ENTHEOS ACADEMY BOARD MEETING MINUTES/NOTES
October 22, 2026 6:00pm

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

OPENING

I. Roll Call
   a. Board Members Present: Xazmin Prows, Deb Ivie, Karen Bogenschutz, Rod Eichelberger, Jaren Gibson
   b. Board Members Excused: None
   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: Felicia Oliver, Evette Mendisabel, Ravin Johnson
   f. Time: (5:55 pm)

II. Meeting Opened by Rod Eichelberger (6:05 pm)

III. Pledge of Allegiance led by Denise Taylor (6:06 pm)

IV. Mission Statement by Xazmin Prows (6:07 pm)

V. Approve minutes from September 24, 2026 (6:08 pm)
   a. **Rod Eichelberger motions to approve September 24, 2026 board meeting minutes. Second by Xazmin Prows**
   b. Vote: Karen Bogenschutz, Jaren Gibson, Rod Eichelberger

VI. Approval of the Consent Agenda for October 22, 2026 (6:09 pm)
   a. **Rod Eichelberger motions to approve the Consent Agenda for October 22, 2026. Second by Jaren Gibson**
   b. Vote: Jaren Gibson, Karen Bogenschutz, Xazmin Prows

VII. Entheos Value Presentation by Denise Mathews (6:10 pm)
   a. Value- Individuality

PUBLIC COMMENT

I. Public Comment: (6:20 pm)
   a. NONE

INFORMATIONAL ITEMS

I. Q&A on Director Reports (6:20 pm)
   a. District: Esther Blackwell - There are a lot of events that she would like the Board to be aware of and possibly attend, especially Veteran's Day on November 11th. The school report card has been released. As a district, our overall growth is commendable. Early literacy is great. We still have significant work to do in math and science, but it is coming up every year. Kearns campus has exited ATSI. It was for our Special Education Department. It has been a lot of work and I want to congratulate them. This has taken

many years and the staff has worked really hard. On our work plan for the year, we are focused on student led crews. We took some anonymous data from our students. The results on the students' sense of belonging, we have 79% of our students at Kearns and 83% at our Magna campus. The national data for our grade levels is typically between 34 - 45% of students express that they have a sense of belonging. This is the beginning of the year data. We were blown away and this speaks so well of our campuses. We will strive to increase those numbers over the year. Karen Bogenschutz stated that because of the IRP's parents are getting more involved and are grateful for the help.

b. Magna: Jason Bennion - Lead and Serve class has been going well. They got to go to the Utah Food Bank to sort food. Ms. Martinez crew was able to pack meals with the leftover food from the campout to give out to the homeless. The school mobile food pantry is going well. The beginning of the year Acadience Reading and Math data is similar to last year. Teachers have been working really hard to get all the data for the IRP's. Conferences with parents went really well. Working really hard to increase iReady reading and math scores. The school report is out and are excited about the "Commendable" for the growth and that has evened out since last year. Our English Language Learners progress is looking good as well as our students reading on grade level. Middle School is participating in Discovery. 6th Grade Inspiring Change award winners for students completing 50 hours or more of service.
c. Kearns: Denise Mathews - School report card. Entheos Kearns is beating Granite in almost every area (attendance, growth, achievement, English Language Learners, etc.). Our attendance has increased. We had an awesome pirate themed Book Fair. Tanielle is encouraging all the students to read. 6th grade did an amazing job with the egg drop challenge. They were able to use their own designs and strategies to complete this challenge. Discovery has been awesome. There is a marine biology class which has been wonderful and exciting for the students. 8th grade went to Dinosaur National Monument, 4th Grade went to Silver Lake and Kindergarten did some service to help Tiny Tim's.

II. Staff Recognitions (6:32 pm)
   a. District: Denise Mathews
   b. Magna: Heather Pentico, Ravin Johnson, Savanna Claveria
   c. Kearns: Elizabeth Miner, Tanielle McDaniel, Santanna Rodriguez

III. School Presentation Entheos Student to Teacher Journey - Ravin Johnson (6:42 pm)

Jason introduces Ravin Johnson as a former Entheos student to teacher. He teaches several subjects at the Magna campus. Ravin started his Entheos journey at the Kearns campus K-3 and Magna for 8th grade. His family changed schools a lot, but Entheos is the only one he has come back to. Entheos has impacted him the most. The best teachers he has had have been at Entheos. Programs like Discovery make a large impact in students' lives. He reminisced when he took students ice skating which is one of the activities he participated in when he was a Discovery student. Discovery is the program that had the largest impact in his life. He remembers being in 2nd grade and dressing up as Peter Pan and performing in front of a large audience. Because of that he has developed a love of the theater. Some of his favorite teachers were: Ms. Sue - she encouraged his class to write a novel which he completed. His love of reading was sparked in this classroom. Mr. Leavitt taught him that Shakespere and Poe are not boring. He taught Ravin how to express his feelings in his creative writing. Entheos Academy has given him the drive to be someone that children can look up to. He is very

grateful for his experiences that Entheos provided which have influenced his life. Entheos has the ability to empower and inspire students to achieve their goals and dreams.

IV. Budget and Finance Report by Deb Ivie (6:50 pm)
   a. As of the end of September, we have completed 25% of the school year. Some of that was the summer months. We are still wrapping up the audit which is due on 10/28/2026. Our operating margin and debt service ratios are really good. We put some money into PTIF at the end of September. Unrestricted days cash is high. Our cash balance is good. Our enrollment trend is good. There are some school repair expenses that have been high due to the school's age. Brian Cates stated "thanks to Esther and Sue for helping with the audit". Funding is in a holding pattern right now until the allotment trues up in November. More updates in January.

V. Committee of the Month Report (6:53 pm)
   a. Mission of Entheos Grant by Deb Ivie and Xazmin Prows: We didn't award this grant this year. We didn't get any submissions in time. We did extend the deadline, but it was too late into the year. We also had an application that was sent to the wrong place. We did amend the letter this year stating more clearly the deadlines and location to send the application. The dates were updated for this year. Feedback from the directors will be helpful so it can be sent to teachers.
      i. Timeline:
         1. October 2026 announcement of grant.
         2. November 1st - accepting applications
         3. December 1st - intent to apply
         4. March 15th - deadline for application submission
         5. April - choose the winners during the April board meeting and announce the winners at each campus during circle-up.
         6. July 15th of 2027- funds available to be spent (next fiscal year)
         7. January 2028 - mid year report due
         8. May 1, 2028 - deadline for expenditures - receipts turned in
         9. May report at board meeting
         10. June 2028 - bonus piece (personal bonus)
      ii. They are hopeful that these changes will increase submissions in a timely manner.
      iii. The committee will send out the letter.
      iv. Jason Bennion suggested that this letter and grant opportunity is announced during circle up.

   b. School Community Council Report by Jason Bennion and Denise Mathews (6:59 pm)
      i. Jason Bennion - Elections were completed at the beginning of the school year. There are 6 teachers going to the National Conference. They spent the funding on Module books and a chrome cart and they still have some to spend. They are planning to spend some of the PD funds to send some teachers to the literacy conference.

ii. Denise Mathews - Trust Land Council Update - completed principle assurances. Kearns elections were completed last spring. They have 6 parents and 2 staff members and everyone is serving a 2 year term. When it comes around next year, there will be 4 parent spots open. They have discussed land trust rules, procedures, rules of order, student & teacher success responsibilities, budget, website posting, digital citizenship and more. They also will be sending several teachers to PD conferences using these funds.

DISCUSSION ITEMS

A. Board Development (7:02 pm)
   a. The Board in the Public Eye: Community Engagement, Communication & Advocacy by Jaren Gibson - These trainings are great reminders. General theme as we as a board are out amongst the parents, "Responding doesn't mean resolving"
      i. Acknowledge the issue.
      ii. Refer to established policy for grievances or complaints and explain the process.
      iii. Escalate - report the urgent issue to the Executive Director
      iv. Monitor - bring recurring issues to the board to look at.

      Communicating a Difficult Decision
      i. Start with the why?
      ii. Acknowledge the impact.
      iii. Explain the process
      iv. Name the next step - what will this look like?

      Scenario - parent posts that the school ignores bullying. A trustee is tagged in the post and is asked to respond publicly.
      i. Don't react publicly
      ii. Act promptly
      iii. Respect roles
      iv. Follow-up

      What do we take back to the board?
      i. Do we have a clear communication and complaint-routing protocol? Yes
      ii. Do families know how to be heard and what to expect?
      iii. Who speaks for the board when the decision is controversial?
      iv. What one change will strengthen trust this school year?
         1. Rod Eichelberger suggested that maybe we recommunicate to parents that there is a grievance policy because of the increase in hotline usage.

      Good governance is visible in how we listen, decide and communicate.

   b. Anxious Generation Chapter #12 by Jason Bennion (7:14 pm)
      i. We should be gardeners not carpenters. Parents are terrified about what could happen to children and are over protective. There are steps to take to help students become independent.
      ii. Phone free schools - difference in how kids spend their time.
      iii. We want our kids safe, but how do we balance protecting them too much?
      iv. We can have more experience in the real world. More kid friendly neighborhoods. Get to know your neighborhoods. It doesn't have to be different today, we can have the world of yesterday by getting to know your

neighbors and being outside and playing. Camping with other families. Parents need to give permission to each other to be different from other parents.

v. Jason Bennion likes to go outside during recess and watch the students play and interact with each other and observe them solving problems, etc.

vi. What can we as a school do to get the involvement and collaboration with parents to help the students gain this independence? Deb Ivie replied that we as parents need to learn to let go. As the children grow up we need to give them added responsibilities. Remember that we as adults have taught them and trust them to be able to make decisions and handle the consequences. There are lots of parents who shield their children from consequences. Technology can be a problem with students with social media addiction. We as a school should help build up the students' confidence to deal with hard situations. Esther Blackwell stated that we need to communicate with our parents on the benefits of students struggling to build resilience. We need to help support the parents. It is harder to parent today than in years past. Sue Talmadge states that parents are really trying hard in their parenting duties and doing a great job.

B. Policies for discussion by Xazmin Prows (7:38 pm)
   a. 4202 - Communication - minor editing to sound better.
   b. 5100 - Admission and Dismissal - minor editing to sound better.

C. Entheos School Calendar 2027-2028 by Esther Blackwell (7:40 pm)
   a. Very similar to last year. We should be done before Memorial Day. Same number of school days. Sue Talmadge states that it aligns almost exactly with Granite. We need to move a reporting day to align with the end of the trimester. Next year will be different because of Leap Year.

D. Integrated Pest Management (IPM) for both campuses by Sue Talmadge (7:42 pm)
   a. In Utah the board is required to adopt and implement a pest management plan. We are switching companies. They have a board certified antimologist which made it possible to have a plan. This is a state approved contractor.

E. Les Olson Copier proposal for Kearns campus by Sue Talmadge (7:44 pm)
   a. This is a 5 year lease for Kearns. The board needs to vote on leases over $50,000. The copiers that we have currently, will need to renew in December. The cost looks like it is significantly more, but it really isn't due to copy overages. The monthly charges will be $2014. per month instead of $1946. We will be charged for everything all at the same time. The copies and service will be a line item so we won't be paying interest on those. The interest has gone up like everything has gone up, but the actual leasing hasn't because we won't be receiving a bill for overages. Wells Fargo is who we finance it through. Les Olson is a state approved contractor. No concerns from the finance committee.

ACTION ITEMS

I. **MOTION** (7:47 pm)
   a. Rod Eichelberger motions that we approve the Integrated Pest Management plan for both Magna and Kearns Campuses. Second by Xazmin Prows.
   b. Vote: Karen Bogenschutz, Deb Ivie, Xazmin Prows, Jaren Gibson, (Rod Eichelberger abstains)

II. **MOTION** (7:48 pm)

a. **Rod Eichelberger motions that we approve the Les Olson Lease proposal. Second by Xazmin Prows.**
b. Vote: Jaren Gibson, Karen Bogenschutz, Xazmin Prows, Deb Ivie (Rod Eichelberger abstains)

ADJOURN

I. Time 7:48 pm
II. Motion: Deb Ivie motions we adjourn. Second by Rod Eichelberger.
III. Vote: Karen Bogenschutz, Jaren Gibson, Deb Ivie, Xazmin Prows (Rod Eichelberger abstains)

ENTHEOS ACADEMY

EXCELLENCE • SERVICE • LEADERSHIP

November 19, 2026

Consent Agenda Items:

1. Policies for Approval

    a. 4202 - Communication Policy
    b. 5100 - Admission and Dismissal

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.

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 Executive Director's Report

November 2026

Upcoming Calendar Dates

Magna

- 11/23 Teacher P.D. Day/No School
- 11/24-27 Thanksgiving Break, No School
- 11/28 Mobile Food Pantry
- 12/4 Community Circle
- 12/4 Entheos Service Day
- 12/14-15 Hearing Screenings
- 12/14 Mobile Food Pantry
- **12/14 Grade 4 C.O.L., 6 - 7pm**
- 12/15 Hearing Screenings
- **12/15 Employee Winter Activity, 6 - 8pm**
- 12/18 Winter Sing-Along
- 12/21-1/1 Winter Break, No School
- 1/ 4 Teacher Prep Day, No School

Kearns

- **11/20 Grade 5 C.O.L., 2:30 - 4pm**
- 11/23 Teacher P.D. Day/No School
- 11/24-27 Thanksgiving Break, No School
- 12/3 Community Circle
- **12/3 Grade 4 C.O.L., 4 - 5pm**
- 12/4 Entheos Service Day
- 12/10 Madrigals Performance, 1 - 2pm
- **12/15 Employee Winter Activity, 6 - 8pm**
- 12/18 Winter Sing-Along
- 12/21-1/1 Winter Break, No School
- 1/ 4 Teacher Prep Day, No School

2026- 27 Enrollment

	Magna	Kearns
Enrollment	490	598
Waitlist	68	93

The 2027-28 school year lottery opens December 1st!

EL National Conference

During October, we were fortunate to take a team of 13 educators to San Francisco for the EL National Conference! Our educators expressed that this was a very positive experience; it renewed enthusiasm, provided lots of fresh ideas for literacy instruction, cross-curricular projects, Crew, the 3 dimensions of work (MKS, Character, and High-Quality Work), and appropriate and effective use of technology as the world evolves.
Especial thanks to Sue Talmadge for organizing the trip logistics.

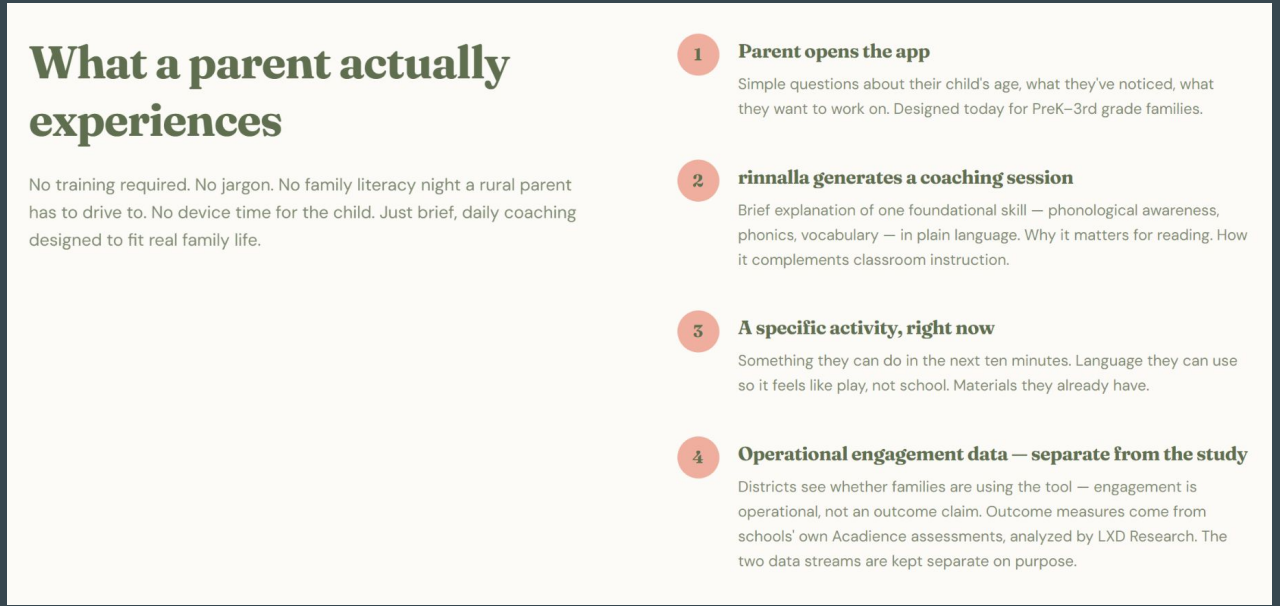


Attendees:

- Aileen Zendejas (Grade 1- Kearns)
- Andy Dalton (SpEd Director- Magna)
- Bryan Crown (P.E./Adventure- Kearns)
- Carrie Usher (M.S. ELA- Kearns)
- Cecilia Walker (Grade 4- Magna)
- Chris Munsey (CTE- Kearns)
- Esther Blackwell (Executive Director)
- Evette Mendisabal (Assistant Director- Kearns)
- Grace Martinez (M.S. Social Studies)
- Jessica Shupe (Grade 5- Magna)
- Kathryn Jacoby (Kinder- Kearns)
- Maggie Mair (Grade 2- Magna)
- Megan Loforti (Grade 6 ELA- Magna)

Rinnalla: Support for Entheos Parents of K-3 Readers!

Rinnalla has now launched for all our K-1 families, paid for through a Utah study-grant. Entheos is paying for additional license for parents of 2-3 grade students who are struggling readers. We are excited to see results!



Outdoor Learning & Play Environments: Vendor Selection

RSOQ procurement completed for Master Planning, Landscape Architecture & Professional Design Services.

8 Submissions Evaluated

Evaluated against scoring rubric by RSOQ committee.

100% Unanimous Selection

G Brown Design selected after close score evaluation.

Summer 2027 Phase 1 Groundbreaking

2-month design sprint begins upon board approval.

Selected Architect: G Brown Design

Kick-off completed November • Scope & Fee Proposal submitted for approval

Next Step: Board Approval

Action Required

Scope & Fee Proposal Approval Request

Step 01 • Today

Board Approval

Approve Scope & Fee proposal to authorize contract.

