

ENTHEOS ACADEMY BOARD MEETING MINUTES

May 23, 2024 6:00pm

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

OPENING

- I. Roll Call
 - a. Board Members Present: Deb Ivie, Karen Bogenschutz, Rod Eichelberger, Brittany Garner
 - b. Board Members Excused: Xazmin Prows
 - c. Administrators and Staff also present: Esther Blackwell, Jason Bennion, Denise Mathews, Sue Talmadge, Alisha Cartier
 - d. Administrators Excused: Brian Cates of Red Apple
 - e. Time: 6:00 pm
- II. Meeting Opened by Deb Ivie (6:00 pm)
- III. Pledge of Allegiance led by Karen Bogenschutz (6:01 pm)
- IV. Mission Statement by Deb Ivie (6:01 pm)
- V. Approve minutes from April 24, 2024 and Consent Agenda (6:02 pm)
 - a. Words: **Brittany Garner motions to approve the meeting minutes from April 24, 2024 board meeting and Consent Agenda. Karen Bogenschutz seconds. Passes 4-0**
- VI. Entheos Value Presentation by Jason Bennion (6:03 pm)
 - a. Value: Excellence

PUBLIC COMMENT

- I. Public Comment: (6:17 pm)
 - a. NONE

INFORMATIONAL ITEMS

- I. Q&A on Director Reports (6:18 pm)
 - a. District: Esther Blackwell reviews the calendar and highlights teachers that have finished LETRS training. Highlight Celebration of Service. Rod Eichelberger shares his congrats on retention for staff. He also asks if the board can do anything to support attendance. Esther Blackwell can't think of anything right now but will keep in mind. Need to have students in school in order to teach. Brittany Garner shares that teacher retention is awesome and reflects on amazing directors. Karen Bogenschutz was also happy to see.
 - b. Magna: Jason Bennion shares about service, Teacher Appreciation, Book Fair, 7th grade Adventure Trip. Rod Eichelberger calls out the bee project. He asks about Mobile Food Pantry and if anything is available to students in the summer. Sue Talmadge said that there will be a message sent out with information about resources available in the area. Rod Eichelberger asks that it be included on the front page of the website. Esther Blackwell said it will be added.
 - c. Kearns: Denise Mathews highlights attendance. Trending in a positive direction. Police Art Contest. Second graders decorated seed packets and then gave them to kindergarteners to plant, along with making them available to others in the community.

- II. Staff Recognitions (6:31 pm)
 - a. District: Denise Mathews
 - b. Magna: Sarah Wright, Carolyn West, Jasmin Turnbill
 - c. Kearns: Joe Hall, Jacinta Red Thunder, Jance Neel
- III. School Presentation by Anita Holfetz (6:39 pm)
 - a. The Secret World of Pollination. Gives a presentation about what the requirements are for the module and examples of student work. Service: Planted herbs to help refugees. Class trip to Wasatch Community Gardens. Celebration of Learning. Had speakers for kick off. Deb Ivie shares that she enjoys hands-on learning in the classrooms.
- IV. Budget and Finance Report by Deb Ivie (6:45 pm)
 - a. Will be voting next month to close out this year's budget and approving next year's budget. Reviews operating margin, PTIF, cash on hand. Collectively celebrated use of COVID funds. Shouldn't notice when no longer using based on how it was used.
- V. UAPCS Training Report by Brittany Garner (6:49 pm)
 - a. Need to measure how we are achieving goals. Most important thing that a board will do. Starts when posting a job for a director. Should evaluate based on job posts. Director should be involved all along the way. Summary of how the board can set up evaluation. Unity on board regarding what to include, goals, and when they should take place. Director should be familiar with the evaluation tool and report on each month. No surprises. Could include a self evaluation. Rod Eichelberger asks if Brittany Garner had a chance to look at old director evaluations. She has not. Rod Eichelberger asks if we should form an evaluation committee. Karen Bogenschutz asks if we can do that at retreat. Could also tie into school directors. Karen Bogenschutz comments that there is real value in having an evaluation.

DISCUSSION ITEMS

- I. Board Development by Rod Eichelberger (6:58 pm)
 - a. UAPCS annual conference. Is anyone planning to attend? Esther Blackwell comments that we have not typically attended. It overlaps with end of year PD. Should be wrapped up a day early. Rod Eichelberger comments that school safety collaboration would be most helpful. Can send an email to participate with at least that. Esther Blackwell will take a look at that. Rod Eichelberger forwarded the message.
 - b. Rod Eichelberger would love feedback at retreat of what board training is wanted.
- II. Policies for discussion by Brittany Garner (7:02 pm)
 - a. 4104 Family and Medical Leave - no questions or comments
 - b. 4301 Educator Exit and Engagement Surveys - no questions or comments
 - c. 5407 Resolution for Freedom of Religious Expression - a hard copy to be passed out in crews and then a digital copy that the district will send to parents. no questions.
 - d. 5307 Toilet Training Policy - new policy. Based on the state's model policy. no questions.

ADJOURN

- I. Time: 7:06 pm
- II. Motion: **Rod Eichelberger motions we adjourn. Karen Bogenschutz seconds. 4-0**

ENTHEOS ACADEMY

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27 June 2024

Consent Agenda Items:

1. Policies for Approval

1. Policies for Approval

- a. 4101 Employee Evaluation
- b. 4104 Family and Medical Leave
- c. 4301 Educator Exit and Engagement Surveys
- d. 5307 Toilet Training Policy
- e. 5407 Resolution for Freedom of Religious Expression

4101 EMPLOYEE EVALUATION

Purpose

Entheos is a school of excellence and respect for employees. Staff will be given evaluations in pursuit of excellence as teachers and as leaders in the Entheos community. Formal evaluations are used to help determine need for additional support, continued employment, and compensation.

Policy

Formal Teacher Evaluation

- 1. Teacher evaluations will be modeled after the Utah State Teacher Evaluation laws, in combination with implementation of the Entheos mission, vision, values, and unique approach to education.
 - a. Formal Evaluations of teachers will take place:
 - i. Once per year for those on professional licenses.
 - ii. Twice per year for those on associate licenses.
 - b. Administrators may perform additional formal evaluations for teachers who are on Performance Improvement Plans, or as needed.

- c. Formal Evaluations must be performed by Entheos administrators, using templates and methods approved by the Executive Director.
- d. For each formal evaluation, teachers will receive written feedback from the administrator who conducted the evaluation.

2. Teacher Portfolio: Each year, teachers will maintain a professional portfolio.

- a. The portfolio may contain Expeditions, artifacts, lesson plans, goals and data, tracking their learning and success within the school year, or other items as determined by the Director. The teachers may use portions of their portfolio to model for students.
- b. Presentation: At the end of the year, each teacher will present their completed portfolio to the administrators, fellow teachers, and board members.

Formal Administrator Evaluation

3. Administrator evaluations will be modeled after the Utah State Administrator standards, in combination with implementation of the Entheos mission, vision, values, and unique approach to education.

- a. Formal Evaluations of administrators will take place once per year.
- b. Additional formal evaluations for administrators may occur if the administrator is on a Performance Improvement Plan, or as needed.
- c. Formal Evaluations must be performed by the following:
 - i. Assistant Directors should be evaluated by their School Director. The Executive Director may participate in the evaluation as necessary.
 - ii. School Directors must be evaluated by the Executive Director.
 - iii. The Executive Director must be evaluated by the School Board.
- d. For each formal evaluation, administrators will receive written feedback from the administrator/board members who conducted the evaluation.

4. Administrator Portfolio: Each year, administrators will maintain a professional portfolio.

- a. The portfolio may contain the School Work Plan, board reports, artifacts, goals and data, tracking the development of the school.
- b. Presentation: At the end of the year, each administrator will present their completed portfolio to fellow administrators, teachers, and board members, tracking their learning and success within the school year.

State of the School Report

At the end of the year board retreat, the Executive Director will share a State of The School report, tracking challenges and success within the school year.

Support Staff Evaluation

The support staff will participate in 2, self-evaluations each year.

Purpose

Entheos is a school of respect and excellence for employees. Staff will be given evaluations in pursuit of excellence as teachers and as leaders in the Entheos community.

Policy

Teacher Evaluation

- I. Teacher evaluations will be modeled after the Utah State Teacher Evaluation laws.
 - A. Formal Evaluations: After the first quarter and again before the fourth quarter, the Teacher will have Formal Evaluations (two yearly). The process will include:
 1. Self Evaluation
 2. Student Survey
 3. Meeting with Director before evaluation
 4. Director's Evaluation
 5. Meeting with Director to review evaluation
 6. Formal written Evaluation given to teacher and put in file
 - B. Teacher Portfolio: Each year, the Teacher will maintain a professional development portfolio. The portfolio may contain expeditions, artifacts, lesson plans, goals and graphs tracking their pedagogy development or other items as determined by the Director. The teacher's may use portions of their portfolio to model for students.
 - C. Presentation: At the end of the year, each Teacher will present their completed portfolio to the Director and fellow peers. They will show how they and their students have improved and report on goals. The Governing Board will review teacher portfolios over each summer.
 - D. Written Evaluation: Some time after the final presentations, the Director will compile a final written evaluation of each teacher. This may include recommendations for remediation or items needing improvement. This will be a key factor in determining compensation.

Teacher Evaluation by EL

- I. On-site evaluations will be performed periodically by EL experts and discussed with the EL coaching team, Director, and Board on a regular basis.
- H. Teacher Evaluation by Fellow Teachers (such as the EL Coaching Team)
 - A. Evaluation of this manner is to give constructive feedback and to help aid in collaboration. It is in no way intended to be used against a teacher regarding his or her employment. However, the Director will be informed of evaluation and observe the teacher personally three times each school year.

