

ENTHEOS ACADEMY BOARD MEETING MINUTES

May 28, 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, Karen Bogenschutz, Rod Eichelberger, Jaren Gibson
 - b. Board Members Excused: Deb Ivie
 - c. Administrators and Staff also present: Esther Blackwell, Jason Bennion, Denise Mathews, Sue Talmadge, Brian Cates of Red Apple
 - d. Administrators Excused: Alisha Cartier
 - e. Others in attendance: Luseane Tafisi
 - 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 Rod Eichelberger (6:02 pm)
- V. **Rod Eichelberger motions to approve the April 23, 2026 board meeting minutes. Second by Jaren Gibson. (6:03 pm)**
 - a. Vote: Karen Bogenschutz, Jaren Gibson, Rod Eichelberger, Xazmin Prows
- VI. **Rod Eichelberger motions to approve the May 28, 2026 consent agenda. Second by Xazmin Prows. (6:03 pm)**
 - a. Vote: Karen Bogenschutz, Jaren Gibson, Rod Eichelberger, Xazmin Prows
- VII. Entheos Value Presentation by Luseane Tafisi (6:04 pm)
 - a. Value: Excellence

PUBLIC COMMENT

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

INFORMATIONAL ITEMS

- I. Q&A on Director Reports (6:13 pm)
 - a. District: Esther Blackwell - highlight introducing MS electives next year at both campuses. Great for teachers, have say in what they are able and willing to teach. Kids are excited about it. Will get all core subjects, Discovery, Adventure. Something additional. Motivating for kids to apply themselves. Get more elective choice when demonstrating on level or growth. Xazmin Prows asks how it will work with schedule? Magna simpler, Kearns is difficult because three 6th grade and two of other grades. Magna - 7th period will be elective. Kearns will vary based on grade and needs of student. Nature based adventure playground update. Waiting for initial proposals. Discussed initial desires and showed ideas. Interesting because they felt they would have to start with landscape architect. Very landscape based. Land situation between

both schools is different. Magna will be more challenging because of soil and lack of drainage. Build up areas. Phase 1 and phase 2 because of the amount of resources for installation. Hopefully have something to share in next 2-3 weeks.

- b. Magna: Jason Bennion - a lot of service, Celebration of Service, adventure trips - Arches, Fillmore. Discovery recital - great turn out. Testing is done!
 - c. Kearns: Denise Mathews: Book Fair, teacher appreciation week - book theme. Kindergarten celebration of learning. Lagoon day. Adventure. Night of Greatness. Celebration of Service - political attending. Community Circle recognized - exemplars, attendance. 5th grade student wanted to get a headstart with his 6th grade year of service. Help pay for lunches. Featured on the news. Raised \$2100.
- II. Staff Recognitions (6:30 pm)
- a. District: Luseane Tafisi
 - b. Magna: Sanna Smith, Taylor Cooper, Charlene Pututau
 - c. Kearns: Stefanie Carrillo, Spencer Nielson, Sara Erickson
- III. Budget and Finance Report by Brian Cates (6:38 pm)
- a. Working on finalizing this year's budget and work put in for next year's budget. Appreciate all that Esther Blackwell, Sue Talmadge, and their team putting together the budget. Many moving parts. This year, continue to perform strongly. Between 10-11% operating margin. Cash position is strong. Continue to deposit into PTIF. Project should be able to do again in coming months. Will get reimbursement back on restricted funds. Enrollment continues to be strong. 1045 as of end of April. Next year, projections are strong. Esther Blackwell mentioned several projects, capital expenditures. Two agenda items on next month's agenda. Finalize this year's budget and approve next year's budget. Being conservative with next year. Jaren Gibson asks when decide to transfer to PTIF? Brian Cates mentions that he monitors accounts. When above margin, transfer extra. Liquid fund. Can transfer back and forth with no penalty. Rod Eichelberger asks PTIF interest trending? Brian Cates shares just over 4%. Slight down trend. Still strong.

DISCUSSION ITEMS

- I. Board Development by Esther Blackwell (6:44 pm)
- a. Chapter 9 - Preparing for Collective Action. Collective action problems. Parents feel like they can't act alone. Parent may not want to give child a smart phone but social pressure when everyone else has one. Circles of Control. Center - board control, board influence, outside board control. In regards to social media, what is in board control: devices in school, policies, resource allocation. Board influence: implementing policies, admin understanding, vision and school culture, values, parent conversations, present at activities and talking to students. Outside board control: legislation, home life, tech companies. Spending time discussing things we care about, but difficult because a lot of it is outside of our control. Question: since we value family, what does it look like for a school to support families in challenges that are larger than any one family can solve alone? Peer pressure, collective action. Support of the need, provide resources. Bell to bell legislation. Empowers the parents at home. Set value and standard. Give parents more to speak to the fact this is not healthy. Educating. Starting to catch on that parents don't need to buy phones for kids. What we do can ripple out. Set expectations and teach students to make wise technology decisions.
- II. Policies for discussion by Xazmin Prows (6:56 pm)
- a. 2100 Board Business Practices - no questions or concerns

- b. 2502 Charter Trust LAND Council Election Procedures - section added about filling vacancies, removal process. Need for school. Reached out to state. No questions or concerns
 - c. 5306 Child Abuse and Neglect Reporting - new requirements to add. No questions or concerns
 - d. 6201 Looping - keeping policy because part of our charter. Jason Bennion asked if 6th grade needs to be excluding because part of middle school? Decided it doesn't need to be changed. No concerns.
 - e. 6209 Effective Educator Standards Policy - no questions or concerns
 - f. School Bus Post-Trip Inspection Policy - Sue Talmadge to send policy number to Alisha Cartier. Rod Eichelberger asks if we have a way to make sure it is happening? The bus driver has a check list. No concerns.
- III. UAPCS briefing discussion by Esther Blackwell (7:03 pm)
- a. OPMA - recording available for everyone to watch. Significant issue for charter schools. Increase in lawsuits related to violations of OPMA and GRAMA requests. One individual that has filed dozens of lawsuits. Focusing on minor. Posting meeting less than 24 hours in advance. Agenda language. Not conducting proper roll call. Voting before entering closed session. No ill intentions but need to comply with expectations. Highly scrutinized. If mistake is identified, board needs to cure. Repost and redo meeting. Email that was forwarded included training. Risk management companies may not cover litigation. There are 24 current lawsuits. Rod Eichelberger asked about motivations. Denise Mathews asks what is the end game. Driven by attorney. Lawsuits against other public entities. Rod Eichelberger mentioned that attorney fees are covered. Jaren Gibson comments that the attorney is drumming up business for himself. Sue Talmadge and Esther Blackwell have received Grama requests more than typical. Time consuming, prompt with responses.

ACTION ITEMS

- I. **Rod Eichelburger motions to move to closed session to discuss character, professional competence, or physical or mental health of an individual. Jaren Gibson seconds. (7:13 pm)**
 - a. **Roll Call: Karen Bogenschutz, Jaren Gibson, Rod Eichelburger, Xamin Prows**

ADJOURN

- I. Time: 7:48 pm
- II. Motion: Jaren Gibson motions to adjourn this meeting. Second by Xamin Prows.
- III. Roll Call: Karen Bogenschutz, Jaren Gibson, Rod Eichelberger, Xazmin Prows

ENTHEOS ACADEMY

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AFFIDAVIT

Entheos Academy School Board Closed Session

Thursday, 28 May 2026
Entheos Magna Campus

2606 South 7200 West Magna, UT 84044

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



6/2/2026

Rod Eichelberger
Entheos Academy Board Chair

Date

Entheos Kearns Board Retreat Report June 2026



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RESULTS FROM WORK PLAN 2025-26

Entheos Academy, Kearns

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 <u>individuals who contribute</u> to a better world.	High-quality expeditions and classroom experiences will be implemented in every grade, which will <u>generate student work</u> that is complex, <u>has high craftsmanship</u> , 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 - 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	- By the end of the academic year, each school administrator will have visited at least 10 classrooms per week to build relationships and stay informed about student and teacher needs. - Increase regular student attendance by 3% from 2024-25 to 2025-26.		

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 achieved our goal for ALO Math and Reading for our general education students. Click on the link below for more information.

[MKS Work Plan Results 2025-26](#)

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.

Character Crew Results 2025-26

The Character Crew shared end-of-year data highlighting significant progress toward our schoolwide character and culture goals. Key accomplishments include:

- Morning Crew implementation exceeded our goal of 80%, with 93.8% of classrooms consistently demonstrating alignment to school values during Morning Crew.
- Across all Morning Crew observations, 92% were rated as Accomplished or Exemplary.
- Classroom management practices remained strong, with an overall proficiency rate of 97%.
- Our Positive Behavioral Interventions and Supports (PBIS) system continues to have a positive impact on school culture, as evidenced by an 11% reduction in office referrals and a 40% reduction in minor incidents compared to the previous school year.

These results reflect our staff's commitment to fostering a positive, supportive, and values-driven learning environment for all students.

Work Plan: High Quality Work

2025-26 Performance Goal:

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

This year's HQW Learning Target for teachers:

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

HQW Results 2025-26

The High-Quality Work Crew analyzed student portfolios and shared end-of-year data related to our goal of having 80% of students maintain correctly curated high-quality work in their portfolios. While we did not meet our overall goal, the data revealed important areas of strength and opportunities for growth.

- In the elementary school, 83.6% of sampled portfolios contained correctly curated high-quality work samples, exceeding the target and demonstrating strong implementation of portfolio practices.
- Middle school portfolio data indicated a need for greater consistency in portfolio curation and reflection practices. Across sampled portfolios, an average of 49% contained student goals, 6.3% included artifact cover sheets, 34% contained high-quality work artifacts, and 22% included student reflections.

These findings will help guide our improvement efforts for next year as we work to strengthen student ownership of learning, reflection practices, and the consistent curation of high-quality work across all grade levels.

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%).

Regular Attendance for 2025-26: 53%. Increased by 2%

At Risk Attendance: 30%. Increased by 5 %

Chronic Attendance: 17%. Decreased by 7%

% Classroom Visits: 683 visits 96%

SLC BOY 2025-26: **94.4%** vs 2024-25: 90.1%

PTC MOY 2025-26: **92.9%** vs 2024-25: 90.3%

SLC EOY 2025-26: **93.12%** vs 2024-25: 92.25%

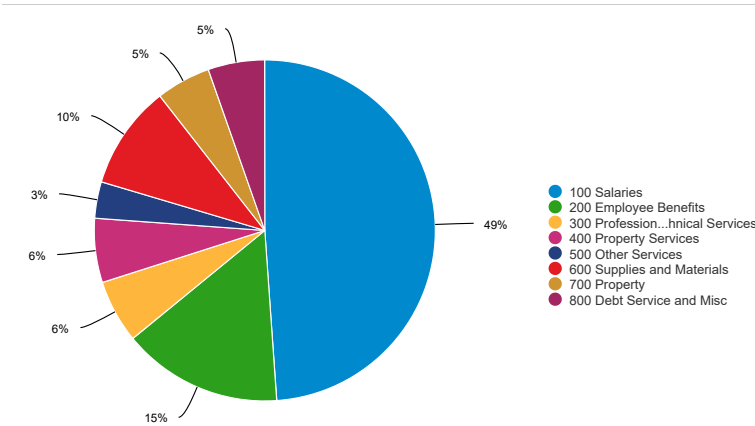
Financial Summary

	Category	YTD Amount	Total Budget	Total Forecast	% Target	% Forecast
Revenue (3 School Category records)						
	1000 Local Revenue	\$520,840	\$518,850	\$555,189	66.3%	93.8%
	3000 State Revenue	\$12,230,018	\$12,598,143	\$13,308,023	92.0%	91.9%
	4000 Federal Revenue	\$526,921	\$929,124	\$984,742	0.0%	53.5%
TOT		\$13,277,779	\$14,046,117	\$14,847,954		
Expense (9 School Category records)						
	100 Salaries	-\$5,919,031	-\$6,395,000	-\$6,475,171	84.6%	91.4%
	200 Employee Benefits	-\$1,815,008	-\$1,991,544	-\$2,015,000	90.4%	90.1%
	300 Professional and Technical Services	-\$637,988	-\$757,350	-\$791,613	22.0%	80.6%
	400 Property Services	-\$671,856	-\$761,060	-\$806,060	17.5%	83.4%
	500 Other Services	-\$305,091	-\$453,000	-\$457,207	-0.0%	66.7%
	600 Supplies and Materials	-\$1,074,359	-\$1,282,091	-\$1,304,643	-0.0%	82.3%
	700 Property	-\$453,960	-\$591,000	-\$685,000	-0.0%	66.3%
	800 Debt Service and Misc	-\$616,658	-\$712,689	-\$711,789	81.6%	86.6%
	900 CapEx & Extra Ordinary					
TOT		-\$11,493,952	-\$12,943,734	-\$13,246,483		
TOT		\$1,783,827	\$1,102,383	\$1,601,471		

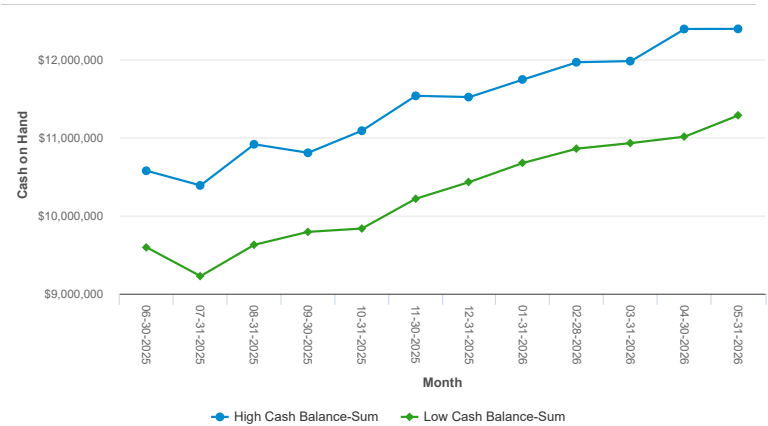
Financial Metrics

	Financial Metric	Covenant	Target	Forecast
	Net Income		398,565	1,601,472
	Operating Margin		4.5%	10.79
	Debt Service Ratio	1.10	1.37	3.54
	PTIF Balance			9,740,956
	Unrestricted Days Cash	30	150	327
	Restricted Cash			509,311

