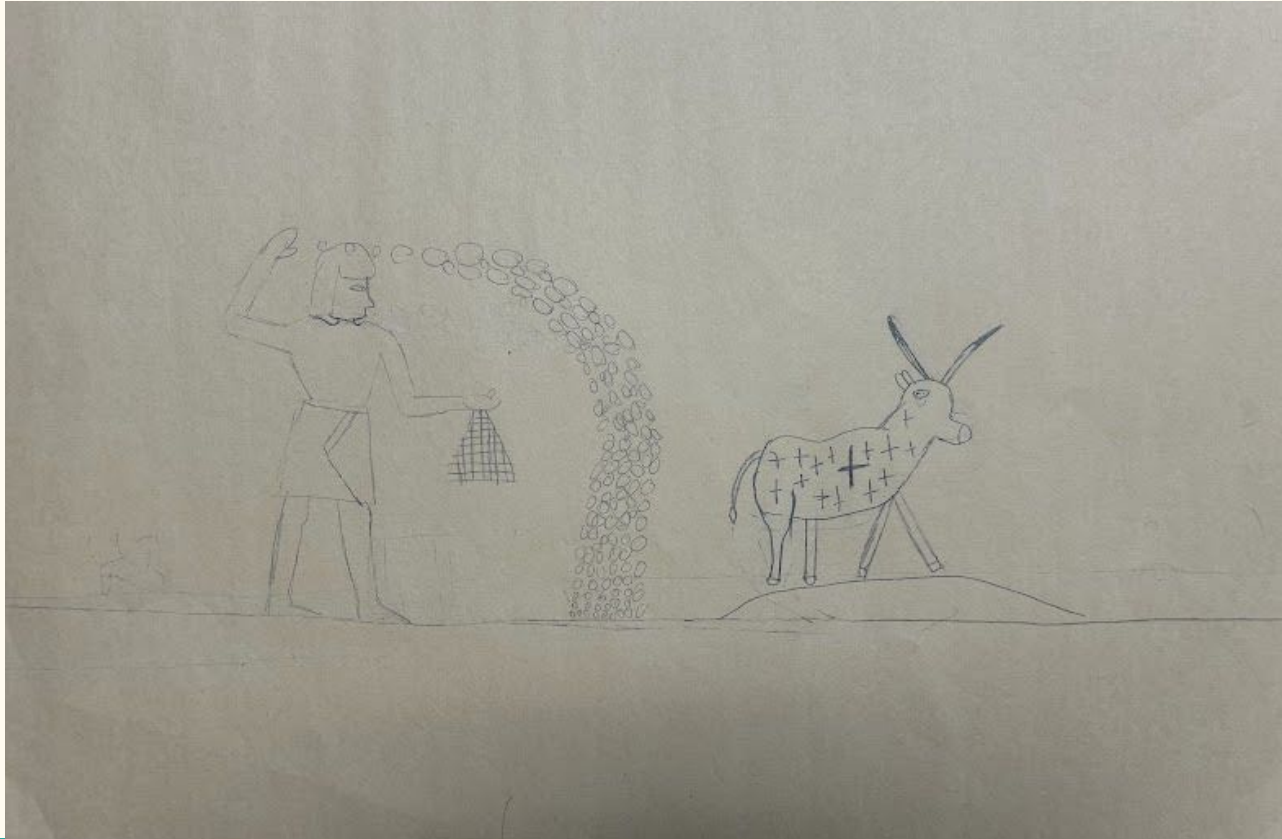
The story I read is called Peter Pan. It is about a boy named Peter Pan who lives in Neverland. He is a very brave boy and he is the leader of the Lost Boys. He is a very brave boy and he is the leader of the Lost Boys. He is a very brave boy and he is the leader of the Lost Boys.



Opinion Paragraph

The story I read is called Peter Pan. It is about a boy named Peter Pan who lives in Neverland. He is a very brave boy and he is the leader of the Lost Boys. He is a very brave boy and he is the leader of the Lost Boys. He is a very brave boy and he is the leader of the Lost Boys.

6th grade- Egyptian baking project





ENTHEOS ACADEMY

EXCELLENCE • SERVICE • LEADERSHIP

Entheos Magna Director's Report

January 2026

Staff Spotlight

Melissa Durfee - Kindergarten



We are proud to spotlight an elementary teacher who brings a sweet, kind spirit to her students and coworkers each day. She creates a classroom where kindergarten students feel safe, supported, and excited to learn—making school a fun and welcoming place for our youngest learners.

Her resilience shines through in the way she approaches challenges with a positive mindset and a solutions-focused attitude. She listens with care, leads with empathy, and consistently puts students and others first. Through her actions, she models **Leadership**, **Service**, **Respect**, and **Enthusiasm**, building strong relationships and a positive school culture.

Her thoughtful approach and genuine care make a lasting impact on our community, and we are grateful for the light she brings to Entheos.

Thank you Melissa!

Staff Spotlight

Kate Buchanan - Art



We would like to recognize a teacher who truly exemplifies collaboration and professionalism. She works seamlessly with her colleagues and is always open to feedback, using it as a tool to continuously grow and strengthen her teaching practice.

In her classroom, she is clear, consistent, and dependable—creating an environment where students know what to expect and feel supported. Beyond her instructional strengths, she brings a positive presence wherever she goes. With a warm smile and easygoing nature, she builds strong relationships and gets along well with everyone she works with.

Her willingness to learn, collaborate, and lead with positivity makes her a valued member of our team and a joy to work alongside.

Thank you Kate!

Staff Spotlight

Tatiana Bothell - Paraprofessional



We are excited to spotlight a paraprofessional who lives out the Entheos values through her daily service to students and staff. She approaches each day with purpose, readiness, and a strong sense of responsibility, ensuring her classroom is set up for success. With a keen awareness of both student needs and instructional priorities, she provides meaningful support that strengthens learning and promotes consistency. Her willingness to step in, problem-solve, and serve others reflects true **Leadership, Service, and Excellence.**

Her steady presence and commitment make a lasting impact on the classroom community, and we are grateful for the positive difference she makes each day.

Thank you Tatiana!

25-26 Work Plan

Entheos Academy District 2025-26 Work Plan/ TSSA Plan

Multi-Year Impact Goals	Mastery of Knowledge and Skills	Character	High Quality Work
	Entheos Academy will meet or exceed state growth scores on EOY testing in the areas of: Early Literacy Math ELA Science	Entheos Academy will create and maintain a school-wide approach to teaching students to be ethical people, effective learners, and individuals who contribute to a better world.	High Quality Expeditions and classroom experiences will be implemented in every grade, which generate student work that is complex, has high craftsmanship, and is authentic.
2025-26 Performance Goals	65% of students will make typical or better growth by the end of the year, as measured by the state assessments of Acadience and RISE. This goal includes the subcategories of <ul style="list-style-type: none"> 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"> 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. Increase regular student attendance by 3% from 2024-25 to 2025-26. 		

Service Learning/Adventure

- Third grade planted tulips at the school through Thanksgiving Point's Exploring Life Cycle's program to go with their **Freaky Frogs Expedition** (that studies life cycles). *pictures attached*
- Kindergarten colored Christmas cards for the residents of Legacy House of Taylorsville
- Student council and service crew:
 - a. Volunteered at the book fair by helping students count money, find books, and participate in the drawings.
 - b. Made snowflakes for decor and organized all the decorations to easily set up and take down for the 6th grade Celebration of Learning
 - c. Put together goody bags for crews that are starting a school newspaper and that are helping us set up for Community Circles.
 - d. Supported Ms. Jenn by helping prepare the Food Drive bags.

Next Mobile School Pantry will be January 26th.

Mobile School Pantry


Monday, January 26th, 2026

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

- No information is collected except number of people living in the home
- 3:20 - 3:55 PM or while supplies last
- Students or other family members can pick up food

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

January menu: chicken pouch, canned peas, canned mixed fruit, vegetarian chili, chicken pasta meal, frosted flakes cereal, bread item, bag of fresh produce



25-26 Work Plan

Mastery of Knowledge and Skills

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

Teachers and students have been busy taking Acadience and i-Ready MOY benchmarks.

- i-Ready trainers came and worked with our teachers on Jan. 16th
- MOY Data Carousel will be taking place Jan. 30th.

Effective Teachers in High Poverty Schools

Entheos Magna was recently notified that we have 8 outstanding teachers that qualified for the Effective Teachers in High Poverty Schools Incentive Program for the 23-24 school year! This means they can earn a salary bonus up to \$7,000!