Step 02 • Next 60 Days

Design Process

Develop final master plans and architectural specifications.

Step 03 • Pre-Build

Permitting & Bidding

Finalize construction permits and contractor procurement.

Step 04 • Target

Summer 2027 Start

Groundbreaking for Phase 1 outdoor play environment.

Recommended Motion

"Move to approve the Scope & Fee proposal from G Brown Design for Master Planning & Design Services."

Target Phase 1 Build
Summer 2027

School Safety Review Training for Key Crew Members

On November 16th, we conducted a district training for our specific Crew members who play critical roles in School safety. At this training we reviewed the following:

- **CSTAG (Threat Assessment):** Evidence-based guidelines for identifying and mitigating threats early.
- **PREPaRE Model (Crisis & Trauma Response):** Comprehensive framework for physical safety and psychological crisis recovery.
- **Reunification (Student-Parent Release):** Structured process to safely reconnect students with authorized guardians.
- **SRP (Standard Response Protocol):** Common emergency language and procedures (*Hold, Secure, Lockdown, Evacuate, Shelter*).

The intention of the training was to ensure that we have a common and up-to-date understanding of safety-related protocols.

District Spotlight: Jared Startup, District Maintenance Contractor

Jared has been providing exceptional maintenance and repair services across both of our campuses for the past few years. Thanks to his work keeping our facilities running smoothly, our teachers can stay focused on what they do best: educating our students.

As our buildings age, Jared's expertise is more essential than ever. Whether he's resolving issues himself—from plumbing and door handles to tree trimming—or coordinating with specialized trade technicians, he gets the job done quickly and thoroughly. No matter the time of day, Jared is always ready to step up. We are deeply grateful for his dedication, hard work, and always-positive attitude!



Questions?

Entheos Kearns Director's Report

November 2026

ENTHEOS ACADEMY

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Service Learning

Service Learning:(Melanie Louviere)

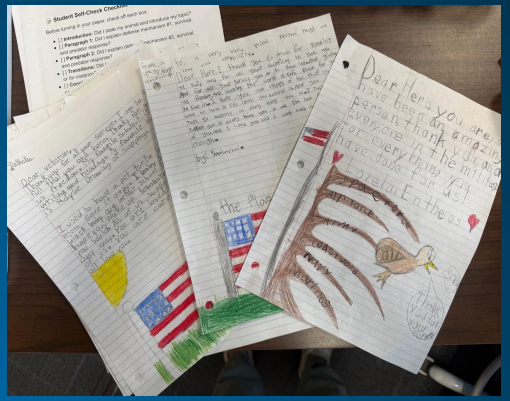
- Bryan Crown’s crew completed the sorting of the lost and found items for the school. They set up the table for parents to retrieve any lost items.
- Kindergartners built cars for children from needy villages all over the world with Tiny Tim’s Foundation for Kids! This is part of their Toys & Play Expedition
- Miss Annie’s crew wrote letters and added a drawing of the Statue of Liberty with a message of thanks for soldiers and veterans.

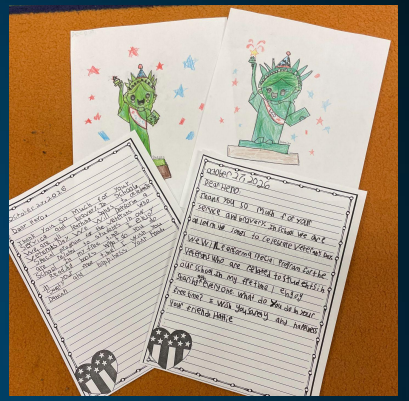




Service Learning

Service Learning:(Melanie Louviere)





- K-2nd grade colored Halloween placemats for the Riverton Senior center.
- Miss Anna's crew and Miss Allison's crew made veteran's letters and placemats for the Riverton Senior Center. (photos)
- Mrs. Nielsen's crew wrote cards for veterans telling them some things her crew has learned about America.
- Mrs. E's crew collected over 1000 pieces of candy for Treats for Troops. The student council also served as ushers for the Veterans Day Assembly.



Parent Crew Organization



Values Board:

Our PCO Values bulletin board proudly spotlighted Patriotism alongside our core values of Excellence, Service, and Leadership.

In addition to creating this festive display, our PCO volunteers also lent a helping hand by setting up and taking down the flags at the school for Veterans Day.

Staff Recognition

Elementary: Katrina Duncan

We are thrilled to highlight Katrina Duncan, one of our Elementary Special Education Teachers.

Katrina has been a member of the Entheos Kearns crew for more than seven years. Two years ago, she transitioned from her role as a paraprofessional into a Special Education teacher position. She has proven to be an extraordinary asset to our Special Education team, bringing deep compassion, consistency, and expertise to her students every day.

Katrina’s seamless transition into Special Education reflects her strong commitment to our students' growth and success. We are incredibly fortunate to have her as an essential part of our crew!



Staff Recognition

Middle School: Haylee Ashworth

For the past six years, Ms. Haylee has been an invaluable pillar of the Entheos crew.

As our senior Special Education teacher, she leads by example; training and mentoring our newer SpEd teachers into a powerhouse team, as well as training our staff in the referral process.

Haylee also played a pivotal role in our recent exit from TSI through her targeted small-group instruction, thorough IEPs, and consistent parent communication, all of which have fueled tremendous growth among our middle school Special Education students.

Thank you for everything you do, Haylee!



Staff Recognition

Support Staff: Nicole Rich

We are excited to spotlight Nicole Rich, our talented Elementary Music Teacher of seven years!

Nicole recently directed the music for our incredibly successful Veterans Day program. She poured her heart into preparing our students to recognize and celebrate the veterans in our community through music and song. From meticulously creating the seating charts to designing the beautiful program, Nicole consistently goes above and beyond behind the scenes to make events special.

Thank you, Nicole, for your dedication, heart, and the wonderful musical experiences you create for our school community!



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.

MKS delivered PD “Child Find” , Assessment Data Analysis, and Simultaneous Engagement Protocols. MKS is planning the following PD on “Teacher Immediacy”. MKS have completed all the DIT observations to ensure those are being conducted with fidelity. Teachers and paras were also trained by 95 Phonics trainer on how to use all the 95 Phonics interventions across the primary grades. Admin also procured additional intervention materials for the classroom paras to use with the students on IRPs.

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.

Our Character Crew has designed a professional development session on The Power of Positive Praise and The Culture of Crew to help teachers build strong classroom cohesion. Although we haven't had the chance to present it yet, the team is ready, prepped, and excited to share it with our staff!

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.

Our High-Quality Work crew led a professional development session centered around Chapter 8 of Todd Whitaker's book, *What Great Teachers Do Differently*. The chapter highlights a powerful takeaway: in addition to holding high expectations for their students, great teachers set even higher expectations for themselves.

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

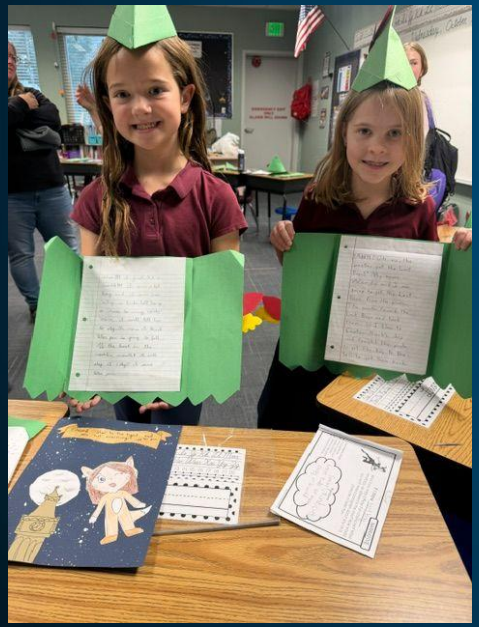
Learning Target: We can design and execute a Multi-Tiered Attendance Intervention System that leverages Crew structures and proactive family outreach to eliminate barriers to attendance.

- Student Led Conferences 96.28% attendance compared to last year's SLC attendance at 94.38%. Parent involvement at our conferences is critical to parents taking ownership of improving student attendance and understanding how important regular attendance is to student success.
- Total attendance average for this trimester is 93.8% compared to 93.9% last year.

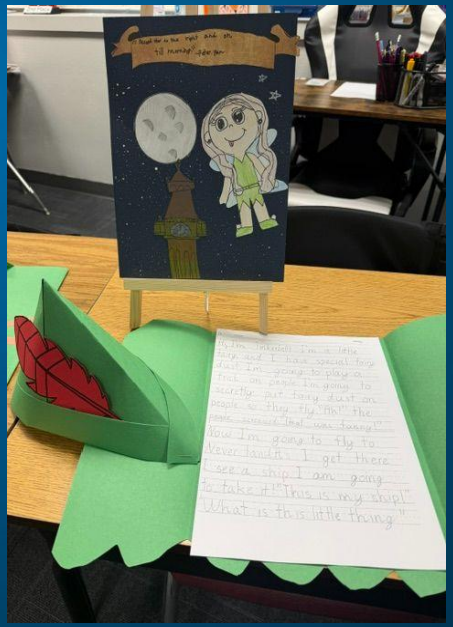
3rd Grade Celebration of Learning: Peter Pan

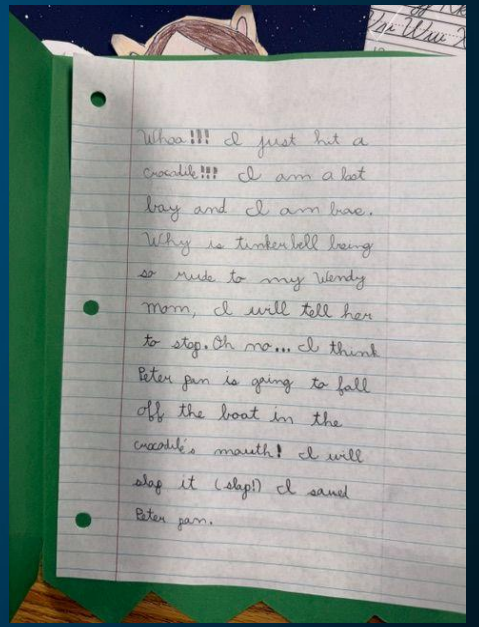
Third-grade students wrapped up their Exploring Literary Classics module with a lively Celebration of Learning! Dressed in handmade Peter Pan hats, students proudly showcased their narrative writing, custom artwork, and dramatic performances for classmates and families.











2nd Grade: The Secret World of Pollination

Hands-on learning was in full bloom during second grade's Secret World of Pollination Expedition! On Pumpkin Day, Mrs. Bore's crew brought the pumpkin life cycle to life with 3D paper crafts before cooking up a festive feast of pumpkin pancakes, snickerdoodles, and pie. The verdict after tasting the whipped-cream-topped pancakes? "This is the best day ever!"





Mrs B's Class: Día de los Muertos

Our 1st-grade students in Mrs. B's class enjoyed a wonderful learning experience honoring Día de los Muertos! We extend a warm thank you to our guest parent presenters, who visited the classroom to share the rich history, traditions, and cultural meaning behind this special celebration. Students gained a deeper understanding of the holiday's heritage while exploring traditional altars (ofrendas) and festive treats.





Veterans' Day Assembly

Students, staff, family, and friends came together for an inspiring annual Veterans' Day Assembly, paying tribute to our veterans through heartfelt music and spoken word. Highlights included the presentation of colors by the Hill Air Force Base Honor Guard and a moving message on patriotism from guest speaker Colonel Brian Griffin (Ret.).





Veterans' Day Guests





Colonel Brian Griffin (Ret.) and USBE member Rod Hall and their guests.









Our students were in awe of the Honor Guard and their remarkable discipline as they waited for the assembly to begin.

This year, we introduced a meaningful new component to our program: The Missing Man Table, with 4th-grade students explaining to the audience the symbolism and significance of each item placed on the table.

It was also wonderful to see our veterans sharing candid moments together.

2nd Grade Field Work
Butterfly Biosphere at Thanksgiving Point



Second-grade students extended their Secret World of Pollination expedition with fieldwork at Thanksgiving Point's Butterfly Biosphere, observing pollinators in their habitat. We extend a special thank-you to our second-grade teachers for organizing this enriching hands-on learning opportunity.









The Penny Wars of 2026





We came, we sabotaged, we conquered! Our boxes were a little lighter this year at a total collection of $309.36, but our school spirit was undefeated. Thanks to big hearts and fierce competition, our 17-year grand total, supporting Huntsman Cancer Institute, now stands at a massive $21,574.63. We are thankful for the support of our school community!

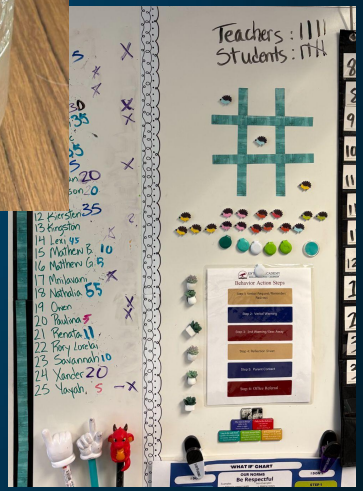
PBIS in Action

Beyond our Tier 1 PBIS framework, our teachers are bringing positive reinforcement to life with creative classroom incentives, like Bucket Fillers, marble jars, and friendly Teacher vs. Student challenges; making great choices fun and visible for every student.









Kindergarten Celebration of Learning: Toys and Play

Our kindergarten students became "toy experts" as they learned to discuss and describe toys, and write opinions or informational pieces about their preferred toys. Here they share their learning experiences with family and friends through their culminating Celebration of Learning.






Community Circle Recognition

November's Community Circle was all about celebrating character in action! Ten students were honored as Entheos Exemplars for leading by example in Excellence, Leadership, and Service to Others. Our Special Education teachers also recognized Ms. Jamison with a Worker Bee Appreciation award for the incredible support and dedication she brings to our middle school students every day. Way to go, everyone!





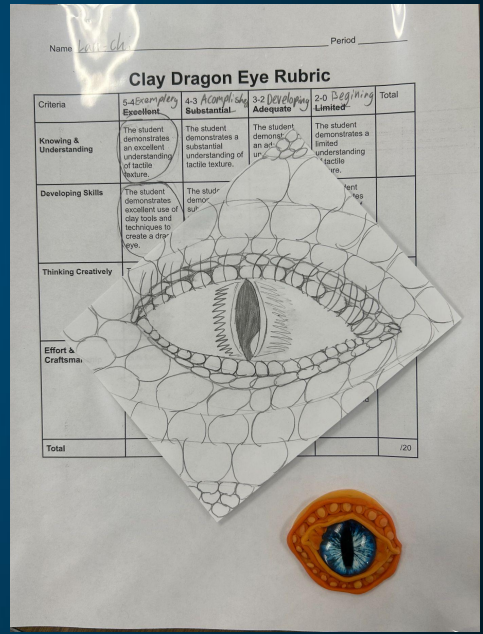
Electives in Action: 3D Art

Creativity is taking shape in Ms. Whitley's 3D Art class! Students have been sculpting, carving, and molding raw materials like soap and clay into expressive, one-of-a-kind works of art, exploring texture, dimension, and detail every step of the way.



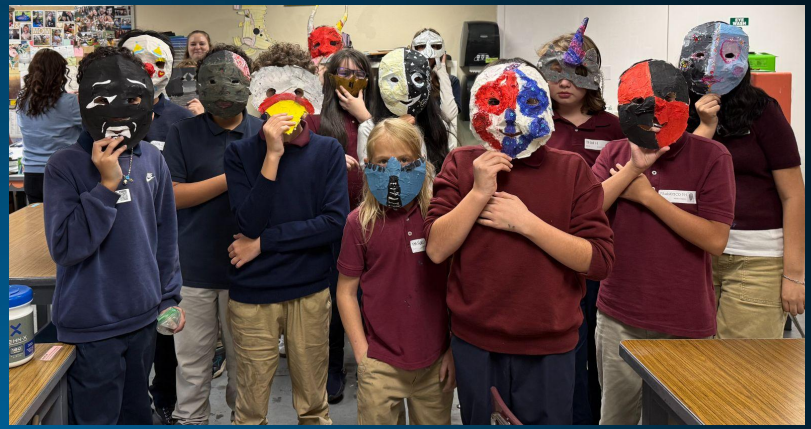






Middle School Discovery

Hands-on creativity is thriving in our Middle School Discovery classes! Students have been exploring new hobbies and artistic skills through mask making, cake decorating, needle felting, jewelry making, piñata making, and more! A huge thank you goes out to our community members who lead these classes, and especially to our Discovery staff for their efforts in bringing these experiences to fruition.