Director Evaluation

- I. Director evaluations will be modeled after Teacher evaluations. The process will be four fold:

- A. Conference & Goals: After the first trimester, the Director will have a conference with the Chair of the Governing Board. This is the time when they will set goals, review parent surveys and talk about informal observations the Chair has made of the Director's performance at the school.
- B. Director Portfolio: Each year, the Director will begin a portfolio much like his/her teachers. The portfolio will contain accomplishments of the school, accomplishments of the staff, goals and graphs tracking standardized test results of the school. The portfolio will be reviewed for completeness by the Chair during the Director/Chair conference.
- C. Presentation: At the end of the year, the Director will present his/her State of The School Address and his/her completed portfolio to the governing board and school staff. He/she will show how the school has improved and report on personal goals.
- D. Written Evaluation: Some time after the final presentation, the Governing Board will compile a final written evaluation of the Director. This may include recommendations for remediation or items needing improvement. This will be a key factor in determining compensation.

~~Support Staff Evaluation~~

- I. The support staff will be evaluated each year by the Director in a year-end evaluation interview.

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 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 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.~~

#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 ~~schoolbased~~ 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.
- 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.

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.
- 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

#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 Executive Director's Report

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June 2024

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

End of Year District Professional Development: Portfolio Sharing and Breakfast

Friday, June 7th was our last day of district P.D. for the school year!

- We began the day with an incredible breakfast buffet prepared by Sue Talmadge, in combination with a teacher portfolio sharing protocol. Teachers shared their growth towards personal professional goals.
- This was followed by an end of year Crew, led by our school leaders.
- We then moved into a protocol where teachers discussed high-leverage practices with which they had experienced success this year.
- In the afternoon, our Crew relaxed at the park for an end of year celebration!



Incredible breakfast buffet, thanks to Sue Talmadge!

2024- 25 Upcoming Enrollment

	Magna	Kearns
Enrollment	487	576
Waitlist	124	198

- We have 7 open spots in Magna kindergarten for next year.

Additional 95 Phonics Materials in 2024-25



We adopted 95 Phonics as our core reading program in grades K-3, 2 years ago. 95 Phonics has released some additional materials that will bolster instruction, especially with Tier 2 and 3, and are in alignment with state “evidence-based curriculum” requirements. We are excited to begin utilizing these new resources in the upcoming year.

Phonics lessons that help your students achieve grade-level success

Teacher-directed implementation paths allow flexibility where it matters. With 75 fully prepared phonics lessons, educators have the tools they need to close skill gaps with precision and ease.

- **Ready-to-use lessons**
Clear lesson layouts and ready-to-use instructional dialogue save teachers' time.
- **Maintain student focus**
Routine-based instruction leaves students free to focus on skill mastery, rather than having to navigate changes in learning processes.
- **Gradual release of responsibility**
Built-in practice opportunities in each lesson provide the gradual release support that students need to learn without requiring any teacher prep.

Innovative Schools Summer Conference



A team of our educators just returned from Nashville where they attended the Innovative Schools Summer Conference! We were able to learn from experts across the country, and glean ideas that will benefit our students, especially those who struggle academically and socially.

The admin team was also able to spend some quality time reflecting on our value of Excellence, and pivoting our minds to the Work Plan for the new school year.

Questions?

Entheos Kearns

Director's Report

June 2024



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Service Learning/Adventure

The following was reported by Melanie Louviere:

- 6th graders made thank you cards for the faculty in Service Learning class.
- The 8th graders made posters for the school listing pieces of advice for the younger students.
- 2nd grade “Pollinators Module” created and designed eight packets that contained wildflower seeds. These seed packets were distributed to staff, faculty, parents and students.
- Ms Bore, Ms Nielson and Ms Heather’s crews all made and colored 100 placements for the Riverton Senior Centre 4th of July lunch.

PCO

The following was reported by PCO:

Parent volunteers organized all the activities for field day. There were six stations with different activities. All the paras helped supervise the students. All the students had so much fun with the obstacle course, volleyball, water race and other activities.

Taryn Wright spearheaded the activities and also put together the schedule for the primary, elementary and middle school grades.

Staff Recognition

Middle School: Meg Prevost

Ms. Meg is part of our middle school ELA teacher for 7th and 8th grade. Her commitment to academic excellence and exemplary behavior inspires her students to consistently exceed expectations. Her collaborative nature with her ELA/Social Studies middle school crew and her dedication to student accountability are key contributing factors to her students' achievements. Meg hosted make-up sessions for RISE testing across grade bands, ensuring that we completed the testing within the designated window. Impressively, Meg's high level of determination ensured that she obtained 100% attendance at Student-Led Conferences at the end of the school year. Thank you, Meg, for your hard work and dedication. We are fortunate to have you at Entheos!



Staff Recognition

Elementary: Marsha Pierce

Mrs. Pierce is a third-grade teacher on our crew who epitomizes dedication and hard work in her drive to ensure her students' success. Her teachable spirit and growth mindset lead her to continuously learn and adopt new strategies and protocols to enhance her students' learning experiences. Marsha's passion and unwavering commitment create a nurturing environment that inspires her students to strive for excellence. She recently graduated with her degree and teaching license! Thank you for your dedication and commitment to your kiddos, Marsha. We are thankful you're on our crew.



Staff Recognition

Support Staff: Megan Lindhardt

Ms. Megan is the Assistant Behavior Specialist on our Kearns campus. Megan genuinely loves the students she works with and is an invaluable asset to the Special Education team. Her warm, empathetic approach creates a nurturing environment where students feel safe and understood, significantly enhancing their school experience. Megan supports teachers and her paraprofessional peers, offering insightful advice and practical techniques to effectively manage classroom and student challenges. Her collaborative spirit and unwavering commitment to the students' success make her an indispensable part of the school community. Thank you for all of your efforts, Megan. We are thankful you're a part of our crew.



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.

Presented at the Board Retreat

73% of our K-3 students achieved typical or better growth in Acadience Reading and Math
RISE growth results are pending.

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.

Presented at the Board Retreat

Work Plan: High Quality Work

2023-24 Performance Goal:

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

Presented at the Board Retreat

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.

Presented at the Board Retreat

Attendance Celebration and Field Day



Field Day



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Community Circle: Awards for Attendance, D200, Bloomz and 4H



New Student Council



Previous Student Council



Paras Bulletin Board Competition

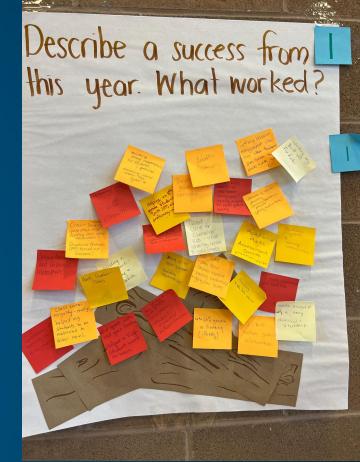
1st: Tanielle McDaniel

2nd: Alicia Laird

3rd: Stef Carillo



Kearns Campus End of Year Professional Development



Innovative Schools Conference : Admin Team



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NASHVILLE

Supporting SEL Competencies. Addressing Unfinished Learning.

Supportive Discipline.

June 19-23, 2024

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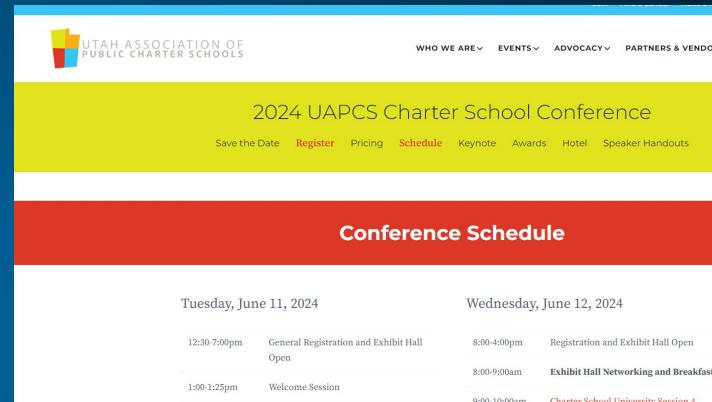


Privacy - Terms

UAPCS and Safety Conference / Disability Training



The screenshot shows the homepage of the conference website. At the top, there is a navigation bar with links: HOME, REGISTER, AGENDAS, SPEAKERS, RESOURCES & EXHIBITORS, and MORE DETAILS. Below the navigation is a large banner with a dark background showing silhouettes of people. The banner features the text "AGENDA: JUNE 13" in large white letters and "Keynotes & Breakouts" in smaller white letters. Below the banner is a section titled "Agenda Overview" with three buttons: "Click for June 14 Agenda", "Venue Map", and "Click for June 14 SRM-REx Agenda". A note at the bottom of this section says: "This is an agenda overview, for a full list of breakout sessions, KEEP SCROLLING below to the overview and locate the Plan Your Day section."



The screenshot shows the homepage of the 2024 UAPCS Charter School Conference website. At the top, there is a navigation bar with links: WHO WE ARE, EVENTS, ADVOCACY, and PARTNERS & VENDORS. Below the navigation is a yellow header bar with the text "2024 UAPCS Charter School Conference" and links for "Save the Date", "Register", "Pricing", "Schedule", "Keynote", "Awards", "Hotel", and "Speaker Handouts". The main content area has a red header "Conference Schedule". Below it, there are two columns of event details for Tuesday, June 11, 2024, and Wednesday, June 12, 2024.