In order to qualify for this:

- Grades K-3: at least 85% of students whose progress is assessed as typical or better at the end of the year.
- Grades 4-8: achieve a median growth percentile of 70% or higher

- Josh Cardenas - Acadience Math
- Melissa Durfee - Acadience Reading & Math
- Suzanne Giravi - Acadience Math
- Anita Holfeltz - Acadience Reading & Math
- Aysia Holfeltz - Acadience Math
- Aimee Wetzel - Acadience Reading
- Sanna Smith - Acadience Reading
- Charity Foutz - Rise Math



25-26 Work Plan

Character

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

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

Middle of Year Crew observations started this week by Character Crew. They also planning team building Crew activities.

25-26 Work Plan

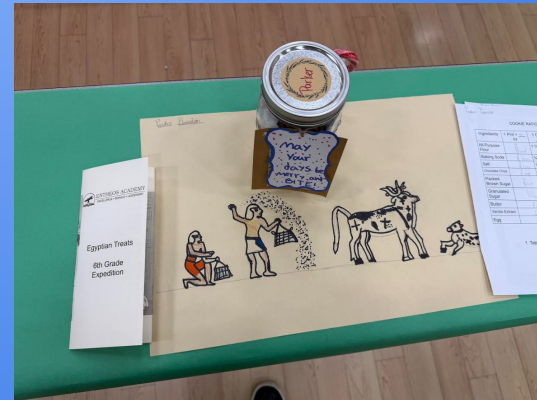
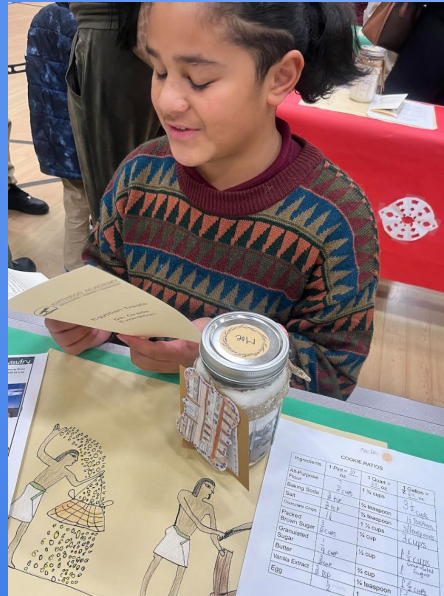
High Quality Work

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

Our HQW Crew is planning our MOY student portfolio checks during Parent Teacher Conference next month using Models of Excellence and other resources to compare work.

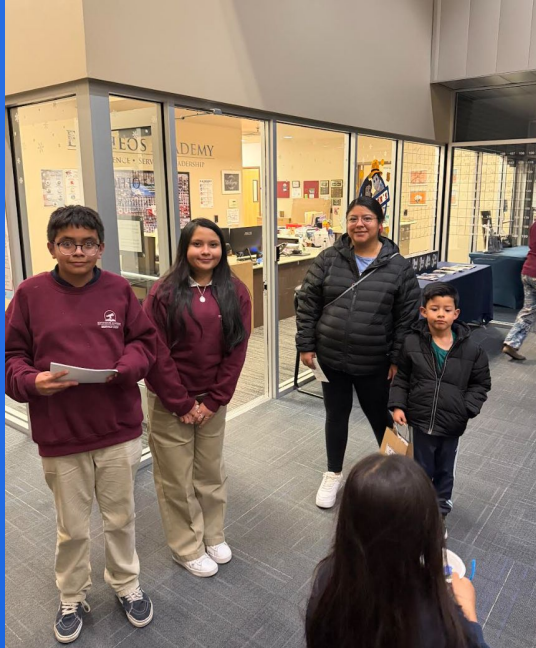
6th Grade Celebration of Learning

Our sixth graders worked very hard and had a lot of fun in compiling their Egyptian Treats projects. They learned about ratios and how they correlate to baking. An expert baker came for a visit and taught them about the importance of an accurate baking recipe. Students used unit rates to convert measurements in a cookie recipe to make different sized batches. Sixth graders then got to put what they learned into action; they created cookie jars for their families. The students were introduced to the innovative farming techniques the Ancient Egyptians created, which makes baking possible. Modern irrigation, baking, and storing of grains was derived from the Ancient Egyptians. The sixth graders created works of art in hieroglyphics; where they illustrated an animal husbandry scene in Ancient Egypt. They used similar paper to the papyrus paper the Ancient Egyptians invented, as well as similar colors that would have been used. Finally, we worked together to produce an informative brochure to introduce all the students had learned.



Kindergarten Open House

Our Student Council and teachers helped introduce incoming kindergarten students and their families to Entheos Academy.



Discovery

4th Grade Ski Trip



Discovery

Grades 3-5 Having of Wonderful Ideas



Discovery

1st Grade at Discovery Gateway



Entheos Kearns Director's Report

January 2026



ENTHEOS ACADEMY

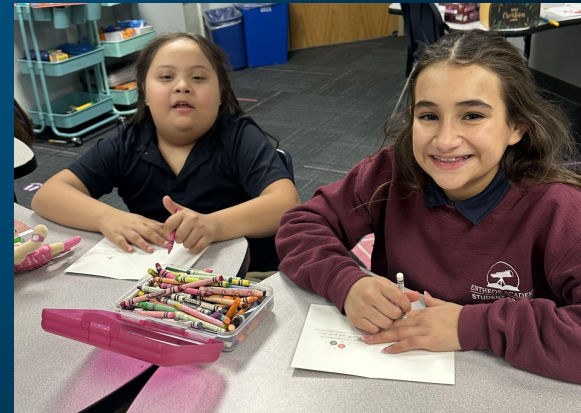
EXCELLENCE • SERVICE • LEADERSHIP

Service Learning/Adventure

The following was reported by Melanie Louviere:

Service:

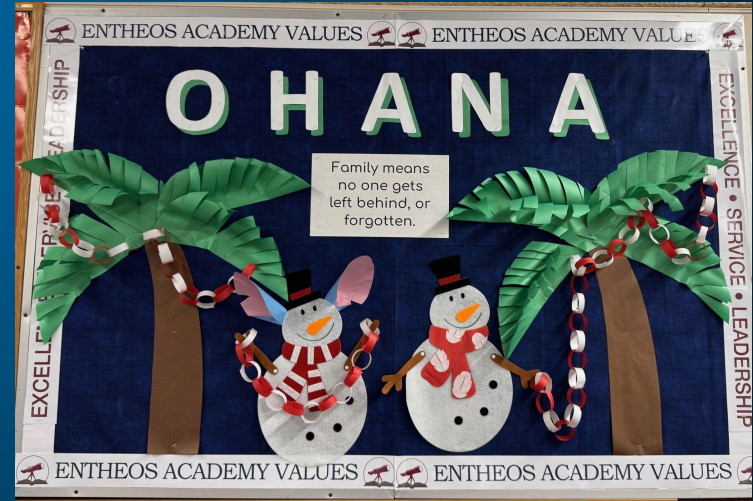
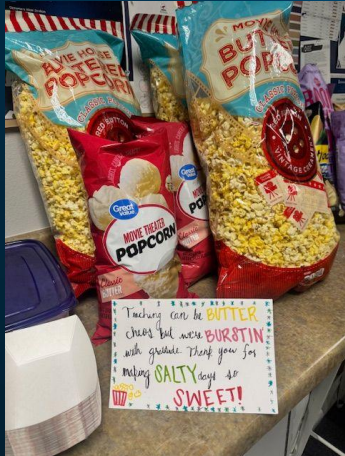
- Miss Anna's crew created original artwork featuring adoptable dogs, which they turned into greeting cards. These cards were exchanged for donations to Herding Haven, a local rescue that supports special-needs herding dogs who are at risk of euthanasia in shelters. All monetary donations were made directly to Herding Haven through their website as well as some supplies donated by families. The organization received about \$260 in donations to go along with their **Journey into the Amazon Rainforest Expedition** (protecting animals).
- Student council and Ms. Jance's crew created Christmas cards for residents of a memory care facility.
- Miss Stokes crew, along with their buddy crew (Miss Jenna's), met together and "snowstormed" some employee's doors in the school. They worked together to cut out snowflakes, and then split into groups to secretly put the snowflakes on doors to make them happier.
- **Adventure:** N/A



PCO

The following was reported by PCO:

- Pastry Day December 9, 2025. PCO treated our faculty with donuts, cookies, and cakes.
- Popcorn Treat Day on January 15th, 2026.