ENTHEOS ACADEMY

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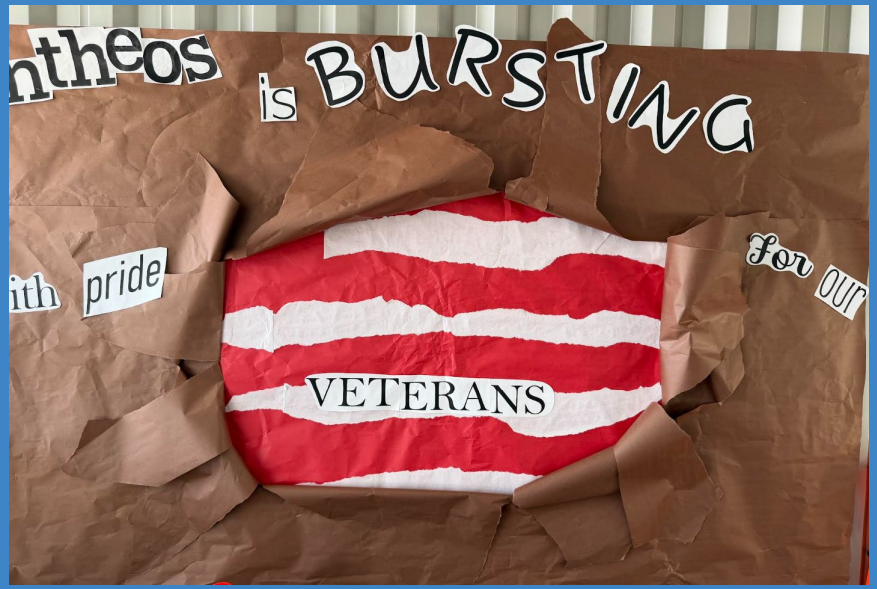
Entheos Magna Director's Report

November 2026

PCO

- *PCO is gathering mini pies for our Staff members for the month of November.*





Service Learning

- Mrs. Mair's class wrote thank you notes to the firefighters. She is reaching out to her brother-in-law who is a firefighter for WVC to have him arrange a demonstration from the fire department and then they will give them the letters.
- Mrs. Mair's class is doing a sock drive for the Road Home (flyer attached)
- Kindergartners got to help make toy cars with Tiny Tim's Foundation for kids as part of their **Toys & Play Expedition** (photos)







Service Learning

The Lead & Serve classes:

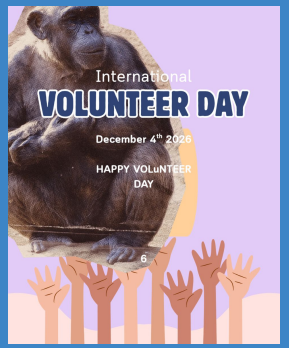
- Helped set up tables and bag apples for the Mobile School Pantry
- Started reading to the kindergarten classes and playing ABC games with them. This will be ongoing with each class being visited once or twice a month. (photos attached)
- Made posters to hang around both campuses to get students excited about International Volunteer Day (December 4th) (poster attached)
- Are making compliment/uplifting paper chains for Seniors at The Beehive Home Magna assisted living center and thankful/compliment paper chains for teachers
- Are practicing leadership skills through contacting people to set up service opportunities. This includes contacting: Esther, Mr. Bennion, Mrs. Mathews, talking to the office, Antonio, and Jen Chavez, emailing teachers, presenting to the morning teacher circle up, and calling community organizations (with supervision)

- Mrs. Mair's class is doing a sock drive for the Road Home (flyer attached)













Staff Spotlight

Cecilia Walker - 4th Grade



Cecilia joined Entheos this year and spent part of her summer getting her classroom ready. She brings patience to her work and reaches out when she needs support. What she's proudest of so far is the trust she's built with her students. Some of those relationships took time and persistence, and she's seen that work pay off as students make better choices and come to class more ready to learn.

One of her favorite moments was watching her fourth graders cheer on the kindergarteners at their Celebration of Learning. They brought plenty of energy and showed what leadership can look like when you use it to make someone else feel celebrated.

Outside of school, her partner's mom is teaching her how to cook Mexican food. She calls it a work in progress, with delicious results when it comes together. On a free Saturday, she's sleeping in until 10 a.m. and making a Costco run with her brothers and dad.

Staff Spotlight

Kate Buchanan - Art



From kindergarten through eighth grade, students in Kate's art room gets to bring their own interests into what they make. Her Pop Art posters are a repeat request. Students draw something they love from pop culture and experiment with color schemes as they build their drawing skills. One of her favorite moments came when a student learning two-point perspective asked for a bigger challenge. She showed him three-point perspective, and he went on to teach himself four- and five-point perspective and create artwork on his own.

That same care shows up in how Kate works with our staff. She takes pride in her teaching, looks for ways to improve, and is someone we can count on to lend a hand.

Outside of school, you might find her singing karaoke or going to a concert. If someone offered her a free lesson, she'd choose surfing or mosaic art.

Staff Spotlight

Charlene Pututau - Librarian



Students look forward to their next adventure in Charlene's library. They especially love *Meet the Author*, where they get to recommend authors and learn more about the people behind their favorite books. On a good day, you'll find children reading, listening to stories, making up their own, or taking a quiet moment to relax.

Charlene finds playful ways to get students excited about reading. She also makes the library a place where adults like to stop by, and she's quick to help when a colleague needs a hand.

Outside of school, her ideal Saturday is spent reading by a pond or walking along a creek. "Water is my happy place," she says. Her local food recommendation is Casademal for birria tacos.

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.

Currently implementing PD on Immediacy behaviors to increase engagement in the classroom.

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.

Just finished first round of Crew observations. We have some amazing crews that implementing student-led crews already; including Kindergarten!

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.

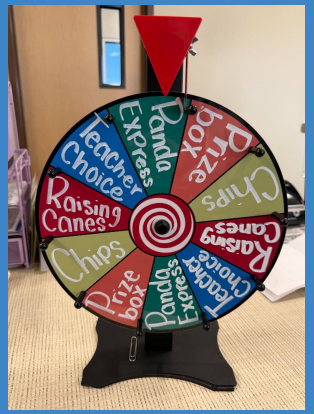
HQW Crew is focusing on building and using quality rubrics.

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.

We have several attendance incentives going on for our students; including the class Prize wheel for our top attendance winners.



Veterans Day Program









Veterans on Staff



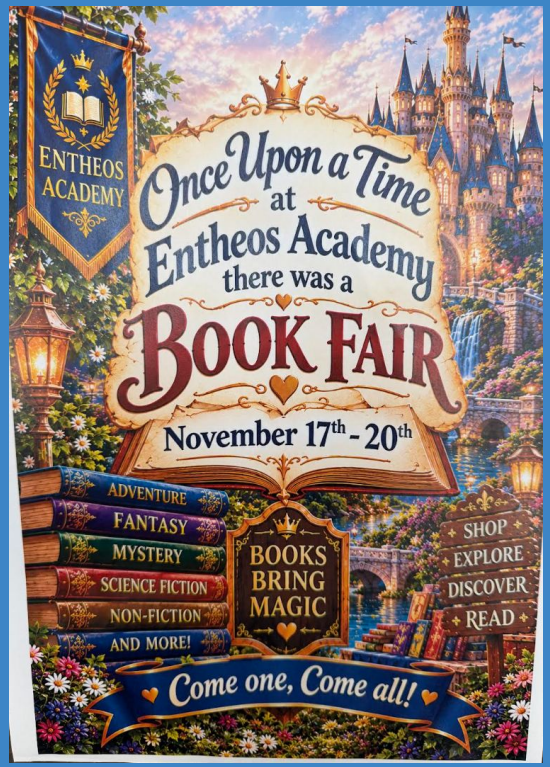
Army
Specialist
Kayla
Stowe

13th Bravo
Army
David
Penaloza



Come one, Come All to the Book Fair

November 17-20





2nd Grade Butterfly Museum











ENTHEOS ACADEMY
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Entheos Academy
Financial Summary
As of 10/31/2026
33% through the year

redapple FINANCIAL

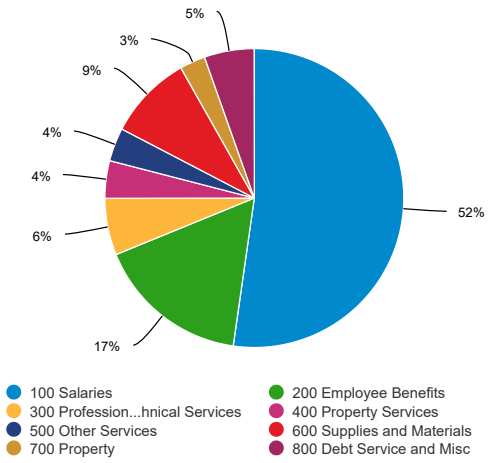
Financial Summary

	Category	YTD Amount	Total Budget	Total Forecast	% Target	% Forecast
Revenue	(3 School Category records)					
	1000 Local Revenue	**$211,067**	$445,350	$447,644	22.1%	47.2%
	3000 State Revenue	**$4,763,693**	$13,882,997	$13,906,854	33.3%	34.3%
	4000 Federal Revenue	**$101,903**	$989,226	$996,400	0.0%	10.2%
TOT		**$5,076,663**	**$15,317,573**	**$15,350,898**		
Expense	(9 School Category records)					
	100 Salaries	**-$2,056,242**	-$6,876,000	-$6,876,000	28.0%	29.9%
	200 Employee Benefits	**-$686,698**	-$2,179,713	-$2,179,713	32.5%	31.5%
	300 Professional and Technical Services	**-$221,805**	-$808,300	-$808,300	4.9%	27.4%
	400 Property Services	**-$262,708**	-$529,060	-$534,201	9.5%	49.2%
	500 Other Services	**-$138,387**	-$475,000	-$475,000	0.8%	29.1%
	600 Supplies and Materials	**-$400,359**	-$1,207,491	-$1,207,491	-0.0%	33.2%
	700 Property	**-$193,575**	-$365,000	-$365,000	-0.0%	53.0%
	800 Debt Service and Misc	**-$222,133**	-$709,544	-$709,770	29.2%	31.3%
	900 CapEx & Extra Ordinary		$0	$0		
TOT		**-$4,181,907**	**-$13,150,108**	**-$13,155,475**		
TOT		**$894,756**	**$2,167,465**	**$2,195,423**		

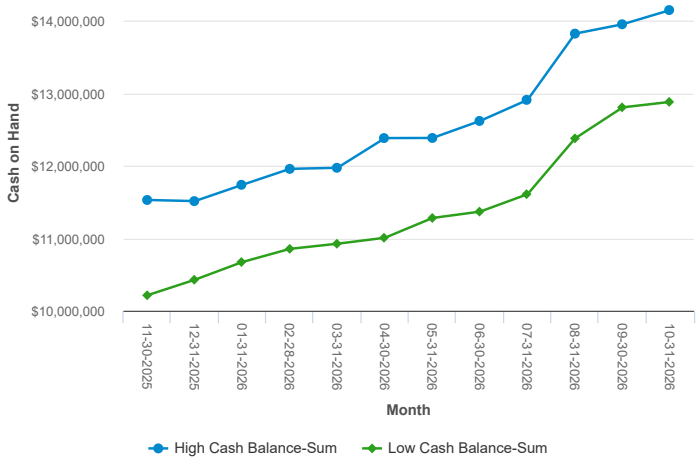
Financial Metrics

	Financial Metric	Covenant	Target	Forecast
	Net Income		398,565	2,195,424
	Operating Margin		4.5%	14.3
	Debt Service Ratio	1.10	1.37	4.5
	PTIF Balance			10,911,735
	Unrestricted Days Cash	30	150	411
	Restricted Cash			343,696

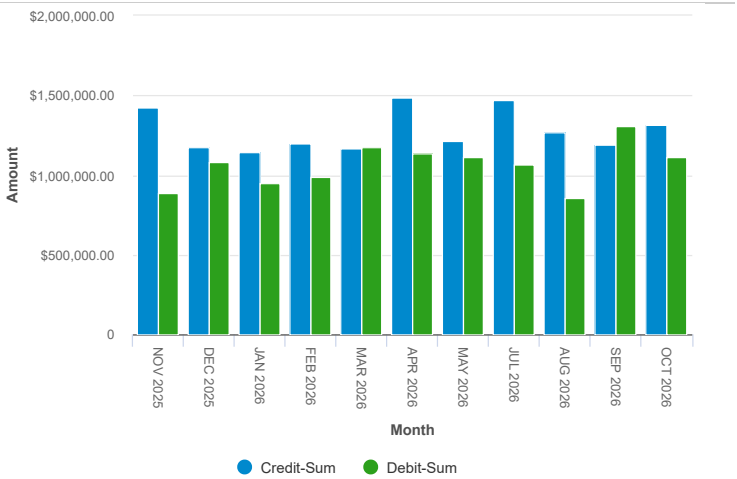
Expense Distribution



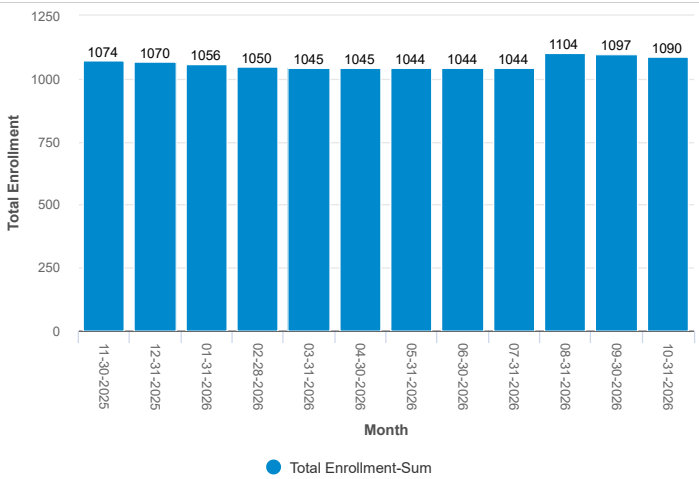
Cash Balance



Revenue vs Expenses



Enrollment Trend



ENTHEOS ACADEMY

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3201 Fundraising Policy

Policy

~~At~~ Entheos Academy does~~Academy~~, ~~we do not~~ not participate in the typical "fundraising sales" approach used in many schools. Entheos does not allow students to participate in door-to-door sales or ask students to approach their friends and family to sell products where little proceeds make it back to the school; this includes events where families are encouraged to patronize a specific business on a particular day or night in exchange for a small percentage of the proceeds.

Entheos encourages parents to participate in quiet fundraising programs such as ~~Amazon Smile,~~ Smith's Community Rewards~~,~~ and Box Tops for Education. These programs require little time and help raise~~do not require much time and will help earn~~ money for our school. Check with the director to see which programs our school is currently enrolled in. All other fundraising programs/events will be approved at the director's discretion.

All staff, students, or other groups **must** obtain the director's approval before moving forward with any fundraising activity.

ENTHEOS ACADEMY

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7102 Asbestos Hazard Declaration

~~Dear parents, teachers, and employees:~~

In 1986, Congress passed the Asbestos Hazard Emergency Response Act (AHERA). AHERA is a provision of the Toxic Substances Control Act. It requires that local education agencies (LEA) such as Entheos Academy inspect for asbestos - containing building materials, prepare and maintain up-to-date AHERA Management Plans, and notify occupants of the plan on a yearly basis. All of this in an effort to prevent the exposure of asbestos to the occupants of our school buildings

Our architects and builders have certified that no asbestos-containing~~asbestos containing~~ materials were used in the construction of Entheos Academy's buildings; therefore, no asbestos-containing materials were identified. We will remain alert to ensure~~continue to be alert to ensure that~~ asbestos-containing materials do not pose a hazard to our students and staff.

Entheos Academy's AHERA Management Plan is available for review in the main office and has been submitted to the Utah Department of Environmental Quality/Division of Air Quality.

ENTHEOS ACADEMY DISTRICT CALENDAR

2027-2028

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

Kearns Campus 801.417.5444
Magna Campus 801.250.5233

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
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		

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
Feb. 28 - 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

Statement of Qualifications For:

Nature-Based Outdoor Learning & Play Environments for the Entheos Academy







Prepared by
G. Brown Design, Inc.

October 16, 2026

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October 16, 2026

Sue Talmadge, Procurement Officer
Entheos Academy
sue.talmadge@entheosacademy.org

RE: Statement of Qualifications — Entheos Nature-Based Outdoor Learning & Play Environments

Dear Ms. Talmadge and Members of the Selection Committee:

G Brown Design is pleased to submit our qualifications to serve as Entheos Academy's Lead Landscape Architect and overall project coordinator for the nature-based outdoor learning and play environments at the Kearns and Magna campuses.

This is the kind of work we enjoy most. For more than two decades, G Brown Design has planned and designed parks, playgrounds, recreation areas, trails, and outdoor environments throughout Utah, with experience on more than 100 park and open space projects. Our work includes the inclusive destination playground at Magna Regional Park, just a few miles from your Magna campus. Additionally, our firm has designed over 25 parks & open spaces for Daybreak Village 2 & 3 developments. We designed Summit Park in Taylorsville, where playgrounds, trails, native planting, gathering spaces, and recreation were integrated into the site's natural topography. These projects reflect an approach that looks beyond individual pieces of equipment and uses the entire landscape to create opportunities for movement, exploration, challenge, gathering, and play.

Entheos's vision immediately resonated with us. We understand you are looking for more than a playground designer. You need a design professional who can understand both campuses as complete environments, identify opportunities and constraints, and turn an educational vision into a realistic plan for implementation. Entheos's emphasis on Adventure, Excellence, Leadership, and Individuality also aligns well with the types of outdoor environments we strive to create.

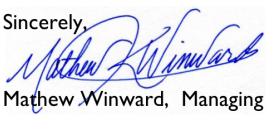
Our approach would begin with a careful evaluation of each campus followed by a cohesive master planning process that establishes priorities, identifies site challenges early, and clearly defines what can be accomplished with current funding and what should follow in future phases. We will also look ahead at drainage, grading, utilities, irrigation, accessibility, circulation, and other infrastructure so improvements made today support future development.

From master planning through construction, G Brown Design will serve as Entheos's primary design professional. We will coordinate the professional team, refine construction cost estimates as the design develops, assist through procurement, and remain actively involved through construction and project closeout. Our role is to identify issues early, communicate clearly, and help Entheos make informed decisions about design, priorities, phasing, and investment.

Joseph Wing will serve as Project Manager and lead the day-to-day design and coordination of the project, supported by Mike Wonenberg, our Principal of Design. Mathew Winward will serve as Principal in Charge and primary contact for this Statement of Qualifications and is authorized to represent and bind the firm.

We appreciate the opportunity to be considered. We believe G Brown Design's combination of creative site design, playground and recreation experience, technical expertise, cost awareness, and hands-on project management makes our team particularly well suited to help Entheos transform the Kearns and Magna campuses into outdoor environments that encourage students to move, explore, learn, connect with nature, and enjoy being outside while remaining safe, durable, maintainable, and practical to operate for many years.

Sincerely,



Mathew Winward, Managing Principal

G.B:D

FIRM INFORMATION

FIRM
G Brown Site Architects, Inc.
d/b/a G Brown Design, Inc.

ADDRESS
678 East Vine Street
Suite 10
Murray, Utah 84107

PRIMARY CONTACT
Mathew Winward, PLA
Principal in Charge

TELEPHONE
801.575.6066

EMAIL
mwinward@gbrowndesign.com

AUTHORIZED REPRESENTATIVE
Mathew Winward
Managing Principal

UTAH PROFESSIONAL LICENSES
Mathew Winward, PLA
#5083714-5301

Mike Wonenberg, PLA
#7456909-5301

Joseph Wing, PLA
#11625477-5301

UTAH BUSINESS REGISTRATION
Utah Division of Corporations Entities:
#7298639-0142
DBA:
#7882711-0151

G.BROWN:DESIGN INC
SITE AND LANDSCAPE ARCHITECTS

678 East Vine Street, Suite 10
Murray, Utah 84107
p.801.575.6066

113
Parks & Open Space Projects

67
Master Planning + Detailed Design

24
Years In Business

G Brown Design Parks & Open Space







G BROWN DESIGN

G Brown Design is a Utah based site design, landscape architecture, and planning firm located in Murray. For 24 years, our practice has focused heavily on parks, playgrounds, recreation facilities, campuses, trails, and public landscapes. We take projects from initial programming and site analysis through master planning, detailed design, construction documentation, bidding, and construction.