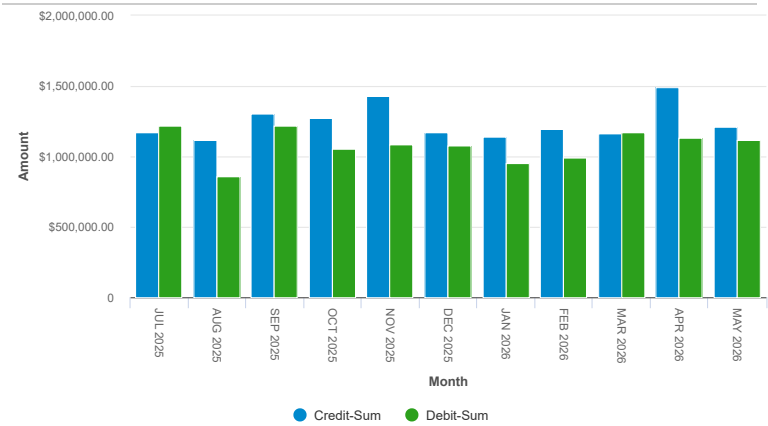
Expense Distribution



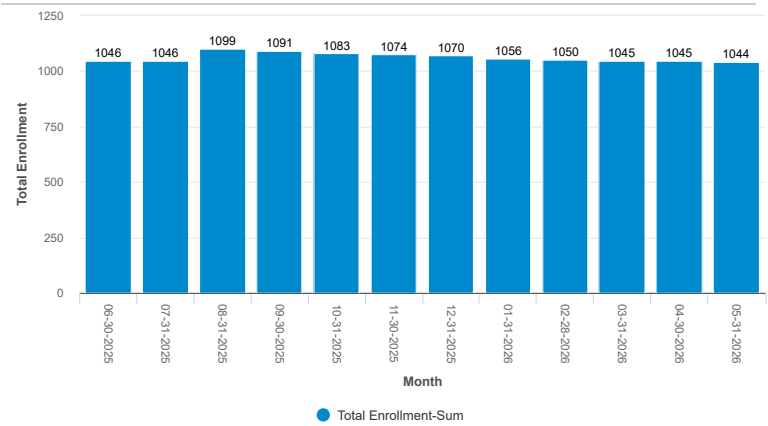
Cash Balance



Revenue vs Expenses



Enrollment Trend



District Spotlight: Evette Mendisabal, Kearns Assistant Director

Ms. Mendisabal's favorite EL Education Design Principle is Service and Compassion, and she embodies these attributes every single day in her role as our Kearns campus Assistant Director! No matter the difficult situations that arise for students, parents, teachers, and other Crew members, Ms. Mendisabal approaches each with genuine interest and care. She is there through thick and thin to help people be their best selves and find solutions to any challenge. She has an incredibly positive impact on our school community.

Outside of school, Ms. Mendisabal is an avid reader and a quilter, and loves to share those gifts and passions with others.

Thank you for being such a key member of our Entheos Crew!



Staff Recognition

Support Staff: Brielle Prows

Brielle is new to Entheos as an employee and stepped into a kindergarten paraprofessional role mid-year. Taking on a new position in the middle of the school year can be challenging, but Brielle has truly thrived. She brings kindness, patience, and compassion to her work every day and has quickly become an invaluable member of the kindergarten team. Brielle is always willing to help, collaborates seamlessly with others, and consistently puts students' needs first. Her partner teacher, Mrs. Beach, has shared how wonderful she is to work with, and it is easy to see why. Most importantly, the students absolutely adore her. She has built strong, caring relationships with them and helps create a classroom environment where students feel supported, valued, and encouraged to learn. We are grateful for Brielle's dedication, positive attitude, and commitment to our students. Thank you, Brielle, for the difference you make each day at Entheos Academy!



Staff Recognition

Elementary: Debra Bore

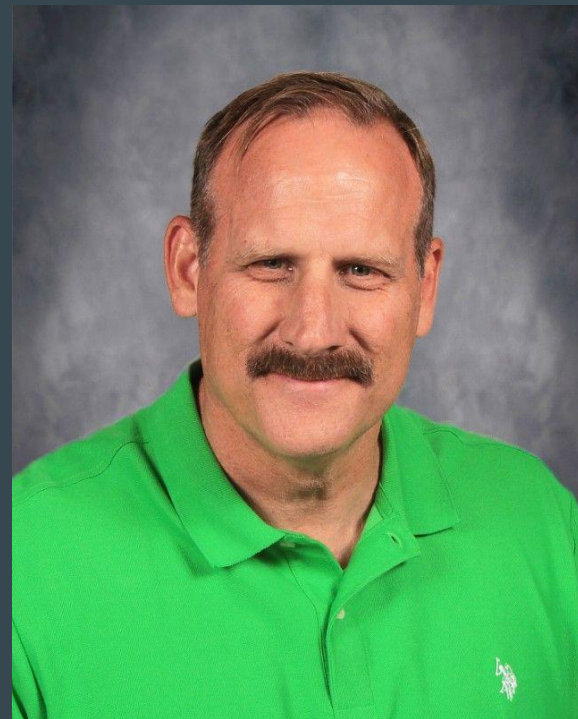
For more than 13 years, Mrs. Bore has been a dedicated and valued member of the Entheos Academy family. She is known for her incredible work ethic, commitment to student excellence, and genuine love for her students. Mrs. Bore consistently goes above and beyond to ensure that every student is supported, challenged, and encouraged to reach their full potential. In addition to her work in the classroom, Mrs. Bore extends her impact through her involvement with the 4-H program. She coordinates opportunities for students to receive additional support through small-group instruction after school, helping them build confidence and strengthen their academic skills. We are grateful for her many years of service and the positive influence she continues to have on Entheos Academy.



Staff Recognition

Middle School: Chris Munsey

Mr. Chris Muncey, is our middle school Career and Technical Education (CTE) teacher and has been with us on the Kearns campus for ten years. Through his classes, Chris provides students with opportunities to explore new skills through hands-on learning experiences that encourage creativity and problem-solving. His classes are highly popular among students, who appreciate the engaging environment he creates and the chance to pursue their interests in meaningful ways. We are grateful for his efforts to help students explore career pathways and develop practical skills that will serve them well in the future.



Staff Spotlight

Suzanne Giravi - 1st Grade



We are excited to recognize Ms. Giravi for the incredible learning environment she creates each day for her students. From the moment you walk into her classroom, it's clear that students know what is expected of them. Through consistent routines, clear expectations, and thoughtful classroom management, she has built a safe, structured space where students can thrive academically and socially.

Her classroom culture goes beyond academics. Students learn the importance of kindness, responsibility, and looking out for one another. She proactively addresses concerns and teaches students the skills they need to solve problems, resulting in a classroom where office referrals are rare because issues are handled with care and intention. She also understands that every child learns differently. By thoughtfully differentiating instruction, she ensures that each student has the support and challenge they need to grow.

One of the highlights of her classroom is the positive incentive system she's created. Students work toward earning memorable Fun Fridays, with celebrations like Stuffie Parties, Glow-in-the-Dark Parties, Show and Tell, and Hot Chocolate Parties. These experiences build community, motivate students, and make learning something to look forward to. Her classroom is a wonderful example of what happens when high expectations are paired with strong relationships and genuine care for students. Thank you for the joy, structure, and sense of belonging you bring to our school community every day!

Staff Spotlight

Atoosa Samani - Science



We'd like to recognize Dr. Samani for her commitment to create meaningful learning experiences for students. Stepping into a role where students had a deep connection with the previous teacher could have been daunting, but she embraced the challenge with confidence and determination. Through consistency, high expectations, and a genuine investment in her work, she built relationships and established her own positive impact on our school community. She encourages students to think critically and rise to high standards.

This year marked a significant milestone for our campus as all three middle school grade levels participated in a school-wide science fair for the very first time. Organizing and implementing an event of this scale came with its share of challenges, but she rose to the occasion, and is already looking ahead to ways to make it even better next year. Beyond the science classroom, her creativity and leadership have enriched our school culture. She launched a student-led school newspaper through her crew, giving students an authentic voice and an opportunity to reflect on their experiences at Entheos. Through articles connected to our monthly school values, students celebrated the unique opportunities our school provides, including Discovery, Adventure, and Service Learning, while sharing stories that brought our community together.

Her willingness to take on new challenges, reflect on her practice, and continually improve embodies the spirit of lifelong learning that we hope to instill in our students.

Staff Spotlight

Jennifer Chavez - Student Support Specialist

Ms. Jenn is in her second year with Entheos, and her growth and dedication have made a meaningful impact on our school community.

Over the course of the year, she embraced opportunities to step outside of her comfort zone and grow as a leader. What began with some hesitation around presenting and teaching students transformed into a strength. Through reflection, coaching, and a commitment to our students, she leaned into the work and finished the year stronger than ever.

She has built trusting relationships with students by providing regular check-ins, facilitating scheduled breaks, and teaching important social skills that help students navigate both school and life. Her calm and caring approach helps students feel seen, heard, and supported.

Her impact extends beyond individual student support. She is a vital resource for our multilingual learners and their families, helping bridge communication through translation and ensuring families feel connected and informed. She also plays an essential role in supporting students with 504 Plans and Safety Plans, working collaboratively with staff and families to help students access the support they need to be successful.

Her willingness to grow, her compassion for students, and her commitment to meeting the needs of our diverse school community exemplify what it means to serve others.





ENTHEOS ACADEMY

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27 June 2026

Consent Agenda Items:

1. Executive Director Contract Renewal
2. Policies for Approval

1. Executive Director Contract Renewal

Renew Esther Blackwell as the Executive Director for 2026-2027

2. Policies for Approval

- a. 2100 Board Business Practices
- b. 2502 Charter Trust LAND Council Election Procedures
- c. 5306 Child Abuse and Neglect Reporting
- d. 6201 Looping
- e. 6209 Effective Educator Standards Policy
- f. 0003 School Bus Post-Trip Inspection Policy

2100 BOARD BUSINESS PRACTICES

Purpose

The board is ultimately responsible for every aspect of Entheos Academy, including but not limited to policy decisions, fiscal accountability, and charter fidelity. The following business practices establish expectations and ensure consistency with school governance and board operations.

Policy

- I. Individual board members have no authority to act unilaterally; only the board as a body is authorized to act on behalf of the organization or to establish an official board position.

- II. Board members should be careful to clarify whether they ~~are representing~~ ~~represent~~ the board or ~~if they are~~ sharing their personal opinions when interacting with members of the Entheos Academy community or ~~with~~ the public. Each board member is accountable for fidelity to the fiduciary duties of obedience, loyalty, and care as defined in the Entheos Academy Board Member Agreement.
- III. Board Meeting Agendas
 - A. The Chair is responsible ~~for creating~~~~to create~~ an agenda for each board meeting with the assistance of the board secretary.
 - B. Agenda items should be submitted to the chair by the Sunday prior to each Board Meeting if possible. For special meetings, agenda items should be submitted no later than 36 hours prior to the meeting if possible.
 - C. Items shall be added to an agenda by the chair or upon request of at least two trustees with at least 24 ~~hours'~~~~hours~~ notice before a meeting.
 - D. ~~The Chair or designee is responsible for prioritizing agenda items and allocating time to each to facilitate an efficient meeting. The Chair or designee has the responsibility of prioritizing or assigning times to the agenda items in order to facilitate an efficient meeting.~~
- IV. Board Meeting Purposes
 - A. Compliance items that require board approval
 - B. Policy work
 - C. Review financial, administrative, and other reports
 - D. Discuss school business
 - E. Provide instructions and assignments for school administration
 - F. Work sessions for study and board member education.
 - G. Provide an opportunity for the public to provide both verbal and written comments.
- V. Board Meeting Minutes
 - A. Minutes are the responsibility of the board secretary or designee.
 - B. Motions and votes shall be accurately recorded in detail.
 - C. Discussion items shall be summarized.
 - D. Minutes for each meeting are approved by the board in a subsequent board meeting.
 - E. Unapproved draft minutes may be posted prior to board approval, ~~if necessary, to comply with state requirements~~ ~~to comply with state requirements if necessary~~.

REF: Board Member Agreement

2502 CHARTER TRUST LAND COUNCIL ELECTION PROCEDURES

Purpose

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

Policy

- I. Charter Trust LAND Council (the “Council”) Composition Requirements. The number of Council members who are parents or grandparents of students enrolled at the school shall exceed all other members combined by at least two. Parents or grandparents must have a student actively enrolled at the charter school to be eligible to run or serve on the council.
 - A. If the School’s governing board meets the size and composition requirements above, the governing board may serve as the Council.
 - B. If the governing board does not serve as the Council, the Council shall consist of the specific number of parents/grandparents. In addition, membership may also include staff members and the School’s Director who desire to serve on the Council.
- II. Council Size. The Council shall consist of 8 members. Specifically, there shall be 6 parents/grandparents, and 2 staff members.
- III. Election Procedures for Parents/Grandparents. On or before October 1st each year, the School Director will notify parents/guardians about Council membership opportunities and the necessary steps to become a member. Notification will be posted via email/electronic communication.
 - A. If the number of interested individuals exceeds the number of open positions, an election will take place. If an election is required, the school will notify families of the election process at least ten (10) days before voting commences.
 1. Only parents of students currently attending the school are eligible to vote.
 2. Each parent will be given one (1) vote, regardless of the number of family members that attend the school.
 3. Voting by secret ballot will be done electronically through a secure online form, and instructions for voting, including when voting opens/closes, submission information, as well as the candidate list, will be included in the election notice described in paragraph 3(a) above.
 4. Absentee voting is not allowed, meaning only the parent of the current student may vote via the electronic form.

