



ENTHEOS ACADEMY

EXCELLENCE • SERVICE • LEADERSHIP

5200 ATTENDANCE AND TARDY POLICY

Purpose

We believe that strong partnerships between families and schools are essential to student success. Utah law requires certain attendance standards, and this policy provides clear expectations and support, working with families to address absences, ensure student learning continues, and navigate legal requirements together.

This policy establishes:

1. Attendance expectations
2. Definitions of excused and unexcused absences
3. Procedure for interventions, legal notices, and membership withdrawal

Attendance Expectations

I. Students are expected to attend all scheduled school days unless absent for a valid, excused reason.

II. Families should plan vacations around the school calendar and notify the school promptly of unavoidable absences.

III. Students and parents are responsible for completing missed assignments.

Definitions

Absence: Failure to attend any portion of the school day.

Excused Absence: Absences approved under this policy and Utah law.

Unexcused Absence: Absences that do not meet excused criteria or lack required documentation.

Truancy: An unexcused absence of half a school day or more.

Policy

Excused Absences

- I. The following absences are considered excused when reported by a parent or guardian. Advance notice is encouraged when possible, and documentation may be requested **for administrative purposes only**:
 - A. Illness

ENTHEOS BOARD POLICY — UPDATED JANUARY 19, 2017

UPDATED APRIL 25, 2019; UPDATED JANUARY 22, 2026

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- B. Medical, dental, therapy, or counseling appointments
- C. Family death
- D. IEP/504 accommodations
- II. OTHER
 - A. Family emergencies may be approved as excused absences by the School Director at their discretion. Supporting documentation may be required for administrative purposes.
 - B. Extended absences for educational experiences are excused only when approved in advance by the School Director.
- III. Reporting Timeline for Excused Absences
 - A. Absences must be excused by the parent/guardian within 10 school days from the date the absence occurred. Absences not excused within this timeframe will be recorded as unexcused. The school may allow exceptions in cases of serious extenuating circumstances at administrative discretion.

Unexcused Absences

- I. An absence is unexcused if:
 - A. The school is not notified of the reason
 - B. The reason does not meet the excused criteria
 - C. The absence is due to an unapproved vacation/travel
 - D. The student refuses to attend school
- II. Unexcused absences may trigger truancy notices under Utah law.

Attendance Intervention and Legal Notices

- I. Attendance Intervention and Legal Notices
 - A. After multiple unexcused absences, the school contacts parents to:
 - 1. Review attendance
 - 2. Offer supports and interventions
 - 3. Encourage corrective action
- II. Five (5) Unexcused Absences
 - A. Grades K–6: Notice of Compulsory Education Violation
 - 1. A notice is issued to the **parent/guardian** after 5 unexcused absences, regardless of whether the absences are non-consecutive or consecutive.
 - 2. Notice includes legal required messaging: Utah law (Utah Code §53G-6-202(c)), it is a **Class B misdemeanor** for a parent to intentionally or without good cause:
 - a) Fail to meet with designated school authorities to discuss the child's attendance problems; or

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- b) Fail to prevent the child from being truant five or more times during the remainder of the school year.
 3. Notice Delivery: Must be served by personal service or certified mail to meet statutory requirements.
- B. Grades 7–8 (age 12+): Notice of Truancy
 1. A notice is issued to the **student and parent/guardian** after 5 unexcused absences, regardless of whether the absences are non-consecutive or consecutive.
 2. Includes the **right to contest** if absences were excused or there are mitigating circumstances.
 3. **Delivery**: Mailed or personally served; **certified mail is recommended** for documentation (Utah Code §53G-6-203).
- C. Continued Absences
 1. Mandatory conferences, attendance improvement plans, or referrals to supports may be required.

Appeals

- I. Parents and students may appeal attendance determinations or statutory notices in accordance with school procedures and Utah law. The contest process must be communicated to students and parents for grades 7–8 notices.

Communication

- I. This policy is
 - A. Published in student/family handbooks
 - B. Available on the school website
 - C. Referenced in attendance communications with families

Withdrawal Due to Consecutive Absences

- I. Purpose: Withdrawal is an administrative action for state enrollment reporting (Policy 5103), not disciplinary.
- II. 10-Day Rule:
 - A. Students absent 10 consecutive school days without meeting exceptions will be withdrawn.
 - B. Withdrawal date must be within 10 days of the last day of attendance.
- III. Exceptions: Students are not withdrawn if absent due to:
 - A. Illness or hospitalization
 - B. Home/hospital services (≥ 2 hrs/week, weekly contact documented)
 - C. Pending court investigation/action
 - D. Prior-approved trip/absence

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- IV. Parent Notification: Written notice includes:
 - A. Withdrawal date
 - B. Confirmation of 10-day absence
 - C. Re-enrollment instructions
- V. Re-Enrollment:
 - A. Withdrawn students must reapply through the school enrollment process
 - B. Students are placed at the end of the current waitlist; space availability determines enrollment
 - C. Re-enrollment is not guaranteed
- VI. Relationship to Truancy:
 - A. Withdrawal does not stop truancy proceedings
 - B. Court-ordered students remain enrolled while proceedings are ongoing

Tardies

- I. Entheos Academy is committed to providing a positive, focused learning environment. Students learn best when they arrive on time and prepared for the school day. Tardiness disrupts instruction and negatively impacts student learning.
- II. A student is considered tardy when they arrive late to school or class after the scheduled start time.
- III. Excused Tardies
 - A. Tardies may be excused for reasons such as medical appointments, family emergencies, or other extenuating circumstances as reported by a parent or guardian.
- IV. Addressing Excessive Tardies:
 - A. Tardies without a valid excuse are considered behavior infractions. While initially addressed by the classroom teacher, if tardiness becomes frequent or excessive, school administration will work with the student and family to identify causes and provide support, and determine consequences. Administrative responses may include parent conferences, loss of school privileges or activities, or other school-based interventions.
 - B. Students are responsible for contacting their teachers and completing any work missed due to a tardy

REF: Utah Code §53G-6-201 through §53G-6-203 and Utah Administrative Rule R277-607

Attendance

~~Please plan your vacation schedule to coincide with 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 which the student will be~~

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~~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) 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 extended absence for an educational experience. Approval must be given by the Entheos school director.~~

~~Entheos Attendance Policy~~

- ~~1. The 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. 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 becomes excessive, as determined by the school administrator, the administration of Entheos will become involved. The administrator may take 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.~~



ENTHEOS ACADEMY

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5501 REPORTING OF STUDENT PROHIBITED ACTS

Definitions

“Prohibited Act” means

- A. Use of foul, abusive, or profane language while engaged in school-related activities
- B. Illicit use, possession, or distribution of controlled substances or drug paraphernalia, and/or use, possession, or distribution of tobacco, electronic cigarettes, or alcoholic beverages contrary to law; or
- C. Hazing, demeaning, or engaging in physical assault, whether consensual or not, including behavior involving physical violence, restraint, improper touching, or inappropriate exposure of body parts not normally exposed in public settings, forced ingestion of any substance, or any act ~~that~~^{which} would constitute a crime against a person or public order under Utah law

“School district location” means

- A. in any school building or on any school premises;
- B. on any school-owned vehicle or in any other school-approved vehicles used to transport students to and from school or school activities;
- C. off school property at any school-sponsored or school-approved activity, event or function, such as a field trip or athletic event, where students are under the jurisdiction of the school district;
- D. or during any period of time such an employee is supervising students on behalf of the school district or otherwise engaged in school district business.

Policy

School employees shall immediately report to the school director or District Executive Director any reasonable belief that a violation of a “Prohibited Act” has occurred, wherein any student participating in student government and/or extracurricular activities; if occurring while the student is in the classroom, on school property, or during school-sponsored activities, regardless of location or circumstances. ÷

ENTHEOS BOARD POLICY – AUGUST 22, 2019

UPDATED – MAY 24, 2023

5501 Reporting of Student Prohibited Acts

Directors who receive a report of a violation of a “Prohibited Act” shall submit a report of the alleged incident; and actions taken in response, to the district director or the director’s designee within ten working days after receipt of the report.

Failure of a person holding a professional certificate to report these prohibited acts as required under this policy constitutes an unprofessional practice.

I. **Duty to Report Student Use or Possession of Illegal Drugs or Alcohol**

A school employee with reasonable cause to believe that a student has used or possessed alcohol or illegal drugs, counterfeit substances, or any associated paraphernalia at a school District location shall immediately report that fact to the school’s designated Administrator.

II. **Notice to Parent or Legal Guardian**

Upon receiving a report from a school employee of student use or possession of illegal drugs or alcohol, counterfeit substances, or any associated paraphernalia at a school District location, the designated Administrator shall immediately report the information to the student’s parent or legal guardian; and may report the information to law enforcement agencies or officials. The identity of the school Administrator who reported the prohibited act shall not be disclosed to the student, ~~or~~ the parent, or legal guardian.

III. **Immunity for Good Faith Reporting**

A school employee who, in good faith, reports student use or possession of illegal drugs or alcohol, counterfeit substances, or any associated paraphernalia at a school District location in accordance with these provisions is immune from any civil or criminal liability resulting from that action.



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5400 STUDENT DRESS CODE POLICY

A key element of our dress code is for students to take pride in their appearance. In support of this concept, necessary emphasis will be placed on students' grooming, hygiene, and attire. The dress code is in place to encourage our students to respect themselves and their peers, while working in a professional learning environment.

The purpose of the Dress Code policy at Entheos is to improve the learning environment by:

- Ensuring clothing is modest and non-offensive.
- Reducing peer pressure and emphasis on brand-name brand-name clothing.
- Minimizing health and safety concerns.
- Helping to teach children respect in the way they dress, which influences the way they act.

TOPS:

Shirts

- Polo-style Polo-style shirt, button-down button-down, or full-folding full folding turtleneck.
- Shirts must be long enough to be tucked in, and sleeves must cover the shoulders and under the arm.
- Solid Maroon, Navy, or White in color.
- No printing or graphics, and logos must be smaller than a quarter.
- Clean and in good condition (not torn, cut, holey, or purposely frayed).
- Cannot be sheer or otherwise revealing.
- Any undershirts may be worn under a collared shirt as long as they are consistent with the solid dress code colors and have no visible patterns or printing.

Additional Layers

- **Non-hooded**, solid maroon, tan, navy, or white layers may be worn over collared shirts in class, including:
 - Sweaters
 - Sweatshirts without pockets
 - Vests

ENTHEOS BOARD POLICY – UPDATED DECEMBER 1, 2016

UPDATED-FEBRUARY 28, 2019, UPDATED - OCTOBER 24, 2019, UPDATED - MAY 24, 2023, JUNE 28, 2023

5400 Student Dress Code Policy

- Jackets
- No printing or graphics, and logos must be smaller than a quarter unless it is an item purchased or provided through the school with an Entheos logo or graphic.
- Clean and in good condition (not torn, cut, holey, or purposely frayed).

