

ENTHEOS ACADEMY DISTRICT CALENDAR

2026-2027

Kearns Campus 801.417.5444
Magna Campus 801.250.5233

entheosacademy.org

Regular Day 8:25 am - 3:20 pm
Early Release 8:25 am -1:40 pm
Kindergarten Half Day 8:25 -12:00

August 26						
Su	M	Tu	W	Th	F	Sa
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30	31					

September 26						
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December 26						
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January 27						
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February 27						
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March 27						
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May 27						
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June 27						
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20	21	22	23	24	25	26
27	28	29	30			

Chronic Absence: 18 absences (10% of the school year)

Warning Signs: 10 to 17 absences

Satisfactory Attendance: 9 or fewer absences

-  Early Release
-  School Closed/NS
-  No School - Teacher Contract Day
-  First Day of Class
-  Last Day of Class

Aug. 12 - New Teachers

Aug. 13 -18 ALL Teachers

Aug.19 - First Day of School

Sept. 7 - Labor Day/**NS**

Oct. 6 - Student Led Conference - **1/2 day**

Oct. 7 - Student Led Conference/**NS**

Oct. 8, 9 - Fall Break/**NS**

Oct. 12 - Teacher PD/**NS**

Nov. 13 - End of Trimester

Nov. 16 - Teacher Report & Prep Day/**NS**

Nov. 23 - Teacher PD/**NS**

Nov. 24 to Nov. 27 - Thanksgiving Break/**NS**

Dec. 21 to Jan. 1 - Winter Break/**NS**

Jan. 4 - Teacher Prep/PD Day/**NS**

Jan. 18 - MLK/**NS**

Feb. 11 - Parent Teacher Conf. - **1/2 day**

Feb. 12 - Parent-Teacher Conferences/**NS**

Feb. 15 - President's Day/**NS**

Mar. 5 - End of 2nd Trimester

Mar. 8 - Teacher Report & Prep Day/**NS**

Apr. 5-9 Spring Break/**NS**

May 13 - Student Led Conference - **1/2 day**

May 14 - Student Led Conferences/**NS**

May 31 - Memorial Day/**NS**

***June 2 - Last Day of School/End of Term**

June 3,4, 7,8 - Reporting & EOY PD

Entheos Academy Crisis Plan ¹

What is the purpose of a crisis plan?

- To effectively handle an emergency, a comprehensive Emergency Operations Site Plan must be developed, and an Emergency Response Team must be organized before an emergency occurs. Our school's Emergency Operations Plan must be organized and all staff members trained in order to effectively prepare for maximum safety, efficiency and communication in the event of an emergency.
- Students and parents must also understand that contingency preparation and procedures are necessary and are conducted for their safety and well-being.
- Planning, preparation, and training will help staff personnel learn the proper course of action in an emergency. This manual will provide step-by-step guidelines to help deal with emergencies that may occur. This manual cannot foresee all possible circumstances of an emergency. Staff must be prepared to evaluate all the circumstances and make sound judgments based on the situation.
- A committee will be established consisting of local law enforcement, fire/EMS, emergency management, and site personnel to develop the Emergency Operation Plan. The committee should consist of site staff from the following disciplines at a minimum:
 - Administrator
 - Office Manager
 - Safety Coordinator
 - Maintenance/Custodian
 - School Counselor
 - Teachers
 - Board Member
- Procedures will be developed to provide for disabled and non-English speaking students and staff.
- This plan shall be reviewed annually by the above committee and updated to maintain up to date procedures.
- Drills will be conducted periodically to test the effectiveness of the plan.

Emergency preparedness plan

¹ This is not a board policy, but the crisis plan as of 10/24/2019 and can be updated per the Emergency Response Policy

The purpose of this Emergency Preparedness Plan for Entheos is to provide information and direction for all persons with emergency response tasks. This includes civil agencies, school administrators, teachers and support staff, students, and parents.

The directives and information contained herein serve to increase the overall efficiency and security of Entheos with the prime purpose being on the physical and emotional well being of the students in our charge.

A constant state of readiness to respond to emergencies is the responsibility of the school director. This includes any orientation or training deemed necessary and the conducting of fire drills a least once each month during school sessions. Also schools shall hold at least one drill for other emergencies during the school year. A debriefing shall be conducted after each drill to receive feedback from all participants on the effectiveness of the plan.

Medical Emergencies

1. Assess the situation; give immediate and appropriate treatment to the maximum level of your training only, and call "9911" if needed.
2. Take steps to prevent the condition from worsening.
3. Provide reassurance to the injured person.
4. Maximize comfort for the injured person.
5. Notify parents of injuries.
6. Help arrange for the injured person to be seen by a physician or taken to the hospital.

Civil Disturbance

Civil disobedience is defined as any unauthorized person whose purpose is to disrupt school or the conduct of schools and the welfare of students.

Lock-down

Lock-down procedures may be issued in a situation involving dangerous intruders or other incidents that may result in harm to persons inside the building.

The administrator will issue a lock-down by announcing a warning over the intercom or alternative method. "Dr. Pace you have a call on line 6."

1. Direct all students, staff, and visitors into the nearest classroom.
2. Shut locked doors.

3. Cover all windows.
 - a. Have green showing if all students are accounted for.
 - b. Have red showing if you are missing students, have additional students, or a severely injured student.
4. Turn off lights.
5. Move all persons away from windows and doors.
6. Have all persons get down on the floor.
7. Do not call the office.
8. Send an e-mail to the Kearns Emergency Response Group.
 - a. Subject line will say:
 - b. Green: (Only if you have the exact amount of students.) ii. Red: (If missing students have additional students, or a severely injured student.)
 - c. In body of e-mail:
 - i. +2 students extra
 1. John Doe
 2. Jane Doe
 - ii. student missing
 - iii. John Doe
9. Do not allow students to use cell phones.
10. Allow no one outside of the classrooms until the Administrator gives an all-clear signal.

Outside During Lockdown

1. Move to a secure place.
2. E-mail Kearns Emergency Response Group (e-mail from smart phone)
 - a. State location of class in subject line with same protocol as above.
 - b. If no access to e-mail: Send a text to Eric Robins, Heather Martin, Misty Startup, and Bryan Crown.

Shelter-In-Place

Shelter-in-place provides refuge for students, staff and authorized public persons within the school buildings during an emergency.

1. The administrator will issue a Shelter-In-Place by announcing a warning over the intercom or alternative method.
2. The custodian or administrator will proceed to lock and secure all exterior doors and turn off outside ventilation if necessary.
3. Direct all students, staff, and visitors into the nearest classroom.

4. Shut locked doors.
5. Cover all windows.
6. Move all persons away from windows and doors.
7. Teachers will account for all students and authorized public persons in their Classrooms.
8. Office personnel will take a headcount of all persons in the building by contacting each teacher/classroom.
9. Carry on with normal school once everyone is accounted for.
10. Allow no one outside of the buildings until the Administrator gives an all-clear signal.

Evacuation Routes

A building emergency plan will be posted by each classroom door. Each staff member's classroom location will determine which route they will take in order to exit the building. There will be a pre-designated location with an alternate location for all students/staff to assemble for roll call. Evacuation:

1. Administrator issues evacuation procedures.
2. Direct students and staff to follow evacuation drill procedures and route. Follow alternate route if normal route is too dangerous.

Teachers:

1. Close all windows.
2. Turn off all lights and electrical equipment.
3. Leave door open.
4. Direct students to follow normal evacuation drill procedures.
5. Take emergency plan from by the door.
6. When at outside meeting place account for all students. Inform administrator immediately of any missing student(s).

School Uninhabitable In case the school is uninhabitable in an emergency there are three choices where parents can pick students up.

