

ENTHEOS ACADEMY

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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 Charter Trust LAND 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 Charter Trust LAND Council~~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 consistent with 2502 Charter Trust LAND Council Election Procedures. ~~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 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.~~

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

D. Principals and all Charter Trust LAND Council ~~School Community Council~~ members are encouraged to participate in annual training provided under the Board's direction that will include

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. The Charter Trust LAND Council ~~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.
 - b)
3. The Charter Trust LAND Council ~~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 Charter Trust LAND Council ~~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. Charter Trust LAND Council ~~School Community Council~~ meetings are open to the public.
2. Each Charter Trust LAND Council ~~School Community Council~~ shall provide a meeting schedule and a list of Charter Trust LAND

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~~Council 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 Charter Trust LAND Council ~~School Community Council~~ from discussing any issue or concern raised by any Charter Trust LAND Council ~~School Community Council~~ member unless prohibited by law.

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3113 SALARY SUPPLEMENT FOR HIGHLY NEEDED EDUCATORS (SHiNE)

1. Purpose

This policy establishes the procedures for administering the Salary Supplement for Highly Needed Educators (SHiNE) program within Entheos Academy, in accordance with SB 173 passed during the 2024 General Session. The intent of the program is to provide salary supplements to teachers in positions identified as challenging to fill or retain.

2. Identified High-Needs Teaching Assignments

Based on staffing patterns, recruitment history, and retention data, Entheos Academy identifies the following teaching assignments as high-needs areas:

1. **Special Education (K-8)**
2. **Middle School Mathematics (grades 6–8)**
3. **Middle School Science (grades 6–8)**

This list will be reviewed and updated periodically based on staffing needs and data.

3. Salary Supplement Amount

Eligible educators in high-needs teaching assignments will receive a salary supplement paid in accordance with USBE direction.

The amount of the supplements will be determined by the total amount received from the state divided by the total number of Entheos qualifying educators. Salary supplements will include

3113 Salary Supplement for Highly Needed Educators (SHiNE)

employer-paid benefits and may be increased using carryforward funds if all eligible educators have received the full supplement as defined in this policy.

4. Eligibility and Verification Process

To qualify for the SHiNE salary supplement, an educator must:

- Hold an active Utah Professional teaching license and endorsement in the relevant high-need area.
- Be a full-time employee primarily assigned to one or more of the LEA's designated high-needs teaching areas.
- Maintain employment with the LEA in the qualifying position for the full school year.
- Good standing: No employee disciplinary action or unsatisfactory evaluations during the school year.

Verification Steps:

- The HR office will verify qualifying educators by reviewing licensure and teaching assignments.
 - A finalized list of eligible educators will be certified by the Superintendent or designee and then submitted to USBE Educator Licensing as requested, annually.
-

5. Appeals Process

Educators who do not receive a SHiNE salary supplement may appeal if they believe their assignment is **substantially equivalent** to a designated high-needs area.

Appeal Steps:

1. The teacher must submit a written inquiry to the Director of HR, inquiring if they will receive the stipend.
2. The educator must appeal to the LEA Governing Board within 30 days of notification of ineligibility from the Director of HR.

3113 Salary Supplement for Highly Needed Educators (SHiNE)

3. The appeal must include:
 - A letter explaining the appeal rationale.
 - Transcripts and other documentation demonstrating relevant qualifications and teaching background.
4. The LEA Governing Board or its designee will review the appeal and provide a written decision within 30 days of receipt.

Appeals will be evaluated based on comparability of the teaching assignment to high-needs areas and the teacher's qualifications.

6. Certification and Disbursement

- The HR Director will maintain an updated and verified list of eligible educators and disburse in alignment with USBE direction.
-

7. Use of Funds and Carry Forward Policy

- All SHiNE funds received by the LEA shall be used solely for salary supplements and associated employer-paid benefits.
 - If funds remain after full distribution to all eligible educators, the LEA may distribute additional funds to increase the supplement amount proportionally.
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8. Annual Review and Notification

This policy will be reviewed and updated annually. Teachers will be notified of any changes to this policy through email and the LEA website.

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6307 ENTHEOS ACADEMY SECURITY CAMERA USE POLICY

Purpose

Entheos Academy is committed to providing a safe, respectful, and supportive learning environment. To enhance emergency response preparedness and ensure the well-being of students and staff, non-audio security cameras will be installed in all classrooms. This policy outlines the intended purpose, limitations, and authorized use of recorded footage.

Policy

I. Authorized Purpose of Classroom Security Cameras

- A. To support school-wide safety efforts and emergency response during critical incidents such as intruders, lockdowns, or other threats.
- B. To assist law enforcement in responding to on-campus emergencies.
- C. To provide a neutral and accurate record of events in the case of serious incidents, thereby protecting the rights and safety of students and staff.

II. Prohibited Uses

- A. Evaluating, observing, or monitoring teacher performance.
- B. Routine surveillance of instructional practices or classroom management.
- C. Capturing or recording audio.
- D. Monitoring for disciplinary or administrative micromanagement unless connected to a formal investigation.

6307 Entheos Academy Security Camera Use Policy

III. System Specifications

A. Video Only: All classroom security cameras will record video without audio, except those installed in Special Education classrooms, which may include audio capabilities to support student safety and legal compliance.

B. Placement: Cameras will be positioned to cover general classroom activity and will avoid direct views of personal workspaces such as teacher desks.

C. Retention: Video footage will be securely stored in accordance with school procedures and retained only as long as necessary to address safety concerns or as required by law.

IV. Access and Review of Footage

A. Only designated personnel (e.g., Executive Director, Campus Directors, and approved designees) may access or review footage.

B. Footage will only be reviewed in response to a safety incident, report of serious misconduct, or formal concern.

C. Law enforcement may be granted access to footage strictly for emergency response or investigative purposes.

D. Staff may request to view footage related to an incident through a formal request to school administration, subject to approval and privacy considerations.

V. Policy Review and Updates

A. This policy will be reviewed annually by school leadership.

B. Updates will be made as necessary to ensure alignment with legal requirements, best practices, and staff feedback.

C. Any significant changes will be communicated clearly to all affected stakeholders.

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5303 PERSISTENTLY DANGEROUS SCHOOLS POLICY

Purpose

To ensure that a student attending a persistently dangerous school within the LEA; ~~is~~^{be} allowed to transfer to a safe public school within the LEA.