Tuesday, June 11, 2024	Wednesday, June 12, 2024
12:30-7:00pm	8:00-4:00pm
General Registration and Exhibit Hall Open	Registration and Exhibit Hall Open
1:00-1:25pm	8:00-9:00am
Welcome Session	Exhibit Hall Networking and Breakfast
	9:00-10:00am
	Charter School University Session 4



The screenshot shows a "SAVE THE DATE" page for a training event. At the top, there is a logo for the "UTAH BOARD OF EDUCATION" and the text "SAVE THE DATE". Below the logo is the event title "USBE Statewide Specific Learning Disability Training". The date "JUNE 27-28, 2024" is prominently displayed. The location "WHERE: GRANITE DISTRICT OFFICE - PROGRAMS BUILDING" is listed. A section titled "Who should attend:" includes "LEA Special Education staff". At the bottom, there is a footer with the text "Page 1 / 1" and "Including: [redacted] visitors, administration".



ENTHEOS ACADEMY

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Entheos Magna Director's Report

June 2024

PCO

- Parent volunteers helped organize and run our Field Day activities with the help of our amazing Discovery coordinators.

Staff Spotlight

Suzanne Giravi - 1st Grade



Suzanne is in her 2nd year at Entheos. She has been working real hard on her instructional practice. One of her main focuses this year was on disaggregating student data in acadience and math reading. During Data Inquiry Team meetings, Suzanne leaned into setting goals for each of her students that would help them meet typical or better growth. Throughout the year, she learned that it was not an overwhelming practice as long as the goals were set and communicated to each of her students. Each time students were progress monitored, Suzanne would adapt her instruction to support each of her students needs. Suzanne's end of year benchmark scores showed significant growth as a class with majority of her students making typical or better growth.

Staff Spotlight

Angelique Thomas - Paraprofessional



Miss Angie is in her first year at Entheos. She has done a great job of supporting our Middle School teachers with whatever is needed; including subbing. She is always very positive and interacting with the students. She is extremely reliable and an excellent communicator. We are excited to see Miss Angie continue to grow as a paraprofessional at Entheos.

Staff Spotlight

Amanda Robison - Music Paraprofessional



Amanda is our music teacher. She has taken on the challenge of restarting our music program for the first time since Covid. She has done an amazing job incorporating music back into the school. She helped put our Winter Sing along together, and has so many great ideas. We are excited to have Amanda as part of our Crew and excited to see what ideas she has in store for next year.

Work Plan Overview 2023-2024 School Year

Entheos Academy- District Work Plan 2023-24

Work Plan Overview

Multi-Year Impact Goals	Mastery of Knowledge and Skills	Character	High Quality Work
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	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. Magna: Establish and communicate a clear framework for key Entheos structures, specifically Student Led Conferences, Student Portfolios, and Passages.		

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

- Presented at Board Retreat
- 84% of K-3 students achieved typical or better growth in Acadience Reading and Math.

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.
- Presented at Board Retreat.

Work Plan - High Quality Work

Performance Goal:

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

Events

Bulletin Board Competition



Events

Bulletin Board Competition Continued...



Events

New
Discovery
Mural!



Field Day

Field Day 2024

Innovative Schools Summit 2024

Nashville, Tennessee



[NASHVILLE](#) [LAS VEGAS](#) [SAN ANTONIO](#) [CHICAGO](#) [CONFERENCES](#) [PROPOSALS](#) [2025](#) [ABOUT](#)

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NASHVILLE

Supporting SEL Competencies. Addressing Unfinished Learning.

Supportive Discipline.

June 19-23, 2024

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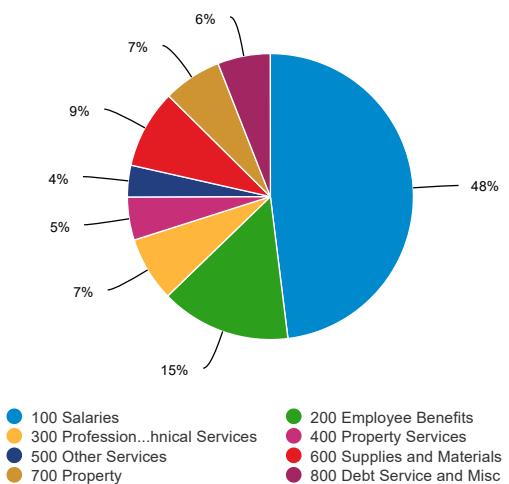


Privacy - Terms

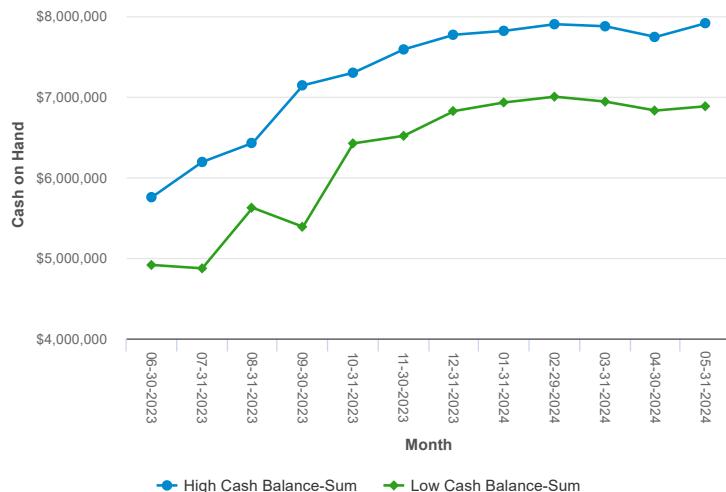
Financial Summary

Category	YTD Amount	Total Budget	Total Forecast	% Target	% Forecast
Revenue (3 School Category records)					
1000 Local Revenue	\$478,012	\$316,181	\$503,942	66.6%	94.9%
3000 State Revenue	\$10,288,509	\$10,671,005	\$11,720,104	85.7%	87.8%
4000 Federal Revenue	\$518,723	\$1,112,024	\$1,301,456	38.9%	39.9%
TOT	\$11,285,244	\$12,099,210	\$13,525,502		
Expense (8 School Category records)					
100 Salaries	-\$5,121,638	-\$5,780,750	-\$5,839,250	71.9%	87.7%
200 Employee Benefits	-\$1,598,684	-\$1,762,000	-\$1,790,000	90.2%	89.3%
300 Professional and Technical Services	-\$608,021	-\$783,510	-\$888,510	37.3%	68.4%
400 Property Services	-\$396,756	-\$563,000	-\$593,000	10.9%	66.9%
500 Other Services	-\$262,774	-\$412,251	-\$434,251	-0.0%	60.5%
600 Supplies and Materials	-\$891,247	-\$1,009,091	-\$1,078,815	-0.0%	82.6%
700 Property	-\$728,361	-\$465,000	-\$805,000	-0.0%	90.5%
800 Debt Service and Misc	-\$624,183	-\$700,619	-\$724,539	81.6%	86.1%
TOT	-\$10,231,663	-\$11,476,221	-\$12,153,365		
TOT	\$1,053,581	\$622,989	\$1,372,137		

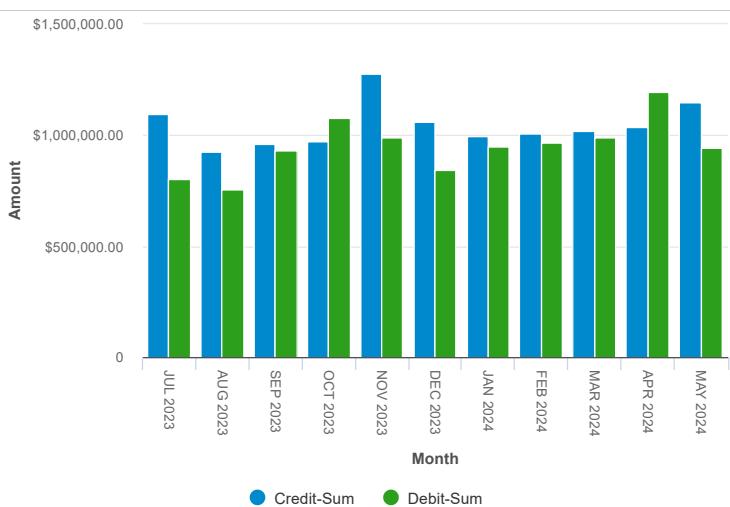
Expense Distribution



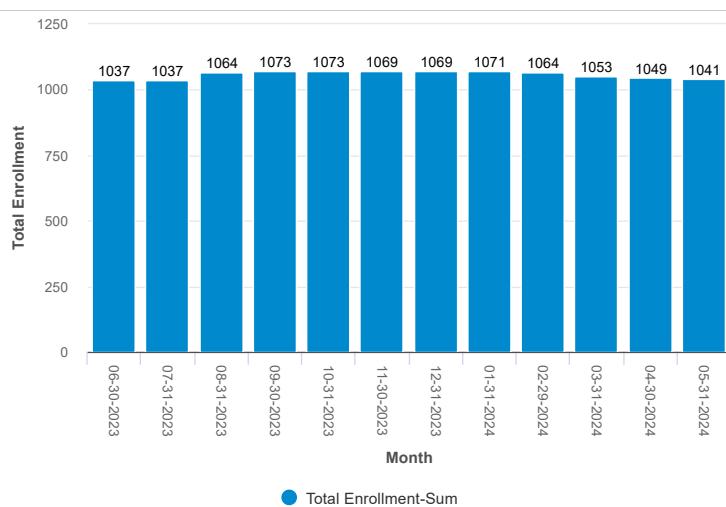
Cash Balance



Revenue vs Expenses



Enrollment Trend



ENTHEOS ACADEMY

EXCELLENCE • SERVICE • LEADERSHIP

4105 MATERNITY & PATERNITY LEAVE

Purpose

Entheos Academy values family and supports ~~believes strongly in Family, as such we support our~~ staff in their desire to grow their families through births and/or adoptions. ~~We Entheos Academy also recognize recognizes the importance need for of new parents spending to spend time with their newborns or newly adopted children. new additions to their families.~~

Policy

I. Compensation

- A. Entheos Academy provides the following paid leave for full-time employees who have been with the Entheos organization for a minimum of six months:
 1. Maternity Leave: Up to six weeks of paid leave for new mothers, including those adopting a newborn. ~~Entheos Academy will pay up to 6 (six) weeks of maternity leave time for new mothers (including newborn adoptions) and up to 1 (one) week of pay to new fathers (including newborn adoptions) to all full time employees who have been employed by Entheos in a full-time capacity for a minimum of 6 (six) months.~~
 2. Paternity Leave: Up to one week of paid leave for new fathers, including those adopting a newborn. ~~Leave must be used at one time with no breaks and can begin no later than the date of newborn birth or adoption.~~
 3. Paid leave must be taken continuously without breaks and must begin no later than the date of the newborn's birth or adoption.
 4. Paid leave will run concurrently with school breaks and holidays.