1. The Kearns cougar lane ward house (801) 964-7460
2. Kearns-Oquirrh Park Fitness Center (801) 966-5555
3. Kearns High School (385) 646-5380

Fire

1. Convey warning to school staff and students by alarm.
2. Quickly and safely evacuate building as per predetermined evacuation routes to designated outside meeting areas at least 1000 feet from building.
3. Individual students or groups of students who are not in their classrooms should evacuate by moving immediately to the nearest safe exit.
4. If possible, students should grab coats as they exit the classroom.
5. Teacher should exit last, being sure take emergency plan from by the door.
6. Doors should remain open.
7. Notify authorities of unaccounted students.

Earthquake:

1. When an earthquake strikes, assume the preferred defensive position; kneeling under a desk or table, while holding tightly to its legs.
2. If it is not possible to respond in the preferred manner, an appropriate defensive position may be up against a wall or in a doorway, squatting and covering one's head.
3. If possible, stay away from windows.
4. Remain in these positions or until further instructions have been given from the school office.
5. Evacuate the school building when it has been deemed safe and appropriate as per predetermined evacuation procedures.
6. Once outside, stay clear of buildings, trees, poles, and power lines.
7. Assemble in predetermined areas and account for all students.
8. Remain in assembly areas until situation is assessed and further directions are given.
9. Coordinate further response with authorities

Natural Gas Leak

1. Convey warning to school personnel through intercom, messenger, or through another communication source.
2. Instruct custodial staff to shut off natural gas to the building. (Administrator will shut off gas if custodian is not available.)

3. Evacuate building as per predetermined plan.
4. Assemble students and staff as far away from building as safely possible.
5. Notify gas company, fire department, local police, and other appropriate agencies.
6. Teachers will account for all students under their supervision.

Power Outage Administration:

1. Contact Power Company to determine extent of power outage. Rocky Mountain Power 1-877-508-5088 www.rockymountainpower.net.
2. Obtain directive from Administrator whether to dismiss or finish school day.
3. Conduct school as usual until directed otherwise by administration.

Severe Weather/ Environmental

1. Bring all students and staff into the building. Move everyone to a safe area away from glass or loose objects.
2. Take role and account for all students and staff.
3. Close windows, blinds, and doors. Make sure all skylights and openings are covered.
4. Shut off gas if appropriate with the situation.
5. Monitor the Emergency Alert Stations, Weather Stations, and National Weather Service. Follow guidelines and commands from Authority of Jurisdiction.
6. Remain in safe areas until warning expires or until administrator has issued an all- clear signal.
7. Inventory all food, blankets, lights, first aid equipment and water that is available

Chemical Spills

1. Convey warning to school personnel through intercom, messenger, or through another communication source.
2. Contact law enforcement and/or fire department "9911." Determine action to be taken.
3. Announce emergency response to be taken as one of the following:
 - a. Shelter-In-Place
 - b. Partial evacuations –avoid contaminated area while evacuating school; do

not re-enter until spill is cleaned up by trained personnel.

4. School evacuation and closure – evacuate school and arrange for students to be sent home by predetermined emergency procedures.
5. Teachers will be directed to account for all students under their supervision.
6. If evacuation is necessary, use the primary or secondary gathering area depending on which location is up wind of the spill area. Prevailing winds are a consideration.

Chemical/ Biological attack:

Defense against a Chemical/ Biological attack is difficult. The first signs may emerge as personnel notice a higher than usual incident of various symptoms. Should an attack be discovered while in process the school should:

1. Go into Shelter-In –Place.
2. Shut down the HVAC system (limit outside airflow).
3. Seal all doors and vents with plastic and duct tape.

Phone Call Threat

Be calm and courteous. Listen: Do not interrupt the caller. Carefully attempt to keep caller on the telephone as long as possible and discretely alert someone else by a prearranged signal to call “9911”. Questions to ask:

1. When is the threat going to occur:
2. Where is it right now?
3. What does it look like?
4. What kind of threat is it?
5. Why?
6. What is your address?
7. What is your name?
8. Exact wording of the threat:
9. Sex of Caller: Male Female
10. Date: _____ Time: _____
11. Number at which call was received: _____
12. Notes:

The person that dials “9911” should tell the operator. “This is (name of caller) from Entheos. We are receiving a threat on another line. The number of that line is_____.”

- The director shall determine whether to evacuate the building(s) threatened.
- Resume school when it is determined safe by the proper authorities.

Hostage Situation

1. Call “9911”.
2. Take immediate cover.
3. Avoid confrontation with the intruder before the police arrive.
4. Administrator will sound a pre-planned alarm.
5. Teachers should not allow students to leave the classroom and should direct them to be seated on the floor next to an interior wall away from windows and doors. Students should only be allowed to leave the classroom when the all-clear announcement is given or when directed to move to another location by the police.
6. Teachers take an accurate count of students.
7. Notify Administrator. Refer media contacts to school Administrator or Office Manager.
8. Note the location, number of persons involved and a description of the suspect(s).

Serious Injury/Death

If incident occurred in school:

1. Call “9911.”
2. Notify school medical personnel.
3. Isolate incident.
4. Notify Administrator who will contact parent/guardian.
5. Activate school crisis team to help witnesses. If incident occurred outside of school:
 - a. Activate school crisis team.
 - b. Notify staff before normal operating hours.
 - c. Determine method of notifying students and parents. Announce availability

of counseling services for students.

6. Post-crises intervention:

- a. Meet with crisis team to determine level of intervention for staff and students.
- b. Contact other school counselors in the area to ask for assistance with the counseling and debriefing of students and staff.
- c. Designate rooms as private counseling areas.
- d. Escort affected students, siblings, close friends, and other “highly stressed” students to counselors.
- e. Debrief all students and staff.
- f. Recommend professional counseling services to overly stressed students and staff.
- g. Follow-up with students and staff who received counseling.
- h. Allow for changes in normal routines or test schedules to address injury or death.
- i. Refer media to Administrator.

Suicide

Suicide attempt in school:

1. Verify information.
2. Call “9911.”
3. Notify crisis team. Administrator notifies parent(s)/guardian(s). Administrator may schedule meeting with parent(s)/guardian(s) and school counselor to determine course of action.
4. Calm suicidal person.
5. Isolate suicidal person from other students.
6. Stay with student until parents arrive. Do not leave the person alone.
7. Determine method for notifying staff. Determine if notifying students and parent(s)/guardian(s) is necessary; if so determine method of doing so.

Post-crises intervention:

1. Meet with crisis team to determine level of intervention for staff and students.
2. Contact other school counselors in the area to ask for assistance with the counseling and debriefing of students and staff.
3. Designate rooms as private counseling areas.
4. Escort affected students, siblings, close friends and other “highly stressed” students to counselors.
5. Debrief all students and staff.

6. Recommend professional counseling services to overly stressed students and staff.
7. Follow-up with students and staff who received counseling.
8. Allow for changes in normal routines or test schedules to address injury or death.

Safe School Policy

Student Conduct

All students are entitled to enjoy the basic rights of citizenship recognized and protected by law for persons of their age and maturity. Students shall exercise their rights responsibly in compliance with the rules established for the orderly conduct of the Entheos educational mission. Students who violate the rights of others or school rules shall be subject to disciplinary measures designed to correct the misconduct and promote adherence by all students to the responsibilities of citizens in the school community.

Safe Learning Environment

If a particular type of conduct has the effect of disrupting the learning atmosphere, it should be subject to regulation. The Board possesses discretion in promulgating regulations and policies for the proper conduct of students.

It is the intent of the Board to provide every student in the school with the opportunity to learn in an environment which is safe, conducive to the learning process, and free from unnecessary disruption. This policy is based on the principle that every student is expected to follow rules of conduct and to obey persons in authority at the school.

Students should be aware that certain behavior, outlined herein and in other policies of the school, is unacceptable and will result in disciplinary action. The Administrator and his/her designees will enforce school policies with the aim to make students and their parents or guardians understand that unacceptable behavior will be dealt with in accordance with the Board's discipline policies.