Definitions

“Persistently dangerous school” means

- I. a school where at least 3% of students for three consecutive school years have been suspended or expelled for:
 - A. a reported violent criminal offense that took place:
 - B. on school property;[;] or at a ~~school-sponsored~~^{school-sponsored} activity.
 - C. ~~Federal~~^{federal} ~~gun-free~~^{gun-free} school violation as defined in 20 USC 7961
- II. “Violent criminal offense” means any of the following if the crime has been reported to law enforcement and a charge has been filed:
 - A. actual or attempted criminal homicide as defined in Section 76-5-201;
 - B. rape as defined in Section 76-5-402 through 76-5-402.3;
- III. aggravated sexual assault as defined in 76-5-405;
 - A. forceable sexual abuse as defined in 76-5-404;
 - B. aggravated sexual abuse of a child as defined in 76-5-404.1;
 - C. aggravated assault as defined in 76-5-103; or ADA Compliant: April 9, 2020 2
 - D. robbery as defined in 76-6-301.

Policy

LEA Notification to Parents – Transfer.

(1) If Entheos Academy has a school that falls into the category of persistently dangerous, the School Director will provide the Executive Director with:

- (a) a copy of the school’s safety plan;
- (b) a document outlining the local efforts to address school safety concerns; and
- (c) relevant school safety data requested by the Executive Director.

5303 Persistently Dangerous Schools Policy

(2) The LEA shall provide the designated school's information described in Subsection R277-714-3(1) within 30 days of receiving notice that the school has been designated as persistently dangerous; to parents.

(3) If Entheos Academy has a school that is designated persistently dangerous, the school shall provide written notice within 15 days of the school's notice that is persistently dangerous:

(a) that the school has been designated as persistently dangerous, including the criteria that caused the school to be designated as persistently dangerous;

(b) that a parent may transfer the parent's student to a safer school within the LEA if the parent chooses; and

(c) the timeline and deadline for transfer of the parent's student, which may not exceed 30 days after a parent's receipt of notice of a school's designation.

Action Plan Content and Implementation.

(1) If Entheos Academy has a school that has been designated as persistently dangerous, the school shall create an action plan and submit the plan to the Executive Director as specified by the Executive Director.

(2) At minimum, the action plan shall include how the school will:

(a) provide additional personnel and staff to supervise students;

(b) provide conflict resolution training and additional discipline training for staff of the school designated as persistently dangerous;

(c) collaborate with the applicable local law enforcement agency; and

(d) implement additional security measures for the school.

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#3100 FISCAL PROCEDURES

Purpose

Entheos Academy will adopt fiscal policies and procedures to safeguard assets, comply with state and federal regulations, and produce timely and accurate financial information. Policy

Fiscal

- I. Entheos will follow all relevant laws and regulations governing Utah charter schools.
- II. Entheos will provide accurate and auditable records of all financial transactions. We will maintain all books, records, and accounts in conformity with Generally Accepted Accounting Principles (GAAP), which include Generally Accepted Governmental Auditing Standards.
- III. Entheos will apply the State Office of Education guidelines for Budgeting, Accounting, and Auditing for Utah Schools.
- IV. The Executive Director and Entheos School Board will be responsible for preparing and submitting all financial and school reports to the state. This will include, but is not limited to,
 - A. the State Accountability Report,
 - B. Financial Audit Report and
 - C. the Financial and Enrollment Report, as required by the State Office of Education
- V. Entheos will retain an outside firm to provide monthly statements, accounts payable services, accounts receivable services, payroll, taxes, general accounting services, and other services as needed.
- VI. The Executive Director and Treasurer of the Entheos School Board will prepare:
 - A. an annual operating budget of revenues and expenses,
 - B. a cash flow projection, and
 - C. a capital budget.
- VII. These budgets and projections will be reviewed and approved by the Entheos School Board and may be modified as necessary. The Board of Directors will have the authority to approve and will record in its minutes:
 - A. approval of the annual operating budgets,
 - B. the incurrence of debt or mortgages,
 - C. investments and/or purchase or sale of property,
 - D. opening or closing of checking or savings accounts,
 - E. selection of a certified public accountant, and
 - F. other financial activities associated with the charter school

3100 Fiscal Procedures

- VIII. Financial statements displaying budget vs. actual results will be prepared by the school's accountant and reviewed by the Executive Director and Treasurer each month. An updated budget vs. actual will be presented to the Board at least quarterly.
- IX. The Entheos School Board will arrange for an independent certified public accounting firm to conduct an audit of Entheos Academy's financial statements annually.

Use of Funds

- I. Transactions over \$5,000.00 must receive documented pre-approval by the Executive Director, Compliance Director, and the Board Treasurer or the Board Chair. Verbal approval is insufficient for pre-approval.
- II. Pre-approved expenses may be reimbursed through an Expense Reimbursement Form.
- III. The Entheos School Board must approve all short-term and long-term debt.
- IV. Any reasonable expenses may be reimbursed to employees or Board members within IRS guidelines and legal limits if approved by the Entheos School Board.
- V. All lease agreements will be evidenced by a lease or sublease, and agreements must be approved by the Executive Director.
- VI. Entheos reserves the right to reallocate funds from one line item to another if purchasing practices or conservation result in an expenditure different than the budgeted amount, to the extent allowed by law and the guidelines of the funding source.

Budget Policies and Procedures:

- I. Entheos shall prepare a budget that shall be in effect from July 1 to June 30.
- II. Budgeted Revenues will include, but shall not be limited to,
 - A. federal or state start-up funds,
 - B. federal or state operating funds as approved by the legislature, and
 - C. other grants, donations, sponsorships, or fundraising monies obtained by Entheos.
 - 1. Amounts that cannot be established for certain, such as some fundraisers, will not be included in the annual budget.
- III. Budgeted Expenditures shall be categorized in the same chart of accounts as used by the Utah State Office of Education.

District Discovery Coordinator

Program development and planning

Budget

Trainings

Staff supervision and support

Student engagement

Communication with staff, parents, community partners, and students

Program logistics (schedule, organize, create, and implement)

Organize class offerings

Oversee campus coordinators

Research local community connections

Sessions

Each trimester will focus on a Design Principle. For three to five weeks, students will have the opportunity to participate in a variety of classes.



Student Opportunities K-2

Students K-2 have the opportunity to rotate each week and participate in each class that is offered.

This allows students to build knowledge of the program and understand the value of Discovery. Rotating classes for our lower elementary students has allowed them to extend their knowledge of different skills and talents, and brings an excitement to their learning.



Student Opportunities 3rd-5th

As students move to upper elementary, they now have the opportunity to choose which type of class they would like to focus on. Class time ranges from three to five weeks.

Students will select from a range of 10-12 classes ranking them in order of interest. From there, Coordinators will assign classes based on previous class experience, teacher input, SPED input, and class size. Participating in one specific class allows students to become mini-experts and sets a foundation of interests and develop new interests and gifts.



Student Opportunities Middle School

As students move to middle school, their class options become more complex and advanced for their age. However, we do offer some class options that our 3rd-5th grade students participate in due to their popularity.