BOTTOMS:

Students may wear any solid tan, ~~or~~ navy, **or maroon** ~~pants~~~~pant~~, Capri, ~~shorts~~~~short~~, or skirt that:

1. Is made of chino, twill, corduroy, dress pant quality material (not denim, nylon, sweatshirt, leather, knit, velour, or vinyl material).
2. Reach the middle of the knee or longer.
3. Clean and in good condition (not torn, cut, holey, or purposely frayed).
4. Not revealing. Pants must be worn around the hips or above with no underclothing visible.

DRESSES:

Girls may wear any solid maroon, navy, tan, or white dress that:

1. Has a collar.
2. Goes to the middle of the knee or longer.
3. Has sleeves that cover the shoulders and under the arm.
4. Is not denim, nylon, sweatshirt, leather, or vinyl material.
5. Is not sheer or otherwise revealing.
6. Clean and in good condition (not torn, cut, holey, or purposely frayed).

SHOES:

Students must wear shoes ~~that can be used~~ suitable for everyday use.

- All shoes must have a strap or some kind of back on the shoe so that it doesn't slip off the feet. Students may not wear:
 - shoes with wheels
 - slippers
 - flip-flops
 - Shoes that distract from learning.

Students will need a pair of sturdy hiking or walking shoes for outside excursions. It is possible that a specific type of shoe will be needed for a specific activity (i.e. horse riding, rock climbing, backpacking, water activities, etc.). If so, notification will be given in advance.

HAIR:

Hair colors will be in the natural hair color range.

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ACCESSORIES:

- **Body piercing will be limited to ear piercings that are not excessive and are conservative in nature.** ~~one pair of conservative earrings.~~
- No chains may be worn other than around the neck or wrist and must be unobtrusive.
- One conservative bracelet per arm.
- One conservative necklace.
- Other jewelry may not be excessive or distract from the learning environment.
- Tattoos must be covered and unseen at all times.
- Tights must be solid white or blue.
- Long stockings and socks must be a solid, non-distracting color.
- Belts must be conservative and of one solid color.
- Backpacks, purses, and bags should be conservative and non-distracting.
- **No gloves, full or fingerless.**
- **No headbands with animal ears. No animal tails.**

Dress Code items not specifically covered but considered inappropriate or contrary to the purpose of the Dress Code Policy are subject to review and interpretation by the Board or the Administrators in charge of executing the Dress Code Policy. Compliance is mandatory with no opt-out policy other than stated below, and consequences for violation will be enforced.

Dress Code Exemptions may be granted by the Executive Director or Board of Directors based on:

1. Religious beliefs
2. Special circumstances.

The school will help with the acquisition of the required dress code items by:

1. Facilitating the gathering and distribution of used items.
2. Helping with the funding of dress code items for economically disadvantaged students through scholarship or work programs.
3. Other programs to make dress code items available.

CONSEQUENCES FOR VIOLATION OF THE DRESS CODE POLICY:

If a teacher or administrator **determines that a student has come to school inappropriately attired in accordance with the Dress Code Policy, the student will be sent to the administrator responsible for enforcing the Dress Code Policy to determine whether** ~~identifies that a student has come to school inappropriately attired according to the Dress Code Policy, the student will be sent to the administrator in charge of executing the Dress Code Policy to make the determination if~~ the student is in violation. If the administrator determines that the student has violated the Dress Code Policy, then:

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1. Parents will be called to bring proper clothing, and the student will remain in the office until clothing arrives.
2. Perpetual violation of the Dress Code Policy will be handled on an individual basis according to the nature of the violation and may result in expulsion from Entheos.
3. The student/parent may appeal decisions to the Executive Director.
4. The student or parent of the student may appeal decisions made to the Board of Trustees for final decision.



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4201 STAFF DRESS CODE POLICY

Purpose

The staff at Entheos, as role models ~~for our students, will maintain professional standards of~~ ~~our students, will maintain standards of professionalism in~~ dress while working. Staff are expected to dress at a standard that is equal to or exceeds the student dress code. Extreme departures from what is considered conventional dress or personal grooming are not permitted.

Policy

General guidelines are as follows:

1. Employees are expected to dress in a manner ordinarily acceptable in professional business establishments. For example, the wearing of jeans, leggings as pants, jeggings, t-shirts, hoodies, and similar items of casual attire is not permitted.
2. Professional shoes that can be used for everyday use. Staff may not wear slippers or flip flops.
3. Hair should be clean, combed, and neatly trimmed. Unnatural colors are not acceptable.
4. Sideburns, mustaches, and beards should be neatly trimmed. Eccentric styles of facial hair are not permitted.
5. Jewelry, piercings, and tattoos shall not be excessive or extreme in nature. A reasonable effort should be made to keep tattoos covered while working. Visible tattoos shall be non-distracting in nature; and may not contain any controversial or offensive images or words.
6. Clothing must cover the shoulders, cleavage, stomach, back, underarm, and undergarments.
7. Skirts and dresses must be knee-length. This includes skirts and dresses worn over leggings.

If an employee reports for work improperly dressed or groomed, they may be asked to return home to change, at the director's discretion.

Items not specifically covered but considered inappropriate or contrary to the purpose of the Staff Dress Code Policy are subject to review and interpretation by the Board or the

4201 Staff Dress Code Policy

Administrators in charge of executing the Policy. Dress code compliance is mandatory with no opt-out policy other than stated below, and consequences for violation will be enforced.

Dress Code Policy exemption may be granted by the Board of Directors or the Executive Director based on:

1. Religious beliefs
2. Special circumstances.



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3301 NUTRITION COLLECTION POLICY

A. Purpose and Background

- I. ~~The National School Lunch, Breakfast, and After-School Snack Programs~~~~National School Lunch, Breakfast, and the After-School Snack Program~~ are federal programs in which this school participates. Pricing policies for school meals are determined at the local level. This includes decisions regarding the extension of credit for meals; and the option to provide alternate meals to students when there are insufficient funds in the meal account.
- II. Purpose of policy
 - a. Clarify how Entheos Academy will notify parents/guardians regarding outstanding meal accounts.
 - b. Notify parents/guardians of the school's procedures for providing meals if ~~students'~~~~students~~ meal accounts are delinquent
 - c. Assure and remind parents and school employees that students will not be confronted or embarrassed with ~~regard~~~~regards~~ to money owed for school meals.

B. Definitions

- I. **“Meal Charges”** are any transactions made with Entheos in exchange for food through the lunch, breakfast, or other food and meal programs provided by Entheos Academy.
- II. **“~~Student~~Family Accounts”** are the grouping of meal charges by ~~students~~~~associated family members~~ attending Entheos Academy schools.
- III. **“Automated Meal Payment System”** (~~COMPASS~~) means a ~~web-based~~~~web-based~~ system ~~that~~~~which~~ allows parents to review funds in students' meal accounts, informs parents of account balances and student meal payments, and sends messages to the parent when funds in the account are in the negative.
- IV. **“Collection Efforts”** means a collection agency or other means that Entheos Academy uses to collect delinquent lunch balances. **Entheos Academy may not withhold student records for unpaid school meal balances.**

ENTHEOS BOARD POLICY – APRIL 24, 2019

Updated October 26, 2022, June 28, 2023

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- V. **“Delinquent Account”** means a student’s meal fund account that does not have adequate funds to cover the meal charges by ~~the~~ student/parent. Entheos Academy is responsible for the collection of funds in advance of the meal being served, as well as the collection of delinquent accounts. The nutrition program is responsible for applying collected funds.
- VI. **“Federal Standards for Free Meals”** means the free meal receives the highest federal rate of reimbursement. The meal is served at no cost to the student.
- VII. **“Meal Charging”** means allowing students who do not have funds in their ~~accounts to receive a reimbursable meal, with parents or other sources paying for the meal at a later date~~ ~~account to receive a reimbursable meal, with parents or other sources paying for these meals at a later time~~. Entheos Academy is not required by state or federal law to provide meals to students who do not have the funds to pay for the meal.
- VIII. **“Parent”** means a student’s parent, legal guardian, or person acting as the parent for school purposes.
- IX. **“Paid Meal”** means a meal served to a student whose parents have not qualified for reduced-price or free meals. This meal receives the lowest amount of federal reimbursement. The parent must pay the lunch price established by the Entheos Academy board.
- X. **“Point of Service”** means the place at the end of the line where meal payments and counting of reimbursable meals ~~occure~~ ~~occurs~~.
- XI. **“Reduced-Price Meal”** means a meal served to a student whose parents qualify for reduced-price meals. ~~The federal rate of reimbursement for a reduced-price meal is less than for a free meal, but more than for a paid meal.~~
- (Note to the LEA: Schools may charge less than these amounts but may not charge more and only the set amount is reimbursable to the LEA/school.)*
- XII. **“Reimbursable Meal”** means a meal that meets the USDA requirements and may be claimed for payment from USDA.

Policy

- I. Before school begins, parents shall receive information from Entheos Academy:
- A. about school meals;
 - B. stating the prices for the meals;
 - C. informing parents how they may provide payment for meals;
 - D. informing parents how their students qualify for reduced-price or free meals;
 - E. informing parents what students will receive if their meal accounts are delinquent;
 - F. informing parents of the policy for delinquent accounts; ~~and~~

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- ~~G. training parents on the functions of the Automated Payment system (COMPASS).~~
- ~~H. Entheos Academy will send reminders of the policy throughout the school year. Entheos Academy may send letters home, send school newsletter reminders, make announcements, make phone calls, send emails or use other reasonable and effective means of communication to contact parents.~~
- III. Entheos Academy will provide applications for free/reduced-price meals to parents at ~~r~~Registration. The school shall also provide the school's designated meal prices. Accompanying the information about the prices of school meals, parents will receive an application for free and reduced-price meals.
- IV. **If the student's family receives benefits from the programs listed below, the household will qualify for meals at no charge upon receipt of proper notification. Schools will send the household an email/letter informing parents of a student's eligibility for free meals. If a parent or family qualifies under one of these programs and has not received such a letter before school starts, the parent should contact the school food service.**
- a. **Special Nutrition Assistance Program (SNAP)**
 - b. **Family Employment Program (FEP)**
 - c. **Food Distribution Program on Indian Reservations (FDPIR)**

Payments and School Verification

- I. Entheos Academy must verify, ~~at some point during each student's meal service, whether at some point in each student's meal service, that~~ the meal is reimbursable or non-reimbursable.
- II. Entheos Academy provides meal services in accordance with ~~the~~ National School Lunch Programs and State guidelines. Entheos Academy highly encourages all families to prepay for all school meals and will have a secure box available for cash and check payments. ~~A credit card payment method is available through the school website.~~
- III. ~~All lunch accounts are "family" accounts; this enables parents to add payments and track each child in one location.~~ Students will not be informed of account balances unless they ask. Regardless of inquiry, students will not be told of their free/reduced status.
- IV. Entheos Academy shall credit meal payments to the student's account before the meal period for funds collected the day before. This ~~ensures all funds are accurately applied to meal accounts before students select~~ ~~assures all funds are accurately applied to meal accounts in advance of students selecting~~ school meals. Schools will apply payments to the purchase of the current day's meal first, and the payment of past-due accounts second.
- ~~V. If a student/family qualifies for free meals, no payments are due.~~
- VI. Entheos does not charge for reduced-priced meals.