II. Continuation of Benefits

- A. Health insurance benefits will continue during the paid maternity/paternity/adoption leave under this policy at the same rate as before the leave was taken. ~~Health insurance benefits will continue to be provided during the paid maternity/paternity/adoption leave under this policy at the same rate as in effect before the leave was taken.~~

III. Requirements for Obtaining Paid Leave

ENTHEOS BOARD POLICY – UPDATED APRIL 17, 2017

UPDATED APRIL 16, 2018, UPDATED FEB 25, 2021 UPDATED OCTOBER 25, 2023

4105 Maternity & Paternity Leave

- A. Employees must provide written notice to the school director at least 30 days before the requested leave, or as soon as practicable if the leave is not foreseeable.
~~The employee must provide to the Director of the school notice, in writing, 30 days before the requested leave (or as much notice as practicable if the leave is not foreseeable).~~
- B. After the six weeks of maternity/adoption leave or one week of paternity leave have been used, any additional leave will be covered under the appropriate policies.
~~After the 6 (six weeks of maternity/adoption or 1 (one) week paternity leave have been exhausted, subsequent leave will be covered under appropriate policies.~~
- C. The Family and Medical Leave Act (FMLA) allows employees up to 12 work weeks of unpaid leave annually.
 1. Paid leave under this policy will run concurrently with FMLA leave. After paid maternity/paternity leave is exhausted, ~~employees are the employee is~~ required to ~~use apply~~ any other available paid leave, which will also run concurrently with FMLA leave.

ENTHEOS ACADEMY

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4106 HIRING PROCESS

Purpose

Entheos Academy recognizes the need for a **clear and effective** policy governing the hiring of new employees.

Scope

This policy applies to all full-time, part-time, and temporary employees, as well as contract employees who will be working directly with students (excluding substitute teachers).

Procurement policies will govern all other contract employees. ~~This policy applies to all employees hired by Entheos Academy in a full-time, part-time, or temporary position, and any contract employees who will be working directly with students (excluding substitute teachers). Procurement policies will govern all other contract employees.~~

Policy

I. Assignment of Responsibility

The Entheos School Board delegated the implementation of hiring procedures to the Executive Director. ~~The Entheos Academy School Board assigns hiring procedure implementation to Executive Director.~~

- A. The Executive Director may appoint a School Director to implement portions of this procedure.
- B. When hiring for Executive Director or School Director positions, the Entheos Academy Board will retain the responsibility for implementing the hiring procedure.
- C. ~~The Executive Director may appoint a school director to implement portions of this procedure.~~
- D. ~~When hiring for the positions of Executive Director or School Director the Entheos Academy School Board will retain assignment for implementation of hiring procedure.~~

~~H. The hiring of full-time and part-time positions individuals must adhere to the following process:~~

- ~~A. Disclosure of relationships with other employees of Entheos Academy or the Board of Directors.~~

ENTHEOS BOARD POLICY — UPDATED OCTOBER 29, 2013

UPDATED FEBRUARY 25, 2021, UPDATED SEPTEMBER 23, 2021

4106 Hiring Process

- B. ~~Disclosure of previous suspension or revocation of licensure.~~
- C. ~~Disclosure of previous arrests or criminal charges.~~
- D. ~~Background check. All staff and administrators must have a current background check and verified clearance through Entheos Administrative Office.~~
- E. ~~Chronological work history. A chronological work history must be filled out for all employees. Gaps in employment must be identified on the chronological work history.~~
- F. ~~Resumes must be received from all candidates prior to interviews. Resumes are recommended for all professional staff.~~
- G. ~~Charter and Vision documents must be provided to all applicants prior to interviews with adequate time given for applicants to thoroughly read through documents.~~
- H. ~~An interview is required after the previous items are completed by Executive Director or School Director.~~
 - 1. A board member will be invited to participate in the interview process.
 - 2. For positions of Executive Director or School Director an interview is required with the Entheos Academy School Board hiring committee as set forth in section IV.
- I. ~~A temporary job offer may be made after a successful Director and Board interview. Candidate is to be informed that all positions must be approved on a consent agenda by the Board of Directors.~~
- J. ~~A commitment to support the mission and vision of Entheos must be signed by all accepted candidates prior to board approval.~~
- K. ~~The candidate must be on a consent agenda on the next Entheos Academy School Board meeting following the accepted preliminary offer of employment along with the offer details intended contract and salary, or on the consent agenda of the board meeting prior to the start of the school year, if the individual will not begin work until the following school year.~~

III. ~~When hiring for the position of Executive Director or School Director, a recruiting committee will be formed to recommend candidates to the Entheos Academy School Board for hiring.~~

- A. ~~The recruiting committee will consist of at least 1 board member and 2 current administrators. The committee may include other stakeholders as approved by the Entheos Academy School Board.~~
- B. ~~The hiring of Executive Director and School Director positions individuals must adhere to the same process as Section III A-G and:~~
 - 1. An interview is required after the previous items are completed by the recruiting committee.

4106 Hiring Process

- ~~2. A temporary job offer may be made after a successful recruiting committee interview.~~
 - ~~a) Candidate is to be informed that additional interviews by the school board may be required~~
- ~~C. All final job offers for positions must be approved by the Entheos Academy School Board.~~
- ~~D. The recruiting committee is dissolved upon the completed hiring of an Executive Director or School Director.~~

ENTHEOS ACADEMY

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Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA)

PPRA affords parents of elementary and secondary students certain rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include, but are not limited to, the right to:

- *Consent* before students are required to submit to a survey that concerns one or more of the following protected areas (“protected information survey”) if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)–

1. Political affiliations or beliefs of the student or student’s parent;
2. Mental or psychological problems of the student or student’s family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or student’s parent; or
8. Income, other than as required by law to determine program eligibility.

- *Receive notice and an opportunity to opt a student out of* –

1. Any other protected information survey, regardless of funding;
2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
3. Activities involving collection, disclosure, or use of personal information collected from students for marketing or to sell or otherwise distribute the information to others. (This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.)

- *Inspect*, upon request and before administration or use –

1. Protected information surveys of students and surveys created by a third party;
2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
3. Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

Entheos Academy will/has developed and adopted policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. Entheos will directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. Entheos will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this direct notification requirement:

- Collection, disclosure, or use of personal information collected from students for marketing, sales, or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

ENTHEOS ACADEMY

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#5500 DISCIPLINE POLICY

Purpose

Entheos Academy believes that every student should have the opportunity to learn in an environment that is safe, conducive to learning, and free from unnecessary disruption. The purpose of this policy is to foster a positive environment for learning that aligns with the Entheos practices of teaching self-discipline, good character and strong social skills.

I. Teaching Self-discipline, Good Character, and Social Skills

A. In every area of education, if students lack skills, we teach them. We believe the same should be true for student behavior. At Entheos Academy, we will provide supports to students by expressly teaching these skills through every interaction, but specifically through:

1. Crew: Entheos Academy believes that strong, positive relationships are the foundation of teaching these elements, and this is daily reinforced and actively cultivated through the structure of “Crew”. Every student belongs to a Crew and has a Crew teacher. Crew time launches every day at Entheos.
2. Norms: Written standards for student behavior expectations are posted in every classroom. These are referred to as “norms” and are typically developed in a collaborative process between the teacher and students.
3. School Expectations: In every main area of the school, there are clear behavior expectations posted.
4. Systematic Reinforcement: Entheos has systematic methods for reinforcement of expected behaviors and a uniform path of correction when necessary.
5. Behavior Data: Entheos Academy regularly ~~analyzes~~ analyzes behavior data to gauge effectiveness and target resources as needed.

II. Range of Behaviors and Continuum of Procedures

- A. Entheos Academy provides a continuum of supportive interventions and corrective action depending on the level of behavior.
 1. **Minor infractions** are usually handled by teachers in classrooms. Chronic or excessive minor infractions can become major infractions and result in office referrals to school administration. Minor infractions may result in phone calls

5400 Discipline Policy

home, parent-teacher meetings, behavior intervention strategies, and/or loss of privileges. The following may be considered minor infractions:

- a) Dress code violations
- b) Off task behaviors
- c) Mild disruptive or disrespectful behavior
- d) Inappropriate language and actions
- e) Mistreating property
- f) Technology violations
- g) KYFOOTY/PDA violation
- h) Cheating
- i) Lying
- j) Refusal to work
- k) Tardies
- l) Chewing gum
- m) Horseplay

2. **Major infractions** are defined as severe infractions of school and state/federal rules that result in immediate discipline referrals to school administration and may lead to **out-of-school** ~~out of school~~ suspension or expulsion. Major infractions include:

- a) Safe school violations **include** ~~including~~ possession of weapons or flammable materials, assault, **and** threats to kill/harm.
- b) Drug, alcohol, tobacco, **and** vaping, violations.
- c) Physical aggression **includes** ~~including~~ fighting, or throwing things at a person.
- d) Any criminal action occurring at school, such as vandalism, fire setting, possession or use of combustibles, pornography, forgery, **or** theft.
- e) Chronic or excessive abusive language, truancy, tardies, or non-compliance.
- f) Bullying, hazing, **cyberbullying** ~~eyberbullying~~, retaliation, deliberately making a false report.
- g) Gang activity.
- h) Discrimination/hate language.

