

ENTHEOS ACADEMY

EXCELLENCE • SERVICE • LEADERSHIP

5307 TOILET TRAINING POLICY

Purpose

The purpose of this policy is to ensure that students entering kindergarten are toilet trained, promoting a healthy and conducive learning environment for all students. Additionally, it aims to provide support and resources to families encountering challenges with toilet training.

Definitions

LEA: Local Education Agency

504 Plan: A plan developed to ensure that a child with a disability receives accommodations to ensure their academic success and access to the learning environment.

IEP: Individualized Education Program: A plan developed to ensure that a child with a disability receives specialized instruction and related services.

Policy

Toilet Training Requirement

- I. Beginning with the 2024-2025 school year, all students must be toilet trained before enrolling in school.
- II. The Entheos Academy enrollment process will include assurances from parents that their child is toilet trained.
- III. If a newly enrolled student is found to not be toilet trained, Entheos will:
 - A. Refer the student and their parent(s) to the school social worker for additional family support and resources.
 - B. Allow the parent or their adult designee to aid in toilet training as needed.
 - C. Facilitate the student's reintegration into the classroom once they have become toilet trained.
 - D. Unenroll the student from the school if all other interventions fail.
- IV. Exemptions from the toilet training requirement may be granted for students with conditions described in a 504 plan or IEP, which impede their ability to be toilet trained before school enrollment.
- V. This policy does not override any existing legal requirements or accommodations in a student's 504 Plan or IEP.

5307 Toilet Training Policy

- VI. Exemptions are subject to review and may require documentation from medical professionals or specialists.
- VII. Parents/guardians are encouraged to communicate with the school administrators regarding any concerns or challenges related to toilet training.

The school administration will ensure the confidentiality of any medical or personal information disclosed during the support process.

REF: Title 63G, Chapter 3, Utah Administrative Rulemaking Act

ENTHEOS ACADEMY

EXCELLENCE • SERVICE • LEADERSHIP

~~#5407~~

RESOLUTION FOR FREEDOM OF RELIGIOUS EXPRESSION POLICY

Purpose

Entheos Academy seeks to foster an environment of respect for individuality.

Policy

- I. At the commencement of each school year, Entheos Academy will provide students and parents with a copy of the “Resolution for Freedom of Religious Expression in Public Schools,” accompanied by a simplified version for clarity. ~~Each year students will be given a copy of the “Resolution for Freedom of Religious Expression in Public Schools” (including a simplified copy for easy understanding).~~
- II. This resolution will be discussed with student crews to ensure a thorough understanding of their rights as outlined in this document. ~~The resolution will be discussed in crew at the beginning of each school year, so that students may understand their rights under this resolution.~~

REF: [Resolution for Freedom of Religious Expression](#)

ENTHEOS ACADEMY

EXCELLENCE • SERVICE • LEADERSHIP

~~#4301~~

EDUCATOR EXIT AND ENGAGEMENT SURVEYS

Purpose

Surveys may provide objective and subjective data for use by [the](#) Entheos Academy governing board, ~~as well as~~ the Utah State Board of Education (USBE), and other relevant, authorized parties.

Definitions

- I. “Educator” [is](#) any person employed by Entheos Academy for the purpose of student instruction or instructional support, including, but not limited to, classroom teacher, preschool teacher, special education teacher, or ~~school-based~~ [school-based](#) specialist.

Policy

Scope

- I. This policy applies to Entheos Academy’s governing board members and staff, as well as any ~~and all~~ authorized third-party providers and ~~or~~ administrators of surveys.

Administration of Surveys

- I. The Entheos Academy governing board and staff shall administer public educator exit and engagement surveys to educators as required by Utah state statute, USBE administrative rule, and the Entheos Academy governing board policy.
- II. Entheos Academy shall utilize the ~~USBE-recommended~~ [USBE recommended](#) platform for survey questions ~~in order~~ to assure data quality and uniformity.
- III. Entheos Academy recognizes the responsibility of its Board and staff to protect Personally Identifiable Information (PII), which may be sensitive, private, or protected under Utah’s Government Records Access Management Act (GRAMA). To properly administer surveys, ~~and in order to~~ [and](#) protect PII, Entheos Academy will use only secure methods of survey administration, data collection, and transfer.
 - A. In questions of privacy, educators may utilize the grievance process for correction.

4301 Educator Exit and Engagement Surveys

- IV. The intervals for the administration of surveys will be in accordance with USBE rules. All required data shall be transferred to the State Superintendent of Public Education (hereafter “Superintendent”) by June 30 of each calendar year.
- V. Consistent with USBE rule, surveys:
 - A. Shall allow each Educator to remain anonymous
 - B. May NOT request the Educator’s CACTUS ID number
 - C. Shall ask each Educator to identify the Educator’s Local Education Agency (LEA)
 - D. May ask each Educator to identify the Educator’s school voluntarily ~~to voluntarily identify the Educator’s school~~
 - E. May ask each Educator to provide basic non-identifying demographic data as requested by the Superintendent
- VI. Survey data shall not be made available for sale or free access to any party outside the scope of this policy.

ENTHEOS ACADEMY

EXCELLENCE • SERVICE • LEADERSHIP

4104 FAMILY & MEDICAL LEAVE

Purpose

The Family and Medical Leave Act (FMLA) aims to support employees in balancing their professional duties with personal and family needs. This legislation enables eligible employees to take reasonable, unpaid leave for specific family and medical reasons while safeguarding the interests of both employees and employers and fostering equal employment opportunities for all. ~~Family and Medical Leave Act is designed to help employees balance their work and family responsibilities by allowing them to take reasonable unpaid leave for certain family tv and medical reasons. It also seeks to accommodate the legitimate interests of employers and promote equal employment opportunity for men and women.~~

Definitions

- I. Family and Medical Leave Act (FMLA): A federal act in which an eligible employee is allowed an extended leave from work for family and medical reasons each calendar year.

Policy

- I. In accordance with FMLA, the reasons for permitting an extended unpaid leave for up to 12 work weeks are limited to the following: for the birth and care of the newborn child of an employee;
 - A. for placement with the employee of a child for adoption or foster care;
 - B. to care for an immediate family member (spouse, child, or parent) with a serious health condition; or
 - C. to take medical leave when the employee ~~cannot~~ ~~is unable to~~ work because of a serious health condition.
 - D. A military qualifying exigency arising as a result of a spouse, son, daughter or parent being on active duty or having been notified of an impending call or order to active duty in the Armed Forces.
- II. Employees are eligible for leave if
 - A. they have been employed ~~for~~ at least 12 months,
 - B. at least 1,250 hours over the past 12 months, determined according to FLSA principles for determining compensable hours or work.
- III. Time taken off work due to pregnancy complications can be counted against the 12 weeks of family and medical leave.
- IV. Under some circumstances, employees may take FMLA leave intermittently—~~taking leave in separate blocks of time for a single qualifying reason—or on a reduced leave~~

ENTHEOS BOARD POLICY – UPDATED APRIL 27, 2017

UPDATED FEBRUARY 25, 2021

4104 Family & Medical Leave

schedule, reducing the employee's usual weekly or daily work schedule. When leave is needed for planned medical treatment, the employee must make a reasonable effort to schedule treatment to not disrupt Entheos' operation unduly. ~~—taking leave in separate blocks of time for a single qualifying reason— or on a reduced leave schedule— reducing the employee's usual weekly or daily work schedule. When leave is needed for planned medical treatment, the employee must make a reasonable effort to schedule treatment so as not to unduly disrupt Entheos operation.~~ If FMLA leave is for birth and care, or placement for adoption or foster care, the use of intermittent leave is subject to Entheos Executive Director's ~~Director~~ approval.

- V. Under certain conditions, employees or employers may choose to “substitute” (run concurrently) accrued paid leave (such as sick or vacation leave) to cover some or all of the FMLA leave. The terms and conditions of the Entheos normal leave policy determine an employee's ability to substitute accrued paid leave. ~~An employee's ability to substitute accrued paid leave is determined by the terms and conditions of the Entheos normal leave policy.~~

Principal Evaluation Form

Appraisal Key

4 = exceeds standard: *Consistently excels in the performance of the job. Outstanding/exceptional performance is obvious.*
3 = above standard: *Performs all aspects of the job and is consistently above expectations for the position. Performance is of a high quality on a continuous level.*
2 = meets standard: *Performance meets the requirements of the position and may exceed these requirements in some areas.*
1 = approaches standard: *Does not perform all aspects of the position within the specified guidelines on a consistent basis. Does not meet all requirements of the job.*
0 = Does not meet standard: *Performs job below specified guidelines on a consistent basis and does not meet minimum requirements of the position.*

STANDARD #1: A principal is an educational leader who promotes the success of all students facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Performance Indicators:

The vision and mission of the school are effectively communicated to staff, parents, students, and community members.
The school community is involved in school improvement efforts.
The vision shapes the educational programs, plans, and activities.
An implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated and regularly monitored, evaluated, and revised.
Sets priorities in the context of improving student achievement.
Articulates and promotes high expectations for teaching and student learning.
Develops communication strategies to inform stakeholders of progress towards the vision and mission of the school.
Needed resources are sought and obtained to support the implementation of the school mission and goals.

