

ENTHEOS ACADEMY

EXCELLENCE • SERVICE • LEADERSHIP

2502 CHARTER TRUST LANDLAND COUNCIL ELECTION PROCEDURES

Purpose

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

Policy

- I. Charter Trust LANDLAND Council (the “Council”) Composition Requirements. The number of Council members who are parents or grandparents of students enrolled at the school shall exceed all other members combined by at least two. Parents or grandparents must have a student actively enrolled at the charter school to be eligible to run or serve on the council.
 - A. If the School’s governing board meets the size and composition requirements above, the governing board may serve as the Council.
 - B. If the governing board does not serve as the Council, the Council shall consist of the specific number of parents/grandparents. In addition, membership may also include staff members and the School’s Director ~~who~~that desire to serve on the Council.
- II. Council Size. The Council shall consist of 6-7 members. Specifically, there shall be 4 parents/grandparents, the director who is an ex officio voting member, and 1-2 staff members~~The Council shall consist of 6 members. Specifically, there shall be 4 parents/grandparents, the director who is an ex officio voting member, and 1 staff member.~~
- III. Election Procedures for Parents/Grandparents. On or before October 1st each year, the School Director will notify parents/guardians about Council membership opportunities and the necessary steps to become a member. Notification will be posted via email/electronic communication.
 - A. If the number of interested individuals exceeds the number of open positions, an election will take place. If an election is required, the school will notify families of the election process at least ten (10) days before voting commences.

2502 Charter Trust LANDland Council Election Procedures

1. Only parents of students currently attending the school are eligible to vote.
2. Each parent will be given one (1) vote regardless of the number of family members that attend the school.
3. Voting by secret ballot will be done electronically through a secure online form, and instructions for voting, including when voting opens/closes, submission information, as well as the candidate list, will be included in the election notice described in paragraph 3(a) above.
4. Absentee voting is not allowed, meaning only the parent of the current student may vote via the electronic form.
5. If two or more candidates receive the same number of votes, the School Director will randomly draw a namedraw a name at random, to select the candidate to serve on the council.
6. The school's Director will oversee the election to ensure compliance with these election procedures.

- B. An election is not required if the number of interested individuals is less than or equal to the number of open positions~~If the number of interested individuals is less than or equal to the number of open positions, an election is not required.~~

Appointments by the School Director will be made to fill any open seats.

- IV. Parent/Grandparent Terms. Terms shall be for a period of two years, and members are eligible for re-election.
- V. Procedures for Staff Members and Other Members. A staff member is appointed to the council by the School Director.
- VI. Staff and Other Members Terms. Terms shall be for a period of two years, and members are eligible for re-election.
- VII. Officers. Once established, the Council members shall elect from its membership a parent or grandparent of a student enrolled at the school to serve as Chair. The director may not hold an officer position.
- VIII. Members Resignation. If a member resigns prior to term completion, the School Director will appoint an individual to fill the vacant seat until the next election period.
- IX. Quorum. A quorum consists of a majority of the current members of the Council.
- X. Meetings. The Chair shall schedule, provide notice, and convene the Council meetingsmeetings of the Council consistent with the School Community Council Open and Public Meeting Act, 53G-7-1203.
- XI. Council Responsibilities. In accordance with state board rule regarding charter trust LANDland council expenditures and funding limits, a Council shall:
 - A. Prepare a plan for the use of School LAND Trust Program money.
 - B. Work with students, families, and educators and hold at least an annual discussion with charter school administrators to develop and incorporate safety principles at the school level.

2502 Charter Trust ~~LAND~~Land Council Election Procedures

- C. Provide input to the school's director on a positive behavior plan.

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2501 CHARTER TRUST LAND COUNCIL ~~SCHOOL~~ ~~LAND TRUST~~ AND SCHOOL COMMUNITY COUNCIL POLICY

Purpose

This policy is to establish the composition and duties of Entheos Academy School Community Council for the purpose of involving parents or guardians of students in decision making at the school level, improving the education of students, prudently expending School LAND Trust Program money, and increasing public awareness of such funding and policies.

Policy

In compliance with Utah Code and State Board Rules, the Entheos Academy Board of Trustees directs each school receiving School LAND trust funds to establish and maintain a School Community Council as set forth in Utah 53G-7-1202, and this policy

I. Organization

- A. Each school shall organize a Charter Trust LAND Council ~~School LAND Trust Council~~ consisting of elected members
 - 1. Four parents or guardians of students
 - 2. Two school employees, one to be the principal or designee.
- B. For each school in the organizational year, half of the terms shall be for one year and half for two years. In subsequent years, all terms shall be for two years.
 - 1. Elections will be held in the Spring of each year and completed ~~before~~ ~~prior to~~ the last week of school, and in accordance with candidacy and representation as outlined in ~~in~~ Utah 53G-7-1202
- C. The School Community Council shall elect:
 - 1. One Chair from its parent or guardian members and
 - 2. One Vice-Chair from its parent, guardian, or employee members.
- D. Principals and all School Community Council members are encouraged to participate in annual training provided under the Board's direction that will include

2501 Charter Trust LAND Council ~~School LAND Trust~~ and School Community Council Policy

1. Responsibilities of the Chair and Vice-Chair
2. Resources available on the School LAND Trust websites and
3. Utah 53G-7-1202

II. Responsibilities

- A. School Community Councils shall create a program to use ~~their~~^{its} allocation of School LAND Trust funds to implement a component of the school's improvement plan or charter agreement. This plan shall include:
 1. The school's identified most critical academic needs.;
 2. A recommended course of action to meet the identified academic needs; A specific listing of any programs, practices, materials, or equipment that the school will need to implement as a component of its school improvement plan to have a direct impact on the instruction of students and result in measurably increased student performance; and
 - a) How the school intends to spend its allocation of funds to enhance or improve academic excellence at the school.
 3. The School Community Council shall present its comprehensive school improvement plan to the Board of Education annually for approval. ~~Multi-year~~^{Multiyear} plans may be developed, but the Board's annual approval is required.
 4. In addition, a report to parents on the implementation of last year's School LAND Trust program must be distributed by November 15 of each year. The School Community Council shall provide this information by posting it on the school's website.
 - a) The website should include the dollar amount received each year through the program.

III. Meetings

- A. Meetings shall be scheduled according to the school's needs...
 1. School Community Council meetings are open to the public.
 2. Each School Community Council shall provide a meeting schedule and a list of School Community Council members with contact information before October 10.
 - a) The principal shall enter the names of the council members on the School LAND Trust website on or before October 20 of each year.
 3. A school or school district administrator shall not prohibit or discourage a School Community Council from discussing any issue or concern raised by any School Community Council member unless prohibited by law.

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2301 Global Executive Limitations ~~Policy~~

Purpose

Entheos Academy prides itself on the quality of its school administrators. This policy sets the standards that every administrator must meet according to Entheos Academy's Governing Board and state law.

Policy

- I. The Director(s) shall not cause or allow any practice, activity decision, or organizational circumstance that is unlawful, imprudent, or in violation of commonly accepted educational, business, and professional ethics.
- II. The Board of Trustees grants the Director(s) the ability to make reasonable, acceptable, and, according to common sense or standard practice, exceptions to policy in such circumstances that comply with the spirit and intent of the policy and still follow all applicable laws and rules.
 - A. If the Director(s) makes a reasonable exception, he/she will notify the Board of Trustees in writing within 48 hours of the circumstance that required a reasonable exception to be made.

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2200 BOARD MEMBER APPOINTMENTS

Purpose

This policy describes the process for the appointment of Entheos Academy board members. Board vacancies are filled as outlined in the Entheos Academy bylaws.

Policy

- I. Notice of Vacancy
 - A. After a board vote, the Entheos Academy School Board will publicly notice vacant board positions.
- II. Application
 - A. Individuals seeking a board member appointment will need to complete a Board Member Application.
 - B. Along with the application, candidates must submit a resume and a letter of intent.
- III. Nomination
 - A. Board member applicants are nominated by a current board member, interviewed by the board, and approved as outlined in the bylaws.
- IV. Board Member Agreement
 - A. A new member's appointment to the board is contingent upon the execution of a signed copy of the Board Member Agreement provided by Entheos Academy.