III. Prohibited Conduct and Related Discipline

A. Serious violation that threaten or **harm** ~~harms~~ the school, school property, a person connected with the school, or property associated with a person connected with the school is forbidden regardless of where it occurs:

1. A student **WILL** be removed from school for at least 1 year for a serious violation involving the following:
 - a) A real weapon
 - b) Explosive or flammable material

5400 Discipline Policy

- c) Actual or threatened use of a **look-alike** ~~look-alike~~ weapon with intent to intimidate or cause disruption.
2. Any student who brings a firearm to school **WILL** be referred to the criminal justice or juvenile delinquency system in accordance with
 - Drug-Free Workplace Act of 1988
 - 34 CFR Part 85 Subpart F
 - 4 CFR Part 85 §§85.605 and 85.610
3. A student **WILL** be removed from school for the following:
 - a) Possession, control, actual or threatened use of a real weapon, explosive, noxious, or flammable material.
 - b) The sale, possession, or distribution of drugs, controlled substances, imitation controlled substances, or drug paraphernalia, including vaping devices/substances.
 - c) Use or threatening to use serious force, including acts which, if committed by an adult, would be a felony or class A misdemeanor.
4. A student **MAY** be removed from the school for the following:
 - a) Physical aggression including fighting, throwing things, spitting etc.
 - b) Willful disobedience/defying authority.
 - c) Serious or habitual disruption.
 - d) Foul, profane, vulgar, or abusive language.
 - e) Defacing or destroying school property.
 - f) Unsafe behavior, such as running away from a person in authority, leaving the school, or hiding.
 - g) Theft.
 - h) Bullying and hazing.
 - i) Inappropriate exposure of body parts.
 - j) Sexual or other **harassment** ~~harrassment~~.
 - k) **Gang-related** ~~Gang-related~~ attire or activity.
5. The school discipline policy applies to dealing with students in classrooms, on school grounds, on school vehicles, or in connection with **school-related** ~~school~~ ~~related~~ activities, trips, or events.
6. The type and length of discipline is based on factors such as previous violations, severity of conduct, and other relevant educational concerns.
7. When appropriate, students will be referred to the Student Support Team, who will collaboratively design and implement personalized behavior supports.
8. If damage or loss of school property occurs, payment for the damage or lost property is expected.
9. A student may be detained after regular school hours related to a major safety concern or behavior violation, and parents shall be notified prior to the detaining of the student wherever possible.

5400 Discipline Policy

10. If any illegal substances or items are confiscated, such as vaping devices, a school administrator will dispose of, destroy, or turn over the substance/item to law enforcement ~~such as vaping devices, a school administrator will dispose of, destroy, or turn over item substance/item to law enforcement~~, under the direction and guidance of law enforcement.
11. A student may be denied admission to Entheos Academy on the basis of having been expelled from any school during the preceding 12 months.

IV. Suspension and Expulsion

- A. A student who commits a violation of Section IV a i. of this policy shall be expelled from school for a period of not less than one year. A student may be expelled for other major infractions outlined in this policy. Within 45 days after the expulsion, the student shall appear before a board disciplinary committee, accompanied by a parent. The committee shall determine:
 1. What conditions must be met by the student and the student's parent for the student to return to school.
 2. If the student should be placed on probation with the school and what conditions must be met by the student in order to ensure the safety of students and faculty.
 3. If it would be in the best interest of both the school and the student to modify the expulsion term to less than a year, giving highest priority to providing a safe school environment for all students.
- B. A student who is not expelled, shall be suspended for violations of Section IV a ii. of this policy. A student may be suspended for other infractions of this policy. A student can be suspended for up to 10 days and must leave school as soon as possible in the custody of the parent or authorized adult. If a student is suspended, the school will notify the parent of the student of the following without delay:
 1. That the student has been suspended.
 2. The grounds for the suspension.
 3. The period of time for which the student is suspended.
 4. The time and place for the parent to meet with the administrator to review the suspension.
- C. If a student is suspended, it is expected that the student and parent meet with a school administrator to review a plan to avoid recurrence of the problem before the student is readmitted.

V. Alternatives to Suspension

- A. Prior to suspending or expelling a student for repeated minor infractions or behavior ~~that which~~ is not of such a violent or extreme nature that immediate removal is required, the Student Support Team will strive to meet and collaboratively design and implement personalized behavior supports that will allow a student to remain in school. Entheos

5400 Discipline Policy

Academy believes that suspension alone rarely teaches a student appropriate replacement behaviors, therefore it is primarily used to give the school team, student, and parents a moment to pause long enough to determine **the** next steps in supporting and teaching the student. Therefore, frequently alternatives to suspension are chosen from a multi-tiered system of supports if deemed appropriate by **the** administration, such as:

1. Re-teaching and positively reinforcing student behavior expectations.
2. Restorative Justice protocols.
3. In-school suspension.
4. Determining the function of the behavior and the social and emotional needs of the child to identify and implement evidence-based interventions matched to these needs.

VI. Restraint and Seclusionary Time Out

- A. In accordance with Section 53G-8-302, a school employee may use reasonable and necessary physical restraint in **self-defense** ~~self-defense~~ or when otherwise appropriate to:
 1. Obtain possession of a weapon or other dangerous object in possession or under the control of a student.
 2. Protect a student or another individual from physical injury.
 3. Remove from a situation a student who is violent.
 4. Protect property from being damaged when physical safety is at risk.
- B. Prone, **face-down** ~~face down~~, supine, or **face-up** ~~face-up~~ restraints that obstruct the airway are prohibited. A physical restraint will only be used for the minimum time necessary to ensure safety, and will immediately be terminated when the student is no longer an immediate danger to self or others, or a student is in severe distress. The school will provide notice of the restraint to the student's parent as soon as reasonably possible and before the student leaves the school.
- C. Seclusionary time out may be used when a student presents an immediate danger or serious physical harm to self or others, and for a student with a disability as an Emergency Safety Intervention written into a student's IEP as a planned intervention. Seclusionary time out means that a student is:
 1. Placed in a safe, unlocked, enclosed area by school personnel.
 2. Purposefully isolated from adults and peers, while remaining within the line of sight of an employee.
 3. Prevented from leaving, or the student reasonably believes that they will be prevented from leaving the enclosed area.

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- D. Seclusionary time out will only be used for the minimum time necessary to ensure safety, and **will** never **be used** as a means of discipline or punishment. Parents will be notified as soon as reasonably possible if a seclusionary time out is used, and before the student leaves the school.
- E. An Emergency Safety Intervention (ESI) Committee reviews **the** use of any physical restraints or seclusionary **timeouts** **time-outs** to ensure that:
 1. **The correct** **Correct** protocol is being followed.
 2. The intervention is documented and reported.
 3. Any professional development needs are identified and recommended.

VII. Searches

- A. School administrators may search students, lockers, and personal property based on reasonable suspicion.
- B. School administrators may also conduct random searches that might include all lockers and other school property.

VIII. Corporal Punishment

- A. Corporal punishment is prohibited in Utah. A school employee may not inflict or cause the infliction of corporal punishment upon a student.

IX. Parent Notification of Incidents

- A. Parents are notified of all serious incidents involving their child, of which the school is aware. As previously outlined, parents will be notified as soon as possible regarding suspensions, expulsions, and **the** use of emergency safety interventions. In addition, parents can specifically expect to receive notification if:
 1. Their child is involved or impacted by a serious gang-related incident that occurs on school property or at a **school-related** **school related** activity.
 2. Parents will be notified if the parent's student threatens to commit suicide.
 3. Parents of each student involved in an incident of bullying, **cyberbullying** **cyber-bullying**, hazing, abusive conduct, or retaliation will be notified.

X. Students with Disabilities

- A. If a student has a qualified disability, the school administrator will explain the separate procedures that may apply based on the procedural safeguards under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act.

XI. SafeUT Crisis Line

- A. SafeUT is Utah's crisis line that provides a means for an individual to anonymously report unsafe, violent, or criminal activities, or threats of such activities at a school, bullying, cyber-bullying, **harrassment** **harassemement**, hazing, abuse, emotional distress or concerns of suicide or **psychiatric** **psychiatric** crisis. The crisis line is available 24 hours

5400 Discipline Policy

a day, 7 days a week. If Administrators receive tips through the SafeUT Crisis Line, they will respond rapidly, in accordance with this policy.

XII. Employee Training

- A. Teachers and administrators will receive ongoing staff development in support of the discipline policies and procedures used at Entheos Academy.

ENTHEOS ACADEMY

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6200 CLASSROOM INSTRUCTIONAL MATERIALS

Purpose

Classroom learning materials are used to develop student academic and character performance in accordance with Utah guidelines and Entheos Charter. This policy is to maintain the continuity of material to that end, and to ensure alignment with Utah Code 53G-4-402.