Narrative (self-evaluation) I	Narrative (supervisor evaluation) •
----------------------------------	--

Supervisor rating:

STANDARD #2: A principal is an educational leader who promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development.

Performance Indicators:

Provides leadership for assessing, developing and improving school environment and culture.
Recruits, interviews and recommends teachers and staff to support quality instruction.
Provides leadership, encouragement, opportunities, and structure for all staff to continually design more effective teaching and learning experiences for all students.
Evaluates staff and provides direction for improving instruction.
Develops and supports professional development of staff to improve student learning.
Demonstrates awareness of professional issues and developments in education.
Develops and revises as needed his/her own professional development plan for continued improved performance.
Technologies are used in teaching and learning.
Student and staff accomplishments are recognized and celebrated.
Demonstrates a high degree of visibility among students, staff, and parents.

Narrative (self-evaluation)	Narrative (supervisor evaluation)
-----------------------------	-----------------------------------

Supervisor rating:

STANDARD #3: A principal is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Performance Indicators:

- Operational procedures are designed and managed to maximize opportunities for successful learning.
- Effectively manages board policies and procedures.
- Demonstrates effective communication skills with a variety of stakeholders in the operation of the school.
- Identifies and resolves problems in a timely manner.
- Manage fiscal resources of the schools responsibly, efficiently, and effectively.
- Works to assure the school plant, equipment, and support systems operate safely, efficiently and effectively.

Narrative (self-evaluation)	Narrative (supervisor evaluation)
-----------------------------	-----------------------------------

Supervisor rating:

STANDARD #4: A principal is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Performance Indicators:

- Engages the community to create shared responsibility for student and school success.
- Promotes and supports parent/student/community involvement in the school.
- Shares leadership and decision-making.
- Fosters collaboration and communication among members of the school and school community.

Narrative (self-evaluation)	Narrative (supervisor evaluation)
-----------------------------	-----------------------------------

Supervisor rating:

STANDARD #5: A principal is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

Performance Indicators:

- Demonstrates ethical, trustworthy, and professional behavior.
- Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance.
- Treats people fairly, equitably, and with dignity and respect.
- Applies policies and procedures in a fair and equitable manner.
- Demonstrates appreciation for and sensitivity to the diversity in the school community.

Narrative (self-evaluation)	Narrative (supervisor evaluation)
-----------------------------	-----------------------------------

Supervisor rating:

STANDARD #6: A principal is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Performance Indicators:

- Serves as an effective spokesperson for the welfare of all members of the learning community.
- Promotes respect for diversity in the school and community environment.
- Engages in dialogue with other decision-makers to improve teaching and learning.
- Communicates clearly to the community about school issues and performances.
- Provides leadership through assisting in the development of mutual expectations, procedures for working together, and formulating school policies.
- Knows and supports the school improvement plan and accurately interprets and reports progress on goals.
- The school community works within the framework of the charter, policies, laws, and regulations enacted by local, state, and federal authorities.

Narrative (self-evaluation)	Narrative (supervisor evaluation)
-----------------------------	-----------------------------------

Supervisor rating:

Section B: Accomplishment of Goals

Please identify 3 performance growth goals:

Professional Goal:	Action Steps:	Timeline:	Evidence of Progress toward success:
1. Learn more about state reporting and assessment.			Achievements:
2. Develop a good special ed. program at our school.			
3. Improve my own understanding of reading instruction			

END OF SCHOOL YEAR EVALUATION RECEIPT

I received my end of year evaluation based on this form. The information I provided to the Board was accurate to the best of my knowledge. All the information listed on this form was presented to me and I have been given a copy of the final evaluation for my reference.

Principal's Signature: _____ Date: _____

Evaluation Period:

Board of Trustee: _____ Date: _____

Charter School Principal Evaluation

<p>Charter Fidelity</p> <p>1 2 3 4 5</p>	<p>Evidence of charter fidelity applications in every grade. Evidence should include</p> <p>Notes:</p>								
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Director Goal</th> <th style="width: 25%;">Step #1</th> <th style="width: 25%;">Step #2</th> <th style="width: 25%;">Evidence</th> </tr> </thead> <tbody> <tr> <td style="height: 20px;"> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Director Goal	Step #1	Step #2	Evidence				
Director Goal	Step #1	Step #2	Evidence						
<p>Student Achievement</p> <p>1 2 3 4 5</p>	<p>Evidence includes.....</p> <p>Notes:</p>								
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Director Goal</th> <th style="width: 25%;">Step #1</th> <th style="width: 25%;">Step #2</th> <th style="width: 25%;">Evidence</th> </tr> </thead> <tbody> <tr> <td style="height: 20px;"> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Director Goal	Step #1	Step #2	Evidence				
Director Goal	Step #1	Step #2	Evidence						
<p>Leadership</p> <p>1 2 3 4 5</p>	<p>The administration should show leadership through promoting the vision and values of the Charter School.....</p> <p>Notes:</p>								
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Director Goal</th> <th style="width: 25%;">Step #1</th> <th style="width: 25%;">Step #2</th> <th style="width: 25%;">Evidence</th> </tr> </thead> <tbody> <tr> <td style="height: 20px;"> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Director Goal	Step #1	Step #2	Evidence				
Director Goal	Step #1	Step #2	Evidence						
<p>Finance</p> <p>1 2 3 4 5</p>	<p>Evidence of financial stability includes.....</p> <p>Notes:</p>								
	<p>Director Goal for Finance.</p>								

Communication 1 2 3 4 5	The administration should ensure that there is timely communication between the school and attending families, faculty, and all appropriate stakeholders. Notes:			
	Director Goal	Step #1	Step #2	Evidence

1 = Poor Performance to 5 = Exemplary Performance

-----**EVALUATION RECEIPT**-----

Principal Signature: _____

Date: _____

Board Chair Signature: _____

Date: _____

Board Member Signature: _____

Date: _____

SCHOOL ACADEMY DIRECTOR EVALUATION

A willingness to embrace leadership opportunities.

Leadership Dimension	Exemplary	Proficient	Progressing	Not Meeting Standards
1. Provides leadership opportunities/training for faculty and students.	Proactively and consistently seeks out opportunities and training for students and faculty in every aspect of school leadership.	Clear evidence of leadership faculty and students.	Some evidence of leadership training, implementation as status quo.	Little or no evidence of leadership training among students.

A perpetual enthusiasm for learning.

Leadership Dimension	Exemplary	Proficient	Progressing	Not Meeting Standards
2. Professional development focus	Chooses one or two focus areas for professional development consistent with the charter. Is selective in providing effective professional development opportunities specific to the needs of the teachers in helping them achieve the goals of the charter.	Professional development plan is linked to the organization's strategic objectives.	Professional development opportunities are somewhat related to the organizational objectives, but there is no way of systematically assessing their impact.	Little or no planning is given to professional development. The leader's personal professional development agenda is not based on organizational needs.

A standard of individual academic excellence.

Leadership Dimension	Exemplary	Proficient	Progressing	Not Meeting Standards
3. Student achievement results	Uses assessments and best practices to provide instruction where all students can learn at the most appropriate level for them.	Uses assessments and best practices and provides some instruction for differentiated instruction.	Provides some instruction for differentiated instruction.	Provides no instruction for differentiated instruction.

Legal and Ethical conduct

Leadership Dimension	Exemplary	Proficient	Progressing	Not Meeting Standards
4. Compliance with legal and ethical requirements in relationships with employees and students	Meets the letter and spirit of the law, avoiding both the fact and appearance of impropriety. Inculcates the foundations of mutual respect for colleagues and for the law throughout the organization.	No instance of illegal or unethical conduct with employees, prospective employees, or students. No conduct crosses the line of policy or law.	The appearance of violating legal and policy requirements for the relationship between leaders and employees, and/or students.	Violates the legal and policy requirements for the relationship between leaders and employees and/or students.

Time/Task/Project Management

Leadership Dimension	Exemplary	Proficient	Progressing	Not Meeting Standards
5. Managing fiscal and physical resources of school responsibly, efficiently, and effectively.	Creates reasonable budgets and assesses and implements ways that expenses can be cut while still maintaining higher standard of learning.	Stays within budget but does not look for ways to be more efficient while still providing a higher standard of learning.	Stays within budgets as created by management company	School is consistently spending more than is being brought in.

Mutually agreed upon annual goals set by the Leader and Board

Director Evaluations

Overview of Training with Kim Dohrer and Shannon Greer

Why/How should you evaluate a director?