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~~VII. Parents may make payments to the school online using the COMPASS Guardian portal, by mail or in person. Payments should clearly indicate the account to which the funds should be credited (student's name and amount, if several students attend the school). Entheos Academy accepts online payments, checks, money orders, and cash.~~

~~Meal Charges~~

~~I. Meal charges are tracked daily and can be viewed by parents via the Automated Payment System (COMPASS) portal.~~

Identification of Delinquent Accounts

- I. Entheos Academy will identify ~~family of~~ student accounts that do not have adequate balances to pay for ~~student~~ meals. Delinquent accounts will be identified, ~~and daily.~~ ~~Account~~ notice emails will be sent ~~daily on a daily basis~~. The school will contact parents ~~via the automated meal payment system, phone, or email to allow them, as parents have directed, on the automated meal payment system (COMPASS), or by phone or email, to allow parents~~ to indicate how they wish to make payments. Entheos Academy may ask students to take notifications addressed to the parent home with them; however, the school may not tell students to “remind” their parents to send money to the school.
- II. Entheos Academy will continue to provide full meals to all students and ~~will notify parents that the school will use collection efforts to cover meal costs~~ ~~notify parents that the school will use collection efforts to pay for meals~~. Entheos Academy shall maintain documentation of parent notice.
- III. Entheos Academy is not required to provide a meal at no cost if a student does not qualify for a free meal. Because federal funds may not be used for the expenses of these meals, ~~the~~ Entheos Academy must use state, local, or other funds to cover the cost of the meals. ~~Entheos Academy will provide notice to parents at designated times during the school year of the school's policy for providing meals to students when accounts are delinquent.~~ Entheos Academy will comply with all applicable state and federal laws in providing meals to students and in notifying parents.

Delinquent Balances and School Procedures

- I. Entheos Academy will follow the Delinquent Lunch Account Process for collecting payment on accounts with a negative balance.
Step 1: Daily auto-generated emails will be sent to parents with a negative ~~student meal~~ ~~family lunch~~ account balance.
Step 2: When a ~~student meal~~ ~~family lunch~~ account exceeds ~~-\$20~~, Entheos Academy will call the parent/guardian.

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Step 3: If the **student meal**~~family lunch~~ account stays negative for four weeks, Entheos Academy will send a second notice letter by mail.

Step 4: If the **student meal**~~family lunch~~ account remains negative for more than 90 days and all collection attempts have been *ignored*, a final notice will be sent by the School Director via priority mail.

Student Withdrawal, Refunds, Transfers, and Unclaimed Meal Account Balances

I. Parent/Guardian Request Required

Refunds or transfers of positive meal account balances are **not automatic**. A parent or legal guardian must submit a written request to the school to initiate a refund, transfer, or donation.

II. Timeframe for Requests

Requests for refunds, transfers, or donations must be submitted within **one (1) year** of the student's withdrawal from Entheos.

III. Refunds

Upon timely request, positive meal account balances may be refunded to the parent or guardian in accordance with school procedures.

IV. Transfers Within a Family

Upon request, positive balances may be transferred to a sibling's meal account within the same family, provided the sibling is currently enrolled at Entheos.

V. Voluntary Donations

Parents or guardians may elect to donate remaining positive meal account balances. Donated funds will be used to offset unpaid meal charges for other Entheos students.

VI. Unclaimed Balances

If no request for a refund, transfer, or donation is received within **one (1) year** of the student's withdrawal from Entheos, any remaining positive meal account balance shall be **donated to the school** and will be used to offset unpaid meal charges for other Entheos students.

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Additional Information

The United States Department of Agriculture (USDA) provides funds for meals served in schools, including breakfast, lunch, after-school snacks and special milk. Federally funded programs are subject to the cost principles outlined in Title 2 Code of Federal Regulations (CFR) 225, Appendix B (formerly known as Office of Management and Budget Circular A-87), which states “bad debts, including losses arising from uncollectible accounts and other claims, related collection costs and related legal costs are unallowable.” When parents fail to pay for school meals, the school can be hurt financially.

Overt identification: no discrimination against any student is allowed because of their eligibility for free or reduced-price meals (7 CFR 210.9 (b) (12)).

This institution is an equal opportunity provider

Executive Intent Statement

Nature-Based Playgrounds – Entheos Academy (Two Campuses)

Purpose and Rationale

Entheos Academy is committed to educating the whole child—academically, socially, emotionally, and physically—through experiences that cultivate curiosity, independence, and adventure. In alignment with this commitment, Entheos intends to pursue the development of two nature-based playgrounds designed to intentionally support student well-being, inclusion, and healthy development.

This initiative is supported by growing research and cultural analysis highlighting the negative impacts of reduced free play, limited access to nature, and over-structured childhood environments on children’s mental health and resilience. Educators are increasingly observing that students need regular, meaningful opportunities for unstructured, outdoor, physically engaging play in order to thrive.

For Entheos Academy’s student population—many of whom face economic barriers, language acquisition challenges, learning differences, and elevated stressors—these needs are particularly significant.

Intentional Outcomes

The proposed nature-based playgrounds are intended to:

- Support emotional regulation and mental health
- Restore healthy risk-taking and independence through developmentally appropriate physical challenge and self-directed play
- Promote inclusion and equity by providing accessible, developmentally supportive play environments for students with disabilities, English learners, and historically underserved populations
- Reconnect children to the natural world, fostering curiosity, creativity, stewardship, and a sense of belonging beyond screens and structured instruction
- Strengthen school culture by creating shared spaces that reinforce joy and connection

These outcomes reflect Entheos Academy's commitment to experiential learning, character development, and whole-child education.

Design Philosophy

Entheos Academy does not intend to build traditional, equipment-heavy playgrounds. Instead, the schools envision play environments that are:

- Nature-inspired and developmentally rich
- Durable, low-maintenance, and appropriate for K–8 students
- Supportive of both active play and quieter, restorative experiences

The schools intentionally seek to preserve design flexibility and avoid approaches driven primarily by vendor limitations rather than student needs.

Preliminary Play Zone Concepts

While final designs will be shaped through stakeholder input and feasibility analysis, early conceptual ideas include:

- **Gross-Motor Boulder and Wood Exploration Area** – Natural climbing and balancing elements that support strength, coordination, confidence, and healthy risk-taking through open-ended physical challenge
- **Walking Labyrinth and Reflection Space** – A quiet walking path designed to support mindfulness, emotional regulation, and individual or small-group reflection
- **Scent and Sensory Garden** – Fragrant plants and varied textures supporting sensory exploration, science integration, calming experiences, and accessibility for diverse learners
- **Outdoor Musical Instrument Area** – Durable, weather-resistant musical elements encouraging creativity, collaboration, and inclusive engagement

These concepts represent initial exploration and will remain flexible as planning progresses.

Equity and Access Commitment

Entheos Academy serves students who often have limited access to safe outdoor play and nature-based recreation outside of school. These playgrounds are intended to function not as amenities, but as essential infrastructure supporting student well-being, equity, and long-term success.

By investing in these spaces, Entheos affirms that:

- Play is foundational to learning
- Mental health supports academic success
- All children deserve environments that foster healthy development

Strategic Guardrails

At this stage, Entheos Academy intentionally leaves open:

- Final design specifics
- Funding sources and grant opportunities
- Procurement sequencing and construction approach

However, the following guardrails are firm:

- Installation target: Summer 2027
- Student needs drive all decisions
- Design and funding flexibility must be preserved
- Long-term sustainability and maintenance are essential

Closing Statement

This initiative represents a strategic investment in Entheos Academy's students and mission to nurture capable, confident, and engaged learners. By reclaiming space for meaningful outdoor

play and connection to nature, Entheos seeks to counter trends contributing to childhood anxiety and disconnection while reaffirming its commitment to whole-child education.

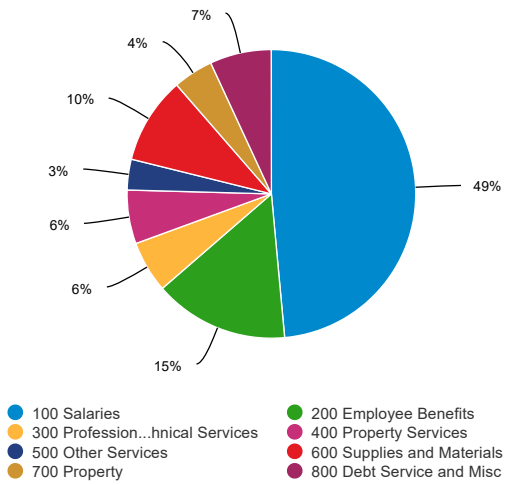
Financial Summary

Category	YTD Amount	Total Budget	Total Forecast	% Target	% Forecast
Revenue (3 School Category records)					
1000 Local Revenue	\$315,656	\$518,850	\$543,850	42.1%	58.0%
3000 State Revenue	\$7,738,115	\$12,598,143	\$13,338,266	57.2%	58.0%
4000 Federal Revenue	\$246,061	\$929,124	\$951,826	0.0%	25.9%
TOT	\$8,299,832	\$14,046,117	\$14,833,942		
Expense (8 School Category records)					
100 Salaries	-\$3,614,430	-\$6,395,000	-\$6,395,000	53.6%	56.5%
200 Employee Benefits	-\$1,108,822	-\$1,991,544	-\$1,991,544	57.0%	55.7%
300 Professional and Technical Services	-\$333,851	-\$757,350	-\$761,500	14.4%	43.8%
400 Property Services	-\$443,819	-\$761,060	-\$793,060	11.2%	56.0%
500 Other Services	-\$146,525	-\$453,000	-\$453,000	12.0%	32.3%
600 Supplies and Materials	-\$723,974	-\$1,282,091	-\$1,282,091	-0.0%	56.5%
700 Property	-\$330,941	-\$591,000	-\$591,000	-0.0%	56.0%
800 Debt Service and Misc	-\$603,056	-\$712,689	-\$909,689	40.2%	66.3%
TOT	-\$7,305,418	-\$12,943,734	-\$13,176,884		
TOT	\$994,415	\$1,102,383	\$1,657,058		