REF: Board Member Agreement

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4206 EMPLOYEE HARASSMENT

Purpose

This policy delineates Entheos Academy's preemptive stance on employee harassment, including sexual harassment, and the appropriate action to take ~~when reporting it~~
~~in reporting the harassment.~~

Scope

- I. This policy applies to all Entheos Academy board members, board advisors, contracted employees, individuals representing contracted services, and volunteers.

Definitions

- I. "Harassment" Unwelcome verbal, visual, written, or physical conduct, which creates an intimidating or hostile work environment.
- II. "Sexual Harassment" According to the Equal Employment Opportunity Commission (EEOC), sexual harassment is defined as ~~unwelcome~~
~~unwelcomed~~ sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:
 - A. Submission to such conduct is made explicitly or implicitly a term or condition of employment.
 - B. Submission to or rejection of such conduct is used as the basis for decisions affecting an individual's employment.
 - C. Such conduct has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile, or offensive work environment.

Policy

- I. Harassment
 - A. Entheos Academy's position is that harassment is a form of misconduct that undermines the integrity of the employment relationship.
 1. Co-workers, supervisors, subordinates, and non-employees can all initiate and be the target of unwelcome harassment.
 2. Entheos Academy recognizes that both perpetrators and victims of sexual harassment may be of any gender.

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- B. Examples of harassment in the workplace include, but are not limited to, the following:
1. Derogatory comments or jokes regarding a person's race, color, age, religion, creed, sex, national origin/ancestry, sexual orientation, citizenship, disability, physical appearance, or any other legally protected characteristic or activity; or
 2. The distribution or display of written or graphic materials ~~that~~which have the same effect.
- II. Sexual Harassment
- A. Entheos Academy ~~will not tolerate~~strongly opposes sexual harassment ~~or~~and inappropriate sexual conduct.
- B. All employees are expected to conduct themselves in a professional and businesslike manner at all times. Conduct ~~that~~which may violate this policy includes, but is not limited to, sexually implicit or explicit communications, whether in:
1. Written form, such as cartoons, posters, calendars, notes, letters, ~~and~~
 2. Verbal form, such as comments, jokes, foul or obscene language of a sexual nature, gossiping, ~~or~~questions about another's sex life, or repeated unwanted requests for dates.
 3. Physical gestures and other nonverbal behavior, such as unwelcome touching, grabbing, fondling, kissing, massaging, and brushing up against another's body.
- III. All employees have the right to work in an environment free from all forms of discrimination and conduct ~~that~~which can be considered harassing, coercive, or disruptive, including sexual harassment.
- IV. Reporting Harassment
- A. ~~If you believe there has been a violation of the EEO policy or harassment based on the protected classes of Equal Opportunity Employment, including sexual harassment, please use the following complaint procedure.~~ Entheos Academy expects employees to make a timely complaint to enable Entheos Academy to investigate and correct any behavior that may be in violation of this policy. ~~If you believe there has been a violation of the EEO policy or harassment based on the protected classes of Equal Opportunity Employment, including sexual harassment, please use the following complaint procedure.~~
1. Report the incident to the HR Director or ~~the~~Executive Director, who will investigate ~~the matter~~and take corrective action ~~if warranted~~. Your complaint will be kept as confidential as practicable. If you prefer not to

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go to either of these individuals with your complaint, you should report the incident to the Entheos Academy Board Chair.

- B. Entheos Academy prohibits retaliation against any employee for filing a complaint under this policy or ~~for~~ assisting in a complaint investigation.
- C. If you believe ~~our EEO or retaliation standard has been violated~~~~there has been a violation of our EEO or retaliation standard~~, please follow the complaint procedure outlined above.
- V. If Entheos Academy determines that an employee's behavior ~~violates~~~~is in violation of~~ this policy, disciplinary action will be taken, up to and including termination of employment.
- VI. Administration is responsible for orienting employees, contracted employees, ~~and~~ individuals representing contracted services to this policy.

REF: Utah Admin R477-15

ENTHEOS ACADEMY

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4102 EMPLOYEE CODE OF CONDUCT

Purpose

At Entheos Academy, we recognize that:

- A. All students are entitled to receive an education in a safe, secure environment.
- B. All teachers have the right to practice in an environment of professionalism and mutual respect.
- C. All parents have the right to expect professional and appropriate behavior from all those involved with ~~their child's public education~~ ~~the public education of their child~~.

The following policies are designed to protect the rights of students, parents, and teachers. They are also designed to ensure student safety and safeguard teachers from unfortunate occurrences of misinterpretation of conduct or false allegations of wrongdoing ~~and teachers. They are also designed to ensure student safety and safeguard teachers from the unfortunate occurrences of misinterpretation of conduct, or false allegations of wrong-doing.~~

Definition

- I. “Boundary Violation” Crossing verbal, physical, emotional, or social lines that staff must maintain in order to ensure structure, security, and predictability in an educational environment.
 - A. Boundary ~~violations~~ ~~violation~~ may include (but are not limited to) the following, depending on the circumstances:
 - 1. ~~Isolated~~ ~~isolated~~, one-on-one interactions with a student out of the line of sight of others;
 - 2. ~~Meeting~~ ~~meeting~~ with a student in rooms with covered or blocked windows;
 - 3. ~~Telling~~ ~~telling~~ risqué jokes to; or in the presence of a student; d) employing favoritism to a student;
 - 4. ~~Giving~~ ~~giving~~ gifts to specific students;
 - 5. ~~Staff~~ ~~staff~~ member initiated ~~frontal~~ hugging of a student or other uninvited touching of students;
 - 6. ~~Photographing~~ ~~photographing~~ an individual student for a non-educational purpose or use;

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7. Engaging ~~engaging~~ in inappropriate or unprofessional contact outside of educational program activities;
 8. Exchanging ~~exchanging~~ personal email or phone numbers with a student;
 9. Being connected or interacting privately with a student through social media, computer, or handheld devices; and
 10. Discussing ~~discussing~~ an employee's personal life or personal issues with a student.
 11. A staff member and student sharing any sexually explicit or lewd communication, image, or photograph.
- B. Boundary violation does not include:
1. offering praise, encouragement, or acknowledgment;
 2. offering rewards available to all who achieve;
 3. asking permission to touch for necessary purposes;
 4. giving a pat on the back or a shoulder;
 5. giving a side hug;
 6. giving a handshake or high five;
 7. offering warmth and kindness;
 8. utilizing public social media alerts to groups of students and parents; or
 9. contact permitted by an IEP or 504 plan
- II. "Grooming" includes befriending ~~Befriending~~ and establishing an emotional connection with a child or a child's family to lower the child's inhibitions for emotional, physical, or sexual abuse.
- III. "Sexual Conduct" includes ~~Includes~~ any sexual contact or communication between a staff member and a student, including but not limited to:
- A. "Sexual abuse" the criminal conduct described in Utah Code Ann. §76-5-404.1(2)
- IV. "Sexual battery" the criminal conduct described in Utah Code Ann. §76-9-702.1
- ~~V. A staff member and student sharing any sexually explicit or lewd communication, image, or photograph.~~
- VI. "Staff Member" An employee, contractor, or volunteer with unsupervised access to students.
- VII. "Student" Any child under the age of 18, regardless of their enrollment status in a public school, or any individual aged 18 and over if still enrolled in a public school.

Policy

Staff members shall act in a way that acknowledges and reflects their inherent positions of authority and influence over students.

- I. Teacher-Student relationships:
 - A. Staff members shall recognize and maintain appropriate personal boundaries in teaching, supervising, and interacting with students and shall avoid boundary

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violations, including behavior that could reasonably be considered grooming or lead to ~~even~~ an appearance of impropriety.