- ▶ Evaluating the directors is the most important responsibility of the Board of Directors
- ▶ The process of director evaluations actually begins when they job is posted.
 - ▶ The objectives in evaluation tool should match the job description
 - ▶ A director runs the school with fidelity to the charter, vision, and mission
- ▶ Evaluation tools should be objective and clear
 - ▶ The director may be involved in helping select an evaluation tool
- ▶ The Board *may* want to establish an evaluation committee
 - ▶ Smaller than a quorum, and include the director
 - ▶ Reports consistently to the Board and receives feedback
 - ▶ Could be a closed session

Unity on the Board

- ▶ What to include?
- ▶ Annual Goals?
 - ▶ Suggested 2-3, no more than 5
- ▶ When should director evaluations take place?

Director Evaluations cont...

- ▶ The director should be familiar with the evaluation tool
 - ▶ Includes evidence towards the tool in the director's report each month
 - ▶ There are no surprises
- ▶ Issues not on the evaluation may be addressed, but not evaluated
- ▶ May include a self-evaluation
- ▶ Resources
 - ▶ USBE Website
 - ▶ ISSLIC Standards
 - ▶ Google Charter School Leadership Standards

Examples

Principal Evaluation Form

Appraisal Key

4 = exceeds standard: *Consistently excels in the performance of the job. Outstanding/exceptional performance is obvious.*
3 = above standard: *Performs all aspects of the job and is consistently above expectations for the position. Performance is of a high quality on a continuous level.*
2 = meets standard: *Performance meets the requirements of the position and may exceed these requirements in some areas.*
1 = approaches standard: *Does not perform all aspects of the position within the specified guidelines on a consistent basis. Does not meet all requirements of the job.*
0 = Does not meet standard: *Performs job below specified guidelines on a consistent basis and does not meet minimum requirements of the position.*

STANDARD #1: A principal is an educational leader who promotes the success of all students facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Performance Indicators:

The vision and mission of the school are effectively communicated to staff, parents, students, and community members.
The school community is involved in school improvement efforts.
The vision shapes the educational programs, plans, and activities.
An implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated and regularly monitored, evaluated, and revised.
Sets priorities in the context of improving student achievement.
Articulates and promotes high expectations for teaching and student learning.
Develops communication strategies to inform stakeholders of progress towards the vision and mission of the school.
Needed resources are sought and obtained to support the implementation of the school mission and goals.

Narrative (self-evaluation)	Narrative (supervisor evaluation)
1	•

Examples

SCHOOL ACADEMY DIRECTOR EVALUATION

A willingness to embrace leadership opportunities.

Leadership Dimension	Exemplary	Proficient	Progressing	Not Meeting Standards
1. Provides leadership opportunities/training for faculty and students.	Proactively and consistently seeks out opportunities and training for students and faculty in every aspect of school leadership.	Clear evidence of leadership faculty and students.	Some evidence of leadership training, implementation as status quo.	Little or no evidence of leadership training among students.

A perpetual enthusiasm for learning.

Leadership Dimension	Exemplary	Proficient	Progressing	Not Meeting Standards
2. Professional development focus	Chooses one or two focus areas for professional development consistent with the charter. Is selective in providing effective professional development opportunities specific to the needs of the teachers in helping them achieve the goals of the charter.	Professional development plan is linked to the organization's strategic objectives.	Professional development opportunities are somewhat related to the organizational objectives, but there is no way of systematically assessing their impact.	Little or no planning is given to professional development. The leader's personal professional development agenda is not based on organizational needs.

A standard of individual academic excellence.

Leadership Dimension	Exemplary	Proficient	Progressing	Not Meeting Standards
3. Student achievement results	Uses assessments and best practices to provide instruction where all students can learn at the most appropriate level for them.	Uses assessments and best practices and provides some instruction for differentiated instruction.	Provides some instruction for differentiated instruction.	Provides no instruction for differentiated instruction.

Examples

Charter School Principal Evaluation

<p>Charter Fidelity</p> <p>1 2 3 4 5</p>	<p>Evidence of charter fidelity applications in every grade. Evidence should include</p> <p>Notes:</p> <table border="1" data-bbox="894 468 1722 554"> <thead> <tr> <th data-bbox="894 468 1098 496">Director Goal</th> <th data-bbox="1098 468 1302 496">Step #1</th> <th data-bbox="1302 468 1505 496">Step #2</th> <th data-bbox="1505 468 1722 496">Evidence</th> </tr> </thead> <tbody> <tr> <td data-bbox="894 496 1098 554"></td> <td data-bbox="1098 496 1302 554"></td> <td data-bbox="1302 496 1505 554"></td> <td data-bbox="1505 496 1722 554"></td> </tr> </tbody> </table>	Director Goal	Step #1	Step #2	Evidence				
Director Goal	Step #1	Step #2	Evidence						
<p>Student Achievement</p> <p>1 2 3 4 5</p>	<p>Evidence includes.....</p> <p>Notes:</p> <table border="1" data-bbox="894 749 1722 835"> <thead> <tr> <th data-bbox="894 749 1098 778">Director Goal</th> <th data-bbox="1098 749 1302 778">Step #1</th> <th data-bbox="1302 749 1505 778">Step #2</th> <th data-bbox="1505 749 1722 778">Evidence</th> </tr> </thead> <tbody> <tr> <td data-bbox="894 778 1098 835"></td> <td data-bbox="1098 778 1302 835"></td> <td data-bbox="1302 778 1505 835"></td> <td data-bbox="1505 778 1722 835"></td> </tr> </tbody> </table>	Director Goal	Step #1	Step #2	Evidence				
Director Goal	Step #1	Step #2	Evidence						
<p>Leadership</p> <p>1 2 3 4 5</p>	<p>The administration should show leadership through promoting the vision and values of the Charter School.....</p> <p>Notes:</p> <table border="1" data-bbox="894 1061 1722 1146"> <thead> <tr> <th data-bbox="894 1061 1098 1089">Director Goal</th> <th data-bbox="1098 1061 1302 1089">Step #1</th> <th data-bbox="1302 1061 1505 1089">Step #2</th> <th data-bbox="1505 1061 1722 1089">Evidence</th> </tr> </thead> <tbody> <tr> <td data-bbox="894 1089 1098 1146"></td> <td data-bbox="1098 1089 1302 1146"></td> <td data-bbox="1302 1089 1505 1146"></td> <td data-bbox="1505 1089 1722 1146"></td> </tr> </tbody> </table>	Director Goal	Step #1	Step #2	Evidence				
Director Goal	Step #1	Step #2	Evidence						
<p>Finance</p> <p>1 2 3 4 5</p>	<p>Evidence of financial stability includes.....</p> <p>Notes:</p> <table border="1" data-bbox="894 1315 1722 1350"> <tbody> <tr> <td data-bbox="894 1315 1722 1350">Director Goal for Finance.</td> </tr> </tbody> </table>	Director Goal for Finance.							
Director Goal for Finance.									

Examples

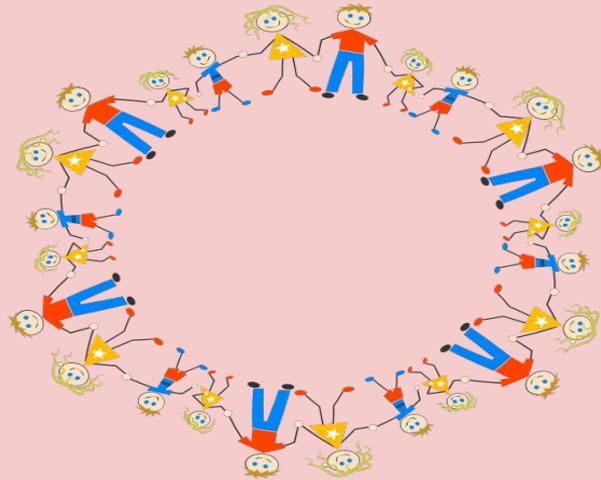
Master Copy Executive Director Evaluation.

Adheres to the Charter Goals and Demonstrates Student Growth		1-5 5 is the highest
1	The Exec. Director ensures that the administrative team regularly reviews the school's charter and assures that all goals and standards are met.	
2	The Exec. Director ensures that clear and measurable goals are established and focused on critical needs regarding improving overall student achievement at the school level.	
3	The Exec. Director with the assistance of the administrative team, ensures that data is analyzed, interpreted, and used to regularly monitor progress toward individual student and school achievement goals.	
4	The Exec Director ensures that appropriate school-level and classroom-level programs and practices are in place and followed to help all students meet individual achievement goals, and when data indicates interventions are used.	
Continuous Improvement of Instruction		
1	The Exec Director, along with his administrative team, ensures that teachers provide quality instruction for our students and he is aware of and provides support for those teachers who struggle to meet that expectation.	
2	The Exec Director effectively supports and retains teachers who continually enhance their pedagogical skills through reflection and professional growth, and ensures that teachers are provided with professional development that is directly related to their instructional growth. Retention.	
3	The Exec Director ensures that the school curriculum and accompanying assessments adhere to state and charter standards.	
4	The Exec Director ensures that teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses that are based on multiple sources of data and are consistent with student achievement data.	
5	The Exec Director ensures that teachers have opportunities to observe and discuss effective teaching.	