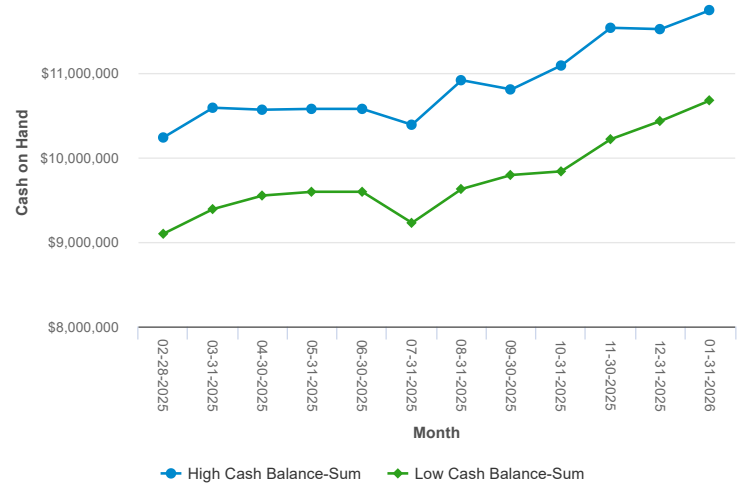
Financial Metrics

Financial Metric	Covenant	Target	Forecast
Net Income		398,565	1,657,058
Operating Margin		4.5%	11.17
Debt Service Ratio	1.10	1.37	3.63
PTIF Balance			8,623,747
Unrestricted Days Cash	30	150	330
Restricted Cash			509,311

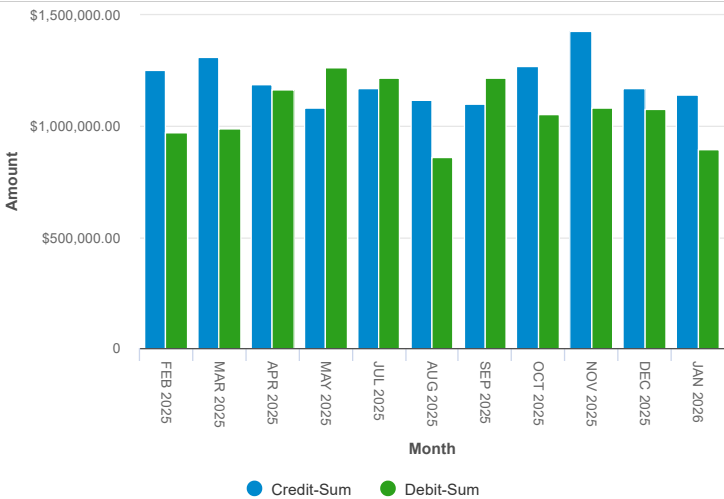
Expense Distribution



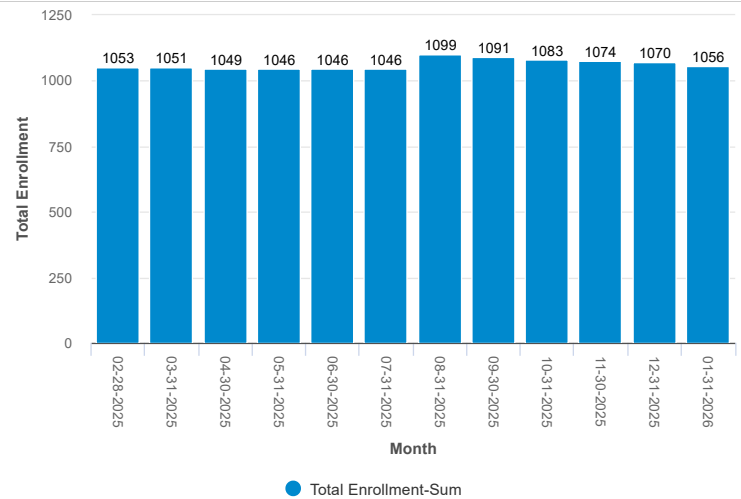
Cash Balance



Revenue vs Expenses



Enrollment Trend



Entheos Executive Director's Report

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February 2026

Upcoming Calendar Dates

Magna

- 2/27 Dr. Seuss Day
- 3/ 6 End of Trimester 2
- 3/9 No School (Reporting Day)
- 3/23 Mobile Food Pantry
- **3/23 4-H Family Night, 6- 8 pm**

Kearns

- 2/27 Dr. Seuss Day
- 2/27 Middle School Dance
- **3/2 Grade 4 C.O.L., 4-5pm**
- 3/3 BYU Theatre Campus Visit/Performance
- 3/ 4 Grade 6 Space Camp
- 3/ 5 Community Circle
- 3/ 6 End of Trimester 2
- 3/9 No School (Reporting Day)
- **3/11 Grade 2 C.O.L., 5:30 - 6:30 pm**
- 3/16-27 Food Drive
- **3/19 Kinder C.O.L., 4 - 5 pm**
- **3/23 4-H Family Night, 6- 8 pm**

2025- 26 Enrollment

	Magna	Kearns
Enrollment	473	581
Waitlist	122	105

2026- 27 Enrollment

	Magna	Kearns
Enrollment	465	591
Waitlist	68	105

Hiring for 2026-27

Although we don't expect that we will have many spots to fill, we have begun the recruitment and hiring process for the upcoming school year.

Our admin team have attended the following:

- SUU Teacher Hiring Fair
- Utah Tech Teacher Hiring Fair
- USU Education Career Fair

We are particularly thrilled to announce that **Bryan Crown will be returning to the Kearns campus as our P.E./Adventure teacher for the 2026-27 school year** after a few years of absence. Bryan is a highly skilled educator who is especially excited to run high-quality Crews once again!

2024-25 School Report Card Finally Released: Achievement

ACHIEVEMENT (K8)



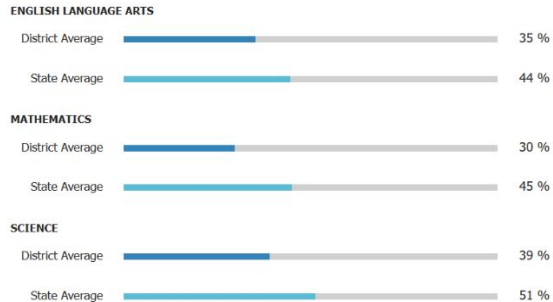
WHAT IS ACHIEVEMENT?

Each spring, students are assessed in the concepts and skills taught in the classroom, measuring student learning and the Utah State Standards. Achievement shows the percentage of students who demonstrated proficiency on grade-level standards in each subject. Select 'View Details' to see comparison to the district and/or state, and how student groups performed in each subject. Learn more about Utah's annual assessments, [RISE for grades 3 through 8](#) and [Utah Aspire Plus for grades 9 and 10](#).

HOW IS THE DISTRICT PERFORMING IN EACH SUBJECT AREA?

ENGLISH LANGUAGE ARTS	35.2%	↑ 5.0% increase from 2024 score	View Details
MATHEMATICS	29.7%	↑ 5.7% increase from 2024 score	View Details
SCIENCE	38.9%	↑ 3.3% increase from 2024 score	View Details

HOW DID THE DISTRICT PERFORM COMPARED TO THE STATE?



Entheos District showed significant improvement in academic achievement in ELA, Math, and Science. Our Work Plan is showing effectiveness and we continue to focus on closing the achievement gap between our LEA and State achievement, while also acknowledging that we do serve a higher need population.

2024-25 Report Card- Growth

GROWTH (K8)



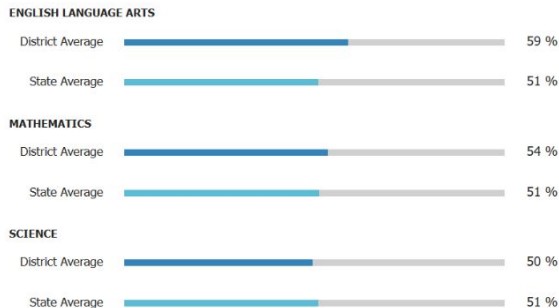
WHAT IS GROWTH?

Each spring, students are assessed in the concepts and skills taught in the classroom, measuring student learning and the Utah State Standards. This measure shows the amount of improvement, or growth, students have made in each subject, illustrating the extent to which student learning is improving. To provide context, growth in each subject area is described as high, average, or low. Select 'View Details' in to see comparisons to the district and/or state, and how student groups performed in each area. [View our video about student growth](#) to learn more about how student growth is measured.

HOW IS THIS DISTRICT PERFORMING IN EACH SUBJECT AREA?

ENGLISH LANGUAGE ARTS	58.8%	High	View Details
MATHEMATICS	53.5%	Average	View Details
SCIENCE	49.5%	Average	View Details

HOW DID THIS DISTRICT PERFORM COMPARED TO THE STATE?



Entheos- District surpassed the state in growth on both ELA and Math! Science was very close to typical growth.

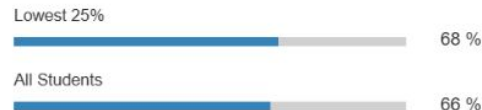
Growth of Lowest 25%

We saw great improvement in growth of the lowest 25% of of our students this past year, and significantly outperformed the state in this critical metric.

GROWTH OF LOWEST 25%

67.6%

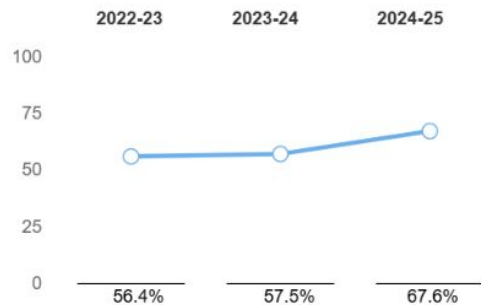
HOW DID THE GROWTH OF THE LOWEST PERFORMING 25% OF STUDENTS COMPARE TO ALL STUDENTS?



HOW DID THIS DISTRICT PERFORM COMPARED TO THE STATE?



HOW DID THIS DISTRICT PERFORM OVER TIME?



Attendance

Attendance continues to be a big challenge. While we saw a small improvement, 28% of students across the district did not consistently attend, making it very difficult for our teachers to effectively instruct them. We continue our heavy focus on attendance initiatives this year.

2022-2023 | 2023-2024 | **2024-2025**

OTHER MEASURES (UNSCORED) (K8)



WHAT ARE OTHER MEASURES (UNSCORED)?

These other measures of school performance are predictors of academic outcomes and student success. Consistent attendance is the percentage of students who miss fewer than 10% of school days during the school year, which is related to multiple positive student outcomes. For high schools, Postsecondary Enrollment is the percentage of students who enroll in college in the state of Utah in the year after graduation. Select 'View Details' to see comparisons to the district and/or state, and how student groups performed in each area.

HOW IS THE DISTRICT PERFORMING IN EACH SUBJECT AREA?

CONSISTENT ATTENDANCE

71.8%  2.9% increase from 2024 score

[View Details](#)

HOW DID THE DISTRICT PERFORM COMPARED TO THE STATE?

CONSISTENT ATTENDANCE

District Average  72 %

State Average  77 %

“Early Warning System”: Mandated State Adoption for 2026-27

Background: [Utah Code Section 53F-4-207](#) requires each LEA to implement a digital Student Intervention Early Warning System (EWS) in every school. LEAs need to have a plan for compliance with the EWS requirement by the beginning of the 2026-2027 school year. USBE has established a statewide contract with [Panorama Education](#). USBE will fund 50% of the cost, and participating LEAs will be responsible for the remaining 50%. Entheos will be adopting the Panorama Student Success platform which integrates all legally required criteria:

- Core Metrics: Academics (Course Failures), Attendance, and Behavior/Discipline (including school safety violations).
- Intervention: Specifically tracks intervention plans for tiered interventions.