<https://le.utah.gov/xcode/Title53G/Chapter4/53G-4-S402.html>

Definitions

1. "Learning material" means any learning material or resource used to deliver or support a student's learning, including textbooks, reading materials, videos, digital materials, websites, and other online applications.
2. "Instructional material" means learning material that a local school board adopts and approves for use within the LEA.
3. "Supplemental material" means learning material that:
 - a. an educator selects for classroom use; and
 - b. a local school board has not considered and adopted, approved, or prohibited for classroom use within the LEA.

Policy

1. When selecting new instructional materials for use in the classroom, the Entheos school board institutes an open process where educators and parents of students enrolled in the LEA are welcome to join a review and recommendation committee under the guidance and supervision of the Executive Director.
2. Once the committee is ready to recommend the new instructional materials to the Entheos school board, the learning materials will be published online or be made available at the school/s to allow for public review.

6200 Classroom Instructional Materials

3. Before adopting or approving the recommended instructional materials, the board will hold at least two public meetings on the recommendation that provides an opportunity for Entheos educators and parents to express views and opinions on the recommendation.
4. New instructional materials will be approved for adoption in an open and regular board meeting.
5. Information on instructional materials will be maintained on the school website.
6. Instructional materials will be readily made available to parents to view upon request.
7. The school board expects Entheos educators to use their professional judgment regarding supplemental materials, to ensure alignment with the values, mission and vision, and age of students. Any supplemental materials that present a controversial or sensitive topic, such as those political or religious in nature, must be brought to the Executive Director for approval. Presentation of controversial or political materials must be equally presented with alternative viewpoints.
8. If Entheos contracts with another party to provide online or digital materials, Entheos will include in the contract a requirement that the provider give notice to Entheos any time the provider makes a material change to the content of the online or digital materials, excluding regular informational updates on current events.

6200 Classroom Content

Purpose

~~Classroom content and instructional materials are used to develop student academic and character performance in accordance with Utah guidelines and Entheos Charter. This policy is to maintain continuity of material to that end.~~

Definitions

~~“Primary Classroom Content” for this policy is defined as all curriculum and expeditions not specifically approved by the school board.~~

~~“Secondary Classroom Content” for this policy is defined as all instructional materials and fieldwork not defined by primary classroom content.~~

6200 Classroom Instructional Materials

Policy

All primary classroom content will be approved by school director to ensure

- I. compliance with Utah State Guidelines and Entheos Charter
- H. age-appropriate learning
- III. presentation of controversial or political materials are presented with alternative viewpoints

The director will also approve and make a list of books used in primary classroom content available to parents and guardians upon request. This list will be updated, at least, annually prior to start of school year

All secondary classroom content will comply with the guidelines of primary classroom content

Secondary classroom content may, at director discretion, be subject to approval for sensitive or controversial topics.

ENTHEOS ACADEMY

EXCELLENCE • SERVICE • LEADERSHIP

6304 INTERNET SAFETY

Purpose

It is unlawful to access the Entheos Academy computer network for the purpose of accessing or transmitting inappropriate material via Internet, electronic mail, or other forms of direct electronic communications. Entheos Academy has the responsibility and obligation to prevent unauthorized access and other unlawful online activity, prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors, and to comply with the Children's Internet Protection Act [Pub. L. No. 106-554 and 47 USC 254(h)] and FCC Ruling 11-125.

Definitions

Key terms are as defined in the Children's Internet Protection Act.

Policy

I. Access to Inappropriate Material

- A. Filtering technology shall be used to block or filter Internet (or other forms of electronic communications) access to inappropriate information.
- B. As required by the Children's Internet Protection Act, visual depictions of obscene material, child pornography, or any similar material that is harmful to minors shall be blocked.
- C. The executive director may authorize adjustments to the Entheos Academy technology filters from time to time to facilitate bona fide research or other lawful uses.

II. Inappropriate Network Usage

- A. Entheos Academy shall promote the safety and security of users of the school computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications.
- B. As required by the Children's Internet Protection Act, prevention of inappropriate network usage includes:
 1. unauthorized access, including so-called 'hacking,' and other unlawful activities; and
 2. unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

III. Supervision, Monitoring and Education

- A. It shall be the responsibility of all members of the Entheos Academy staff to

ENTHEOS BOARD POLICY – JUNE 17, 2021

UPDATED MAY 24, 2023

6304 Internet Safety

educate, supervise, monitor all users as to the usage of the online computer network and access to the Internet in accordance with this policy and the Children's Internet Protection Act. Education should specifically address the following issues as stated in FCC 11-125:

1. The education of minors about appropriate online behavior, including interacting with other individuals on social networking sites and in chat rooms
2. Safety/security of minors when using e-mail, chat rooms, other direct electronic communications
3. Unauthorized access, including "hacking" and other unlawful activities by minors online
4. Unauthorized disclosure, use and dissemination of personal information regarding minors
5. Cyberbullying awareness and response

IV. Procedures for disabling or otherwise modifying technology protection measures are the responsibility of the school director or designee.

Permanent Committees - Required						
Name	Description	Meeting Frequency	Chair	Members	Vote Taken	Notes
Audit Committee	maintain fraud risk assessment annually (May/June), reviews the audit, vets business manager performance. Recommend auditor to the board.		Board Treasurer	Board Treasurer: Deb Ivie	6/22/2022	Can add others but they can't be board members or employed by school.
				Karen Bogenschutz	6/22/2022	
				Board Chair: Rod Eichelberger	6/22/2022	
				Executive Director: Esther Blackwell	6/22/2022	
Executive	Plan and organize the upcoming board meetings and yearly schedule of board events. Determine board meeting focus and facilitate committee actions	monthly	Board Chair	Board Secretary: Alisha Cartier	6/22/2022	Needs to be Treasurer led Need to capture changes to budget in notes for historical view Board Secretary removed November 16, 2022
				Vice Chair: Xazmin Prows	6/22/2022	
				Board Treasurer: Deb Ivie	6/22/2022	
				Executive Director: Esther Blackwell	6/22/2022	
Finance	School financials and budgets, including monthly meeting	monthly/Jan (audit)	Board Treasurer	Red Apple: Brian Cates	6/22/2022	Needs to be Treasurer led Need to capture changes to budget in notes for historical view Board Secretary removed November 16, 2022
				Director of HR & Compliance: Sue Talmadge	6/22/2022	
				Board Secretary: Alisha	6/22/2022	
				Brittany Garner	11/16/2022	
Permanent Committees - Other						
Policy & Bylaws Review	review a policy change presented by admin so that questions can be made prior to board presentation	monthly, annual in Feb	Brittany	Xazmin Prows	6/22/2022	Review the bylaws and charter for current record and any updates needed. Also to review fidelity to charter in school administration. Alisha no longer attends meetings but still compiles information for committee meeting and for board meeting.
				Director of HR & Compliance: Sue Talmadge	6/22/2022	
				Board Secretary: Alisha	6/22/2022	
				Brittany Garner	11/16/2022	
Safety Comm. Rep	Required	April	Karen	Xazmin Prows	6/22/2022	Xazmin is back up person
				Executive Director: Esther Blackwell	6/22/2022	
				Magna School Director: Jason Bennion	6/22/2022	
				Kearns School Director: Denise Mathews	6/22/2022	
Recognition	the board meeting. Goal is to go during the day and thank the teachers face to face when possible. Cards should mention appreciation for specific information shared in the highlight.	as needed	Karen & Brittany	Karen Bogenschutz	6/27/2024	Xazmin is back up person
				Brittany Garner	6/22/2022	
				Karen Bogenschutz	6/22/2022	
				Xazmin Prows	6/22/2022	
Mission of Entheos Grant	Determine and implement the "Charter Vision grant" and review applicants for decision to awarding report on previous years awards.	April, aug	Deb	Stephanie Gibson	6/22/2022	Committee decide if previous year's winner be part of committee or any other members needed.
				Deb Ivie	6/27/2024	
				Sue Talmadge	11/15/23	
				Dalton Horscroft	11/15/23	
Sex Education Committee	discuss, evaluate, and formulate a recommendation concerning the Entheos Academy Sex Education and Maturation curriculum.	as needed	Sue	Eric Casperson	11/15/23	
				Anna Clarke	11/15/23	
				Jacinta Red Thunder	11/15/23	
				Xazmin Prows	11/15/23	
Executive Director Evaluation Committee	Meeting frequency??	Rod		Health Care Professional	6/27/24	
				Rod Eichelberger	6/27/2024	
				Brittany Garner	6/27/2024	
Temporary Committees						
Signage Committee	discuss and propose placement and design of signs for both campuses	temporary	Deb Ivie	Executive Director	8/24/2022	
				Director of HR & Compliance: Sue Talmadge	8/24/2022	
				Deb Ivie	8/24/2022	
				Melanie Louviere	8/24/2022	
Addition Building Committee	discuss and propose additions to both Kearns and Magna campus buildings	temporary	Esther	Executive Director: Esther Blackwell	3/22/2023	
				Board Chair: Rod Eichelberger	3/22/2023	
				Brittany Garner	3/22/2023	
				Rod Eichelberger	6/27/2024	
Anniversary Committee	organize celebration for 20 year anniversary of Entheos Academy	temporary	Xazmin	Xazmin Prows	6/27/2024	



EARLY LEARNING PLAN 2024-2025

LEA Name: Entheos Academy

Date of Expected Local Board Approval: August 22, 2024

Submission of Early Learning Plan:

- Submission on or before August 1st: For ELP **approval**, submit the following to earlylearning@schools.utah.gov **by August 1st**.
 - ELP Plan as a WORD document
- Plan approval added to Local Board agenda by August 1 to have approval completed by September 1
- All Revisions submitted **no later than September 1st by 5 p.m.**

SECTION A: EARLY LITERACY

List your evidence-informed core curriculum program(s) and evidence-based intervention program(s)/strategies for grades K-3 literacy along with the year published or edition.