5. If two or more candidates receive the same number of votes, the School Director will randomly draw a name to select the candidate to serve on the council.
6. The school's Director will oversee the election to ensure compliance with these election procedures.
- B. An election is not required if the number of interested individuals is less than or equal to the number of open positions. Appointments by the School Director will be made to fill any open seats.
- IV. Parent/Grandparent Terms. Terms shall be for a period of two years, and members are eligible for re-election.
- V. Procedures for Staff Members and Other Members. A staff member is appointed to the council by the School Director.
- VI. Staff and Other Members Terms. Terms shall be for a period of two years, and members are eligible for re-election.
- VII. Officers. Once established, the Council members shall elect from its membership a parent or grandparent of a student enrolled at the school to serve as Chair. The director may not hold an officer position.
- VIII. Filling Vacancies:
 - A. If a full council is not elected or if a seat becomes vacant, the Council Chair will appoint individuals to fill vacant parent positions, and the School Director will appoint individuals to fill vacant school employee positions.
 1. Removing Members: A council member may be removed from office under the following circumstance:
 - a) Attendance: If a member fails to attend two regular council meetings without prior notification to and approval from the Council Chair and School Director, the member will receive a formal warning. If the member misses a third meeting, they will be removed from the council.
 2. Removal Process:
 - a) A council member who misses two meetings at which a quorum is required to conduct business will receive a warning from the Council Chair and School Director.
 - b) The member will be expected to commit to attending future meetings.
 - c) If the member misses a third meeting, the member will be removed from council.
- IX. Members Resignation. If a member resigns prior to term completion, the School Director will appoint an individual to fill the vacant seat until the next election period.
- X. Quorum. A quorum consists of a majority of the current members of the Council.

- XI. Meetings. The Chair shall schedule, provide notice, and convene the Council meetings consistent with the School Community Council Open and Public Meeting Act, 53G-7-1203.
- XII. Council Responsibilities. In accordance with state board rule regarding charter trust LAND council expenditures and funding limits, a Council shall:
 - A. Prepare a plan for the use of School LAND Trust Program money.
 - B. Work with students, families, and educators and hold at least an annual discussion with charter school administrators to develop and incorporate safety principles at the school level.
 - C. Provide input to the school's director on a positive behavior plan.

5306 CHILD ABUSE AND NEGLECT REPORTING

Purpose

Entheos Academy recognizes that Utah law requires any person who has reason to believe that a child has been subjected to abuse or neglect to immediately report the suspected abuse or neglect to the appropriate authorities. This policy is adopted in accordance with Utah Code and Utah Administrative Rule R277-41, Child Abuse-Neglect Reporting by Education Personnel, to ensure that all employees understand and fulfill their legal responsibilities regarding child abuse and neglect reporting.

Administration Policy

I. Entheos Academy shall ensure that all employees are informed of their responsibilities under state law regarding the identification and reporting of suspected child abuse or neglect.

II. Any Entheos Academy employee who knows of or reasonably suspects that a child has been abused or neglected shall immediately make a report to the Utah Division of Child and Family Services (DCFS), law enforcement, or through the Utah child abuse reporting hotline in accordance with Utah law and this policy.

III. The responsibility to report suspected abuse or neglect rests with the individual employee who has knowledge of or reasonable cause to suspect abuse or neglect. Reporting to a Director, supervisor, counselor, or another employee does not satisfy the employee's personal legal obligation to report.

IV. Entheos Academy shall provide annual training to all employees regarding:

- A. Recognition of child abuse and neglect;
- B. Legal requirements for mandatory reporting;
- C. Procedures for reporting suspected abuse or neglect;
- D. Prohibitions against retaliation for making good-faith reports; and
- E. Appropriate interactions with students in suspected abuse or neglect situations.

V. Entheos Academy shall annually distribute this policy and any associated reporting procedures or forms to all employees.

Guidelines

VI. If a school employee knows or reasonably suspects that a child age 17 or younger has been abused or neglected, the employee shall immediately make a report to:

- A. The Utah Division of Child and Family Services (DCFS);
- B. Local law enforcement; or
- C. The Utah child abuse reporting hotline.

VII. The employee shall also notify the Director or designee that a report has been made. Notification to the Director or designee does not replace the employee's legal duty to personally make the report.

VIII. Employees may gather limited information necessary to determine whether there is reasonable suspicion of abuse or neglect. Employees shall not conduct investigations or attempt to prove abuse or neglect occurred.

IX. If a child appears to require immediate medical attention, school personnel shall follow the school's emergency medical procedures. Employees shall avoid questioning parents or guardians regarding the suspected cause of injuries or neglect.

X. School employees shall not contact the child's family members, relatives, friends, neighbors, or other individuals for the purpose of investigating or determining the cause of suspected abuse or neglect.

XI. Within 24 hours of making an oral report, the employee shall complete the School's Child Abuse-Neglect Reporting Form and provide it to the Director or designee for recordkeeping purposes.

XII. The Director or designee shall:

- A. Maintain reports of suspected child abuse or neglect in a secure and confidential file separate from the student's cumulative educational record; and
- B. Cooperate with DCFS, law enforcement, and other authorized agencies as permitted by law.

XIII. Employees who report suspected abuse or neglect in good faith are immune from civil and criminal liability as provided by Utah law.

XIV. Entheos Academy prohibits retaliation against any employee who makes a good-faith report of suspected child abuse or neglect or who participates in an investigation related to a report.

XV. Any employee who knowingly fails to report suspected child abuse or neglect as required by law may be subject to disciplinary action, up to and including termination of employment, and may also be subject to criminal penalties under Utah law.

~~5306 CHILD ABUSE AND NEGLECT REPORTING~~

Purpose

~~The Board recognizes that Utah law requires reporting child abuse and neglect by any person who has reason to believe that a child has been abused or neglected. To implement this law, the Board authorizes school administration to develop procedures for school employees to carry out the intent of the law~~

Administration Policy

- ~~I. The Administration recognizes that to fully implement the law on reporting child abuse and neglect, school personnel must be fully informed and made aware of their responsibilities in this area. Therefore, the Administration shall cause that any school employee who knows or reasonably suspects that a child's health or welfare has been or appears to have been harmed as a result of abuse and neglect shall report and cause reports to be made in accordance with the procedures in this policy.~~
- ~~II. The Administration shall provide all professional employees annual training on the subject of identifying and reporting children suspected of being abused or neglected.~~
- ~~III. The Administration shall distribute annually to all school employees copies of this policy and the Child Abuse-Neglect reporting form.~~

Guidelines

- ~~IV. If a school employee knows or reasonably suspects that a child 17 years old or younger is being abused or neglected, the employee shall immediately make an oral report to the school principal or their designee. (The State Attorney General mandates this policy.) The employee shall also call by telephone to local city police, county sheriff, or the Division of Family Services office to report the suspected abuse or neglect. Correlation with the principal or his/her designee should be made to contact the same agency and person in reporting the abuse or neglect. Both the principal or his/her designee and the employee must make immediate contact to report the suspected abuse or neglect.~~
- ~~V. To support the suspicion of abuse and neglect, professional school employees may (but are not required to) gather information by interviewing the child.~~

- ~~VI. If, after conducting the interview, it is determined that the child is in need of immediate medical attention, the School's procedure for dealing with injuries or illness shall be followed. However, contact with the parents or guardian for purposes of determining the cause of the injury shall be avoided.~~
- ~~VII. If the information gathered from interviewing the child supports suspected child abuse or neglect:~~
- ~~A. The principal or his/her designee shall immediately report the case by telephone to the local city police or county sheriff, or office of the Division of Family Services.~~
 - ~~B. Within 24 hours after making the oral report, the school employee initiating the report shall complete and give to the principal or his/her designee the School's Child Abuse-Neglect reporting form.~~
- ~~VIII. Upon receiving the School's Child Abuse-Neglect reporting form, the principal or his/her designee shall:~~
- ~~A. Mail one copy within 24 hours to the agency receiving the oral report (local city police or county sheriff or office of the Division of Family Services).~~
 - ~~B. Place one copy of all reported cases of suspected child abuse or neglect in a separate file to be maintained by the principal or his/her designee. The Child Abuse-Neglect reporting form shall not be placed in the child's personal file.~~
- ~~IX. It is not the responsibility of the school employee to: (1) prove that the child has been abused or neglected or (2) determine whether the child is in need of protection.~~
- ~~X. School employees shall not make contact with the child's family or other persons (relatives, friends, neighbors, etc.) for the purpose of determining the cause of the injury and/or apparent neglect.~~
- ~~XI. School employees are immune from any civil and/or criminal liability when reporting in good faith suspected child abuse or neglect. (§78-3a-20.10, Utah Code Annotated 1953, as enacted in 1978)~~
- ~~XII. Any school employee who willfully fails to report a case of suspected child abuse or neglect may face legal and/or disciplinary action up to and including termination of employment. (§78-2a-19, Utah Code Annotated 1953, as enacted in 1978)~~

6201 LOOPING POLICY

Purpose

Entheos Academy board supports the development of looping programs to improve teacher-student relations, facilitate stronger partnerships with parents, and improve student academic performance and character development.

Definitions

Looping is defined as a classroom of students maintaining the same teacher and cohort when advancing from one grade to the next.

Policy

School directors may maintain a looping program in accordance with the Entheos Academy charter for individual campuses. Teachers may loop for grades 1-2 and 4-5. Grades 3 and 6 will spend one year with their students.

Discontinuance of looping programs at either school requires board approval and review of charter fidelity.

6209 EFFECTIVE EDUCATOR STANDARDS POLICY

Purpose

The purpose of this policy is to help ensure that Entheos Academy's licensed educators meet the Utah Effective Educator Standards applicable to them as outlined in Utah Administrative Code Rule R277-530.

Policy

Application of Effective Educator Standards

The Effective Educator Standards in Utah Administrative Code Rule R277-530 are comprised of three sets of standards: Effective Teaching Standards, Educational Leadership Standards, and Educational School Counselor Standards. The Effective Educator Standards apply to licensed educators at the School as follows:

- (a) Administrators are responsible for meeting the Effective Teaching Standards and demonstrating the traits, skills, and work functions in the Educational Leadership Standards;
- (b) Counselors are responsible for meeting the Effective Teaching Standards and Educational Leadership Standards and demonstrating the traits, skills, and work functions in the Educational School Counselor Standards; and
- (c) Teachers are responsible for demonstrating the skills and work functions in the Effective Teaching Standards.

Implementation of the Effective Educator Standards

Entheos shall, under the direction of the School Director, help its licensed educators meet the applicable Effective Educator Standards by using the Effective Educator Standards as a basis when doing the following:

- (a) Developing professional learning experiences and professional learning plans for educators' relicensing;
- (b) Establishing a collaborative professional culture to facilitate student learning;
- (c) Adopting formative and summative educator assessment systems; and
- (d) Implementing induction and mentoring activities for beginning teachers and administrators.

The School Director shall determine how the activities described above are conducted and ~~how often~~~~the frequency with which~~ they occur.

Charter School Administrators

Under Utah law, a charter school administrator is not required to be licensed. However, if a school administrator is not licensed, they are still expected to work ~~toward~~ ~~towards~~ meeting the Effective Teaching Standards and ~~to demonstrate~~ ~~demonstrating~~ the traits, skills, and work functions ~~outlined~~ in the Educational Leadership Standards.

0003 SCHOOL BUS POST-TRIP INSPECTION

Purpose

The purpose of this policy is to ensure that all school bus drivers verify that the bus is empty and properly secured after transporting students. ~~Entheos Academy's policy is to ensure that all drivers ensure that the bus is empty and secured following any time students ride on the bus.~~

Policy

All school bus drivers are required to conduct a thorough inspection of the bus at the conclusion of any activity involving student transportation. The inspection must include walking the full length of the bus interior to confirm that all students have exited safely. ~~All school bus drivers are responsible for conducting end-of-bus route inspections to see that all students are off the bus. This inspection must include the entire length of the interior of the school bus. This inspection will be completed following any bus route, sporting event, or field trip.~~

After completing the inspection, the driver must ensure the bus is properly secured in accordance with school and transportation procedures.

Failure to comply with this policy may result in corrective action and employee discipline in accordance with LEA policies and procedures. ~~Violating the above provision may result in personnel action and employee discipline consistent with LEA policies.~~

References Utah Code 53G, Chapter 7, Part 2, Section 220

Entheos Academy District 2026-27 Work Plan/ TSSP 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 complex student work, have high craftsmanship, and are authentic.
2026-27 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 • English Language Learners • Special Education Students 80% or more of kindergarten students will score at or above benchmark proficiency on Acadience Reading by EOY 2026-27	By EOY 2026-27, 80% of observed Crews will be student-led, with students independently facilitating daily routines centered on school values to build Strong Classroom Cohesion .	By the end of the year, 100% of classrooms will demonstrate Academic Press by ensuring that at least 80% of students achieve the "High-Quality Work" standard on final products by utilizing EL Education's Critique and Feedback process.
2026-27 Implementation Priorities	Core Practice 30 D Core Practice 29 B	Core Practice 23 B Core Practice 21 B	Core Practice 12 B
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.		
2026-27 Leadership Goal	Increase regular student attendance by 3% from 2025-26 to 2026-27.		

MASTERY OF KNOWLEDGE AND SKILLS

2026-27 Performance Goals:

1. 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:
 - a. Multi-Language Learners
 - b. Special Education Students
2. 80% or more of kindergarten students will score at or above benchmark proficiency on Acadience Reading by EOY 2026-27.

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

Strategies:

Immediacy

Phonics Instruction

Immediacy: 1.06

Phonics Instruction: .97

Learning Targets (what):

1. I can intentionally use teacher immediacy behaviors to build psychological closeness with my students and increase classroom engagement and academic motivation.
2. (K-3 only) I can develop, implement, and monitor Individualized Reading Plans (IRPs) that include evidence-based instruction, progress monitoring, and family engagement to improve student reading outcomes.