Second Grade Magna

The Secret World of Pollination

By: Anita Holfeltz



Modules:

-I will show some examples of the high quality writing and scientific drawing the students did about plants and pollinators.

-The purpose of this portion of our modules was to get our students to collaborate with others throughout the drawing and the writing process to create a high quality piece. They went through several drafts before creating their final piece (only one draft is shown).

Scientific Drawing of a Plant

Directions: Observe the plant closely. Notice the parts of the plant. Sketch the plant and label the parts you observe.

(scientific drawing of a plant)

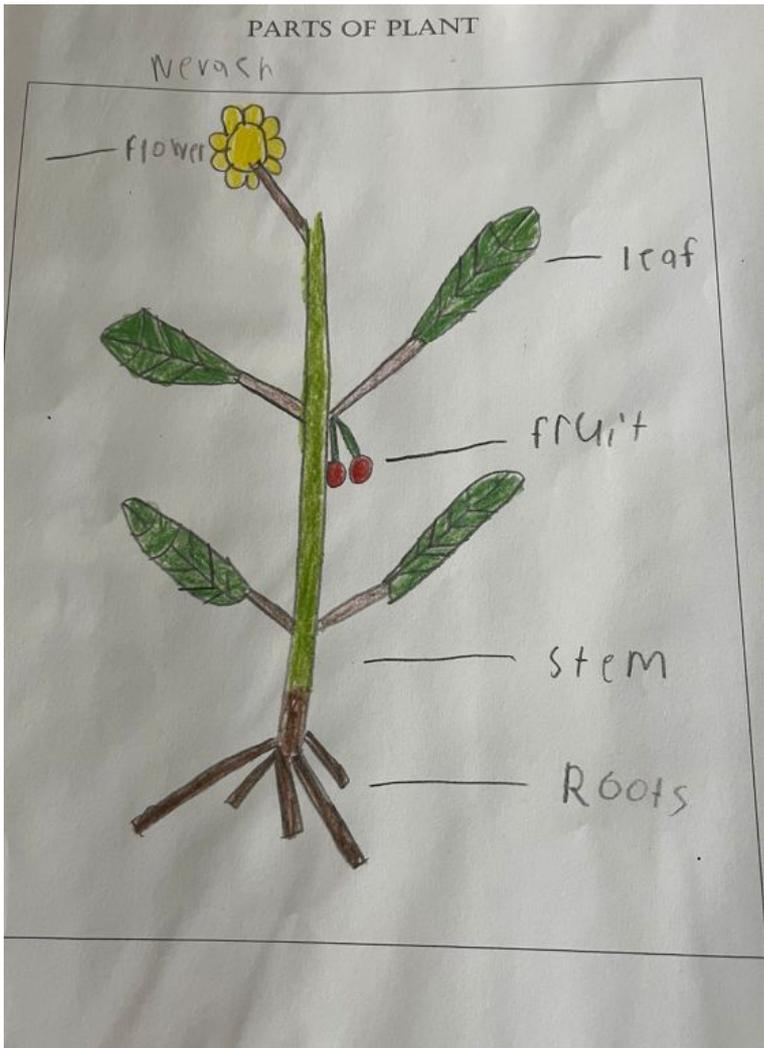
Plant Parts Bank:

stem root leaves flowers branches

Modules 3 Unit 1:

Student Work

Sample



Module 3 Unit 1:

Informational

Writing -

Teacher Example

Informational Paragraph Writing

Directions: Complete the body of an informative paragraph listing the important things plants need to survive. The focusing statement and conclusion have been written for you.

You should include:

- A sentence that discusses a plant's needs, and
- A sentence that discusses the plant parts that help meet those needs.

Plant Needs and Parts

Plants need many things to survive. Their parts help them get those things.

A plant needs water and food. It gets them from soil and soaks them up through the roots. A plant also needs sunlight and air. They go in through the leaves. Plants need space to grow.

Plants have different parts that help meet their needs so they can grow and survive.

Module 3 Unit 1:

Student Writing

Sample

Name Lucy Date 2/07/2024

I learned that a plant is a living thing. The roots hold up the plant. It has a life cycle first. It starts as a seed, then a sprout, then a flower, fruit or vegetable. But it needs, soil, water, food, sun, light, air, and space, to grow. Pollen is the yellow powder at the center of most flowers. Pollenators help the plants with the life cycle. Pollenators like bees, wasps, butterflies, and moths. are pollenators that help us and we help them by us breathing out oxygen and them breathing in carbon-dioxide. Pollenation is when insects move from one flower to another flower.

Scientific Drawing of a Bee

Directions:

- Create a sketch of your first bee photograph.
- Remember to observe closely before you begin drawing.

(drawing of bee)

Module 3 Unit 2

Scientific drawing of

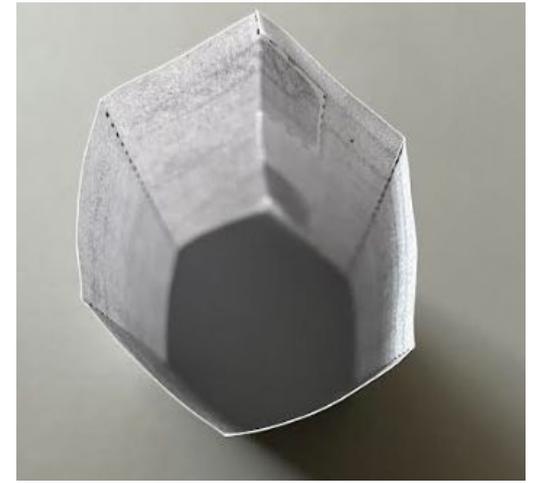
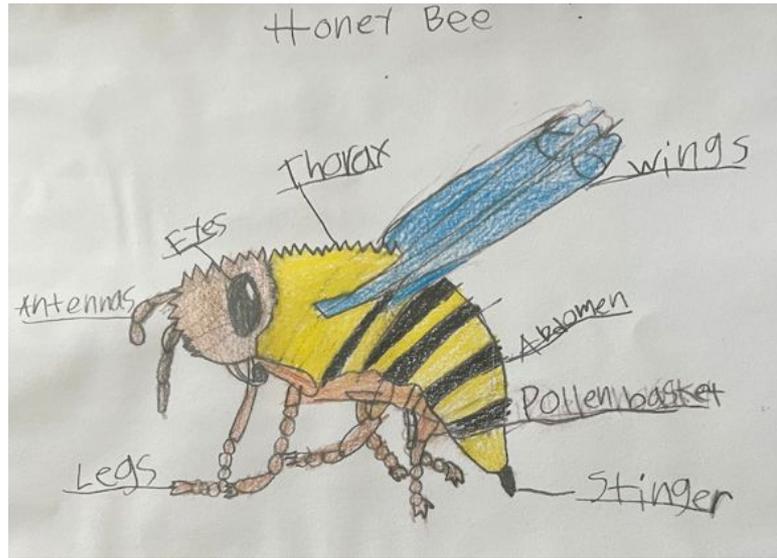
Bee parts that help

Pollination.

Top right hand side

is the honeycomb

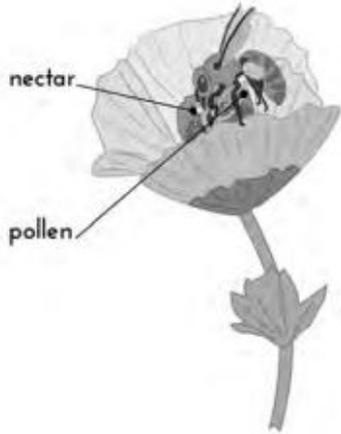
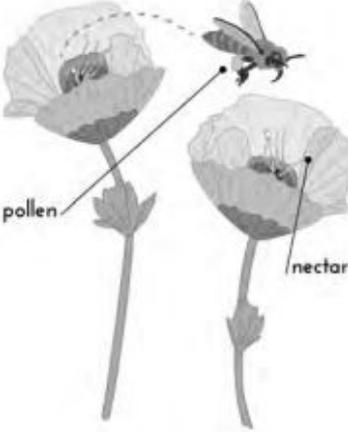
that each student made out of paper.