Class options that are offered integrate many life skills that are valuable. As middle school students start to question who they are and what they want to be, Discovery allows exposure to different skills and talents.

Middle school students participate in two mixed session: Collaboration & Competition and The Having of Wonderful Ideas. Then we offer one grade specific Special Discovery Day Activity. We believe that hosting a grade specific activity allows students to bond with one another and build on their relationships as a crew.



How Discovery Benefits Our Students

Discovery is a program that I feel so fortunate to be apart of. As we plan and organize sessions, I know that not only are the classes valuable, but essential for our students.

Discovery has provided students with many invaluable opportunities such as confidence building, real-world skills, curiosity, equity, and a desire to explore.

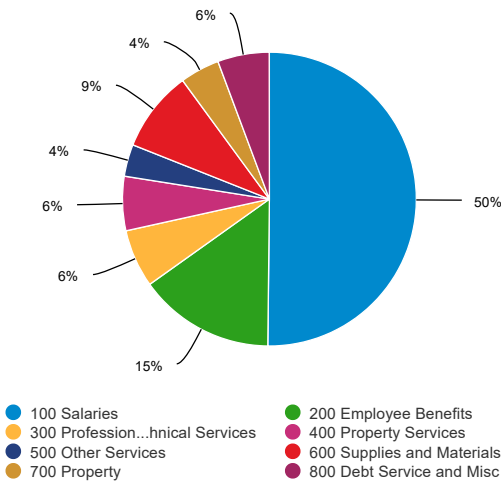
Financial Summary

	Category	YTD Amount	Total Budget	Total Forecast	% Target	% Forecast
Revenue (3 School Category records)						
	1000 Local Revenue	\$471,805	\$402,720	\$551,195	58.0%	85.6%
	3000 State Revenue	\$10,084,267	\$12,039,680	\$12,107,434	79.9%	83.3%
	4000 Federal Revenue	\$613,431	\$886,249	\$882,021	0.4%	69.5%
TOT		\$11,169,503	\$13,328,649	\$13,540,650		
Expense (8 School Category records)						
	100 Salaries	-\$4,879,695	-\$6,135,700	-\$6,233,700	77.8%	78.3%
	200 Employee Benefits	-\$1,531,145	-\$1,871,069	-\$1,861,069	81.4%	82.3%
	300 Professional and Technical Services	-\$515,545	-\$791,815	-\$791,815	11.9%	65.1%
	400 Property Services	-\$547,925	-\$611,060	-\$741,060	-0.0%	73.9%
	500 Other Services	-\$253,101	-\$438,251	-\$438,251	-0.0%	57.8%
	600 Supplies and Materials	-\$750,670	-\$1,082,815	-\$1,108,695	-0.0%	67.7%
	700 Property	-\$431,038	-\$530,000	-\$540,492	-0.0%	79.7%
	800 Debt Service and Misc	-\$534,400	-\$707,539	-\$707,539	-0.0%	75.5%
TOT		-\$9,443,519	-\$12,168,249	-\$12,422,621		
TOT		\$1,725,983	\$1,160,400	\$1,118,029		

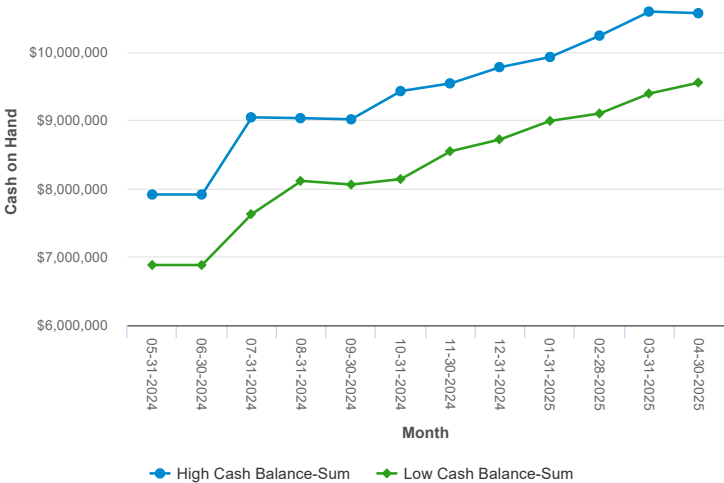
Financial Metrics

	Financial Metric	Covenant	Target	Forecast
	Net Income		398,565	1,118,030
	Operating Margin		4.5%	8.26
	Debt Service Ratio	1.10	1.37	2.77
	PTIF Balance			7,612,201
	Unrestricted Days Cash	30	150	278
	Restricted Cash			501,530

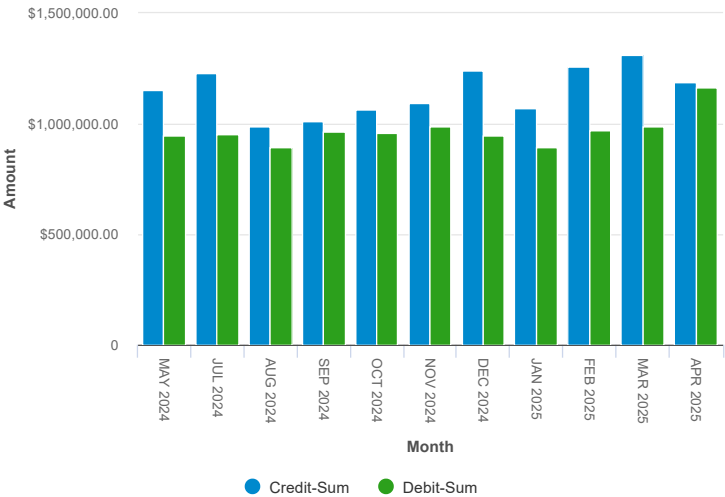
Expense Distribution



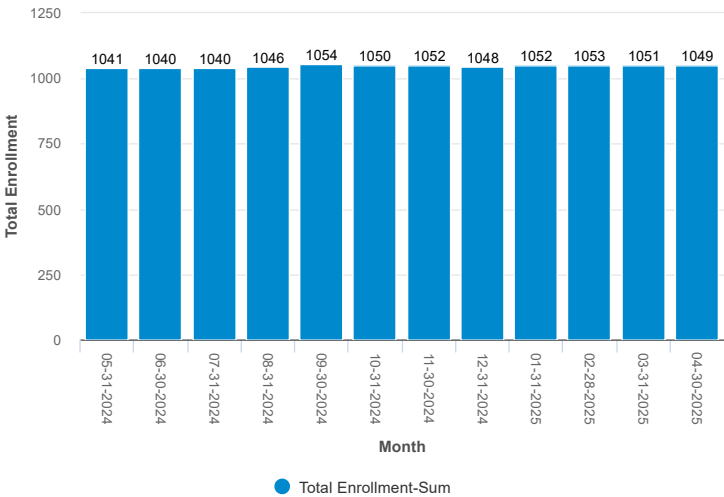
Cash Balance



Revenue vs Expenses



Enrollment Trend



Entheos Kearns Director's Report

May 2025



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Service Learning/Adventure

The following was reported by Melanie Louviere:

Service:

- Student council did posters for RISE testing and spoke in 2nd grade about student government and government.
- 1st grade made bird feeders to be hung in trees around the school as part of their **Living Things Expedition**.
- As part of their **Adaptations and Wide World of Frogs Expedition**, the 3rd grade partnered with the Utah Division of Wildlife Resources to help in conservation efforts by tracking frogs at assigned sites in the community. They reported their findings on the iNaturalist app.
- The 2nd grade made garbage robots that are placed around the school to remind people to throw trash away

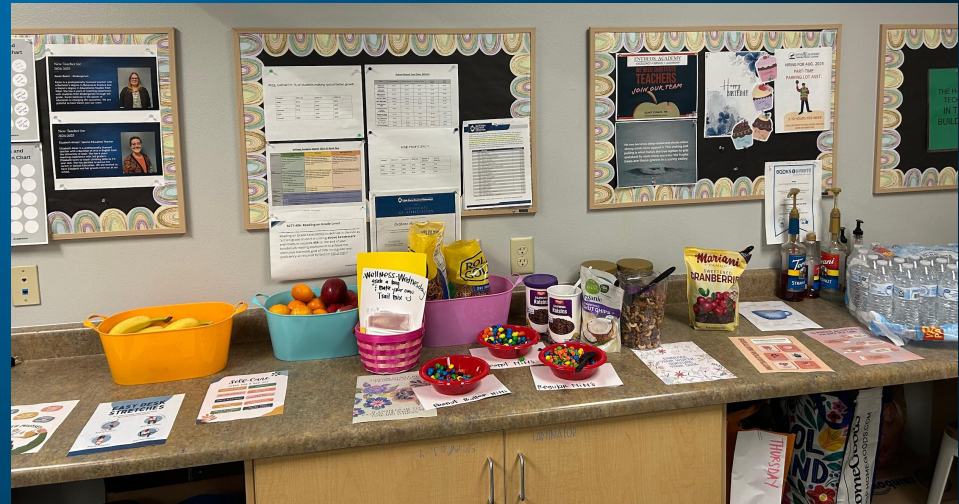
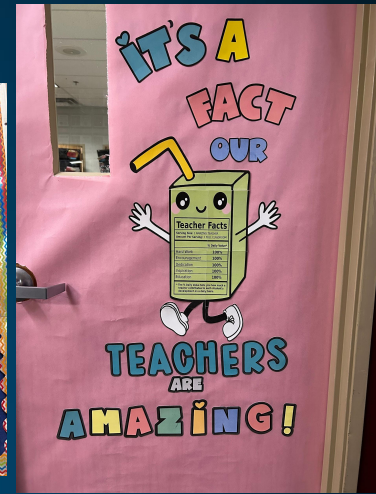
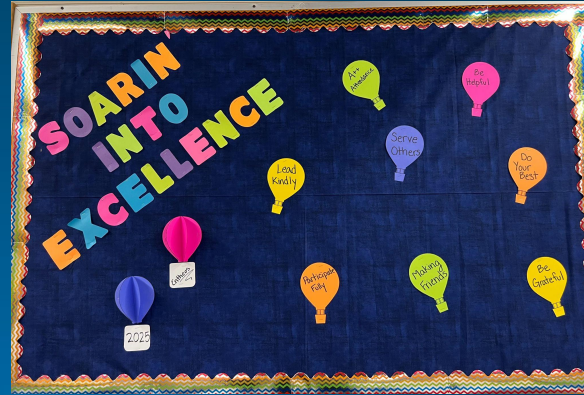
Adventure : N/A



PCO

The following was reported by PCO:

- PCO Completed the bulletin board for May 2025 on excellence.
- Provided treats to teachers during “Teacher Appreciation Week”.
- Provided dinner and lunch for teachers during student led conferences.



Staff Recognition

Support Staff: Megan Lindhart

Ms. Megan is a devoted and compassionate presence on our Entheos Kearns campus. Her deep understanding of the unique needs of the students in her care sets her apart, and the trust and respect she has built with them speaks volumes. Ms. Megan approaches every situation with patience, love, and professionalism, helping students feel safe, seen, and supported. She is a true team player, always ready to collaborate and lend a helping hand wherever it's needed. Her insight, consistency, and unwavering commitment make her an invaluable part of our special education behavior team, and we are so grateful for who she is and everything she does.



Staff Recognition

Elementary: Jenna Marshall

Ms. Jenna brings energy, creativity, and heart to her kindergarten classroom every single day! Her engaging and motivating teaching style keeps her students excited about learning. She brings lessons to life with originality and always finds new ways to reach every child. One of Ms. Jenna's many strengths is her belief in the power of music as a teaching tool—she seamlessly weaves songs, rhythm, and movement into her instruction to make concepts stick and learning joyful. Her students thrive in the lively, nurturing environment she creates, and we're so lucky to have her as part of our team. Thank you for giving your all every day!



Staff Recognition

Middle School: Chris Munsey

Mr. Munsey has done an amazing job in supporting our students this year. He played a key role in guiding the students responsible for producing the yearbook, helping them develop valuable skills in design, organization, and teamwork. His ability to build strong relationships with his crew has created a positive and productive environment where students feel empowered and engaged. Mr. Munsey also joined our 7th graders on their adventure trip, further showing his commitment to building connections and creating meaningful experiences beyond the classroom. We appreciate his dedication, creativity, and the care he shows for our students every day.



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 focussed on supporting teachers for RISE, Acadience and iReady testing. MKS is in the process of collecting the data to inform the metrics from the workplan.

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 working on the end of year professional development session where they report on their progress with the work plan goal.

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 end of year professional development to report on their progress on the work plan. They have developed a checklist to determine if portfolios include high quality work during our student led conferences.

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 are working on ensuring all the work plan metrics are followed up on. We are compiling the reports for attendance to award certificates at the last community circle. We are completing the EOY classroom walkthroughs. The staff surveys are scheduled to be distributed the first week of June 2025. We are also gathering the data on RISE and Acadience where available.

Our regular attendance for 2024-25 as at May 15, 2025 : 51% compared to 45% for 2023-24.