Student Notification

A copy of this policy or the essential elements therein shall be given to each student in school upon enrollment in the school. Such copy may be included in each school's

student handbook and should be posted in a prominent place in the school.

Student Removal

The Board hereby delegates its authority to remove or suspend students to Administrators and assistant Administrators in each school for a reasonable period considering the situation. The Board will retain the authority for expulsions.

For purposes of this policy, students may be removed from school premises through procedures governing required parent conferencing, suspension, exclusion, exemption, expulsion or other occasional emergencies which may exist.

Emergency Removal

Students may be removed from classes or schools premises for disciplinary as well as non disciplinary reasons when the Board or their designee determines that an emergency exists. Reasons which relate to the health, safety, and welfare of a student or students or the efficient operation of the school may prompt the emergency removal procedure.

Any student removed from the school premise that is in a condition that threatens his or her own welfare or the welfare of others shall be released to the parent, the parent's representative, or other proper authority, including, but not limited to, law enforcement officers and medical personnel.

Teacher's Authority

A teacher may send a student to the Administrators office in order to maintain effective discipline in the classroom. The Administrator shall respond by employing appropriate discipline management techniques. Detailed procedures should be outlined in the Discipline Policy given to students each year.

Appropriate Physical Force

This policy does not prohibit the use of reasonable and necessary physical restraint or force in self-defense or otherwise appropriate to the circumstances to:

1. Obtain possession of a weapon or other dangerous object in the possession or under the control of a child;
2. Protect the child or another person from physical injury;

3. Remove from a situation a child who is violent or disruptive; or
4. Protect property from being damaged.

Disciplinary Records

Disciplinary records shall be made available to parents or the student, whichever is appropriate, pursuant to the District's student records policy.

Entheos Academy Emergency Response Plan (ERP)

1. Purpose

The purpose of this ERP is to ensure a comprehensive, legally compliant plan for responding to emergencies, protecting the safety and well-being of students, staff, and visitors. The plan establishes clear roles and procedures for administrators and staff during any emergency.

This plan:

- Fulfills Utah state requirements for school emergency preparedness (Utah Code §53G-8-701, §53G-8-702).
 - Incorporates the **ILoveYouGuys School Safety Response Protocol (SRP)** framework, ensuring consistent language, communications, and emergency actions.
 - Uses ILYGU terminology for:
 - **Rapid communication protocols** between administrators, staff, and local emergency services.
 - **Clear, pre-scripted messages** to parents, staff, and students.
 - Ensures a consistent approach to training, drills, and communication.
-

2. Emergency Planning Committee

Required Members

- Executive Director
- School Administrator / Principal
- School Safety & Security Specialist

- Local law enforcement liaison

Suggested / Optional Members

- Office Manager
- Maintenance/Custodian
- Student Support Specialist / Counselor
- Teachers

Responsibilities

- Develop, review, and update the ERP annually.
 - Conduct **ILoveYouGuys-compliant drills** for fire, lockdown, shelter-in-place, evacuation, and other emergencies.
 - Ensure procedures are in place for students and staff with disabilities and non-English speakers.
-

3. Scenarios & Procedures

3.1 Medical Emergencies

Examples: serious injury, illness, head injury, loss of consciousness.

- Assess and provide immediate assistance within training limits
- Call 911 for any student who loses consciousness (unless pre-existing medical plan specifies otherwise)
- Prevent condition from worsening; maximize comfort
- Notify parents/guardians immediately
- Arrange transport to a physician or hospital if needed

- Administrators coordinate staff to maintain supervision of other students

3.2 Fire

- Activate fire alarms.
- Evacuate via predetermined routes to **ILoveYouGuys assembly areas**.
- Teachers account for students and report status.
- Administrator notifies emergency services and parents using ILYGU templates.

3.3 Earthquake

- Assume defensive positions under desks or against walls.
- Avoid windows and falling objects.
- Evacuate when safe; assemble at ILYGU-designated locations.
- Administrator coordinates communication with authorities and parents.

3.4 Severe Weather / Environmental Hazards

- Move students/staff to interior safe areas.
- Account for everyone.
- Monitor official alerts; follow guidance from authorities.
- Administrator signals all-clear.

3.5 Lockdown / Active Intruder

- Administrator initiates lockdown.
- Lock doors, cover windows, turn off lights.
- Keep students low and away from windows/doors.

- Only use phones to communicate with administrators or emergency services per ILYGU protocol.
- Resume normal activity only after administrator issues all-clear.

3.6 Shelter-in-Place

- Lock exterior doors; shut off ventilation if needed.
- Move students/staff to nearest safe area.
- Account for all.
- Continue instruction if safe.

3.7 Natural Gas Leak

- Evacuate immediately to safe distance.
- Administrator shuts off gas if custodian unavailable.
- Notify utility, fire, and police.
- Account for all students/staff.

3.8 Chemical / Biological Incident

- Initiate Shelter-in-Place.
- Seal doors and vents.
- Call 911.
- Evacuate only if directed by trained personnel, using assembly areas upwind of contamination.

3.9 Hostage Situation

- Call 911 immediately.

- Take cover; avoid confrontation.
- Secure students in classrooms.
- Only release students per law enforcement instructions.
- Administrator coordinates all communication with staff, parents, and media using ILYGU protocol.

3.10 Suicide / Self-Harm

- Verify immediate danger.
- Call 911 if needed.
- Notify administrators and **parents/guardians immediately**.
- Isolate student safely; never leave alone.
- Provide counseling and post-incident support.

3.11 Civil Disturbance

- Secure students in classrooms.
- Notify law enforcement.
- Administrator coordinates communication with staff, students, and parents using ILYGU messaging templates.

3.12 Power Outage

- Contact utility provider.
- Administrator decides whether to continue school day or dismiss.
- Maintain student supervision and safety.

3.13 Phone Threat

- Remain calm; gather all information.
 - Alert administrator discreetly to call 911.
 - Follow administrator instructions for evacuation, lockdown, or communication.
 - Use ILYGU templates to notify staff and parents.
-

4. Communication & Parent Notification

- Use **ILoveYouGuys standard protocols** for all communication:
 - Pre-scripted, approved messages for parents/guardians.
 - Rapid internal communication for staff via email, text, or messaging system.
 - Only authorized personnel communicate with media; all inquiries referred to administrator.
-

5. Drills & Training

- Conduct **monthly fire drills** and at least one drill for other emergencies each year using ILYGU SRP procedures.
 - Debrief after each drill for feedback and plan improvements.
 - Annual staff training on ERP updates and ILYGU scenario procedures.
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6. Legal Compliance

- Compliant with Utah Code §§ 53G-8-701 through 53G-8-704.
- Meets ILoveYouGuys Safe School SRP standards.

- Includes designated School Safety & Security Specialist and coordination with law enforcement, fire/EMS, and emergency management.
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ENTHEOS ACADEMY

EXCELLENCE • SERVICE • LEADERSHIP

4112 LEA RELATIONSHIP TO EDUCATOR EXTERNAL ACTIVITIES

Purpose

This policy explains the requirements for educators who want to provide educational services outside their regular work at Entheos Academy. It ensures that these activities are ethical, transparent, and comply with state rules.

Scope

This policy applies to all educators employed by Entheos Academy, including licensed teachers and staff who provide instruction, supervision, or advisory services to students.

Definitions

Educator: Any staff member who teaches, advises, or supervises students.

Private Educational Activity: Any tutoring, camp, clinic, lesson, or other educational service an educator offers outside their regular employment for pay.

LEA Resources: School time, facilities, equipment, supplies, staff, or confidential information.