Staff Recognition

Support Staff: Evelyn Robb

Ms. Evelyn is one of our fifth-grade paraprofessionals and is new to Entheos this year. Evelyn has thoughtfully applied her paraprofessional training and works collaboratively as a valued partner alongside the classroom teacher. She takes feedback well and uses it to build strong relationships that further support student success. By consistently moving throughout the classroom, checking in with students, and engaging them in meaningful conversations, she is making a clear and positive impact on student engagement and the overall classroom environment. Thank you for all you do, Evelyn. We are glad to have you as a part of our crew.



Staff Recognition

Elementary: Allison Weber

Ms. Allison is one of our fourth-grade teachers, and has been with us at Entheos Kearns for seven years. Her classroom is engaging and well-organized, with purposeful routines that support learning. Ms. Allison is a masterful educator who implements instructional strategies that support the unique needs of each of her learners; observing her teach a division lesson is a model of excellence! She holds students to high standards of achievement, and they consistently meet or exceed those expectations. In addition, Allison is always willing to share her expertise by welcoming colleagues to observe her teaching. Thank you, Allison!



Staff Recognition

Middle School: Haylee Ashworth

Haylee is our middle school Special Education teacher and has been with Entheos for five years. She is an integral member of our Special Education team, leading with both integrity and passion. Haylee's extensive knowledge and collaborative approach ensure that her students thrive academically and socially, providing them with tailored support. She is deeply committed to their growth, and her investment in time and effort has seen its rewards. Additionally, Haylee serves as a mentor to new Special Education staff, offering guidance and sharing her expertise to ensure a smooth transition and continued excellence within the program, she is a part of our MKS crew, and our Student Support Team. Thank you, Haylee.



Work Plan: 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 and Special Education Students

This year's MKS Learning Target for teachers:

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

We have collaborated with 4H Afterschool to ensure our partnership continues to provide targeted tutoring to our students. Our students are completing the iReady Diagnostics, Acadience Benchmarks and WIDA testing. Our middle of the year diagnostics data carousel is scheduled for January 30th, 2026. We are also eagerly awaiting the school report card for 2024-25. We continue doing our DIT observations for the various grade levels.

Work Plan: 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.

This year's Character Learning Target for teachers:

I can implement a strong crew centered on the school values to create, shape and reinforce good character. I can support our Entheos PBIS structure with strong classroom management.

On the 16th January, 2026, the professional development focussed on building relationships with students and how authentic connections positively impact academic performance and student engagement.

Work Plan: 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.

This year's HQW Learning Target for teachers:

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

HQW team will review the data collected from our assessment of student portfolios with our teaching crew. We will be reviewing the process with a focus on the purpose and structure of Artifact Descriptions. Teachers will then have time to review their student's portfolios and update any missing information.

Work Plan: Leadership

2025-26 Performance Goals: (1) By the end of the academic year, each school administrator will have visited at least 10 classrooms per week to build relationships and stay informed about student and teacher needs. (2) Increase student regular attendance by 3% from 2024-25 (51%) to 2025-26 (54%).

Our regular attendance for 2024-25 as at May 15, 2025 : 51% ; 45% for 2023-24; 38% for 2022-23. Our admin team has satisfied the 10 classroom visits per week. We contacted the Kearns Mayor to visit the school and received a positive response, thus far. We are working on completing our diagnostics and acadience benchmarks for the middle of the year.

Early Literacy Certificates from the State: K-3

Certificate of Recognition

*In recognition of your dedication to literacy, achieving a **20% increase** in students reading on kindergarten grade level during the 2024–2025 school year. Your efforts support every student in building strong foundational skills for a lifetime of learning.*

Julie Clark

P-12 English Language Arts Coordinator
Utah State Board of Education



Utah State Board of Education

October 27, 2025

Awarded on this Date

Certificate of Recognition

*In recognition of your dedication to literacy, achieving a **10% increase** in students reading on grade level one during the 2024–2025 school year. Your efforts support every student in building strong foundational skills for a lifetime of learning.*

Julie Clark

P-12 English Language Arts Coordinator
Utah State Board of Education



Utah State Board of Education

October 27, 2025

Awarded on this Date

Certificate of Recognition

*In recognition of your dedication to literacy, achieving a **10% increase** in students reading on grade level two during the 2024–2025 school year. Your efforts support every student in building strong foundational skills for a lifetime of learning.*

Julie Clark

P-12 English Language Arts Coordinator
Utah State Board of Education



Utah State Board of Education

October 27, 2025

Awarded on this Date

Certificate of Recognition

*In recognition of your dedication to literacy, achieving a **10% increase** in students reading on grade level three during the 2024–2025 school year. Your efforts support every student in building strong foundational skills for a lifetime of learning.*

Julie Clark

P-12 English Language Arts Coordinator
Utah State Board of Education



Utah State Board of Education

October 27, 2025

Awarded on this Date

Madrigals



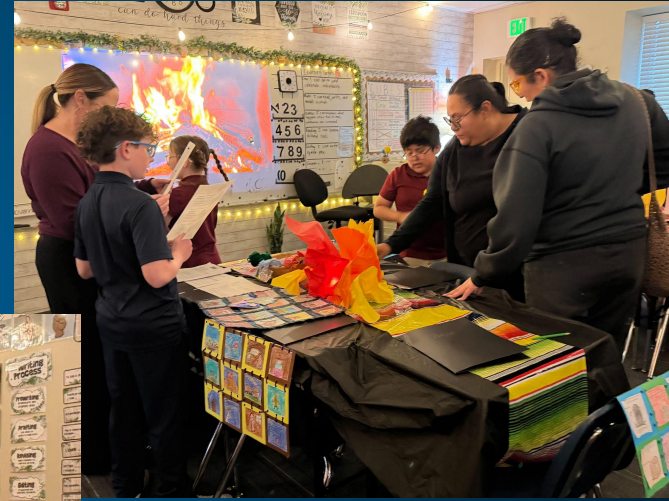
Winter Staff Party



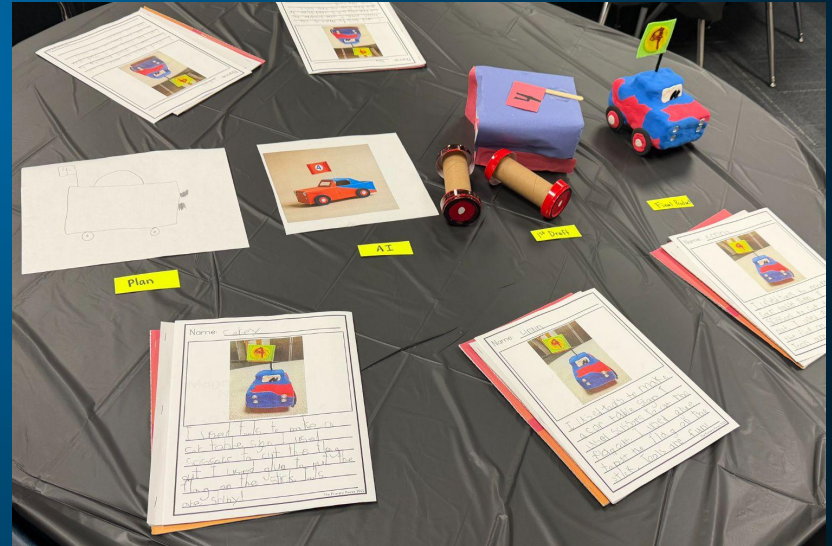
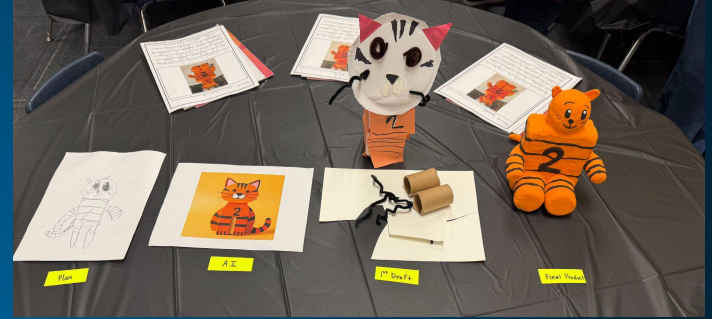
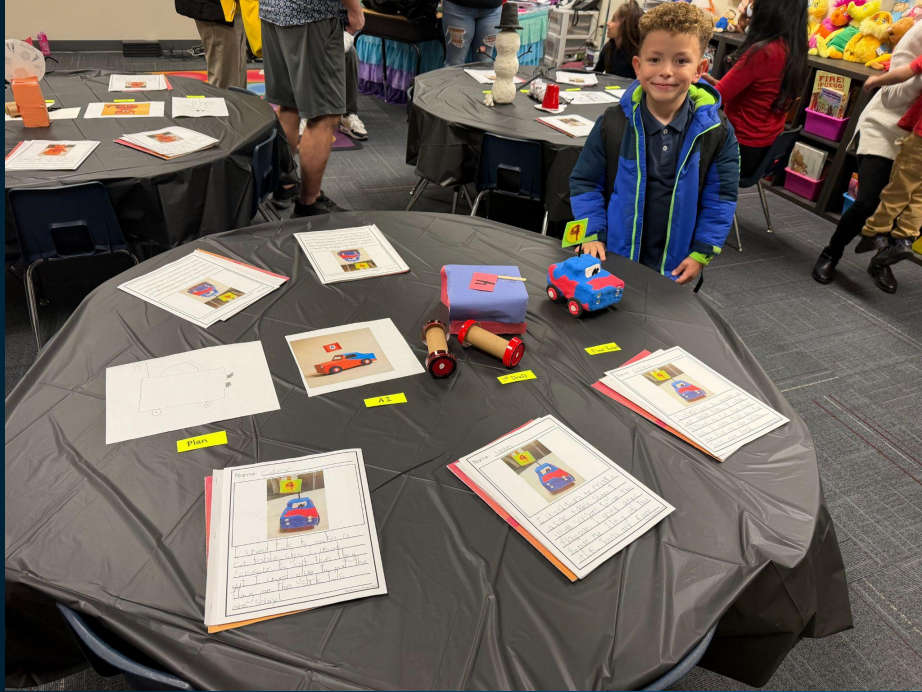
Winter Celebration