- B. A staff member may not subject a student to any form of abuse, including but not limited to:
 - 1. physical abuse;
 - 2. verbal abuse;
 - 3. sexual abuse; or
 - C. mental abuse.
- II. A staff member shall not touch a student in a way that makes a reasonably objective student feel uncomfortable.
- III. A staff member shall not engage in any sexual conduct toward or sexual relations with a student, including but not limited to [the following](#):
- A. viewing with a student, or allowing a student to view, pornography or any other sexually explicit or inappropriate images or content, whether video, audio, print, text, or other format;
 - B. sexual battery; or
 - C. sexual assault.
 - a) Corporal Punishment. Any form of physical punishment is prohibited under disciplinary procedures and potentially actionable in law. This also applies to any form of physical response to misbehavior,
2. Private Meetings
- a) Private meetings, by their very nature, increase the risk [of student abuse and the opportunity for false allegations against teachers](#). ~~Teachers and others must, therefore, for possible abuse of students, as well as the opportunity for false allegations against teachers. Teachers and others must therefore~~ recognize this possibility and plan such meetings accordingly.
 - b) Employees shall avoid meeting privately with a student in remote areas of the school; and ensure that whenever possible, the door is left open or visual contact with others is maintained. Steps to prevent others [from](#) entering a room by the use of “Meeting in Progress” are especially likely to be open to misinterpretation. In many cases, it will be advisable for another student or adult to be present or in a position to minimize risk during the meeting.
 - c) Under no circumstances should meetings with individual students be arranged off the school premises, [including the transport](#). ~~This includes the transporting~~ of individual children in private cars.

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- d) Teachers shall not transport students in their private vehicles. ~~except on official school trips and in these cases only with multiple students at a time.~~ When emergency transportation of students is necessary and no bus is available, students may be transported by parent volunteers.
 - e) In conjunction with the above policies, all teachers participating in adventure, fieldwork, and/or discovery activities must adhere to all safety and student contact rules ~~as~~ outlined in the adventure policy. These rules will be strictly enforced. We have a zero-tolerance policy regarding unsafe behavior on adventure, fieldwork, ~~when it comes to unsafe behavior on adventure, fieldwork~~ and/or discovery activities, and failure to comply with all policies will result in loss of employment.
3. Personal Letters and Communication
- a) Staff ~~members~~ ~~member~~ communications with students, whether verbal or electronic, shall be professional and avoid boundary violations.
 - b) Except for ~~school-approved~~ ~~school-approved~~ communication channels, the following forms of contact/communication between teachers and students are not appropriate; and shall be avoided by all members of Entheos staff:
 - (1) Text messaging
 - (2) Instant messaging
 - (3) Phone contact between teacher and student's private cell phone
 - (4) Any form of online communication via social networks (i.e.; Facebook, Instagram, etc.), chat rooms, private emails, etc.
 - c) A staff member shall not provide gifts, special favors, or preferential treatment to a student or group of students.
 - d) This policy is not intended to curtail the use of email to communicate with parents ~~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, and whole families regarding class-wide or school-wide programs, projects and assignments. Nor is it intended to prohibit use of email communication between parents and~~ teachers regarding student performance/evaluation.
4. Teaching Materials

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- a) The use of books, videos, and films of an explicit or sensitive nature, particularly in relation to language or sexual behavior, are prohibited. Films should carry a rating no higher than “G” for general audiences and should make clear curriculum connections. However, it still must be a film for general audiences. If there is a compelling reason to show an educational clip, video, or film with a rating higher than “G,” then permission from ~~higher than a “G” rating then permission of~~ the students’ parents and the director is required.
- b) Teachers will submit to the Director a list of books if they are to be read in class by everyone. This also pertains to any books read by a small group of students ~~together~~ as part of a class assignment.
- 5. A staff member shall not discriminate against a student ~~based on the basis of~~ sex, religion, national origin, ~~gender identity~~, sexual orientation, or any other ~~protected prohibited~~ class.
- 6. A staff member may not use or be under the influence of alcohol or illegal substances during work hours, on school property, or at ~~school-sponsored school-sponsored~~ events. ~~while acting as a staff member.~~ Additionally, a staff member may not use any form of tobacco or electronic cigarettes on school property or at ~~school-sponsored school sponsored~~ activities. ~~in an employment capacity.~~
 - a) A staff member shall cooperate in any investigation concerning allegations of actions, conduct, or communications that, if proven, would violate this policy.
 - b) Entheos Academy recognizes that familial relationships between ~~staff members and students~~ ~~a staff member and a student~~ may provide ~~for~~ exceptions to ~~specific~~ ~~certain~~ provisions of this policy.
 - c) Conduct prohibited by this policy is considered a violation of this policy regardless of whether the student may have consented.
 - d) All employees are expected to follow the communications policy approved by the Board.
- 7. Staff-Staff Interactions:
 - a) Entheos Academy requires that employees protect Entheos Academy information and avoid activities or relationships ~~that do or could improperly influence their decisions, actions on the job, the property of Entheos, or its, which do or could improperly influence their decisions, actions on the job, the property of Entheos or its~~ reputation.

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- b) ~~Staff-to-staff~~Staff-to-staff interactions are subject to the Conflicts of Interest Policy and Employee Harassment Policy.
 - (1) Human Resources shall be informed of intimate relationships between two or more staff members that go beyond professional interactions.~~Intimate relationships, beyond professional interactions, between two or more staff members, shall be disclosed to Human Resources.~~
- c) Entheos prohibits intimate relationships between supervisors and subordinates.

Reporting

- I. A staff member ~~with who has~~ reason to believe there has been a violation of this policy shall immediately report such conduct to an appropriate supervisor or school administrator. If a staff member has reason to believe a school administrator has violated this policy, the staff member shall immediately report the conduct to the administrator's supervisor.
- II. In addition to the obligation to report suspected child abuse or neglect to law enforcement or the Division of Child and Family Services under Utah Code Ann. §62A- 4a-403:
 - d) a staff member who has reasonable cause to believe that a student may have been physically or sexually abused by a school staff member shall immediately report the belief and all other relevant information to the school administrator~~;~~~~or to~~ Entheos Academy administration;
 - e) a school administrator who has received a report or who otherwise has reasonable cause to believe that a student may have been physically or sexually abused by a school staff member shall immediately inform the Entheos Academy administration of the reported abuse; and
 - f) if the staff member suspected to have abused a student holds a professional educator license issued by the Utah State Board of Education, the Entheos Academy administration shall immediately report that information to the Utah Professional Practices Advisory Commission;
 - g) a person who makes a report under this subsection in good faith shall be immune from civil or criminal liability that might otherwise arise ~~because of~~~~by reason of~~ that report.
- 8. A staff member who has knowledge of suspected incidents of bullying shall immediately notify the student's building administrator in compliance with Entheos Academy Policy.

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9. Failing to report suspected misconduct as required herein is a violation of this policy, the Utah Educator Standards, and in some instances, state law, and may result in disciplinary action.

ENTHEOS ACADEMY

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3400 FEE AND FEE WAIVER POLICY

Purpose

In compliance with Utah Code 53G-7-503, Entheos Academy maintains the following policy on fees and fee waivers.

Policy

- I. Entheos Academy will not charge fees for students in grades six through eight ~~for the 2023-2024 school year.~~ There are no fees for activities during the school day. ~~If applicable, fee waivers are available for those who cannot afford to pay to participate.~~
- II. The Entheos Board of Directors will approve the Fee Schedule (if applicable) annually. Prior to registration and payment of Fees, notice of fees (if applicable) will be provided to each student's parents or guardians.
- III. Payment of fees (if applicable) is strongly encouraged to provide an enhanced educational experience; however, fees will be waived for any family that requests it. ~~Therefore, no application process will be required, and enriched educational experience; however, fees will be waived for any family that requests it. Therefore, no application process will be required~~ as all written requests will be honored.
- IV. All students will receive equal access to educational opportunities, and no student will be denied participation in any activity sponsored by Entheos Academy due to non-payment of fees. In addition, a student's fee waiver status is private and strictly limited to essential business staff only. ~~In addition, no fees~~ Fees will ~~never ever~~ be charged for elementary-grade students (kindergarten through grade five).

