ENTHEOS ACADEMY

EXCELLENCE • SERVICE • LEADERSHIP

22 October 2026

Consent Agenda Items:

1. Policies for Approval
    a. 7104 - Parent and Family Engagement
    b. 5401 - Bullying, Cyber-Bullying, Hazing and Abusive Conduct
    c. 4600 - Volunteer and Visitor

7104 PARENT AND FAMILY ENGAGEMENT POLICY PART

I. GENERAL EXPECTATIONS

The Entheos Academy agrees to implement the following requirements as outlined by ESSA Section 1116:

- Entheos Academy will put into operation programs, activities and procedures for the engagement of parents in all of its schools with Title I, Part A programs, consistent with section 1116. Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children. (Section 1116(a)(1))

- Entheos Academy will work with its Title I schools to ensure that the required school-level parent and family engagement policies meet the requirements of section 1116(b) of the ESSA

- Entheos Academy will work with its Title I schools to ensure that the school-level parent and family engagement policy must include, as a component, a school-parent compact consistent with section 1116(d).

- In carrying out the Title I, Part A parent and family engagement requirements to the extent practicable, Entheos Academy and its Title I schools will provide full opportunities for the informed participation of parents (including parents with limited English proficiency, limited literacy, disabilities, of migratory children, who are economically disadvantaged, or are of any racial or ethnic minority background), including providing information and school reports required under Section 1111 of the ESSA in an understandable and uniform format including alternative formats upon request and, to the extent practicable, in a language parents understand. (Section 1116(a)(2)(D)(i) and 1116(f))

- If the Entheos Academy plan for Title I, Part A, developed under section 1112 of the ESSA, is not satisfactory to the parents of participating children, Entheos Academy will submit any parent comments with the plan

when Entheos Academy submits the plan to the Office of the State Superintendent of Education. (Section 1116(b)(4))

- Entheos Academy will involve the parents of children served in Title I, Part A schools in decisions about how the Title I, Part A funds reserved for parent and family engagement is spent, and will ensure that not less than 90 percent of the 1 percent reserved goes directly to the schools, with priority given to high-need schools. (Section 1116(a)(3)) Funds reserved for Parent and Family Engagement activities must be used for at least one of the following activities:

    i. Supporting schools and nonprofit organizations in providing professional development for LEA and school personnel regarding Parent and Family Engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, para-professionals, early childhood educators, and parents and family members.
    ii. Supporting programs that reach parents and family members at home, in the community and at school.
    iii. Disseminating information on best practices focused on Parent and Family Engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members.
    iv. Collaborating, or providing subgrants to schools to enable schools to collaborate with community-based organizations or employers with a record of success in improving and increasing Parent and Family Engagement.
    v. Engaging in any other activities and strategies that the LEA determines are appropriate and consistent with such agency's Parent and Family Engagement policy.

- The LEA will be governed by the following statutory definition of parent involvement, and expects that its Title I schools will carry out programs, activities and procedures in accordance with this definition (Section 8101(39):

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

(A) That parents play an integral role in assisting their child's learning;

(B) That parents are encouraged to be actively involved in their child's education at school;

(C) That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and

(D) The carrying out of other activities, such as those described in section 1116 of ESSA.

Additional Required Responsibilities of Title I Schools under Sec. 1116(c)

The Entheos Academy will:

1. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.

2. Involve parents in the joint development of any Title I schoolwide program plan, in an organized, ongoing, and timely way.

3. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

4. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.

5. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

6. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.

7. Provide to each parent an individual student report about the performance of their child on the State assessment RISE in at least math, language arts and reading.

PART II. *ENTHEOS ACADEMY PARENT AND FAMILY ENGAGEMENT POLICY*

Entheos Academy will take the following actions to involve parents and family members in jointly developing its LEA plan under Section 1112, and the development of support and improvement plans under paragraphs (1) and (2) of Section 1111(d) of the ESSA, as applicable.

a. Parent Surveys of satisfaction of school academics, culture, and growth of their student from the prior year
b. Parent focus groups for verbal communication on what the school needs to focus on to help student achievement
c. Parent focus groups looking at anonymous student data and where the academic focus needs to be placed for the following year's Work Plan Goals.

1. The Entheos Academy will provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the local educational agency in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education

a. Parent Crew Organization will work with school administration and 4H of Utah to make night educational events for parents to learn about formats and tools used at the school such as Compass, DIBELS, iReady, RISE, and MasteryConnect.
b. Parent Crew Organization will work with school administration and 4H of Utah to create community adult educational events such as parenting classes, resume building classes, ESL classes, Mobile Health and Dental units, and other health and community aide resources.
c. Community Advocate through the USU extension and 4H of Utah grant will bring resources to parents to the school via the use of the school as a community center.
d. Programs such as Books & Breakfast before school, Target Tutoring After school, 4H after school, and Summer STEM Camps, are additional ways the school will help educate and outreach to the community.
e. Translation services are available at each event.
f. Flyers, information, emails, texts, Facebook posts, and all notifications from the school are delivered in English and Spanish.

2. The Entheos Academy will coordinate and integrate parent and family engagement strategies to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs:

Entheos Academy will work closely with 4H of Utah and all of the community partners that are available and needed for the needs of our students and their families.

3. The Entheos Academy will conduct, with the meaningful involvement of parent and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under this part, including identifying—

i. Barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);
ii. The needs of parents and family members to assist with the learning of their children, including

engaging with school personnel and teachers; and

iii. Strategies to support successful school and family interactions

a. Parent Surveys of satisfaction of school academics, culture, and growth of their student from the prior year
b. Parent focus groups for verbal communication on what the school needs to focus on to help student achievement
c. Parent focus groups looking at anonymous student data and where the academic focus needs to be placed for the following year's Work Plan Goals.

4. The Entheos Academy will use the findings of such evaluation to design evidence-based strategies for more effective parental involvement and to revise, if necessary, the parent and family engagement policies.

a. Results of parent and teacher surveys will be reviewed by Administration and the Entheos Governing board.
b. Results of the parent and teacher focus groups will be reviewed by Administration and the Entheos Governing board.
c. Results of the parent and teacher focus groups will be reviewed by Administration and the Entheos Governing board.
d. The Entheos Administration and Governing Board will then take steps to revise and adjust the Family Engagement Policies in response to the feedback from the surveys and focus groups, as necessary.

5. The Entheos Academy will involve parents in the activities of the schools served under Title I, which may include establishing a parent committee. The committee should comprise a sufficient number and representative group of parents or family members served by the local educational agency to adequately represent the needs of the population served by such agency for the purposes of developing, revising, and reviewing the parent and family engagement policy.

6. The Entheos Academy will build the schools' and parent's capacity for strong parental and family engagement to:

- Ensure effective involvement of parents and strong partnership among the schools involved, parents, and communities and
- Improve students' academic achievement.

A. The Entheos Academy will, with the assistance of its Title I schools, build parents' capacity for strong parental involvement by providing materials and training on such topics as literacy training and using technology (including education about the harms of copyright piracy) to help parents work with their children to improve their children's academic achievement. Assistance will also be provided to parents in understanding the following topics:

- Utah academic standards;
- The Utah State and LEA academic assessments, including alternate assessments;
- The requirements of Title I, Part A;
- How to monitor their child's progress; and
- How to work with educators.

Entheos Academy will continue to send teachers, administration, and Board members to off-campus professional development training institutes, to Utah State Board of Education trainings on Title I, ESSA, English Language Learners, and Special Education Trainings as appropriate for each person's role and need for training.

C. The Entheos Academy will, with the assistance of its schools and parents, educate its teachers, specialized instructional support personnel, principals and other school leaders in the value and utility of contributions of parents, and how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and schools by undertaking following activities:

Entheos Academy will seek to educate parents and teachers of the importance of working together to support

children's education by having Student Led Conferences and Parent Teacher Conferences three times a year, family education nights at least three times a year, weekly emails with informative educational material form teacher to families, school newsletters, fun facts and articles on social media, and updated and accurate school website.

D. The LEA and each of its Title I schools will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and inform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
All information will be sent in a multitude of formats including paper, text, electronic, social media, and will be in multiple languages. The information will also be presented more than one time when it is of importance and high need of student's learning.

E. The LEA and each of its Title I schools will, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with the following Federal, District, and LEA programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children:

4H of Utah and USU Extension program for afterschool STEM enrichment and Target Tutoring.

F. The LEA and each of its Title I schools shall provide such other reasonable support for its parental involvement activities as the parents may request.

Entheos **A**cademy **P**arent-**S**chool **C**ompact

AS A PARENT, I WILL:

Take the initiative to:

- **V**olunteer time to benefit the my student and the school
- **U**nderstand what my student is learning, through active communication with my student and his or her teacher(s).
- **F**ollow up at home with teaching and modeling school values and Habits of a Scholar. ❖ **P**rovide an environment at home that encourages successful continuation of learning and completion of homework.
- **A**ttend Student Led Conferences, Celebrations of Learning, and other Entheos events. ❖ **B**ecome an active partner with teachers and school in helping my student achieve to their highest potential.
- **S**how proper respect to others, property and self by appropriate communication, dress and actions whenever visiting, volunteering or attending any school activities.
- **H**elp my student attend school, on time, regularly to ensure consistency of learning.

AS A SCHOOL, WE WILL:

- **E**ngage students through quality lessons and active learning activities.
- **P**rovide an environment that is both emotionally and physically safe.
- **B**e receptive to parent questions and suggestions.
- **S**how professional level respect to others, property, and self by appropriate communication, dress, and actions.
- **B**e an active partner with parents/ guardians in helping students achieve their

highest academic potential and become good citizens to their communities.

- ❖ **C**ommunicate in a timely manner with parents/guardians about all aspects of student learning including praise, struggles, and upcoming work and after school events.
- ❖ **P**rovide a variety of ways for families to volunteer both in and out of the classroom.
- ❖ **P**rovide opportunities for students to have access to functional computers/equipment on a regular basis.
- ❖ **C**ontinuously provide high quality, relevant Professional Development, coaching, and evaluations for teacher and staff to ensure students are receiving innovative instruction.

5401 BULLYING, CYBER-BULLYING, HAZING, AND ABUSIVE CONDUCT POLICY

Purpose

Entheos Academy is committed to providing a safe, respectful, and supportive learning and working environment. Bullying, cyber-bullying, hazing, abusive conduct, retaliation, false reports, and the creation or distribution of sexually explicit or nonconsensual intimate images are strictly prohibited.

This policy fulfills the requirements of Utah Code §§ 53G-9-601 through 607 and Utah Administrative Rule R277-613 and is reviewed regularly with input from parents, students, staff, and community stakeholders.

Equal Protection

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

Definitions

1. **Bullying:** Repeated aggressive behavior intended to harm, intimidate, or distress.

a. "Staff bullying means a school employee, with the intent to cause harm, repeatedly committing a written, verbal, or physical act against a student or another school employee, or engaging in a single egregious act toward another employee involving an imbalance of power that:
    i. Creates an environment that a reasonable person would find hostile, threatening, or humiliating; and
    ii. Substantially interferes with a student's or employee's educational or professional performance, opportunities, or benefits.
b. "Staff bullying" does not mean instances of:
    i. ordinary teasing, horseplay, argument, or peer conflict;
    ii. reasonable correction of behavior by a school employee; or
    iii. reasonable coaching strategies and techniques by a school employee who is a coach.
c. "Student bullying" means one or more students, with the intent to cause harm, repeatedly committing a written, verbal, or physical act against another student, or engaging in a single egregious act toward another student involving an imbalance of power, that:
    i. creates an environment that a reasonable person would find hostile; and
    ii. interferes with a student's educational performance, opportunities, or benefits.
d. "Student bullying" does not mean instances of:
    i. ordinary teasing, horseplay, argument, or peer conflict;
    ii. reasonable correction of behavior by a school employee; or
    iii. reasonable coaching strategies and techniques by a school employee who is a coach.

2. **Cyber-bullying:** Bullying through digital means, including texts, applications, social media, electronic communications, or other technology.
3. **Hazing:** Acts that endanger a student for initiation, affiliation, membership, or participation in a group, team, organization, or activity.
4. **Abusive Conduct:** Verbal, nonverbal, or physical conduct of a parent or student directed toward a school employee that, based on its severity, nature, and frequency, a reasonable person would determine is intended to cause intimidation, humiliation, or unwarranted distress.
5. **Retaliation:** Any reprisal against a person who reports prohibited conduct or participates in an investigation or grievance process.
6. **False Report:** Knowingly making an untrue claim of prohibited conduct.
7. **Sexually Explicit or Nonconsensual Intimate Images:** Sexually explicit or intimate images created or distributed without the consent of the individual depicted, including images created, altered, or distributed through electronic or digital means.

Policy

I. Prohibited Conduct

A. No student, employee, coach, or volunteer may engage in:

1. Bullying, cyber-bullying, hazing, abusive conduct, or retaliation.
2. The creation or distribution of sexually explicit or nonconsensual intimate images.
3. Sharing or distributing recordings of bullying, hazing, abusive conduct, or other prohibited incidents for harmful purposes.
4. Knowingly making a false report of prohibited conduct.

B. Prohibited conduct may result in disciplinary action consistent with applicable school policies, student discipline procedures, employment policies, and state and federal law.

II. Reporting

A. Any student, parent, employee, coach, or volunteer may report concerns regarding prohibited conduct in person, in writing, or anonymously.

B. Reports will be documented promptly.

C. Anonymous reports will be investigated but may not be the sole basis for disciplinary action.

D. A school employee who believes they have experienced abusive conduct may file a grievance in accordance with the Employee Grievance Process for Abusive Conduct described below and Entheos Academy Policy 4203, Employee Complaint Resolution.