Policy

Disclosure of Private Activities

- I. Educators must submit a written disclosure to the school before offering any private educational activity.
- II. The school will review the disclosure to ensure the activity:
 - A. Does not create a conflict of interest (see Policy 3104),
 - B. Does not interfere with the educator's regular duties, and
 - C. Does not improperly use school resources.

Use of School Resources

- I. Educators may not use school time, facilities, equipment, supplies, staff, or confidential information for private activities unless the school approves it in writing.

4112 LEA Relationship to Educator External Activities

Promotion and Advertising

- I. Educators may not use their job title, the school name, letterhead, or school communication channels to advertise private activities unless approved by the school.
- II. If approved, the promotion must clearly state that the activity is not sponsored by Entheos Academy.

Contracts When the School Engages Educators

- I. If the school hires an educator for a private activity, there must be a written agreement that:
 - A. Defines the work, responsibilities, and payment,
 - B. Addresses potential conflicts of interest consistent with Policy 3104, and
 - C. Follows all applicable laws and rules for school funds.

Procedures

- I. Educators must submit disclosures before starting private activities.
- II. The school will review and approve or deny the activity.
- III. Written agreements must be signed before any work or payment occurs when the school contracts with an educator.

Compliance and Consequences

- I. Failure to follow this policy may result in disciplinary action, up to and including termination, and may affect licensure if state rules are violated.

REF: Utah Admin. Code R277-107-3(3)–(6)



ENTHEOS ACADEMY

EXCELLENCE • SERVICE • LEADERSHIP

ANIMAL ON PREMISES POLICY

Purpose

Entheos Academy promotes the wellness of students and staff by providing reasonable health and safety measures for students regarding animals, ~~in accordance with~~ ~~within~~ state law mandates and allowances.

Policy

- I. Dogs, cats, or other animals are allowed on school property only under the following circumstances:
 - A. ~~Seeing-eye~~ ~~Seeing-eye~~ dogs or other certified service animals
 - B. Animals used for school instructional purposes (e.g., guest speakers, police dogs) may be allowed if adequately controlled and not on the ~~(e.g. Guest speaker, Police Dog, etc)~~ purposes may be allowed if adequately controlled, and not on premises for more than a few hours.
 - C. A single small animal in a contained habitat (e.g., a cage) may be kept in a classroom, provided there is a staff member responsible for its care. All parents have been notified of its presence, and none have presented healthcare ~~cage~~ may be kept in a classroom, provided there is a staff member responsible for its care, and all parents have been notified of its presence and none have presented health ~~care~~ concerns regarding its presence. If a parent notifies the school director of a valid health care concern, the concern will be immediately reviewed, and appropriate action will be taken, including removal of animal if necessary ~~any staff member of a health care concern to the animal's presence it will be removed from the premises, by the end of business the same day.~~
- II. Multiple small animals may be allowed by the school Director.
- III. Poisonous, dangerous, or otherwise harmful plants or animals shall not be kept on the school premises unless it is in conjunction with a course curriculum.
 - A. Poisonous or toxic plants must be labeled with their scientific names, and a warning sign must be posted that describes the health risks and provides ~~name, and a warning sign posted describing the health risks and~~ first aid instructions for skin contact or ingestion.
 - B. A warning sign shall be posted on the confining area of animals which are likely to carry disease; the sign shall state the ~~disease-causing~~ ~~disease-causing~~ organisms the animal is likely to be infected with and the precautions that should be taken. ~~to~~

~~people should take to avoid disease.~~



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 [the](#) 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 access to the Internet (or other forms of electronic communications) for 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 educate, supervise, and 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, and 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.



ENTHEOS ACADEMY

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5302 HEAD INJURY & CONCUSSION POLICY

Purpose

The purpose of this policy is to ensure that any head injury or suspected concussion sustained while a student is in the care of Entheos Academy is promptly recognized, assessed, and managed in accordance with Utah law and best practices. ~~This policy ensures head injuries sustained while in the care of Entheos Academy are assessed and treated appropriately.~~

Definitions

Physical Activity: Any school-sanctioned exercise, including ~~Any fitness education class, sports practice or games, and/or physical activity at recess.~~

- I. Physical Education classes
- II. Sports practices or games
- III. Recess or other structured physical activities

Policy

Staff Qualifications and Training

~~Entheos Academy shall designate the following qualifications and notifications as standard protocol for addressing potential head injuries:~~

- I. All Physical Education teachers and coaches shall be trained and qualified to recognize and respond to head injuries and concussions in accordance with Utah Code §53G-9-204. ~~will be qualified to appropriately respond to sports and head injuries in accordance with state law.~~
- II. Training must be documented annually and updated as required by state law.

Parent/Guardian Notification

- I. ~~During~~ ~~As part of student~~ registration, parents/guardians ~~parent/guardian(s)~~ must acknowledge the school's ~~Entheos Academy's~~ head injury and concussion policy if their student participates in any physical activity ~~during the school day.~~

5302 Head Injury and Concussion

- II. An annual notice of the head injury policy will be distributed to all parents/guardians prior to the start of each school year. ~~Entheos Academy will include an annual notice regarding the school's head injury policy prior to the start of each school year.~~

Recognized Symptoms of Traumatic Head Injury

- I. Symptoms may include, but are not limited to: ~~Entheos Academy recognizes that the symptoms of a traumatic head injury include, but are not limited to, the following:~~
 - a. Transient confusion, disorientation, or impaired consciousness;
 - b. Memory dysfunction ~~Dysfunction of memory;~~
 - c. Loss of consciousness (any duration); ~~and~~
 - i. Other neurological or neuropsychological signs, including;
 - 1. Seizures
 - 2. Lethargy or fatigue
 - 3. Vomiting
 - 4. Headache
 - ii. ~~Dizziness~~ ~~Signs of other neurological or neuropsychological dysfunction, including seizures, lethargy, fatigue, vomiting, headache, dizziness, etc.~~

Immediate Actions Following a Suspected Head Injury

- I. Loss of Consciousness:
 - A. Call **911 immediately** if a student loses consciousness, unless a pre-existing medical plan specifies otherwise.
- II. Removal from Activity:
 - A. The student must be immediately removed from all physical activity.
- III. Evaluation:
 - A. The student must be assessed according to state concussion guidelines.
- IV. No Same-Day Return:
 - A. The student **shall not resume sports or physical activity on the same day** the injury occurred.
- V. Parent/Guardian Notification
 - A. Parents/guardians must be notified **as soon as possible** if the student loses consciousness.
- VI. Standard same-day notification procedures apply for all other head injuries. ~~In the event that a student is suspected of sustaining a head injury, the student shall:~~
 - ~~d. Be directly removed from physical activity;~~
 - ~~e. Evaluated according to state law; and~~
 - ~~f. Will not be allowed to resume the sport or recreation activity on the same day the injury occurred.~~

5302 Head Injury and Concussion

~~g. The student's parent (s) or guardian will be notified by email or phone of the incident on the same day.~~

Return to Activity

- I. Participation in physical activity or sports following a head injury is only permitted with **written medical clearance** from a licensed healthcare professional, submitted to the school through the parent/guardian.
- II. The school will follow all guidance provided by the healthcare professional regarding safe return-to-play timelines. ~~Entheos Academy will follow directions provided by a medical professional through the parents regarding the participation of the student in sports or physical activity at school after a head injury has occurred.~~



ENTHEOS ACADEMY

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#5200 ATTENDANCE AND TARDY POLICY

Attendance

Please plan your vacation schedule to coincide with around the existing school calendar. When possible, please notify the school in advance of any absence. Students and Parents are responsible for obtaining homework or project assignments for the time period during in which the student will be absent. Excused absences are defined by the State of Utah as: illness (Doctor's note will need to be provided, for absences beyond five (5) consecutive school days), medical appointment (notice must be given to the office before the appointment), family death, IEP or 504 accommodating educational reasons, or pre-approved preapproved extended absence for an educational experience. Approval must be given by the Entheos school director. (approval must be given by Entheos executive crew through the school's director).