Rationale (why):

1. Students learn best when they feel connected to their teacher. John Hattie's MetaX data proves that **Teacher Immediacy** is an absolute powerhouse strategy, carrying a massive **1.06 effect size** that can more than double the rate of student learning. By intentionally using warm communication and positive body language, we bridge the emotional gap with our students, lower their anxiety, and spark the intense classroom engagement needed to hit our 65% academic growth goal.
2. Early literacy is our highest priority. In alignment with Utah's **Senate Bill 241**, we are committed to evidence-based reading instruction to hit our 80% proficiency goal. Because Hattie's research ranks **Explicit Phonics Instruction** as a top-tier strategy (massive **0.97 effect size**), using a tiered approach is our most powerful tool to ensure every kindergartener masters the decoding skills they need to read.

Implementation (how): Improving the skill set of educators through the systematic implementation of explicit phonics instruction and teacher immediacy behaviors.

Trimester 1: BOY Launch & Diagnostics (August – November)

- **Our Focus:** Launch Immediacy PD for all staff (focusing on verbal warmth and removing physical barriers). Train K-3 paras on the 95 Phonics tiered program routines (sound-spelling chips, explicit blending), and development of IRPs.. Verify 100%

Success Criteria (Evidence)

- **Kindergarten Literacy:** 80% or more of kindergarten students score at or above benchmark proficiency on Acadience Reading by EOY 2026-27 through the implementation of tiered phonics instruction.
- **Schoolwide Growth:** 65% of all students will make typical or better growth by the end of the year, as measured by the state assessments of Acadience and RISE.
- **Targeted Subpopulations:** The 65% growth target explicitly includes and tracks the achievement of:
 - Multi-Language Learners (MLL)
 - Special Education Students (SpEd)

BOY Data Sources & Baseline Metrics

initial Individual Reading Plan (IRP) compliance.

- Focus on setting individual student goals for “above typical” growth.

IEP/SpEd Look-Fors:

- **Immediate Corrective Feedback:** Small-group instruction features immediate, explicit corrective feedback loops rather than generalized praise.

MLL (Multi-Language Learner) Look-Fors:

- **Language-Rich Scaffolding:** Intentional use of sentence frames during peer discussions and protocols.

Trimester 2: MOY Implementation & Progress Monitoring (December – February)

- **Our Focus:** Conduct Immediacy peer observations. Run mid-year Tier 2 and Tier 3 phonics instruction checks. Verify 100% Individual Reading Plan (IRP) compliance. Hold the MOY Predictive Growth Carousel.

Trimester 3: EOY Close-Out & Growth Analysis (March – June)

- **Our Focus:** Deploy targeted coaching blitzes for classrooms hovering just below the 65% student growth mark. Finalize EOY Individual Reading Plans and parent notifications.

- **Immediacy Baseline Tools:**

- **Teacher Immediacy Walkthrough Audit (%):** Baseline percentage of teachers utilizing high-immediacy behaviors.

- **K-3 Phonics Baseline:**

- **Percentage of literacy walkthroughs confirming that Tier 2/3 phonics instruction matches the specific intervention types and scheduling mandates outlined in student IRPs.**
- **BOY Acadience Reading Proficiency Scores.**
- **100% Parent Notification & IRP Launch:** Verification that 100% of kindergarteners scoring below benchmark have an Individual Reading Plan (IRP) tracking their specific phonic deficits, with written SB 241 parental notices sent out.

MOY Data Sources & Progress Monitoring

- **Immediacy Progress Metrics:**

- **Teacher Immediacy Walkthrough Audit (%):** Percentage of teachers utilizing high-immediacy behaviors.

- **K-3 Phonics Progress Metrics:**

- **Percentage of literacy walkthroughs confirming that Tier 2/3 phonics instruction matches the specific intervention types and scheduling mandates outlined in student IRPs.**
- **MOY Acadience Reading Proficiency Scores.**

- **Mid-Year Course Corrections:**

- **MOY Predictive Growth Carousel:** Reviewing mid-year Acadience and iReady growth charts to cross-reference academic progress with teacher immediacy/phonics implementation levels. **Note:** Because we are deploying a high-impact strategy (Immediacy: 1.06), teams will actively look to shift students from the "Typical Growth" pathway into "Above typical/Stretch Growth" categories.
- **100% IRP & SB 241 Audit:** Mid-year updates to all kindergarten IRPs to shift phonic intervention targets based on winter data, along with mandatory parent updates.

EOY Data Sources & Summative Outcomes

- **Immediacy Summative Evaluation:**

- **Teacher Immediacy Walkthrough Audit (%):** Percentage of teachers utilizing high-immediacy behaviors.
- **Correlation Analysis (Immediacy vs. Growth):** Data meeting correlating individual teacher walkthrough scores on immediacy/engagement with their final RISE and Acadience growth scores (checking if high connection drove the 65% target).

- **K-3 Phonics Summative Evaluation:**

- **Final Acadience Reading Benchmark.**

	● Accountability & Close-Out: ○ EOY Data Carousel: Final disaggregated analysis tracking the 65% typical-or-better growth metrics for MLL, SpEd, and general student populations on RISE and Acadience. Note: While our baseline schoolwide target remains 65% for typical growth, our evaluation will celebrate and track the percentage of students pushed into "Above Typical/Stretch Growth". ○ 100% EOY IRP & SB 241 Compliance Check: Final close-out of all IRPs, documenting progress for retention, summer school, or grade transition.
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CHARACTER	
2026-27 Performance Goal: By EOY 2026-27, 80% of observed Crews will be student-led, with students independently facilitating daily routines centered on school values to build Strong Classroom Cohesion.	
Implementation Priorities: Core Practice 23 B (Fostering a Culture of Crew) & 21 B (Fostering a Positive Climate)	
Strategy Name: <u>Strong Classroom Cohesion</u>	Effect Size: .66
Learning Target (what): I can explicitly teach, scaffold, and coach my students to lead their own daily Crew routines to independently build Strong Classroom Cohesion.	Rationale (why): Moving to student-led Crews intentionally hands the ownership of those routines over to the students. John Hattie’s MetaX data shows that Strong Classroom Cohesion carries a significant 0.66 effect size . By training students to facilitate their own Crews, we directly build a high-trust, cohesive environment where peers hold one another accountable to our school values, reducing behavioral disruptions and maximizing academic focus across the entire school day.
Implementation (how): Explicitly teaching, scaffolding, and coaching students to lead their own daily Crew routines to independently build Strong Classroom Cohesion. Trimester 1: Scaffold & Model (August – November) ● Our Focus: Provide Crew element modeling for new teachers. Train all staff during BOY P.D. on the release-of-control scaffolding protocol. Teachers actively model, teach, and co-construct Crew facilitation expectations with students. Student Support Specialist delivers “Pulse Check” in	Success Criteria (evidence): ● Student-Led Independence: Walkthrough observations confirm 80% of Crews demonstrate students independently facilitate daily routines centered on school values, building Strong Classroom Cohesion. BOY: Baseline Data Source: ● % of Crews currently meeting baseline criteria on the Crew rubric/observation form. ● Crew Belonging Favorability Index : % of students responding with a "Heads-down, Thumbs-Up” on a pulse check, measuring if they feel safe, liked by their peers, and happy in their Crew. MOY: Data Source: ● % of Crews demonstrating a successful "release of control" to students as measured on the Crew rubric/observation form.

classrooms. Trimester 2: Coached Release & Progress Checks (December – February) • Our Focus: Teachers intentionally step back, actively coaching, prompting, and shadowing student leaders within the circle. Address common Crew hurdles (e.g., keeping debriefs focused, managing initiatives safely) during staff meetings. Student Support Specialist delivers “Pulse Check” in classrooms. Trimester 3: Full Release Verification (March – June) • Our Focus: Teachers operate as active, peer participants while students independently run the entire circle, handle transitions, and reinforce school values. Student Support Specialist delivers “Pulse Check” in classrooms.	• Crew Belonging Favorability Index : % of students responding with a "Heads-down, Thumbs-Up” on a pulse check, measuring if they feel safe, liked by their peers, and happy in their Crew EOY: Data Source: • % of Crews demonstrating full ownership of routines by students as measured on the Crew rubric/observation form. • Crew Belonging Favorability Index : % of students responding with a "Heads-down, Thumbs-Up” on a pulse check, measuring if they feel safe, liked by their peers, and happy in their Crew
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HIGH QUALITY WORK	
2026-27 Performance Goal: By the end of the year, 100% of classrooms will demonstrate Academic Press by ensuring that at least 80% of students achieve "High-Quality Work" standard on final products by utilizing EL Education’s Critique and Feedback process.	
Implementation Priorities: Core Practice 12.B: Models, Critique, and Descriptive Feedback	
Strategy Name: <u>Academic Press</u>	Effect Size: 1.15
Learning Target (what): I can use models of excellence, student critique, and	Rationale (why): Hattie’s research shows that Academic Press is one of our most powerful levers for student growth. By

descriptive feedback to help all students improve their work across multiple drafts.	grounding this goal in EL Education Core Practice 12.B , we shift classroom culture from mere task completion to a Culture of Revision . Using models of excellence, critique, and descriptive feedback that honor creativity, while ensuring that all students are pushed—and equitably supported—to move past a first draft to produce truly high-quality work.
Implementation (how): Utilizing models of excellence, critique, and descriptive feedback to ensure all students move past a first draft to produce truly high-quality work. Trimester 1 (Aug - Nov): Establish Standards & Baselines • Our Focus: Introduce high craftsmanship using <i>Austin's Butterfly</i>. Training on rubrics and models that preserve creativity. Score unassisted first drafts against task rubrics. Trimester 2 (Dec - Feb): Launch Critique Protocols • Our Focus: Explicitly teach peer feedback loops (<i>Be Kind, Be Specific, Be Helpful</i>). Bring pairs of student work to PLCs to evaluate growth. Trimester 3 (Mar - Jun): Measure Final Mastery • Our Focus: Guide students through final draft revisions to complete polished products.	Success Criteria (evidence): • EOY teacher audit of student work demonstrating 80% of their students reached the “High Quality” standard on a final product. BOY Baseline Data Source: • Teachers score students' very first rough drafts against a rubric to establish a baseline of how many can hit the standard without help. MOY Data Source: • Teachers compare first and second drafts side-by-side during team meetings to verify that ongoing feedback is successfully improving student work. EOY Data Source: • Teachers audit final, polished products to calculate the official percentage of students who successfully reached the "High-Quality" standard.

LEADERSHIP

2026-27 Performance Goal: Increase regular student attendance by 3% from 2025-26 to 2026-27 to actively disrupt the negative impact of absenteeism

Implementation Priorities: Core Practice 22 A. Becoming Effective Learners (through Habits of Scholarship) Core Practice 24 B. (Building Relationships with Families)

Strategy Name: Attendance (lack of)

Effect Size: -.52

Learning Target (what): We can design and execute a Multi-Tiered Attendance Intervention System that leverages

Rationale (why): If students have poor attendance, we cannot teach them effectively, and therefore, they will not fully benefit from the Entheos program we offer.

Crew structures and proactive family outreach to eliminate barriers to attendance.	
Implementation (how): Designing and executing a systematic, multi-tiered attendance campaign to minimize the learning loss associated with chronic absenteeism. Trimester 1: Dashboard Setup & Parent Parameters (August – November) • Our Focus: Formally educate families on updated attendance parameters, state policies, and school-wide expectations. Establish a weekly Early Warning System (EWS) tracking dashboard. Identify and flag historical chronic absences from the previous year to set our baseline tracking list. Trimester 2: Tiered Responses & School Incentives (December – February) • Our Focus: Deploy class-wide and individual student incentive systems to actively combat the mid-winter attendance slump. Formally execute Tier 2 family notification letters and outreach. Trimester 3: Intensive Intervention & Impact Analysis (March – June) • Our Focus: Coordinate leadership-led parent barrier-busting meetings for students approaching chronic absenteeism thresholds. Continue marketing, parent education, and positive reinforcement.	Success Criteria: • EOY attendance data will show a 3% increase in regular student attendance from 2025-26 to 2026-27. BOY Baseline Data Source: • 2025-26 % of regular student attendance. MOY Data Source: • MOY% of regular student attendance 2026-27 compared with 2025-26. EOY Data Source: • % of regular student attendance 2026-27 compared with 2025-26.



ENTHEOS ACADEMY

EXCELLENCE • SERVICE • LEADERSHIP

Entheos Magna EOY Work Plan Report

June 2026: Board Retreat

Work Plan Overview 2025-2026 School Year

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

Work Plan - Mastery of Knowledge and Skills

Performance Goal

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

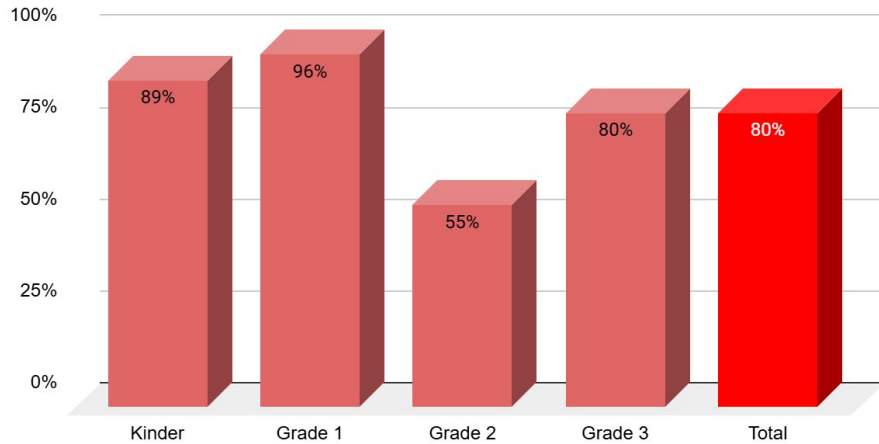
This goal includes the subcategories of:

- English Language Learners
 - Special Education Students
-
- 74% of students achieved at least typical or better growth in Acadience Reading.
 - 75% of students achieved at least typical or better growth in Acadience Math.
 - 60% of SWD achieved at least typical or better growth in Acadience Reading.
 - 48% of SWD achieved at least typical or better growth in Acadience Math.
 - 61% of MLL students achieved at least typical or better growth in Acadience Reading.
 - 56% of MLL students achieved at least typical or better growth in Acadience Math.