SB 127: Districts and charters are required to provide instructional materials that are evidence-informed for core instruction and evidence-based for intervention and supplemental instruction.

***Evidence-Informed Curriculum(s)** (defined in SB 127 as: (i) is developed using high-quality research outside of a controlled setting in the given field, and (ii) includes strategies and activities with a strong scientific basis for use)

***Evidence-based** is defined in SB 127 as: means that a strategy demonstrates a statistically significant effect, of at least a 0.40 effect size, on improving student outcomes based on: (i) strong evidence from at least one well-designed and well-implemented experimental study or (ii) moderate evidence from at least one well-designed and well-implemented quasi-experimental study.

*Resources available: [Science of Reading Evidence-Informed Core Criteria Checklist](#)
[Strong and Moderate Evidence Criteria](#)

Core program(s) with year published/edition

Intervention program(s) with year published/edition or evidence-based strategies

- 95% Core Phonics Program (2020)
- 95 Phonemic Awareness Suite (2024)
- EL Education Modules (2016)

- Wilson Reading (2018)
- Dandelion and High Noon Decodables (2021)
- Explicit phonics and fluency instruction in small groups with classroom teacher and paraeducator for 30 minutes and progress monitor every 1-4 weeks.
- 95 Phonics Lesson Libraries (2024)
- 95 Phonics Chip Kits (2024)

SECTION B: EARLY MATHEMATICS

1. What evidence-based curriculum is being used in tier 1 instruction and intervention instruction for K-3 mathematics?

Core program(s)	Intervention program(s) and/or strategies
Ready Math	iReady Math

2. Describe how the following mathematical components are incorporated in tier 1 instruction in grades K-3.

Mathematical Components	Evidence-based Strategies
Conceptual Understanding: the comprehension and connection of concepts, operations, and relations.	Every Ready Math lesson addresses Conceptual Understanding through the modeling and connecting portions of the lesson. Each lesson builds on students' prior knowledge by making connections within and across grade levels while also directly addressing the major focus of the grade.
Procedural Fluency: the meaningful, flexible, accurate, and efficient use of procedures to solve problems.	Procedural Fluency is Imbedded into every Ready Math lesson under "practice". During the "practice" portion, students practice carrying out the taught procedure, flexibly, accurately, and efficiently through completing a variety of problems. When doing the tasks, students can pick from the repertoire of strategies learned, to solve the problem.
Strategic and Adaptive Mathematical Thinking: the ability to formulate, represent, and solve mathematical problems with the capacity to justify the logic used to arrive at the solution.	Every Ready Math lesson begins with a grapple that uses strategic and adaptive mathematical thinking and they leverage prior mathematical background knowledge and apply it to new mathematical learning.

<p>Productive Disposition: the attitude of a student who sees mathematics as useful and worthwhile while exercising a steady effort to learn mathematics.</p>	<p>This is modeled by the teacher's attitude and behavior. It is also encouraged through multiple positive recognition strategies for students such as certificates for growth and perseverance, and also academic excellence.</p>
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SECTION C: LOCAL GOALS

Goals must be measurable, address current performance gaps in student math and/or literacy data, and include specific strategies for improving outcomes.

Videos to support goal writing: [Analyzing Data and Identifying Areas of Need](#) and [Writing Goals](#)

Goal Sentence Frame:

By [date], [who is responsible] will [what will change and by how much--measurable] by [how--which evidence-based strategy(ies) will be used] to [why—for what purpose].

1. Early Mathematics Goal (required)

By June 3 2025, Entheos Academy will increase the percentage of 1st grade students who are scoring at or above benchmark on Acadience Math Advanced Quantity Discrimination from BOY to EOY by 3% by providing ongoing professional learning and job embedded instructional coaching with applicable 1st grade teachers, including classroom observations and feedback on implementation of small group work to increase the likelihood of students scoring at or above benchmark at the end of the year.

2. Early Literacy or Mathematics Goal (required)

Literacy Goal Mathematics Goal

By June 3 2025, Entheos Academy will increase the percentage of 2nd grade students who are scoring at or above benchmark on Acadience Reading Oral Reading Fluency with literacy skill of fluency from BOY to EOY by 5% by providing ongoing professional learning and classroom observations and feedback on implementation of 95 phonics awareness suite, phonics chip kit and decodables in small groups to increase the oral reading fluency of students.

General Assurances: *Check the boxes below.*

- The LEA assures that it is in compliance with State Code [53E-4-307.5](#), [53G-7-218](#), [53E-3-521](#) and Utah Board Rule [R277-406](#) applicable to this program.
- The LEA has adopted high quality instructional materials and intervention programs aligned with the effective research regarding the science of reading and the LEA's reading strategies meet the criteria in Section [53G-11-303](#).

The Early Learning Plan submitted will be reviewed and approved by your local board in an open, public meeting.

By submitting this form, I certify the information I provided on and in connection to this application is true, accurate and complete. I also understand that any false statements on this application I file with the Utah State Board of Education may be grounds for corrective action.

Entheos Academy District 2024-25 Draft Work Plan

Multi-Year Impact Goals	Mastery of Knowledge and Skills	Character	High Quality Work
	<p>Entheos Academy will meet or exceed state growth scores on EOY testing in the areas of:</p> <p>Early Literacy Math ELA Science</p>	<p>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.</p>	<p>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.</p>
2024-25 Performance Goals	<p>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.</p> <p>This goal includes the subcategories of</p> <ul style="list-style-type: none"> • English Language Learners • Special Education Students 	<p>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.</p>	<p>80% of students will have High Quality Work samples from the current school year in their portfolio by EOY.</p>
2024-25 Implementation Priorities	<p>Core Practice 30 D Core Practice 29 B</p>	<p>Core Practice 23 B Core Practice 21 B</p>	<p>Core Practice 12 D</p>
Leadership Multi-Year Impact Goal	<p>To foster an environment that facilitates a strong, confident, supported and capable staff crew with an increased sense of teacher efficacy.</p>		
2024-25 Leadership Goal	<ol style="list-style-type: none"> 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. 		

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
- Special Education Students

Implementation Priorities: Core Practice 29 B (Using Protocols and Engagement Strategies) & 30 D (Using Assessment Data to Drive Student Achievement)

Strategy: Response to Intervention	Effect Size: 1.29
<p>Learning Target (what): 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.</p>	<p>Rationale (why): Appropriate differentiated instructional strategies and engaging evidence-based protocols customized to specific learning needs, helps students reach typical or better growth. Data analysis informs tiered student groups, identifying gaps and gains.</p>
<p>Implementation (how): Improving the skill set of educators. All Professional Development and coaching (where applicable):</p> <ul style="list-style-type: none"> <input type="checkbox"/> All relevant educators trained on ALO and implementation support provided. <input type="checkbox"/> All relevant educators trained on 95 Phonics P.A. suite and implementation support provided. <input type="checkbox"/> All relevant educators trained on Chip Kits & Phonics lesson library and implementation support provided. <input type="checkbox"/> P.D. on differentiation: selecting and delivering tiered interventions using current resources to fill gaps (MLL/SpED/Tier 2 & 3), and coaching where necessary. <input type="checkbox"/> P.D. on OTRs and SE's, and engaging protocols coaching where necessary. <input type="checkbox"/> Resource library compiled for OTRs/SE with examples and videos <input type="checkbox"/> DIT support, and guided data review at BOY and MOY 	<p>Success Criteria (evidence):</p> <ul style="list-style-type: none"> ● Success Criteria for the performance goal: <ul style="list-style-type: none"> ○ 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. <ul style="list-style-type: none"> ■ This goal includes the subcategories of: <ul style="list-style-type: none"> ● Multi-Language Learners ● Special Education Students <p>BOY Baseline Data Sources:</p> <ul style="list-style-type: none"> ● % of teachers implementing differentiation in their classrooms as observed through classroom walkthroughs. ● % of teachers utilizing OTRs, S.E.'s and other engagement strategies as observed through classroom walkthroughs. ● % effective DITS as observed through visits/self-assessments.. ● BOY Data Carousel on BOY data, including disaggregated by MLL and SpEd (iReady, Acadience, RISE). <p>MOY Data Sources:</p> <ul style="list-style-type: none"> ● % of K-3 teachers using: <ul style="list-style-type: none"> ○ Phonics P.A. Suite ○ Phonics lesson library and chip kits ● % of teachers implementing differentiation in their classrooms as observed through classroom walkthroughs.

	<ul style="list-style-type: none"> • % of teachers utilizing OTRs, S.E.'s and other engagement strategies as observed through classroom walkthroughs. • % effective DITS as observed through visits. • MOY Data Carousel on MOY data, including disaggregated by MLL and SpEd (iReady, Acadience, RISE). <p>EOY Data Sources:</p> <ul style="list-style-type: none"> • % of K-3 teachers using: <ul style="list-style-type: none"> ○ Phonics P.A. Suite ○ Phonics lesson library and chip kits • % of teachers implementing differentiation in their classrooms as observed through classroom walkthroughs. • % of teachers utilizing OTRs, S.E.'s and other engagement strategies as observed through classroom walkthroughs. • % effective DITS as observed through visits. • EOY Data analysis by admin (iReady, Acadience, RISE))

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.