E. Retaliation against any individual for making a good-faith report, filing a grievance, providing information, or participating in an investigation is strictly prohibited.

III. Employee Grievance Process for Abusive Conduct

A. Entheos Academy provides a grievance process for any school employee who believes they have experienced abusive conduct.

B. Employee grievances involving abusive conduct will be handled in accordance with Entheos Academy Policy 4203, Employee Complaint Resolution.

C. Generally, an employee should make a good-faith effort to resolve an interpersonal concern with the other party when appropriate.

D. If the matter cannot reasonably be resolved directly, the employee may bring the concern to their immediate supervisor.

E. If the complaint is not resolved by the immediate supervisor within five days, the employee may request review by the School Director or Executive Director.

F. **When a complaint involves abusive conduct, a violation of policy or law by the employee's supervisor, or circumstances in which addressing the matter directly with the other party or supervisor would not be appropriate, the employee may submit a written or verbal request for review directly to the School Director or Executive Director.**

G. The School Director or Executive Director will review the complaint and respond appropriately based upon the circumstances.

H. If the matter remains unresolved following review by the School Director or Executive Director, the employee may submit a written complaint to the Entheos Academy Board of Directors in accordance with Policy 4203.

I. Complaints and grievances will be handled as confidentially as reasonably possible and consistent with applicable law, due process requirements, and the school's obligation to investigate and respond.

J. Retaliation against an employee for making a good-faith complaint, participating in an investigation, or utilizing the grievance process is strictly prohibited and may result in disciplinary action.

IV. Investigation

A. An investigation will begin within 10 school days of receiving a report.

B. Investigators must be appropriately trained in conducting lawful and confidential investigations.

C. Interviews and evidence, including notes, texts, electronic communications, devices, photographs, video, and other records, will be handled confidentially to the extent permitted by law.

D. Parents of involved students will be notified as required by law at the appropriate stages of an investigation and will be informed of available appeal options.

E. If evidence suggests a potential civil rights violation, the matter will be referred and addressed in accordance with applicable state and federal requirements.

F. Law enforcement or other appropriate authorities will be notified when required by law or when suspected criminal behavior warrants notification.

V. Response to Recordings

A. If a student creates or shares a recording of bullying, hazing, abusive conduct, or another prohibited incident:

1. The school will take reasonable steps to secure and preserve relevant digital content or other evidence, including securing devices when permitted and necessary.
2. Students may be interviewed to determine the circumstances, intent, and impact of the recording or distribution.
3. A victim or other student who creates or shares a recording for the purpose of reporting prohibited conduct or seeking assistance will not be disciplined solely for making the report.
4. A student who creates or distributes a recording for the purpose of humiliating, intimidating, harassing, or otherwise harming another individual may be subject to disciplinary action.
5. The school's response and relevant actions will be documented.

VI. Action Plans

A. When an incident is verified, administrators will create and implement an appropriate written Action Plan, which may include:

1. **Victim Support:** Safety measures, accommodations, decreased exposure to the aggressor, access to appropriate resources, and preservation of the student's educational placement when appropriate.
2. **Perpetrator Accountability:** Assessment of contributing factors, appropriate and individualized consequences, supportive or corrective measures, and emergency removal when necessary to address an imminent threat of harm.
3. **Parent Communication:**
   a. Initial notification as required by law.
   b. Ongoing communication regarding implementation of the Action Plan.
   c. Notification when the investigation or Action Plan is concluded.
   d. Maintenance of required records of communication.
4. **Restorative Practices:** Restorative practices may be offered when appropriate and with

required consent.

5. **Monitoring:** Action Plans will be monitored and reviewed for effectiveness until the matter is appropriately resolved.

VII. Suicide-Related Provisions

A. If a student threatens suicide, the student's parent or guardian will be notified as required by law.

B. Parents or guardians will be provided with appropriate suicide prevention information and guidance regarding reducing access to lethal means.

C. At parent request, the school will provide available resources and recommendations.

D. Records relating to bullying will be provided or expunged as required by applicable Utah law.

VIII. Retaliation Prohibited

A. Retaliation against any person who reports prohibited conduct, files a grievance, provides information, or participates in an investigation is strictly prohibited.

B. Entheos Academy will take reasonable steps to address reported retaliation and assist students, parents, and employees with the reporting process.

IX. Training and Prevention

A. Training will be provided as required by law to students, employees, coaches, and volunteers regarding:

1. Bullying, cyber-bullying, hazing, abusive conduct, retaliation, and false reporting.
2. The differences between bullying and discrimination or civil rights violations.
3. The impact of prohibited conduct involving protected characteristics and applicable free speech protections.
4. Suicide prevention, respectful school culture, and safe digital citizenship.
5. Prohibited conduct and potential consequences applicable to student athletes and extracurricular participants.
6. Reporting procedures and circumstances that may result in student or employee discipline.

B. Training will be provided to new employees, coaches, and volunteers within the first year of employment or service and to all employees, coaches, and volunteers at least once every three years, or more frequently when required.

C. The LEA designates the School Directors to supervise training, oversee Action Plans, monitor required communications, assist with case-specific needs, act as liaison with the Utah State Board of Education, and identify school locations or circumstances requiring additional supervision or preventive measures.

X. Records and Documentation

A. Required parent notifications, investigation documentation, Action Plans, communications, grievances, and training records will be maintained in accordance with applicable law and Entheos Academy record-retention requirements.

B. Signed statements acknowledging receipt of the policy will be obtained annually as required by Utah law.

C. This policy will be posted on the Entheos Academy website and made available to students, parents, employees, coaches, and volunteers.

XI. Annual Reporting

A. Entheos Academy will provide required information to the Utah State Board of Education annually, including:

1. A copy of the Board-approved policy.
2. Documentation regarding required signed acknowledgments.
3. Verification of required staff training.
4. Required data regarding verified bullying, cyber-bullying, hazing, and retaliation incidents, including demographic information required by state or federal law.

XII. Policy Review

A. This policy will be reviewed regularly with input from students, parents, employees, and community stakeholders and will be updated as necessary to comply with applicable state and federal law and Utah State Board of Education rules.

References

Utah Code §§ 53G-9-601 through 53G-9-607

Utah Administrative Rule R277-613
Entheos Academy Policy 4203 – Employee Complaint Resolution

5401 Bullying, Cyber-Bullying, Hazing, and Abusive Conduct Policy

Purpose

Entheos Academy is committed to providing a safe, respectful, and supportive learning environment. Bullying, cyber-bullying, hazing, abusive conduct, retaliation, and false reports are strictly prohibited.
This policy fulfills **Utah Code §53G-9-601 to 607** and **R277-613**, and is reviewed annually with input from parents, students, staff, and community stakeholders.

Equal Protection

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

Definitions

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

Policy

Prohibited Conduct

I. No student, employee, or volunteer may engage in
   A. Bullying, cyber-bullying, hazing, abusive conduct, or retaliation
   B. Sharing or distributing recordings of incidents for harmful purposes
   C. Making false reports

Reporting

I. Anyone (student, parent, staff, volunteer) may report concerns in person, in writing, or anonymously.

II. Reports will be documented promptly.

III. Anonymous reports will be investigated but cannot be the sole basis for discipline.

IV. Employees: Any employee who experiences abusive conduct may file a grievance under this policy.

Investigation

I. Begins within 10 school days of a report.

II. Investigators must be trained in lawful, confidential investigations.

III. All interviews and evidence (notes, texts, devices, video, etc.) will be handled confidentially to the extent allowed by law.

IV. Parents of involved students are notified at the start and conclusion of an investigation, including appeal options.

V. If evidence suggests a civil rights violation, it will be referred appropriately.

VI. Law enforcement will be notified when criminal behavior is suspected.

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

I. If a student shares recordings of bullying, hazing, or abusive conduct:

A. The school will secure and preserve the digital content as possible (including confiscation of devices as needed).

B. Students will be interviewed to determine intent and impact.

C. Victims who share recordings to seek help will not be disciplined.

D. Bystanders or perpetrators who share to harm others may face consequences.

E. Actions will be documented in writing.

Action Plans (§53G-9-605(3)(h)-(i))

I. When an incident is verified, administrators will create a written Action Plan:

A. Victim Support: Safety measures, accommodations, decreased exposure to aggressor, access to resources, preservation of educational placement.

B. Perpetrator Accountability: Root cause assessment, tailored consequences, supportive measures, possible emergency removal (only when safety requires; "emergency" = imminent threat of harm), and right to appeal consequences.

C. Parent Communication:

1. Initial notification promptly after verification.

2. Ongoing updates at least every two weeks.

3. Final closure report when resolved.

4. Records of all communications maintained.

D. Optional Restorative Practices: May be offered with parental consent.

E. Plans are monitored and reviewed for effectiveness until closure.

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

I. If a student threatens suicide, parents are notified immediately.

II. Parents are provided with suicide prevention materials and guidance on reducing access to lethal means.

III. At parent request, the school will share resources and recommendations.

IV. At student request, records of bullying will be provided and expunged upon graduation.

Retaliation Prohibited

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

Training & Prevention

I. Training provided to students, staff, volunteers, and coaches on:

A. Bullying, hazing, cyber-bullying, abusive conduct, retaliation, and false reporting.

B. Differences between bullying and discrimination/civil rights violations.

C. Impact on protected classes and free speech boundaries.

D. Suicide prevention, respectful school culture, and safe technology use.

E. Prohibitions and consequences for student athletes.

II. Frequency: Before participation in activities, to all new hires/volunteers within one year, and at least once every three years for all staff.

III. Oversight: The LEA designates the School Directors to supervise training, oversee action plans, monitor parent communications, act as liaison with USBE, and assess unsafe school locations for added supervision.

Record & Documentation

I. Parent notification, action plan implementation, and training records are maintained.

II. Signed statements of policy receipt are required annually from students, parents, and employees.

III. Policy is posted on the LEA website and included in student and employee handbooks.

Annual Reporting

I. Each year, the LEA will provide to the USBE:

A. Copy of board-approved policy

B. Proof of signed acknowledgments

C. Proof of staff training

D. Demographic data on bullying incidents

Policy Review

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

4600 Volunteer and Visitor Policy

Purpose

The Entheos Board recognizes that certain programs and activities can be enhanced through the use of volunteers who have particular knowledge or skills that will be helpful to members of the professional staff responsible for the conduct of those programs and activities. Entheos also encourages visitors to the school at the appropriate times.

Policy

The Executive Director shall be responsible for implementing the volunteer and visitor policy set forth. Processes and protocols shall include:

- Ensuring student and staff safety while interacting with volunteers and visitors
- Ensuring volunteers and visitors are additive to the goals and purposes of Entheos education
- Documenting volunteers and visitors for in-school and off-campus activities.

Volunteers will be informed of the following

- Volunteer or visitor is required to abide by all Board policies and District guidelines while on duty as a volunteer or visiting the school (including, but not limited to, the volunteer's obligation to keep confidential and not release or permit access to any and all student personally identifiable information to which s/he is exposed except as authorized by law);
- Volunteer or visitor will not be covered under any type of health insurance to cover illness or accident incurred while serving as a volunteer or visiting the school, nor is the person eligible for workers' compensation;
- Volunteers, and on occasion visitors, will be asked to sign a form releasing the District of any obligation should the volunteer or visitor become ill or receive an injury as a result of his/her volunteer services, or while visiting the school;
- Volunteers may not accept compensation from any third party or source, including, but not limited to, parents~~parent~~, or other District support organizations, for the performance of his/her official duties as a volunteer.
- Volunteer or visitor approval is subject to
- a background check

Volunteers and visitors on ca`mpus

- Will be documented upon entry and exit
- Will be clearly identifiable to staff and students during regular school hours, student arrival times, and student departure times.

Rights of Refusal

The Executive Director, or any member of the Entheos Admin Team, reserves the right to deny individuals the right to volunteer or visit if

1. The prospective individual's abilities do not align ~~Prospective individual's abilities are not~~

~~in accor~~d with District needs.

2. The administration believes the individual's attendance ~~that attendance of the individual~~ poses a safety concern for the students/school personnel.
3. The administration believes the individual's ~~that the~~ behavior ~~of the individual~~ may disrupt the learning experience of the children.

No person is to be accepted or maintained as a volunteer or visitor if he/she has been convicted of any violent or sexually related crimes.