5th Grade COL



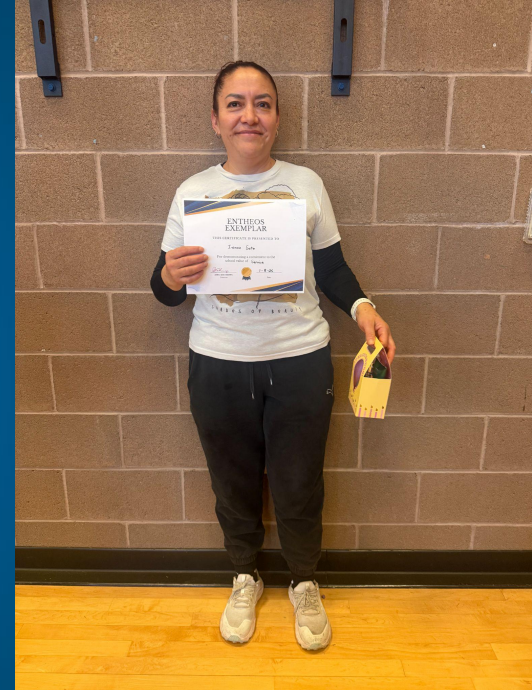
2nd Grade COL



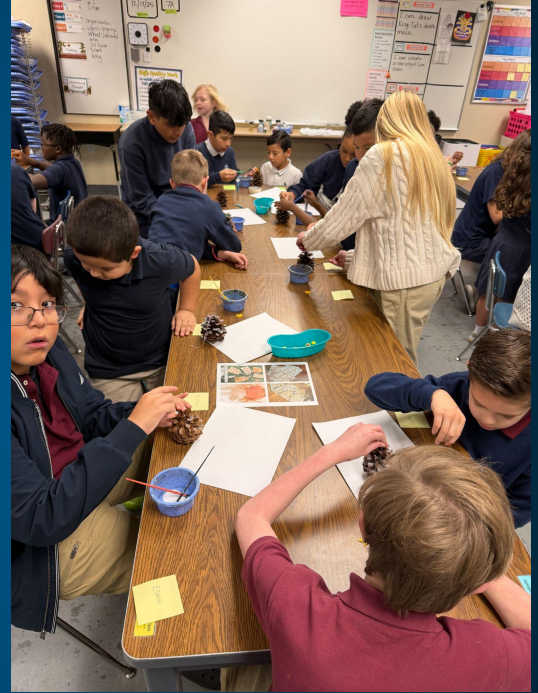
Student Exemplars



Student Exemplars/ Staff Spotlight

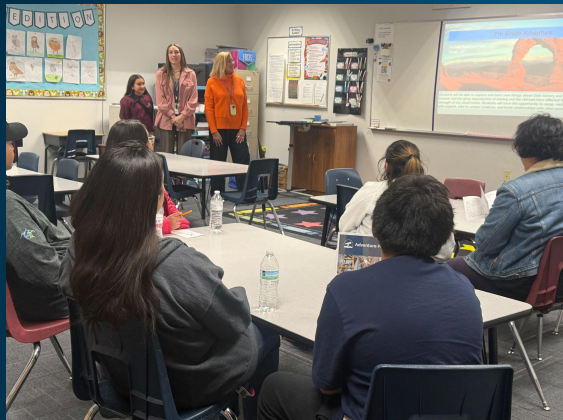


Buddy Crews



Whitley's crew (MS) and Katie's crew (2nd) worked on painting and decorating pine cones together on 12/18/2025.

Middle School Orientation



2025

66 students were enrolled in 5th grade in January 2025.
22 students came to the open house (**33%**)

2026

64 students are enrolled in 5th grade in January 2026.
33 students came to the orientation (**52%**)
87 students and families were in attendance.
2 families on the 6th grade waitlist attended.



Entheos Executive Director's Report

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January 2026

Upcoming Calendar Dates

Magna

- 1/ 6 - 2/20 WIDA Testing
- 1/26 Mobile Food Pantry
- **1/27** **Grade 1 C.O.L., 2:45 - 3:20**
- 1/29 Charter Day on the Hill
- 1/29 Middle School Orientation
- 2/1 Enrollment Lottery
- 2/6 District Science Fair
- 2/10 Big Smiles Dental Visit
- 2/12 Parent-Teacher Conferences (Half Day)
- 2/13 Parent-Teacher Conferences (No School)
- 2/16 Presidents Day (No School)
- 2/23 Mobile Food Pantry
- 2/25 4-H Family Night at Kearns, 6-7:30

Kearns

- 1/ 6 - 2/20 WIDA Testing
- 1/24 4-H Science Day, 10-5
- 1/29 Charter Day on the Hill
- **1/29** **Science C.O.L., 5-30 - 7**
- 2/1 Enrollment Lottery
- **2/ 3** **Discovery Recital at Matheson, 6-8:30**
- 2/ 5 Community Circle/ Wigs for Kids
- 2/ 6 District Science Fair
- 2/12 Parent-Teacher Conferences (Half Day)
- 2/13 Parent-Teacher Conferences (No School)
- 2/16 Presidents Day (No School)
- 2/23-2/27 Spirit Week
- 2/25 4-H Family Night, 6-7:30
- 2/27 Dr. Seuss Day
- 2/27 Middle School Dance

2025- 26 Enrollment

	Magna	Kearns
Enrollment	482	582
Waitlist	123	107

The 2026-27 lottery will be on February 1st

Public Education Budget Preview (State-Provided Slides)

- No new funding in the state, just reallocations.
- Anticipated 4.2% WPU value inflation adjustment.