Parks, playgrounds, and outdoor recreation are a major part of what we do. G Brown Design has completed 113 park and open space projects, including 67 projects that advanced through master planning and detailed design. Our staff includes six licensed landscape architects with experience in creative site and playground design backed by the technical expertise needed to carry those ideas through construction.

RELEVANT EXPERTISE

Nature Play + Outdoor Learning Our work goes beyond placing playground equipment within a defined play area. At Deer Hollow Nature Park, G Brown Design transformed a retention basin into a nature play environment using boulders, logs, native planting, a natural stream, sand, and changes in grade. At Brookside Park, children manipulate gates to dam and divert water, combining play with exploration, discovery, and cause and effect learning. Our experience also includes an outdoor classroom and nature play master plan for Wasatch Waldorf Charter School.

Creative Site + Playground Design We design the entire site as part of the experience. Landform, circulation, planting, water, materials, custom features, and manufactured play equipment are considered together rather than as separate pieces. At Summit Park, playgrounds and recreation are woven into existing landforms and native planting. At Utah Lake State Park, boulders, accessible paths, planting, and naturalistic play equipment connect the playground to the character of the shoreline.

Inclusive + Developmentally Appropriate Play Our playgrounds provide different ways to participate and different levels of challenge. Provo's Unlimited Play Center combines preserved mature trees, play mounds, sand, sensory elements, custom play features, and manufactured equipment to support collaborative, sensory, and unstructured play for children of different ages and abilities. Magna Regional Park provides another nearby example of inclusive play designed around varied levels of challenge.

Complex Sites + Phased Implementation At Summit Park, G Brown Design integrated upper and lower playgrounds, trails, native planting, gathering areas, and recreation into a former landfill site with significant topography. The park is being implemented in phases so each phase works on its own while contributing to the complete vision. Our technical site design experience includes grading, drainage coordination, planting, irrigation, accessibility, and infrastructure planning so creative ideas remain buildable and practical to maintain.









SCHOOLS + PUBLIC ENTITIES

The majority of G Brown Design's work is for public clients, including cities, counties, state agencies, schools, colleges, universities, and other public organizations. We understand public procurement, competitive bidding, phased funding, stakeholder involvement, public accountability, and the long term maintenance responsibilities that remain after construction.

Our school experience includes Wasatch Waldorf Charter School, the Kearns High School Landscape Improvements Master Plan, Vista Elementary School, and Valley Junior High School. At Valley Junior High, construction methods and sequencing were specifically considered to reduce hazards while school remained in session.

Our higher education experience includes ongoing work for the University of Utah, Salt Lake Community College, Weber State University, Snow College, and other institutional clients. G Brown Design has provided landscape architecture services for the University of Utah's Water Wise Program since 2012, with work across more than 23 campus sites.

UTAH EXPERIENCE

G Brown Design has extensive experience throughout Utah and particularly along the Wasatch Front. Our team understands the region's climate, soils, water limitations, plant materials, construction practices, maintenance realities, and permitting environment. We also know the communities surrounding Entheos. Our work includes Magna Regional Park near the Magna campus, Kearns High School near the Kearns campus, and numerous projects in Taylorsville, West Valley City, West Jordan, Salt Lake County, Herriman, North Salt Lake, and surrounding communities. That local experience allows us to pair creative ideas with a practical understanding of what performs well in Utah over time.

MANAGING MULTIDISCIPLINARY DESIGN TEAMS

G Brown Design regularly serves as the prime consultant and Lead Landscape Architect for projects requiring civil engineering, surveying, geotechnical engineering, structural engineering, electrical engineering, architecture, and other specialty disciplines. Our role is to provide one clear point of responsibility for the client while coordinating the work behind the scenes. We establish the overall site vision, identify when specialized expertise is needed, define the interfaces between disciplines, resolve conflicts, and bring the individual consultant documents together into one coordinated project.

This is the same role Entheos is asking its selected Landscape Architect to provide. G Brown Design is prepared to lead that process from the first campus assessment through construction completion.









PROVO UNLIMITED PLAY CENTER AT NORTH PARK

Provo, UT

***Size**: 1.5 acres*

***Owner:** Provo City Parks & Recreation*

***Contact:** Rylee Snelson, Parks Project Supervisor - 801.852.6606*

***Start/End Date**: Feb. 2018 - June 2021*

***Bid Date: N/A** - Owner Constructed*

***Project Budget:** $1 Million*

G Brown Design designed a new all-inclusive playground to replace the aging play equipment at Provo's North Park. Preserving the park's large existing trees added complexity, but also created some of the project's best play opportunities, but it also created the project's best play opportunities, including integrating play equipment with the preserved trees and giving children opportunities to interact with nature as they explore the play areas.

The key objective of the project was to develop a playground that provides equitable play for individuals of all ages and abilities. Guided by principles of inclusive playground design, it addresses social access as well as physical access, so children of different abilities and ages can play together. The design provides a variety of play opportunities and graduated levels of challenge, with a focus on collaborative, sensory, and unstructured play. It was built to blend natural elements like trees, play mounds, and sand with manufactured equipment. This unique playground includes:

- Musical Sensory Area
- Custom Concrete Embankment Slide
- Electronic Pulse Play
- Sand Play Areas
- Custom Tree Net Structure
- Zip Lines with Molded High-Back Seats
- Variety of Swing Types
- Play Mounds
- Whimsical Hobbit Doors

G Brown Design led a multidisciplinary team of consultants that included civil, electrical, and structural engineers, as well as an inclusive playground design expert. In 2022, the project received a Utah ASLA Merit Award in the design category.

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www.gbrowndesign.com









UTAH LAKE STATE PARK

Provo City, UT

Size: *2.98 acres*

Owner: *Utah Division of Natural Resources*

Contact: *Josh Holt, Utah DNR*
801.375.0731

Start/End Date: *May 2023 - November 2024*

Project Budget: *$1.5 Million*

Utah Lake State Park reimagined the park's shoreline day-use area. A new playground and walking path give families a reason to stay at the water's edge and give children a place to play that reflects the surrounding landscape. G Brown Design served as landscape architect, developing the site layout and materials plan with pathways, playground surfacing, curbing, boulder retaining walls, and site furnishings, along with full planting and irrigation design. Natural materials such as boulders were used to handle grade changes and tie the play area into the shoreline landscape, and the pathways and surfacing provide accessible routes to the playground and along the shore.

G Brown Design collaborated with PlaySpace Designs to incorporate naturalistic playground equipment that mimics local wildlife and themes, connecting children to the nature of Utah Lake as they explore the play area.

G Brown Design worked alongside prime consultant MSR Design and civil engineer CRS Engineers on behalf of the Utah Department of Natural Resources and DFCM State of Utah to deliver conceptual plans, construction documents, and construction-period services. Working within a multidisciplinary team for two state agencies, G Brown Design coordinated the landscape, playground, planting, and irrigation work with the architecture and civil disciplines, and stayed involved through construction to see the design built as intended.

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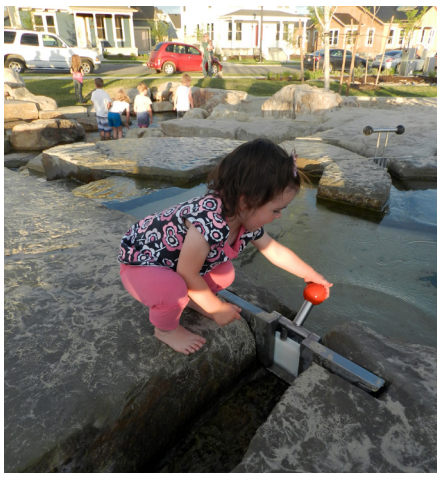

BROOKSIDE PARK MASTER PLAN & IMPLEMENTATION

South Jordan, UT

Size: *13 acres*

Owner: *Daybreak Development*

Contact: *Stephen James, Planning/Community Design Manager, 801.209.1673*

Start/End Date: *May 2012 - Sept. 2014*

Project Budget: *$3 Million*

Design Build Team: *ValleyCrest Construction, Perigee Consulting (Civil), Utah Waters Edge (Interactive Water & Creek Feature)*

G Brown Design developed the Brookside Park Master Plan, which was later used to create detailed construction documents. Two major components of this 2015 Utah ASLA Honor Award-winning park are the interactive water feature and the playground.

The interactive water feature has numerous channels with various types of gates to dam and divert stream flows, and it serves as the headwaters for a 2,200-linear-foot brook that meanders through the park. Children can open and close the gates themselves and watch how their choices change the flow downstream, a hands-on lesson in cause and effect. The water channel also recirculates water to refill the adjacent man-made Oquirrh Lake.

The unique playground incorporates grade changes and natural materials (stone, water, sand, and natural plantings) to create a connection to nature, offer sensory-rich experiences, and promote imaginative play.

Custom play features are combined with traditional play equipment to maximize play value by encouraging both unstructured and collaborative play. The playground's different terraces give children of different ages and abilities graduated levels of challenge and opportunities to explore and gain confidence.

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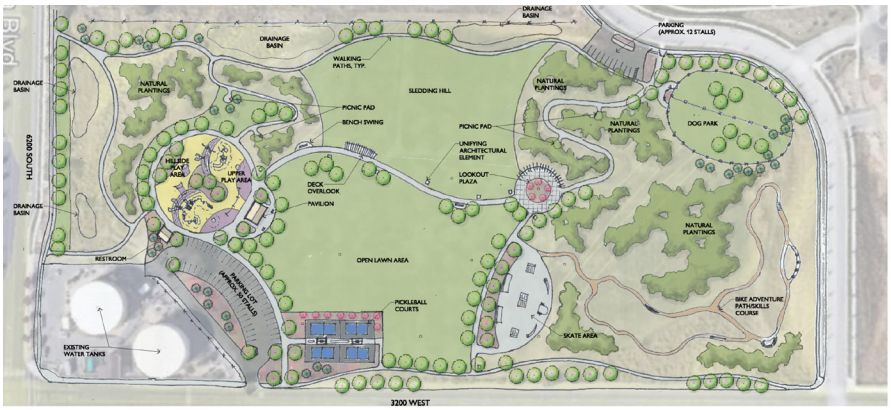





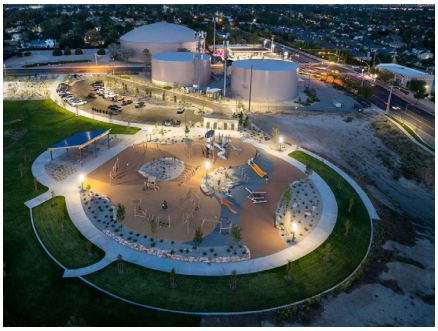





Summit Park Phase 1 & 2

Taylorsville, UT

Size: *19.5 Acres*

Owner: *Taylorsville City*

Contact: *Ben White, City Engineer*
801-293-8344

Start/End Date: *Jul. 2023 - Oct 2026*

Project Budget: *$8 Million*

Sub-consultant: *Envision Engineering, Perigee Consulting, and Spohn Ranch.*

G Brown Design provided programming, park master planning, site design, grading, planting design, irrigation design, and construction-period services for Summit Park. The project included park planning, amenity placement, and design recommendations that responded to the site's unique topography and long-term recreational goals. The master plan is being built in phases, so each phase delivers usable amenities to the community while fitting the long-term vision.

The master plan for Summit Park was developed on a former landfill site with significant natural topography. The design incorporated park amenities into a naturalistic setting featuring meandering walking paths, bike trails, and native plantings surrounding areas of manicured lawn. Amenities include Pickleball courts, upper and lower playgrounds, picnic areas, a pavilion, a restroom, skate elements, a bike skills course, small and large dog parks, and a lookout plaza.

G Brown Design provided detailed site planning and grading to integrate the park amenities with the existing landforms while creating a cohesive park experience that supports a variety of recreational opportunities and passive use areas. The upper and lower playgrounds sit at different elevations and grading tie them together into one connected experience, with multiple opportunities to expand the play areas within the already proposed grading.

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DEER HOLLOW NATURE PARK

NORTH SALT LAKE, UT

Size: *0.75 acre*

Owner: *City of North Salt Lake*

Contact: *TJ Riley - Parks Superintendent*
801-381-6585

Start/End Date: *April 2015 - August 2016*

Project Budget: *N/A - City constructed*

Design Fee: *$8,000*

G Brown Design worked closely with the City of North Salt Lake on this design-build project to redevelop a large retention basin into a unique neighborhood park. A main objective of the park is to provide opportunities for nature play. G Brown Design developed a plan that features boulder climbing areas, a large "fallen tree," log stump steps, and an embankment slide intermingled with mature trees and native plantings. Children climb, balance, and slide on natural elements that offer real but manageable challenges that build confidence. Because of the city's needs, G Brown Design kept the details simple to construct and durable enough to maintain for years.

As a retention basin, the site had an existing (although buried) natural stream. To take advantage of this opportunity, G Brown Design integrated this naturally supplied water into the design, creating a meandering stream for children to explore, with log bridges crossing it and a sand pit nearby. The basin still serves its stormwater role, showing how a drainage area can become one of the best places in a neighborhood to play.

Project elements include:
•Custom natural playground
•Fallen tree
•Log steps
•Natural stream
•Log bridges
•Sand pit
•8' tall embankment slide

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MATHEW K. WINWARD, PLA, ASLA
MANAGING PRINCIPAL



Mathew Winward is a Licensed Landscape Architect (PLA) and Principal with G Brown Design with 26 years of experience. Mathew has a broad range of experience that includes Park Master Planning & Design, Playground and Splash Pad Design, Sports Fields (both Natural & Artificial Turf), Trails/Trailheads, and Water-Wise Planting and Irrigation Improvements. Mathew is experienced in the use of native and adaptive plants. He is a knowledgeable irrigation designer and has taught the irrigation section of the Residential Landscape Design Course for the University of Utah Lifelong Learning Program.

While at G Brown Design, Mathew has directed design for 100's of projects. Mathew recently directed design for the Taylorsville Park Renovation, the Summit Park, and the Valley Regional Park Master Plan update. He was also Principal-in-Charge of the SLCO Magna Regional Park, Centerville Island View Park Renovation, Provo All-Abilities Park (Inclusive Playground), and SLCO Lodestone Park. Each of these projects includes a wide variety of passive and active recreation amenities such as playgrounds, paths and trails, sports fields, and post-tension pickleball, tennis, and basketball courts.

Recognized as a skilled problem solver, Mathew expertly guides clients through their most complex and difficult projects. His extensive skill set encompasses both technical proficiencies, essential for directing design for multiple artificial turf and natural turf sports fields, and the creative expertise particularly evident in his direction of custom playground design, including inclusive playground design and nature play.

Education: Bachelor of Landscape Architecture and Environmental Planning, Utah State University
Liberal Arts and Sciences Certificate, Utah State University - 2000

Licensure: Licensed Landscape Architect, Utah (5083714-5301), Idaho, Wyoming
CLARB Certified

- **Relevant Project Experience (Past 3 years):**
- Windsor Park, West Haven, UT (PR)
- Hatch Park Renovation, North Salt Lake, UT (PR)
- Taylorsville Park Renovation, Taylorsville, UT (PR)
- Summit Park, Taylorsville, UT (PR)
- SLCO Murray Artificial Turf Sports Fields, Murray, UT (PR/PM)
- Taylorsville Pickleball Courts (10 courts at 3 Sites), Taylorsville, UT (PR)
- West Jordan Wheels Park Bike & Skate Park (PR)
- Juniper Canyon Recreation Open Space, Herriman, UT (PR) - Bike Playground and Trails
- Hunter Park Renovations, WVC, UT(PR)
- Butterfield Canyon Trailhead Regional Park, Herriman, UT (PR)
- Hunter Park Irrigation Replacement
- Creekside Park Irrigation Upgrades

Relevant Project Experience (older than 3 years):

- Mapleton Bike Park, Mapleton, UT (PR)
- Cedar Hills Heritage Park Renovation (PR)
- SLCO Magna Regional Park Master Plan & Phase 1, Magna, UT (PR) – Inclusive Playground, Splash Pad
- SLCO Lodestone Park & Sports Fields, West Valley City, UT (PR)
- West Jordan Maple Hills Park Master Plan & Phase I Implementation, West Jordan, UT (PR) – playground, pathways, bike adventure course
- Provo's Unlimited Play Center at North Park, Provo, UT (PR) – inclusive playground
- Prevadel Park Master Plan, West Haven, UT (PR)
- Island View Park Renovation Master Plan Update & Implementation – Phase 1& 2, Centerville, UT (PR)
- Quinns Junction Recreation Complex and Ice Sheet, Park City, UT (PLA)
- Country Park Master Plan, West Haven, UT (PR)
- Brookside Park, Daybreak Community Development, South Jordan, UT (PR)

(PR): Principal In-Charge (PM): Project Manager (PLA): Project Landscape Architect

MIKE WONENBERG – PLA

PRINCIPAL



Mike is a Licensed Landscape Architect with 25 years of experience planning and designing parks, trails, recreation, sports, and civic spaces. Mike has been the project manager for five of the firm's award-winning projects.

Mike has a passion for designing unique outdoor spaces that maximize a site's potential to become an asset to the surrounding community. Mike brings a diverse background of project experience working on parks, recreation facilities, splash pads/water features, pools, and sports courts. This distinctive blend of creating community amenities and practical landscapes strikes a balance between form and function. Most recently, Mike was the project manager for North Salt Lake City's Hatch Park Master Plan & Phase 1 Design (Approx. $18 million construction budget), which includes 2 playgrounds, public plaza spaces, a softball field, water features, pickleball courts, pathways, custom pavilions & pergola, fire feature, and 75' tower. He also developed the designs for over 30 parks/open spaces in Daybreak that included pools, tennis courts, and destination playgrounds.

Mike's desire for the development of creatively designed site elements, combined with his proven strength in conceptual design, site design, construction documentation, project coordination, and construction administration, ensures the project vision becomes a built reality.