Panorama supports the foundational aspects of your Positive Behavioral Interventions and Supports (PBIS)

Make data-driven decisions with quality PBIS insights and data

An effective PBIS program starts with collecting and understanding your district's behavior data. Panorama gives you visibility into the what, where, when, who, and how often (The “Big 5”) of behavior incidents.

Use Panorama for [Student Success](#) and [Behavior Logging & Analytics](#) to connect behavior data with attendance, academic, and life skills data, and identify important whole child insights.

Unlock insights that help to match students with the best possible interventions. Then, track interventions like Check-in / Check-out (CICO) with custom features like multiple-goal charting and daily point totals.

[Get your guide to the "Big 5"](#)

District Spotlight: Raegan Nielsen, Food Service Director

Ms. Raegan Nielsen, our Food Service Director, plays an important role in caring for our students each day. She works behind the scenes to make sure meals are nutritious, safe, and welcoming, while juggling compliance requirements, budgets, and daily operations. More importantly, she works with and trains our nutrition teams to create positive, caring environments where students feel supported and valued. When things don't go as planned, Ms. Nielsen courageously tackles challenges and finds a way to make sure our children are fed well! As a long-standing member of our Entheos Crew, Ms. Nielsen's commitment to students makes a meaningful impact and we are grateful for the work she does.



Questions?



ENTHEOS ACADEMY

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Entheos Magna Director's Report

February 2026

Service Learning/Adventure

- *Next Mobile School Pantry will be February 23rd.*
- As part of their **Animal Defense Mechanisms Expedition**, 4th grade is writing choose your own adventure books to donate to the library
- 4th grade also had their celebration of learning to donate to Guide Dogs for the Blind.
- The student council helped with:
 - Community Circle - (about the value of leadership)
 - Middle School Orientation (helping teachers with their presentations)
 - Kindergarten Open House giving potential families tours of the school, along with occasional tours during the school day

Mobile School Pantry



Monday, February 23rd, 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



Staff Spotlight

Anita Holfeltz - 2nd Grade



We are proud to recognize Anita! She exemplifies reliability, preparation, and an unwavering commitment to student success. Her exceptional organization and thoughtful year-long planning create opportunities for her to serve and meet her students needs.

She is consistently punctual, dependable, and prepared — a true professional who can always be counted on. Because of her intentional planning and high expectations, her students benefit from clear routines and purposeful instruction.

Most impressive is the outstanding academic growth happening in her classroom. Recently, 81% of her students achieved typical or better growth in Acadience Reading, a powerful reflection of her dedication, skill, and belief in every learner's potential. We are grateful for the positive impact she has on her students, colleagues, and our entire school community.

Thank you Anita!

Staff Spotlight

Grace Martinez - Social Studies/CTE

We are excited to recognize our amazing Social Studies/CTE teacher, Grace Martinez. Her enthusiasm for learning and teaching shines through in everything she does. Though she is new to our school, she has already made a powerful impression on students and staff alike.

Her classroom is a place where learning is active, engaging, and fun. She uses a hands-on approach that invites students to participate, think deeply, and truly connect with the content. At the same time, she maintains high expectations and skillfully breaks down complex ideas so all students can succeed. This balance of rigor and support helps students grow in both confidence and understanding.

Beyond the classroom, her dedication to building community is just as strong. She recently worked with her crew to create beautiful origami hearts that helped decorate our space, spreading creativity and kindness throughout the school. She also stepped in as the DJ for the school dance — and the students absolutely loved it! Her willingness to go above and beyond creates memorable experiences that students will cherish. Her positive energy, creativity, and commitment to excellence make her a wonderful addition to our school community.

Thank you for inspiring curiosity, building connections, and making learning come alive!



Staff Spotlight

Nicole Crowley - Crossing Guard/Supervision



We are proud to recognize one of our amazing crossing guards who not only keeps our students safe but also brightens everyone's day. Each morning, she is there with a smile, a friendly greeting, and kind words that help students, families, and staff start the day on a positive note.

Just like her fellow crossing guard, she takes student safety seriously and is dependable, reliable, and committed to ensuring every child arrives at school safely. But what makes her special is the warmth she brings to our school community.

She is always welcoming, inviting, and quick to offer encouragement — often sending students off with a cheerful “Have a great day!” Her kindness creates a sense of belonging and reminds everyone that they are seen and valued.

Rain or shine, she shows up with positivity, dedication, and heart. Our mornings are brighter because of her. Nicole also supervises our middle students during their lunch to ensure they are playing safely outside.

Thank you for keeping our students safe while spreading joy and kindness throughout our community. We appreciate you!

Staff Spotlight

Erica Dawson-Hafen - Crossing Guard/Supervision



We are excited to recognize our incredible crossing guard, whose dedication ensures that our students arrive at school safely each and every day. Rain, shine, or freezing cold — she is there, ready and focused, putting student safety first.

She is tough, vigilant, and takes her role very seriously. She advocates fiercely for our students and does not hesitate to address concerns to keep them protected. Her presence brings order, confidence, and peace of mind to families and staff alike.

While she may be firm when safety is on the line, it comes from a place of deep care. She truly loves our students and works hard to make sure every child can cross safely and start their day on the right foot.

Dependable and reliable, she shows up day after day with dedication and purpose — braving the cold mornings so our community can feel secure.

Thank you for being such a strong advocate and protector for our students. We are deeply grateful for you!

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

25-26 Work Plan

Mastery of Knowledge and Skills

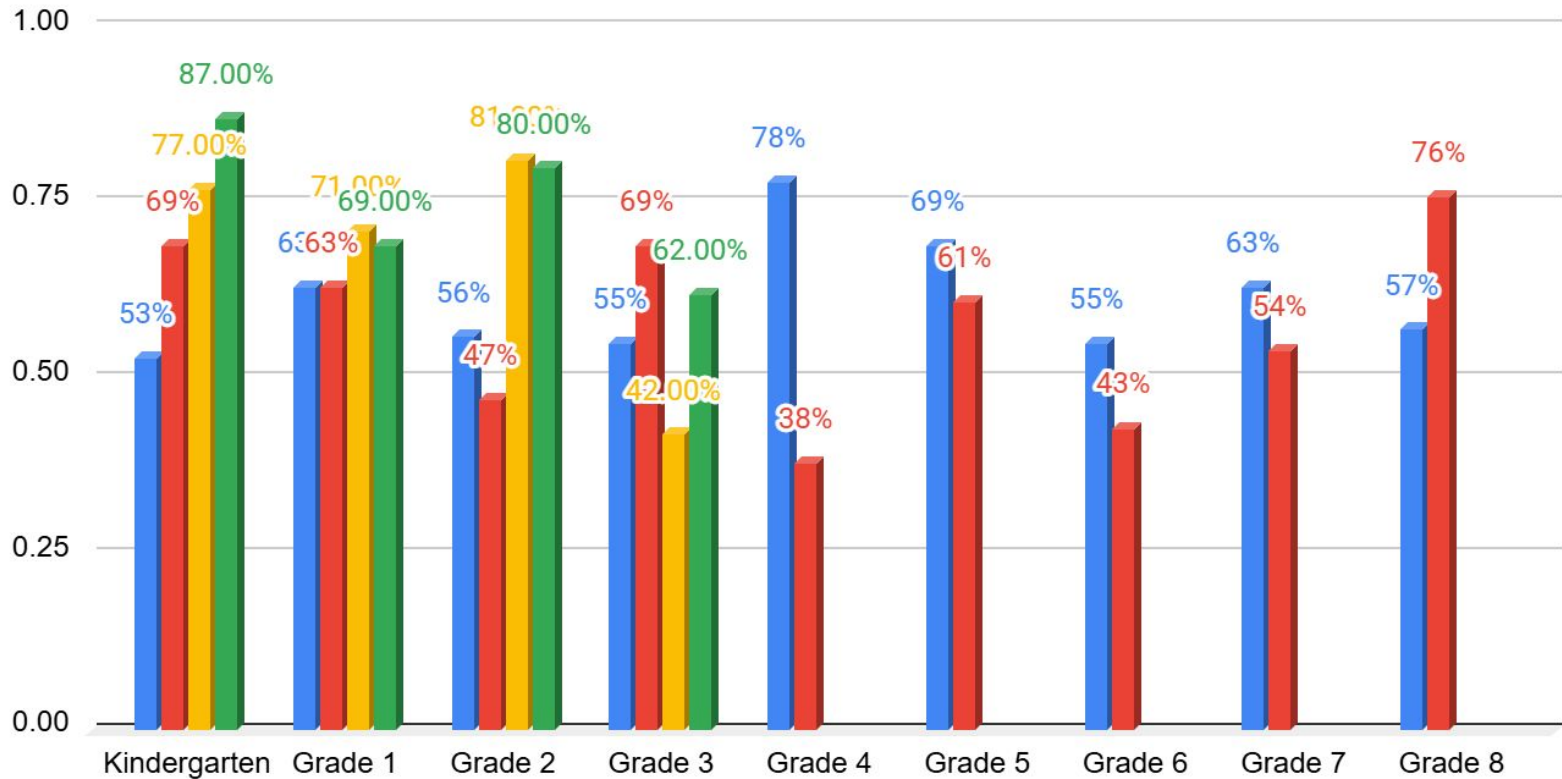
Learning Target: I can use **1)** evidence-based differentiated instructional strategies, **2)** engaging protocols and **3)** data analysis to achieve 65% or more of my students making typical or better growth.

Teachers participated in our MOY data carousel to determine next steps for their students in Reading and Math.