Entheos Attendance Policy

1. The attendance Attendance education policy is made available to parents through the student handbook and on the website.
2. After five (5) unexcused absences, the director sends an attendance email to parents.
2. After seven (7) unexcused absences, attendance letter #1 is sent by certified mail, and a mandatory attendance meeting is scheduled with the director, teacher, parent/guardian, and student.
3. After ten (10) unexcused absences, attendance letter #2 is sent by certified mail requesting attendance mediation, a referral to the Division of Child and Family Services for Educational Neglect (for students under 14 years old), or a referral to truancy court (for students 14 and older).

Tardies

Entheos Academy strives to create a positive learning environment, free from distractions, where all students can learn and succeed. Learning is best facilitated when students are in class and prepared. Chronic lateness disrupts the learning environment and inhibits students from reaching their full potential. Students are considered tardy when they arrive at school or class after the scheduled start time late to school or class. Tardies will be excused if they are due to medical, bereavement, or other extenuating circumstances approved by the school administration. Tardies will be dealt with on an individual basis with the teacher. If a student's tardines tardies

ENTHEOS BOARD POLICY — UPDATED JANUARY 19, 2017

UPDATED APRIL 25, 2019

5200 Attendance and Tardy

~~becomes~~~~become~~ excessive, as determined by the school administrator, the administration of Entheos will become involved. ~~The administrator~~~~Administrator~~ may ~~take~~~~use-taking~~ away reward trips, ~~prohibit participation in~~ school activities, and/or assign ~~the~~ student to an after-school program. It is the student's responsibility to reach out to the teachers to ~~obtain and make up all work missed due to tardiness~~~~get and make up all work missed due to the tardy~~.



ENTHEOS ACADEMY

EXCELLENCE • SERVICE • LEADERSHIP

#3200 DONATIONS, GIFTS, AND SPONSORSHIPS

Purpose

The purpose of this policy is to establish ~~Entheos'~~Entheos policy and procedure governing the acceptance, valuation, and recognition of all types of donations, gifts, and sponsorships for Entheos. This policy is designed to establish practices that effectively safeguard public funds, promote accountability, and ensure compliance with all applicable ~~intended to create practices that adequately safeguard public funds, provide for accountability, and ensure compliance with~~ all state and federal laws and regulations.

Entheos encourages and supports community and business partnerships that enhance and supplement the public education system. Entheos is committed to ~~working~~work effectively with donors and sponsors to provide donation receipts, as required by law, and to facilitate the donor's charitable intent to the extent that the intent of the donation is in harmony with ~~Entheos'~~Entheos goals and the law, and is appropriately approved.

Entheos is ultimately responsible for the accounting, custody, expenditure, and allocation of all funds, including those ~~monies, including those that are~~ obtained through donations, gifts, and sponsorships. Entheos is accountable for and must comply with all federal and state laws and rules, regardless of the source of funds.

The board also ~~aims~~ desires to protect students, parents, teachers, and school administrators from over-commercialization and restrictions or requirements that are coercive, distracting, or disruptive to the educational ~~education process~~ processes, threatening to the health and welfare of students, or lacking in educational merit. Entheos reserves the right to decline, restrict, or redirect donations, gifts, and sponsorships.

Scope

This policy applies to all Entheos administrators, licensed educators, staff members, students, organizations, volunteers, and individuals who receive, authorize, accept, value, or record donations, gifts, or sponsorships on behalf of ~~for~~ Entheos. It is expected that in all dealings, Entheos and school employees will act ethically, consistent with Entheos's ethics training, the

ENTHEOS BOARD POLICY — NOVEMBER 21, 2013

UPDATED JUNE 18, 2020

3200 Donations, Gifts and Sponsorships

Utah Educators' Standards (R277-515), the Public Officers' and Employees' Ethics Act (Utah Code 67-16), and State procurement law (Utah Code 63G-6a), in any ways that these are applicable and binding to charter schools.

Definitions

"Public funds" are defined as money, funds, and accounts, regardless of the source from which the funds are derived, that are owned, held, or administered by the state or any of its political subdivisions, including charter schools [Utah Code 51-7-3(26)]. All monies received through donations, gifts, or sponsorships are considered public funds.

Policy

- I. All funds, property, or goods donated become public funds and the property of Entheos, and should be used for the purpose for which they were donated and in accordance with State and Entheos policies.
- II. Entheos will comply with all applicable state and federal laws, including the State Procurement Code (Utah Code 63G-6a), State Board of Education rules, such as those related to construction and improvements, IRS Publication 526, "Charitable Contributions," and other applicable IRS regulations that, ~~the State procurement code (Utah Code 63G-6a); State Board of Education rules, including construction and improvements; IRS Publication 526 "Charitable Contributions"; and other applicable IRS regulations, of which apply and~~ are binding on charter schools.
- III. The collection of funds or assets associated with donations, gifts, or sponsorships will comply with ~~Entheos'~~Entheos cash receipting policies. The expenditure of any public funds ~~related to~~associated with donations, gifts, or sponsorships will comply with ~~Entheos'~~Entheos cash disbursement policies.
- IV. Donations, whether in-kind, cash, or otherwise, shall be complete transfers of ownership, rights, privileges, and/or title in or to the donated goods or services and become exclusive property of Entheos upon delivery.
- V. Entheos employees must comply with Entheos procurement policies and procedures, including ~~complying with~~ obtaining competitive quotes, ~~;~~ bid splitting, ~~;~~ and not accepting gifts, gratuities, or kickbacks from vendors or other interested parties.
- VI. Donations and gifts shall be accounted for at an individual contribution level.
- VII. Donations, gifts, and sponsorships shall be directed to Entheos. ~~Donations, gifts, and sponsorships~~ shall not be directed at specific Entheos employees, individual students, vendors, or ~~brand-name~~brand-name goods or services.
- VIII. Donated funds shall not compensate public employees, directly or indirectly.
- IX. If donations or gifts are offered in exchange for advertising or other services, an objective valuation will be performed and a charitable receipt will be issued by the Business Manager.

3200 Donations, Gifts and Sponsorships

- X. Donations or gifts shall not be accepted that advertise or depict products that are prohibited by law for sale or use by minors, such as alcohol, tobacco, or other substances that are known to endanger the health and well-being of students.
- XI. Donations, gifts, and sponsorships given by vendors to specific programs (e.g., drama, sports teams) or Entheos employees shall be evaluated for compliance with Utah Code 63G-6a-2304.5, "Gratuities, Kickbacks, Unlawful use of position or influence." As required by state law, donations will only be accepted where there is no expectation or promise, expressed or implied, of remuneration or any undue influence or special consideration. Entheos employees are not permitted to accept personal ~~payments~~ ~~payment~~ or gratuities in any form from a vendor or potential vendor as a ~~condition~~ ~~precondition~~ for ~~the~~ purchase of any product or service.
- XII. Donations and gifts ~~exceeding~~ ~~over~~ \$250 will be provided with an acknowledgment of the contribution from Entheos for IRS purposes. The acknowledgment will be in the form of a receipt.