Education: Bachelor of Science in Landscape Architecture, University of Idaho
Associates Degree in Liberal Arts, College of Southern Idaho (included life sciences)

Licensure: Licensed Landscape Architect, Utah (#7456909-5301)

Relevant Project Experience (Past 3 years):

- Hatch Park Master Plan & Phase 1, NSL, UT (PM)
- Utah Lake State Park Playground, Provo, UT (PM)
- Jackson Flats Reservoir Open Space Master Plan, Kanab, UT (PM)
- City Park Pickleball Courts, Hurricane, UT (PM)
- Cherry Ridge Bike Park, Springville, UT (PM)
- Mapleton Bike Park, Mapleton, UT (PR)
- Grantsville Pickleball Courts, Grantsville, UT (PM)
- Panaca Pioneer Park, Panaca, NV (PM)
- Muirfield Park Expansion, Heber, UT (PR)
- Coyote Springs Park, Heber, UT (PR)
- Fort Utah Park Improvements Master Plan, Provo, UT (PR)
- Juniper Canyon Recreation Master Plan, Herriman, UT (PM)
- Tunnel Springs Park, North Salt Lake, UT (PM)
- Deer Hollow Park, North Salt Lake, UT (PM)
- Spring House Amenity Center, South Jordan, UT
- Provo Unlimited Play Center at North Park (PM)
- Lodestone Regional Park Master Plan Update & Ph II Implementation, West Valley, UT (PLA)
- Spring Creek Park, Highland, UT (PM)
- Brookside Park, Daybreak Community Development, South Jordan, UT (PM)
- Rotary Park Tennis and Pickleball, Provo, UT, (PR)
- Daybreak Village II & III Parks and Open Spaces *(over 30 Daybreak parks total), South Jordan, UT (PM)*

Relevant Project Experience (older than 3 years):

- Dry Creek Recreation Area/Waterfront Park (PM)
- SLCo Magna Regional Park, Magna, UT (PLA)
- Island View Park Ph I-II, Centerville, UT (PM)

(PR): Principal In-Charge (PM): Project Manager (PLA): Project Landscape Architect

JOSEPH WING - PLA
SENIOR ASSOCIATE



Joseph has 17 years of experience in the landscaping and construction industries. He has been involved in a variety of projects including community parks, schools, retail/commercial developments, religious facilities, and residential design. Joseph's skills include site planning and design, planting and irrigation design, construction documents, 3D renderings, and project management.

Joseph is the project manager for the Hunter Park Maintenance Plan and Taylorsville Park Renovation that are nearing completion. He was also the project manager for design of the Olympus Park Maintenance Plan, Taylorsville Summit Park, and the Juniper Canyon Recreation Open Space and Trailhead. Joseph also was Project Manager for the Hunter Park Baseball 4-Plex irrigation replacement that was completed in June of 2024.

Joseph's project management experience encompasses full management responsibilities such as day to day coordination with clients, management of a wide range of sub-consultants, and managing project budgets, tasks, and staffing. His experience includes work on a wide variety of small neighborhood parks and large-scale parks such as Magna Regional Park where he assisted with construction documents and produced 3D modeling for the playground and splash pad. Joseph was also involved in Provo City's Unlimited Play Center at North Park and developed 3D renderings and fly through videos used as part of the city's fundraising efforts.

Education: Bachelor of Landscape Architecture & Environmental Planning, Utah State University.
Licensure: Licensed Landscape Architect, Utah, #11625477-5301

Partial List Relevant Project Experience (Last 3 years):

- Herriman Historic Park Master Plan (PM)
- Taylorsville Park Renovation, Taylorsville, UT (PM)
- Summit Park Master Plan and Ph 1 & 2 Detailed Design, Taylorsville, UT (PM)
- Hunter Park Renovations, WVC, UT (PM)
- Creekside Park & Irrigation Improvements, Holladay, UT (PM)
- Hunter Park Irrigation Replacement, WVC, UT (PM)
- Hatch Park Renovation, PLA
- Butterfield Canyon Regional Park Trailhead, Herriman, UT (PM)
- Taylorsville Pickleball Courts (10 courts in 3 parks), Taylorsville, UT (PM)
- Windsor Park Master Plan, West Haven,
- UT (PM)
- Juniper Canyon Recreation Open Space, Herriman, UT (PM)

Other Relevant Project Experience (Older than 3 years):

- Magna Regional Park, Magna, UT (PLA)
- Lodestone Park Phase IV Sports Field and Parking Lot Addition, West Valley, UT (PLA)
- Dry Creek Recreation Area, Lehi, UT (PLA -Design Support)
- Rotary Park Tennis and Pickleball Courts Addition, Provo, UT (PLA)
- Daybreak Spring House Village Amenity Center (4 Pickleball Courts), (PM)
- Island View Park, Centerville, (PLA)
- Spring Creek Park, Highland, (PLA)
- North Park Unlimited Play Center, Provo, UT (PLA)
- Prevedel Park Master Plan, West Haven,
- UT (PM)
- North Salt Lake Eaglewood Fishing Pond (PLA)
- Maple Hills Park, West Jordan, UT (PLA)
- RKB Country Park Master Plan, West Haven, UT (PM)

(PM): Project Manager (PLA): Project Landscape Architect



Andrew Moran, PE | Senior Engineer

ABOUT ANDREW

With over 30 years of experience, Andrew has played a pivotal role in the development and execution of numerous civil engineering projects across Northern Utah. His extensive expertise spans infrastructure, land development, transportation, and municipal projects. Known for his technical proficiency and leadership, Andrew has successfully overseen all phases of project delivery, from initial design to construction management.

EDUCATION

BS Civil Engineering–Lehigh University (1993)

REGISTRATIONS / CERTIFICATIONS

Professional Engineer–UT # 4821540

Professional Engineer--WY #20352

RELEVANT PROJECT EXPERIENCE

- Junction Commons Master Plan, Park City UT
- Holladay City Hall Remodel, Holladay City UT
- SLC Fire Station #1, Salt Lake City UT
- Ida Cotton Park, Salt Lake City UT
- Madsen Park, Salt Lake City UT
- Juniper Canyon Trailhead Ph 3, Herriman UT
- Wasatch Peaks Ranch Single Family Residences (various), Morgan County UT
- Powder Mountain Single Family Residences (various), Eden UT
- Hyde Park Mixed-Use Development, Park City UT
- 3Parc Townhouses, Millcreek UT
- Hardage Apartments, Salt Lake City UT
- Town of Jackson Sewer, Jackson WY
- 105 E. Broadway, Jackson WY
- Shades Brewing, Evanston WY



Rob Law, PLS | Land Survey Manager

ABOUT ROB

Rob is the Land Survey Manager at Talisman Civil Consultants, bringing over 30 years of experience in the industry. He oversees mapping and the completion of all survey and platting work at the firm, along with conducting thorough document research and utility coordination for boundary and ALTA surveys. Rob's expertise is backed by an AAS in Geomatics and Survey Technology from Salt Lake Community College. His dedication and knowledge have been instrumental in the success of the survey department, ensuring precise and reliable results for every project.

EDUCATION

AAS Geomatics and Survey Technology - Salt Lake Community College (2015)

LICENSES

Professional Land Surveyor: UT (9679988-2201)

Professional Land Surveyor: CO (0038933)

Professional Land Surveyor: ID (6571390)

Professional Land Surveyor: NV (034899)

RELEVANT PROJECT EXPERIENCE

- Ogden Wonderblock Surveys, Ogden UT
- EngineHouse Development Surveys, Park City UT
- North Davis Sewer District 715 Highway 193 Easement, Davis County UT
- Pacificorp Survey and Staking Services, Various Locations, UT
- Japantown / 100 S. Reconstruction Surveys, Salt Lake City UT
- Housing Connect Various Surveys, Salt Lake City UT
- Madsen and Cotten Parks Survey, Salt Lake City UT
- This Is The Place Heritage Park Survey, Salt Lake City UT
- Powder Mountain Surveys, Eden UT
- Victory Ranch Staking, Heber UT
- Magna Golf Course, Magna UT
- Chalk Bluff ALTA and Topographic Surveys, Weld County CO



ANDREW M. HARRIS, PE

GEOTECHNICAL DIVISION MANAGER

AREAS OF EXPERTISE

- Geotechnical Studies
- Geologic Studies
- Seismic Analysis

PROFESSIONAL EXPERIENCE

Andy is the Geotechnical Division Manager and a senior geotechnical engineer in the CMT Ogden, Utah office. Andy is responsible for obtaining new work and ensuring that the work is completed in a responsive, responsible and reputable manner. He oversees the personnel assigned to the Geotechnical Division.

Andy experience includes all aspects of geotechnical engineering for all sizes of projects from single-family residential to multi-story high rise structures. Andy has served as a project geotechnical engineer for a variety of commercial, industrial and government projects. These include hotels, stores, communication towers, schools, dams, storage reservoirs, highways, streets, parking lots, pipelines, mining facilities, retaining structures, landslide mitigation, and geotechnical forensic engineering. This includes preparing the geotechnical study programs, the field work, the laboratory testing, the preparation of the report, and the construction consulting and observations.

CONTACT INFORMATION

EDUCATION

Bachelor of Science, Civil Engineerir
South Dakota School of Mines a Technology

REGISTRATIONS | LICENSES

Professional Engineer:
Utah No. 7420456-2202
Wyoming No. 12085
New Mexico No. 22944
Washington No. 52510

CMT TECHNICAL SERVICES

PROJECT EXERIENCE

PROVO RIVER DELTA GATEWAY PARK – PROVO, UTAH
CMT provided field exploration, laboratory testing, and engineering analysis on the new park.

FORT UTAH PARK IMPROVEMENTS – PROVO, UTAH
CMT provided field exploration, laboratory testing, and engineering analysis on the park improvements.

RAIL TRAIL IMPROVEMENTS – KAYSVILLE, UTAH
CMT provided field exploration, laboratory testing, and engineering analysis on the new trail.

PLEASANT VIEW PARK PICKLEBALL COURT COMPLEX – PLEASANT VIEW, UTAH
CMT provided field exploration, laboratory testing, and engineering analysis on the new pickleball park.



ALEKSANDAR RANKOVIC, PE, LEED GA

Principal-In-Charge, COO

Aleksandar serves as Principal-in-Charge at Lynk Engineers, bringing 19+ years of electrical engineering experience; specializing in public projects across the Wasatch Front--from master planning and preconstruction services and design for new and renovated buildings. He has provided specialized electrical design and engineering services on thousands of square feet of public projects—from city parks to regional sports complexes and municipal buildings to recreation centers. He understands the complexities associated with electrical distribution, project lighting, irrigation controls and emergency power backup solutions.

EDUCATION

M.S., Electrical Engineering, University of Novi Sad, Republic of Serbia

LICENSES & REGISTRATIONS

LEED Green Associate, U.S. Green Building Council

Professional Engineer (PE), UT License #9808039-2202

EMPLOYMENT HISTORY

Lynk Engineers, 2026 to Present
Envision Engineering, 2011 to 2026



RELATED EXPERIENCE

Provo City North Park Adaptive Playground, Provo, UT

Discover Gateway Children's Museum, Salt Lake City, UT

Jordan River Nature Center Phase II, South Salt Lake City, UT

Jordan River Nature Center Eco-Lab, South Salt Lake City, UT

Lodestone Regional Park, Kearns, UT

Magna Regional Park, Magna, UT

Magna Copper Park Restroom Upgrade, Magna, UT

Pleasant Green Park Site Lighting, Magna, UT

Taufer Park, Salt Lake City, UT

Fort Utah Park, Murray, UT

Taylorsville Park Phase I & III, Taylorsville, UT

Juniper Canyon Phase I & III, West Valley City, UT

Hunter Park Upgrades, West Valley City, UT

Tropic Park, Tropic, UT

Hatch Park, North Salt Lake City, UT

Traverse Mountain Park, Lehi, UT

Butterfield Canyon Park, Herriman, UT

Springville Cherrington Park, Springville, UT

West Jordan Maple Hills Park, West Jordan, UT

Highland City Spring Creek Park, Highland City, UT

Project Management Approach









ONE TEAM. ONE POINT OF RESPONSIBILITY

Entheos is looking for a firm that can lead the entire project, and that is how G Brown Design already works. We will serve as Entheos's primary design professional from the first campus walk through final closeout. Our role is to organize the work behind the scenes so school leadership does not have to manage individual consultants, interpret technical information, or discover coordination issues on its own.

Joseph Wing will serve as Project Manager and Entheos's day to day contact. Mike Wonenberg, Principal of Design, will work alongside Joseph on design, and Mathew Winward, Principal in Charge, will remain involved at major decisions and project milestones. G Brown Design will lead the site planning, playground and nature play design, grading, planting, irrigation, cost estimating, construction documents, and construction administration. Talisman Civil Consultants will provide civil engineering, survey, and drainage; CMT Technical Services will provide geotechnical services; and Lynk Engineers will provide electrical engineering as needed. If the design requires additional expertise, G Brown Design will identify those needs and, bring the appropriate professional onto the team, and manage the coordination.

MASTER PLANNING FIRST

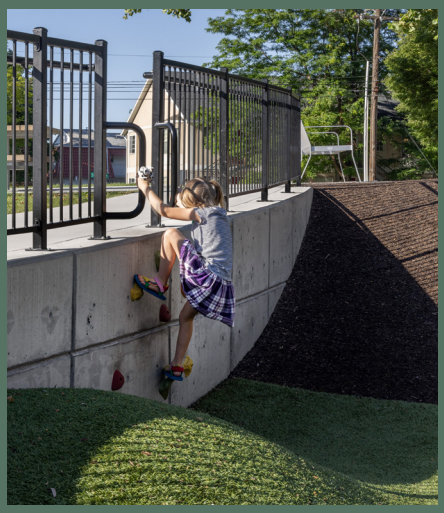
We recommend beginning with a coordinated master planning phase for both campuses. This is where the major opportunities, constraints, and unknowns should be identified, while decisions are still inexpensive to change.

Our process begins in the field. We will walk each campus with school leadership and maintenance staff to understand how the sites actually function, including circulation, drainage, irrigation, supervision, existing vegetation, utilities, and areas where students are already influencing how the campus is used. Our firm takes this type of field verification seriously. On existing sites, we routinely work directly with maintenance staff, open valve boxes, operate irrigation zones, and verify conditions rather than relying only on record drawings.

Survey, drainage, geotechnical, and other investigations will begin early where needed so the master plan is based on verified conditions. This is particularly important at Magna, where drainage and soils may influence grading, infrastructure, and what can reasonably be constructed in the initial phase.

From there, we will work with Entheos to establish project goals and desired programming elements for each campus. We anticipate evaluating the plan at three levels of implementation: an Initial Phase based generally on currently available funding, an Expanded Plan, and the Long Term









Vision. Each level will be accompanied by updated cost information so Entheos can clearly understand what each investment accomplishes and which infrastructure should be addressed early to support future phases.

STAFF + STUDENT INPUT

Entheos has already developed a strong foundation for the types of outdoor experiences it will provide. Rather than repeat that work, G Brown Design will use a simple input process to help confirm priorities and uncover perspectives that may not yet be represented.

We recommend a short online survey for teachers and staff focused on how the outdoor spaces are used today, what works well, what challenges they see, and which proposed activities or improvements will provide the greatest benefit to students. This gives everyone an opportunity to contribute without requiring additional meetings or a significant time commitment.

For students, we will prepare a simple visual preference activity using images of different play, nature, gathering, and outdoor learning experiences. Students will be asked to place stickers or dots on the ideas they find most fun, interesting, or inviting. The goal would not be to ask students to design the playground, but to understand what types of experiences resonate with them.

G Brown Design would summarize the input and use it alongside Entheos's existing vision, site conditions, budget, safety, maintenance, and professional design considerations to help guide the master plan.

DESIGN COORDINATION, COST CONTROL + PERMITTING

Once Entheos approves the master plan and initial construction scope, G Brown Design will lead the consultant team through detailed design and construction documentation.

We will establish formal milestone reviews as the documents progress and update the opinion of probable construction cost at each major milestone. If the estimate begins moving away from the agreed target, we will bring Entheos options while there is still time to make thoughtful adjustments rather than waiting for bids to expose the problem.

Permitting will be addressed early. During master planning and design development, we will confirm requirements with the applicable reviewing agencies and incorporate those requirements into the schedule and documents before final construction drawings are completed.

Consultant drawings will be coordinated against the overall site design throughout production. We do not simply collect individual consultant files at the end. Civil, electrical, structural, playground, grading, irrigation, and other work will be reviewed together so conflicts are identified before they become contractor questions or change orders.









CONTRACTOR PROCUREMENT

The quality of construction matters just as much as the quality of the drawings. G Brown Design will assist Entheos in developing a procurement process appropriate to the final scope and delivery method.

Our support can include preparation of procurement documents, contractor qualification requirements when appropriate, prebid coordination, responses to bidder questions, addenda, and review of bids or proposals for conformance with the solicitation. Entheos will make the final award. Our responsibility is to give school leadership clear information and a professional recommendation to support that decision.

ACTIVE CONSTRUCTION ADMINISTRATION

We believe the design professional should remain actively involved during construction. We know the intent of the design, the drawings, and the specifications, and that knowledge allows us to identify problems before they become expensive.

Joseph Wing brings 17 years of landscape architecture and construction experience and understands both how projects are documented and how they are built. That background helps our team work through field conditions directly with contractors while still protecting the owner and the requirements of the contract documents.

Recent examples illustrate the value of that involvement. At Taylorsville Park, field observation identified undersized irrigation pipe being installed contrary to the specifications and required soil amendments that had not been incorporated. On a University of Utah project, our team identified a contractor connecting new irrigation back into existing galvanized pipe when the documents required new Schedule 40 PVC. Those issues were corrected before they became concealed conditions or long term maintenance problems.

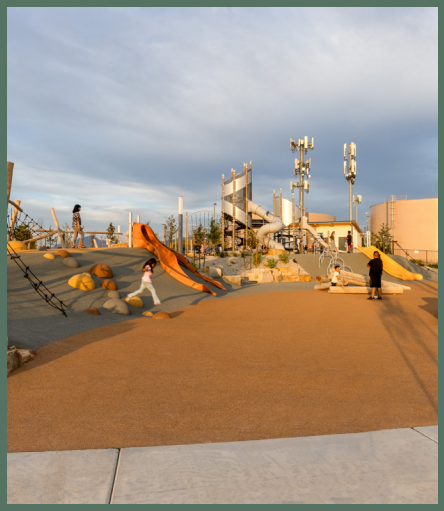
On two recent Herriman City projects, our hands on construction administration and close familiarity with the drawings, specifications, and contract requirements helped resolve issues before they became costly changes, saving the City more than $50,000.