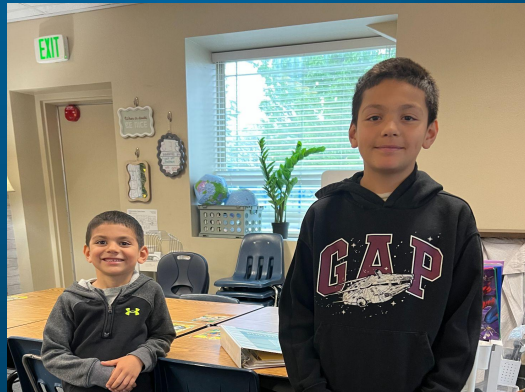
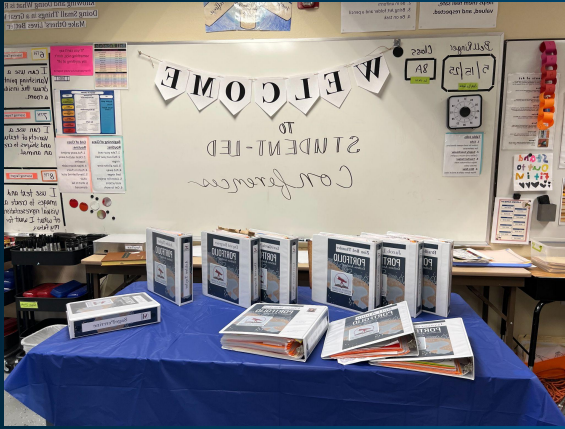
Teacher Appreciation Week: May 6-10, 2025



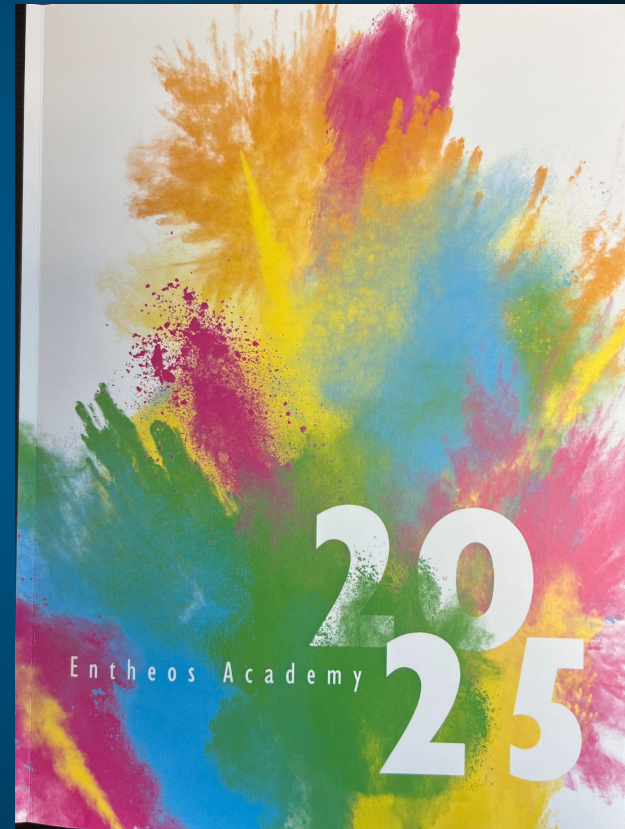
It's a bird! It's a plane! It's a Book Fair!



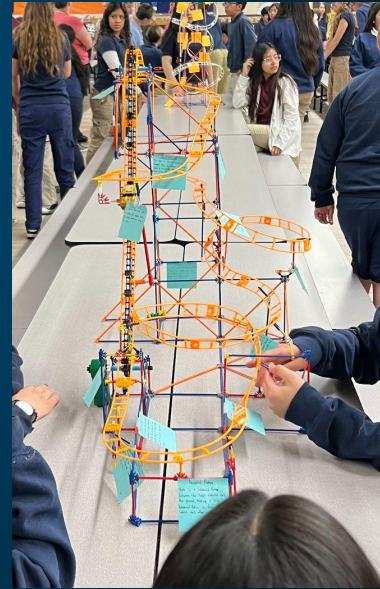
Student-Led Conferences : May 15-16, 2025



Yearbook 2024-2025



Roller Coaster Projects : 8th graders learning physics



8th graders showcasing the roller coaster projects.



Night of Greatness: 8th grade

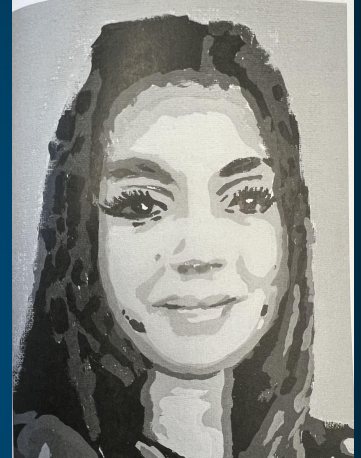
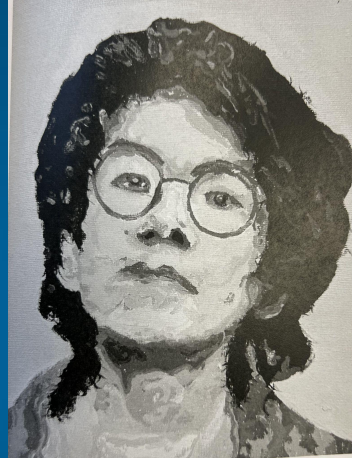
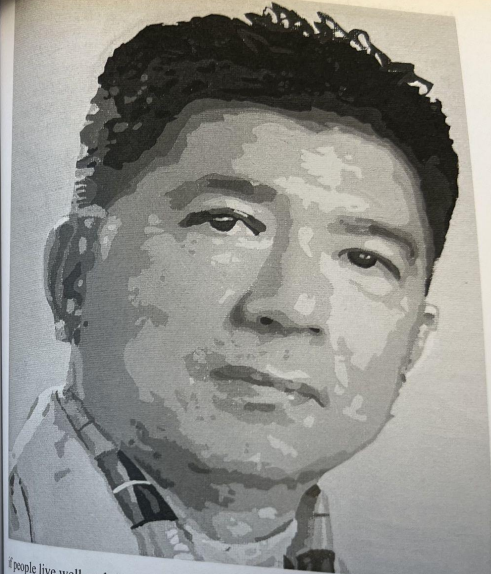
Huynh Minh Lam: Youth class By Sophie Nguyen

Someone who inspires me by the way they live is Huynh Minh Lam, the man behind our youth class. He isn't just a teacher for the youth class, he's someone with an inspiring story. Mr. Lam had a very happy childhood in Vietnam, he enjoyed his life and lived it to the fullest. His childhood dream was to become a pilot he said his reason was "Because I want to fly everywhere I want!" Yet, he made the hard decision to migrate to Utah. His journey wasn't easy, it was full of twists and turns that discouraged him. He left behind his life's work to move to a new country where he faced discouragement and uncertainty. However, his faith in God gave him the strength to keep moving forward, and eventually, he found a temple to dedicate his faith. Huynh Minh Lam lives for other people, so he hopes everyone has a good mindset that will lead them to accomplish great things.