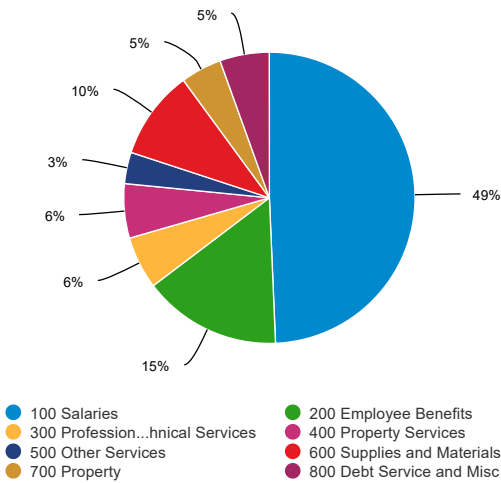
Financial Summary

	Category	YTD Amount	Total Budget	Total Forecast	% Target	% Forecast
Revenue (3 School Category records)						
	1000 Local Revenue	\$177,622	\$518,850	\$543,850	24.0%	32.7%
	3000 State Revenue	\$4,422,231	\$12,598,143	\$12,533,679	33.8%	35.3%
	4000 Federal Revenue	\$94,986	\$929,124	\$929,124	0.0%	10.2%
TOT		\$4,694,839	\$14,046,117	\$14,006,653		
Expense (8 School Category records)						
	100 Salaries	-\$1,904,692	-\$6,395,000	-\$6,395,000	30.5%	29.8%
	200 Employee Benefits	-\$577,273	-\$1,991,544	-\$1,991,544	32.4%	29.0%
	300 Professional and Technical Services	-\$145,399	-\$757,350	-\$757,350	8.2%	19.2%
	400 Property Services	-\$285,276	-\$761,060	-\$781,060	6.5%	36.5%
	500 Other Services	-\$81,387	-\$453,000	-\$453,000	-0.0%	18.0%
	600 Supplies and Materials	-\$508,387	-\$1,282,091	-\$1,282,091	-0.0%	39.7%
	700 Property	-\$318,255	-\$591,000	-\$591,000	-0.0%	53.9%
	800 Debt Service and Misc	-\$226,420	-\$712,689	-\$712,689	-0.0%	31.8%
TOT		-\$4,047,089	-\$12,943,734	-\$12,963,734		
TOT		\$647,750	\$1,102,383	\$1,042,919		

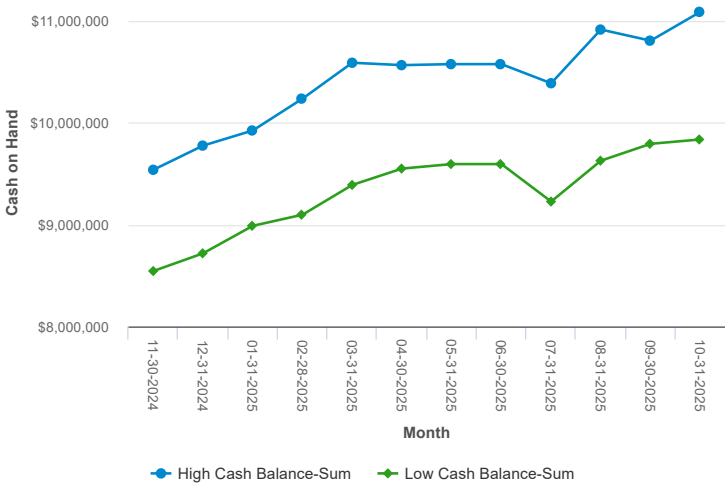
Financial Metrics

	Financial Metric	Covenant	Target	Forecast
	Net Income		398,565	1,042,920
	Operating Margin		4.5%	7.45
	Debt Service Ratio	1.10	1.37	2.65
	PTIF Balance			8,537,395
	Unrestricted Days Cash	30	150	318
	Restricted Cash			509,311

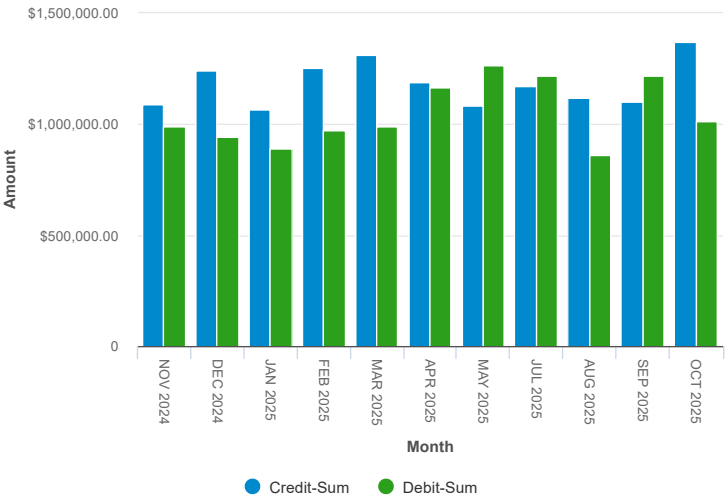
Expense Distribution



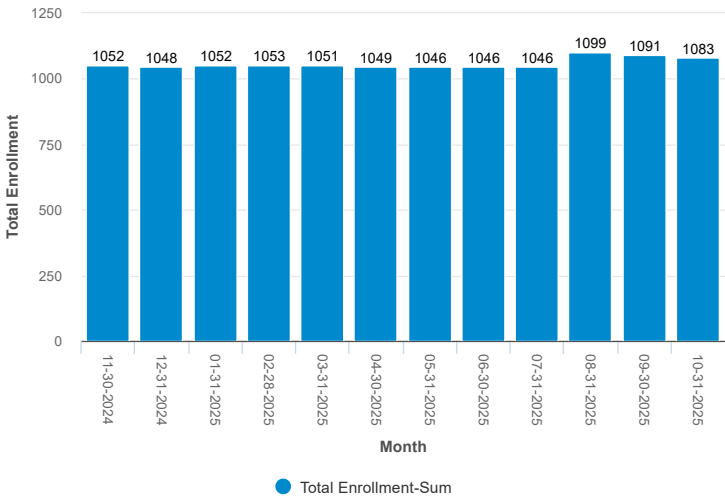
Cash Balance



Revenue vs Expenses



Enrollment Trend





ENTHEOS ACADEMY

EXCELLENCE • SERVICE • LEADERSHIP

Entheos Magna Director's Report

November 2025

Service at Entheos

During October, an increased number of our families experienced food insecurity due to the lapse in SNAP benefits. Our Wellness Committee expressed that some staff members had asked if they could donate food. Jennifer Chavez, our Student Support Specialist was able to initiate a small, internal food drive, and with the help of the Student Council, put together boxes of food that went out to 15 Entheos- Magna families. Thank you to our amazing Crew for demonstrating empathy and caring!



Veterans Day 2025



We had a beautiful Veteran's Day program and it was a fantastic opportunity for our students to learn about our value of patriotism!

25-26 Work Plan

Entheos Academy District 2025-26 Work Plan/ TSSA Plan

Multi-Year Impact Goals	Mastery of Knowledge and Skills	Character	High Quality Work
	Entheos Academy will meet or exceed state growth scores on EOY testing in the areas of: Early Literacy Math ELA Science	Entheos Academy will create and maintain a school-wide approach to teaching students to be ethical people, effective learners, and individuals who contribute to a better world.	High Quality Expeditions and classroom experiences will be implemented in every grade, which generate student work that is complex, has high craftsmanship, and is authentic.
2025-26 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 and RISE. This goal includes the subcategories of <ul style="list-style-type: none"> English Language Learners Special Education Students 	80% of teachers will implement a morning Crew centered around our school values, and support our Entheos PBIS structure with strong classroom management to help shape student character.	80% of students will have High Quality Work samples from the current school year in their portfolio by EOY.
2025-26 Implementation Priorities	Core Practice 30 D Core Practice 29 B	Core Practice 23 B Core Practice 21 B	Core Practice 12 D
Leadership Multi-Year Impact Goal	To foster an environment that facilitates a strong, confident, supported, and capable staff crew with an increased sense of teacher efficacy.		
2025-26 Leadership Goal	<ol style="list-style-type: none"> By the end of the academic year, each school administrator will have visited at least 10 classrooms per week to build relationships and stay informed about student and teacher needs. Increase regular student attendance by 3% from 2024-25 to 2025-26. 		