Session Outlook – Reality Check

2026 GS | State Budget



Lower Expectations

Lower Revenue Growth than Prior Years
Impacted by Federal Changes
Starting Session with No New Revenue



Expect Changes

Revenue Outlook will Result in Internal Budget Reallocations
Proposals for Fundamental Changes in Education Budget Policy



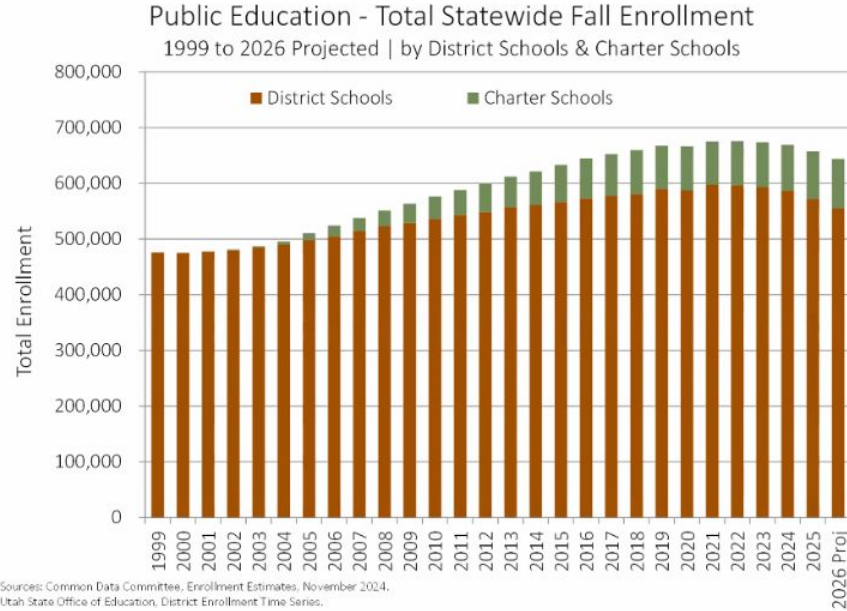
Hope for a Quick Exit

Hope for the Best and a Quick Exit with as Little Damage as Possible



Public Education Budget Preview (State-Provided Slides)

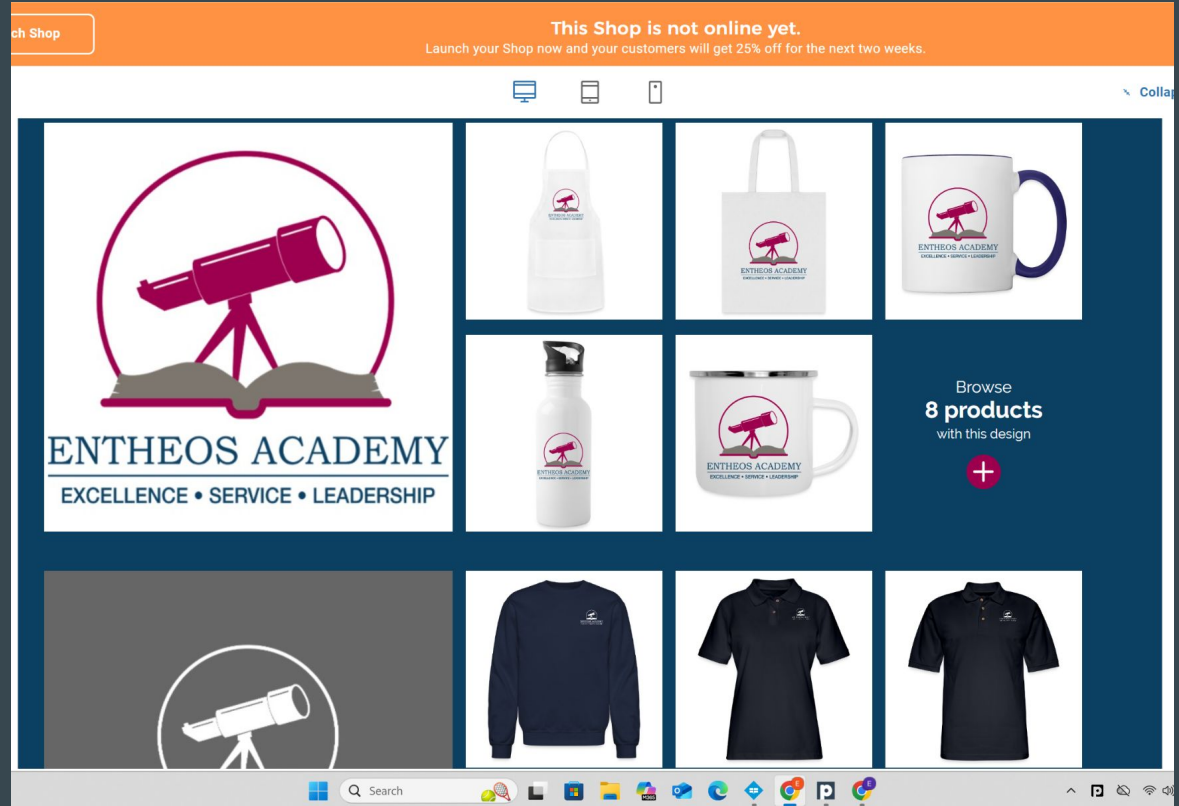
- Start of Enrollment Decline
 - 657,275 Actual Fall 2025
 - 3,728 Fewer than Projected
 - 11,542 Fewer than Fall 2024
 - 643,673 Projected Fall 2026
 - 13,602 Fewer than Fall 2025
 - Decrease of (2.07%)
- Enrollment Decline
 - Stronger than Expected
 - Declining Births
 - K-12 Differential
 - Reduced In-Migration
- Shift to Charters



Entheos has experienced an enrollment increase and is anticipating being full again in the coming year.

Entheos Merchandise Store

We are excited to share that Enthéos will soon be launching an online school spirit store where families, staff, and supporters can directly purchase Enthéos-branded gear. This option is purely for convenience—Entheos will not profit from these sales—but it allows families who are interested in logo apparel to order directly, without the front office needing to manage inventory or payments. The online store will make it easier to celebrate school pride while streamlining operations for our staff.



Early Literacy in
Kindergarten:

“Exceptional
Progress!”

20%

*increase in reading on grade level
in our kindergarten!*

We're proud to announce that our kindergarten team
was recognized by the Utah State Board of Education
for helping students achieve a 20% increase in reading
on grade level this year!



ENTHEOS ACADEMY
EXCELLENCE • SERVICE • LEADERSHIP

"The Utah State Board of Education English Language Arts team would like to extend our sincerest **congratulations** for the exceptional progress your school demonstrated in advancing literacy during the 2024-2025 school year. We are thrilled to recognize your school for increasing the percentage of students reading on grade level in kindergarten from the beginning of the year to the end of the year by **10% or more**.

This significant increase is a testament to the focused, high-quality instruction, tireless effort, and deep commitment of the educators in your school.

Thank you,
Julie Clark
P-12 English Language Arts Coordinator
Utah State Board of Education"



Waterford UPSTART Partnership

Entheos Academy partners with the Governor's Office of Economic Opportunity (GOEO) and Waterford to provide early learning resources to the preschoolers of our Entheos families.

This year the GOEO set goals for partner schools; they wanted Entheos to reach 40 preschoolers for UPSTART enrollment. Due to the excellent work of Misty Startup and Melanie Louviere, we surpassed this goal and had 50 preschoolers sign up for UPSTART! Because we exceeded the goal, the GOEO was able to provide us with additional funding to support preschoolers in early learning. We will therefore be able to distribute kindergarten readiness workbooks, along with decodable books for children on our kinder waitlist.



PreK

The more your child interacts with the Waterford program, the more they learn!

Waterford is adaptive, providing targeted instruction to meet your child's unique needs. Children who engage with the Waterford software for 15 minutes five days a week can easily meet or exceed the recommended usage goal of 1,500 minutes in the digital learning path. Short, frequent sessions work best for learning new skills, so establishing a daily learning routine is important! And research shows that, on average, students who meet the 1,500-minute milestone reach a kindergarten-intermediate level and are well prepared for kindergarten!



With 1,500 minutes in the reading digital learning path, your child will learn to:

- Spell their name
- Recognize most capital letters and many lowercase letters
- Know some letter sounds
- Begin to write letters with correct formation
- Recognize some printed words (such as their name)
- Identify the first sounds in words (orally)
- Blend sounds in simple words orally (up to 3 sounds)
- Listen carefully to understand stories, texts, and directions
- Participate in read-alouds and talk about the book
- Know how words are read in a book (from left to right and top to bottom)

INCREDIBLE RISE SUCCESS!

Although the 2024-25 School Report Cards are not quite released (as of creation of this report), we were finally able to obtain teacher growth data in December. **29 of our educators beat the Work Plan goal of having 65% or more of their students make typical or better growth!**

While we have been focusing a lot on early literacy, today we want to specifically recognize our teachers who achieved incredible RISE growth results; 80% of more of their students receiving typical or better growth!