The Process
of Pollination

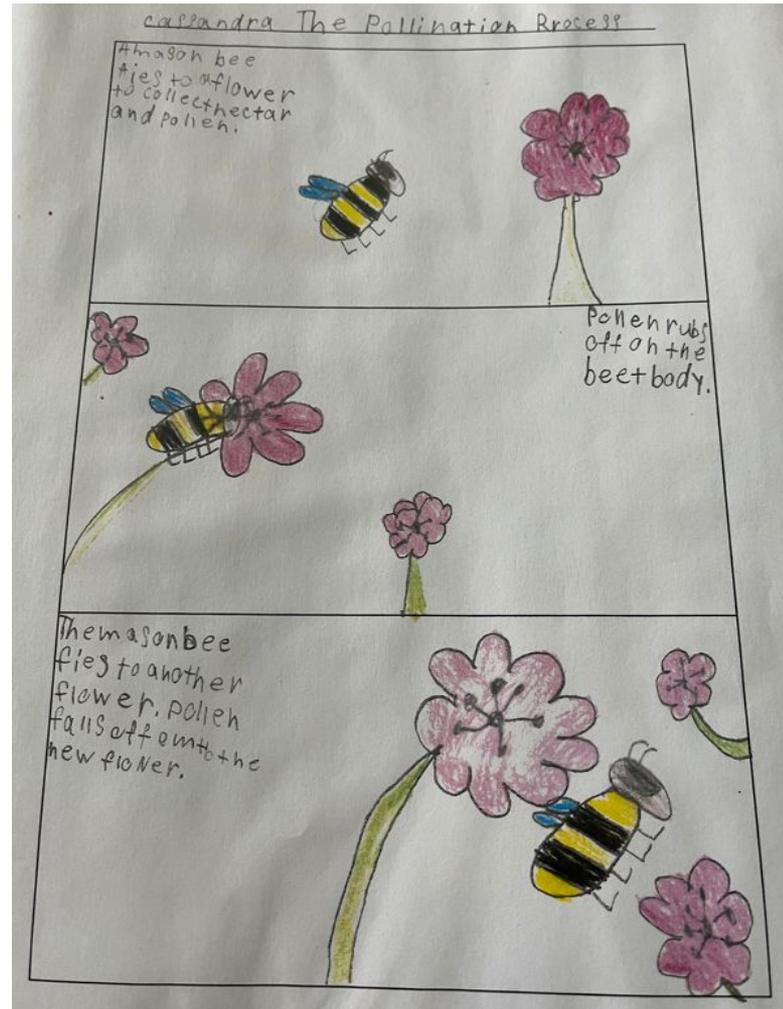
What Is Pollination?

Please describe the process of pollination using the pictures below.

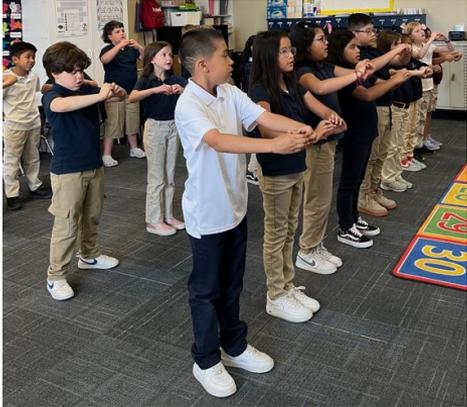
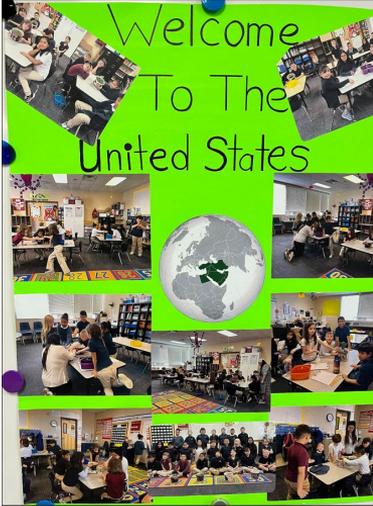
 <p>A detailed illustration of a bee on a flower. The bee is positioned on the flower's center, with its head near the nectar. Two lines with labels point to the nectar and the pollen on the flower.</p>	 <p>A diagram showing a bee in flight between two flowers. A dashed line indicates the bee's path. Labels point to the pollen on the first flower and the nectar on the second flower.</p>	 <p>An illustration of a flower stem with two developing seed pods (ovaries) at the top, representing the result of successful pollination.</p>
<p><i>A bee goes to a flower to get nectar. Pollen sticks to the bee's body.</i></p>	<p><i>It flies to another flower to get more nectar. Pollen falls off onto the flower.</i></p>	<p><i>This flower makes new seeds, and then a new plant grows.</i></p>

The Pollination Process

Student Work Sample



SERVICE PROJECT SONGS AND SIGN LANGUAGE



SERVICE PROJECT - PLANTING HERBS



PLANTS AND POLLINATORS FIELD WORK

Wasatch Community Garden - Field Work



Celebration of Learning:

-In sync with the modules, we have a celebration of learning that occurs after the completion of a module where we invite parents, the community, other students, etc. to see what the students have learned and worked on for the module they were on.

-We had our last celebration of learning on May 14, 2024.

Entheos Kearns Director's Report

May 2024



ENTHEOS ACADEMY

EXCELLENCE • SERVICE • LEADERSHIP

Service Learning/Adventure

The following was reported by Melanie Louviere:

- As part of their **Building a Better Community Expedition**, 7th grade students are putting together a list of resources available to people in need in our area. This list will be given to certain members of the school (ie admin & social worker) to help with resources parents may be looking for.
- 2nd grade created seed packets to donate to our community.
- For their **Persons of Greatness Expedition**, 8th grade students wrote and drew about someone great to create a book and invited them to the Celebration of Learning
- In their **Colors of Utah (Responding to Inequality) module**, 4th graders are making blankets for a local charity that are distributed to underserved groups (sick children, immigrants). Students are writing letters for donations and making connections in reflections between the blanket recipients and their own immigrant ancestors (on which they are doing a project).
- 5th grade is making bookmarks of our leaders for the library (2 classes) and doing an art auction for a nonprofit that supports low income students in sports opportunities (1 class) for their **Athlete Leader of Social Change module**.
- Discovery did a service unit with 1st grade. They made: blankets for primary children's, cards for refugees through lifting hands international, patriotic games and cards that are on their way to a U.S. air force base in Qatar, mother's day hearts and father's day craft for homeless men and women at Switchpoint Housing

PCO

The following was reported by PCO:

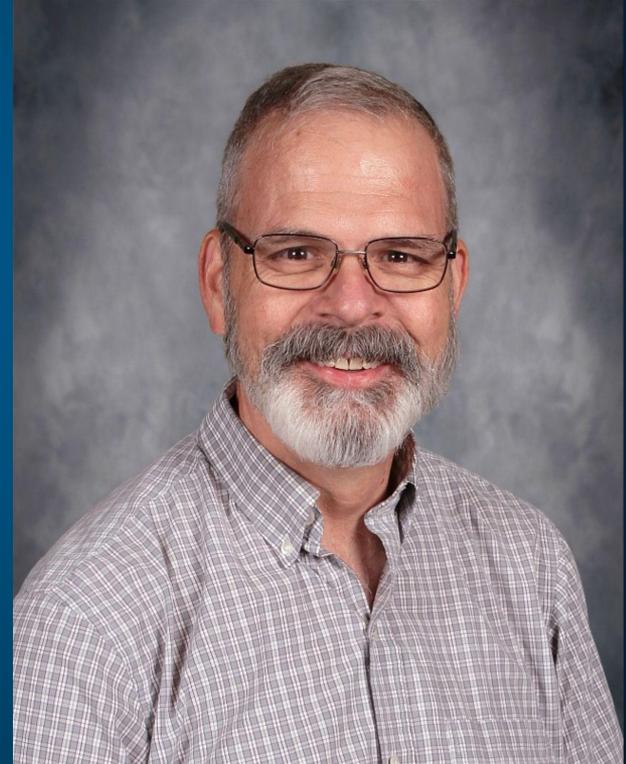
- PCO did a wonderful job of showing our teachers how much they are appreciated.
- Monday 5/6/2024 : Soda Day.
- Tuesday 5/7/2024: Taco Tuesday.
- Wednesday 5/8/2024: Brunch.
- Thursday 5/9/2024: Sandwiches.
- Friday 5/10/2024: Trail Mix Bar.
- PCO provided dinner for SLC on 5/16.
- PCO provided lunch for SLC on 5/17.
- PCO is planning field day June 4.



Staff Recognition

Middle School: Joe Hall

Mr. Hall is our 6th grade science and math teacher. Joe's classroom is not just a space for equations and scientific research, but a place where his humor shines, making even the most daunting concepts approachable and engaging for our students. Joe is also a valued member of our Character Crew. He is a true team player who brings to our crew the spirit of cooperation and encouragement, always ready to lend a helping hand, share a fabulous recipe, or crack a joke to lighten the mood. Joe is consistently open to feedback and has a growth mindset. He shows a willingness to try new ideas and protocols. Thank you, Joe! We are so appreciative of all he brings to our crew.



Staff Recognition

Elementary: Jacinta Red Thunder

Ms. Jacinta is one of our spectacular first-grade teachers. Jacinta has a dynamic and nurturing teaching style; from lily pads on her classroom tables and students leaping across the floor, to individual greenhouses growing grass seeds on the shelves, and a poetry slam complete with a microphone, spotlight, and mood lighting, Jacinta consistently finds and creates innovative ways to engage her students in their learning. Jacinta is a dedicated and enthusiastic educator who is beloved by both students and colleagues. We are so thankful to have her on our crew. Thank you for all you do, Jacinta!