ENTHEOS ACADEMY - KEARNS

Special Education



How it Works, How We Run, & What We Need to Move Forward

SPED Case Managers



Elizabeth Miner

K-2 Elementary



Carlie Crowley

3-5 Elementary



Haylee Ashworth

6-8 Middle

Behavior & Para Mentor



Jance Neel

Behavior Strategist



Megan Lindhardt Gibbs

Assistant Behavior Strategist



Dayna Raaum

Para Mentor

Strengths



Communication



Compliance



Culture

SPED Ecosystem



Paraprofessionals



Behavior Room



Resource Room

Resource Room

Domain	Diagnostic 1	Diagnostic 3	Diagnostic 4
Overall Math ↑	🚫 Grade 1	🚫 Grade 3	🚫 Grade 3
Number and Operations ↑	🚫 Grade 2	🚫 Grade 2	🚫 Grade 4
Algebra and Algebraic Thinking ↑	🚫 Grade 2	🚫 Grade 3	🚫 Grade 3
Measurement and Data ↑	🚫 Grade 2	🚫 Grade 3	🚫 Grade 5
Geometry ↑	🚫 Grade K	🚫 Grade 3	🚫 Grade 2

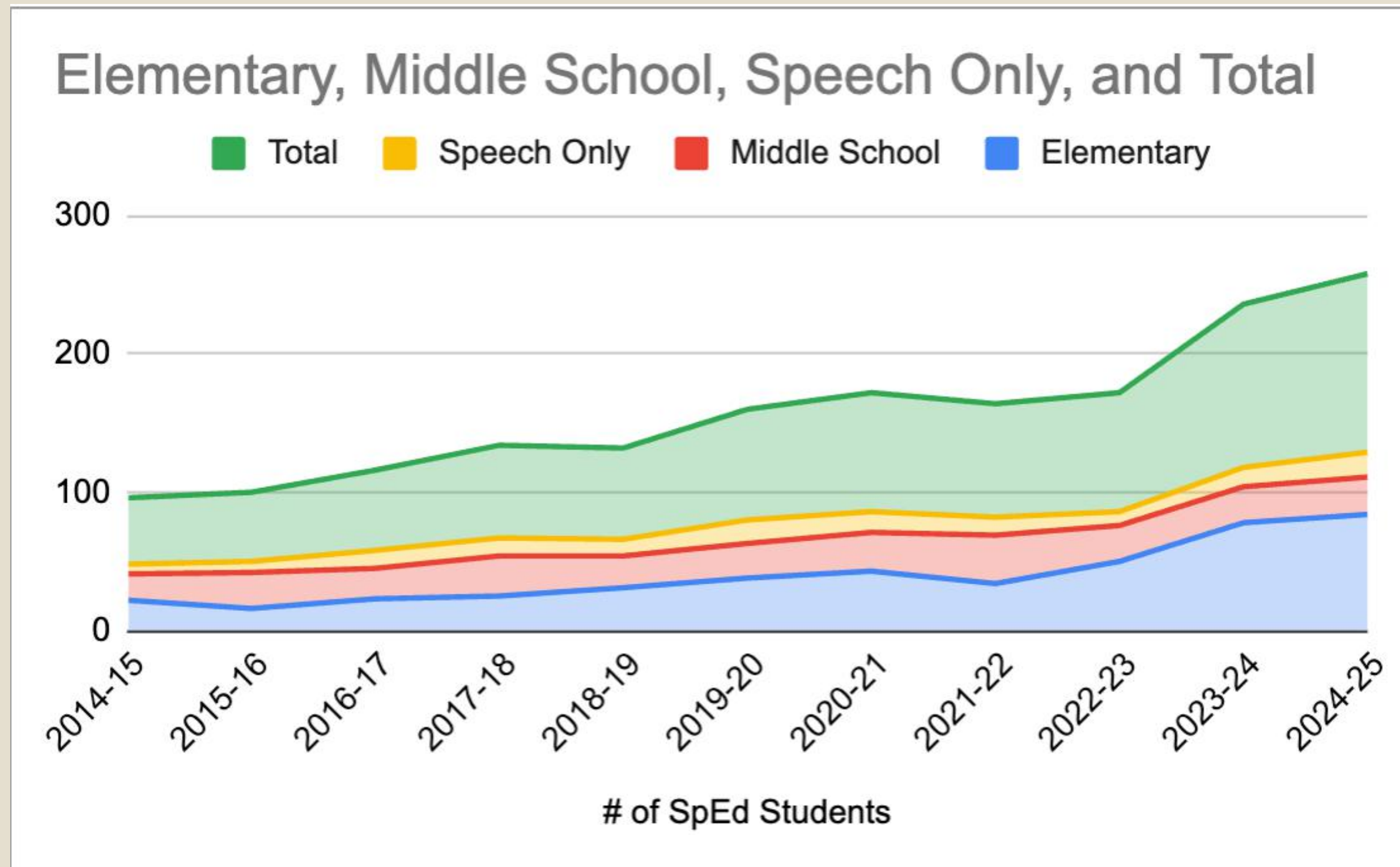
Intense 2:1 instruction Personalized iReady Curriculum OTR/SES Excellence

The Growth

# of SpEd Stude	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Elementary	22	16	23	25	31	38
Middle School	19	26	22	29	23	25
Speech Only	7	8	13	13	12	17
Total	48	50	58	67	66	80

# of SpEd Stude	2020-21	2021-22	2022-23	2023-24	2024-25
Elementary	43	34	50	78	84
Middle School	28	35	26	26	27
Speech Only	15	13	10	14	18
Total	86	82	86	118	129

The Growth



Challenges



**Rapidly
Increasing
Caseloads**



**Need for
More Room**

Questions?

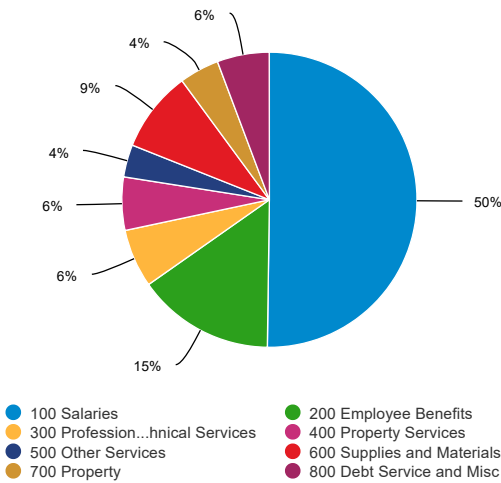
Financial Summary

	Category	YTD Amount	Total Budget	Total Forecast	% Target	% Forecast
Revenue (3 School Category records)						
	1000 Local Revenue	\$426,693	\$402,720	\$541,890	52.6%	78.7%
	3000 State Revenue	\$9,138,112	\$12,039,680	\$12,107,434	72.6%	75.5%
	4000 Federal Revenue	\$523,337	\$886,249	\$875,021	0.4%	59.8%
TOT		\$10,088,142	\$13,328,649	\$13,524,345		
Expense (8 School Category records)						
	100 Salaries	-\$4,278,537	-\$6,135,700	-\$6,213,700	70.3%	68.9%
	200 Employee Benefits	-\$1,362,119	-\$1,871,069	-\$1,861,069	73.6%	73.2%
	300 Professional and Technical Services	-\$448,118	-\$791,815	-\$791,815	10.7%	56.6%
	400 Property Services	-\$469,297	-\$611,060	-\$721,060	-0.0%	65.1%
	500 Other Services	-\$209,146	-\$438,251	-\$438,251	-0.0%	47.7%
	600 Supplies and Materials	-\$647,000	-\$1,082,815	-\$1,100,045	-0.0%	58.8%
	700 Property	-\$380,104	-\$530,000	-\$539,202	-0.0%	70.5%
	800 Debt Service and Misc	-\$482,514	-\$707,539	-\$707,539	66.9%	68.2%
TOT		-\$8,276,835	-\$12,168,249	-\$12,372,681		
TOT		\$1,811,307	\$1,160,400	\$1,151,664		