- Allison Weber, Grade 4 ELA: 95%
- Allison Weber, Grade 4 Math: 91%
- Anna Clarke, Grade 5 Math: 96%
- Spencer Nielsen, Grade 5 Math: 84%
- Taylor Cooper, Grade 7 ELA: 89%
- Cierra Wagner, Grade 8 ELA: 81%



Teacher Merit Awards- Parent Surveys

Entheos Academy is participating in the state's Teacher Merit Award program, which honors and financially recognizes the highest-performing teachers across the state. This opportunity allows us to highlight and celebrate the outstanding instructional work happening at Entheos. A key component of teacher eligibility is parent feedback, making family voice an important part of the process. For board members who would like to preview the parent survey, it can be viewed [here](#).

Parents will be asked to take the survey at the February Parent-Teacher Conferences. If a teacher does not receive enough feedback they will not be eligible for the award, therefore, parent participation is critical!



District Spotlight: Misty Startup

District Office Coordinator

Misty Startup has been with Entheos for 14 years, and has an incredible amount of institutional knowledge and experience that she draws on daily to help our Crew! Among the varied tasks that Misty performs are:

- Student registration for both campuses.
- Tracking attendance.
- Training front offices Crew members.
- Assisting with recruitment and marketing.
- Overseeing vision screenings and immunization paperwork.
- Assisting with purchasing and managing orders.
- Creation and maintenance of emergency binders.
- Functioning as our UPSTART pre-school liaison.

Thank you Ms. Startup, for your continued dedication and excellence!!



Questions?



ENTHEOS ACADEMY

EXCELLENCE • SERVICE • LEADERSHIP

22 January 2026

Consent Agenda Items:

1. Policies for Approval

1. Policies for Approval

- a. 3200 Donations, Gifts and Sponsorships
- b. 4112 LEA Relationship to Educator External Activities
- c. 5200 Attendance and Tardy Policy
- d. 6304 Internet Safety
- e. 7103 Animal on the Premises

#3200 DONATIONS, GIFTS, AND SPONSORSHIPS

Purpose

The purpose of this policy is to establish ~~Entheos'~~Entheos policy and procedure governing the acceptance, valuation, and recognition of all types of donations, gifts, and sponsorships for Entheos. This policy is ~~designed to establish practices that effectively safeguard public funds, promote accountability, and ensure compliance with all applicable~~ intended to create practices that adequately safeguard public funds, provide for accountability, and ensure compliance with ~~all~~ state and federal laws and regulations.

Entheos encourages and supports community and business partnerships that enhance and supplement the public education system. Entheos is committed to ~~working~~work effectively with donors and sponsors to provide donation receipts, as required by law, and to facilitate the donor's charitable intent to the extent that the intent of the donation is in harmony with ~~Entheos'~~Entheos goals and the law, and is appropriately approved.

Entheos is ultimately responsible for the accounting, custody, expenditure, and allocation of all ~~funds, including those monies, including those that are~~ obtained through donations, gifts, and

sponsorships. Entheos is accountable for and must comply with all federal and state laws and rules, regardless of the source of funds.

The board also ~~aims~~ ~~desires~~ to protect students, parents, teachers, and school administrators from over-commercialization and restrictions or requirements that are coercive, distracting, or disruptive to the ~~educational~~ ~~education process~~ ~~processes~~, threatening to the health and welfare of students, or lacking in educational merit. Entheos reserves the right to decline, restrict, or redirect donations, gifts, and sponsorships.

Scope

This policy applies to all Entheos administrators, licensed educators, staff members, students, organizations, volunteers, and individuals who receive, authorize, accept, value, or record donations, gifts, or sponsorships ~~on behalf of~~ ~~for~~ Entheos. It is expected that in all dealings, Entheos and school employees will act ethically, consistent with Entheos's ethics training, the Utah Educators' Standards (R277-515), the Public Officers' and Employees' Ethics Act (Utah Code 67-16), and State procurement law (Utah Code 63G-6a), in any ways that these are applicable and binding to charter schools.

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 [Utah Code 51-7-3(26)]. All monies received through donations, gifts, or sponsorships are considered public funds.

Policy

- I. All funds, property, or goods donated become public funds and the property of Entheos, and should be used for the purpose for which they were donated and in accordance with State and Entheos policies.
- II. Entheos will comply with all applicable state and federal laws, ~~including the State Procurement Code (Utah Code 63G-6a), State Board of Education rules, such as those related to construction and improvements, IRS Publication 526, "Charitable Contributions," and other applicable IRS regulations that,~~ ~~the State procurement code (Utah Code 63G-6a); State Board of Education rules, including construction and improvements; IRS Publication 526 "Charitable Contributions"; and other applicable IRS regulations, of which apply and~~ are binding on charter schools.
- III. The collection of funds or assets associated with donations, gifts, or sponsorships will comply with ~~Entheos'~~ ~~Entheos~~ cash receipting policies. The expenditure of any public funds ~~related to~~ ~~associated with~~ donations, gifts, or sponsorships will comply with ~~Entheos'~~ ~~Entheos~~ cash disbursement policies.

- IV. Donations, whether in-kind, cash, or otherwise, shall be complete transfers of ownership, rights, privileges, and/or title in or to the donated goods or services and become exclusive property of Entheos upon delivery.
- V. Entheos employees must comply with Entheos procurement policies and procedures, including ~~complying with~~ obtaining competitive quotes, ~~;~~ bid splitting, ~~;~~ and not accepting gifts, gratuities, or kickbacks from vendors or other interested parties.
- VI. Donations and gifts shall be accounted for at an individual contribution level.
- VII. Donations, gifts, and sponsorships shall be directed to Entheos. ~~Donations, gifts, and sponsorships~~ shall not be directed at specific Entheos employees, individual students, vendors, or ~~brand-name~~ ~~brand-name~~ goods or services.
- VIII. Donated funds shall not compensate public employees, directly or indirectly.
- IX. If donations or gifts are offered in exchange for advertising or other services, an objective valuation will be performed and a charitable receipt will be issued by the Business Manager.
- X. Donations or gifts shall not be accepted that advertise or depict products that are prohibited by law for sale or use by minors, such as alcohol, tobacco, or other substances that are known to endanger the health and well-being of students.
- XI. Donations, gifts, and sponsorships given by vendors to specific programs (e.g., drama, sports teams) or Entheos employees shall be evaluated for compliance with Utah Code 63G-6a-2304.5, "Gratuities, Kickbacks, Unlawful use of position or influence." As required by state law, donations will only be accepted where there is no expectation or promise, expressed or implied, of remuneration or any undue influence or special consideration. Entheos employees are not permitted to accept personal ~~payments~~ ~~payment~~ or gratuities in any form from a vendor or potential vendor as a ~~condition~~ ~~precondition~~ for the purchase of any product or service.
- XII. Donations and gifts ~~exceeding over~~ \$250 will be provided with an acknowledgment of the contribution from Entheos for IRS purposes. The acknowledgment will be in the form of a receipt.

4112 LEA RELATIONSHIP TO EDUCATOR EXTERNAL ACTIVITIES

Purpose

This policy explains the requirements for educators who want to provide educational services outside their regular work at Entheos Academy. It ensures that these activities are ethical, transparent, and comply with state rules.

Scope

This policy applies to all educators employed by Entheos Academy, including licensed teachers and staff who provide instruction, supervision, or advisory services to students.

Definitions

Educator: Any staff member who teaches, advises, or supervises students.

Private Educational Activity: Any tutoring, camp, clinic, lesson, or other educational service an educator offers outside their regular employment for pay.

LEA Resources: School time, facilities, equipment, supplies, staff, or confidential information.

Policy

Disclosure of Private Activities

- I. Educators must submit a written disclosure to the school before offering any private educational activity.
- II. The school will review the disclosure to ensure the activity:
 - A. Does not create a conflict of interest (see Policy 3104),
 - B. Does not interfere with the educator's regular duties, and
 - C. Does not improperly use school resources.

Use of School Resources

- I. Educators may not use school time, facilities, equipment, supplies, staff, or confidential information for private activities unless the school approves it in writing.

Promotion and Advertising

- I. Educators may not use ~~their job title~~, the school name, letterhead, or school communication channels to advertise private activities unless approved by the school.
- II. If approved, the promotion must clearly state that the activity is not sponsored by Entheos Academy.

Contracts When the School Engages Educators

- I. If the school hires an educator for a private activity, there must be a written agreement that:
 - A. Defines the work, responsibilities, and payment,
 - B. Addresses potential conflicts of interest consistent with Policy 3104, and
 - C. Follows all applicable laws and rules for school funds.

Procedures

- I. Educators must submit disclosures before starting private activities.
- II. The school will review and approve or deny the activity.