Acadience Math Growth Comparison

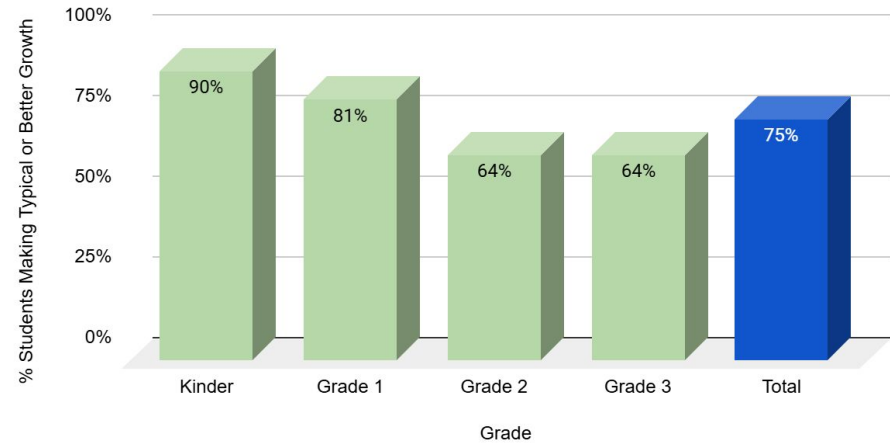
24-25

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

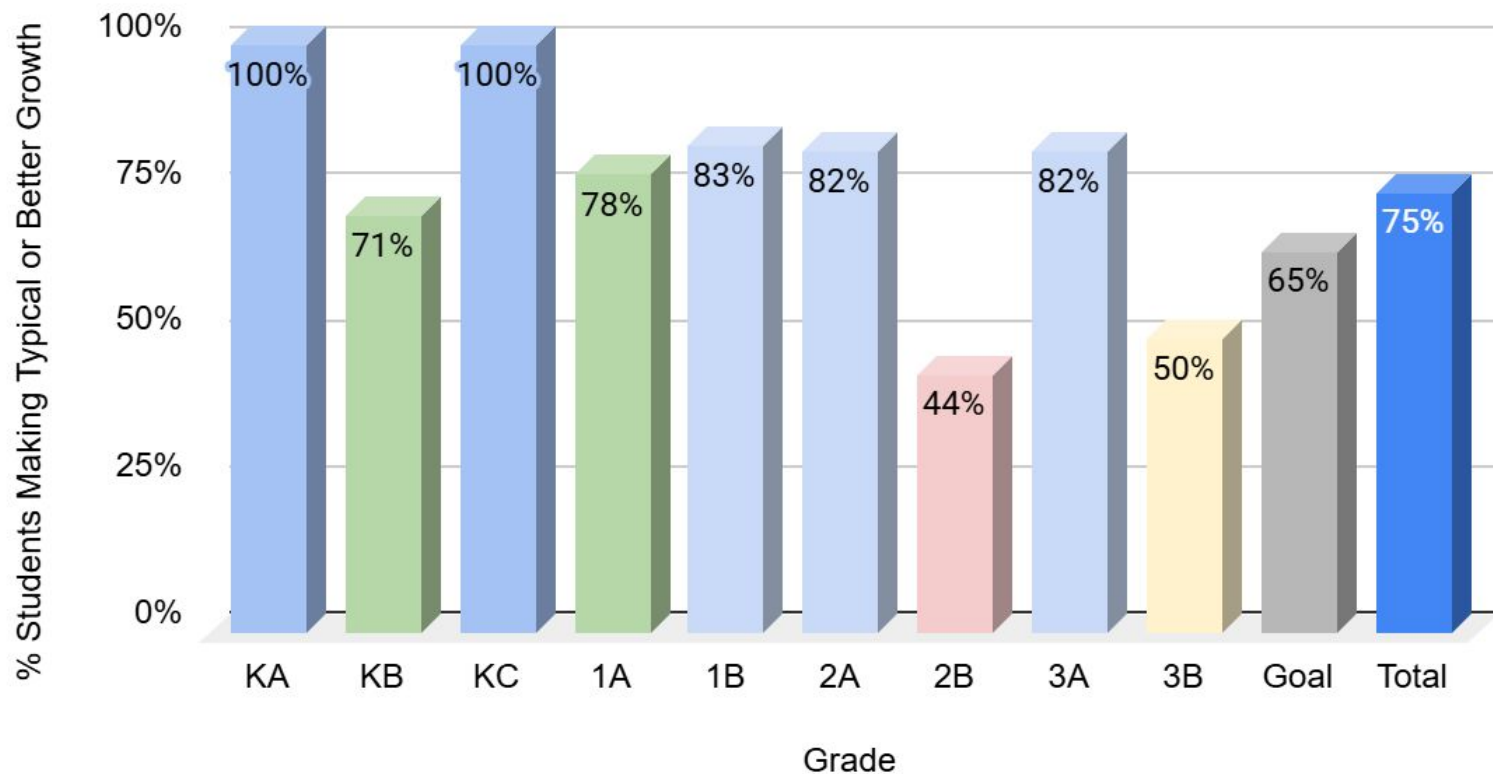


25-26

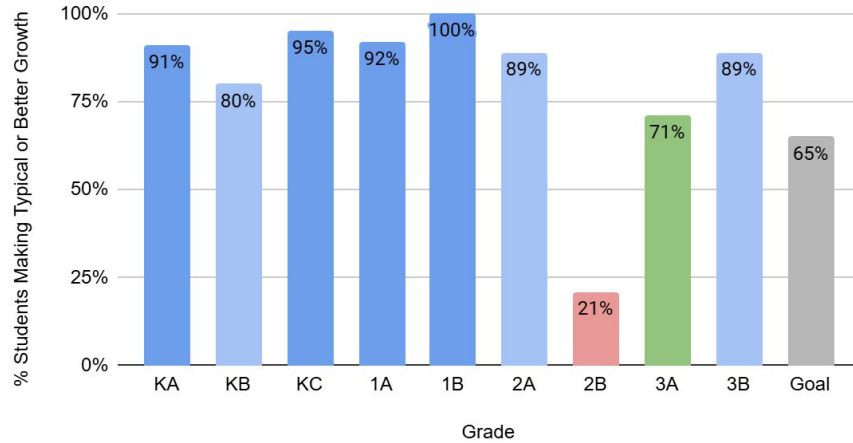
Acadience Math
% Students Making Typical or Better Growth vs. Grade



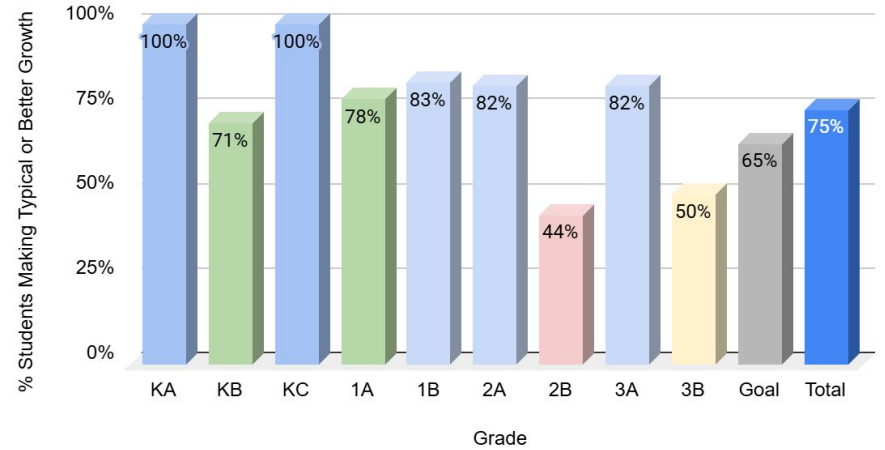
% Students Making Typical or Better Growth by Teacher Acadience Math, 2025-26



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



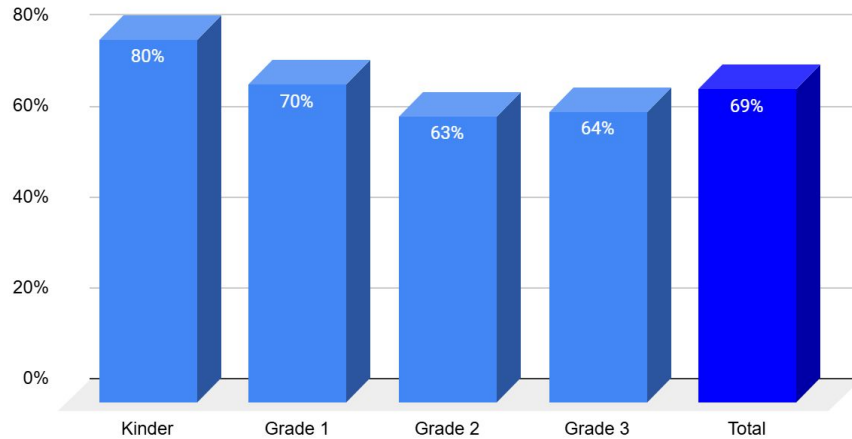
% Students Making Typical or Better Growth by Teacher
Acadience Math, 2025-26