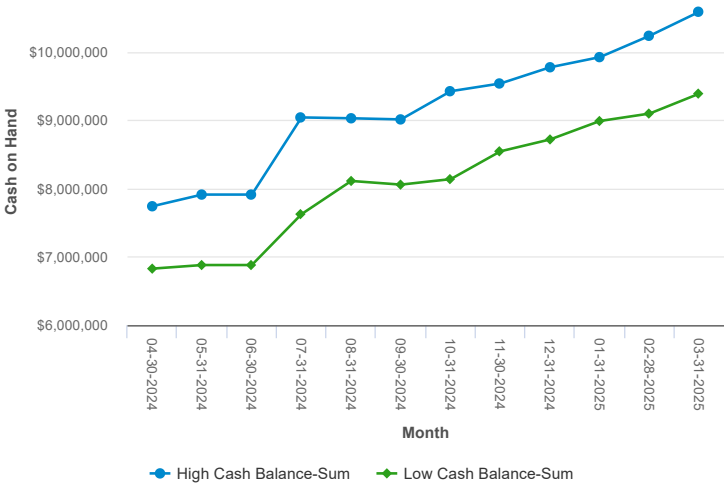
Financial Metrics

	Financial Metric	Covenant	Target	Forecast
	Net Income		398,565	1,151,664
	Operating Margin		4.5%	8.52
	Debt Service Ratio	1.10	1.37	2.82
	PTIF Balance			7,584,230
	Unrestricted Days Cash	30	150	280
	Restricted Cash			501,530

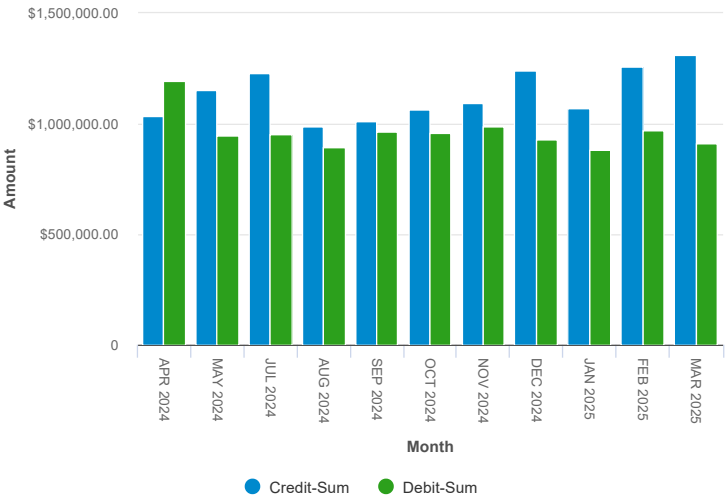
Expense Distribution



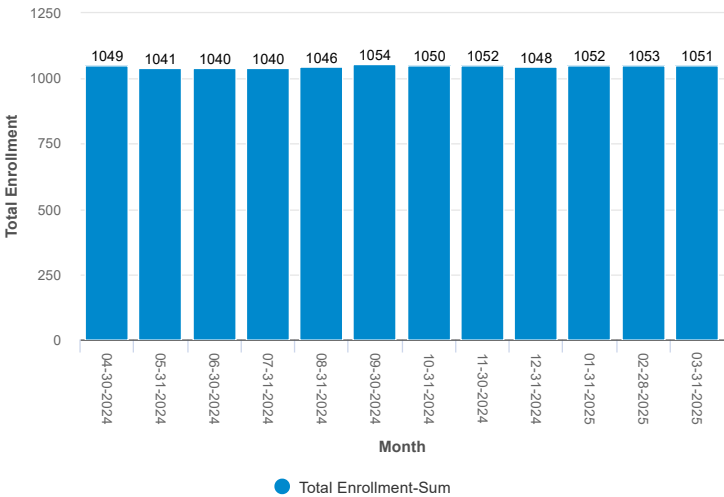
Cash Balance



Revenue vs Expenses



Enrollment Trend





ENTHEOS ACADEMY

EXCELLENCE • SERVICE • LEADERSHIP

Entheos Magna Director's Report

April 2025

Service Learning

As reported by Melanie Louviere:



- Our first grade team in Magna is collecting items to donate to the avian sanctuary and protection center. They've received a lot of donations so far! This is part of their **Caring for Birds! Expedition**
- As part of their **Adaptations and the Wide World of Frogs Expedition**, third grade is researching different types of frogs and creating stories that will be put into books and read to different classes.

Staff Spotlight

Aimee Wetzel - 3rd Grade



Aimee is truly a powerhouse—a go-getter who consistently takes initiative, ensuring things are planned, organized, and completed well in advance. Whether it's coordinating team tasks or preparing materials, she's always one step ahead. Her proactive mindset and dedication to excellence make her an invaluable teammate.

More than just getting things done, she makes sure that her team feels supported and prepared every step of the way. She leads not just with efficiency, but with heart—and we're lucky to have her in our corner.

Thank you for your leadership, positivity, and tireless commitment to student success and team collaboration. You're making a difference every single day!

Staff Spotlight

Charity Foutz - MS Math



We're proud to recognize a math teacher who exemplifies what it means to teach with purpose, precision, and heart.

She is deeply data-driven, using student performance to guide instruction, adjust supports, and ensure every learner has a path to success. With high expectations and unwavering belief in her students, she not only challenges them—she walks beside them every step of the way, offering the guidance and encouragement they need to rise to the occasion.

Beyond her impact in the classroom, she is a mentor to many, generously sharing her expertise and modeling consistency, preparation, and professionalism. Whether it's planning lessons, analyzing results, or supporting a colleague, she shows up ready, steady, and focused.

Thank you for your leadership, your drive, and your commitment to excellence. You're helping shape both strong students and strong educators—and we are lucky to have you!

Staff Spotlight

Sarah Jordan - Paraprofessional



We're to recognize a paraprofessional who has made a remarkable transition—from serving as a long-term substitute to becoming a valued member of our sped team.

She stepped into her new role with grace and confidence, bringing with her the same classroom presence, reliability, and care. Her natural ability to support students, manage the classroom, and maintain consistency has made her an asset to both our team and the students she serves.

Whether it's offering a helping hand, stepping in where needed, or calmly supporting challenging moments, she brings a steady and positive energy to her work every day.

Thank you for your dedication, your adaptability, and the warmth you bring to our school community. We're so glad you're part of our Crew!

Work Plan Overview 2024-2025

School Year

Entheos Academy District 2024-25 Work Plan

Multi-Year Impact Goals	Mastery of Knowledge and Skills	Character	High Quality Work
	Entheos Academy will meet or exceed state growth scores on EOY testing in the areas of: Early Literacy Math ELA Science	Entheos Academy will create and maintain a school-wide approach to teaching students to be ethical people, effective learners, and individuals who contribute to a better world.	High Quality Expeditions and classroom experiences will be implemented in every grade, that generate student work which is complex, has high craftsmanship, and is authentic.
2024-25 Performance Goals	65% of students will make typical or better growth by the end of the year, as measured by the state assessments of Acadience Reading, RISE and WIDA. This goal includes the subcategories of <ul style="list-style-type: none"> English Language Learners Special Education Students 	80% of teachers will implement a morning Crew centered around our school values, and support our Entheos PBIS structure with strong classroom management to help shape student character.	80% of students will have High Quality Work samples from the current school year in their portfolio by EOY.
2024-25 Implementation Priorities	Core Practice 30 D Core Practice 29 B	Core Practice 23 B Core Practice 21 B	Core Practice 12 D
Leadership Multi-Year Impact Goal	To foster an environment that facilitates a strong, confident, supported and capable staff crew with an increased sense of teacher efficacy.		
2024-25 Leadership Goal	1. To build a strong staff crew where 80% of crew members feel supported and capable of positively affecting their students, by EOY. Core Practice 34 A and 34 B 2. Increase regular student attendance by 5% from 2023-24 to 2024-25.		

Work Plan - Mastery of Knowledge and Skills

Performance Goal

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

This goal includes the subcategories of:

- *Multi Language Learners*
- *Special Education Students*

RISE and Acadience testing our starting this week. We are excited to see the results of our teachers' and students' hard work.

Work Plan - Character

Performance Goal

80% of teachers will implement a morning Crew centered around our school values, and support our Entheos PBIS structure with strong classroom management to help shape student character.

Character Crew created new Expectation posters for our hallways and lunch room.

ENTHEOS ACADEMY <i>Lunchroom</i>	
<i>Excellence</i> I CAN SHOW EXCELLENCE BY...	<ul style="list-style-type: none">• Walking.• Using salad bar tools appropriately.• Sitting while you eat.• Keeping all food offered by school in the lunchroom.• Keeping hands, feet, and other objects to yourself.
<i>Service</i> I CAN SERVE BY...	<ul style="list-style-type: none">• Taking what you can eat and remembering to grab your milk.• Leaving no trace.
<i>Leadership</i> I CAN LEAD BY...	<ul style="list-style-type: none">• Using voice levels 0, 1, and 2.• Saying please and thank you.• Raising your hand to be excused by an adult.