Staff Recognition

Support Staff: Jance Neel

Ms. Jance is the Behavior Specialist on our Kearns campus. Through empathy, patience, and expertise, Jance navigates the most challenging behavioral situations and transforms them into opportunities for growth and development for our most high-needs kiddos. Her repertoire of resources and ideas, and her willingness to share that knowledge, makes her an invaluable asset to our crew. Jance's genuine love and support for her students ensures she and her classroom are a haven for students and parents in their most vulnerable moments. We are so appreciative to have Jance on our crew. Thank you, Jance!



Work Plan: Mastery of Knowledge and Skills

2023-24 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 Reading and RISE.* *This includes 65% of English Learners making typical or better growth.

This year's MKS Learning Target for teachers:

I can use evidenced based differentiated instructional strategies to deliver improved student achievement and growth.

MKS crew are preparing for the end of year professional development on recapping the work plan for 2023-24 and the progress made under the MKS section of the work plan.

Work Plan: Character

2023-24 Performance Goal:

100% of teachers will implement a strong crew centered around our school values and implement our Entheos PBIS structure to help shape student behavior.

This year's Character Learning Target for teachers:

I can implement a strong crew centered on the school values to create, shape and reinforce norms of acceptable behavior.

Character Crew : CC is planning the end-of-year attendance celebration. CC will be giving certificates at the final community circle and celebration. They will have two stations for the celebrations, one in the gym with board games and treats and the other outside with water games.

Work Plan: High Quality Work

2023-24 Performance Goal:

100% of student participation in one Expedition/Module linked high quality Service Learning.

This year's HQW Learning Target for teachers:

I can incorporate Service Learning into Expeditions as an integral part of learning.

HQW Crew : HWQ crew is working on ensuring the revised student portfolio process is being executed accurately among all grade levels. HQW is also preparing to do a review of their work at the end of year professional development.

Work Plan: Leadership

2023-24 Performance Goal: To build strong collective teacher efficacy where 80% of crew members feel supported and capable of positively impacting student achievement by EOY.

Learning Target: To foster a high performing growth-oriented staff culture where crew members feel supported and capable of positively impacting student achievement.

Student achievement is impacted by the student's attendance. April 2023-24 daily average attendance is 92.5 % compared to last year's April daily average attendance of 89.29%. Our daily average attendance should be at least 95%. Students are completing all state assessments. Student led conferences are scheduled for May 16-17th 2024

3rd Grade Fieldwork and 7th grade Celebration of Learning



Night of Greatness and Service Celebration: [ABC4 News link](#)



2nd Grade Seed Packets and Police Art Contest



Jocelynn Portillo (Miss Meg's crew)
2nd place-won an apple watch.
Mckenzie Cromer
3rd place (Mrs. E's crew)-won apple airpod pro's.



Mallory Palmer (Coach Eves crew)
Ashley Duncan (Mr. Spencer's crew)
Sierra Kowalis (Mrs. E's crew)
Honorable Mention with \$50 dollar amazon gift card and
Unified PD Challenge Coins.

Book Fair Luau!: May 22-29, 2024





ENTHEOS ACADEMY

EXCELLENCE • SERVICE • LEADERSHIP

Entheos Magna Director's Report

May 2024

PCO

- PCO provided awesome door signs and yummy treats for Teacher Appreciation Week.
- PCO also provided dinner and lunch for teachers during Student Led Conferences.



Service Learning

As reported by Melanie Louviere:

- Mrs. Smith got permission from a former student's mom to talk to her class about how the student had a rare disease and how that affected her. They talked about ways to accommodate different needs and made a tactile book for her for Rare Disease Day. This ties into Standard 1 (Culture): Students will recognize and describe how people within their community, state, and nation are both similar and different. & Standard 2 (Citizenship): Students will recognize and practice civic responsibility in the community, state, and nation.
- the 4th grade classes went down to kindergarten and helped them get prepared for their celebration of learning.
- Miss Wright's crew helped clean out the lost and found box.
- Final Mobile School Pantry is May 20th.

Staff Spotlight

Sarah Wright - 4th Grade



Ms. Wright is in her 2nd year at Entheos. She is very hard working and has a passion for teaching. She is very collaborative with her 3-5 grade band. They are constantly looking for ways to increase student learning. She also runs a very organized classroom in which the students are given opportunities to show excellence, service and leadership. Ms. Wright is very service oriented and always looking for opportunities to help others. Thank you Sarah!

Staff Spotlight

Carolyn West - Literacy Specialist



Mrs. West joined our Crew a couple of months ago as our literacy specialist. She jumped right in and immediately has had a positive impact on our students. She is very positive, collaborative and kind, and is implementing strategies with her students to help them improve their literacy skills. Thank you Carolyn!

Staff Spotlight

Jasmin Turnbull - Paraprofessional



Ms. Jasmin is a wonderful paraprofessional that has been with our Crew for 2 years. She is currently working with in 2nd grade, but has also supported our 5th grade this year. She loves Entheos and loves the students that she gets to work with everyday. She has shown tremendous growth as a paraprofessional. She is extremely reliable and our students love her. Thank you Jasmin!

Work Plan Overview 2023-2024 School Year

Entheos Academy- District

Work Plan 2023-24

Work Plan Overview

	Mastery of Knowledge and Skills	Character	High Quality Work
Multi-Year Impact Goals	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.
2023-24 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 and Math, RISE and WIDA. This goal includes the subcategories of <ul style="list-style-type: none"> • English Language Learners • Special Education Students • Pacific Islander Students (Kearns only) • Hispanic students (Magna only) 	100% of teachers will implement a strong Crew centered around our school values and implement Entheos PBIS structures to help shape student behavior.	100% student participation in one high quality Service Learning experience per Expedition/Module.
2023-24 Implementation Priorities	Core Practice 30 D	Core Practice 23 B	Core Practice 7C and Core Practice 12D
2023-24 Leadership Goal	<p>Kearns: To build strong collective teacher efficacy where 80% of crew members feel respected, valued, supported and capable of positively impacting student achievement by EOY.</p> <p>Magna: Establish and communicate a clear framework for key Entheos structures, specifically Student Led Conferences, Student Portfolios, and Passages.</p>		

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 Reading and Math, RISE and WIDA.

This goal includes the subcategories of:

- English Language Learners
 - Special Education Students
 - Hispanic students
-
- End of Year testing is wrapping up.
 - K-3 Acadience Reading and Math data is looking very promising.

Work Plan - Character

Performance Goal

- 100% of teachers will implement a strong crew centered around our school values and implement Entheos PBIS structures to help shape student behavior.

Learning Targets:

- I can implement a strong crew centered on the school values to create, shape and reinforce norms of acceptable behavior.
- I can implement Entheos PBIS structures to help shape student behavior.

Work Plan - High Quality Work

Performance Goal:

- 100% student participation in one high quality Service Learning experience per Expedition/Module.

Learning Target:

- Student Led Conferences took place May 16 & 17.
- Teachers are preparing for celebrations of learning and celebration of service.

Events

Teacher Appreciation Week



Events

Book Fair!



Events

7th Grade Adventure



Entheos Executive Director's Report

...

May 2024

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

- May EOY Testing
- 5/27 No School, Memorial Day
- **5/29** **Grade 8 Graduation Passages, 5 - 7**
- 6/4 Field Day
- 6/5 Yearbook signing, kickball event, last day of school- early out!
- 6/6 - 6/11 EOY Teacher P.D.
- 6/15 Board Retreat
- 6/27 Board Meeting

Kearns

- May EOY Testing
- 5/27 No School, Memorial Day
- **5/28** **Grade 4 COL, 4 - 5**
- 5/30 Community Circle
- **5/30** **Grade 8 Graduation Passages**
- **5/31** **Grade 8 Graduation Passages**
- 6/4 Field Day
- **6/5** **Kinder Graduation, 6 - 7**
- 6/5 Last day of school- early out!
- 6/6 - 6/11 EOY Teacher P.D.
- 6/15 Board Retreat
- 6/27 Board Meeting

BOY 2024-25 Calendar Dates

Magna

- 8/7 Registration, 10-7
- 8/14 Kinder Orientation, 6-8
- 8/15 New Teacher BOY P.D.
- 8/16-20 BOY P.D.
- 8/19 Hot Dog Hello, 6-8
- 8/21 1st Day of School
- 8/22 Board Meeting

Kearns

- 8/5 Registration, 10-8
- 8/14 Kinder Orientation, 6-8
- 8/15 New Teacher BOY P.D.
- 8/16-20 BOY P.D.
- 8/19 Hot Dog Hello, 6-8
- 8/21 1st Day of School
- 8/22 Board Meeting

Next Year's Calendar: <https://vahara-04-public.s3.amazonaws.com/media/62815/Entheos-District-24-25-SY-Calendar.pdf>

2023- 24 Current Enrollment

	Magna	Kearns
Enrollment	477	569
Waitlist	76	133

We have paused enrollment for the current year, to minimize disruption during testing season.