Acadience Reading Growth Comparison by Grade

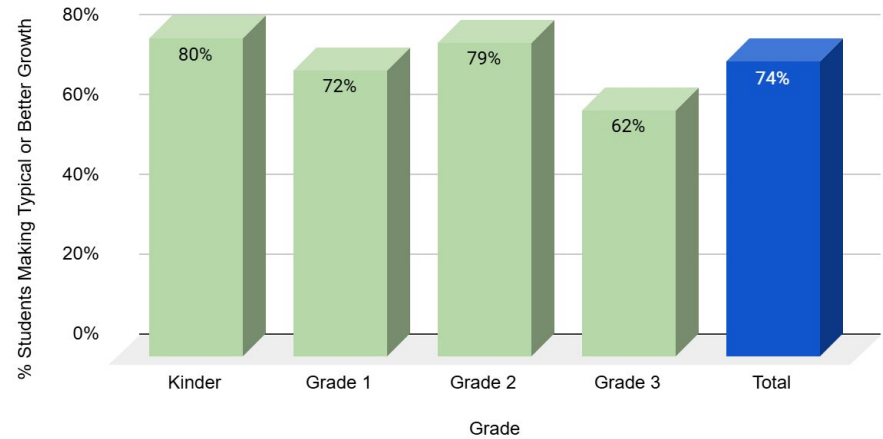
24-25

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

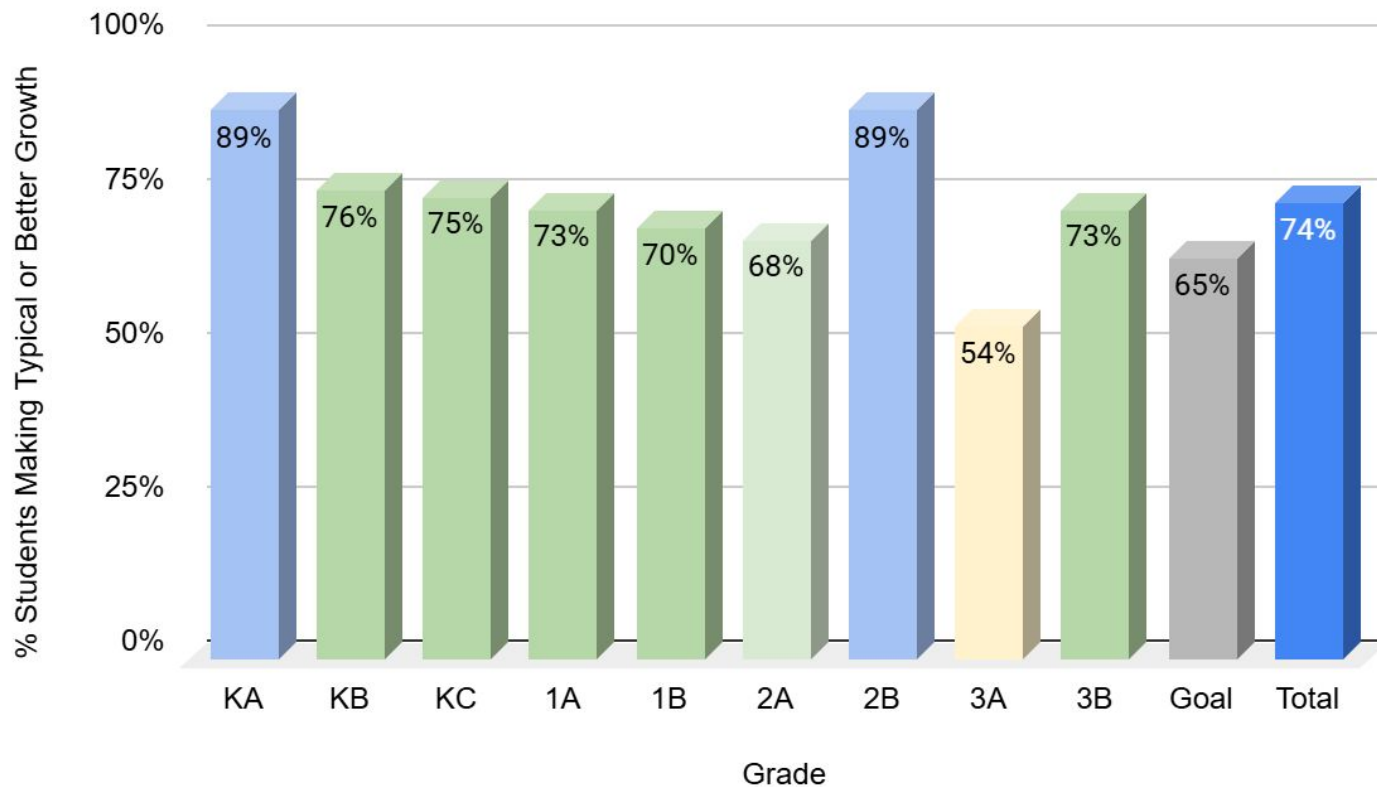


25-26

Acadience Reading
% Students Making Typical or Better Growth

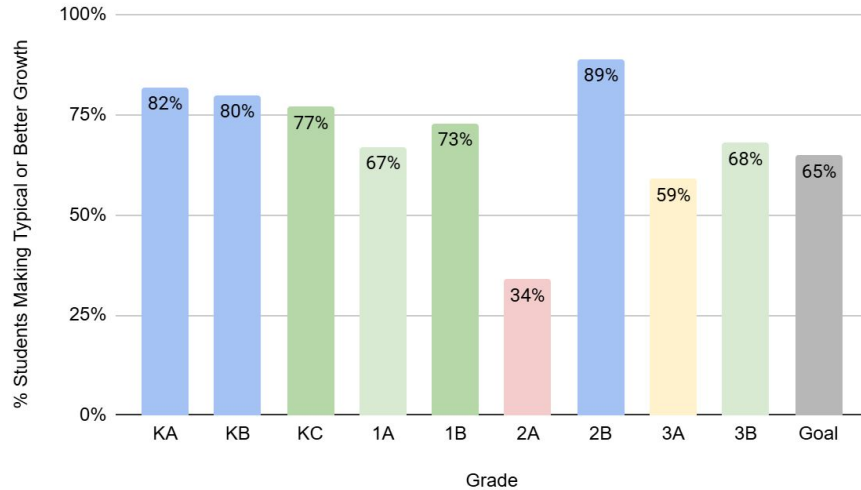


% Students Making Typical or Better Growth by Teacher Acadience Reading, 2025-26

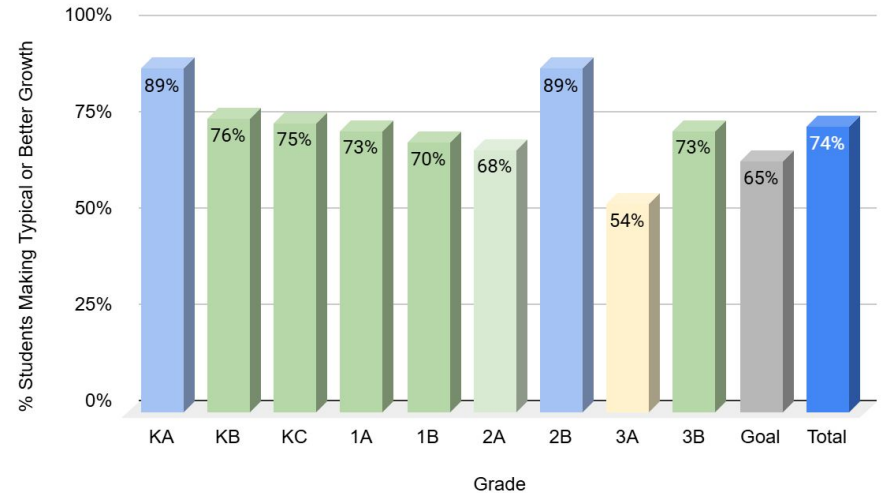


Acadience Reading Growth Comparison by Teacher

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



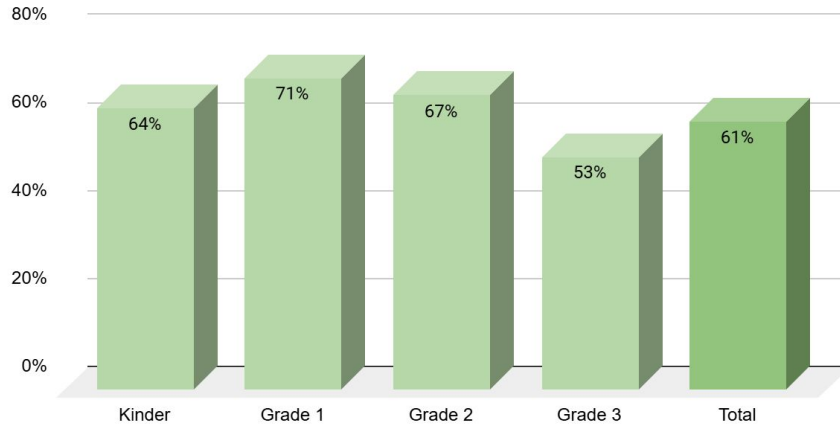
% Students Making Typical or Better Growth by Teacher
Acadience Reading, 2025-26



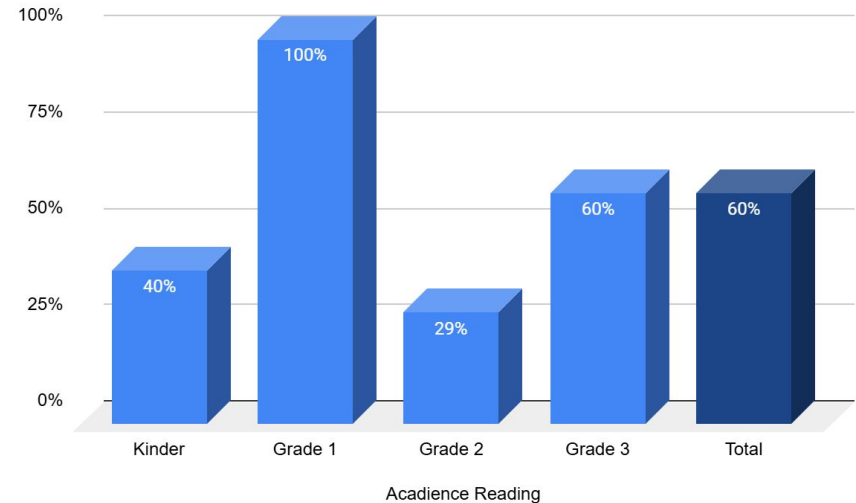
Acadience Reading SpEd Growth Comparison