Work Plan - High Quality Work

Performance Goal

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

HQW Crew is preparing for 8th grade passage portfolios in May. We would like to invite a board member to come and speak to the 8th graders about passages and the expectations.

Work Plan - Leadership

Performance Goal

1. To build strong collective teacher efficacy where 80% or more of Crew members express they feel supported and capable of positively impacting student achievement by EOY.
2. Increase regular student attendance by 5% from 2023-24 to 2024-25.
 - Students with 100% attendance increased from 26% to 34% for the month of October.
 - 34% to 36% in November.
 - 36% to 38% in December.
 - 38% to 30% in January.
 - 30% to 25% in February.
 - 25% to 29% in March.

*We've had a lot of absences due to sickness and other outside circumstances.



Yellow = September

Orange = October

Brown = November

Red = December

Blue = January

Pink = February

Green = March

Spirit Week

Spirit Week was March 31 - April 4.



Upstairs Space

We recently cleared out our upstairs storage area and moved a lot of items into the new sheds.



Upstairs Space

Our upstairs space is being transformed into a classroom and office space. We are excited to have these new spaces!



Entheos Kearns Director's Report

April 2025



ENTHEOS ACADEMY

EXCELLENCE • SERVICE • LEADERSHIP

Service Learning/Adventure

The following was reported by Melanie Louviere:

Service

The school was able to collect 1,686 pounds of food from our food drive. Middle school students stayed after school to volunteer in separating and delivering the food to the Kearns food pantry. The food pantry was very grateful for the donations.

Students are putting together a list of resources available to people in need in our area as part of their Building a Better Community Expedition. This list will be given to certain members of the school (ie admin & social worker) to help with resources parents may be looking for. Last year's list has been put onto the new parent resources page on the school website.

The 4-H Service Club is collecting donations for a local animal shelter.

Adventure : N/A



The following was reported by PCO:

- With Service & Compassion
We
Help Each Other
Grow!
-



Staff Recognition

Support Staff: Lexi Winn

Ms. Lexi is a special education behavior paraprofessional on our Kearns campus who has embraced her role with enthusiasm and care. She has played a key part in supporting students with behavior needs while also helping them make meaningful academic gains, particularly in math. Lexi consistently steps up to assist wherever needed, brings a positive energy to the classroom, and fosters a strong sense of community—whether through her creative door designs or her genuine connections with students. Her commitment and love for the students make her an invaluable member of our school community. We're so lucky to have her on our crew!



Staff Recognition

Support Staff: Autumn Sparks

Autumn returned to our Entheos crew this year and has quickly made a positive impact. She has taken on teaching weekly science lessons and brings curiosity and creativity to her instruction. Throughout the year, Autumn has shown a strong willingness to learn and grow, especially in the area of behavior management, where she's adapted her approach to meet the unique needs of our students. She's a team player who steps in without hesitation whenever help is needed, and her positive attitude and flexibility have made her a valued member of our school community. Thanks for all you do, Autumn.



Staff Recognition

Support Staff: Brandi Peek

Ms. Brandi is the newest paraprofessional on our Kearns behavior crew and has already proven to be a strong and dependable presence. In a short amount of time, she has taken on multiple responsibilities, met challenges head-on, and built meaningful relationships with our students. Brandi brings grit and tenacity to her work every day, showing determination and heart in everything she does. Her resilience, adaptability, and commitment make her a truly valuable addition to our school community. Thank you for all you do, Brandi.



Work Plan: Mastery of Knowledge and Skills

2024-25 Performance Goal:

65% of students will make typical or better growth by the end of the year, as measured by the state assessments of Acadience and RISE. This goal includes the subcategories of Multi Language Learners and Special Education Students

This year's MKS Learning Target for teachers:

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

MKS held office hours in the library to provide individual assistance to teachers on using data to inform small group intervention. We helped the elementary teachers with understanding the Acadience data in reading and math. MKS team has also been conducting observations on the Data Inquiry Team meetings using Observe4success to inform our end of year work plan goals.

Work Plan: Character

2024-25 Performance Goal:

80% of teachers will implement a morning Crew centered around our school values, and support our Entheos PBIS structure with strong classroom management to help shape student character.

This year's Character Learning Target for teachers:

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

Character crew is spending time reviewing EL new crew curriculum intended for middle school students. They are also planning a fun day for staff where staff members dress up like twins and bring food to share that celebrates spring. All crew observations have been completed using observe4success and this data will help inform our end-of-year metrics on our work plan.

Work Plan: High Quality Work

2024-25 Performance Goal:

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

This year's HQW Learning Target for teachers:

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

HQW team is preparing for student led conferences, ensuring that portfolios are being prepared with fidelity and the student work samples reflect high quality work. The team is also assessing the understanding of attributes of high quality work. The assessment data is a requirement for our work plan.

Work Plan: Leadership

2024-25 Performance Goal:

80% of crew members feel supported and capable of positively impacting student achievement by EOY. To improve consistent student attendance by at least 5%. In 2022-23, it was 63.9%, in 2023-24 it was 76.5%.

We continue to work on completing the metrics that will be used to populate our end of year work plan and help inform our next year's work plan. We continue to work on attendance by having attendance meetings with families. The RISE schedule has been completed and RISE testing has started 4/14/2025. We are focussing on ensuring our RISE testing accommodations are activated. Our end-of-year Acadience testing and iReady diagnostics started 4/21/2025.

We have recognised our staff with 103 staff coupons year to date for their specific contributions to our school and community. Rewarding and recognising our faculty helps to bolster their feelings of appreciation and confidence in their craft, thereby contributing to their self-efficacy. We continue to provide ongoing feedback to our teachers on instructional support and strategies in the classroom, which also helps to improve self-efficacy. We work to respond to teachers' feedback in a timely manner to build trust and to demonstrate how we value their opinions.

FOOD PANTRY DONATION



Jog-a-Thon



Jog-A-Thon Prize Winners



Overall Winners



Tied for 1st

Tied for 2nd

3rd

Character Crew: Fun TWIN Day



Entheos Executive Director's Report

...

April 2025

April Value: Service

We believe service is vital in the development of good leaders. We make service within the classroom and the community an integral part of our curriculum.

Upcoming Calendar Dates

KEARNS

- 4/14- EOY EOY Testing
- 4/25 Fight Back Nation (at Magna)
- 5/ 2 4-H School Play
- 5/ 3 4-H Invention Convention
- 5/ 5 - 5/ 9 Teacher Appreciation Week
- **5/ 8 Grade K COL, 5-6pm**
- 5/ 9 Grade 8 Physics Day at Lagoon
- 5/ 8 - 5/ 16 Book Fair
- 5/ 12 4-H District STEM Night, 4-6pm
- 5/ 14 - 5/ 23 Student Council Elections
- 5/15 - 5/ 16 SLC's
- **5/ 16 Celebration of Service**
- **5/ 20 Night of Greatness, 6 - 7:30 pm**

KEARNS Continued ...

- 5/ 21 - 5/ 30 Grade 5 Keyboarding Assessment
- 5/26 Memorial Day, No School
- **5/ 28 Grade 4 COL, 4-5 pm**
- 5/ 29 Community Circle
- **5/ 29 Grade 8 Graduation Passages**
- **5/ 30 Grade 8 Graduation Passages**
- 6/ 3 Field Day
- 6/ 3 Kindergarten Graduation
- 6/4 Last Day of School
- 6/5 Snow Make up Day if needed
- 6/6 Reporting/Portfolio Day
- 6/9-6/11 EOY PD

Upcoming Calendar Dates

MAGNA

- 4/14- EOY EOY Testing
- 4/25 Fight Back Nation at Magna
- 4/28 Mobile Food Pantry
- 5/ 6 - 5/ 8 Grade 7 Adventure Trip
- 5/ 5 - 5/ 9 Teacher Appreciation Week
- 5/ 9 Grade 8 Physics Day at Lagoon
- 5/ 9 - 5/ 16 Book Fair
- 5/ 12 4-H District STEM Night, 4-6 pm
- **5/ 14** **Discovery Recital, 6-8 pm**
- 5/15 - 5/ 16 SLC's
- **5/ 16** **Celebration of Service**
- 5/19 Mobile Food Pantry

MAGNA Continued ...