[25-26 MOY Data](#)

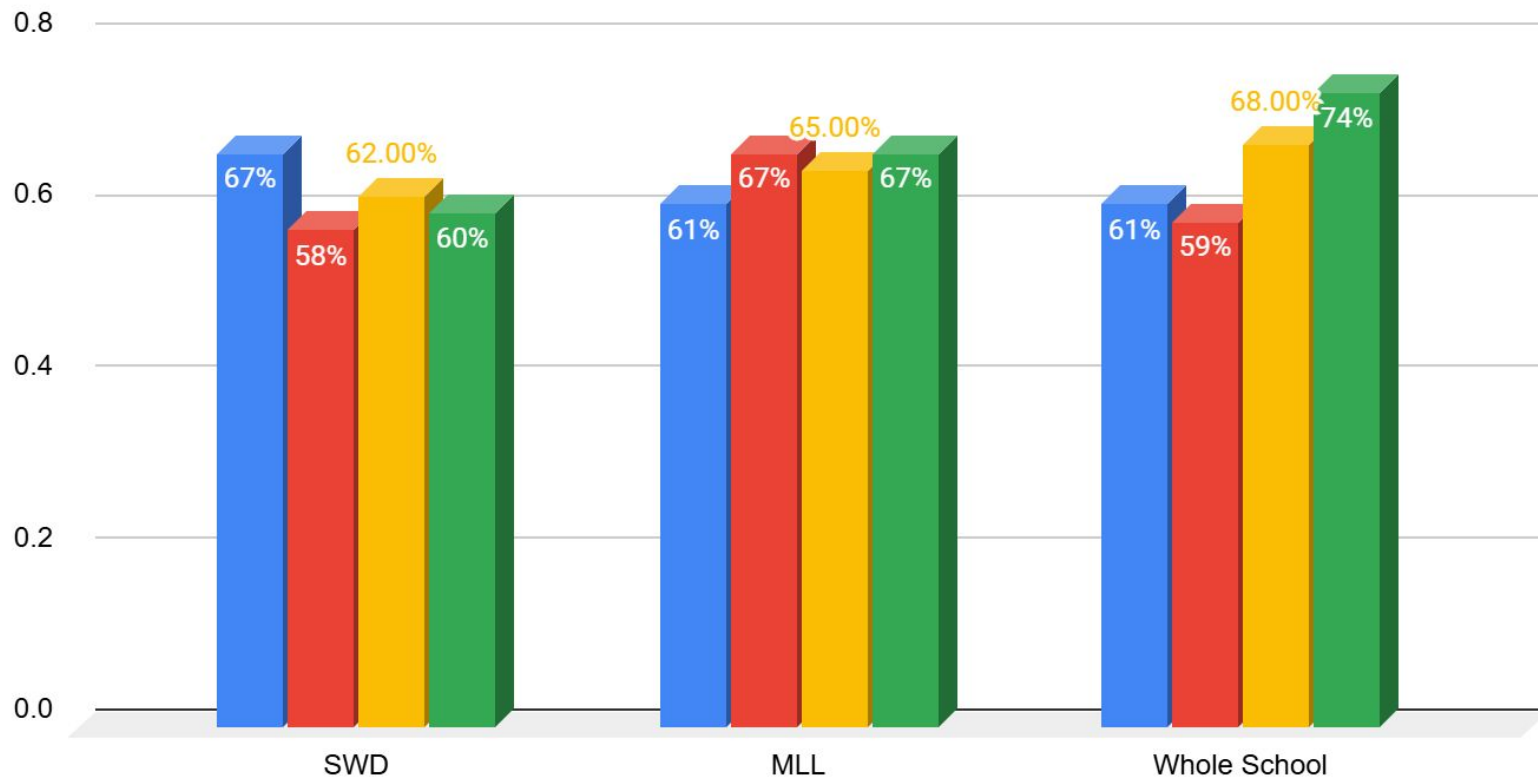
25-26 MOY % Students Typical or Better Growth

■ i-Ready Reading ■ i-Ready Math ■ ALO Reading ■ ALO Math



25-25 MOY % SWD/MLL Students Typical or Better Growth

■ i-Ready Reading ■ i-Ready Math ■ ALO Reading ■ ALO Math



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 recently completed MOY portfolio checks. Portfolios are looking well prepared!

25-26 Work Plan

Character

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

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

Character Crew held a great reflection PD with our teachers during MOY activities.

MOY Growth Celebration

We recognized all of our students making typical or better growth, and our teachers' hard work so far this year in our MOY Growth Celebration!



Science Fair

This is the first year Magna has participated in the Science Fair. We had 11 students move on to District and Regionals! AMAZING! We have 5 students that are moving onto State!



- Joshua Alejandro Ruiz
- Ella Davis
- Sophia Despain
- Moe Tafisi - 2nd Place in Behavioral Elementary Section
- Hyrum Jowers - 1st Place in Physics Junior Section

Charter Day on the Hill

Magna and Kearns Student Councils attended Charter Day on the Hill.



Discovery

- 3-5 Grade just completed their Having of Wonderful Ideas Discovery session.
- 2nd Grade also just finished up their Discovery session last week.
- 8th Grade visited the National Abilities Center in Park City.



Entheos Kearns Director's Report

February 2026



ENTHEOS ACADEMY

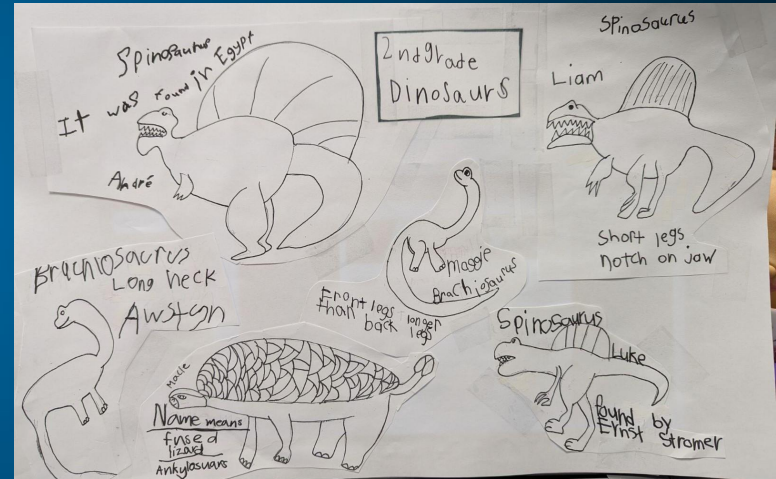
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Service Learning/Adventure

The following was reported by Melanie Louviere:

Service:

- As part of their **Fossils Tell of Earth's Changes Expedition**, 2nd grade students are donating placemats with their dinosaur drawings. Each one will include the drawing, the student's first name, and a fact about the dinosaur. These and crayons will be donated to the Riverton Senior Center for the people visiting there to color and use.
- Student Council helped with the kindergarten open house and middle school orientation. They facilitated tours with prospective families at the open house and helped present the different MS programs at the orientation.
- 2nd grade colored Valentine's placemats for the Riverton Senior Center's Valentine's dinner .

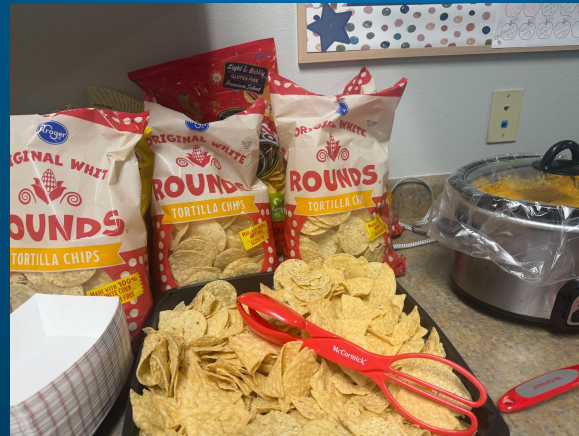


Adventure: N/A

PCO

The following was reported by PCO:

- Uniform Exchange facilitated during PTC.
- Meals for teachers during parent teacher conferences.



Staff Recognition

Support: Kay Welke

Ms. Kay is one of our longstanding Entheos employees, dedicating 18 years to our students. She is currently one of our fourth-grade paraprofessionals and a true asset to the classroom. She excels in supporting differentiated instruction and works closely alongside the classroom teacher, Mrs. Peirce, to thoughtfully meet the diverse needs of students. Observing her with with students in a small group is a joy. Ms. Kay has a genuine love for her students and builds warm, trusting relationships that help them feel supported and confident in their learning. Her dedication, compassion, and positive presence contribute significantly to both student success and the nurturing classroom environment. We are so fortunate to have Kay with us.



Staff Recognition

Elementary: Laura Butterworth

Laura began her journey with us three years ago as a kindergarten teacher and has since transitioned to our first-grade teaching team. She brings kindness, nurturing care, and a consistently positive presence to her classroom. Laura embodies a strong growth mindset and pours her whole heart into her role as an educator. She also holds her students to a high standard of care in their work; a visit to her classroom and a review of student workbooks clearly reflect this expectation through the quality, attention to detail, and pride students take in their learning. This year, Laura also stepped into a role on our HQW instructional leadership team, where she has truly shined in taking on added responsibility and leadership. Thank you, Laura!



Staff Recognition

Middle School: Dalton Horscroft

Mr. Horscroft is no stranger to the Board, having been a dedicated member of the Entheos community for 17 years. Dalton continues to exemplify excellence as an educator, and we would like to recognize him for his ongoing commitment to our middle school students, particularly through his leadership of the science fair. He consistently goes above and beyond to support student learning. This year, Dalton generously volunteered his Saturdays to work one-on-one with a student on her project, inviting both the student and her father to the school for additional support. He also arranged for the student to collaborate with other scientists, further enriching her learning experience. Dalton's dedication and willingness to extend learning beyond the classroom are truly exceptional, and we are deeply grateful for his continued service to our students and school community.



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 have completed the iReady Diagnostics, Acadience Benchmarks and WIDA testing. Our middle of the year diagnostics data carousel was completed on January 30th, 2026. 95 Phonics training for tier 1 and tier 2 will be delivered on 2/27/2026.

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.

Our Character Crew completed mid-year Crew observations. We are proud to report that 100% of teachers are implementing Crew aligned to our values. 63% of the lessons were rated as accomplished and 37% were rated exemplary. The quality of implementation reflects strong intentionality, student engagement, and alignment to our values focus. Positive feedback shared with teachers included:

"I really enjoyed this Crew and how intentionally you focused on respect throughout."

"This was a joyful, thoughtful Crew with strong engagement, meaningful discussion, and clear routines in place."

"Overall, this was a fun, engaging, and thoughtfully facilitated Crew that balanced energy, reflection, and strong community building."

"Loved the discussion around leadership and the recognition that there are different ways to lead."

We are encouraged by the strength and consistency of Crew implementation across the school and the meaningful impact it is having on our culture and community.

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.

The High-Quality Work Crew facilitated a professional development session in which teachers compared their students' writing samples against state standards and grade-level proficient exemplars to calibrate expectations and strengthen instructional practices.