24-25

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

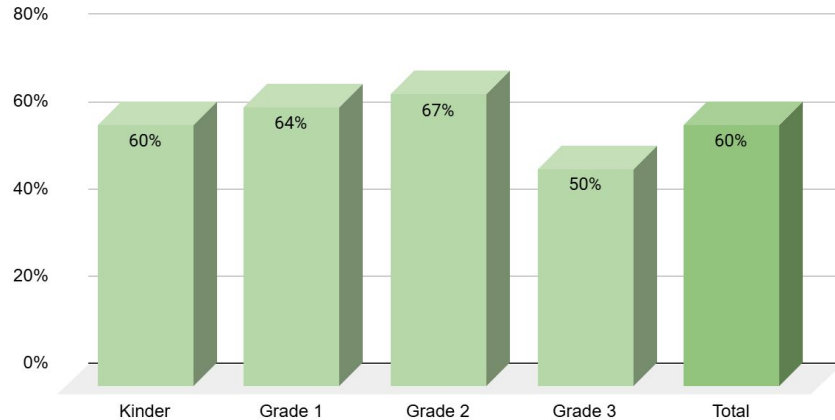


25-26

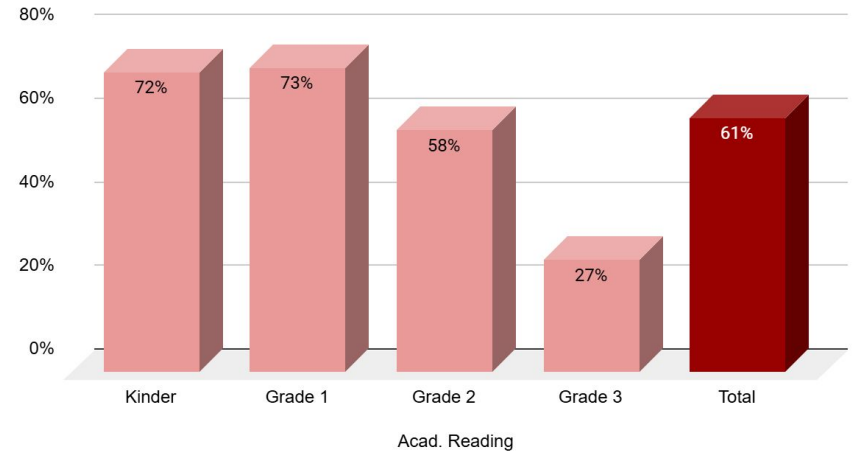


Acadience Reading MLL Growth Comparison

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



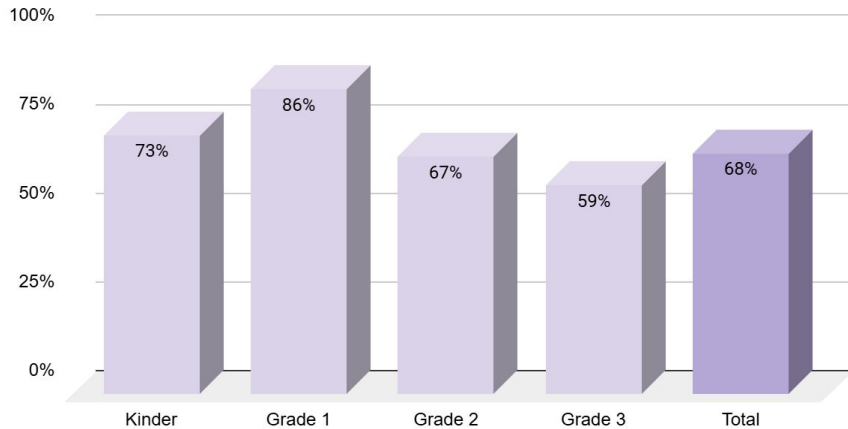
25-26 Acadience Reading MLL Growth



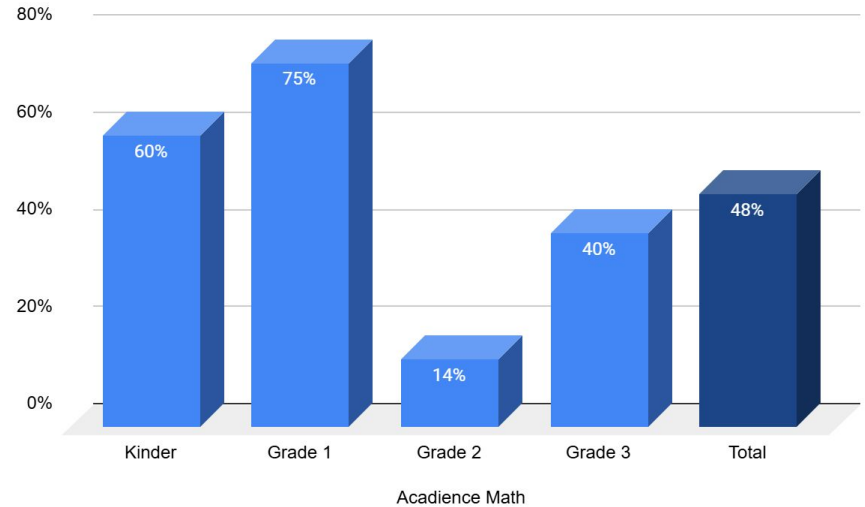
Acadience Math SpEd Growth Comparison

24-25

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

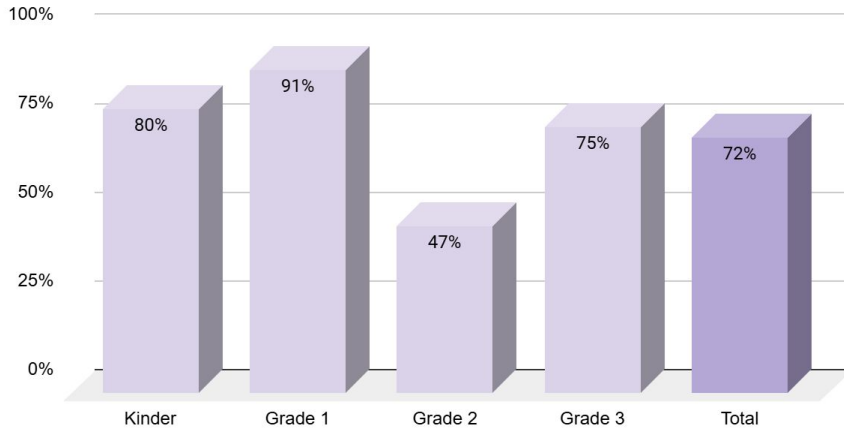


25-26

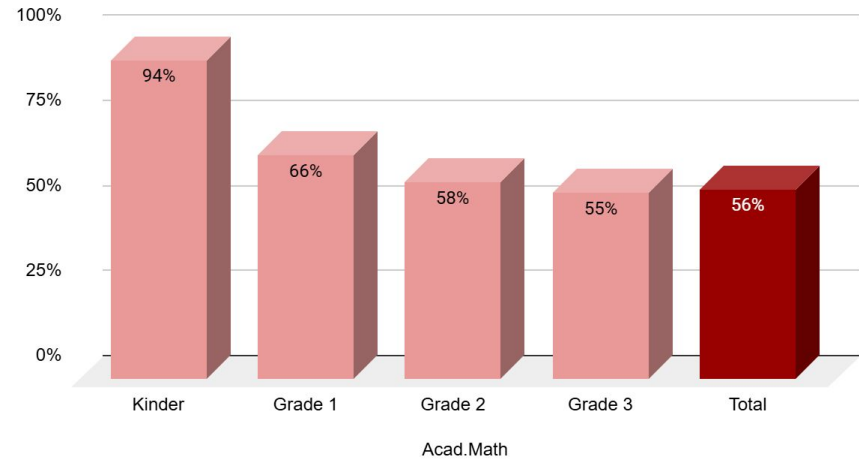


Acadience Math MLL Growth Comparison

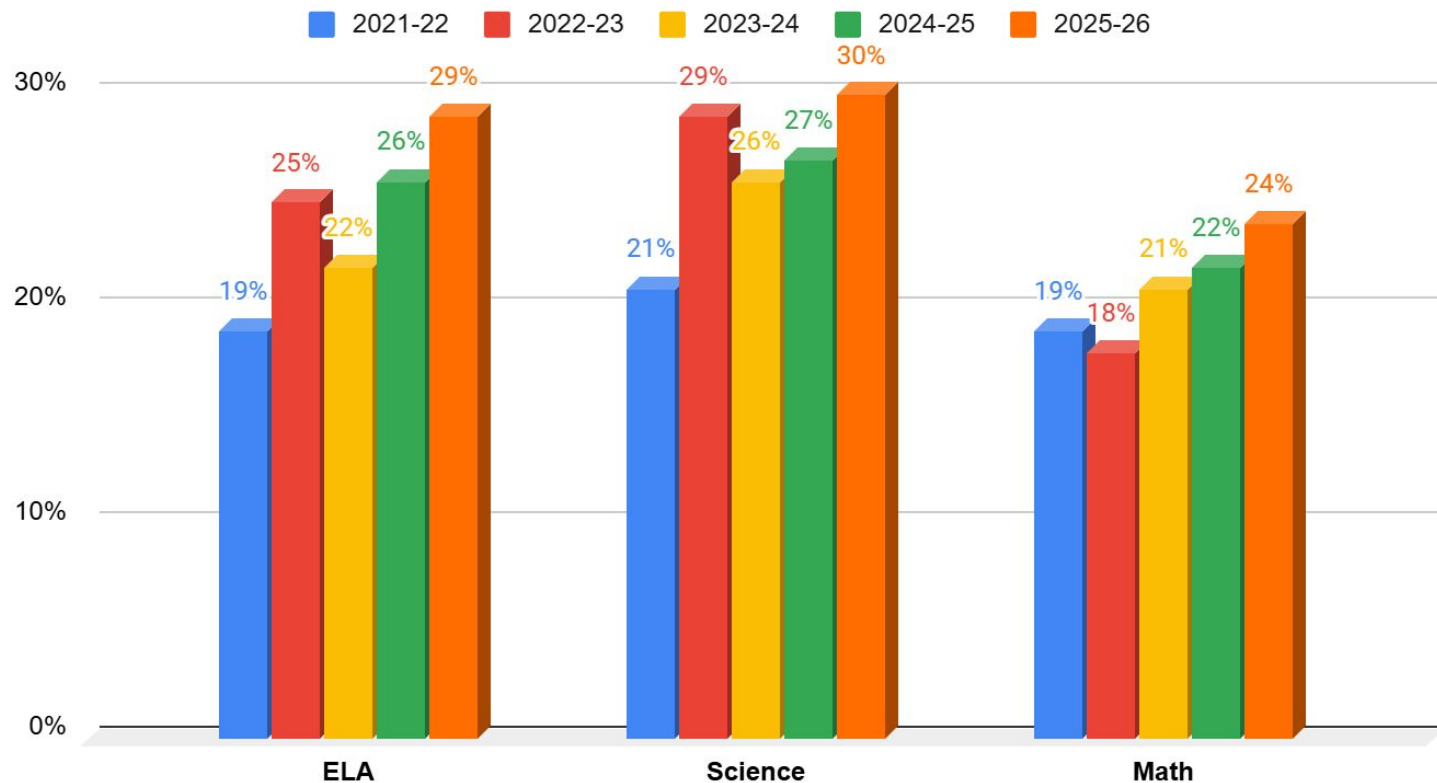
% of MLL students making typical or better growth in Acadience Math 24-25



25-26 Acadience Math MLL Growth



Magna RISE Proficiency by Year



Work Plan - Character

Performance Goal

- 80% of teachers will implement a morning Crew centered around our school values, and support our Entheos PBIS structure with strong classroom management to help shape student character.
- 86% of teachers implemented engaging Crews centered around the school Values. However only 52% were high quality.
 - Some crews were missing an element of Crew. For example, the structure (not in a circle), engagement, GRID.
 - We met our goal in one area, but still need growth in others.

Work Plan - High Quality Work

Performance Goal:

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

25-26

- By EOY, 90% of randomly selected student portfolios displayed High Quality Work.
 - Student Goals = 90%
 - Cover Sheet = 100%
 - Artifacts = 90%
 - Reflection = 76%
- Overall, a huge improvement to our student portfolios. The one area of growth will be the reflection piece of the portfolio.

24-25

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

23-24

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

Work Plan - Leadership

Performance Goals:

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

Attendance

- Magna 2023-24 SY: Regular 34%, At risk 25%, chronic 39%
- Magna 2024-25 SY: Regular 36%, At risk 30%, chronic 33%
- **Magna 2025-26 SY: Regular 40%, At risk 25%, chronic 35%**

Staff Spotlight

Suzanne Giravi - 1st Grade



We are excited to recognize Ms. Giravi for the incredible learning environment she creates each day for her students. From the moment you walk into her classroom, it's clear that students know what is expected of them. Through consistent routines, clear expectations, and thoughtful classroom management, she has built a safe, structured space where students can thrive academically and socially.

Her classroom culture goes beyond academics. Students learn the importance of kindness, responsibility, and looking out for one another. She proactively addresses concerns and teaches students the skills they need to solve problems, resulting in a classroom where office referrals are rare because issues are handled with care and intention. She also understands that every child learns differently. By thoughtfully differentiating instruction, she ensures that each student has the support and challenge they need to grow.

One of the highlights of her classroom is the positive incentive system she's created. Students work toward earning memorable Fun Fridays, with celebrations like Stuffie Parties, Glow-in-the-Dark Parties, Show and Tell, and Hot Chocolate Parties. These experiences build community, motivate students, and make learning something to look forward to. Her classroom is a wonderful example of what happens when high expectations are paired with strong relationships and genuine care for students. Thank you for the joy, structure, and sense of belonging you bring to our school community every day!

Staff Spotlight

Atoosa Samani - Science



We'd like to recognize Dr. Samani for her commitment to create meaningful learning experiences for students. Stepping into a role where students had a deep connection with the previous teacher could have been daunting, but she embraced the challenge with confidence and determination. Through consistency, high expectations, and a genuine investment in her work, she built relationships and established her own positive impact on our school community. She encourages students to think critically and rise to high standards.

This year marked a significant milestone for our campus as all three middle school grade levels participated in a school-wide science fair for the very first time. Organizing and implementing an event of this scale came with its share of challenges, but she rose to the occasion, and is already looking ahead to ways to make it even better next year. Beyond the science classroom, her creativity and leadership have enriched our school culture. She launched a student-led school newspaper through her crew, giving students an authentic voice and an opportunity to reflect on their experiences at Entheos. Through articles connected to our monthly school values, students celebrated the unique opportunities our school provides, including Discovery, Adventure, and Service Learning, while sharing stories that brought our community together.

Her willingness to take on new challenges, reflect on her practice, and continually improve embodies the spirit of lifelong learning that we hope to instill in our students.

Staff Spotlight

Jennifer Chavez - Student Support Specialist

Ms. Jenn is in her second year with Entheos, and her growth and dedication have made a meaningful impact on our school community.

Over the course of the year, she embraced opportunities to step outside of her comfort zone and grow as a leader. What began with some hesitation around presenting and teaching students transformed into a strength. Through reflection, coaching, and a commitment to our students, she leaned into the work and finished the year stronger than ever.

She has built trusting relationships with students by providing regular check-ins, facilitating scheduled breaks, and teaching important social skills that help students navigate both school and life. Her calm and caring approach helps students feel seen, heard, and supported.

Her impact extends beyond individual student support. She is a vital resource for our multilingual learners and their families, helping bridge communication through translation and ensuring families feel connected and informed. She also plays an essential role in supporting students with 504 Plans and Safety Plans, working collaboratively with staff and families to help students access the support they need to be successful.

Her willingness to grow, her compassion for students, and her commitment to meeting the needs of our diverse school community exemplify what it means to serve others.





ENTHEOS ACADEMY

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TITLE IX POLICY

Purpose

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance. Schools may not retaliate against any person for opposing an unlawful educational practice or policy, or ~~for making~~~~made~~ charges, ~~testifying~~~~testified~~ or ~~participating~~~~participated~~ in any complaint action under Title IX.

Policy

- I. Please refer to the school Grievance Policy for ~~the~~ order of communication.
- II. ~~To~~~~In order to~~ file a complaint, please contact the school.

REF: [Grievance Policy](#)



ENTHEOS ACADEMY

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#5103 STUDENT MEMBERSHIP REPORTING PROCEDURE

Purpose

To ensure fidelity in Entheos membership reporting to state and other required entities of enrollment data.

Policy

- I. For proper membership accounting, the date of withdrawal must be the day after the last day of attendance or within 10 days after the last day of attendance on which it is officially known that the pupil has left school for one of the following reasons:
 - A. completion,
 - B. dismissal,
 - C. death,
 - D. transfer or
 - E. administrative withdrawal.
- II. Transfer Students. Entheos has developed and implemented policies and procedures to ensure documentation is created and retained and that the proper transfer code is entered in the student information system for students that transfer from Entheos
- III. The date does not necessarily have to be the day after the last day of attendance, but in no case may it be longer than 10 days after the last day of attendance at any time during the year except in case of:
 - A. sickness,
 - B. Hospitalization
 - C. home and hospital services being provided according to district policy
 - D. pending court investigation and action, and
 - E. prior-approved trip. (Home and hospital is comprised of two hours of instruction per week, with at least one contact per week and documentation of that contact on record for the auditors.)
- IV. Entheos Academy Schools will withdraw students after 10 consecutive days of absence ~~unless they meet one or more of the, unless they fit one or more~~ exceptions listed above.
- V. A letter will be sent by the school notifying the parents of the withdrawal ~~including~~ **including:**

5103 Student Membership Reporting Procedure

- A. Date of withdrawal
 - B. Meeting requirement of 10 days of consecutive absence
 - C. Contact to re-enroll student or inform of transfer
- VI. If a parent attempts to obtain a Home School affidavit and withdraw their student after the student has been referred to truancy court, the court process will continue even if the student is ~~get a Home School affidavit and withdraw their student after they have been referred to truancy court the court process will continue even if they are~~ in Home School. Court-ordered ~~Court-ordered~~ students in the truancy program must not be withdrawn from school records. The court process will continue for students referred for truancy, even if they ~~who have been referred for truancy, even though they may~~ withdraw from school in the meantime.



ENTHEOS ACADEMY

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3104 CONFLICTS OF INTEREST

Purpose

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

Scope

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

Definitions

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

3104 Conflicts of Interest

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

Policy

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

enrollment at the school or continued attendance at the school according to Utah Code § 53A-1a-513(9).

PROCEDURES

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

ACKNOWLEDGEMENT

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

EXAMPLES

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

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

Current Board Advisors 2025 - 2026

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

Proposed Board Advisors 2026 - 2027

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



ENTHEOS ACADEMY

EXCELLENCE • SERVICE • LEADERSHIP

State of the School Report

Board Retreat, 2026

Excellence Recognized

Celebrating a Remarkable Year at Entheos Academy



Celebrating our educators who have been at Entheos for 5-9 years!



A Message from the Executive Director

As we reflect on the 2025–2026 school year, I am incredibly proud of what our students, staff, and families have accomplished together. From academic growth and statewide recognitions to meaningful community service, the Entheos values of Excellence, Service, Leadership, Adventure, and Family were on display every single day.

These successes are a direct result of the dedication of our educators, the support of our families, and the hard work of our students. Thank you to our Board of Directors and the entire Entheos community for your continued partnership as we build a strong foundation for the future.

Warmly,

Esther Blackwell

Recognizing Excellence in Teaching

Statewide Recognition: Entheos Educator Named Utah Charter School Teacher of the Year



Jenna receiving her award, and performing with Steven Sharp Nelson at the conference

This year, Entheos Academy celebrated a tremendous honor when Jenna Marshall was recognized as the **Utah Charter School Teacher of the Year**. This prestigious statewide recognition reflects Jenna's deep dedication, commitment to excellence, and the lasting impact she has on our school community. As part of this celebration at the UAPCS conference, Jenna even took the main stage alongside Steven Sharp Nelson from *The Piano Guys* to present and perform on the vital role of integrating music and creativity into the classroom. Her outstanding achievement is a testament to the high caliber of educators who serve Entheos students every day.



Outstanding Teachers, Outstanding Results

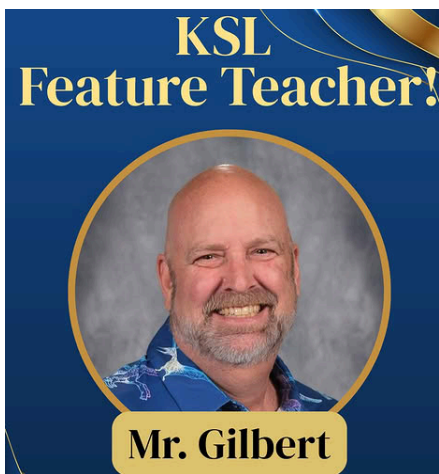
Eight Teachers Earn State Merit Recognition



Entheos Academy was fortunate to recognize eight teachers who earned eligibility for Utah's Teacher Merit/Incentive Program. This recognition is awarded to educators who demonstrate exceptional student growth and achievement. Their success reflects the professionalism, dedication, and expertise found throughout our teaching staff and highlights the positive impact our educators have on student learning.

Teachers Who Inspire

Recognized Beyond Our School Walls



This year, Mr. Gilbert was featured by KSL Newsradio's Teacher Feature program after being nominated by a parent who praised his extraordinary dedication and impact on students.

While this recognition highlighted one teacher, it also reflects the care, commitment, and passion demonstrated daily by educators across Entheos Academy. Our teachers continue to inspire students, build meaningful relationships, and help children reach their full potential.



ENTHEOS ACADEMY

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Dedicated to Our Mission

Celebrating Years of Service at Entheos Academy



One of the greatest indicators of a strong school culture is the commitment of the people who serve within it. This year, Entheos Academy was proud to recognize numerous staff members for reaching significant milestones of 5, 10, 15, and even more years of service.