Implementation Priorities: Core Practice 23 B (Fostering a Culture of Crew) & 21 B (Fostering a Positive Climate)

<p>Strategy Name: Building the culture of crew and positive climate for learning</p>	<p>Effect Size: .52</p>
<p>Learning Target (what): I can implement a strong crew centered on the school values to create, shape and reinforce good character.</p> <p>I can support our Entheos PBIS structure with strong classroom management.</p>	<p>Rationale (why): Fostering a culture of Crew based on shared values helps create a sense of community, and gives students a solid foundation from which to make good choices when faced with challenges.</p> <p>Using positive behavior supports and interventions in a clear classroom management plan, helps students develop good character as well as focus on academic learning.</p>
<p>Implementation (how):</p> <p><input type="checkbox"/> P.D. on the structure of Crew and the school values.</p> <p><input type="checkbox"/> In-class modeling/coaching on Crew as necessary.</p>	<p>Success Criteria (evidence):</p> <ul style="list-style-type: none"> • Success Criteria for the performance goal:

<ul style="list-style-type: none"> <input type="checkbox"/> P.D. on PBIS structures at Entheos; academic, attendance and behavioral achievement: D200, Bloomz, Exemplars. <input type="checkbox"/> P.D. on Behavior Action Steps, charts, decision tree, and in-classroom coaching where necessary. <input type="checkbox"/> P.D. on Classroom management: Mgmt in Active Classroom. <p>Systems/Resources Provided:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Behavior Sequence/ Decision Tree <input type="checkbox"/> PBIS rewards: certificates, recognition, celebrations <input type="checkbox"/> "www.passiton.com" materials and videos <input type="checkbox"/> Middle School: College Career/Occupation Inspiration <input type="checkbox"/> Google folder with crew lessons based on school values 	<ul style="list-style-type: none"> ● 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 behavior by the end of the year. <p>BOY: Baseline Data Source:</p> <ul style="list-style-type: none"> ● Last year's data on Crew may be utilized as a baseline. ● % of high quality Crews, as observed through visits. ● % of Crews based on the school values as observed through visits. ● % of classrooms with clear and effective classroom management as observed through visits. <p>MOY: Data Source:</p> <ul style="list-style-type: none"> ● % of high quality Crews, as observed through visits. ● % of Crews based on the school values as observed through visits. ● % of classrooms with clear and effective classroom management as observed through visits. ● # Office referrals for 1st trimester 2024-25 compared with 1st trimester 2023-24 ● PBIS Tracking Sheet Evidence of use of D200 club, Bloomz points, Entheos Exemplars. <p>EOY: Data Source:</p> <ul style="list-style-type: none"> ● % of high quality Crews, as observed through visits. ● % of Crews based on the school values as observed through visits. ● % of classrooms with clear and effective classroom management as observed through visits. ● # Office referrals for 2024-25 compared with 2023-24. ● Evidence of use of D200 club, Bloomz points, Entheos Exemplars.
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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.

Implementation Priorities: Core Practice 12 D: Developing a Culture of Excellence

Strategy Name: High quality student work	Effect Size: .75 (setting standards for self-judgment)
Learning Target (what): 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.	Rationale (why): We believe that student success is built on strong character qualities such as striving for excellence.

<p>Implementation (how):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provide all teachers with examples of grade/subject appropriate student work at BOY. <input type="checkbox"/> P.D. on grade/subject appropriate student work expectations. <input type="checkbox"/> P.D. on elements of high quality work; complexity, craftsmanship, and authenticity. <input type="checkbox"/> Clearly determined times for teachers/students to work on portfolios. <input type="checkbox"/> Clearly determined MOY check-in date and protocol for portfolio evaluation using a rubric. 	<p>Success Criteria (evidence):</p> <ul style="list-style-type: none"> ● 80% of student portfolios taken from a random sample at EOY, contain high quality work samples, as collectively evaluated by the teachers using a rubric for complexity, craftsmanship and authenticity. <p>BOY Baseline Data Sources:</p> <ul style="list-style-type: none"> ● % of teachers who demonstrate an understanding of the elements of HQW (Can use 2023-24 data as a baseline). <p>MOY Data Sources:</p> <ul style="list-style-type: none"> ● % of teachers who demonstrate understanding of the elements of HQW (short exit ticket). ● % of student portfolios taken from a random sample at a MOY check-in that contain high quality work samples, as collectively evaluated by the teachers using a rubric for complexity, craftsmanship and authenticity. <p>EOY Data Sources:</p> <ul style="list-style-type: none"> ● % of teachers who demonstrate understanding of the elements of HQW (short exit ticket). ● % of student portfolios taken from a random sample at EOY that contain high quality work samples, as collectively evaluated by the teachers using a rubric for complexity, craftsmanship and authenticity.
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LEADERSHIP

<p>2024-25 Performance Goal:</p> <ol style="list-style-type: none"> 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. 	
<p>Implementation Priorities: Core Practice 34 A (Promoting Trust) and 34 B (Promoting a Growth Oriented Professional Culture)</p>	
<p>Strategy Name: Cultivating a growth-oriented positive professional culture.</p>	<p>Effect Size: 1.57 (teacher efficacy)</p>
<p>Learning Target (what): To foster a high performing growth-oriented staff culture where crew members feel supported and capable of positively impacting student achievement.</p>	<p>Rationale (why): A collective shared belief of teachers in their ability to positively affect students, is strongly correlated to student achievement. Cumulative mastery experiences build teacher confidence which positively impacts student achievement. Continuous learning, constructive feedback and appreciation are investments in the ability of our teachers and students. Students must be in attendance for these strategies to work.</p>
<p>Implementation (how):</p>	<p>Success Criteria:</p>

<ul style="list-style-type: none"> Admin determines and prepares rewards & celebrations for: <ul style="list-style-type: none"> <input type="checkbox"/> Academic Growth data. <input type="checkbox"/> Teachers with 90-100% SLC/ Parent-Teacher Conference attendance. <input type="checkbox"/> Teacher Accomplishments. Admin promotes Crew trust through effective communication: <ul style="list-style-type: none"> <input type="checkbox"/> Actively promote and utilize a “Parking Lot”. <input type="checkbox"/> Communicates, models, and holds Crew members accountable to clear professional expectations. <ul style="list-style-type: none"> <input type="checkbox"/> Review of professional expectations. <input type="checkbox"/> Coaching on professional expectations where necessary. <input type="checkbox"/> Ensures that Crew members know when and how to communicate with admin. regarding concerns, needs, and questions. <input type="checkbox"/> Admin ensures prompt and thorough responses to Crew member concerns, needs, and questions. 	<ul style="list-style-type: none"> 80% or more of Crew members express they feel supported and capable of positively impacting student achievement by EOY, as shared through an anonymous EOY survey. <p>BOY Baseline Data Source:</p> <ul style="list-style-type: none"> Staff Efficacy Survey (2023-24 EOY data may be used as a baseline). # of teachers with 90-100% SLC/ Parent-Teacher Conference attendance <p>MOY Data Source:</p> <ul style="list-style-type: none"> # of Teacher Celebrations and Rewards from BOY to MOY. % of “Parking Lot” questions/concerns responded to within 1 week of receipt from BOY to MOY. # of teachers with 90-100% SLC/ Parent-Teacher Conference attendance <p>EOY Data Source:</p> <ul style="list-style-type: none"> Staff Efficacy Survey # of Teacher Celebrations and Rewards from BOY to MOY. % of “Parking Lot” questions/concerns responded to within 1 week of receipt from MOY to EOY. # of teachers with 90-100% SLC/ Parent-Teacher Conference attendance
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<p>2024-25 Performance Goal:</p> <p>2. Increase regular student attendance by 5% from 2023-24 to 2024-25.</p>	
<p>Implementation Priorities: Core Practice 22 A. Becoming Effective Learners (through Habits of Scholarship) Core Practice 24 B. (Building Relationships with Families)</p>	
<p>Strategy Name: N/A</p>	<p>Effect Size: N/A</p>
<p>Learning Target (what): I can implement an attendance campaign that will result in a 5% increase in student attendance by EOY 2024-25.</p>	<p>Rationale (why): If students have poor attendance we cannot teach them effectively, and therefore they will not fully benefit from the Entheos program we offer.</p>
<p>Implementation (how):</p> <ul style="list-style-type: none"> Attendance campaign 	<p>Success Criteria:</p> <ul style="list-style-type: none"> EOY attendance data will show a 5% increase in regular student attendance from 2023-24 to 2024-25.

- Parent Meetings
- Marketing & Education
- Poster Competition
- Student tracking of their own attendance

BOY Baseline Data Source:

- 2023-24 % of regular student attendance.

MOY Data Source:

- MOY % of regular student attendance 2024-25 compared with 2023-24.

EOY Data Source:

- % of regular student attendance 2024-25 compared with 2023-24.

*Strategy names and effect sizes:

https://xyofeinstein.files.wordpress.com/2019/11/250_influences_chart_june_2019-1.png

https://xyofeinstein.files.wordpress.com/2019/11/250_influences_chart_june_2019-2.png

<https://visible-learning.org/2022/01/hatties-barometer-of-influence-infographic/>

<https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/>

2023-2024 Current Board Advisors

Name	Appointed by position	Date Appointed
Esther Blackwell	position: Executive Director	6/28/2023
Jason Bennion	position: Director of Magna Campus	6/28/2023
Denise Mathews	position: Director of Kearns Campus	6/28/2023
Sue Talmadge	position: Director of Compliance	6/28/2023
Alisha Cartier	position: Board Secretary	6/28/2023
Brian Cates	Red Apple	6/28/2023
<i>vacant</i>	position: Director of Curriculum and Instruction	6/28/2023

2024-2025 Entheos Academy Board Advisors

Name	Appointed by position	Date Appointed
Esther Blackwell	position: Executive Director	
Jason Bennion	position: Director of Magna Campus	
Denise Mathews	position: Director of Kearns Campus	
Sue Talmadge	position: Director of Compliance	
Alisha Cartier	position: Board Secretary	
Brian Cates	Red Apple	
<i>vacant</i>	position: Director of Curriculum and Instruction	