- III. Written agreements must be signed before any work or payment occurs when the school contracts with an educator.

Compliance and Consequences

- I. Failure to follow this policy may result in disciplinary action, up to and including termination, and may affect licensure if state rules are violated.

REF: Utah Admin. Code R277-107-3(3)–(6)

#5200 ATTENDANCE AND TARDY POLICY

Attendance

Please plan your vacation schedule to coincide with around the existing school calendar. When possible, please notify the school in advance of any absence. Students and Parents are responsible for obtaining homework or project assignments for the time period during in which the student will be absent. Excused absences are defined by the State of Utah as: illness (Doctor's note will need to be provided, for absences beyond five (5) 5 consecutive school days), medical appointment (notice must be given to the office before the appointment), family death, IEP or 504 accommodating educational reasons, or pre-approved preapproved extended absence for an educational experience. Approval must be given by the Entheos school director. (approval must be given by Entheos executive crew through the school's director).

Entheos Attendance Policy policy

1. The attendance Attendance education policy is made available to parents through the student handbook and on the website.
2. After five (5) unexcused absences, the director sends an attendance email to parents.
2. After seven (7) unexcused absences, attendance letter #1 is sent by certified mail, and a mandatory attendance meeting is scheduled with the director, teacher, parent/guardian, and student.
3. After ten (10) unexcused absences, attendance letter #2 is sent by certified mail requesting attendance mediation, a referral to the Division of Child and Family Services for Educational Neglect (for students under 14 years old), or a referral to truancy court (for students 14 and older).

Tardies

Entheos Academy strives to create a positive learning environment, free from distractions, where all students can learn and succeed. Learning is best facilitated when students are in class and prepared. Chronic lateness disrupts the learning environment and inhibits students from reaching their full potential. Students are considered tardy when they arrive at school or class after the

~~scheduled start time~~~~late to school or class~~. Tardies will be excused if they are due to medical, bereavement, or other extenuating circumstances approved by the school administration. Tardies will be dealt with on an individual basis with the teacher. If a student's ~~tardiness~~~~tardies~~ ~~becomes~~~~become~~ excessive, as determined by the school administrator, the administration of Entheos will become involved. ~~The administrator~~~~Administrator~~ may ~~take~~~~use taking~~ away reward trips, ~~prohibit participation in~~ school activities, and/or assign ~~the~~ student to an after-school program. It is the student's responsibility to reach out to the teachers to ~~obtain and make up all work missed due to tardiness~~~~get and make up all work missed due to the tardy~~.

6304 INTERNET SAFETY

Purpose

It is unlawful to access the Entheos Academy computer network for the purpose of accessing or transmitting inappropriate material via ~~the~~ Internet, electronic mail, or other forms of direct electronic communications. Entheos Academy has the responsibility and obligation to prevent unauthorized access and other unlawful online activity, prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors, and to comply with the Children's Internet Protection Act [Pub. L. No. 106-554 and 47 USC 254(h)] and FCC Ruling 11-125.

Definitions

Key terms are as defined in the Children's Internet Protection Act.

Policy

- I. Access to Inappropriate Material
 - A. Filtering technology shall be used to block or filter access to the Internet (or other forms of electronic communications) for inappropriate information.
 - B. As required by the Children's Internet Protection Act, visual depictions of obscene material, child pornography, or any similar material that is harmful to minors shall be blocked.
 - C. The executive director may authorize adjustments to the Entheos Academy technology filters from time to time to facilitate bona fide research or other lawful uses.
- II. Inappropriate Network Usage
 - A. Entheos Academy shall promote the safety and security of users of the school computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications.
 - B. As required by the Children's Internet Protection Act, prevention of inappropriate network usage includes:
 1. unauthorized access, including so-called 'hacking,' and other unlawful activities; and
 2. unauthorized disclosure, use, and dissemination of personal identification

information regarding minors.

III. Supervision, Monitoring, and Education

- A. It shall be the responsibility of all members of the Entheos Academy staff to educate, supervise, and monitor all users as to the usage of the online computer network and access to the Internet in accordance with this policy and the Children's Internet Protection Act. Education should specifically address the following issues, as stated in FCC 11-125:
1. The education of minors about appropriate online behavior, including interacting with other individuals on social networking sites and in chat rooms
 2. Safety/security of minors when using e-mail, chat rooms, and other direct electronic communications
 3. Unauthorized access, including "hacking" and other unlawful activities by minors online
 4. Unauthorized disclosure, use, and dissemination of personal information regarding minors
 5. Cyberbullying awareness and response

IV. Procedures for disabling or otherwise modifying technology protection measures are the responsibility of the school director or designee.

7103 ANIMAL ON PREMISES POLICY

Purpose

Entheos Academy promotes the wellness of students and staff by providing reasonable health and safety measures for students regarding animals, in accordance with within state law mandates and allowances.

Policy

- I. Dogs, cats, or other animals are allowed on school property only under the following circumstances:
- A. Seeing-eye ~~Seeing-eye~~ dogs or other certified service animals
 - B. Animals used for school instructional purposes (e.g., guest speakers, police dogs) may be allowed if adequately controlled and not on the ~~(e.g. Guest speaker, Police Dog, etc) purposes may be allowed if adequately controlled, and not on~~ premises for more than a few hours.
 - C. A single small animal in a contained habitat (e.g., a cage) may be kept in a classroom, provided there is a staff member responsible for its care. All parents have been notified of its presence, and none have presented healthcare ~~cage) may be kept in a classroom, provided there is a staff member responsible for its care, and all parents have been notified of its presence and none have presented health care~~ concerns regarding its presence. If a parent notifies the school director of a valid health care concern, the concern will be immediately reviewed, and appropriate action will be taken, including removal of animal if necessary ~~any staff member of a health care concern to the animal's presence it will be removed from~~

~~the premises, by the end of business the same day.~~

- II. Multiple small animals may be allowed by the school Director.
- III. Poisonous, dangerous, or otherwise harmful plants or animals shall not be kept on the school premises unless it is in conjunction with a course curriculum.
 - A. Poisonous or toxic plants must be labeled with their scientific names, and a warning sign must be posted that describes the health risks and provides name, and ~~a warning sign posted describing the health risks and~~ first aid instructions for skin contact or ingestion.
 - B. A warning sign shall be posted on the confining area of animals which are likely to carry disease; the sign shall state the disease-causing ~~disease-causing~~ organisms the animal is likely to be infected with and the precautions that should be taken. ~~to people should take to avoid disease.~~

ENTHEOS ACADEMY BOARD MEETING MINUTES

December 19, 2025 5:00pm

Held at Entheos Academy Kearns Campus
4710 West 6200 South Kearns, UT 84118

OPENING

- I. Roll Call
 - a. Board Members Present: Xazmin Prows, Deb Ivie, Karen Bogenschutz, Rod Eichelberger, Jaren Gibson
 - b. Board Members Excused:
 - c. Administrators and Staff also present:
 - d. Administrators Excused: Esther Blackwell, Jason Bennion, Denise Mathews, Sue Talmadge, Brian Cates of Red Apple, Alisha Cartier
 - e. Others in attendance:
 - f. Time: (5:00 pm)
- II. Meeting Opened by Rod Eichelberger (5:00 pm)
- III. Rod Eichelberger shares that the board is going into a closed meeting to discuss the competency and character of an individual and consent agenda after.

ACTION ITEMS

- I. **MOTION** (5:01 pm)
 - a. Words: Karen Bogenschutz motions we go into the closed session. Second by Xazmin Prows.
 - b. Vote: Rod Eichelberger, Deb Ivie, Karen Bogenschutz, Xazmin Prows, Jaren Gibson
- II. **MOTION** (5:12 pm)
 - a. Words: Rod Eichelberger motions we approve the consent agenda. Xazmin Prows Seconds.
 - b. Vote: Karen Bogenschutz, Deb Ivie, Xazmin Prows, Jaren Gibson, Rod Eichelberger

ADJOURN

- I. 5:13 pm
- II. Motion: Karen Bogenschutz motions we close the session. Rod Eichelberger seconds.
- III. Vote: Jaren Gibson, Xazmin Prows, Rod Eichelberger, Deb Ivie, Karen Bogenschutz

ENTHEOS ACADEMY

EXCELLENCE • SERVICE • LEADERSHIP

AFFIDAVIT

Entheos Academy School Board Closed Session

Friday, 19 December 2025

Entheos Kearns Campus

4710 West 6200 South Kearns, UT 84118

This closed session was held to discuss the character, competency, physical or mental health of an individual and legal updates according to Utah Code 52-4-2-205.