Entheos Executive Director's Report

October 2026

Upcoming Calendar Dates

Magna

- 10/26 Mobile Food Pantry
- 11/6 Community Circle
- **11/11 Veterans Day Assembly. 9 - 10am**
- 11/12 Grade 5 Maturation Evening, 6 - 8:30pm
- 11/13 End of Trimester 1
- 11/16 Teacher Reporting, No School
- 11/17-20 Scholastic Book Fair
- 11/20 Winter Sing-Along

Kearns

- **10/29 Grade 3 C.O.L., 4 - 5pm**
- 11/5 Community Circle
- **11/6 Kinder C.O.L., 12:30 - 1:30pm**
- **11/11 Veterans Day Assembly**
- 11/13 End of Trimester 1
- 11/16 Teacher Reporting, No School
- **11/18 Grade 2 C.O.L., 5:30 - 6:30pm**
- **11/19 Grade 6 C.O.L.**

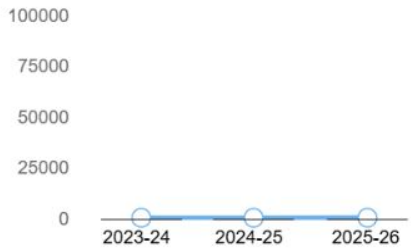
2026- 27 Enrollment

	Magna	Kearns
Enrollment	494	601
Waitlist	67	93

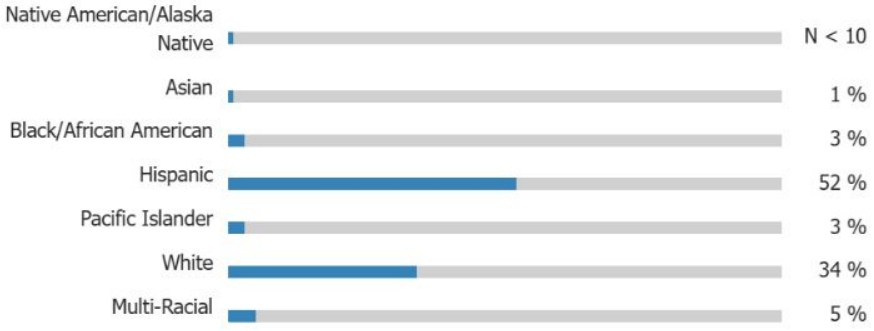
School Report Card Data (2025-26)

STUDENT ENROLLMENT

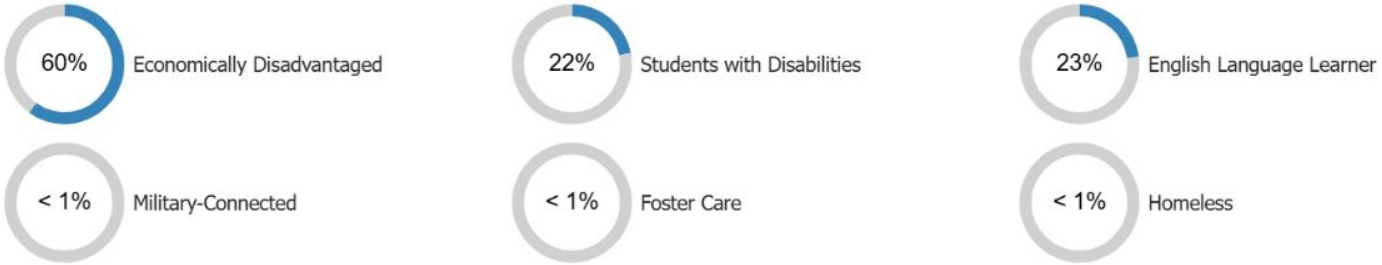
STUDENT ENROLLMENT OVER TIME



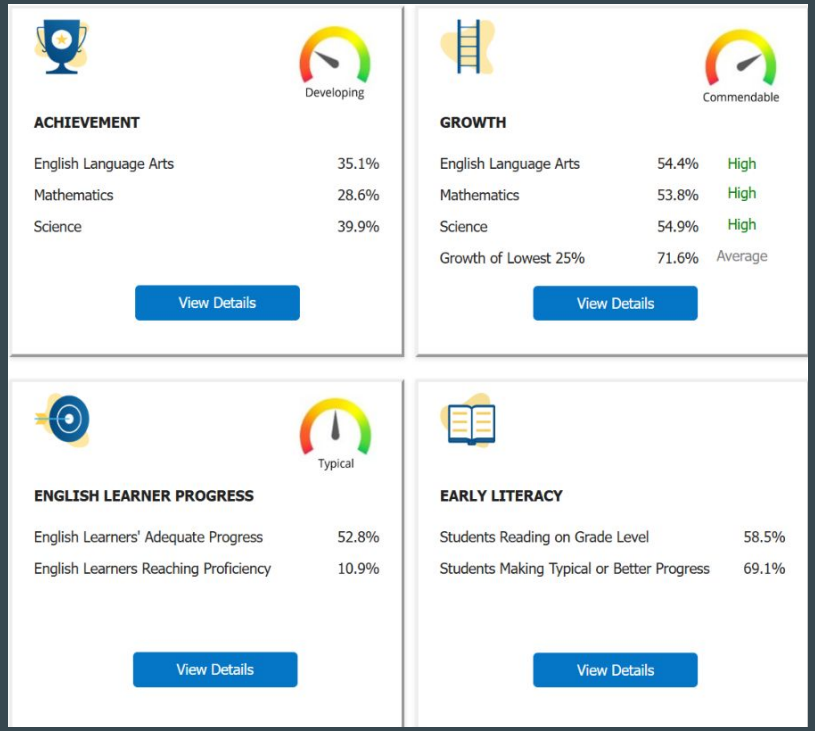
POPULATION BY RACE/ETHNICITY



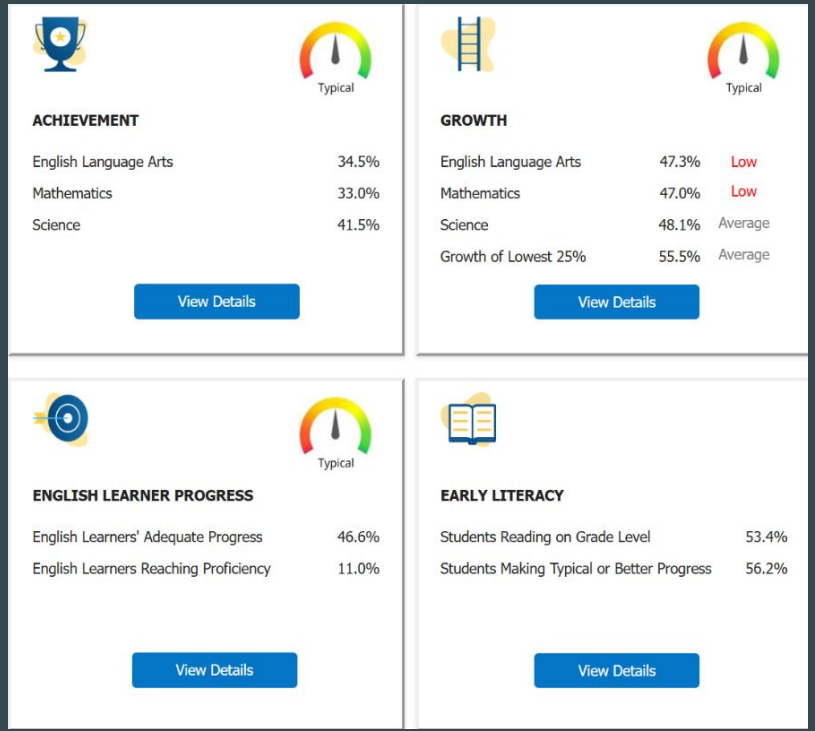
POPULATION BY STUDENT GROUPS



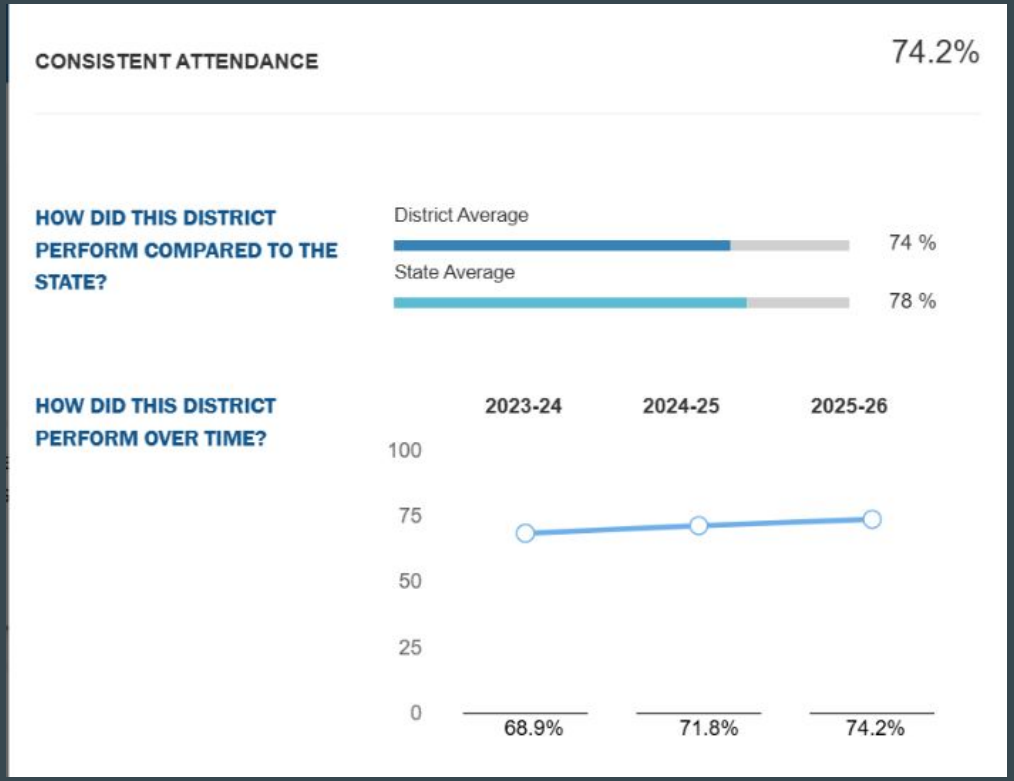
Entheos District Results



Granite District Results



While we are thrilled with many of our results (specifically our commendable growth in all areas), we note that we still have a lot of work to do to increase district proficiency especially in Math and Science.



*Granite District K-8 Attendance: 72.2%

While we continue to see school attendance creep back up from the pandemic period, this is an area in which we continue to spend a lot of time and energy.

We have current intensive attendance initiatives in place at both campuses and expect the upward trend to continue.

Congratulations to our Kearns Campus! ...



HISTORIC MILESTONE

ENTHEOS ACADEMY • KEARNS CAMPUS

Officially Exited ATSI Status!

Special Education subgroup successfully completes 4-year ESSA exit benchmarks.

Sustained 4-Year Growth

ESSA Accountability Milestone

Identified four years ago under ESSA guidelines, our Special Education team delivered multi-year progress to earn full state exit approval.

Relentless Team Work

SpEd Staff & Leadership

A testament to our SpEd educators and school leaders, and Gen Ed teachers, who worked tirelessly to ensure every student receives targeted support to thrive.

Validation of Our Crew

Culture & Momentum

Lifting this status confirms our shared vision in action—proving that our entire Crew is growing stronger and better every single year.

> "Lifting that weight is an incredible feeling—a powerful validation of our Crew and shared vision."

October 2026 Board Report

EARLY LITERACY PROGRESS

K-3 EDUCATORS • PARENT PARTNERSHIP

K-3 Individual Reading Plans (IRP) Rollout

UTAH EARLY LITERACY MANDATE

Utah SB 241 / 53G-10-802: Mandates targeted literacy plans to ensure 80% of Utah 3rd graders read on grade level by 2030.

What are IRPs?

Targeted Literacy Roadmap

Customized intervention plans for K-3 students scoring below reading benchmarks, outlining targeted instruction, progress monitoring, and home support.

Key Objective: Science-of-reading intervention combined with active parent collaboration.

Seamless Rollout

Teacher Dedication

Despite initial hesitations around added administrative paperwork, our K-3 educators collaborated with total professionalism, accuracy, and timeliness.

SLC Impact

Family Connections

We were able to roll-out the IRPs during Student-Led Conferences, by doubling the time slots for relevant parents. This way, students were able to present their conference, while parents had an additional time to complete the IRP with the literacy team.

> **"Instead of feeling overwhelming, this process is already helping our families feel supported and building a renewed partnership."**

Thank You K-3 Educators!

Signs of Positive IRP Impact

We are feeling hopeful that despite IRPs being a very heavy lift, that they will have a positive impact on our youngest students learning to become readers! A few things we have already noted:

- Increased rate of communication from parents to teachers, inquiring about how to help their children with literary outside of school.
- Increased rate of homework turn in (such as reading logs).
- Parents expressing gratitude that Entheos is on top of this issue and providing resources (especially Rinnalla) to support them.



BELONGING IS A STRENGTH AT ENTHEOS

Our students feel they belong.

A powerful foundation for learning, connection, and protection against bullying.

NATIONAL FINDINGS

Fewer than half of students report feeling a sense of belonging at school.



ENTHEOS • ANONYMOUS BEGINNING-OF-YEAR STUDENT POLLS

79%

KEARNS

83%

MAGNA

34–45%

National grade-level range

+34 to +49 points

above the national grade-level figures*

WHY IT MATTERS **Belonging is more than a feel-good measure: research identifies it as a key deterrent to bullying.**

National source: YouthTruth, The Anti-Bullying Report (2024–25; 200,000+ students, grades 3–12).

Comparison is directional: surveys/populations may differ; Entheos results are school-reported BOY poll results.

Spotlighting Adventure!

Our Entheos Adventure Program remains a powerful point of distinction for our charter. While many schools have eliminated overnight trips due to rising costs, fee restrictions, risk management concerns, and a singular focus on standardized testing, Entheos remains deeply committed to this core aspect of our model—provided at **100% no cost to our families** . Thanks to Ms. Louviere, who secured a professional photographer for our recent trip, we are excited to share this slideshow showcasing part of what makes our middle school experience so extraordinary.



CAPITAL FACILITIES PROJECT

KEARNS & MAGNA CAMPUSES

Campus-Wide HVAC Unit Replacements

A major financial investment in healthy indoor air quality, thermal comfort, and optimal learning conditions.

MAJOR INVESTMENT
Significant capital expenditure designed to protect facility longevity, lower utility costs, and support everyday classroom success.

What HVAC Systems Do

Regulate temperature, circulate fresh outdoor air, filter out allergens and airborne pathogens, and control classroom humidity levels continuously.