Construction period services will include appropriate preconstruction coordination, submittal review, RFI responses, periodic site observation and documentation, review of pay applications and proposed changes, substantial completion, punch list, final completion, and closeout. Our role is to evaluate whether the work conforms to the contract documents. The contractor remains responsible for construction means, methods, sequencing, supervision, and site safety.

PROJECT CONTROLS

Communication Joseph will be Entheos's primary contact. We will not simply forward technical information and expect school leadership to









interpret it. When a decision is needed, we will explain the issue, provide our recommendation, identify reasonable options, and explain the implications for cost, schedule, maintenance, and design.

Decisions and Documentation We will maintain a clear record of major scope, budget, schedule, and design decisions so the team knows what has been decided, why it was decided, and what remains open.

Subconsultants Coordination G Brown Design will establish consultant scopes, schedules, deliverables, and coordination expectations. Consultant work will be reviewed by our team before it is incorporated into project submissions or presented to Entheos.

Schedule and Budget A detailed work plan will identify tasks, responsibilities, milestones, and critical dependencies. G Brown Design already uses weekly internal scheduling meetings, project work plans, and resource forecasting to identify problems early and adjust staffing before they affect project deadlines. Cost estimates will be updated as the design develops and compared against the agreed project target.

Risk Management Risks will be identified early and communicated with a recommended response. Known areas requiring early attention include existing drainage and soils, permitting, long lead items, procurement timing, existing irrigation and utilities, and the limited summer construction window.

Quality Control Each major submission will receive internal design and technical review before it is issued. The Project Manager will review interdisciplinary coordination and constructability, with Principal level review at major milestones. Our full QA/QC process is described in the "Quality Assurance / Quality Control " Section of this proposal.

Understanding of Entheos's Project









AN OUTDOOR ENVIRONMENT THAT REFLECTS ENTHEOS

Entheos is not simply looking for new playgrounds. The Academy is seeking outdoor environments that extend its educational philosophy beyond the classroom and give students more opportunities to explore, discover, collaborate, reflect, and challenge themselves. Excellence, Service, and Leadership form the foundation of the school's values, while Adventure, Individuality, and connection to the natural world reinforce a culture of curiosity, perseverance, responsibility, and self discovery. The outdoor environment should feel like a natural extension of that culture, not a separate recreational space added to the campus.

CHALLENGE, CHOICE + GROWTH

Entheos believes students grow when they are challenged, when they have opportunities to succeed and fail, and when they discover they are capable of more than they initially thought. The outdoor environment can reinforce those lessons through graduated challenge, choice, movement, exploration, collaboration, and reflection. A student might climb and balance, build with loose materials, explore natural features, gather with a crew, or journal in a quiet space. The goal is not to prescribe every activity, but to create an environment where students of different ages, abilities, interests, and confidence levels can find their own meaningful experience.

TWO CAMPUSES, ONE ENTHEOS VISION

Kearns and Magna should share the same educational purpose without becoming identical designs. Kearns has more natural topography that can become an asset for play, movement, and exploration, while drainage and soil conditions at Magna will influence grading, infrastructure, and what is practical in the initial phase. Each campus also has its own student use patterns, supervision needs, circulation, vegetation, and existing facilities. Where appropriate, the two campuses can share materials, details, and specifications to create efficiencies in design, procurement, construction, and long term maintenance while still responding to their own site conditions and character.

BUDGET, PHASING + LONG TERM VALUE

Entheos's initial funding has to serve two campuses and cover more than construction, so early decisions will have a lasting impact. The master plan will identify which improvements deliver the greatest student benefit now, which infrastructure should be addressed early to avoid costly rework, and which elements can wait for future phases. Each phase must function successfully on its own while contributing to the complete vision. The design must also consider long term ownership, including durability, irrigation, surfacing, natural materials, inspection needs, replacement cycles, and maintenance. Safety and accessibility standards are addressed in greater detail in the "Safety and Accessibility" section of this proposal.

UNDERSTANDING ENTHEOS'S PROJECT

Translating Entheos's educational philosophy into outdoor environments at Kearns and Magna

ENTHEOS'S VISION

Entheos is not simply asking for playgrounds. The Academy is seeking outdoor environments that extend its philosophy of adventure, excellence, leadership, individuality, and connection to the natural world.

WHAT THE OUTDOOR ENVIRONMENT SHOULD DO

The outdoor environment should support self discovery, healthy challenge, collaboration, reflection, outdoor learning, and inclusive participation while still functioning as a school environment with clear supervision, accessibility, durability, and manageable maintenance.

OUR DESIGN RESPONSE

Our role is to translate those values into site specific design responses for two campuses, creating outdoor spaces that feel distinctly Entheos while responding to each campus's opportunities, constraints, and long term goals.

ENTHEO'S VALUES

- **Adventure** — exploration in the natural world
- **Excellence** — challenge, perseverance, personal best
- **Leadership** — crew, responsibility, school improvement
- **Individuality** — self discovery, confidence, individual gifts

DESIGN RESPONSES

- **Nature play** — boulders, logs, sand, planting
- **Outdoor learning** — gathering spaces, presentations, journaling
- **Healthy challenge** — graduated challenge and choice
- **Collaboration + crew spaces** — shared play and teamwork
- **Solitude + reflection** — quiet nooks and observation
- **Inclusive access** — multiple ways to participate

STUDENT EXPERIENCE

- **Curiosity** — explore and discover
- **Confidence** — try, fail, try again
- **Belonging** — crew and community
- **Resilience** — healthy challenge
- **Connection to nature** — daily outdoor experience

Outdoor spaces should do more than support recess.
They should extend Entheos's educational philosophy into daily student experience and create spaces that feel distinctly Entheos.

Site specific design | Clear supervision | Durable + maintainable | Accessible + inclusive | Phased implementation | Long term value



CONCLUDING STATEMENT

Outdoor spaces should do more than support recess. They should extend Entheos's educational philosophy into daily student experience and create places where students can explore, challenge themselves, work together, discover their strengths, connect with nature, and continue becoming the learners and leaders Entheos is already working to develop.



SAFE. ACCESSIBLE. ADVENTUROUS.

When we design a playground, we are not trying to remove every challenge. We are trying to create a place where a child can look at something and think, I want to try that. Maybe it is climbing higher, taking a different route across the rocks, or finding a way onto a play feature with the rest of their class.

Safety and accessibility have to be built into the design from the beginning. Fall zones, surfacing, slopes, routes, sightlines, age differences, and maintenance all matter, but they should support the experience rather than define it.

Our designs follow the CPSC Public Playground Safety Handbook, applicable ASTM standards for playground equipment and surfacing, and the 2010 ADA Standards for Accessible Design. For manufactured equipment, we confirm compliance during submittal review. Shade structures and other built elements are coordinated with building code requirements and structural engineering when needed

ACCESSIBLE PLAY SHOULD STILL FEEL LIKE PLAY

Magna Regional Park and Provo's Unlimited Play Center are great examples of how we approach accessibility. Both playgrounds were designed so children of different abilities could move through the same environment, reach meaningful play experiences, and participate alongside their friends and family. At Magna, the sloped site became part of the solution. Terraces, ramps, short walls, and interconnected play areas created an accessible environment without flattening the site or losing the sense of adventure. At Provo, inclusive play guided the entire design, from circulation and surfacing to sensory experiences, social play, and opportunities to participate together. That experience is especially relevant to Entheos. Accessibility should not simply get a student to the playground. It should give them meaningful choices once they arrive.

CHALLENGE WITHOUT THE HIDDEN HAZARDS

Nature play changes the equation because a boulder, log, mound, or embankment slide does not arrive with a manufacturer's layout already worked out. That is where our experience matters. We have designed boulders, climbing stones, log steps, fallen tree features, embankment slides, play mounds, sand areas, and other custom play elements at Deer Hollow Park, Brookside Park, Lodestone Regional Park, and Magna Regional Park. With each one, we think about the experience first, then make sure the design supports appropriate fall heights, use zones, protective surfacing, visibility, and freedom from hidden hazards.

A child should be able to see the challenge and decide whether they are ready for it. That is very different from exposing them to a hazard they cannot recognize.

DESIGNED FOR THE WAY A SCHOOL ACTUALLY WORKS

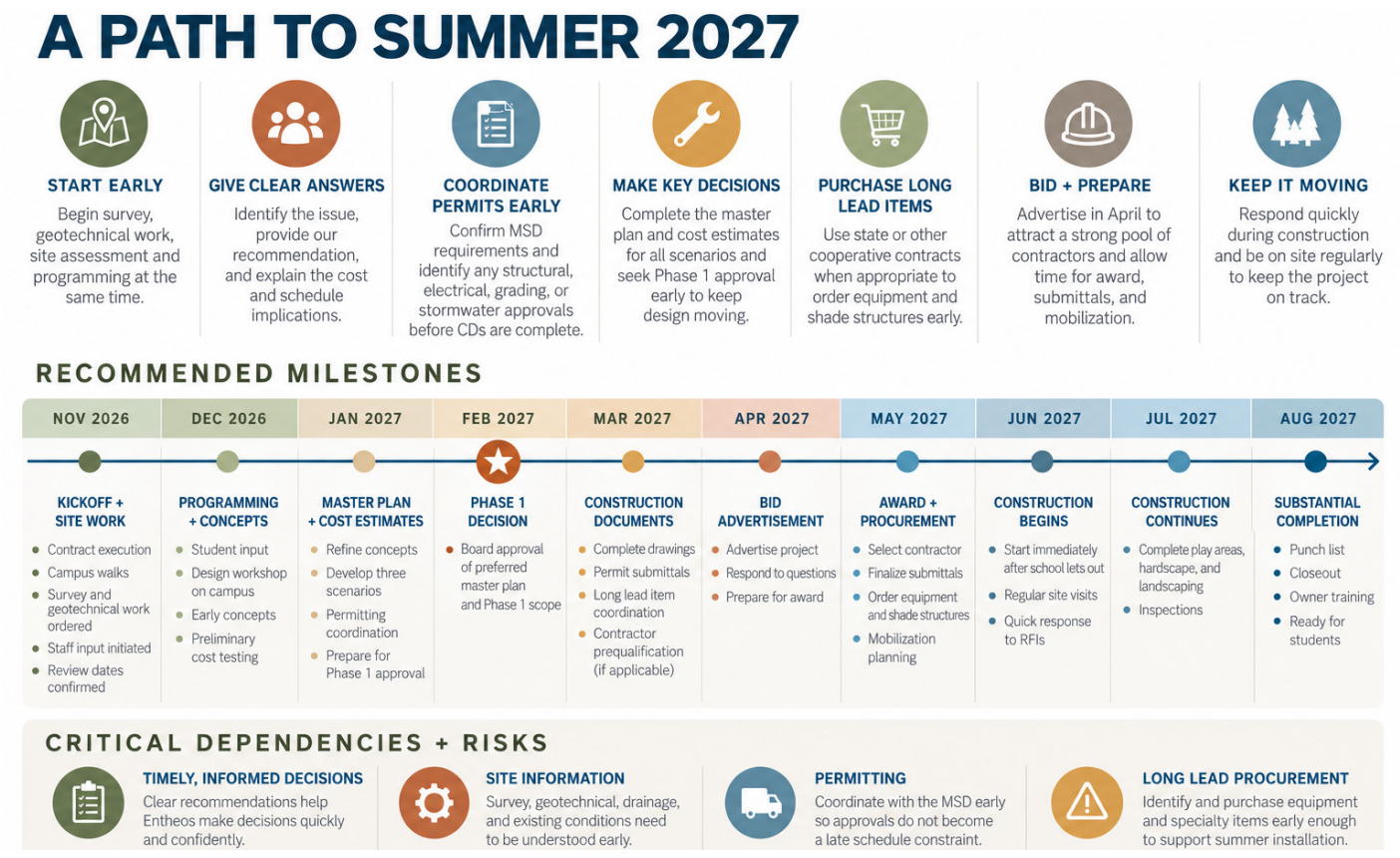
Entheos has realities that our park projects do not. Hundreds of students may be outside at once. Teachers need to see across the space. Kindergarten students and eighth graders have very different ideas of what is challenging. Routes between buildings, play areas, fields, gathering spaces, parking, and service areas also overlap. We want to understand where staff stand during recess, how students move between spaces, where congestion happens, and which areas are hardest to supervise. Those observations will influence the design just as much as the play features. We will also review surfacing, natural materials, irrigation, drainage, inspection needs, and replacement cycles with Entheos's maintenance staff so the final design is something the school can realistically care for over time.

PROTECTING THE SUMMER CONSTRUCTION WINDOW

Entheos's Summer 2027 schedule is achievable, but there is very little room for lost time. Our role is to keep the project moving by giving Entheos the information it needs to make timely, informed decisions. When a decision is required, we will identify the issue, provide our recommendation, explain the cost and schedule implications, and make clear when the decision is needed. That allows Entheos to move confidently without sacrificing thoughtful design.

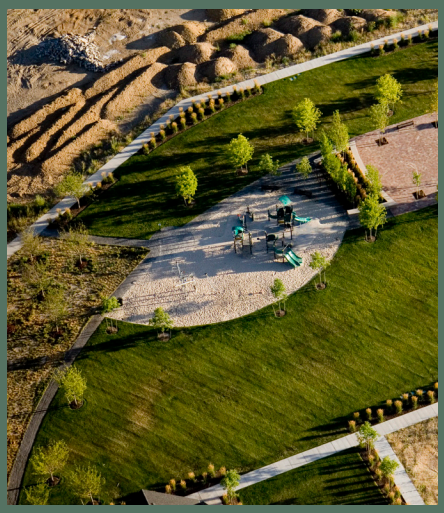
Early site information and permitting coordination are equally important. Survey, geotechnical investigation, drainage and irrigation review, programming, and early design can move forward together. Both campuses are within communities served by the Greater Salt Lake Municipal Services District, creating an opportunity to coordinate permitting for the two sites through the same agency. We would confirm permit requirements early and identify any structural, electrical, grading, stormwater, or other approvals that could affect the schedule before they become a springtime surprise.

The summer construction window is the part of the schedule we want to protect most. Playground equipment, shade structures, and other specialty items can have long manufacturing lead times. Once the Phase 1 design is sufficiently defined, we can help Entheos identify long lead items and, if its procurement policies allow the use of a state contracts or other equal methods, assist with early owner procurement so fabrication can begin before the general contractor is ready to install it. This can remove equipment delivery from the contractor's critical path and give the construction team more of the summer to focus on site work, installation, inspections, and closeout.



Quality Assurance / Quality Control









SOLVE IT ON PAPER FIRST

The least expensive place to find a problem is in the drawings. Our quality control process is built around finding conflicts, unanswered questions, and cost concerns while they are still easy to fix, rather than during construction when they can affect Entheos's budget and schedule. That review begins with the first site work and continues through construction.

THREE LEVELS OF REVIEW

Major submittals are reviewed by the production team, the Project Manager, and the Principal in Charge. Review milestones will be established at kickoff, with additional checks as important details are developed. Our project work plan tracks responsibilities, hours, and deadlines, and we review workload weekly so staffing can be adjusted before a deadline becomes a problem.

ONE COORDINATED SET

G Brown Design takes responsibility for coordinating the complete drawing set. Civil, electrical, structural, playground, and other consultant information is reviewed alongside our plans so grading, drainage, utilities, irrigation, accessible routes, play features, and structures work together.

Joseph oversees our firm wide drawing standards and consistency. Sheet references, details, specifications, manufacturer information, and consultant drawings are checked against one another before documents are issued. Our goal is for the design team to find the conflict before the contractor does.

BUILDABLE + ON BUDGET

Several members of our team have construction experience, and our designers remain involved on job sites. That helps us look at details from the perspective of the people who will build and maintain them. When an unusual material, custom play feature, or detail needs another perspective, we talk with experienced contractors, fabricators, or suppliers about constructability, cost, and long term performance.

We also update our cost estimates as the design develops. Recent bids, contractor input, and current supplier pricing help us test uncertain items before they become budget surprises. If costs begin moving away from the target, Entheos will see the issue and our recommended options while there is still time to make a good decision.

ACCESSIBILITY + CODE REVIEW

Accessibility and safety are checked throughout design, not just before the final set is issued. Construction document reviews include accessible routes, slopes, surfacing, playground use zones, fall heights, and applicable building and playground requirements. We coordinate the 2010 ADA Standards for Accessible Design, CPSC guidance, applicable ASTM standards, and local code requirements so those decisions are resolved before construction begins.









REFERENCES

1. Salt Lake County Parks & Recreation

   Heidi Shegrud, Park Development Project Manager,

   Cell: 385.468.1816 Email: hshegrud@slco.org

   Dates of Service: June 2019 - Current

   We have worked with Heidi to assist in the renovation and creation of multiple parks found within Salt Lake County. Several of these projects have been renovation projects that have brought unique challenges that have needed creative solutions.

   Project(s) Name & Location: Hunter Park Improvement & Maintenance Plan, Hunter Park Irrigation Replacement, WVC, UT; Creekside Park Irrigation Upgrades, Holladay, UT; Olympus Park Improvement & Maintenance Plan, Salt Lake City, UT

2. University of Utah

   Brett Petersen, Project Manager

   Cell: 801.581.8083 Email: brett.petersen@fm.utah.edu

   Dates of Service: 2012 - Current

   We have worked with Brett on multiple improvements found throughout the University of Utah campus.

   Project Name & Location: Rice Eccles Stadium NE Plaza, Law Walkway Improvement, Union Walkway Improvements, SSB Walkway Improvements

3. Herriman City

   Anthony Teuscher, Deputy Director of Parks & Events

   Cell: 801.419.6958 Email: ateuscher@herriman.gov

   Dates of Service: June 2019 - Current

   We have worked with Anthony on city projects for Herriman City, developing some of the unique spaces the city has into areas of recreation for those who visit.

   Project(s) Name & Location: Juniper Canyon Recreation Open Space (Trails & Trailhead), Herriman, UT

4. City of Taylorsville

   Ben White, City Engineer

   Cell: 801.293.8344 Email: bwhite@taylorsvilleut.gov

   Dates of Service: August 2022 - Current

   We have worked with Ben on multiple improvements to existing Taylorsville parks, partnering with the city and contractor to deliver the product residents wanted.