12/22/2025

Rod Eichelberger
Entheos Academy Board Chair

Date

ENTHEOS ACADEMY BOARD MEETING MINUTES

November 20, 2025 6:00pm

Held at Entheos Academy Kearns Campus
4710 West 6200 South Kearns, UT 84118

OPENING

- I. Roll Call
 - a. Board Members Present: Deb Ivie, Karen Bogenschutz, Rod Eichelberger, Jaren Gibson
 - b. Board Members Excused: Xazmin Prows
 - c. Administrators and Staff also present: Esther Blackwell, Denise Mathews, Sue Talmadge, Brian Cates of Red Apple, Alisha Cartier
 - d. Administrators Excused: Jason Bennion
 - e. Others in attendance: Joe Hall, Maggie Busch, Luseane Tafisi
 - f. Time: (6:02 pm)
- II. Meeting Opened by Rod Eichelberger (6:02 pm)
- III. Pledge of Allegiance led by Jaren Gibson (6:03 pm)
- IV. Mission Statement by Rod Eichelberger (6:03 pm)
- V. Approve October 23, 2025 Board Meeting Minutes, November 12, 2025 Board Meeting Minutes, and November 20, 2025 Consent Agenda (6:04 pm)
 - a. **Motion: Rod Eichelberger motions we approve the October 23, November 12 board meeting minutes and the consent agenda. Second by Karen Bogenschutz**
 - b. Vote: Deb Ivie, Karen Bogenschutz, Jaren Gibson, Rod Eichelberger
- VI. Entheos Value Presentation by Sue Talmadge (6:05 pm)
 - a. Value: Patriotism
 - b. Maggie Busch - 8th grade student and Student Council president. Read her essay on patriotism that was read at the Kearns' Veterans Day program

PUBLIC COMMENT

- I. Public Comment: (6:13 pm)
 - a. NONE

INFORMATIONAL ITEMS

- I. Q&A on Director Reports (6:13 pm)
 - a. District: Esther Blackwell reviews transfer rates and retention rates
 - b. Kearns: Denise Mathews - 8th grade service water testing, Veterans Day presentation, over \$21K contributed to Huntsman over 16 years.
 - c. Magna: Esther Blackwell - Service, wellness committee food collection for families. Fifteen boxes of food to 15 families.
- II. Staff Recognitions (6:23 pm)
 - a. District: Melanie Louviere
 - b. Kearns: Jance Neel, Aileen Zendejas, Carrie Usher
 - c. Magna: Tony Paiallii, Jamie Oyler, Arianna Foutz
- III. School Presentation by Joe Hall (6:32 pm)

- a. Utah Science Teachers Association conference
 - b. Next generation science practices - 3 dimensions of teaching. Rewrote his classroom curriculum. Adapted from Davis County
 - c. Science Instruction: practices, core ideas, cross cutting concepts - other disciplines
 - d. Shared different classes he was able to attend at the conference.
 - e. Fantastic conference. Professional Development - if it doesn't change the way I teach the next day, it was a waste of time. Money well spent.
 - f. Rod Eichelberger - portfolio way of doing things. Goes along with RISE test
 - g. Sue Talmadge shares that Joe Hall is also a Veteran.
- IV. Budget and Finance Report by Deb Ivie (6:44 pm)
- a. End of Oct, 33% through the year. Enrollment is good, debt ratio good. Audit is through and no findings. Single Audit has started with the school lunch program. In progress. Brian Cates - single audit is usually done with regular audit. Due end of December. Esther Blackwell - took into account large building expenses. Letting enrollment come down. Been great for school culture.
- V. Reserve Fund Accounting Proposal by Brian Cates (6:47 pm)
- a. Capital Expenditures -
 - i. operating expenses - day-to-day
 - ii. capital expenditures - bigger, last longer than a year. Spread the cost over multiple years. Serve students over multiple years
 - b. Why should the board care? separate funding sources, leverage debt, loan offered by state, shows up differently on financial statements. Some treat reserve accounts incorrectly. Cash reserves are an asset.
 - c. Fund Balances of Fund Financial Statements - pulled from audit report.
 - i. Nonspendable
 - ii. Restricted
 - iii. Committed
 - iv. Assigned - preferred by auditor, not restricted or committed, delegate to director
 - v. Unassigned
 - d. Reserve study - different ways of appropriating funds to build up account on books.
 - e. Rod Eichelberger - looks at our budget approval as assigned. Would like to fund reserve from PTIF. This is really helpful.
- VI. Charter LAND Trust Board Training by Esther Blackwell (7:04 pm)
- a. Remind board this is an annual training - separate council for each school. Board still needs to stay up to date. State sends out trainings. Will receive training video from state. Report watched and completed. Larger councils than in past for parent majority. Really active each month.

DISCUSSION ITEMS

- I. Board Development by Rod Eichelberger (7:05 pm)
 - a. Anxious Generation chapter 3-4
 - b. Board members and administrators share their insights while reading chapters three and four. The need for outdoor play, opportunities to learn how to negotiate, opposition creates strength, growth mindset, and overcoming challenges. Phones become a blocker

- of experiences and hard to build relationships. We treat people differently in person versus online.
- c. Esther Blackwell had a call with someone at Moab Field Institute - experts, river rafting, amazing. Raise level of 8th grade experience. Passage of sorts. Educate parents so they let them go.
- d. NEXT READING - chapter five only for next meeting.
- e. Sue Talmadge shares she could get copies for both school libraries for people to check out
- II. Board Training: Financial Oversight by Deb Ivie (7:41 pm)
 - a. Based on charter training. 8 points
 - i. financial statements clear and aligned with budget
 - ii. revenues and spend tracking
 - iii. material changes that may affect budget
 - iv. reports, compliance documents submitted and up to date
 - v. reserves, funds balance and cash flow
 - vi. internal control to prevent misuse
 - vii. finance committee review, bring to board for action
 - viii. positioned to advance priorities
- III. Policies for discussion by Sue Talmadge (7:47 pm)
 - a. 3200 Donations, Gifts and Sponsorships - no questions
 - b. 5200 Attendance and Tardy Policy - clarification from Sue Talmadge
 - c. 5302 Head Injury & Concussion Policy - rewording about loss of consciousness , clarification about who pays if transported, will run by school attorney. Will review again next board meeting.
 - d. 6304 Internet Safety - no questions
 - e. 7103 Animal on the Premises - no questions
 - f. 4112 LEA Relationship to Educator External Activities - Rod Eichelberger asks should we take out their job title? Decided OK to remove that part.
- IV. Entheos Academy Emergency Response Plan (ERP) to replace Entheos Academy Crisis Plan by Esther Blackwell (8:01 pm)
 - a. Updated name. Similar to crisis plan, reworked to include I Love You Guys, adopted for consistency of language. Secure, hold, etc - different steps. Language more in line with state. Gaps in previous plan. Medical emergencies - call 911 for losing consciousness unless medical condition. Rod Eichelberger asks Esther Blackwell to send to attorney for review. Referenced in Emergency Response Policy. ADD the policy to January for discussion. Discuss Policy 5302, 5300, and plan in January

ACTION ITEMS

- I. **MOTION: Jaren Gibson motions to approve the 2026-2027 School District Calendar. Second by Karen Bogenschutz. (8:11 pm)**
 - a. Discussion - parents should be informed about how weather closure day works. No snow day added to the calendar.
 - b. Vote: Deb Ivie, Karen Bogenschutz, Jaren Gibson, Rod Eichelberger
- II. **MOTION: Karen Bogenschutz motions that we approve the Kearns PBIS Plan. Second Jaren Gibson (8:12 pm)**
 - a. Vote: Deb Ivie, Jaren Gibson, Karen Bogenschutz, Rod Eichelberger
- III. **MOTION: Rod Eichelberger motions that we approve the Magna PBIS Plan. Second Jaren Gibson. (8:13 pm)**
 - a. Vote: Karen Bogenschutz, Deb Ivie, Rod Eichelberger, Jaren Gibson

ADJOURN

- I. Time 8: 13 pm
- II. **Motion: Karen Bogenschutz motions that we close this meeting. Deb Ivie seconds.**
- III. Vote: Karen Bogenschutz, Deb Ivie, Jaren Gibson, Rod Eichelberger