Work Plan: Leadership

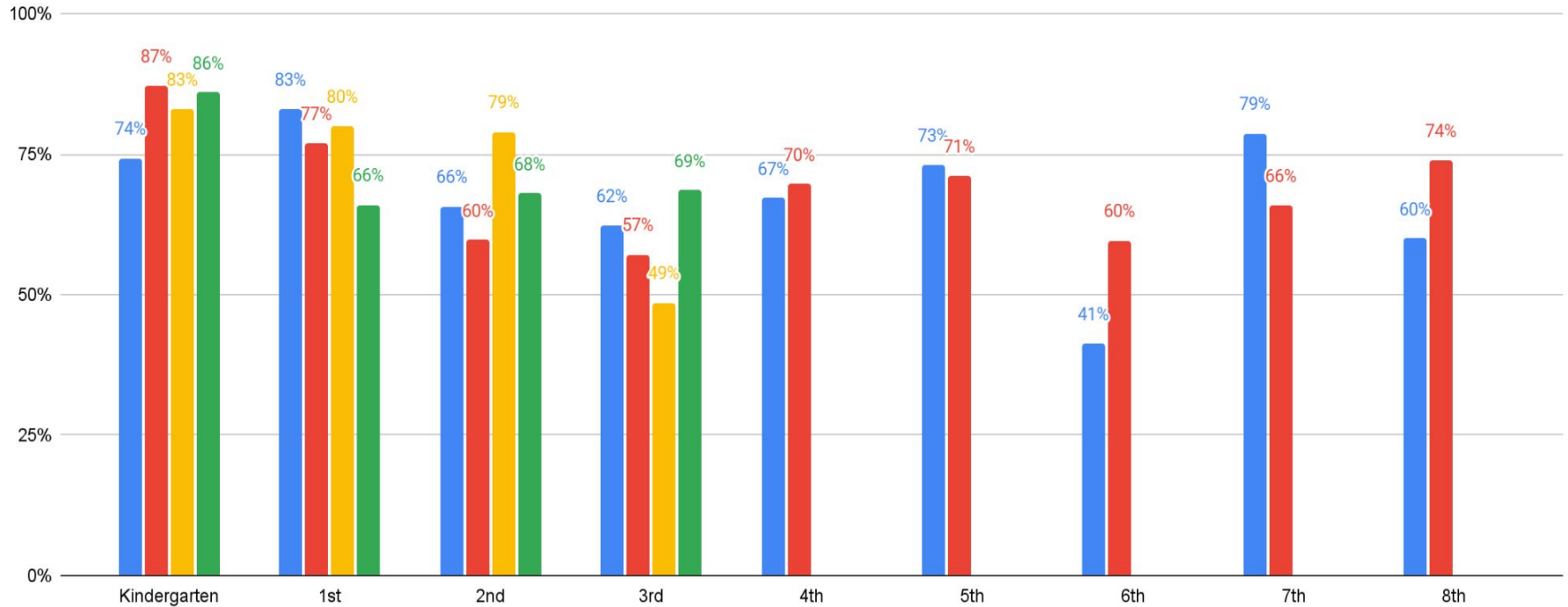
2025-26 Performance Goals: (1) By the end of the academic year, each school administrator will have visited at least 10 classrooms per week to build relationships and stay informed about student and teacher needs. (2) Increase student regular attendance by 3% from 2024-25 (51%) to 2025-26 (54%).

We continue to work on attendance by having meetings with parents and leveraging all our positive behavior intervention strategies. We have been meeting with each teacher to discuss their MOY data and to actively seek ways to address any gaps and also celebrate successes. See next slide for our MOY Results. Our parent teacher conferences were held on 12th-13th February 2026.

MOY Results 2025-26

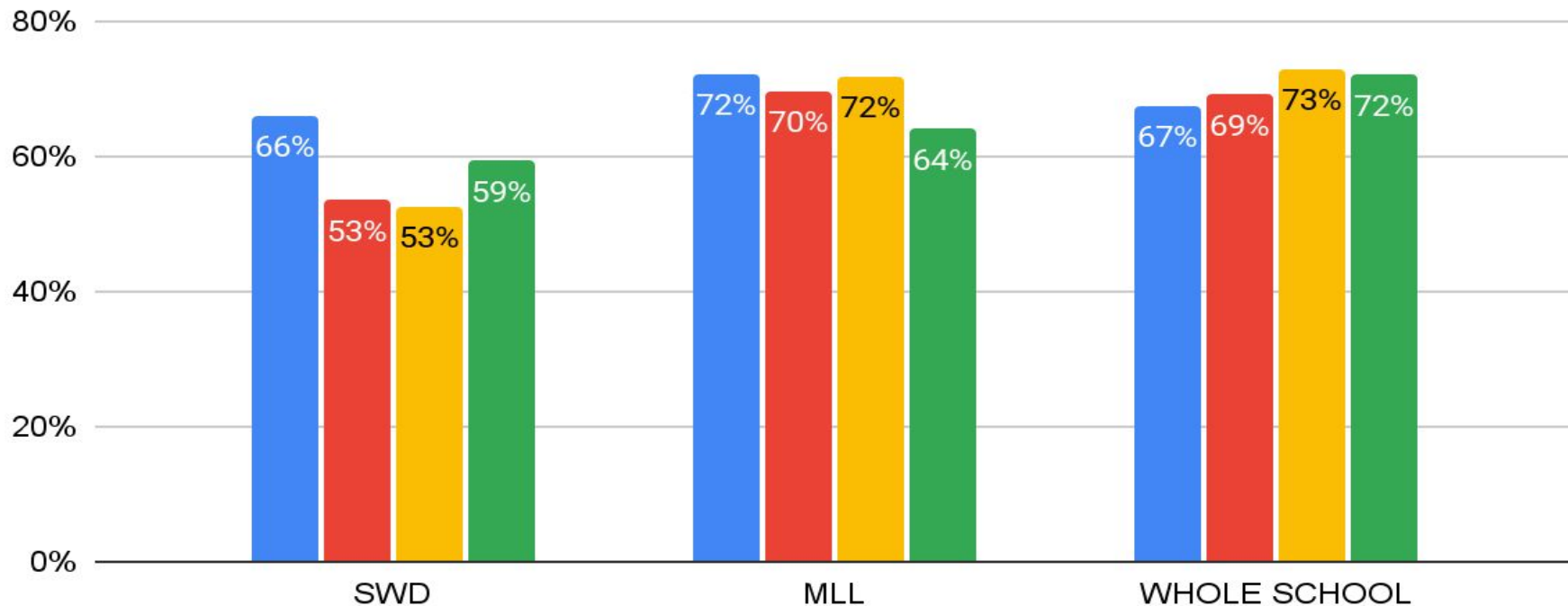
% of Students with Typical/Better Growth: MOY 2025-26

iReady Math iReady Reading ALO Math ALO Reading



% of SWD/MLL Students making Typica/Better Growth MOY 2025-26

iReady Math iReady Reading ALO Math ALO Reading

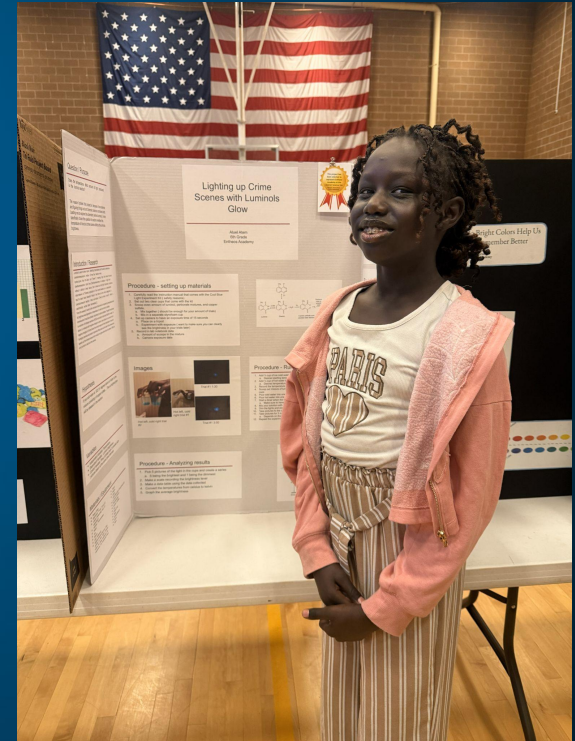
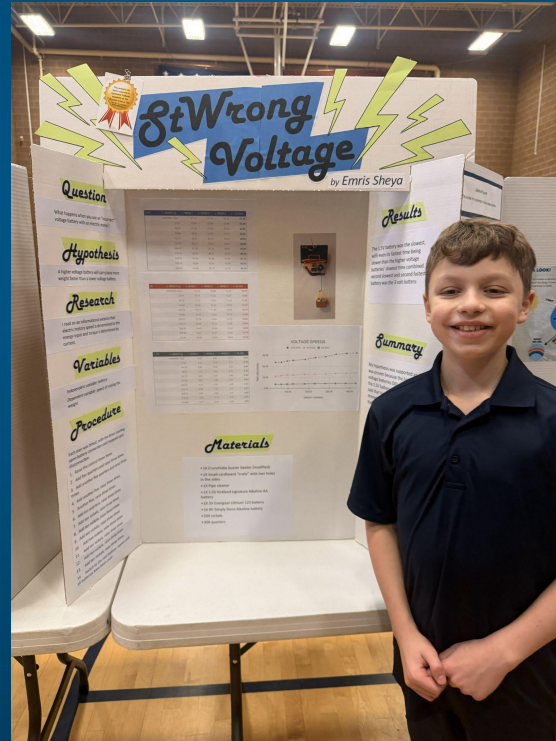


Charter Day on the Hill: Student Council



Celebration of Learning: MS Science

136 out 158 MS students submitted projects
(86% participation)



DISTRICT SCIENCE FAIR



Entheos students did exceptionally well at District Science Fair. We are incredibly proud of the effort and dedication shown by our 18 students, who competed against 201 students from 21 charter schools across the Salt Lake Valley, Tooele, and Park City.

13 of our students qualified for the State Science Fair, which will take place next month at the University of Utah. Congratulations to the following students:

8th Grade: Bridger McDaniel, Eliana Marshall, Ethan Bona, Jaymasen Huff, Kalila Hunt, Maggie Busch, Raymond Doan-Thai

7th Grade: Ethan Maas, Paisley Star Gates, Zion Red Thunder

6th Grade: Aluel Atem, Emily Maas, Emris Sheya

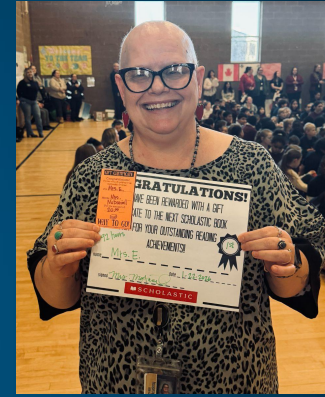
In addition, **six individual awards** were earned:

- **Kalila Hunt** – 2nd Place, Behavioral, Social, or Health Sciences (Junior Division)
- **Aluel Atem** – 2nd Place, Physical or Chemical Sciences (Elementary Division)
- **Ethan Maas** – 3rd Place, Physical or Chemical Sciences (Junior Division)
- **Zion Red Thunder** – Honors (Junior Division)
- **Emily Maas** – Honors (Elementary Division)
- **Emris Sheya** – Honors (Elementary Division)

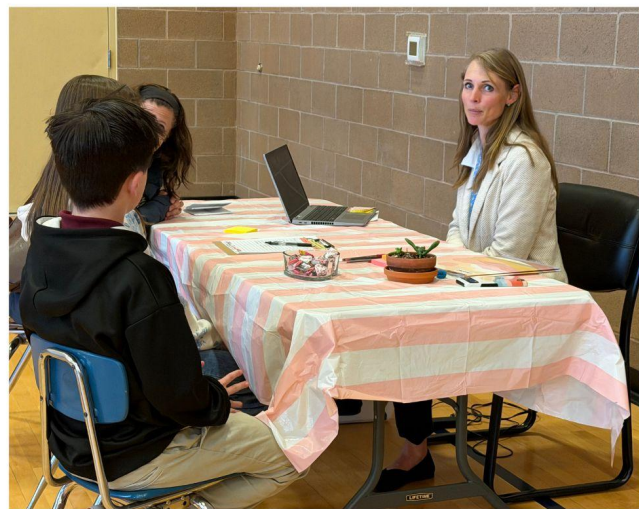
3rd - 5th Grade Discovery Recital



Student Exemplars and Wigs for Kids



Parent Teacher Conferences



Spirit Week





ENTHEOS ACADEMY

EXCELLENCE • SERVICE • LEADERSHIP

26 February 2026

Consent Agenda Items:

1. Policies for Approval

1. Policies for Approval

- a. 4300 Employee and Student Computer Acceptable Use
- b. 5300 Emergency Response Policy & Procedures
- c. 5301 Wellness Policy
- d. 5302 Head Injury & Concussion Policy
- e. 5310 Emergency Safety Interventions (ESI)

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
 - 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, 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
 - 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.