These dedicated educators and team members have invested countless hours in supporting students, partnering with families, and helping shape the culture and traditions that make Entheos special. Their longevity reflects not only a commitment to their profession, but also a shared belief in our mission and the lasting impact of our work.



We are deeply grateful for the experience, leadership, and stability these individuals bring to our school community. Their continued service helps ensure that generations of Entheos students benefit from caring adults who are committed to excellence and student success.

5-9 year Crew members, 10-14 year Crew members, and 15-19 year Crew Members



Academic Achievement

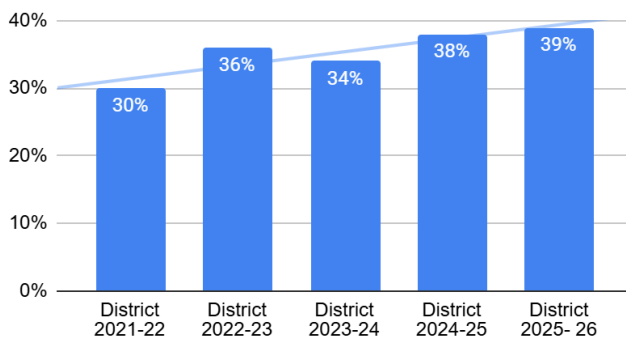
Student Achievement: Steady Progress in a Challenging Environment

Student achievement remains our highest priority, and we are encouraged by the steady progress our students have made over the past five years. On Utah's RISE assessments, Entheos Academy has increased proficiency in all three tested subject areas. Science proficiency has grown from **30% to 39%**, English Language Arts from **28% to 35%**, and Mathematics from **25% to 29%**.

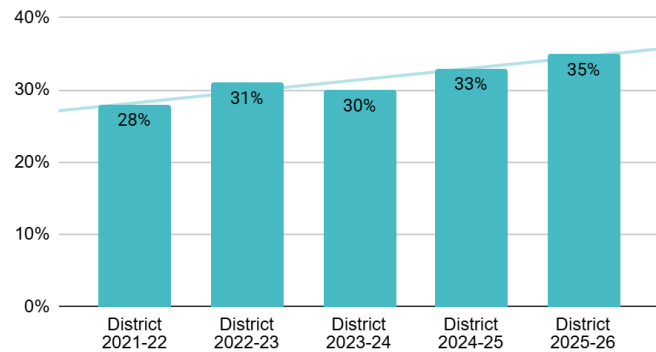
These gains have occurred during a period when schools across Utah and the nation continue to recover from the long-term academic impacts of the pandemic. **While statewide and national assessment results have remained relatively flat—or, in some areas, declined—Entheos has demonstrated consistent year-over-year growth, with each subject area reaching its highest proficiency level during the past five years.**

Although we celebrate this progress, we recognize that our work is far from complete. We remain focused on strengthening literacy and mathematics instruction, expanding targeted interventions, supporting our teachers through high-quality professional learning, and ensuring every student has the opportunity to achieve at high levels.

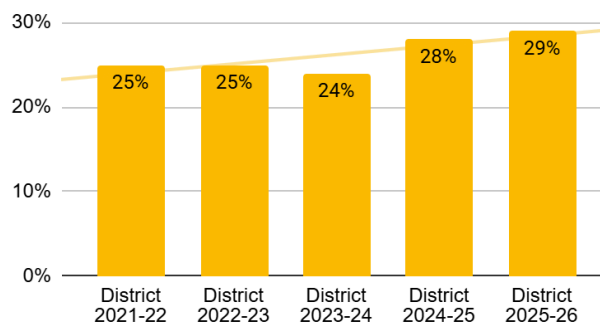
RISE Science Proficiency



RISE ELA Proficiency



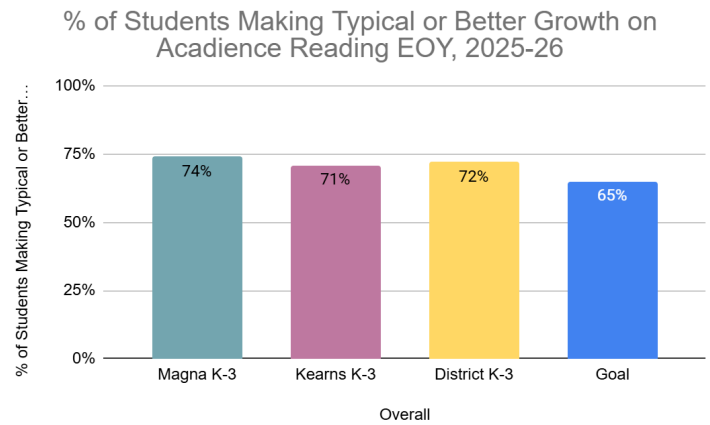
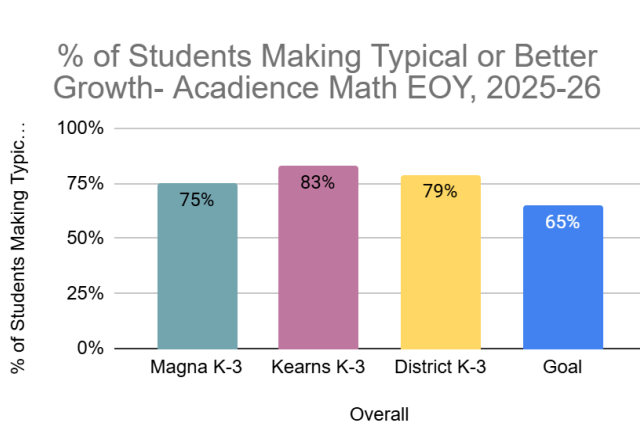
RISE Math Proficiency





Acadience Reading & Math Update:

Where Students Are Growing—and Where We're Focused Next



Entheos Academy students continue to show strong academic progress in the foundational areas of reading and math, particularly in the early grades.

Across both campuses, K–3 students exceeded the district growth goal of 65% in both reading and math. Reading growth ranged from 71% at Kearns to 74% at Magna, while math growth ranged from 75% at Magna to 83% at Kearns. These results reflect strong year-over-year academic progress and effective instructional systems supporting student learning.

While student growth is a clear strength, reading proficiency remains an area of focus. Approximately 62–64% of K–3 students are currently reading at or above benchmark, compared to the new state goal of having 80% of early readers proficient by the end of the 2029 school year. This indicates that although students are making strong progress, continued emphasis on early literacy instruction is needed to ensure more students reach grade-level expectations.

Overall, the data shows a positive trajectory: students are learning and growing at strong rates, and the school remains focused on ensuring that growth translates into higher levels of reading proficiency over time.



Student Achievement & Excellence

Entheos Students Shine at the Science Fair



Magna Middle School Science Fair Winners

This year marked the first Middle School Science Fair where both campuses participated! Students designed experiments, analyzed results, and presented their findings with confidence. We are especially proud that 11 Entheos Magna students and 13 Kearns students advanced to the District Science Fair, demonstrating the strong academic potential and perseverance of our students. Special thanks to Dr. Samani and Mr. Horscroft for leading this successful initiative and helping students experience the excitement of scientific discovery.



Kearns Middle School Science Fair Winners

Patriotism, Writing, and Leadership



Middle School Students Sweep the Patriot's Pen Competition

Entheos students demonstrated exceptional writing skills and civic understanding this year by earning 1st, 2nd, and 3rd place honors in the local VFW Patriot's Pen Essay Contest. This nationwide competition challenges students to reflect on their role as citizens and leaders. Our students' success reflects not only strong writing instruction, but also the character, patriotism, and thoughtful leadership that are central to the Entheos mission.



Service Learning in Action

Fifth Grader Leads Effort to Eliminate School Lunch Debt



One of the most inspiring stories of the year came from a fifth-grade student who saw a need and decided to act.

After learning about school lunch debt, Liam Whitney partnered with his family and went door-to-door collecting donations. In just over a week, he raised enough money to completely pay off Entheos Academy's lunch debt.

His selfless actions exemplify the values of service, leadership, compassion, and citizenship that we strive to cultivate in every Entheos student. Liam's efforts

remind us that even one person can make a meaningful difference in the lives of others.

Family and Community Partnerships

Strong Schools Begin with Strong Partnerships

Redefining the Standard for Parental Satisfaction

4.84

Teacher Overall Average Score (out of 5.0)

4.49

Utah Overall Average Score

A near-perfect parent satisfaction rating that **significantly outpaces the state standard** across all measured dimensions.

Family engagement remains one of Entheos Academy's greatest strengths. During participation in the State Teacher Merit Award Program, parents completed 489 surveys regarding participating teachers, providing valuable feedback and demonstrating a high level of family involvement. The overwhelming support and positive feedback received from families reflects the strong partnerships that exist between home and school. Together, we continue to create an environment

where students thrive academically, socially, and emotionally.



Celebrating 20 Years of Entheos Academy



This year marks a significant milestone as Entheos Academy celebrates **20 years of serving Utah students and families**. Since opening we have remained committed to our mission of inspiring students through academic excellence, character development, service learning, and meaningful real-world experiences.

Over the past two decades, thousands of students have walked our halls, discovering their strengths, serving their communities, and developing the knowledge and character needed to make a positive difference in the world. None of this would have been possible without the dedication of our exceptional teachers and staff, the support of our families, and the leadership of our Board of Directors and community partners.

To commemorate this milestone, we will gather with

current and former students, families, staff, board members, and community supporters for a **20-Year Anniversary Celebration on August 6 at Thanksgiving Point**. We look forward to honoring our history, celebrating the people who have shaped Entheos, and looking ahead to the exciting opportunities that lie before us.

Looking Ahead to 2026–2027

Our achievements this year are a testament to the strength of our vision and the dedication of our entire school community. Thank you to our Board of Directors, faculty, and families for championing our mission. Together, we will continue to inspire leadership and cultivate excellence in every student!

Noticing a Meeting

- Post with at least **24 hour notice**.
 - on the Public Notice Website (PNM)
 - at anchor (meeting) location
- Notices include
 - agenda
 - date
 - time
 - place of the meeting
- Agenda should have “reasonable specificity.” Include discussion items, action items, public comment, and if there will be a closed meeting.
- Post a yearly calendar of regular meetings on the PNM.

Emergency Meetings

- Use **ONLY** for true emergencies when 24 hours notice cannot be given.
- A majority of the board must approve holding the meeting.
- Post as early as possible.
- Agenda includes topics to be considered so that action can be taken.
- Calling a meeting outside the published calendar is **NOT** an emergency meeting.

Holding the Meeting

- Meeting are valid only with a simple majority of board members present.
- Take minutes.
- Record audio in full. Do not edit.

Electronic Meetings

- Electronic meetings are allowed if the school has a policy allowing them.
- The public must have a way to connect and participate in the meeting.
- An anchor location must be provided for public that wish to participate unless there are health and safety concerns raised by the Chair.
- The Chair requires a person to identify themselves if they participate and/or vote.



UTAH ASSOCIATION OF
PUBLIC CHARTER SCHOOLS

OPMA Code:

<https://le.utah.gov/xcode/Title52/Chapter4/52-4.html>

Meeting Minutes & Recording

- Minutes are vital and should clearly capture what happened in the meeting.
- Minutes must include:
 - Date, time, and place of meeting
 - The names of members present and absent
 - The substance of matters proposed, discussed, or decided which may include a summary of comments made by members
 - A record, by individual member, of each vote taken by the body
 - The name and substance of comment from each person providing public comment
 - Any other information requested by the members to be entered into the minutes
- Minutes must be posted:
 - PENDING: within 30 days of the meeting clearly marked as PENDING
 - APPROVED: within 3 days of approval and include any public materials distributed at the meeting
- Recordings must be posted:
 - Within 3 days of the meeting
 - Must be unedited
 - Must be labeled with date, time, and place of the meeting

Open and Public Meetings Act

The Utah Open and Public Meetings Act is designed to ensure that governmental decisions are made transparently, publicly, and accountably. Public bodies must provide advance notice, allow public access, maintain records, limit closed meetings to specific circumstances, and avoid private coordination that undermines open government.

Closed Meetings

- A closed meeting is allowable if:
 - the closed meeting was noticed in the open meeting agenda
 - a quorum of members is present
 - two-thirds of the members present approve closing the meeting
- Actions to close a meeting:
 - Record the following in open meeting minutes and recording:
 - Specific reason for going into closed meeting
 - Roll call vote of members for or against going into closed meeting
 - Location of closed meeting
 - Pause open meeting recording and minutes
 - Start a new recording for the closed meeting. You may take minutes in the closed meeting.
 - Closed meeting recording and minutes must include:
 - Date, time, and place of meeting
 - Names of members present and absent
 - Names of others in closed meeting unless it would infringe on the confidentiality of the purpose of closing the meeting.
- A meeting may be closed to discuss:
 - An individual's character, competence, physical or mental health
 - Strategy session to discuss pending or imminent litigation
 - Strategy session to discuss purchase, sale, or lease of property
 - Discussion of deployment of security personnel, devices, or systems
 - Investigative proceedings regarding allegations of criminal misconduct
- The **ONLY** vote allowable in a closed meeting is to close the closed meeting and return to the open meeting.
- Any action decided in the closed meeting must be voted on in the open meeting. If there is no action, it is helpful to note in the open meeting minutes.
- You may not interview a person for an **elected** board position in closed meeting.
- Retain unedited recording and minutes permanently. They are protected but can be requested by a court order.

Best Practices

- **The guiding principle is to make it easy for the public to participate!**
- Notice meetings well in advance of the required 24 hour notice.
- Use emergency meeting notice for true emergencies, not because you forgot to post on time. Move the meeting back if you miss the 24 hour posting requirement.
- Mark pending minutes appropriately and post in a timely manner.
- Use the PMN to store all your recordings, minutes, agendas, meeting handouts.
- Include a link in the agenda if your meeting has electronic participation.
- If a quorum of board members gathers at a school social event, have someone walk away to avoid the appearance of impropriety.
- Don't use email/text/google docs to share/discuss things as a board.
- Have at least two people with access to the PMN available to post meeting notices.
- Participate in yearly training as required and train new board members as soon as they join the board.