One of the qualities that makes Mr. Lam a person of greatness is his ability to rise above the challenges he faces with strength and determination. He once struggled with overthinking, something that everyone has suffered from. He states "Once I learned how to stop and believe in myself, my life has gotten a lot easier." Even when things go wrong, he never gives up and perseveres until he gets it done. His move to the United States was a huge risk and it came without a stable job or home, something he was unaware of. On top of that, he had to adjust to American culture and its language. Instead of giving up, he focused on the bright side, and on building a better life for himself and his family. Many people would've given up, but Mr. Lam kept going. He looked ahead, not back. Taking on the responsibility for teaching the youth class was another big step, as he had never done anything like that before. Even when he faces setbacks, he doesn't let it stop him. Despite the language barrier, his persistence and ability to keep going no matter the struggle is what truly makes him stand out.

Another quality that makes Mr. Lam stand out is his dedication to helping others grow and live to their full potential. He puts his time, energy, and heart into making sure his students learn something meaningful. His calm nature, kindness, and strong morals make him a leader worth looking up to. He lives by the motto, "Say the right thing, do the right thing." He admires this quote because what you say and what you do matters. This shows how calm and thoughtful he is as a leader. He believes in being kind and treating people with respect, and it's easy to see that in the way he carries himself. He often says that life can be wonderful

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ENTHEOS ACADEMY

EXCELLENCE • SERVICE • LEADERSHIP

Entheos Magna Director's Report

May 2025

Service Learning

As reported by Melanie Louviere:

- Kindergarten made bird feeders for their **Trees are Alive Module**. (pictures attached)
- 2nd grade made wildflowers seed packets to be planted to help attract butterflies and will be donating them to the 1st graders and our parents. They also planted vegetables to donate to our parents.



Staff Spotlight

Shawndra McGraw - 4th Grade

This month, we're excited to spotlight a teacher whose quiet consistency and caring heart make a big impact—even if she often flies under the radar. Though you may not see her often, her classroom is a place where students feel genuinely safe, supported, and inspired to learn.

She fosters a positive environment by using engaging tools like interactive learning games such as Kahoot, keeping her students motivated and excited to participate. Her classroom is more than just a place to learn—it's a space where students feel seen and valued. Her focus on positivity is evident in how she encourages students to concentrate on what they *can* control, rather than what they can't—instilling resilience and a growth mindset that will serve them for life.

Her kindness and caring demeanor create a lasting impact. So much so that her former 5th-grade students continue to visit and share that they wish she were still their teacher. That lasting bond speaks volumes about the sense of belonging and encouragement she fosters every day. We celebrate her for the quiet but powerful difference she makes in the lives of her students.



Staff Spotlight

Jennifer Chavez - Student Support Specialist



We are excited to recognize our incredible Student Support Specialist, who has quickly become an essential part of our school community. She has thoughtfully built her schedule to meet regularly with students, especially those with 504 plans, behavioral needs, and anxiety. Her calm presence and caring approach help students feel supported and seen.

In addition to her student work, she plays a vital role in supporting our Spanish-speaking families. Her ability to translate and communicate with clarity ensures that all families feel heard, understood, and respected. Her efforts build trust and strengthen the partnership between home and school.

She is always willing to learn, asking insightful questions and seeking clarity to better serve in her role. She consistently maintains professionalism, respects boundaries, and brings warmth and kindness to every interaction.

We are so grateful to have her on our team—her support, compassion, and commitment truly make a difference every day!

Staff Spotlight

Claudia de la Rosa - Custodian



This week, we shine a light on a member of our team who works behind the scenes but plays a vital role in keeping our school running smoothly—our dedicated janitor.

Though she may not speak much English and doesn't often interact directly with students, her presence is deeply felt throughout the building. She works quietly and diligently each day, ensuring that classrooms, hallways, and common areas are clean, safe, and welcoming for everyone. From mopping and vacuuming to taking out the trash and responding quickly when accidents happen, she is always there—reliable, flexible, and ready to help.

She completes her work efficiently and in a timely manner, which is no small feat in our busy school environment. Her ability to adjust her schedule and respond to unexpected needs with professionalism and care speaks volumes about her commitment to our school.

We are grateful for her hard work and the pride she takes in her role. Thank you for all you do to keep our school a clean and comfortable place to learn and grow.

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*

Finishing up RISE and Acadience testing. We are almost done!

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 has been doing end of year crew observations to see if we met our work plan goal.

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.

Currently collecting EOY data from our student portfolios to see if we met our work plan goal.

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.
- 3rd grade are the winners of our attendance competition!
 - Kindergarten is a close 2nd.



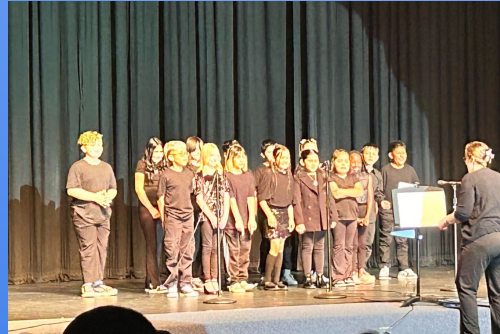
Book Fair

The Book Fair took place May 12-16.



Discovery Recital

Our 3rd-5th grade students performed their Discovery recital at Matheson Jr. High.



Entheos Executive Director's Report

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May 2025

May Value: Excellence

We believe students and teachers should be challenged, and that they will naturally rise to the high standards expected of them.

Upcoming Calendar Dates

Magna

- 4/14- EOY EOY Testing
- 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 1 COL, 2:45-3:15 pm**
- **5/29** **Grade 8 Graduation Passages**
- 6/4 Last Day of School
- 6/5 Reporting/Portfolio Day
- 6/6 Entheos Crew EOY Celebration
- 6/9-6/11 EOY PD

KEARNS

- 4/14- EOY EOY Testing
- 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**
- **6/2** **Grade 1 COL, 4-5 pm**
- 6/ 3 Field Day
- 6/ 3 Kindergarten Graduation
- 6/4 Last Day of School
- 6/5 Reporting/Portfolio Day
- 6/6 Entheos Crew EOY Celebration
- 6/9-6/11 EOY PD

2024- 25 Enrollment

	Magna	Kearns
Enrollment	476	572
Waitlist	126	106

2025- 26 Enrollment

	Magna	Kearns
Enrollment	507	598
Waitlist	91	123

We are proactively and intentionally over-enrolling for next year, based on historic summer attrition data. We are able to predict quite reliably how many no-shows can be expected at BOY. This will allow us to truly begin the year full, instead of having to backfill once the school year has started.