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

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

- 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;~~
 - ~~○~~
- ~~● 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 calorie balance between food intake and energy expenditure (promotes physical activity/exercise);~~
- ~~● Links with school meal programs, cafeteria nutrition promotion activities, school gardens, Farm to School programs, other school food and nutrition-related community services;~~
- ~~● Teaches media literacy in the classroom with an emphasis on food and beverage marketing; and~~
 - ~~○~~
- ~~● Includes nutrition education training for teachers and other staff.~~
 - ~~○~~

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

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

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

Food and Beverage Marketing in Schools

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

Nutrition Promotion

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

consistently through a comprehensive and multi-channel approach by school staff, teachers, parents, students and the community.

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

School Meals

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

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

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

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

Food Safety and Food Security

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

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

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

Staff Qualifications and Professional Development

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

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

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

~~**Water**~~

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

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

~~**Celebrations and Rewards**~~

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

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

~~**III. Physical Activity**~~

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

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

~~**Physical Education**~~

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

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

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[§]Murphy JM. Breakfast and learning: an updated review. *Current Nutrition & Food Science*. 2007; 3:3–36. [¶]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.

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

^{**}Rampersaud GC, Pereira MA, Girard BL, Adams J, Metzler 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.

^{***}Taras, H. Nutrition and student performance at school. *Journal of School Health*. 2005;75(6):199–213. ^{****}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.

^{*****}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.

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

^{†††}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. ^{††††}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, Scudder M, Drollette E, Moore R, Wu C-T, Kamijo K. Effects of the FITKids randomized control trial on executive control and brain function. Pediatrics 2014; 134(4): e1063-1071. ^{xv}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>~~

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

- 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.
-

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.
-

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
- Lethargy or unusual fatigue

- Seizures or other neurological signs
-

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.
-

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**.
- 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.~~

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
 - 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.
- 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.

ENTHEOS ACADEMY BOARD MEETING MINUTES

January 22, 2026 6:00pm

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

OPENING

- I. Roll Call
 - a. Board Members Present: Xazmin Prows, Deb Ivie, Rod Eichelberger, Jaren Gibson
 - b. Board Members Excused: Karen Bogenschutz
 - 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: Kate Buchanan, Evette Mendisabal
 - f. Time: (6:00 pm)
- II. Meeting Opened by Rod Eichelberger (6:00 pm)
- III. Pledge of Allegiance led by Jaren Gibson (6:01 pm)
- IV. Mission Statement by Deb Ivie (6:02 pm)
- V. Approve minutes from November 20, 2025, December 19, 2025, and January 22, 2026 Consent Agenda (TIME)
 - a. **Rod Eichelberger motions to approve the November 2025 board meeting minutes. Second by Jaren Gibson. (6:02 pm)**
 - b. Vote: Rod Eichelberger, Jaren Gibson, Xazmin Prows, Deb Ivie
 - c. **Rod Eichelberger motions to approve the December 19th 2025 board meeting minutes. Second by Xazmin Prows (6:03 pm)**
 - d. Vote: Rod Eichelberger, Jaren Gibson, Xazmin Prows
 - e. **Rod Eichelberger motions to approve the January board meeting consent agenda. Second by Xazmin Prows. (6:04 pm)**
 - f. Vote: Rod Eichelberger, Jaren Gibson, Xazmin Prows
- VI. Entheos Value Presentation by Xazmin Prows (6:05 pm)
 - a. Value: Respect

PUBLIC COMMENT

- I. Public Comment: (6:15 pm)
 - a. NONE

INFORMATIONAL ITEMS

- I. Q&A on Director Reports (6:15 pm)
 - a. District: Esther Blackwell - review of calendar both campuses, Utah budget for upcoming year - no new funding. Reallocating funding. 4.2% WPU inflation. Enrollment is decreasing across Utah. Charter school is strong. Early lit progress. Teachers RISE testing progress.

- b. Magna: Esther Blackwell shares about Magna’s Service learning, effective teachers in high poverty schools (8 teachers - spectacular). Based on data, growth, kindergarten open house led by student council.
 - c. Kearns: Denise Mathews - Early Lit Certificates, Ms Anna crew (slide 2), MS orientation - attendance. Buddy crews.
- II. Staff Recognitions (6:28 pm)
 - a. District: Misty Startup
 - b. Kearns: Evelyn Robb, Allison Weber, Haylee Ashworth
 - c. Magna: Melissa Durfee, Kate Buchanan, Tatiana Bothell
- III. School Presentation by Kate Buchanan (6:37 pm)
 - a. Beverley Taylor Sorenson (BTS) - statewide program K-6, focus art ed that integrates other core standards, supports other subjects
 - b. Works: integrated curriculum, access to supplies, professional development, community support, school requirements for eligibility. Examples of what is happening with art that goes along with the program.
- IV. Budget and Finance Report by Deb Ivie (6:46 pm)
 - a. PTIF - pretty on par with previous months, 50% through year, operating margin forecast robust, enrollment is good. Esther Blackwell - budget is strong. Because of enrollment strategy, benefitted school.
- V. 2024-2025 Charter LAND Trust Plan implementation by Esther Blackwell and Denise Mathews (6:48 pm)
 - a. Denise Mathews shares Kearns prior year plan. What it was used for and how much was spent. Esther Blackwell shares that the final report submission for 24-25 school year is due by January 15th. Brian Cates also reviews and submits report before March 1st. All went as planned and money spent as planned.

DISCUSSION ITEMS

- I. Board Development by Rod Eichelberger (6:53 pm)
 - a. Anxious Generation chapter 5 - led by Esther Blackwell
 - i. Harms in our community - social deprivation, sleep deprivation, attention fragmentation, addiction
 - 1. Kids are paying a high cost, different learning environment
 - 2. So many distractions
 - 3. Teachers have to change how they are teaching so they can keep the attention of the students.
 - 4. Not able to develop the grit
 - 5. Reduced attention span
 - ii. Expedition adds interest, including crew, adventure, and Discovery - hands on, experiential - interacting. The revision process slows down and focuses more. Teachers are to be the connection maker, asking about real life things. Investment in time, core - relationships. PD on character building, go back to basics
- II. Board Training (UAPCS) by Rod Eichelberger (7:12 pm)
 - a. April 20th - Jaren Gibson, March 23rd - Xazmin Prows, February 23rd - Rod Eichelberger, May 11th - Deb Ivie
 - b. Jaren Gibson participated in January training - back to Brian Carpenter. Repeat of principles, good reminder.
 - c. Have Karen Bogenschutz do a quick 1-2 min recap of December

- III. Hotline Discussion & training report by Esther Blackwell (7:17 pm)
 - a. Track training of board, hotline - state link on website. Anyone can make a complaint online straight to the public education hotline. Could also have one specific to the school. Would go directly to Esther Blackwell, Rod Eichelberger, or Sue Talmadge. Choice - LEA (local) hotline or state hotline. Create a policy on how the LEA responds to and resolves complaints.
 - b. This is separate from grievance policy
 - c. Esther Blackwell would prefer to have an LEA hotline but it would not prevent anyone from still using the state hotline.
 - d. Still need training information from Xazmin Prows, Deb Ivie, and Karen Bogenschutz
 - e. Esther Blackwell has one ready to go live on the website tomorrow. Will use a google form
- IV. Policies for discussion by Xazmin Prows (7:24 pm)
 - a. 4300 Employee and Student Computer Acceptable Use - no questions or changes
 - b. 5300 Emergency Response Policy & Procedures - no questions or changes
 - c. 5301 Wellness Policy - Esther Blackwell explained why the change, streamlined, reviewed by wellness district committee - no questions or changes
 - d. 5302 Head Injury & Concussion Policy - no questions or changes
 - e. 5310 Emergency Safety Interventions (ESI) - code updated, needed to update definition to new state language - no questions or changes
 - f. 3114 Hotline Complaints: Process for Reporting Violations of Statute and Board Rule - no questions or changes
 - g. REF Entheos Academy Emergency Response Plan (ERP) - no questions or changes
- V. LEA-specific endorsement for health by Esther Blackwell (7:32 pm)
 - a. PE teacher at Magna Campus - K-8 PE, fully licensed educator, teaches MS health in addition. In the middle of earning an endorsement. Requesting an LEA specific endorsement while in the process of earning.
- VI. Compensation Committee by Rod Eichelberger (7:33 pm)
 - a. Board chair and board treasurer - delegated approval to issue and approve bonuses to executive director and board secretary. Recommend compensation changes. Board would then approve. Bonuses should be in the budget. Jaren Gibson - great way to address. Deb Ivie - can preapprove. Have not had a previous conflict. Role - recommend and approve bonus Christmas and end of year bonus, annual compensation.

ACTION ITEMS

- I. **MOTION** (7:36 pm)
 - a. **Xazmin Prows motions to approve policy 3114 Hotline Complaints: Process for Reporting Violations of Statute and Board Rule. Second by Rod Eichelberger.**
 - b. Vote: Jaren Gibson, Deb Ivie, Xamin Prows, Rod Eichelberger
- II. **MOTION** (7:37 pm)
 - a. **Rod Eichelberger motions that we form a board compensation committee. The board will be delegated the approval to release bonuses for the executive director as well as the board secretary within the confines of the budget. And will also be tasked with recommending to the board annual compensation changes for the board's approval. Second by Jaren Gibson.**
 - b. **Modify motion. The committee will be comprised of the board chair and the treasurer. Second by Jaren Gibson.**
 - c. Vote: Deb Ivie, Xazmin Prows, Jaren Gibson, Rod Eichelberger
- III. **MOTION** (7:38 pm)

- a. **Rod Eichelberger motions to approve an LEA-specific health endorsement for Frank Towle in Magna. Second by Xazmin Prows.**
- b. Vote: Xazmin Prows, Deb Ivie, Jaren Gibson, Rod Eichelberger

ADJOURN

- I. Time: 7:38 pm
- II. Motion: Deb Ivie motions we adjourn. Second by Jaren Gibson.
- III. Vote: Rod Eichelberger, Jaren Gibson, Xazmin Prows, Deb Ivie