Why It Matters for Learning

Proper ventilation and temperature control boost student focus and cognitive processing, reduce illness-related absences, and eliminate disruptive classroom conditions.

Kearns Campus

PHASE 1 • FALL BREAK

Timeline: Scheduled for Thanksgiving Break (Nov 2026).

Prioritized first due to having the largest number of aging units needing replacement. Minimizes disruption to daily instruction.

Magna Campus

PHASE 2 • SY 2026–27

Timeline: Scheduled for later this school year.

Completes the multi-campus modernization plan, ensuring both Entheos campuses operate with high-efficiency HVAC infrastructure.

Investing in facility infrastructure directly safeguards student focus, health, and academic performance.

Facility Update • Oct 2026

District Spotlight: Denise Mathews, Kearns Campus School Director

Denise Mathews is our incredibly skilled, Kearns Campus Director. As a former Entheos teacher she understands what it is like to be a classroom educator, and works tirelessly to hear teacher challenges and remove obstacles to effective instruction. Ms. Mathews is also a parent of two sons, and recognizes the challenges of raising and educating children in today's climate. Her prior business and management experience means she is able to look at the big picture of organizational structure and conduct the daily operations with incredible finesse! All her skills and dedication are reflected in the increasing success at realizing our Entheos mission and vision, and meeting our academic, character, and high-quality work goals. Thank you for being a stellar leader!



Questions?

Entheos Kearns Director's Report

October 2026

ENTHEOS ACADEMY

EXCELLENCE • SERVICE • LEADERSHIP

Service Learning

Service Learning:(Melanie Louviere)

- 2nd grade colored dinosaur placemats for the Riverton Senior Center that were used for their lunch honoring volunteers and celebrating National Dinosaur Day. The placements tied into their Fossils Expedition.
- Kindergarten made little wooden cars with Tiny Tim's Foundation for Kids to send to poverty stricken countries across the world as part of their **Toys & Play Expedition**.







Adventure

Adventure (Bryan Crown):

80% of 8th Graders participated in the Adventure trip to Dinosaur National Monument. This is an increase of 10% participation compare to the previous year.



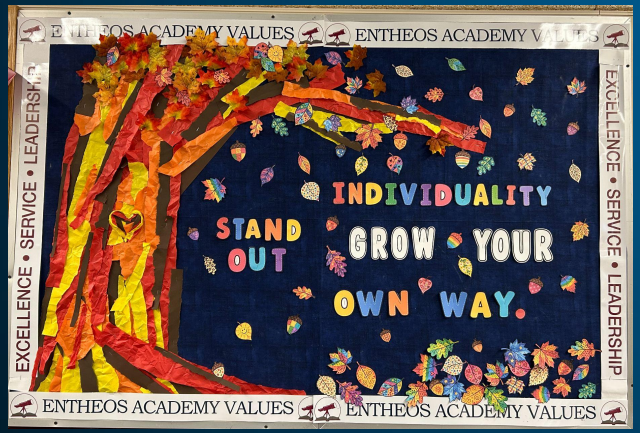




Parent Crew Organization

Student-Led Conferences:

We would like to extend our sincere appreciation to the PCO for providing lunch and dinner for our teachers during Student-Led Conferences. Their continued support helps ensure our faculty is sustained and empowered to serve our students and families successfully.



Values Board:

Our PCO Values bulletin board was vibrant this month as we highlighted and celebrated our value of Individuality.

Staff Recognition

Elementary Staff: Elizabeth Miner

Over the past three years, Ms. Elizabeth has been a vital part of our Kearns campus as a primary-grade Special Education teacher.

Always ready to step in for our youngest learners, she seamlessly balances her roles as a passionate student advocate and a key collaborator on our K–8 behavior team. The students respect her deeply and understand that she always has their best interests at heart, even in their toughest moments.

We are deeply grateful for her dedication and pleased to have her on our Special Education team!



Staff Recognition

Support Staff: Tanielle McDaniel

We are proud to recognize Tanielle McDaniel for her outstanding contributions as our school librarian.

Tanielle has been an integral part of our Kearns campus for the past 9 years. She continuously goes the extra mile to create an engaging, welcoming, and dynamic library environment. Her creative leadership during school events, such as transforming the library for theme days and building community enthusiasm around reading, demonstrates her extraordinary commitment to our students and school vision.

We are so grateful to Tanielle for her unwavering dedication to our campus.



Staff Recognition

Support Staff: Santanna Rodriguez

Ms. Santanna serves as a Special Education paraprofessional supporting middle school mathematics, and has been with us for 9 years.

She is an exceptional collaborator with our middle school math team and consistently goes above and beyond to support every student in her care.

Ms. Santanna brings wonderful, innovative ideas to the table and excels at following through to ensure her students feel supported, confident, and prepared to succeed.

We are so lucky to have her on our crew!



Work Plan: Mastery of Knowledge and Skills

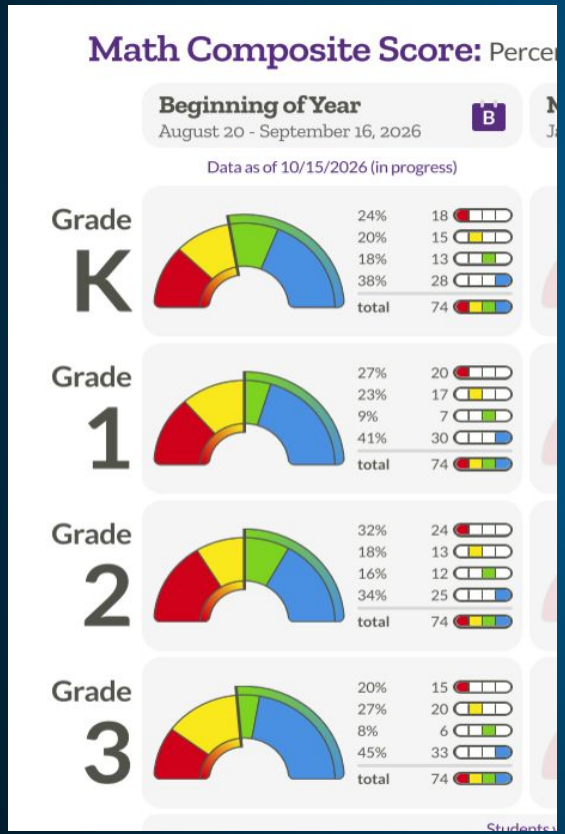
2026-27 Performance Goal:

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

We are elated to report that our school has exited ATSI status for students with disabilities.
MKS will be hosting our professional development on “Child Find” , Engagement Protocols, and Assessment data, on 10/23/2026. Core practice 29 B in the core practice EL Book discusses the importance of using engagement strategies to increase student participation. Core practice 30D focusses on to use assessment data to drive student achievement and school improvement. Our teachers will attend the “Child Find” PD and then choose one of the other two sessions. See the next two slides for BOY data.

Acadience Learning Online at Beginning of the Year 2026-27

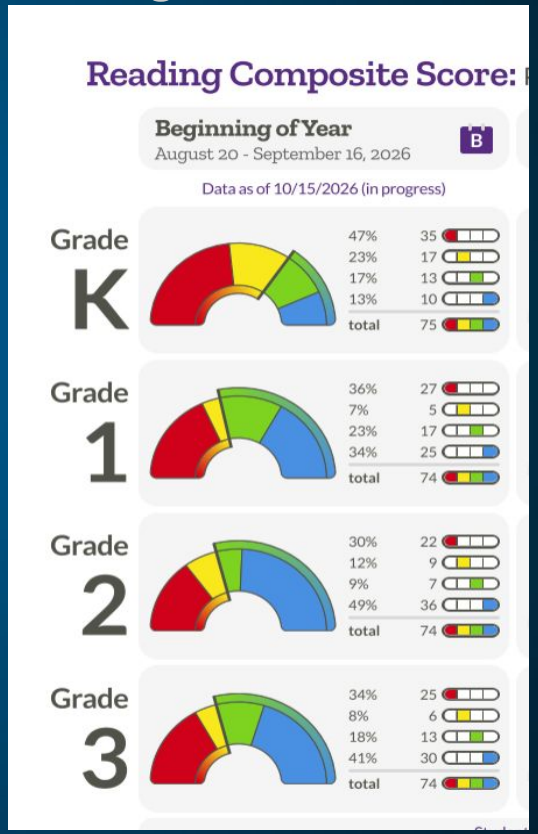
Math BOY





[ALO 2025-26 Reading/Math]

Reading BOY



i-Ready Beginning of the Year Data 2026-27

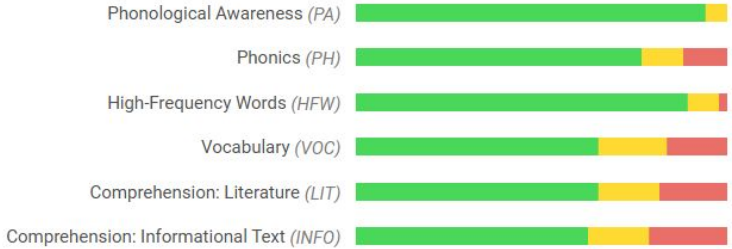
Reading BOY View

Overall Placement



- **At Risk for Tier 3** 18%
- **Tier 2** 17%
- **Tier 1** 65%

Placement By Domain



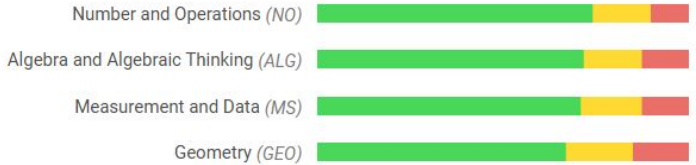
Math BOY View

Overall Placement



- **At Risk for Tier 3** 13%
- **Tier 2** 17%
- **Tier 1** 70%

Placement By Domain



Work Plan: Character



Staff wore purple in recognition of Alzheimers Awareness day.

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.

This year's Character Learning Target for teachers:

I can explicitly teach, scaffold, and coach my students to lead their own daily Crew routines to independently build Strong Classroom Cohesion.

Character Crew plan to lead a professional development session focused on two key areas: The Culture of Crew and Classroom Cohesion. Drawing from EL Education's core text, *Management in the Active Classroom,* teachers will attended the session most relevant to their needs.

The Character Crew also spearheaded several culture-building initiatives, including theme days, staff appreciation notebooks, and a staff BLOOMZ page for sharing uplifting moments.

Work Plan: 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.

This year's HQW Learning Target for teachers:
I can use models of excellence, student critique, and descriptive feedback to help all students improve their work across multiple drafts.

The High-Quality Work Crew hosted an engaging professional development session on critique and feedback loops. Teachers got to experience the process as learners, designing a dream theme park aligned to a rubric, receiving critique, and revising their work. The session wrapped up with a practical discussion on how to bring this feedback process to life in our classrooms.

Work Plan: Leadership

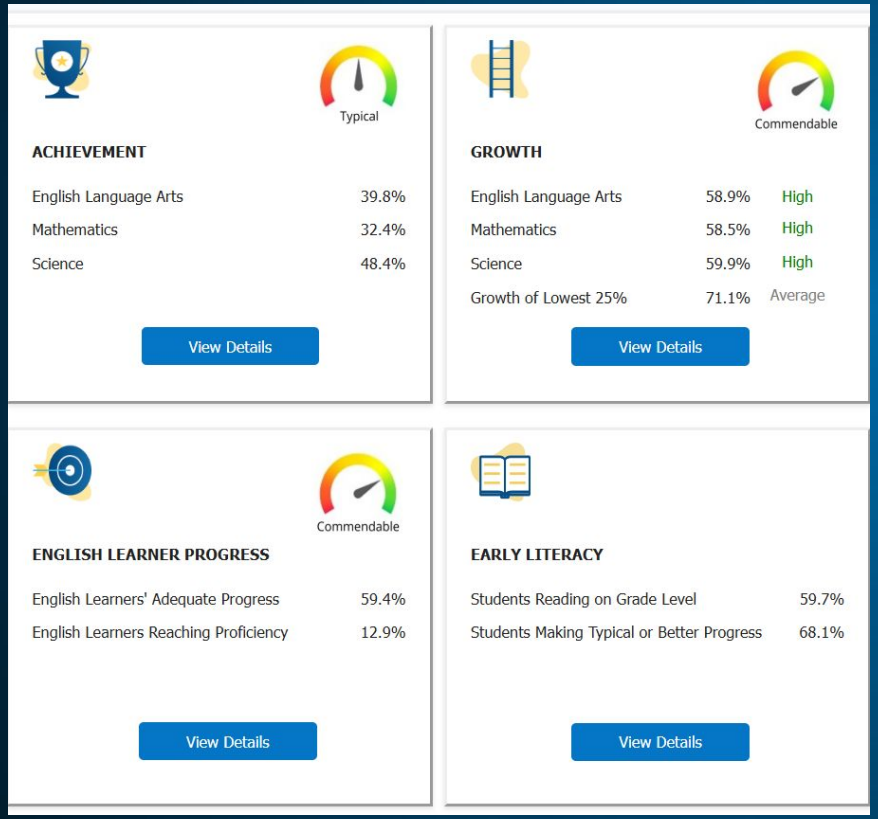
2025-26 Performance Goals: Increase regular student attendance by 3% from 2025-26 to 2026-27 to actively disrupt the negative impact of absenteeism

Learning Target: We can design and execute a Multi-Tiered Attendance Intervention System that leverages Crew structures and proactive family outreach to eliminate barriers to attendance.