Summer Conference: 2025 Innovative School Summit

Location: Nashville, TN

Dates: July 13-18 2

Entheos Educators will receive professional development from nationally recognized experts regarding literacy and:

- At-Risk Students
- Innovative Teaching Strategies
- School Climate & Culture
- Students who are Wired Differently/Trauma-Informed Schools

ATTENDEES:

- Sue Talmadge (Admin)
- Evette Mendisabal (Admin)
- Karen Beach (K- Kearns)
- Heather Towle (4- Kearns)
- Sara Erickson (M.S.- Kearns)
- Chloe Stokes (New 3- Kearns)
- Heather Johanson (New 3- Kearns)
- Allison Weber (4- Kearns)
- Sarah Whitley (Art - Kearns)
- Aviry Stratton (New P.E./Adventure- Kearns)
- Kate Buchanan (Art- Magna)
- Tani Leavitt (SpEd- Magna)
- Melissa Durfee (K- Magna)
- Jamie Oyler (SpEd- Magna)
- Summer Spjute (K- Magna)
- Suzanne Giravi (1- Magna)

Effective Teachers in High Poverty Schools (ETHPS) State Bonus Award Recipients!

We are thrilled to announce that 2 of our Magna teachers have been awarded state bonuses of \$7000 through the state “Effective Teachers in High Poverty Schools” program, due to their outstanding student performance on Acadience Math during the 2022-23 school year!

Thank you Ms. Holfeltz and Ms. Summer for doing such an incredible job of teaching our young students to become successful mathematicians. We are so proud of you!



Ms. Anita Holfeltz, Grade 2



Ms. Summer Spjute, Grade K

Summer Kitchen Remodels at Both Campuses

This summer, both Entheos kitchens are being remodeled, so that we can continue to serve our students high quality, nutritious, and safe food. The Kearns kitchen needs a little more work due to being older. The remodels will include the following:

Magna:

1. Installation of Exhaust hood and Connections
2. Convection Oven (Gas)
3. Pre-Rinse Faucet Assembly
4. Monitoring System for coolers and freezers
5. Serving Counter (Cold Food)
6. Roll-Up Door
7. Electrical
8. Plumbing

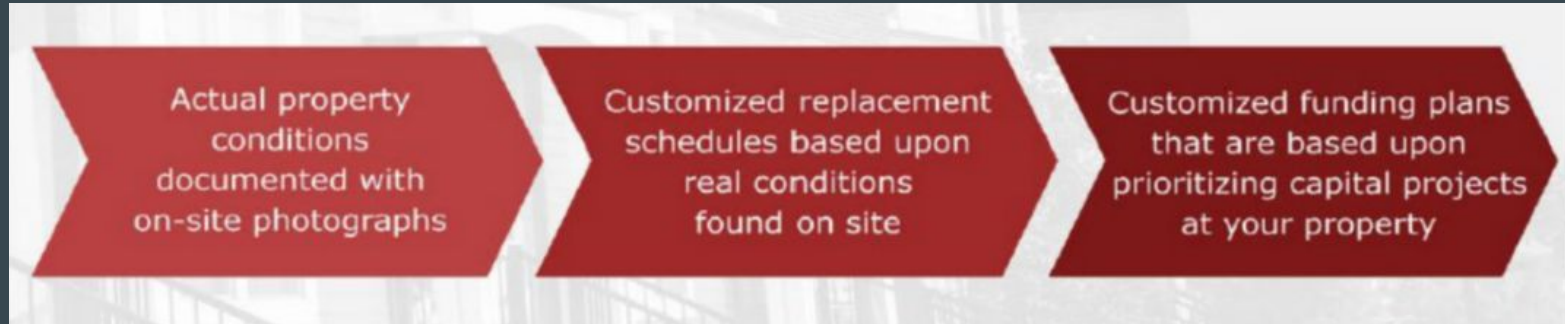
Kearns:

1. Drywall and FRP Installation
2. Dish Table, Clean Straight Custom Extension
3. Monitoring System for coolers and freezers
4. Wall-Mounted Shelving
5. Pre-Rinse Faucet Assembly with Add-On Faucet
6. Wire Shelving for Dry Storage Room
7. Serving Counter (Cold Food)
8. Roll-Up Door
9. Tile Floors (Kitchen, Storage Room)
10. Electrical
11. Plumbing

Reserve Studies at Both Campuses



This summer Building Reserve Studies will be completed at our schools. The purpose of Reserve Studies are so an organization can define, maintain, prioritize, and budget for ALL physical assets owned. As our properties age, Entheos must develop a long term plan for care. Building Reserves Studies will provide us with:



Curriculum Adoption Committee Updates

Curriculum Committee

We were fortunate to have strong representation from volunteers for our Curriculum Committee, to consider adoption of Rosetta Stone and the EL Crew Curriculum. The following individuals participated:

- Katie Ellis
- Nina Red Thunder
- Deb Bore
- Sarah Wright
- Charity Foutz
- Jessica Nash
- Carrie Usher
- LaVon Hatch
- Sara Erickson
- Alicia Laird

Committee Outcomes

Rosetta Stone

The committee decided not to recommend adoption of Rosetta Stone.

EL Crew Curriculum

The committee decided to have the schools pilot the Grade 6 Crew Curriculum this upcoming year and then revisit adoption in Spring, 2026.

Spotlight: Stephanie Christensen, Spedco

Stephanie Christensen is our current SpedCo consultant and has been a Utah special educator for over a decade as a teacher and Special Education Director. She is actually a former Entheos Special Education Teacher, and parent of 2 former Entheos students, and is therefore very familiar with our mission, model, and values!

Stephanie received her Bachelors from BYU-Hawaii in Special Education and a Masters in Curriculum and Instruction from WGU. She has served as President of Charter Special Education Directors (CSPED) and worked as an Educational Consultant for charter schools throughout Utah as well as Nevada. She also worked for the Utah State Board of Education (USBE) as a Utah Program Improvement Planning System (UPIPS) Specialist and Alternate Path to Professional Educator License (APPEL-SpEd) Mentor Specialist.

Stephanie and her husband Kevin have been married for 25 years and have four children, three of them are adults and living independently, the youngest is now in high school.

Thank you Stephanie, for supporting our SpEd teams at both campuses!



Questions?