2024- 25 Upcoming Enrollment

	Magna	Kearns
Enrollment	482	572
Waitlist	112	201

- The lottery occurred on March 1st, and open spots are being offered.
- We still have open spots in Magna kindergarten for next year.

LETRS Training Completed!

For the past several years, all Utah early elementary teachers and administrators have been required to take 2 years of LETRS training. LETRS teaches the skills needed to master the fundamentals of reading instruction—phonological awareness, phonics, fluency, vocabulary, comprehension, writing, and language. This training has been rigorous and time consuming, and has boosted the skills of our Crew. Congrats to our final cohort in successfully completing LETRS!

- Suzanne Giravi
- Aimee Wetzel
- Kathryn Jacoby
- Jenna Marshall
- Katie Neilson
- Carrie Usher



Innovative Schools Summer Conference



A team of our educators will be heading to Nashville together this summer, to learn from nationally recognized speakers who will share their experiences and proven strategies to help build success in the classroom. The Nashville Summit features access to 4 Education Conferences:

- Innovative Teaching Strategies Conference
- At-Risk Students Conference
- School Discipline Conference
- Social-Emotional Learning Forum

We hope to bring back some great new ideas to share in the fall!

Increase in Teacher Retention

After several years of extreme challenges in hiring and retaining teachers across the nation, state, and at Entheos, we are currently in a very strong position moving into the 2024-25 school year! We expect almost all our teachers at both campuses to return:

- **Kearns: Anticipated 32/32 current teachers returning**
- **Magna: Anticipated 22/24 current teachers returning**

We are also fortunate to be adding an additional Special Education teacher and ELA teacher at our Magna campus in the upcoming year.

National School Attendance Crisis

Entheos has seen a very significant increase in chronic absences at both campuses over the past few years, mirroring the data across the state and nation. Although this is understandable in the context of the pandemic, attendance is severely lagging behind pre-pandemic levels. Entheos is seeing some improvement during the current school year, however, we continue to focus on this issue heavily and it will be reflected in our Work Plan for 2024-25. We will review our strategies and results over the coming months.

"Chronic absenteeism" means a student misses 10% or more of days enrolled, for any reason.

<https://www.fox13now.com/news/local-news/chronically-absent-students-quadruple-in-some-utah-schools-since-pandemic>

<https://www.edsurge.com/news/2024-03-04-understanding-and-addressing-the-surge-of-chronic-absenteeism#:~:text=The%20national%20average%20rate%20of,the%202021%2D22%20school%20year.>

EOY Assessments

We are very close to completing our EOY assessments, and look forward to having preliminary data to share, soon.

TEST	GRADES
KEEP (core subjects)	Kindergarten
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

2023-24 Celebration of Service

Entheos Academy held an incredible Celebration of Service at our Kearns campus on Friday, 5/17. Our 6th grade students each chose and planned their own service this year, and together they did **3,626 hours** of service at the following organizations:

- Toys 4 Tots
- Utah Food Bank
- Sunridge
- Alex's Lemonade Stand
- Dolls of Hope
- All Kids Play
- Legacy House of Taylorsville
- Cardz for Kids
- McDee Hospital
- The Road Home
- Legal Aid Society of Utah
- Pathways to Life

- Days for Girls
- Utah Foster Care
- Highland Cove retirement center
- Hospice care
- I Support the Girls
- Tiny Tim's Foundation for Kids
- Kearns MetroTownship
- Primary Children's Hospital
- Patriot Guard Riders
- Homeless Veterans Fellowship
- Latinos In Action
- 4-H

- The Children's Center
- The Farm Animal Rescue
- Family Promise
- Blind Veterans Association
- Humane Society
- Kindness for Kids
- Friends of MS
- Catholic Community Services
- International Rescue Committee
- Team Seas
- Friends of Sight

We also had 18 students who received National Presidential Service Awards! ABC4 attended our celebration and you can see their news story here:

<https://www.abc4.com/video/utah-6th-graders-discuss-social-issues/9707338/>

District Spotlight: Denise Mathews

Ms. Denise Mathews is our phenomenal Kearns Campus School Director. Ms. Mathews sets the bar high for our students and educators, and does everything within her power to support them in reaching “the heights of their potential”! She truly believes in our school and embodies the values of Excellence, Service, and Leadership. Ms. Mathews tackles challenges head on, and loves collaborating with families to problem-solve, personally calling parents daily to reach out and build relationships. Ms. Mathews is an exceptional leader and a wonderful member of our Entheos Administrative team. We are incredibly proud of the work she is doing and grateful for her dedication.



Questions?

Excellence

A dark blue diagonal shape, resembling a triangle or a wedge, is positioned at the bottom of the page, extending from the left edge towards the right edge. The shape is solid and has a consistent color throughout.

What is Excellence?

What does Excellence mean to you?

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

Dictionary Definition: The quality of being outstanding or extremely good.

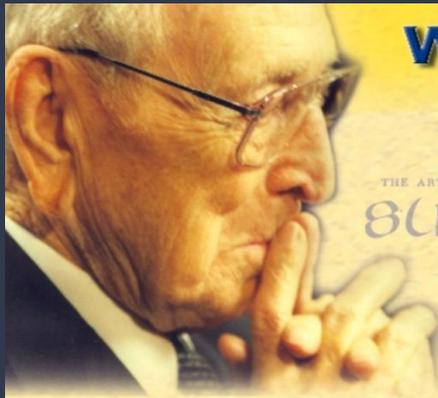
Activity

- What is an area that you show excellence?
- What is an area that you would like to show excellence in or improve?

- Create a poster with your team that represents Excellence.
- You will present the poster and explain how it represents Excellence.
- You will also be coming up with a synonym for Excellence and describing it using this sentence frame:

"A synonym we chose for excellence is _____, because _____."

WOODEN ON LEADERSHIP™



THE ART OF
SUCCESS

PYRAMID OF SUCCESS

COMPETITIVE GREATNESS

"Perform at your best when
your best is required. Your
best is required each day."

FAITH

PATIENCE

POISE

"Be yourself. Don't be
thrown off by events
whether good or bad."

CONFIDENCE

"The strongest steel is
well-founded self-belief.
It is earned, not given."

CONDITION

"Ability may get you
to the top, but character
keeps you there – mental,
moral, and physical."

SKILL

"What a leader learns
after you've learned it
all counts most of all."

TEAM SPIRIT

"The star of the
team is the team.
'We' supercedes 'me.'"

SELF-CONTROL

"Control of your organization
begins with control of
yourself. Be disciplined."

ALERTNESS

"Constantly be aware
and observing. Always
seek to improve yourself
and the team."

INITIATIVE

"Make a decision!
Failure to act is often the
biggest failure of all."

INTENTNESS

"Stay the course.
When thwarted try
again; harder, smarter.
Persevere relentlessly."

INDUSTRIOUSNESS

"Success travels in the
company of very hard
work. There is no trick,
no easy way."

FRIENDSHIP

"Strive to build a team
filled with camaraderie and
respect: comrades-in-arms."

LOYALTY

"Be true to yourself.
Be true to those
you lead."

COOPERATION

"Have utmost concern
for what's right rather
than who's right."

ENTHUSIASM

"Your energy and enjoyment,
drive and dedication will
stimulate and greatly
inspire others."

*"Success is peace of mind which
is a direct result of self-satisfaction
in knowing you made the effort
to become the best of which
you are capable."*

John Wooden, Head Coach

SUCCESS

*Success is not a destination,
it is a journey.*

*"Failure to prepare is preparing to fail"
"Don't mistake activity for achievement."*

ACHIEVEMENT

True success comes only to an
individual by self-satisfaction
in knowing that you gave everything
to become the very best that you
are capable of.

12 LESSONS IN LEADERSHIP

1. Good Values Attract Good People
2. Love Is The Most Powerful Four-Letter Word
3. Call Yourself A Teacher
4. Emotion Is Your Enemy
5. It Takes 10 Hands To Make A Basket
6. Little Things Make Big Things Happen
7. Make Each Day Your Masterpiece
8. The Carrot Is Mightier Than A Stick
9. Make Greatness Attainable By All
10. Seek Significant Change
11. Don't Look At The Scoreboard
12. Adversity Is Your Asset

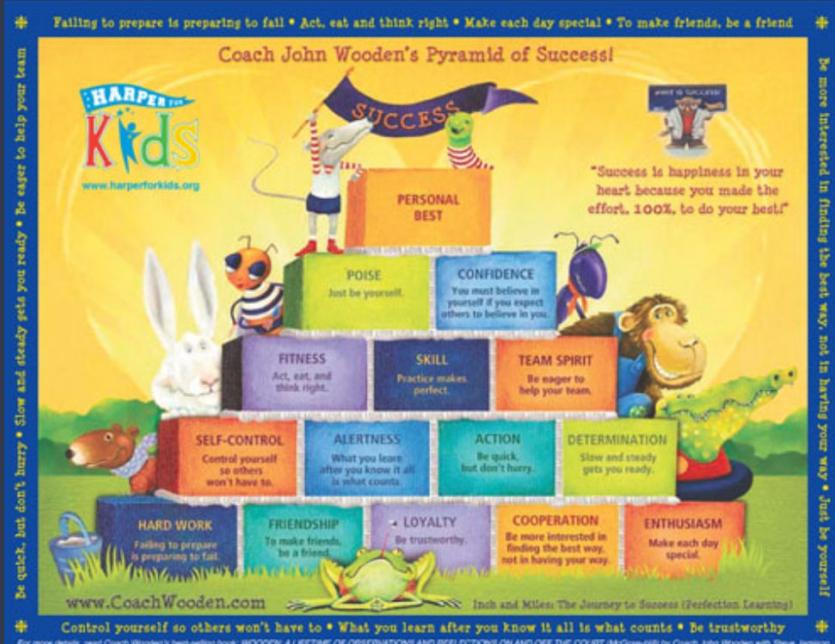
Dictionary Definition: The quality of being outstanding or extremely good.