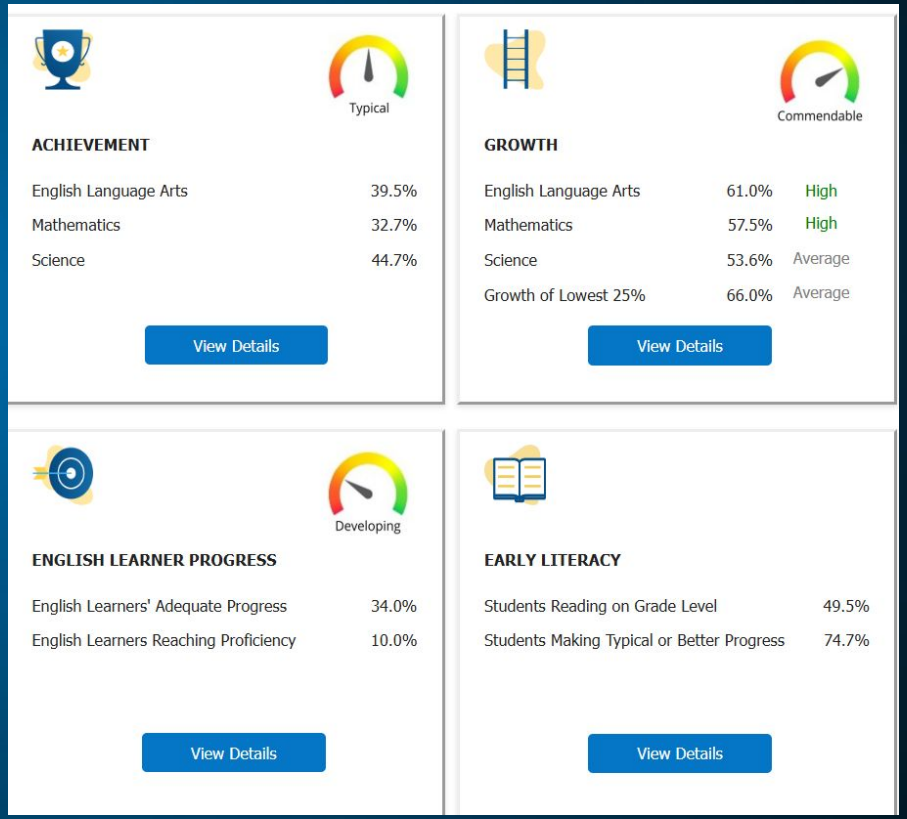
- **School Report Card for 2025-26 shows an increase in consistent attendance from 75.8% to 80.4% (our goal was 3% increase).**
- We continue to recognise crews at our Community Circle for highest attendance for the month.
- Every classroom that has 80% of their students attend school every day for the month qualify to spring the “Attendance Wheel of Fun”, where the class has the chance to earn rewards and privileges.
- Every student has a personal calendar for each trimester , they can color green for present and red for absent and once it shows three or less days red, they can redeem the calendar for a prize at the front office.

School Report Card

2025-2026



2024-2025



Community Circle

At our second Community Circle of the 2026–27 school year, we gathered to celebrate the outstanding achievements of our students and staff. Four of our middle schoolers were recognized for their incredible dedication to service learning, each contributing over **30 hours of volunteer work** to local organizations. Additionally, our Special Education team highlighted the exceptional contributions of paraprofessionals Ms. Kysa and Ms. Melanie, while four exemplary students were honored as Entheos Exemplars for consistently embodying our **core school values**. We are immensely proud of everyone recognized!









Ahoy, Mateys!
Book Fair was a Treasure!



Shiver Me Timbers! What a Success! Our school library was transformed into the high seas for this year's pirate-themed Book Fair, and our incredible librarian, Ms. McDaniel, went above and beyond to bring the adventure to life!

Highlights from the High Seas:

- Captain's Quarters: Unbelievable decorations turned our library into a full pirate haven.
- Swashbucklin' Fun: Games, activities, and fierce competitions had our young buccaneers eager to join the crew.
- Dressed to the Nines: Huge shoutout to our captain of reading, Tanielle, who braved the high seas in full pirate regalia!

"There is more treasure in books than in all the pirates' loot on Treasure Island and at the bottom of the Spanish Main… and best of all, you can enjoy these riches every day of your life." - Walt Disney

Thank you to Tanielle, staff, and our student crew for making reading the ultimate treasure!

Meet Our Resident Pirate “Dead-Eye Wobblypegs”







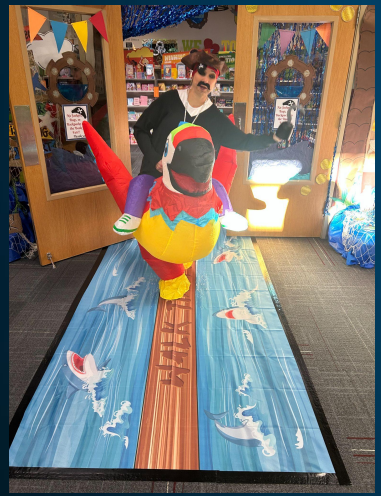


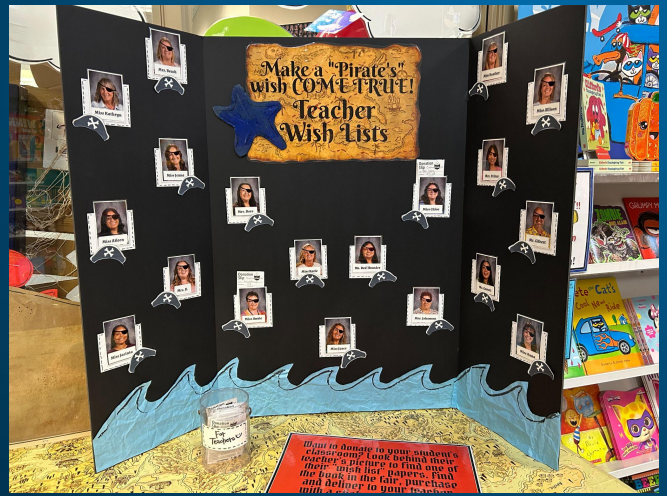


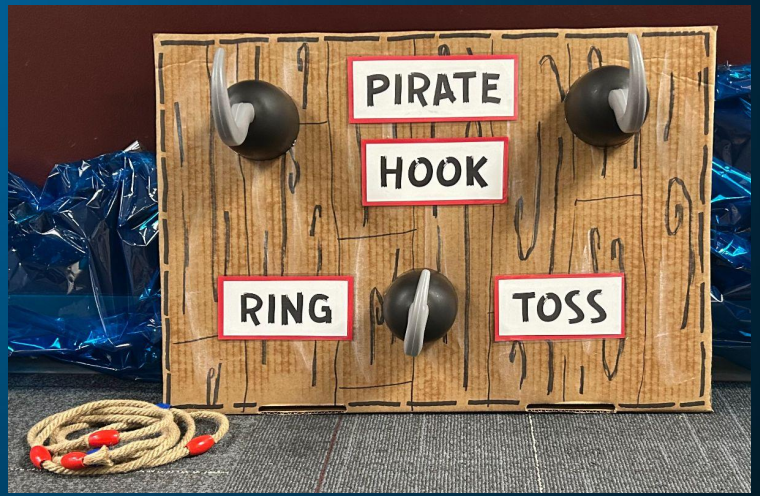



100
ARGH MATEY
50
10


AHOY!
BOOK FAIR
IS SAILING
INTO PORT
IN
BOOKS!




Make a "Pirate's" wish COME TRUE!
Teacher Wish Lists


PIRATE
HOOK
RING
TOSS

6th Grade Science: The Great Egg Drop Challenge

To conclude their unit on gravity, Mr. Spencer's 6th-grade science students put their engineering skills to the ultimate test in the Great Egg Drop Challenge. Working within strict constraints, students were given a limited set of resources to design and build a protective vessel capable of shielding a raw egg from a high fall against the relentless pull of gravity. Through this hands-on project, students delved into practical problem-solving. By testing their devices and analyzing failures, the students experienced the engineering process and learned that every trial brings them one step closer to success.





Discovery - The Having of Wonderful Ideas

Our 3rd–5th grade students are putting their creativity and imagination to the test in their first Discovery session of the school year!
Students selected their course from 12 exciting options, including: Tactile Art, Spy Hop, Printmaking, Marine Biology, Laser Cutting, ...and more!
We appreciate the instructors and volunteers who so willingly share their time and talents with our students.























8th Grade Adventure Trip to Dinosaur National Monument







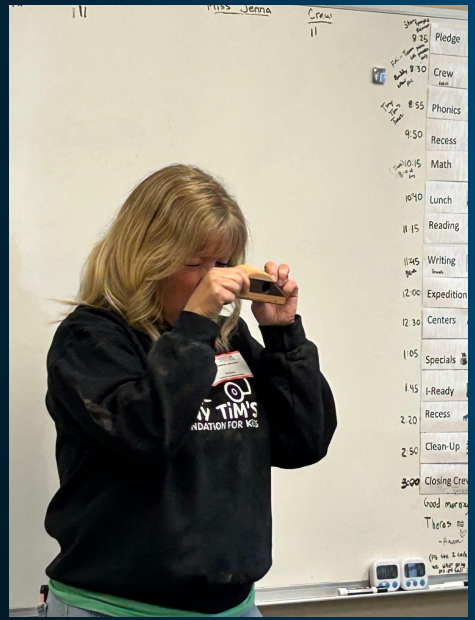




Kindergarten Service
Tiny Tims Foundation for Kids

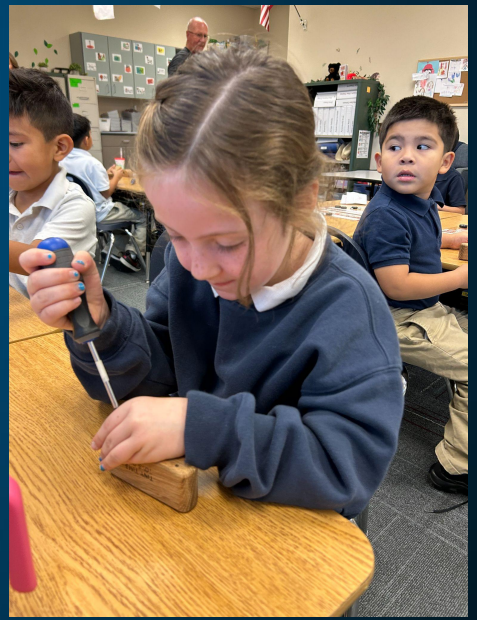
As part of their Toys and Play module, our kindergarteners partnered with local organization Tiny Tim's Foundation for Kids to assemble toy cars for children in need around the world. Our youngest students truly have the biggest hearts!











A Silver Lake Adventure for 4th Grade Students

Our 4th-grade crew headed into the snowy mountain marshes for an unforgettable day in the wild. Between spotting busy beaver dams, cheerful ducks, swift chipmunks, and a bold bluejay, they felt like real wilderness guides. The real highlights? Finding tree trunks scraped up by actual moose antlers and marveling at the giant, landscape-carving power of old avalanches and glaciers! Thank you to our Discovery coordinators for the planning and preparation that went into providing such a fun experience for our crew, and to the parent volunteers for supporting the adventure.







ENTHEOS ACADEMY

EXCELLENCE • SERVICE • LEADERSHIP

Entheos Magna Director's Report

October 2026

Adventure/PCO

- *8th Grade went to CLAS Ropes Course on Oct. 15th.*
- *PCO provided meals for our teachers for Student Led Conference next month. Thank you to Our PCO for organizing everything!*



Service Learning

- One of Mrs. Louviere's Lead & Serve elective classes went to the Utah Food Bank and sorted food.They put together 340 cans of food for Mobile School Pantries.
- Lead & Serve students colored placemats for the Riverton Senior Center
- Miss Martinez' crew packed meals with the leftover food from the 6th grade camping trip that she gave out to the homeless.
- *First Mobile School Pantry was Sept. 28th.*





Staff Spotlight

Heather Pentico - 3rd Grade



Heather brings organization, thoughtfulness, and care to her third-grade classroom. She balances kindness with firm, consistent expectations, creating a supportive learning environment where students know their routines and understand what is expected of them.

She collaborates closely with her team to identify student needs and thoughtfully problem-solve ways to meet them. Her care is evident in both her classroom preparation and her commitment to helping each student succeed.

Thank you, Heather, for the heart, consistency, and teamwork you bring to our school. We are grateful for all you do for our students and our Crew!

Staff Spotlight

Ravin Johnson - MS ELA



Ravin has a special way of connecting with middle school students. As our middle school English Language Arts teacher, he brings a calm presence, clear organization, and a thoughtful approach to helping students learn and grow.

His commitment to written practice and EL protocols creates opportunities for students to develop their thinking, share their ideas, and learn from one another. He pairs these practices with strong relationships, creating a classroom where students feel supported and encouraged to do their best.

Thank you, Ravin, for the consistency, care, and preparation you bring to your classroom. We are grateful for the positive difference you make for our middle school students and our Crew!

Staff Spotlight

Savannah Claveria - Paraprofessional



Since joining our campus this year, Savannah has brought a positive attitude and a thoughtful balance of warmth, firm expectations, and flexibility to our life skills classroom. She builds caring relationships with students and is always on the move, helping them develop skills that support their independence and success.

Her care is also visible in the classroom itself. She has thoughtfully created a safe, welcoming space where students can feel comfortable, supported, and ready to learn. She approaches complex student needs with professionalism and compassion, keeping safety at the center of her work.

Thank you, Savannah, for your preparation, patience, and dedication. You have already made a meaningful difference for our students and our campus. We are grateful you are part of our Crew!