Project(s) Name & Location: Taylorsville Park Renovation Ph 1, 2 & 3 Taylorsville, UT; Taylorsville Pickleball Courts,T aylorsville, UT, Summit Park, Taylorsville, UT

FINANCIAL & OPERATIONAL RESOURCE

G Brown Design has been in operation since 2002 and is well established professionally and financially within the Utah market. We pay our vendors on time, have no debt, have adequate existing capital reserves, are operating at a sound profit margin, and maintain an operating line of credit with Zions Bank. We can provide confidential Profit & Loss and Balance Sheet statements upon request, if required.

G.B:D

G. BROWN : DESIGN INC

SITE AND LANDSCAPE ARCHITECTS

November 10, 2026

G.B:D

Sue Talmadge
Entheos Academy
4710 West 6200 South
Kearns, UT 84118

Re: Master Planning Services for Entheos Academy Kearns and Magna Campuses

Dear Ms. Talmadge:

G Brown Design, Inc. is pleased to offer our services for master planning of the nature-based outdoor learning and play environments at Entheos Academy. The project includes the Kearns campus located at 4710 West 6200 South, and the Magna campus located at 2606 South 7200 West.

We have included Level of Focus as part of our team to provide topographic and site surveys of both campuses. Our approach is to develop a Master Plan for each campus, including phasing recommendations and preliminary estimates of probable construction cost. This will allow Entheos to review the proposed improvements, establish priorities, and determine what should be included in Phase 1 before moving into detailed design and construction documents. This approach is intended to focus design fees on the improvements Entheos chooses to move forward with.

Based on this understanding of the project, G Brown Design proposes the following services:

Proposed Scope of Work

Task 1: Site Survey

1. Coordinate with Level of Focus to provide topographic and existing conditions surveys of the Kearns and Magna campuses, including contours, spot elevations, existing trees and vegetation, landscape features, and existing utilities, as included in the surveyor's scope.
2. Review the survey information to help identify existing site conditions and constraints. The surveys will also serve as the base for future Design Development and Construction Documents.

Task 2: Project Kickoff & Programming

1. Participate in the project kickoff meeting held November 3, 2026, to review project goals, objectives, programming, anticipated schedule, and work plan.
2. Gather available site plans, as-builts, and other pertinent information provided by Entheos for each campus.
3. Conduct drone flights at each campus to create an aerial base for master planning.
4. Conduct a site visit at each campus to observe existing conditions, review available survey information, and identify opportunities and constraints that may impact the design or budget.

G.BROWN:DESIGN INC
SITE AND LANDSCAPE ARCHITECTS

678 East Vine Street, Suite 10
Murray, Utah 84107
p. 801.575.6066 f. 801.575.6166

www.gbrowndesign.com

Task 3: Preliminary Design

1. Develop preliminary design sketches for each campus exploring potential layouts and locations for the outdoor learning and play elements identified by Entheos, along with our recommendations.
2. Prepare scaled program zones on the aerial base for each campus to help evaluate the space needed for the proposed improvements and how they fit together.
3. Develop image boards showing examples and design ideas for the proposed outdoor learning and play areas.
4. Attend one design work session with Entheos to review the preliminary sketches and images for both campuses, discuss ideas, and work together to refine the layout and location of proposed improvements.

Task 4: Refined Concept Design

1. Develop a refined concept plan for each campus based on feedback received during the design work session.
2. Develop illustrative 3D views of key areas at each campus to help Entheos better understand the proposed improvements.
3. Prepare materials for student and staff engagement led by Entheos. Review the input collected and reflect it in the refined concepts and presentation boards.
4. Review the refined concepts for general safety, accessibility, and staff supervision considerations at the Master Plan level.
5. Develop a phasing plan for each campus identifying Initial, Expanded, and Long-Term improvements.
6. Prepare a Preliminary Estimate of Probable Construction Cost for each campus, broken out by phase, with costs for each major feature within each phase, to help Entheos evaluate priorities and available funding.
7. (2) Meetings with Entheos to present and review the refined concepts, phasing plans, and preliminary cost estimates for Kearns and Magna campuses.

Task 5: Final Master Plan

1. Revise and finalize the Master Plan for each campus based on Entheos review comments, including a rendered plan and updated illustrative 3D views.
2. Finalize the phasing plan for each campus, identifying Initial, Expanded, and Long-Term improvements.
3. Update the Estimate of Probable Construction Cost for each campus, broken out by phase, with costs for each major feature within each phase.
4. Prepare final presentation boards and a Master Plan summary outlining the recommended improvements, phasing approach, and proposed Phase 1 scope.
5. Meet with Entheos to present and review the Final Master Plans for both campuses.
6. Attend one Entheos School Board meeting to present the Final Master Plans.
7. Provide the Final Master Plans, presentation boards, phasing plans, and cost estimates to Entheos in electronic PDF format.

FUTURE SERVICES (Design Development, Construction Documents, Bidding & Construction Period Services)

Services for Design Development and Construction Documents will be negotiated once the Master Plans are complete and Entheos has approved the Phase 1 scope.

By establishing the Phase 1 scope first, we can prepare a design fee based on the improvements Entheos intends to construct, rather than designing improvements that may not be included in the initial construction phase.

We anticipate that the fee for Design Development and Construction Documents will be approximately 12% of the approved Phase 1 construction budget (approx. $115,000 based on an estimated Phase 1 construction budget of $950,000), including design-phase subconsultants as needed, such as civil, geotechnical, structural, and electrical engineering. This anticipated fee range is for planning purposes and will be confirmed once the scope and required consultant services are established. Bidding assistance and construction period services will also be addressed in the future proposal.

Assumptions and Exceptions:

1. The Master Plans will be developed at a conceptual planning level using drone aerial imagery, and existing site information. The plans are intended to establish the overall vision, layout, priorities, and phasing for each campus and are not intended for construction.

2. The site surveys will be provided by Level of Focus in accordance with their agreed scope of services. Additional surveying, subsurface utility locating, or other site investigations beyond the included survey scope are not included.

3. Detailed grading and drainage design, geotechnical investigations, and civil, structural, and electrical engineering are not included in the Master Plan services. These services will be addressed during Design Development and Construction Documents as needed.

4. Entheos will provide its programming information, project priorities, available budget information, existing site plans, as-builts, utility information, and other pertinent records that may assist with master planning. Entheos will also coordinate access to both campuses for site visits, surveys, and drone flights at times that do not interfere with student activities.

5. Student and staff engagement will be coordinated and led by Entheos, including distribution of materials and collection of input. G Brown Design will prepare the engagement materials, review the input collected, and show how it informed the design on the presentation boards. Additional engagement meetings or activities led by G Brown Design are not included unless specifically identified in the scope.

6. The Master Plans will consider general safety, accessibility, and staff supervision requirements appropriate to the conceptual design level. Detailed code compliance, final play equipment selection, manufacturer requirements, and construction-level safety evaluations will be addressed during subsequent design phases as applicable.

7. Estimates of Probable Construction Cost are preliminary planning estimates based on the level of design and available pricing information. To allow comparison with Entheos's total project budget of $1.25 million, each estimate will include allowances for design and subconsultant fees and a recommended contingency in addition to construction costs. Actual costs may vary based on final design, site conditions, material selections, and market conditions.

8. Master Plan recommendations may require adjustment during future design phases based on detailed grading, drainage, utility investigations, agency reviews, or other conditions that cannot be fully evaluated during master planning.

9. This proposal includes one project kickoff meeting, one preliminary design work session, two refined concept review meetings, one Final Master Plan meeting, and one School Board presentation. The November 3, 2026 kickoff meeting is included in the proposed fee. Additional meetings will be billed on an hourly basis or for a separately negotiated fixed fee.

10. Design revisions beyond those outlined in the scope, significant changes to the approved project direction, or revisions requested after approval of the Final Master Plans will be considered additional services and will require written authorization.

11. Permitting, agency approvals, construction drawings, specifications, bidding assistance, and construction period services are not included in this Master Plan proposal and will be addressed as part of future services.

12. Current standard hourly rates are included in our attached Standard Terms of Agreement.

Proposed Fee

Entheos Academy Master Plan, Kearns and Magna Campuses		
Task 1: Site Survey		$ 4,455
	Survey Fee Sub-Total	$4,455
Task 2: Project Kickoff & Programming		$ 3,035
Task 3: Preliminary Design		$ 4,895
Task 4: Refined Concept Design		$11,445
Task 5: Final Master Plan		$ 5,765
	Master Plan Fee Sub-Total	$25,140
	TOTAL PROPOSED FEE	$29,595

Our work will be billed at least monthly based on the percentage of work complete. If the scope of services expands, our fees will be adjusted through written authorization. If you find this proposal acceptable, please sign below and return one copy as our authorization to proceed. Should you have any questions, please feel free to contact me at 801.575.6066.

Very truly yours,

Joseph Wing
Director of Project Operations | Senior Associate

Accepted By:_____

Date:_____

Mathew Winward
Managing Principal | Owner

Enclosure: Standard Terms of Agreement

G.B:D

G BROWN DESIGN, INC.
STANDARD TERMS OF AGREEMENT

1. STANDARD HOURLY RATES
Fees for service as described above are based on our standard hourly rates in effect. Rates are subject to adjustment:

Principal	$130 – hour
Associate Principal	$120 – hour
Senior Associate	$115 – hour
Associate	$100 – hour
Site Architect	$ 90 – hour
Support Staff	$ 50 – hour

2. PAYMENT FOR SERVICES
Payment for professional services and related expenses are due to G Brown Design, Inc. within 30 days of invoice. If fees are not paid within 30 days of invoice date, 1-1½ % per month interest may be charged on overdue balances.

3. SUBCONSULTANTS
Subconsultants may be added by the approval of the Client as required. An administrative fee of 10% will be added to Subconsultants' proposals for coordination.

4. ADDITIONAL SERVICES
Compensation for approved additional services, including additional meetings at the request of the Client, will be billed at our standard hourly rates plus expenses.

5. REIMBURSABLE COSTS
Reimbursable expenses are based on actual cost plus 10%. Reimbursable expenses include but are not limited to: shipping and mailing charges; plotting, blueprinting, and reprographic services; permitting and approval fees; testing; and travel expenses.

6. PERMITTING AND APPROVALS
Services for processing permits and approvals will be provided at our standard hourly rates on approval from the Client.

7. ADJUSTMENT OF FEES
This contract may be renegotiated as changes occur in scope or duration of the contract. These terms shall be subject to change annually for work not yet performed.

8. BASE INFORMATION
It is agreed that the Client will furnish accurate base information and reference plans required for work in electronic format (AutoCAD R 2000 or higher) without cost to G Brown Design, Inc.

9. COST ESTIMATES
G Brown Design, Inc. makes no representation concerning the cost figures made in connection with maps, plans, specifications, or drawings other than that all cost figures are professional estimates only and G Brown Design, Inc. shall not be responsible for fluctuations in cost factors.

10. SOIL TESTING AND RESEARCH
Client shall provide the services of a Soils Engineer or other Consultant when such services are reasonably deemed necessary by G Brown Design, Inc. and the Client or the governing agency. Services may include reports, test borings, test pits, soil bearing values, percolation tests, ground corrosion and resistivity tests, and any other necessary operations for determining subsoil, water conditions, with appropriate professional interpretation thereof.

G Brown Design, Inc. make no representations concerning soil conditions and is not responsible for any liability that may arise out of the making or failure to make soil surveys, or sub-surface tests, or general soil testing.

11. FIELD INTERPRETATION OF PLANS
Client shall report promptly in writing to G Brown Design, Inc. any fault or defect in our services or non-conformance during design and construction with the documents prepared pursuant to this contract. G Brown Design, Inc. shall not be responsible for field interpretation of plans or problems related thereto if G Brown Design, Inc. is not requested to provide substantial on-site observation of construction.

12. OWNERSHIP OF DOCUMENTS
Unless otherwise agreed in writing, all original documents, plans, bids, estimates, contracts, specifications and other documents prepared by G Brown Design, Inc. as instruments of services shall remain the property of G Brown Design, Inc. The Client agrees that all documents and other work furnished to the Client or its agents shall be utilized solely for the intended purposes of the scope of services for this project only. The Client agrees to hold harmless and indemnify G Brown Design, Inc. against all damages, claims, and losses, including defense costs, arising out of any re-use of documents, plans and specifications without G Brown Design, Inc.'s written authorization.

13. TERMINATION OR SUSPENSION OF SERVICES
Services may be terminated at any time upon 7 days written notification by either party, with fees payable to date of termination in accordance with services rendered and work completed. In the event of termination or suspension of services or abandonment of the project, payment shall be made to G Brown Design, Inc. for all services performed to the date of termination, including all reimbursable expenses and charges for additional services incurred.

If the project is suspended for more than 3 months or more than once during the contract period, or abandoned in whole or part and resumed after such suspension or abandonment, G Brown Design, Inc.'s compensation shall be subject to renegotiation.

14. RE-START
If the Project is stopped for a period greater than 90 days, a re-start fee of 10% of total fee will be required to compensate us for the necessary premium time and re-mobilization of staff and materials. Depending on the duration of the stoppage, an additional adjustment may be necessary to cover wage increases and general escalation.

15. CONSTRUCTION SERVICES
G Brown Design, Inc. is not responsible for the means, methods, or sequences of construction, or for the safety of workers or others at the construction site. Construction observation services are neither exhaustive nor continuous and consist of periodic visits to the project site intended only to determine whether construction is in substantial conformance with construction documents.

G Brown Design, Inc. is not responsible for the performance or non-performance of the construction contractor or subcontractors, construction defects, whether labor or material, construction flaws or delays.

16. EFFECTIVE DATE
This Agreement will become effective upon G Brown Design, Inc.'s receipt of authorization to proceed. This Proposal is subject to renegotiation if authorization is not received within 30 days.

17. ENTIRE AGREEMENT
The Client's engagement of G Brown Design, Inc. to perform services hereunder shall represent the Client's acceptance of the terms and conditions contained herein, which constitutes the entire understanding between G Brown Design, Inc. and the Client and supersedes any previous communications, representation, or agreements by either party, whether oral or written. The terms and conditions contained herein take precedence over the Client's additional or different terms and conditions that may be contained in any purchase order, or other document forwarded by the Client to G Brown Design, Inc. Unless otherwise agreed to in writing, the Client's engagement of G Brown Design, Inc. is limited to this Agreement.

No change of any of the terms or conditions herein shall be valid or binding on either party unless in writing and signed by an authorized representative of each party. If any of the provisions hereof are invalid under any applicable statute or rule of law, such provisions are, to that extent, deemed omitted, but the other terms and conditions shall remain otherwise in effect and binding upon the parties hereto.

Neither party may assign its interest in this Agreement to any other person without the express written consent of the other party. This Agreement constitutes the complete and sole Agreement between the parties with respect to the Project, and may be amended only by a written document signed by both parties.

G.BROWN:DESIGN INC
SITE AND LANDSCAPE ARCHITECTS

678 East Vine Street, Ste 10
Murray, Utah 84107
p. 801.575.6066 f. 801.575.6166
www.gbrowndesign.com

CSESA
CHARTER SCHOOL
EDUCATIONAL SERVICE AGENCY

4557 West 4000 South
West Haven, UT 84401

November 3, 2026

Dear Charter LEA Directors:

We are happy to announce that the Charter School Educational Service Agency (CSESA) created by the Utah State Legislature through SB 186 during the 2026 legislative session is seeking inaugural members to join their consortium.

CSESA was created to model the existing four Regional Education Service Agencies (RESAs) currently serving the rural regions of Utah, and we are excited to bring this shared resource opportunity to serve Charter LEAs on the Wasatch Front and Utah's Northwest corner of the State.

The primary goal of CSESA is to provide cooperative services for its member LEAs in a way that leverages economies of scale for the purpose of saving and stretching scarce educational resources.

A sample of programs and services that the CSESA Board is investigating and planning to run include Literacy Training and Support, Transportation/Busing, Student Behavior Support, Driver's Education, Legal and Policy Support, MTSS Training and CTE Coordination etc.

Currently there is no up-front cost to become a member of CSESA. However, as we roll out new service opportunities there may be additional costs to LEAs who utilize these services.

To join CSESA, please review the attached Interlocal Agreement, and have your respective boards approve your participation and sign the document. Please return completed signature pages to Duke Mossman (CSESA's Executive Director) by **December 15th** via email at **dmossman@providencehall.com**. The Interlocal agreement will then be submitted to the Utah Lieutenant Governor's office for their approval to make CSESA an official legal entity.

Contact Duke Mossman via email or 435-671-6152 if you have any questions or need additional information.

Kind regards,

Parker K. "Duke" Mossman

CSESA CHARTER SCHOOL EDUCATIONAL SERVICE AGENCY
4557 West 4000 South
West Haven, UT 84401

CSESA Inaugural Board of Directors:

Name	LEA	Position	Board Position
Nate Marshall	Providence Hall Charter School	Executive Director	Board Chair
Kat Mitchell	Rockwell Charter High School	Executive Director	Board Vice Chair
Renee Edwards	Itineris Early College High School	Executive Director	Board Treasurer
Melia Balls	Center for Creativity, Innovation and Discovery	Executive Director	Board Member
Esther Blackwell	Entheos Academy	Executive Director	Board Member
Travis Cook	Utah Charter School CTE Consortium	Executive Director	Board Member
Sam Gibbs	Salt Lake Academy	Executive Director	Board Member
Lindsey Heinig	Monticello Academy	Campus Director	Board Member
Alana Johnson	Summit Academy	Executive Director	Board Member
Devin Leavitt	CS Lewis Academy	Executive Director	Board Member
Ivonne Medina	Esperanza Elementary	Principal	Board Member
Justin Riggs	Reagan Academy	Director	Board Member

INTERLOCAL COOPERATIVE AGREEMENT
CHARTER SCHOOL EDUCATIONAL SERVICE AGENCY (CSESA)

This Interlocal Cooperative Agreement ("Agreement") is entered into by and among such Utah public charter school governing boards as may, from time to time, execute a Member Signature Page in the form of Exhibit A and thereby become a party to this Agreement (each, a "Member," and collectively, the "Parties"), each Member being a political subdivision of the State of Utah, for the purpose of establishing the Charter School Educational Service Agency ("CSESA") as an interlocal entity under the Utah Interlocal Cooperation Act, in order to provide regional services to Utah public charter schools. This Agreement is structured as an open, standing instrument: it is not limited to a fixed or founding group of signatories, and any eligible Utah public charter school governing board may become a Member by complying with Article II.