- 5/ 21 - 5/ 30 Grade 5 Keyboarding Assessment
- 5/ 20 - 5/22 Grade 8 Adventure Trip
- **5/ 22** **Grade 1 COL, 1:45-2:45 pm**
- 5/ 23 Community Circle
- 5/26 Memorial Day, No School
- **5/29** **Grade 8 Graduation Passages**
- 6/4 Last Day of School
- 6/5 Snow Make up Day if needed
- 6/6 Reporting/Portfolio Day
- 6/9 - 6/11 EOY PD

2024- 25 Enrollment

	Magna	Kearns
Enrollment	476	575
Waitlist	126	106

2025- 26 Enrollment

	Magna	Kearns
Enrollment	497	589
Waitlist	93	150

EOY Assessments

As a reminder, these are the end of year assessments that are conducted on an annual basis. Our EOY assessment window opened on 4/14.

TEST	GRADES
Acadience Math	K-3
Acadience Reading	K-3
RISE ELA	3-8
RISE Math	3-8
RISE Science	4-8
Keyboarding Assessment	Grade 5
iReady Math	K-8
iReady ELA	K-8

Fight Back Nation Training

On Friday, April 25th Entheos held active shooter response training for all Entheos employees and our after-school partners. This year we ran both a beginner and advanced training.

Fight Back Nation Training equips educators with practical, hands-on strategies to respond effectively during active shooter situations. Founded by Dave Acosta, a seasoned law enforcement and international security expert, the program emphasizes the importance of personal responsibility and proactive defense. Recognizing that law enforcement response times are often brief, the training empowers teachers and staff to act decisively to protect themselves and their students. Participants learn techniques to disrupt an attack, utilizing everyday classroom items and physical self-defense methods. The program has been widely adopted across schools. Educators consistently report that the training boosts their confidence and preparedness, fostering a culture of empowerment and resilience in the face of potential threats.



SOEP Honors Classes at Entheos

Entheos Academy is excited to announce a new opportunity for academic enrichment: honors courses for middle school students, offered in partnership with the Utah Statewide Online Education Program (SOEP).

SOEP provides a robust selection of tuition-free, honors-level courses for students in grades 6–12 across a wide range of subjects, including English, mathematics, science, social studies, and world languages. These online courses are publicly funded and allow students to earn high school credit while still in middle school. At Entheos, eligible students—those who are consistently completing their regular coursework and exceeding academic expectations—will be able to participate in these honors courses during the school day. Enrollment will be facilitated through the SEATS system in coordination with Entheos administration. This partnership will give our students access to advanced learning pathways tailored to their individual strengths and aspirations. We will soon begin communicating this opportunity to families and are working to ensure a smooth enrollment process and clear guidelines for participation.

<https://schools.utah.gov/soep/index>

Entheos Mentor Teachers

- Supporting 32 teachers this year, including:
 - Para-to-Teacher Pipeline participants
 - APPEL (Alternative Pathway to Professional Educator License) teachers
 - EYE (Early Years Enhancement) teachers
 - Experienced teachers new to Entheos
- Structured program with mentor application process
- Mentors must demonstrate:
 - Empathy and understanding of new teacher experience
 - Trustworthiness and confidentiality
 - Positive attitude and confidence-building
 - Instructional coaching that improves student outcomes
 - Advocacy and schoolwide connection

Take a look at all the faces of our wonderful teachers who have stepped up this year!



Student-Led Conferences, Parent Support

We are striving to better educate parents in the purpose and format of Student Led Conferences, and empower them to be active participants. We have had a parent “hint” and “prompt question” document for a long time, however, most parents are not accessing these. We have therefore added the links to our website:

<https://entheosacademy.org/parent-resources>

To make it even simpler, we are providing QR codes in every classroom so that parents can directly access the hints and prompt questions while in their child’s student-led conference!



Directions in
English



Directions in
Spanish

U.S. Supreme Court Case: St. Isidore vs. Drummond

Background

- In 2023, Oklahoma approved the nation's first *fully religious* charter school.
- The State Attorney General challenged the approval, saying public schools must be non-religious.
- Oklahoma Supreme Court ruled against the religious charter.
- Case appealed to the **U.S. Supreme Court** , which will decide by **July 2025** .

Core Question

Can a charter school be both religious and publicly funded?

- Religious freedom vs. the constitutional ban on government-sponsored religion.
- What *is* a charter school: a public school, or a private group with a public contract?

Why It Matters

If the Court allows religious charters:

- It could redefine charters as **private** , not public.
- Could disrupt **per-pupil public funding** .
- Opens door to lawsuits over **funding, oversight, and access** .

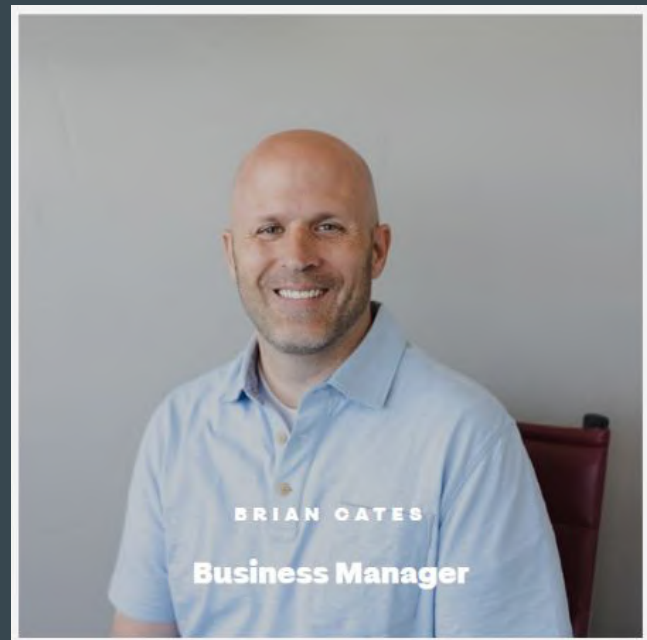
National charter groups are advocating to protect the **public status** of charters.

Key Takeaway:

This ruling could significantly reshape charter schools nationwide—how they're defined, funded, and governed.

Spotlight: Brian Cates

Although Brian is not a direct employee of Entheos Academy, he is an important member of our Crew! Brian is our Red Apple Business Manager and works closely with Sue and Esther on a weekly basis. Brian is level-headed, timely, organized, insightful, and skilled at helping us with financial reports, staying in compliance with state and federal accounting regulations, and managing our budget. We really appreciate his careful work and enjoy working with him. Thank you Brian!



Questions?

ENTHEOS ACADEMY BOARD MEETING MINUTES

March 27, 2025 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:
 - c. Administrators and Staff also present: Esther Blackwell, Jason Bennion, Denise Mathews, Sue Talmadge, Brian Cates of Red Apple, Alisha Cartier
 - d. Administrators Excused:
 - e. Time: (6:02 pm)
- II. Meeting Opened by Rod Eichelberger (6:02 pm)
- III. Pledge of Allegiance led by Xazmin Prows (6:02 pm)
- IV. Mission Statement by Karen Bogenschutz (6:02 pm)
- V. Approve minutes from February 27, 2025 (6:03 pm)
 - a. **Rod Eichelberger motions we approve the February 27, 2025 board meeting minutes. Xazmin Prows seconds. Passes 5-0.**
- VI. Approve Consent Agenda (6:04 pm)
 - a. **Rod Eichelberger motions that we approve the Consent Agenda. Xazmin Prows seconds. Passes 5-0.**
- VII. Entheos Value Presentation by Jaren Gibson (6:04 pm)
 - a. Value - Adventure

PUBLIC COMMENT

- I. Public Comment: (6:07 pm)
 - a. NONE

INFORMATIONAL ITEMS

- I. Q&A on Director Reports (6:07 pm)
 - a. District: Esther Blackwell - legislative information provided. Special Education increase at both campuses. Responsibility to meet the needs of any student at our school. We do our best. Very squished at both campuses. Doing best to maximize space. Admin learning right along with SpEd teams. Admin need to know all legal ins and outs. Rod Eichelberger comments about the Grow Your Educator Pipeline will be continuing. Esther Blackwell shares she hopes to get more paras through the program. Makes dreams come true for paras to become teachers. Rod Eichelberger asks if they stick around longer? Esther Blackwell doesn't know about longevity yet. Rod Eichelberger then asks do they implement better in classrooms? Esther Blackwell shares they have to be a para at the school for a year before they can enter. They do with a commitment to stay at Entheos. They know mission and values.