Work Plan: Mastery of Knowledge and Skills

2026-27 Performance Goal:

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

This year's MKS Learning Target for teachers:

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.

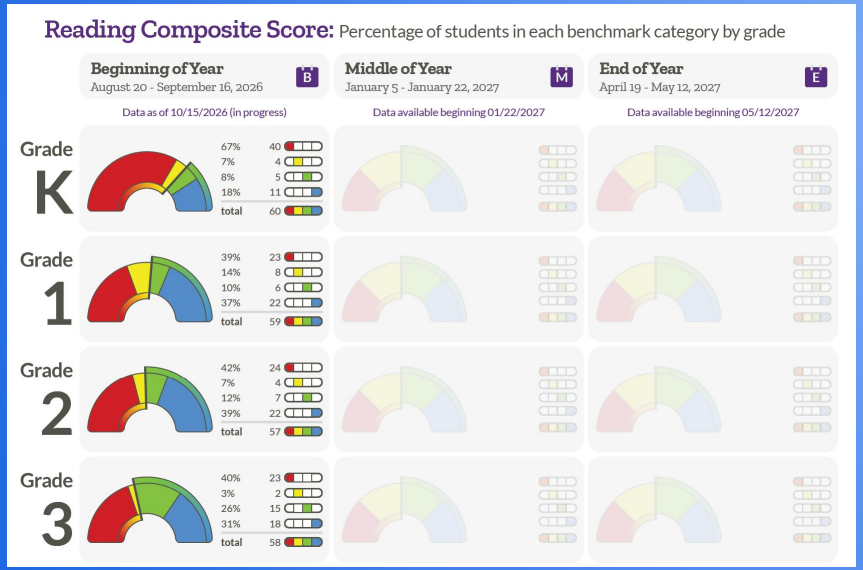
Student Led Conference

We had 85% of students attend Student Led Conference. K-3 had several IRP meetings that went very well.

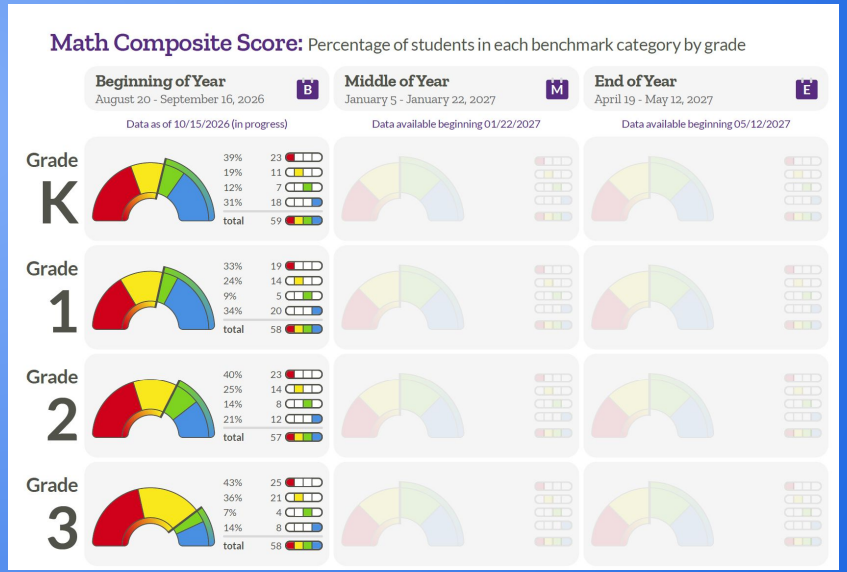
BOY Acadience Reading & Math

[ALO Reading & Math 24-25]

26-27 BOY READING



26-27 BOY Math

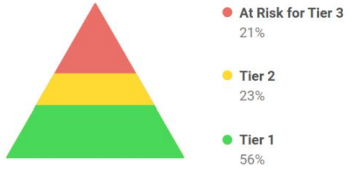


BOY i-Ready Reading & Math

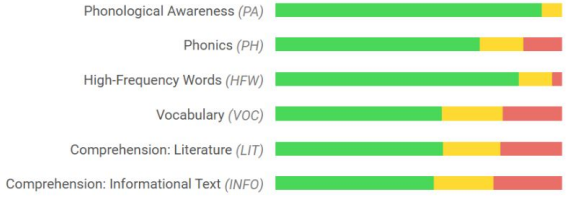
26-27 BOY READING

Students Assessed/Total: **491/494**

Overall Placement



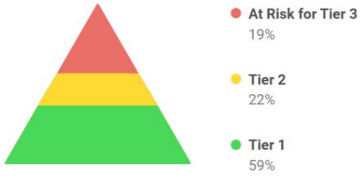
Placement By Domain



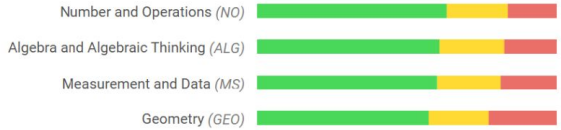
26-27 BOY Math

Students Assessed/Total: **490/494**

Overall Placement

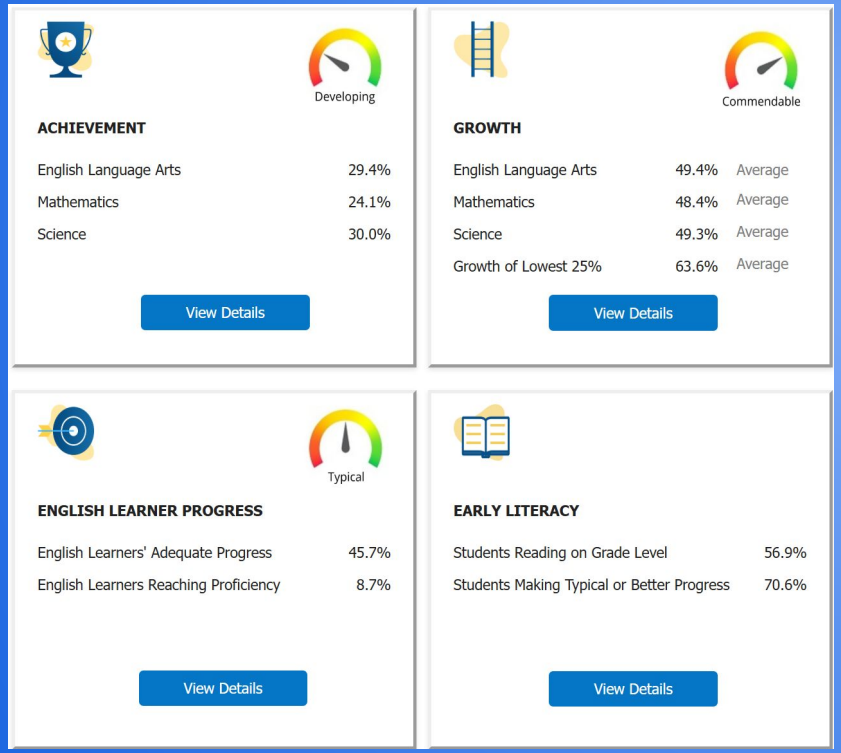


Placement By Domain

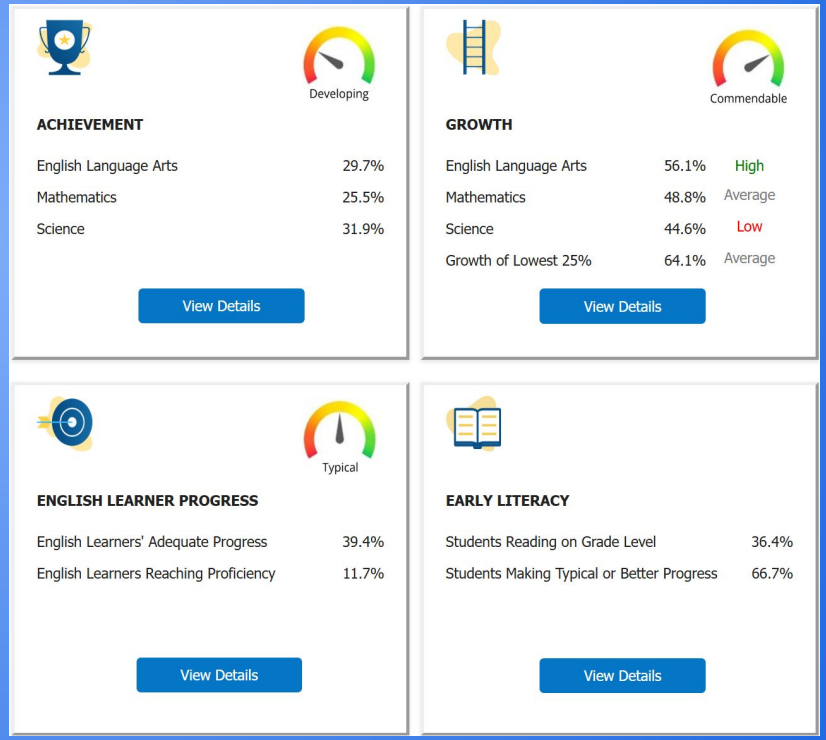


School Report Card

25-26



24-25



Work Plan: 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.

This year's Character Learning Target for teachers:

I can explicitly teach, scaffold, and coach my students to lead their own daily Crew routines to independently build Strong Classroom Cohesion.

Recently held PD to start student led crews, and how it can be implemented in the different grade levels.

Work Plan: 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.

This year’s HQW Learning Target for teachers:
I can use models of excellence, student critique, and descriptive feedback to help all students improve their work across multiple drafts.

Recently held an introductory PD on rubrics and Austin’s butterfly.

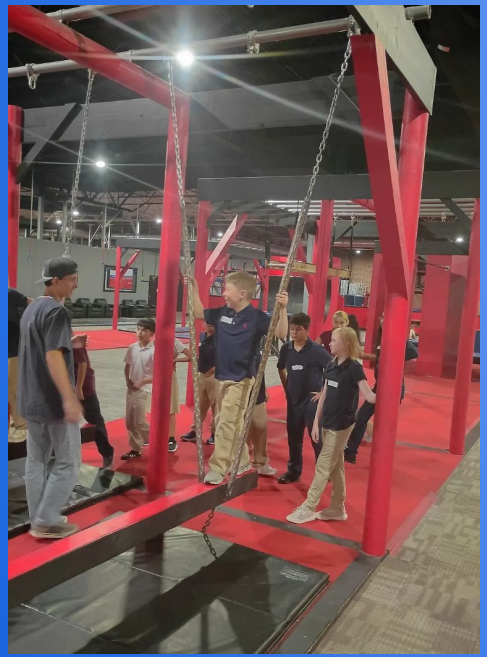
Work Plan: Leadership

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

Learning Target: We can design and execute a Multi-Tiered Attendance Intervention System that leverages Crew structures and proactive family outreach to eliminate barriers to attendance.

Discovery

Grades 3-5 just completed their Collaboration and Competition Discovery session.











8th Grade Adventure - Ropes Course







6th Grade Inspiring Change Service Awards

- Moe Tafisi
- Parker Bennion
- Hailey Ellis

50+ hours of service!



ENTHEOS ACADEMY

EXCELLENCE • SERVICE • LEADERSHIP

Excellence, Service, Leadership

Individuality

Think of one student from your school days. In two words, what made that person stand out as a unique individual?

Individuality:

Distinct set of talents, perspectives, and potential each child brings through our doors every morning.

Individuality in ACTION

Individuality is an active approach to how we teach and lead. Here is how it lives in our classrooms:

Differentiated Learning

Meeting students where they are, tailoring challenges, and honoring different learning styles.

Universal Design for Learning

Authentic Voice

Encouraging kids to ask deep questions and share distinct viewpoints rather than just giving back rehearsed answers.

Inclusive Community

Teaching students that respecting their own individuality helps them value diversity in others.

Show of hands....

How many of you had a teacher who adjusted an assignment or noticed a specific strength in you that changed your trajectory?

Excellence

- When learning connects to a student's personal goals, ownership increases.

Service

- Students serve best when using their specific gifts-whether through art, organisation, or peer mentoring.

Leadership

- Real leadership takes root when students have the confidence to stand out and advocate for others.

Question for the Board?

As leaders overseeing policy and resources where do you see our greatest opportunity to help students express their individual strengths this year, while balancing a sense of community?