Staff Spotlight

Tony Paialii- Roaming Substitute Teacher

Tony is one of our most versatile employees! He goes wherever he is needed, to fill in for teachers and paras when they are absent, K-8. His flexibility and skill at working with all grades and all subjects is impressive. The amount of patience and skill he demonstrates, as well as his ability to build positive relationships with students, is impressive. Thank you Tony!



Staff Spotlight

Jamie Oyler- Special Education



Ms. Jamie Oyler joined us mid-last year, to help us with our increased Special Education caseload, and has rapidly become a beloved member of our Entheos Crew! Her compassion, conscientiousness, and competency are so appreciated. The past couple of weeks have involved additional challenges for our Special Education department, and Ms. Oyler remains calm and level-headed, tackling problems with grace. She is especially skilled at building relationships with our middle school students, working closely with our team to ensure they receive high-quality services.

Staff Spotlight

Arianna Foutz- Kitchen Support

Ms. Foutz is a former Entheos student, and has joined as a valuable member of our nutrition team. Her understanding of our educational model has allowed her to join the Crew with confidence. She is receptive to feedback and strives to learn and grow every day to reach her full potential. We appreciate Ms. Foutz's help in ensuring all our students are fed nutritious meals each day!



Entheos Kearns Director's Report

November 2025



ENTHEOS ACADEMY

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Service Learning/Adventure

The following was reported by Melanie Louviere:

Service:

- We collected change for Huntsman Cancer Institute through Penny Wars. This year's total was \$866.30 (that puts the 16 year total at \$21,265.27).
- 2nd grade wrote thank-you notes for Veterans.
- 2nd grade colored placemats for the Senior Center in Riverton as part of their **Community Expedition**.
- 8th Grade Science class tested the water supply in the school and their homes as a service to the community for their **Critical Thinking Expedition**.
- The school collected candy for Treats for Troops. The student council alone collected 1,117 pieces of candy!
- Dalton's 8th graders tested our water for total dissolved solids, found 323 ppm compared to the threshold of TDS 2000 ppm.

Adventure:



PCO

The following was reported by PCO:

- Updated the bulletin board with Patriotism.
- Celebrated National Pickle day by providing pickle treats for staff.
- Supported the Veterans Day assembly with lining the car park with flags.



Staff Recognition

Support Staff: Jance Neel

Jance is the Behavior Specialist on our Kearns campus and has been an invaluable part of our school community for 4 years. Sometimes referred to as the “Child Whisperer,” she has a remarkable ability to understand and connect with students who have the most significant behavioral and emotional needs. Jance builds trusting relationships with students and their families and uses her natural intuition to communicate in ways that honor each student’s individuality. Her classroom is a safe space to help support diversity of learning. Through her guidance and skill-building, many students have successfully transitioned from her classroom back into general education settings. She also continues to train a cadre of behavior paraprofessionals to be able to help more students. Jance is compassionate and considerate towards her peers, always thinking of others before herself.



Staff Recognition

Elementary: Aileen Zendejas

Aileen is a first-year teacher who made a seamless transition from kindergarten paraprofessional for two years to first-grade teacher. She has embraced her new role with enthusiasm, professionalism, and a genuine commitment to her students. Aileen is open to feedback, works collaboratively with her team, and consistently keeps her students' needs at the forefront of her planning and instruction. Aileen is open to feedback with a growth-mindset and is dedicated to self-improvement. Her classroom is well-organized, welcoming, and thoughtfully designed to support learning. Thank you for all you do to support your students, Aileen.



Staff Recognition

Middle School: Carrie Usher

Mrs. Usher has 28 years of teaching experience. She made the transition this year from teaching third grade for three years to teaching middle school ELA, and she has stepped into her new role with positivity, enthusiasm and creativity. She designs engaging lessons that incorporate EL Education protocols, encouraging active participation and deeper thinking. Walking into her classroom, you'll find a quiet buzz of learning with students collaborating, supporting one another, and staying meaningfully engaged in their work. Carrie's energy and passion for teaching are evident in the supportive, focused atmosphere she creates each day in her middle school classroom. Thank you, Carrie!



Work Plan: Mastery of Knowledge and Skills

2025-26 Performance Goal:

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

This year's MKS Learning Target for teachers:

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

Our last professional development we offered a few differentiated sessions, where teachers were invited to attend the ones they felt would provide the most value. The sessions were on Vertical Alignment, Child Find, Universal Design for Learning, Socratic Seminar to engage and differentiate for students, and practical strategies to scaffold to ensure all students participate in the learning.

Work Plan: Character

2025-26 Performance Goal:

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

This year's Character Learning Target for teachers:

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

The Character Crew's next professional development session will focus on an EL Education staple, Management in the Active Classroom. Teachers will read selected excerpts from the book to deepen their understanding of effective classroom management and strategies for supporting challenging behaviors. They will also analyze their current practices and develop actionable plans to strengthen classroom management. Buddy crews are writing letters to each other and then meeting for a read-along.

Work Plan: High Quality Work

2025-26 Performance Goal:

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

This year's HQW Learning Target for teachers:

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

The High-Quality Work Crew planned and facilitated a professional development session focused on identifying the key attributes of High-Quality Work (HQW). During this session, teachers collaborated to deepen their understanding of what makes student work truly exemplary. In our next professional development session, teachers will showcase curated samples of high-quality student work and, in vertically aligned groups, explain the processes students engage in to create these high-quality products.

Work Plan: Leadership

2025-26 Performance Goals: (1) By the end of the academic year, each school administrator will have visited at least 10 classrooms per week to build relationships and stay informed about student and teacher needs. (2) Increase student regular attendance by 3% from 2024-25 (51%) to 2025-26 (54%).

Our regular attendance for 2024-25 as at May 15, 2025 : 51% ; 45% for 2023-24; 38% for 2022-23.

We continue to do teacher drop ins aimed at providing cheer, encouragement, with improvement tips. Our teacher drop ins have met the minimum quota of 10 per week thus far. We continue to hold attendance meetings with parents. We also continue to celebrate attendance at the class and individual level with students. Our Student Led Conference attendance was 94.2% at BOY.

PENNY WARS: \$866.30



Kindergarten Celebration of Learning: Toys and Play



Our kindergarten students sang, danced, and played their way through a joyful Celebration of Learning, showcasing their module on Toys and Play. The event highlighted their growth and creativity as they shared what they had learned. We are deeply grateful for the strong community support and the dedication of our teachers, whose hard work made this celebration such a meaningful and successful experience for our students.

Director's 200 Club Celebration



A Charlie Brown Thanksgiving Celebration

Our first D200 Club celebration was a great success! Students enjoyed watching A Charlie Brown Thanksgiving while snacking on popcorn, pretzels, and toast, just like the characters in the show. Following the movie, they used air-dry clay to create jellybeans and participated in a fun game of Thanksgiving BINGO. It was a joyful and engaging way to kick off the holiday season while celebrating our students' accomplishments.



Veterans' Day



Our annual Veterans Day Assembly was a tremendous success! A heartfelt thank-you to Nina Red Thunder for serving as our keynote speaker, Nicole Rich and Sara Erickson for preparing the students to perform through poetry and song, and Misty Startup for her exceptional organization and coordination. We were also inspired by our middle school Veterans Day essay contest winners and proud of Landon Duncan, who led the color guard with distinction. We appreciate all the community members and families who joined us in making this special day such a meaningful success.