RECITALS

WHEREAS, the Utah Interlocal Cooperation Act, Title 11, Chapter 13, Utah Code Annotated (1953, as amended) (the "Act"), permits local governmental units, including charter school governing boards as political subdivisions of the State of Utah, to make the most efficient use of their powers by enabling them to cooperate with other public agencies on the basis of mutual advantage, and authorizes them to enter into written agreements with one another for joint or cooperative action and to create interlocal entities through such agreements; and

WHEREAS, Utah Code § 53A-3-429, enacted in 2011 (subsequently recodified at Utah Code § 53G-4-410), expressly authorizes school districts and local boards of education to form regional education service agencies (RESAs) as interlocal entities under the Act, and Utah Admin. Code R277-706 confirms that two or more school districts, and by extension charter schools operating as LEAs, may enter into an interlocal agreement to form a regional education service agency; and

WHEREAS, Utah's public charter schools function as local education agencies (LEAs) and are eligible, consistent with applicable state law and State Board rule, to organize into a regional education service agency; and

WHEREAS, the Parties desire to establish CSESA as a new interlocal entity to identify needs and provide educational, administrative, and business services that support student achievement across Utah’s charter school sector, bridging gaps in services that individual charter schools may not be able to access or afford independently; and

WHEREAS, no fixed slate of founding charter schools has yet been identified, and the Parties intend for this Agreement to serve as a standing instrument that any eligible Utah public charter school governing board may execute and adopt, at formation or at any time thereafter, in order to become a Member of CSESA; and

WHEREAS, the Parties are committed to efficiently and effectively providing services to their patrons, employees, and officers, and CSESA furthers the interest of, and provides a vehicle for, the Parties to do so;

NOW, THEREFORE, the Parties hereby express their commitments and agree as follows:

ARTICLE I — DEFINITIONS AND INTERPRETATION

Section 1.1. Meanings and Constructions. The terms defined in this section, for all purposes of this Agreement and any amendments hereto, shall have the meanings herein set forth:

(a) "Act" means the Interlocal Cooperation Act, Title 11, Chapter 13, Utah Code Annotated (1953, as amended);

(b) "Agreement" means this Interlocal Cooperative Agreement, Exhibit A, and any amendments and supplements hereto;

(c) "CSESA" means the Charter School Educational Service Agency;

(d) "Fiscal Agent" means Providence Hall, acting in the capacity described in Article V;

(e) "Member" means a charter school governing board that has executed a Member Signature Page and is a party to this Agreement;

(f) "Member Signature Page" means the signature and adoption page in the form of Exhibit A.

Section 1.2. Interpretation. This Agreement, except where the context by clear implication otherwise requires, shall be construed as follows:

(a) definitions include both singular and plural;

(b) pronouns include both singular and plural and cover all genders; and

(c) captions and headings are for convenience only and do not define, limit, or describe the scope or intent of any provision of this Agreement.

ARTICLE II — ESTABLISHMENT OF CSESA; ADMISSION OF MEMBERS

Section 2.1. Interlocal Entity Created. The Charter School Educational Service Agency is hereby established and created as a separate interlocal entity under Section 11-13-203 of the Act, subject to the effective date requirements of Section 7.6.

Section 2.2. Initial Formation. CSESA shall come into existence when at least two (2) Utah public charter school governing boards have each executed a Member Signature Page and the conditions of Section 7.6 have been satisfied. There is no requirement that any particular charter school or group of charter schools be an initial or founding Member; CSESA may be formed by any combination of eligible charter school governing boards that choose to execute this Agreement.

Section 2.3. Admission of Additional Members. After CSESA's initial formation, any additional Utah public charter school governing board may become a Member by: (a) submitting a written request to the Board of Directors; (b) obtaining approval by a majority vote of the Board of Directors; (c) executing a Member Signature Page; and (d) paying any membership fee then established by the Board under Section 5.3. The Board of Directors may adopt uniform criteria and procedures, consistent with this Agreement, governing the admission of new Members.

Section 2.4. Effect of Execution. Each governing board that executes a Member Signature Page thereby adopts, and becomes fully bound by, all terms of this Agreement as though it had been an original signatory, effective as of the date of its execution.

ARTICLE III — PURPOSES AND POWERS

Section 3.1. Purposes. The purposes of CSESA are as follows:

(1) to develop, operate, participate in, and/or supervise selected educational programs and services for the benefit of Utah's public charter schools;

(2) to provide such programs or services to any public agency, other than a Member, or to any other person, to the extent any Member could provide such programs or services individually, at a cost determined by CSESA;

(3) to allow Members to cooperate and share programs and services which they may collectively implement, including but not limited to curriculum development, pupil personnel services, in-service education, instructional materials and multimedia services, purchasing and financial management, needs assessment, technology, and research and development; and

(4) to purchase, lease, improve, manage, sell, dispose of and otherwise deal in property, including real, personal or mixed property, of every kind and character whatsoever necessary to accomplish the foregoing.

(5) to finance the purchase, improvement, development and construction of land and buildings belonging to or to be acquired by CSESA.

Section 3.2. Powers. In carrying out its purposes, CSESA shall have the following powers:

(1) to acquire, hold, and dispose of real and personal property;

(2) to sue and be sued;

(3) to adopt, amend, and repeal bylaws, policies, and procedures for the regulation of its affairs and the conduct of its business;

(4) to employ, through its Fiscal Agent, personnel and contract for services;

(5) to budget, account for, collect, and disburse funds through its Fiscal Agent;

(6) to apply for, accept, and expend loans, grants, and aid from state or federal governments through its Fiscal Agent;

(7) to enter into and enforce contractual obligations, and to charge and collect the costs of any program or service rendered by CSESA in accordance with criteria established by the Board of Directors through its Fiscal Agent;

(8) to apply for such state and federal grants as are approved by CSESA's Board of Directors;

(9) to implement applicable rules, regulations, and directives of any duly authorized federal or Utah state government unit, and to file required reports;

(10) to enter into agreements with Members or other public agencies;

(11) to act in the capacities possessed by natural persons and do all things necessary or convenient to accomplish the purposes described above; and

(12) to exercise all general rights, privileges, and powers granted to regional education service agencies under the Utah Code § 53G-4-410, as it now exists or is amended.

(13) to exercise all general rights, privileges, and powers granted to interlocal entities under the Act, as it now exists or is amended.

ARTICLE IV — GOVERNANCE

Section 4.1. Board of Directors. CSESA shall be governed, directed, and managed by a Board of Directors. The initial Board of Directors shall consist of the twelve (12) LEA (Local Educational Agency) administrators who volunteered following a system-wide LEA survey, each serving a one-year inaugural term. During this initial term, the Board will establish the official processes and procedures for selecting all future Directors. Thereafter, the Board of Directors

shall be capped at thirteen (13) members, representative of the membership as a whole, serving staggered terms. An Executive Officer, or their appointee, of any member LEA in good standing shall be eligible for nomination and election under the newly established selection process.

Section 4.2. Nature of the Board. The Board of Directors is legislative in nature and may function only as a whole, with no individual member possessing authority except as expressly set forth herein with respect to its officers.

Section 4.3. Powers of the Board. The Board of Directors has authority to exercise all powers of CSESA set forth in Section 3.2 or as otherwise permitted by law, including but not limited to:

(1) selecting its officers;

(2) reviewing and amending this Agreement, subject to the limitations in Section 7.3;

(3) approving the admission of new Members under Section 2.3;

(4) approving CSESA's budget and programs;

(5) employing an Executive Director and other personnel and setting compensation and benefits;

(6) establishing policies, programs, and controls governing CSESA's administration and operations;

(7) approving the acquisition of property and services;

(8) establishing criteria to bill Members for services rendered;

(9) reviewing periodically the process and development of existing services and programs, and approving any changes in the operational procedures for the following year;

(10) investing funds not needed for immediate cash flow in securities authorized for political subdivisions;

(11) and taking any other action necessary or desirable to carry out the work of CSESA.

Section 4.4. Meetings. The Board of Directors shall meet at least quarterly, or as otherwise determined by the Board, and shall comply with the notice requirements of the Utah Open and Public Meetings Act. A quorum shall consist of a majority of the members of the Board of Directors, and action shall be taken by a majority vote of the quorum then present and voting. The Board of Directors may also call special meetings as such other times during the year as

necessary for policy consideration and/or other matters deemed beneficial to the operation of member schools, or CSESA.

(1) Notice of each regular meeting and each special meeting of the Board of Directors shall be given to each member of the Board in writing a minimum of seven (7) days prior to the meeting date.

(2) Meetings of the Board of Directors shall be conducted in accordance with Robert's Rules of Order.

Section 4.5. Officers. The officers of the Board of Directors shall be a Chair, a Vice Chair, and a Treasurer, each elected annually by the Board from among its own members. The Chair shall preside at all meetings of the Board, shall have the usual powers of a chairperson, and shall have authority to act upon emergency items and requests within general policy guidelines established by the Board, subject to ratification at the Board's next meeting. The Vice Chair shall assume the duties of the Chair in the Chair's absence or inability to act, and shall carry out such other duties as the Board may assign. The Treasurer shall oversee the general financial affairs of CSESA on behalf of the Board, including monitoring the budget, expenditures, and financial reports prepared by the Fiscal Agent, and shall report on CSESA's financial condition at each regular meeting of the Board; the Treasurer's oversight role is in addition to, and does not replace or duplicate, the financial functions performed by the Fiscal Agent under Article V. Each officer shall serve a one-year term and may be re-elected. The Executive Director shall serve as the executive officer of the Board of Directors.

Section 4.6. Officer Vacancies. When a vacancy in the office of Chair, Vice Chair, or Treasurer occurs by reason of death, resignation, or an officer no longer serving as the director of a Member charter school, the Board of Directors, by majority vote of its remaining members, shall appoint a successor to fill the unexpired term.

Section 4.7. Executive Director. The Board of Directors shall employ an Executive Director who shall serve as the chief administrative officer of CSESA, to administer the policies of the Board, coordinate CSESA's functions, hire, promote or remove personnel, and carry out such other duties as the Board may delegate, all subject to the Board's rules, policies and regulations.

ARTICLE V — OPERATIONS, FINANCE, AND FISCAL AGENT

Section 5.1. Method of Operation. Programs and services supervised by CSESA shall be provided by CSESA for all Members, by CSESA through a contract with a limited number of participating Members, or by a Member under an agreement with other participating Members, as approved by a simple majority of the Board of Directors.

Section 5.2. Budgets. CSESA shall adopt a budget for each program or service it operates, based on a fiscal or calendar year as appropriate. The budget shall be approved by the Board of

Directors, which shall specify the timing and amount of charges to Members in connection with any program or service.

Section 5.3. Financing. In addition to monies appropriated by the State of Utah and its agencies, each participating Member may be billed based on the services it utilizes and requests, and any Member may be charged a membership fee, all as determined by the Board of Directors, pursuant to Utah Code § 11-13-402(3)(a)(v).

Section 5.4. Fiscal Agent. Subject to its consent to do so, Providence Hall shall serve as the Fiscal Agent for CSESA. Business procedures relating to financial budgeting, accounting, receipts, and disbursements shall be carried out using Providence Hall's business policies, in adherence with applicable state and federal regulations, R277-113, and the Utah Procurement Code, as further described in the separate Fiscal Agent Policy adopted by Providence Hall's Board of Trustees, which is incorporated herein by reference. If Providence Hall determines to relinquish its role as Fiscal Agent, the Board of Directors shall select another Member, or another eligible LEA, to serve as the Fiscal Agent for CSESA.

Section 5.5. Risk Management and Insurance. CSESA's operations, as administered by its Fiscal Agent, will be covered under the Fiscal Agent's existing liability, property, errors and omissions, and other insurance coverage obtained through the Utah State Risk Management Fund, to the same extent and on the same terms as the Fiscal Agent's own operations.

Section 5.6. Property of CSESA. All property or any interest hereafter acquired by CSESA shall be its sole property and not the property of any Member. Neither the voluntary withdrawal nor the expulsion of any Member shall entitle it to any claim, interest, or ownership therein. A Member may provide property for CSESA's use while retaining ownership, or may transfer ownership to CSESA; in either case, the minutes of the Board of Directors shall reflect the ownership and terms of use.

Section 5.7. Damage to Property. Each Member will insure or otherwise be financially responsible for any CSESA media or equipment while in its possession, and will reimburse CSESA for the cost of replacement or repair if such property is lost, stolen, or damaged while in its custody. CSESA, through its Fiscal Agent, will insure or otherwise be financially responsible for any Member's media or equipment while in CSESA's possession, and will reimburse the Member accordingly. The extent of damage and liability shall be determined by the Fiscal Agent's business administrator, in consultation with the affected Member.

Section 5.8. Collection of Charges. The Parties shall include in their respective budgets any charges to which they are obligated under this Agreement, and agree to provide information required by the Board of Directors and to observe its validly adopted rules. Any charge to a Member or other person may be collected by CSESA by court action or other appropriate means.

Section 5.9. Other Financial Provisions. Contracts for the purchase of property, supplies, construction, and employment of personnel shall be made in accordance with applicable law. CSESA shall use generally accepted accounting procedures and shall make financial information available upon request to Members of the Board of Directors.

ARTICLE VI — WITHDRAWAL, DURATION, AND DISSOLUTION

Section 6.1. Withdrawal. A Member that does not wish to continue as a Member of CSESA during the succeeding year shall submit written notice of that intent to the Chair of the Board of Directors before July 1 of the fiscal year prior to which it wishes to terminate. A withdrawing Member shall remain liable for its pro rata share of the CSESA budget for the fiscal year in which withdrawal occurs. Upon a Member's withdrawal, any contractual obligations or indebtedness CSESA owes to the withdrawing Member shall be satisfied in accordance with any previously agreed terms. If CSESA is dissolved within five years of a Member withdrawing, that Member shall, notwithstanding its prior withdrawal, be entitled to a prorated share of the asset distribution described in Section 6.4.

Section 6.2. Duration. CSESA shall continue to exist as an interlocal entity under the Act for 50 years after the date this Agreement is initially effective under Section 2.2, or after the most recent amendment of this Agreement, unless terminated sooner as provided below.

Section 6.3. Dissolution. CSESA shall be dissolved upon: (1) unanimous vote of the Board of Directors; (2) mutual written consent of all, or all but one, of the Members; (3) reduction of Members to one through withdrawal; or (4) its existence becoming contrary to law.

Section 6.4. Distribution of Property. Upon dissolution, CSESA's property shall be distributed equitably based on a formula approved by the Board at the time of dissolution, first taking into account existing indebtedness. The Board shall cause the fair market value of such property to be fixed by appraisal and shall, where possible, distribute property in-kind. Any property not distributable or reasonably saleable shall be distributed to the State of Utah. The Board's determination in connection with such distribution shall be final unless arbitrary and capricious.

ARTICLE VII — GENERAL PROVISIONS

Section 7.1. Principal Office. The principal office of CSESA shall be located at Providence Hall 4557 Patriot Ridge Drive, Herriman, UT 84096, or at such other location as the Board of Directors may determine.

Section 7.2. Fiscal Year. The fiscal year of CSESA shall be July 1 through June 30 of each year, unless and until changed by resolution of the Board of Directors.

Section 7.3. Amendment. Amendments to this Agreement may be made provided the proposed amendment is distributed to all members of the Board of Directors at least thirty (30) days prior to Board action. The proposed amendment must be approved by a two-thirds majority

of the Board, by resolution duly entered in the minutes of each Member, and a copy of the amended Agreement must be provided to each Member within thirty (30) days of approval.

Section 7.4. Severability. If any provision of this Agreement, or its application to any person or circumstance, is held invalid, that invalidity shall not affect other provisions or applications of this Agreement that can be given effect without the invalid provision, and to this end the provisions of this Agreement are declared severable.

Section 7.5. Construction of Statutes and Rules. Where any statute or rule is referred to in this Agreement, it shall include such statute or rule as it is from time to time amended, supplemented, recodified, or replaced.

Section 7.6. Effective Date. As to each Member, this Agreement becomes effective upon:

(1) adoption of a resolution by that Member's governing board approving this Agreement and authorizing its execution;

(2) review and approval of this Agreement by legal counsel authorized to represent that Member;

(3) execution of a Member Signature Page by that Member;

(4) filing of this Agreement and the Member's Signature Page with the keeper of records for that Member, as required by the Act; and

(5) issuance of a certificate of creation (for CSESA's initial formation) or, for Members joining thereafter, any confirming filing required by the Act, from the Lieutenant Governor as provided in Section 11-13-204(4) of the Act.

Section 7.7. Effect of this Agreement on Members' Obligations. Neither this Agreement, nor any program or service performed or furnished hereunder, shall relieve any Party of any obligation or responsibility imposed upon it by law, except to the extent that such performance constitutes satisfaction of that obligation or responsibility. Nothing in this Agreement waives any limitation on liability, immunity, or defense available to any Party under the Utah Governmental Immunity Act or other applicable law.

Section 7.8. Counterparts; Execution. This Agreement may be executed in any number of counterparts, each in the form of Exhibit A, and each executed Member Signature Page shall be deemed part of a single instrument. This Agreement is executed for and on behalf of the governing board of each Member by its respective Board Chair or President, who certifies that their governing board has, by resolution, agreed to the terms of this Agreement, has duly entered that action in its minutes, and has authorized execution of this Agreement.

EXHIBIT A — MEMBER SIGNATURE PAGE

Instructions: A separate copy of this signature page is to be completed and executed by each Utah public charter school governing board that becomes a Member of the Charter School Educational Service Agency (CSESA), whether at initial formation or upon later admission under Section 2.3 of the Agreement. Each executed copy, together with the body of the Interlocal Cooperative Agreement to which it is attached, constitutes a binding counterpart of that Agreement.

By executing this Member Signature Page, the undersigned charter school governing board adopts and agrees to be bound by all terms of the Charter School Educational Service Agency Interlocal Cooperative Agreement, and represents that:

(1) it is the governing board of a Utah public charter school and a political subdivision of the State of Utah;

(2) it has, by resolution, approved the Agreement and authorized the execution of this Member Signature Page;

(3) that resolution has been duly entered into the minutes of the governing board; and

(4) this Agreement, together with this executed Member Signature Page, has been or will be filed with the keeper of records for the charter school, as required by the Interlocal Cooperation Act.

Charter LEA / Governing Board Name: _____

Principal Address: _____

_____
Signature of Board Chair or President

Printed Name: _____

Title: _____

Date: _____