Discovery, Adventure, Service, Celebrations of Learning, Electives, Student Portfolios,

ENTHEOS ACADEMY DISTRICT CALENDAR

2027-2028

Kearns Campus 801.417.5444
Magna Campus 801.250.5233

entheosacademy.org

Regular Day 8:25 am - 3:20 pm
Early Release 8:25 am -1:40 pm
Kindergarten Half Day 8:25 -12:00

August 27

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

September 27

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

October 27

Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

November 27

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

December 27

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

January 28

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

February 28

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29				

March 28

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

April 28

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

May 28

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

June 28

Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Chronic Absence: 18 absences (10% of the school year)

Warning Signs: 10 to 17 absences

Satisfactory Attendance: 9 or fewer absences

0 Early Release
School Closed/NS
No School - Teacher Contract Day
First Day of Class
Last Day of Class

Aug. 11 - New Teachers
Aug. 12 -17 ALL Teachers
Aug. 18 - First Day of School
Sept. 6 - Labor Day/**NS**
Oct. 5 - Student Led Conference - **1/2 day**
Oct. 6 - Student Led Conference/**NS**
Oct. 7, 8 - Fall Break/**NS**
Oct. 11 - Teacher PD/**NS**
Nov. 12 - End of Trimester
Nov. 15 - Teacher Report & Prep Day/**NS**
Nov. 22 - Teacher PD/**NS**
Nov. 23 to Nov. 26 - Thanksgiving Break/**NS**
Dec. 22 to Jan. 2 - Winter Break/**NS**
Jan. 3 - Teacher Prep/PD Day/**NS**
Jan. 17 - MLK/**NS**
Feb. 17 - Parent Teacher Conf. - **1/2 day**
Feb. 18 - Parent-Teacher Conferences/**NS**
Feb. 21 - President's Day/**NS**
Feb. 25 - End of 2nd Trimester
Mar. 6 - Teacher Report & Prep Day/**NS**
Apr. 3 -7 Spring Break/**NS**
May 18 - Student Led Conference - **1/2 day**
May 19 - Student Led Conferences/**NS**
***May 26 - Last Day of School/End of Term**
May 29 - Memorial Day/**Staff Holiday**
May 30, 31 & June 1 & 2 - Reporting & EOY PD

ENTHEOS ACADEMY

EXCELLENCE • SERVICE • LEADERSHIP

5100 Admission and Dismissal

Admission Procedure

Entheos will have an open enrollment period. During that time, Entheos will accept applications regardless of race, color, religion, sex, or ~~without regard to race, color, religion, sex,~~ national or ethnic origin. If Entheos receives more applications than its enrollment capacity, the school will ~~In the event Entheos receives more applications than it has enrollment capacity, the school shall~~ hold an impartial lottery. Entheos reserves the right to allow children of founding members and full-time staff priority enrollment, in accordance with Utah state laws. An impartial third party will perform the lottery to ensure integrity and fairness. Preference will be given to the first drawn names and then to the siblings of those first drawn. Students enrolled for the current year will be given preference for the following academic year. Each year, siblings of currently enrolled students will be given preference as space allows. Entheos Academy respects the importance of family unity and will seek to accommodate all family members if possible. Entheos will place all interested individuals who failed to make the lottery on a waiting list.

Discipline and Dismissal Procedure

All students have the right to learn in a safe environment. At Entheos, there will be a shared responsibility between students, parents, and teachers in providing a productive learning atmosphere. Enforcement of school rules, including disciplinary action, shall be the responsibility of the Director except in the case of expulsion, which will require action of the governing board.

Entheos Academy will create a behavior contract that will be signed by both the parent and the student, to which they will be held accountable. If the student does not comply with the rules and expectations outlined in the contract, Entheos will employ the following steps to resolve the problem:

1. Expectations: Clear Classroom/Teacher expectations and rules are discussed at the beginning of the year.

2. Teacher Intervention: A meeting with the teacher and with the student to clarify appropriate conduct, with a pledge from the student to maintain acceptable behavior. At an escalated level, an email or phone call will be made to the parents.

3. Parent Intervention: If the problem persists, the parent will be required to meet with the Teacher, Director, and Student to discuss the best way to help the student. A student behavior plan will be created, and parents will be reminded of the next steps in the process.
4. Director Intervention/Suspension: If the student does not follow the behavior plan, the Director may recommend Suspension. To be reinstated, the student must complete the assigned work, and the student and~~with~~ the student's parent(s) must meet with the Director.

5. In-School Suspension: If the student's behavior is not corrected after suspension~~has not been corrected after being suspended~~, the student will be removed from the classroom and referred to In-School Suspension. The student will be required to complete packets of work as assigned by the teacher(s) and show proper behavior before being reinstated to the class. The length and terms of In-School Suspension~~suspension~~ are at the Director's discretion.
6. Expulsion: Upon recommendation of the Governing Board, the student may be expelled from school. Students who are expelled shall have the right to appeal the decision before the Governing Board (see Utah State Code 53A-11-904).

The Director will be responsible for understanding the legal requirements for discipline in relation to students with disabilities.

ENTHEOS ACADEMY

EXCELLENCE • SERVICE • LEADERSHIP

4202 Communication Policy

Purpose

Entheos Academy promotes an ethical standard of interaction between staff and students or parents/guardians, including communications outside the classroom or at the~~of classrooms or on a~~ school-wide level.

Teacher – Student

The following forms of contact and communication between Entheos staff members and students or potential students are prohibited

(1) Personal text, instant, video, or social media messaging
(2) Phone contact between teacher and student's private cell phone
(3) Any form of online communication or "friending" via social networks (e.g., Facebook, Instagram, Twitter, etc.), chat rooms, private emails, etc.

This policy is not intended to curtail the use of email or education applications to communicate with parents, students, and whole families regarding class-wide or school-wide programs, projects, and assignments. Nor is it intended to prohibit the use of email communication between parents and teachers regarding student performance/evaluation. However, all communication with parents should be done using the school-assigned email or~~to parents should be done with the school-assigned email or on~~ a school phone.

In the event that there is a need to have the above forms of contact or relationship with a student for reasons outside of school purposes (e.g.,~~ Scout or Girl Scout programs,~~ Youth Sports, church programs, family friendships, etc.), the staff member must give a written disclosure to the director of the relationship with the student. School-based communication between a staff member and a student with a disclosure will still occur within the channels set forth in this policy.

Districtwide

District-wide communication shall be the responsibility of the Executive Director

1. to approve or have approved by an appointed representative for professional messages~~message~~.
2. to comply with policies, procedures, school charter, and law communication services
3. to ensure that applications or devices will be subject to the Data Governance Policy of Entheos Academy.

4. Communication from the Entheos School Board or its appointed representative will not be subject to Executive Director approval.

The Executive Director will set ~~forth~~ standards for campus or school-specific communication including approval ~~to include approval~~ by the campus director or appointed representative for professionalism, consistency with policies and procedures, school charter, and laws. Other standards and specifications for~~of~~ approval may be set forth by the Executive Director.

ENTHEOS ACADEMY
EXCELLENCE • SERVICE • LEADERSHIP

Entheos Academy
Financial Summary
As of 9/30/2026
25% through the year

redapple FINANCIAL

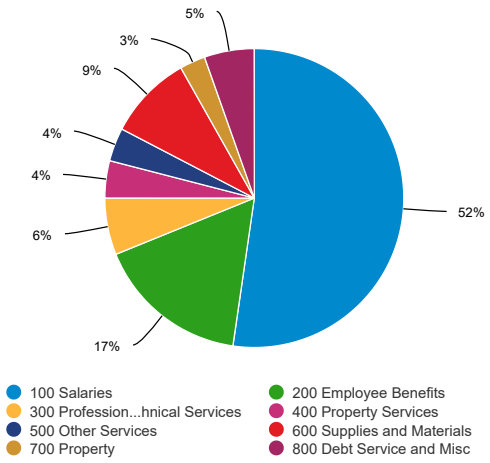
Financial Summary

	Category	YTD Amount	Total Budget	Total Forecast	% Target	% Forecast
Revenue	(3 School Category records)					
	1000 Local Revenue	**$148,164**	$445,350	$445,350	16.8%	33.3%
	3000 State Revenue	**$3,618,971**	$13,882,997	$13,890,908	25.8%	26.1%
	4000 Federal Revenue		$989,226	$996,400	0.0%	
TOT		**$3,767,136**	**$15,317,573**	**$15,332,658**		
Expense	(9 School Category records)					
	100 Salaries	**-$1,447,745**	-$6,876,000	-$6,876,000	21.2%	21.1%
	200 Employee Benefits	**-$503,383**	-$2,179,713	-$2,179,713	24.6%	23.1%
	300 Professional and Technical Services	**-$139,136**	-$808,300	-$808,300	6.4%	17.2%
	400 Property Services	**-$218,087**	-$529,060	-$529,060	7.2%	41.2%
	500 Other Services	**-$98,971**	-$475,000	-$475,000	0.6%	20.8%
	600 Supplies and Materials	**-$312,507**	-$1,207,491	-$1,207,491	-0.0%	25.9%
	700 Property	**-$189,985**	-$365,000	-$365,000	-0.0%	52.1%
	800 Debt Service and Misc	**-$164,487**	-$709,544	-$709,544	22.1%	23.2%
	900 CapEx & Extra Ordinary		$0	$0		
TOT		**-$3,074,302**	**-$13,150,108**	**-$13,150,108**		
TOT		**$692,833**	**$2,167,465**	**$2,182,550**		

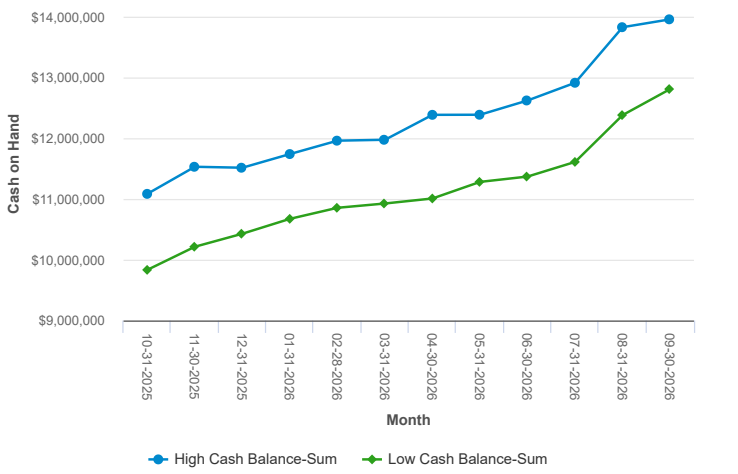
Financial Metrics

	Financial Metric	Covenant	Target	Forecast
	Net Income		398,565	2,182,550
	Operating Margin		4.5%	14.23
	Debt Service Ratio	1.10	1.37	4.48
	PTIF Balance			10,874,063
	Unrestricted Days Cash	30	150	411
	Restricted Cash			343,696

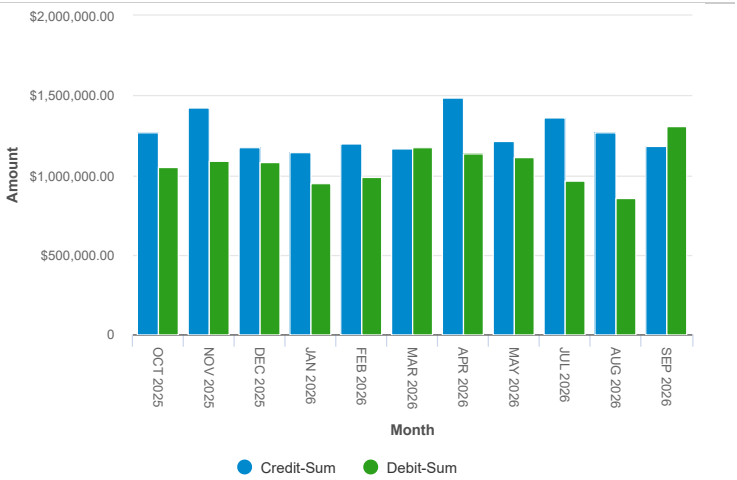
Expense Distribution



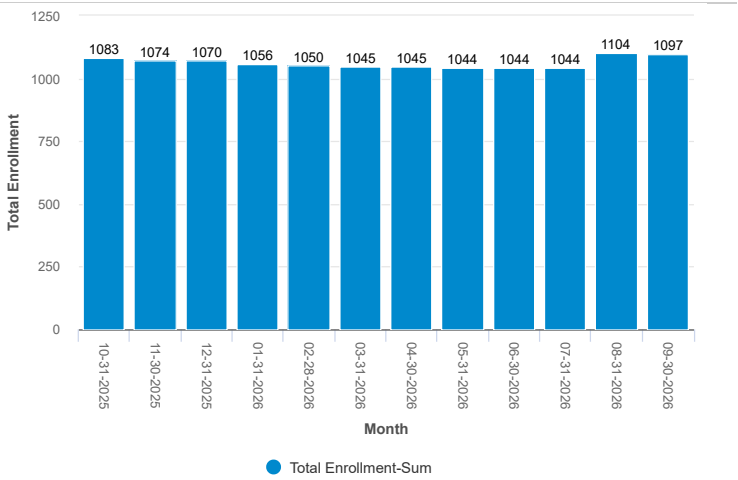
Cash Balance



Revenue vs Expenses



Enrollment Trend



ENTHEOS ACADEMY BOARD MEETING MINUTES/NOTES
September 24, 2026 6:00pm

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

OPENING

I. Roll Call
   a. Board Members Present: Xazmin Prows, Deb Ivie, Karen Bogenschutz, Rod Eichelberger, Jaren Gibson
   b. Board Members Excused:
   c. Administrators and Staff also present: Esther Blackwell, Jason Bennion, Denise Mathews, Sue Talmadge, Brian Cates of Red Apple, Denise Taylor
   d. Administrators Excused:
   e. Others in attendance: Evette Mendisabel, Luseane Tafisi, David Erickson - Eide Bailly, Sarah Erickson, Jessica Nash, 2 Entheos Kearns students, Kathy Larrabe
   f. Time: (6:04 pm)
II. Meeting Opened by Rod Eichelberger (6:04 pm)
III. Pledge of Allegiance led by Rod Eichelberger (6:05 pm)
IV. Mission Statement by Jaren Gibson (6:06 pm)
V. Approve minutes from August 27, 2026 and September 24, 2026 Consent Agenda (6:06 pm)
   a. **Rod Eichelberger motions to approve the August 27, 2026 board meeting minutes. Second by Karen Bogenschutz**
   b. Vote: Jaren Gibson, Xazmin Prows, Karen Bogenschutz, Rod Eichelberger
VI. Approve Consent Agenda for September 24, 2026 (6:07 pm)
   a. **Rod Eichelberger motions to approve the Consent Agenda for September 24, 2026. Second by Xazmin Prows**
   b. Vote: Karen Bogenschutz, Xazmin Prows, Jaren Gibson, Rod Eichelberger
VII. Entheos Value Presentation by Jason Bennion (6:08 pm)
   a. Integrity