ENTHEOS ACADEMY BOARD MEETING MINUTES

April 24, 2025 6:00pm

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

OPENING

- I. Roll Call
 - a. Board Members Present: Xazmin Prows, Deb Ivie (joined 6:09 pm), Karen Bogenschutz, Jaren Gibson
 - b. Board Members Excused: Rod Eichelberger
 - 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: (6:01 pm)
- II. Meeting Opened by Xazmin Prows (6:01 pm)
- III. Pledge of Allegiance led by Jaren Gibson (6:01 pm)
- IV. Mission Statement by Xazmin Prows (6:02 pm)
- V. Approve March 27, 2025 Board Meeting Minutes (6:03 pm)
 - a. **Jaren Gibson motions to approve the March meeting minutes. Second by Karen Bogenschutz. Passes 3-0.**
- VI. Entheos Value Presentation by Xazmin Prows (6:03 pm)
 - a. Value: Service

PUBLIC COMMENT

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

INFORMATIONAL ITEMS

- I. Q&A on Director Reports (6:13 pm)
 - a. District: Esther Blackwell - lots of calendar events that would love to have board members attend. Celebration of Service and 8th grade passages at both campuses. Honors classes at Entheos through the SOEP program. Collaborate with parents to determine students can do advanced work. Slide 13 Supreme Court Case. Can a charter school be religious and publicly funded? Could open questions regarding funding. Should hear results by July. Karen Bogenschutz is excited about honors classes for the right kids that need a challenge. Xazmin Prows asks how that will look? They must still complete state standards. Allotted time in middle school, learning lab, where they receive extra time for what is needed. It would be online, actual teacher assigned by state of Utah. Additional homework may be needed to keep up but that will be between teacher and student.
 - b. Kearns: Denise Mathews - service learning. Food drive to donate to food pantry. Middle school students sorted and delivered to food pantry. Jog-a-thon by the PE teacher. Prizes for the most number of laps. Character crew arranged a fun twin day.

- c. Magna: Jason Bennion - Frog module - collecting items to donate. EOY testing is beginning. Character crew hanging up posters around school. Would like board member to come and share expectations of passages. Spirit week - fun and participation from staff and students. Upstairs clean out into sheds and working on creating classroom space. Should be ready to use in the next week or so. Jaren Gibson asks what the space will be used for. Classroom and office space.
- II. Staff Recognitions (6:25 pm)
 - a. District: Brian Cates
 - b. Kearns: Lexi Winn, Autumn Sparks, Brandi Peek
 - c. Magna: Aimee Wetzal, Charity Foutz, Sarah Jordan
- III. Budget and Finance Report by Brian Cates (6:33 pm)
 - a. Busy time of year. Preparing budget for next year. New funding, increasing, cost structure. Being conservative with October 1 count and projected revenues.
 - b. Current year, not a whole lot of change overall. Margins have come down slightly. Sitting at 8-½%. Reminder that 5-6% are good.
 - c. PTIF continues to look good. More funds added late February. Will be conservative for next year, not sure where rates will go.
 - d. Will have draft to review in May finance meeting. Have draft for board to review next month. Final will be in June meeting.

DISCUSSION ITEMS

- I. Board Development by Haylee Ashworth (6:37 pm)
 - a. Special Education. Haylee Ashworth shares about herself and those that work with her in Special Education at Kearns. Strengths - communication, compliance, culture. Have a para in each classroom and 5 MS paras. Did well with state audit. State indicators visit with only one error. Was an error from previous year and unable to fix. Have para of the month celebration. SPED Ecosystem. Behavior Room. Resource room (new this year). Need for more instruction for lower kids. Do 2 or 3 to one to help with their learning. i-Ready is personalized. Helping students grow. Growth of students receiving SpEd services. Grown from 48 (2014) to 129 today. Most students are transferring in. Challenges: Rapidly increasing caseloads and need for more room. Jaren Gibson - how do we compare? 25%, last year was 18%. Granite district averages around 14%. Xazmin Prows - resource room? Specific time of day? During specific subject when they need help.
- II. Policies for discussion by Xazmin Prows (6:53 pm)
 - a. 3400 Fee and Fee Waiver Policy - no questions or comments
 - b. 4102 Employee Code of Conduct - Sue Talmadge makes a change after mentioning, no further discussion needed
 - c. 4206 Employee Harassment - no questions or comments
 - d. 2200 Board Member Appointments - no questions or comments
 - e. 2301 Global Executive Limitations - no questions or comments
 - f. 2501 School Land Trust and School Community Council - name corrected throughout the policy. No questions or comments.
 - g. 2502 Charter Trust Land Council Election Procedures - no questions or comments
 - h. 6200 Classroom Instructional Materials - will be voted on tonight. No questions or comments.

ACTION ITEMS

- I. **MOTION (7:00 pm)**
 - a. **Karen Bogenschutz moves that we accept the Classroom Instructional Materials 6200. Second by Jaren Gibson. Passes 4-0.**
- II. **MOTION (7:01 pm)**
 - a. **Jaren Gibson motions to move into closed session to discuss character, professional competence, or physical or mental health of an individual. Second by Karen Bogenschutz. Passes 4-0.**
- III. **MOTION (7:31)**
 - a. **Karen Bogenschutz moves that we approve the action we discussed in closed session. Second by Jaren Gibson. Passes 4-0.**

ADJOURN

- I. Time: 7:32 pm
- II. Motion: Jaren Gibson motions that we adjourn. Xazmin Prows seconds. Passes 4-0.

ENTHEOS ACADEMY

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AFFIDAVIT

Entheos Academy School Board Closed Session

Thursday, 24 April 2025

Entheos Kearns Campus

4710 West 6200 South Kearns, UT 84118

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.



4/28/2025

Xazmin Prows

Entheos Academy Board Vice-Chair

Date

ENTHEOS ACADEMY

EXCELLENCE • SERVICE • LEADERSHIP

22 May 2025

Consent Agenda Items:

1. Policies for Approval

1. Policies for Approval

- a. 3400 Fee and Fee Waiver Policy
- b. 4102 Employee Code of Conduct
- c. 4206 Employee Harassment
- d. 2200 Board Member Appointments
- e. 2301 Global Executive Limitations
- f. 2501 Charter Trust LAND Council and School Community Council
- g. 2502 Charter Trust LAND Council Election Procedures

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).

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;
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 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.

- 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

- 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.
 - 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.
- 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.

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.
 - 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~~ e-mails.
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 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

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

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.

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.
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 positionsIf 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 meetings~~~~meetings 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 ~~LAND~~~~land~~ council expenditures and funding limits, a Council shall:
- A. Prepare a plan for the use of School LAND Trust Program money.
 - B. Work with students, families, and educators and hold at least an annual discussion with charter school administrators to develop and incorporate safety principles at the school level.
 - C. Provide input to the school's director on a positive behavior plan.