John Wooden's Pyramid of Success: Competitive Greatness is at the top: *Being at your best when your best is needed. The enjoyment of a difficult challenge.*

“Competitive Greatness is having a real love for the hard battle knowing it offers the opportunity to be at your best when your best is required.”

“The great competitors I have played for and against, taught and admired all shared a joy in the struggle itself—the journey, the contest and competition. The tougher the battle the better.”

12 Lessons in Leadership: “Good Values attract good people.”



ENTHEOS ACADEMY

EXCELLENCE • SERVICE • LEADERSHIP

23rd May 2024

Consent Agenda Items:

1. Policies for Approval (always put last)

1. Policies for Approval

- a. 4100 Administration and Staff Agreement
- b. 4103 Employee Termination Policy

4100 ADMINISTRATION AND STAFF AGREEMENT

Purpose

Entheos is a school of respect for employees. The board establishes the following policy to ensure all staff are familiar with expectations and their rights. ~~To ensure all staff are familiar with expectations and their rights, the board establishes the following policy.~~

Policy

All administration and staff will read the policy manual annually. Agreements must be signed every August prior to the beginning of the new school year, or as hired.

4103 EMPLOYEE TERMINATION POLICY

Purpose

Entheos Academy values its staff and employees. This policy outlines the rights of employees and Entheos in the termination process.

Policy

- I. Entheos Academy recognizes that Utah is an at-will employment State. **Employment and employment** may be terminated at will by either party, with or without cause, and with or without notice, as long as it is not for unlawful or discriminatory reasons.
- II. The existence of any and/or all agreement(s) do(es) not create an expectation of continued employment. Although the Director of each school has the authority to terminate an employee without the permission of the Executive Director or governing board, he or she will notify them prior to termination.
- III. The Governing Board reserves the right to dismiss and/or discipline the Executive Director in the event he/she does not fulfill the duties and responsibilities. The Executive Director, under the direction of the Governing Board, reserves the right to dismiss and/or discipline the Director of individual campuses.

ENTHEOS ACADEMY BOARD MEETING MINUTES

April 25, 2024 6:00pm

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

OPENING

- I. Roll Call
 - a. Board Members Present: Deb Ivie, Karen Bogenschutz, Brittany Garner
 - b. Board Members Excused: Xazmin Prows, Rod Eichelberger
 - c. Administrators and Staff also present: Esther Blackwell, Jason Bennion, Denise Mathews, Alisha Cartier
 - d. Administrators Excused: Sue Talmadge, Brian Cates of Red Apple
 - e. Time: 6:05 PM
- II. Meeting Opened by Deb Ivie (6:05 PM)
- III. Pledge of Allegiance led by Deb Ivie (6:05 PM)
- IV. Mission Statement by Karen Bogenschutz (6:06 PM)
- V. Approve minutes from March 28, 2024 and Consent Agenda (6:07 PM)
 - a. **Karen Bogenschutz motions to approve the minutes from March 28, 2024 and the Consent Agenda. Second by Brittany Garner. Passes 3-0**
- VI. Entheos Value Presentation by Denise Mathews (6:08 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 - calendar items for the rest of the school year. Celebration of Service May 17th at Kearns campus. Would love all board members to join. 8th grade graduation passages at both campuses. Different times and dates for each campus. 166 bills passed during the legislative session. Many are bulky. Doing best to get up to speed with implication. Challenge for all schools at the moment. Highlight mentor teachers. New teachers in the first three years need mentors. 35 teachers have needed mentors this year.
 - b. Magna: Jason Bennion - Service highlights from Melanie Louviere shared in board report. RISE testing has started. Highlight: Magna has no designations for school improvement. Spirit week - fun dress up days. Ballet West visited elementary classes.
 - c. Kearns: Denise Mathews - attendance, Kearns work plan. Will look at the entire year at the end of the year to see if time spent implementing has benefited. RISE testing. Eclipse glasses - kids were able to take turns. Law enforcement - come into school and meet up with different middle school crews and 5th graders. Safety Fair by 4H at campus successful. Well attended. Huge celebration for students that didn't have to participate in study hall, meaning they had been able to finish up all of their work in

class. Carts outside of the library so they can continue to read while testing is being done in the library.

- II. Staff Recognitions (6:24 pm)
 - a. District: Luseane Tafisi
 - b. Magna: Heather Pentico, Eric Casperson, Amanda Nisson
 - c. Kearns: Dalton Horsecroft, Spencer Nielson, Esthela Balboa
- III. School Presentation by Evette Mendisabal (6:33 PM)
 - a. Director 200 Club - Evette Mendisabal was introduced to the principal's 200 club in New Zealand. Set up at Magna, and now implemented at Kearns. Focus on academics, attendance, and behavior. Multi layers. Each teacher in K-5 has an individual ticket to give to students when they catch them being good. Praised out loud in class. Circle what being recognized for. 2 tickets are drawn out from class each day and they can put them out in the front office. Pull 3 from each grade level. Get a 200 club certificate. And then they get to pick a number from a bingo ball. 200 square grid. Once a row is filled, those students are selected to experience mystery motivators. Verbal Praise, variable reinforcement schedule, public posting, mystery motivator (level of excitement), group contingency. Craft activity, movie, game day. Positive interactions. Fosters a culture of excellence, builds relationships, and encourages growth. Fridays: student spotlight. Student comes to the teacher circle up. Then recognized at the community circle. Attendance awards. Academic awards. Middle School Bloomz.
- IV. Budget and Finance Report by Deb Ivie (6:44 PM)
 - a. PTIF doing well. Expected attendance drop because don't add new students during end of year testing. Esther Blackwell, Sue Talmadge, and Brian Cates are working hard on budgets for next year.

DISCUSSION ITEMS

- I. Board Development by Esther Blackwell (6:46 PM)
 - a. Utah Trust Lands Grant. Board members did LAND Trust Training videos online. The state of Utah owns large amounts of land put into trust. Money generated goes into the public education system. About \$70K for Magna and about \$80K for Kearns. Based on enrollment. School community council meets monthly. Look at the needs of school and will determine what the funds should be used for. Voted on by council, then goes to the school board and voted on. The school then implements that plan for the year. Monitored by the state. And then review at the end of year to make sure it was implemented as planned. Extra step for the financial manager to also approve the plan. Professional development aligned with literacy goals. Align with the school work plan. Equipment for school - projectors, screens. Curriculum. EL Education modules. Lots of consumable workbooks. Both plans are available publicly online. Election process. Community Council members serve for 2 years until up for election again. Karen Bogenschutz comments that she learned new things and found it helpful.
- II. Policies for discussion by Brittany Garner (6:53 pm)
 - a. 4100 Administration and Staff Agreement - no questions or comments
 - b. 4103 Employee Termination Policy - no questions or comments

ACTION ITEMS

- I. **MOTION** (6:57 pm)
 - a. **Brittany Garner motions that we go into closed session to discuss the character, competency or health of an individual. Karen Bogenschutz seconds. Passes 3-0.**

- II. Roll Call for closed session
 - a. Board Members Present: Deb Ivie, Karen Bogenschutz, Brittany Garner
 - b. Administrators and Staff also present: Alisha Cartier

- III. **MOTION** (7:10 pm)
 - a. Words: **Brittany Garner motions to renew Esther Blackwell's contract for next year at compensation as discussed and end of year bonus as discussed in executive session. Karen Bogenschutz seconds. Passes unanimously 3-0**

ADJOURN

- I. Time 7: 10
- II. Motion: Brittany Garner motions to adjourn. Deb Ivie seconds.

ENTHEOS ACADEMY

EXCELLENCE • SERVICE • LEADERSHIP

AFFIDAVIT

Entheos Academy School Board Closed Session

Thursday, 25 April 2024

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.



5/2/2024

Deb Ivie
Entheos Academy Board Treasurer

Date