PUBLIC COMMENT

I. Public Comment: (6:41 pm)
   a. NONE

INFORMATIONAL ITEMS

I. Q&A on Director Reports (6:20 pm)
   a. District: Esther Blackwell - Thanks Board again for putting on such a wonderful 20th anniversary celebration together. Pictures of the event are included in her report for everyone to enjoy. We received the End of Year EOY Growth results for both campuses. Kearns is just barely over their goal. Magna is coming right along. We are really proud of all the work the teachers have done. Growth is the main focus because it is an accessible goal for all students (multi-language learners, students with IEP', and our gifted and talented students). The preliminary report card came yesterday. They will be publicly released tomorrow and they will be in next month's board report. There are so

many teachers at both campuses that have over 65% of their students making typical growth on state tests. The teachers on slide 10 have over 85% of their students achieving this which is phenomenal. Getting the numbers is not all we care about, but these numbers are a result of the students understanding and learning. She will be able to share more about how we compare to Granite School District next month. Our K-3 team is under so much pressure with the new RIP's. This is a big lift. This is a team effort with the parents. There are parents who don't know what to do with their kids at home to get them reading. Rinella is going to provide them with personal reading coaches to coach the parents on how to support their students at home and this will be done in both English and Spanish. They will provide activities and coach the parents on how to close the reading gap at home. Rod shares that the financial rating is great and Esther agrees that it is stellar for a small charter school and thanks all who help make those decisions.

b. Kearns: Denise Mathews - overall growth is at 68%, ELA 66%, Math 73%, and Science 64.3%. Connecting to our charter there are a lot of hands-on experiences going on: 2nd Grade Discovery, 5th Grades expedition going to Hale Center Theater, and the visit from the Zoo to 2nd Grade. The teachers are modeling reading excellence and were spotlighted in our Community Circle. 4-H Family Night was held at Kearns with about 150 people in attendance. We had 70% of the 6th Grade participate in Adventure this year which is stable from last year. Rod Eichelberger shares that it is good to see the Student Council put together portfolios for the kindergarten class.

c. Magna: Jason Bennion - Service Learning - we got our first local school pantry happening on Monday. We are pretty excited about getting free groceries out to our families. Our elective Lead and Serve class (6th - 8th grade) went to The Food Bank and served there. Our K-3 classes are doing amazing with Acadience. They are gradually increasing and working towards our overall goal of 65%. We also had our 6th Grade adventure trip, and both Jason and Ms. Tafisi was able to go. The students were awesome. They did a lot of team building activities. Students were able to help one another and showed great respect to each other. Discovery is doing a lot right now with 1st, 2nd, 3rd through 5th grades.

II. Staff Recognitions (6:30 pm)
   a. District: Lavon Hatch
   b. Kearns: Anna Clarke, Spencer Nielson, Mason Baker
   c. Magna: Suzanne Giravi, Megan Stubbs, Jessie Zufelt

III. Entheos Kearns Campus Student Report on Adventure and Electives by Denise Mathews, Sarah Erickson, 2 Entheos Students (6:42 pm)
   a. Student report - Adventure - He learned that ancient peoples' discoveries are still used today. He really liked the Native Americans connection between the rocks and the stars. He liked how the parent volunteers were able to participate in the trip. Rod Eichelberger asked what he would remember most from this trip and Wyatt stated he will remember the friendships that were made. Jaren Gibson asked if it was hard to fall asleep at night because of all the things to reflect on or was it easy to fall asleep. He stated that he was really exhausted so it was easy to fall asleep.
   b. Student report - Electives - She loves having some control over what classes you will have. She also likes the freedom the teachers have to teach. They don't have to stick to a certain curriculum. She also appreciates that the teachers can be creative and bring their passion to the classroom. Karen Bogenschutz asked which classes she is taking. She responded with Team Sports and Advanced STEM. Karen Bogenschutz agrees with her that teaching something you are passionate about really helps. Denise Mathews

asked if she is happy about Entheos moving to electives. She responded with "Yes." Rod Eichelberger asked her which is her favorite and she stated STEM. Jaren Gibson asked if there was something she noticed about her Advanced STEM teacher and she replied that Mr. Horscroft really likes Chemistry. They have done some great experiments.

IV. Finance Training from David Erickson from Eide Bailly - Audit Partner (6:48 pm)
   a. The Entheos Board has governance responsibility to oversee the financial health of the school and stewardship of these public resources.
   b. The school submits the Annual Financial or Program report to the State Board of Education each year. Entheos is in a strong financial position.
   c. Purpose of an independent audit:
      i. Clarify what the audit does and does not provide
      ii. Discuss the board's role in financial reporting
      iii. Highlight benefits to the school and its stakeholders
   d. Why Charter Schools Have Audits?
      i. Independent credibility for many stakeholders
      ii. Board members, families, and the community
      iii. State authorizers and grant agencies
      iv. Bondholders, lenders, and donors
      v. Management and other financial statement users
   e. What an Audit Provides
      i. Reasonable assurance and useful insight
      ii. Independent opinion on the financial statements
      iii. Greater confidence in financial reporting
      iv. Consideration of financial and compliance risks
      v. Communication of significant findings and control matters
      vi. Recommendations that may strengthen processes
   f. What an Audit Does Not Do
      i. Clear boundaries preserve accountability
      ii. Does not guarantee all fraud or errors will be detected
      iii. Does not manage finances or make operational decisions
      iv. Does not replace management's responsibility for reporting and controls
      v. Does not replace the board's governance and oversight
      vi. Does not ensure future financial success
   g. The Board's Role in the Audit Process
      i. Engagement makes oversight more effective
      ii. Ask informed questions about significant risks
      iii. Review audit results, findings, and recommendations
      iv. Monitor management's corrective actions
      v. Promote integrity, transparency, and accountability
      vi. Maintain communication with management and the auditor
   h. Internal Controls Matter
      i. Practical checks and balances protect the mission
      ii. Protect public resources and school assets
      iii. Promote accurate and timely reporting
      iv. Help prevent and detect errors or fraud
      v. Support compliance with laws, grants, and regulations
      vi. Create checks and balances, even with limited staffing
   i. How to Get the Most Value from Your Audit

i. Move from compliance to continuous improvement
ii. Use recommendations to improve processes
iii. Discuss sustainability, cash flow, and liquidity
iv. Monitor enrollment and funding trends
v. Address grant compliance and emerging risks

j. Final Thoughts
i. Three parties, one shared objective
ii. Management prepares reliable financial information
iii. The board provides governance and oversight
iv. The auditor provides an independent opinion
v. Consider cybersecurity, data protection, and fraud risk

V. Budget and Finance Report Deborah Ivie (7:00 pm)

a. Rod Eichelberger made a comment about the financial report. Entheos Academy is on target to have 410 days of unrestricted cash which is higher than the goal of 365. Rod asked Esther if they are looking at ways to spend the excess. She replied that they are in they will be putting in a new playground at both campuses. Rod Eichelberger is encouraging the finance committee to keep putting aside funds because that will allow Entheos to provide additional things to the students. Rod Eichelberger also asked about the enrollment. Deborah Ivie responded that the enrollment will drop to where it should be and that it was on purpose.

b. Deborah Ivie: We are 17% through the year which is good to know when you look at the different areas. Our service ratio is healthy. Our PTIF balance we continue to be reinvesting which means we are getting income off of that as well. Operating margin is also very healthy.

c. Brian Cates: We did complete the financial piece of the audit. Esther Blackwell certified those reports today. There will be more compliance related testing. We will see the final report in the next month. There may be questions when the audit report comes out. It can be a very confusing report. Some of the data is presented several different ways in the same report. If there are questions about the report, Eide Bailly can be available to help answer any questions. He repeated what Esther Blackwell said in that they are looking to make several purchases that would be capital expenditures. They are always monitoring cash levels in our main operating account to see if we can continue to transfer money over to the PTIF account.

d. Rod Eichelberger asked about the PTIF interest that Entheos earns, where does that revenue show up? Brian Cates responded that it shows up in the Local Revenue Interest on Investments.

e. Esther Blackwell: Not reflected on the Budget Summary: We had the Reserve Study done which was very helpful to plan for our large building expenses. They discovered recently that the estimates to replace the HVAC units was off by about 50%. Kearns needs to replace almost all units and several at Magna. Those expenses have been approved. Sue Talmadge stated: The replacement will begin over Fall Break with wiring and then over Thanksgiving break they will be installing the units. The reserve study was off partly because they had the incorrect size of the units and they didn't include installation costs and prices have also gone up dramatically.

DISCUSSION ITEMS

I. Board Development - Anxious Generation Chapter 11 - Xazmin Prows (7:08 pm)
   a. Jaren was excited that we already are working on our adventure playground.
   b. Rod Eichelberger shared that the state has pushed cell phone usage. We are already doing that.
   c. Karen Bogenschutz agreed with most of the chapter. She really liked the statement "When we give trust to kids, they soar." We do that well here by giving them responsibility for their learning and trust them to make good choices. With the things we discuss in Circle Up gives them the opportunity to soar.
   d. Rod Eichelberger asked about less regulated playtime. Esther really likes the idea, but it makes her nervous. She toured an Adventure Playground and it was full of wooden planks, nails, paint and lots of things that are dangerous. The kids were good. The playground was incredibly high risk. The kids learned so much. As an administrator she doesn't feel brave enough to do this. She really likes this type of learning.
   e. Denise Mathews wondered about going back to writing essays on paper. She feels the connection of writing on paper solidifies learning. Xazmin Prows stated that when you type it doesn't stick as well. Xazmin Prows doesn't think there would be as much push back from parents. She feels there are a lot of people that think there has been something lost from not writing stories, etc. Karen Bogenschutz agrees. Rod Eichelberger states that there is research stating that writing activates parts of the brain that typing does not and that you learn more by writing than typing. This would be an adjustment, but we can do hard things.
   f. Karen Bogenschutz stated that there is too much screen time. Everything is online including testing.
   g. Rod Eichelberger asked about reducing playground monitoring restrictions and rules. Xazmin Prows states that she loves it. In the chapter it stated that bullying and problems lessened because students worked it out without adult intervention. Karen Bogenschutz stated that they learn life skills by working it out themselves. Luseane Tafisi shares from the 6th grade Adventure Trip there was a time where the kids had the opportunity to make the rules to an activity. This is where they learn. Karen Bogenschutz stated that the kids will own the rules because they came up with them. Rod Eichelberger stated that they learn what rules work and don't work. Esther Blackwell stated that she would really like to get to that point. It would take parent and educator training to accomplish this. The administration team has discussed how to talk about this because when we do have the adventure playground there will be an element of risky play. This could be stressful for some. This will be a gradual process. Karen Bogenschutz stated there would need to be some ground rules / guidelines in place to help keep students safe. Xazmin Prows states that many people don't understand the difference between bullying and kids being mean. She defines bullying as being targeted by someone or a group over and over again. Rod Eichelberger states that right now we as a generation are trying to protect people from harsh words and we need to help them work through those words. After reading this chapter, Rod Eichelberger wonders if there is a way to incorporate this into the Crew curriculum. This is how to get teachers to buy in. This might be the way to get to some of these outputs we are looking for.
   h. Rod Eichelberger wonders if we should encourage the Entheos staff to go through this book. Esther Blackwell thinks we could offer it as an optional book club, but she doesn't feel she could ask the teachers to take another thing on.

i. Xazmin Prows: “Any schools whose leaders say they care about fostering belonging, community or mental health but haven't gone phone free are standing on whale fishing for minnows.” The three changes made in a school (1) Longer recess with little adult intervention (2) opening the school playground 30 minutes early before school begins (3) offering a play club. What are your thoughts about this section? Denise Mathews states that this would need to be a gradual process. There is a phenomenon developing that students who experience problems on the playground sometimes they lack parental attention and so talking to their parents gets the parent up in arms about it and this reinforces the student by telling the story. Then the parents are upset and talk to the administration about lack or supervision. Let’s say we open up the playground early in the morning to families with little or no supervision. These families would complain if something happened because they left their student in the school's care. She feels that we all need to be on the same page to accomplish this. Esther Blackwell pointed out that they track all student behavior and currently they have the highest amount of behavior issues during unstructured time. There would need to be a mind shift of parents, students, teachers, and the community to achieve this idea.

II. Policies for discussion by Xazmin Prows (7:30 pm)
   a. 4600 Volunteer and Visitor Policy - some minor edits to make the language sound better. The content wasn’t adjusted at all.
   b. 5401 Bullying, Cyber-Bullying, Hazing and Abusive Conduct Policy - this one had an overhaul. Esther Blackwell was made aware of some things that the state required us to have in our bullying policy. Sue Talmadge revamped the whole thing and included the things that were necessary from the state. Esther Blackwell is very appreciative that the state has very clearly defined what qualifies as bullying and we have included those in our policy. We need that language because we use it in our conversations.
   c. 7104 Parent and Family Engagement Policy - This is required by the state. We didn’t alter anything on this policy.

III. Board Retreat Date by Rod Eichelberger (7:34 pm)
   a. June 19th will be the board retreat. Many have the same conflicts. Xazmin Prows may have a conflict in June that she will need to be at, but she doesn’t know when yet.

IV. Winter Party Date & Festivities by Karen Bogenschutz - December 15th from 6-8 pm. It will be for staff and immediate families (spouse and children) are invited. More details to come.

ADJOURN

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