- b. Magna: Jason Bennion - Highlights Service Learning. 2nd grade pollination expedition. Plants and pots donated to refugee organization. Kindergarten made bird feeders for tree expedition. Student council helping with school tours. Middle School Discovery - students very engaged. MOY growth celebration. Challenging because had so many kids show growth. Able to recognize top 3 in class in assembly and the rest recognized in crew. 5th grade went to aquarium. 3rd grade Kingsbury Hall - Charting Neverland. Best behaved kids there. Ms Charlene fun Dr Seuss activities. Pictures, crafts, books given away. Rod Eichelberger comments on Middle School Discovery. Jason Bennion was impressed. Karen Bogenschutz - wonderful they can express their creativity.
 - c. Kearns: Denise Mathews - igniting curiosity (mission) - honor that. All things doing create a narrative around that. Also did Dr Seuss celebration. Future of being an author - is that interesting? Concert pianist came to school. How many students have experienced this? Discovery - Space Camp. Do you long for career in space? College quiz game - all staff what college and degrees. Students had to answer questions. Create a future that kids can see a future based on people around them. Kindergarten - module on weather. Is that something they want to do? Adventure - 6th graders. Ecosystems - biology, does that inspire anyone? Attendance, PBIS strategies. Evette Mendisable has done great job with director drop ins. Spin wheel of fun to win extra recess or other activities. Directors 200 club farewell to winter. Tanielle McDaniel is key in helping. Service. Kindergarten - blankets. Linked to weather module. Crew buddy up. Student council helped with Dr Seuss day. Karen Bogenschutz - question for both. Do incentives help? Denise Mathews shares that it helps superficially for timeline when there's an expiration date. Generate momentum. Hope to light fire inside. Depends on parents. It is a lot of effort. Using calendars so parents can put on fridge and see. Not enough just yet. Jason Bennion - attendance great early in year. January and February - lots of illness. Things out of control. Some parents not able to bring students. More attendance meetings with parents. Nice to connect to parents but want them to bring kids to school.
- II. Staff Recognitions (6:25 pm)
- a. District: Jaren Gibson
 - b. Jason Bennion introduced Jamie Oyler, new Special Education teacher.
 - c. Magna: Aysia Claflin, Tania Vake, Sarah Pritchett
 - d. Kearns: Elizabeth Miner, Tanielle McDaniel, Katie Pentico
- III. CEC Conference Presentation by Luseane Tafisi and Katie Ellis (6:36 pm)
- a. Conference in Baltimore.
 - b. Luseane Tafisi shares they received so much information and still processing. Why valuable? as an admin, spent a lot of time with kids with unique disabilities coming to the school. Challenges faced with. Actively trying to support. Gaps. There is a lot that she needs to know. Compliance, legal terms. Can take a toll on staff and can affect students. Support team and also students. Katie Ellis shares this is her first year. Oldest has autism. Passion. Parent perspective and general ed teacher perspective. Learn everything about and can look from all different perspectives when writing IEP's. Including general ed teachers so able to be a team.
 - c. Takeaways - Luseane Tafisi comments recognizing compliance vs progress. Get caught up in compliance but these are our students and this is what they need and this is their goal. Katie Ellis shares writing goals that are legally sound but that would have the most impact. Resources - books - able to write better BIPs (Behavior Intervention Plans).
 - d. Impact professionally - Luseane Tafisi - empowered to come back and feel confident with connecting the dots. Recognize that we are all a team. Actively supporting them and do

teachers understand why. Don't feed the function. Students aren't avoiding the task by escaping. Not being ignored. Tangible. Something they can use in terms of accommodation. Teaching students how to do things. Katie Ellis shares thankful Luseane Tafisi was there. Bounce off ideas and now a team.

- e. Thankful for the experience and hope that other teachers will be able to attend in the future. Could be beneficial for gen ed teachers.

IV. Budget and Finance Report by Deb Ivie (6:48 pm)

- a. Did put more money into PTIF. 67% through year. % of forecast - reasonably close to that. Cash on hand is good. Enrollment is good. Fraud risk assessment. Same as last year. In good shape. Have all that is asked for. Board chair and treasurer are different people. Who has access to funds and who approves funds. Brian Cates shares he will keep fraud risk on file and will submit when due end of year. Esther Blackwell has covered everything else in her report.

V. Audit Committee Report by Deb Ivie (6:51 pm)

- a. Purpose to look at the audit process. Make recommendations if looking to change auditors. Nothing big on agenda so nothing to report. Already reported on the actual audit. Not looking to make changes.

VI. Sex Education Committee Report by Sue Talmadge (6:52)

- a. Human sexuality committee met 3/21/25 to review curriculum for 8th grade health class and 5th grade maturation program. Recommending to continue to use state required life skills training and program. Recommending to continue to have Turner be presenter of maturation program. That presentation falls within Utah course standards.

VII. Review Local County Data (mandated by R277-474) by Sue Talmadge (6:54 pm)

- a. Sent to board. Required annually by USBE. Review all data on link. Rod Eichelberger comments that Utah tends to trend better than the country. Some populations that are high risk. He also asks what is the purpose of having the board review? Sue Talmadge shares to raise awareness of what the data is, what is going around you.

DISCUSSION ITEMS

I. Board Development by Rod Eichelberger (6:57 pm)

- a. It's Your Ship chapter 13 and Epilogue
- b. Denise Mathews shares interesting trying to find the line between innovation and tradition. Stay true to charter and foundational items and differentiate with when and how we might need to pivot in the future as things change. Not having a tunnel view.
- c. Karen Bogenschutz: thought about in relation to our daily interactions with people. Strengthen other people and help them feel valued.
- d. Jason Bennion: We all feel satisfaction in a job well done...helping others reach their potential. Keeps teachers going. Mission statement "reaching heights of their potential", students but also staff. Leaders are supposed to solve awful problems and inspire wonderful work.
- e. Xazmin Prows: satisfaction comes from helping other people. Trusting the people that have a certain job to do. We want things to be a certain way but can't tell people to do it exactly our way. Let people rise to their potential. hard thing because we want it to be right the way we think it should be. This is the goal - trust them to figure out the best way.
- f. Jaren Gibson - thankful to Rod Eichelberger for picking that book.

- g. Rod Eichelberger - end of chapter 13 - opportunities never cease.
- II. Policies for discussion by Xamin Prows (7:03 pm)
 - a. 6202 School Instruction for Sex Education - unnecessary language taken out. No questions or comments.

ACTION ITEMS

- I. **MOTION** (7:04 pm)
 - a. **Karen Bogenschutz motions to approve the Sex Education Curriculum. Xazmin Prows seconds. Passes 4-0, Rod Eichelberger abstains**
- II. **MOTION** (7:05 pm)
 - a. **Xazmin Prows motions to approve policy 6202 School Instruction for Sex Education. Jaren Gibson seconds. Passes 4-0, Rod Eichelberger abstains.**
- III. **MOTION** (7:06 pm)
 - a. **Rod Eichelberger motions to move to closed session to discuss character, professional competence, or physical or mental health of an individual. Karen Bogenschutz seconds. Passes 4-0, Rod Eichelberger abstains.**

ADJOURN

- I. Time 7:39 pm
- II. Motion: Jaren Gibson motions to adjourn. Karen Bogenschutz seconds. Passes 4-0 (Xazmin Prows left during closed session at 7:30 pm)

ENTHEOS ACADEMY

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AFFIDAVIT

Entheos Academy School Board Closed Session

Thursday, 27 March 2025

Entheos Magna Campus

2606 South 7200 West Magna, UT 84044

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



3/31/2025

Rod Eichelberger
Entheos Academy Board Chair

Date