Entheos Executive Director's Report

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November 2025

Upcoming Calendar Dates

Magna

- 11/17 - 21 Scholastic Book Fair
- 11/24 No School/Teacher P.D. Day
- 11/25 - 28 Thanksgiving Break
- 12/4 5th Grade Maturation Presentations
- 12/5 International Volunteer Day
- 12/10 Big Smiles Dental Visit
- 12/18 Mobile Food Pantry
- 12/19 Winter Sing Along
- **12/19 Winter Holiday Staff Party, 2:30pm**
- 12/22 - 1/2 No School- Winter Break
- 1/ 5 No School/ Teacher P.D. Day

Kearns

- 11/24 No School/Teacher P.D. Day
- 11/25 - 28 Thanksgiving Break
- 12/4 Community Circle
- 12/5 International Volunteer Day
- 12/9 Piano Christmas Magic Performance
- 12/19 Winter Sing Along
- **12/19 Winter Holiday Staff Party, 2:30pm**
- 12/22 - 1/2 No School- Winter Break
- 1/ 5 No School/ Teacher P.D. Day

2025- 26 Enrollment

	Magna	Kearns
Enrollment	488	592
Waitlist	115	108

The 2026-27 lottery opens February 1st

Entheos Transfer Rates

Our transfer rates continue to be low at both campuses, which is excellent. The state goal is to have less than 15% of students transfer within a school year.

Year	KEARNS % of students who transferred out during the school year	MAGNA % of students who transferred out during the school year
2019	5.1	4.6
2020	2.7	4.1
2021	5.3	8.1
2022	6.5	6.7
2023	6.2	8
2024	1.2	7.9
2025	5	3.3

Entheos Retention Rates

Our retention rates from last year to this year are extremely strong. This is an indicator of parent satisfaction. The state goal is to have a retention rate of 80% or higher.

Year	KEARNS % of students who returned from one school year to the next.	MAGNA % of students who returned from one school year to the next.
2019	89.8	83.8
2020	82.6	81.8
2021	87.2	85
2022	87.6	77.1
2023	86.9	87.8
2024	87.8	87.8
2025	91.4	88.9%

Entheos Thanksgiving Tradition

We have a fun tradition that has been implemented annually at Entheos for many years now. On the last day of school prior to Thanksgiving Break, our administrative teams deliver pumpkin pies to all our employees. It's just a little gesture of gratitude for our Crew members and something we all look forward to each year!

Thank you to Sue Talmadge and Misty Startup for always helping make this happen.



Support Staff Stipends

In alignment with **HB2: Education Support Professional Supplemental Stipends** — all education support professionals who were employed **on September 1st** just received a **state-funded stipend**.

This recognition is so well deserved and reflects the incredible contributions our support professionals make each day for our students and school community.

The stipend amount was based on **FTE (Full-Time Equivalent)** status:

- Full-time support professionals received **\$1,000**.
- Part-time employees received a prorated amount based on their average weekly hours.
 - *For example:* if they work 29 hours per week, their FTE is **0.72**, and their stipend was **\$720**.

District Spotlight: Melanie Louviere

Service Learning Director/Adventure Support

Melanie Louviere deserves much gratitude for her continual hard work in teaching children to be service-oriented, contributing community members. She works tirelessly to help connect students to real service opportunities, especially our 6th graders during their Year of Service.

With 2 new Adventure/P.E. teachers, we have relied on Ms. Louviere to get them trained to deliver high quality programs. She has been incredibly patient and gracious in mentoring our new Adventure teachers.

In addition, Ms. Louviere works closely with Ms. Blackwell on all kinds of marketing and enrollment projects! She is creative, hard working and an excellent team member.

Thank you Ms. Louviere!



Questions?



ENTHEOS ACADEMY

EXCELLENCE • SERVICE • LEADERSHIP

20 November 2025

Consent Agenda Items:

1. Policies for Approval

1. Policies for Approval

- a. 3700 Insurance
- b. 5104 Refugee and Immigrant Students
- c. 5306 Child Abuse and Neglect Reporting

3700 INSURANCE

Entheos Academy business manager or designee will purchase a risk management insurance policy within a prudent fiduciary value and premium. Business manager or designee will provide written evidence of insurance to local and state agencies as required.

5104 REFUGEE AND IMMIGRANT STUDENTS

Purpose

H.B. 230 requires the State Board of Education to create a repository for immigrant students' and foreign exchange students' transcripts; amends requirements for when an individual enrolling a student in a school is unable to produce the student's birth certificate; and a student's birth certificate does not accurately reflect the student's age; amends requirements related to conditional enrollment when a school has not received a student's complete immunization record.

Policy

Upon enrollment of a student for the first time at Entheos Academy, the school shall notify the person enrolling the student that within 30 days of enrollment the student's parent or guardian shall provide to the school either:

- (a) a certified copy of the student's birth certificate, or
- (b) other reliable proof of the student's identity and age.

Supporting documentation may include:

- (i) a religious, hospital, or physician certificate showing the student's date of birth;
- (ii) an entry in a family religious text;
- (iii) an adoption record;
- (iv) previously verified school records;
- (v) previously verified immunization records;
- (vi) documentation from a social service provider; or
- (vii) other legal documentation, including from a consulate, that reflects the student's biological age.

If the supporting documentation is not available, the school shall assign a review team to work with the parent or guardian to determine the student's biological age for enrollment and placement.

The review team may include:

- (A) a district administrator;
- (B) the student's teacher or teachers;
- (C) the school principal;
- (D) a school counselor;
- (E) a school social worker;
- (F) a school psychologist;
- (G) a culturally competent and trauma-informed community representative;
- (H) a school nurse or other school health specialist;

(I) an interpreter, if necessary;; and

(ii) shall include at least three members, at least one of which has completed the instruction described in Subsection [53G-9-207\(3\)\(a\)](#), no more than two years prior to the member's appointment to the review team.

5306 CHILD ABUSE AND NEGLECT REPORTING

Purpose

The Board recognizes that Utah law requires reporting child abuse and neglect by any person who has reason to believe that a child has been abused or neglected. To implement this law, the Board authorizes school administration to develop procedures for school employees to carry out the intent of the law

Administration Policy

- I. The Administration recognizes that to fully implement the law on reporting child abuse and neglect, school personnel must be fully informed and made aware of their responsibilities in this area. Therefore, the Administration shall cause that any school employee who knows or reasonably suspects that a child's health or welfare has been or appears to have been harmed as a result of abuse and neglect shall report and cause reports to be made in accordance with the procedures in this policy.
- II. The Administration shall provide all professional employees annual training on the subject of identifying and reporting children suspected of being abused or neglected.
- III. The Administration shall distribute annually to all school employees copies of this policy and the Child Abuse-Neglect reporting form.

Guidelines

- IV. If a school employee knows or reasonably suspects that a child 17 years old or younger is being abused or neglected, the employee shall immediately make an oral report to the school principal or their designee. (The State Attorney General mandates this policy.) The employee shall also call by telephone to local city police, county sheriff, or the Division of Family Services office to report the suspected abuse or neglect. Correlation with the principal or his/her designee should be made to contact the same agency and person in reporting the abuse or neglect. Both the principal or his/her designee and the employee must make immediate contact to report the suspected abuse or neglect.
- V. To support the suspicion of abuse and neglect, professional school employees may (but are not required to) gather information by interviewing the child.

- VI. If, after conducting the interview, it is determined that the child is in need of immediate medical attention, the School's procedure for dealing with injuries or illness shall be followed. However, contact with the parents or guardian for purposes of determining the cause of the injury shall be avoided.
- VII. If the information gathered from interviewing the child supports suspected child abuse or neglect:
 - A. The principal or his/her designee shall immediately report the case by telephone to the local city police or county sheriff, or office of the Division of Family Services.
 - B. Within 24 hours after making the oral report, the school employee initiating the report shall complete and give to the principal or his/her designee the School's Child Abuse-Neglect reporting form.
- VIII. Upon receiving the School's Child Abuse-Neglect reporting form, the principal or his/her designee shall:
 - A. Mail one copy within 24 hours to the agency receiving the oral report (local city police or county sheriff or office of the Division of Family Services).
 - B. Place one copy of all reported cases of suspected child abuse or neglect in a separate file to be maintained by the principal or his/her designee. The Child Abuse-Neglect reporting form shall not be placed in the child's personal file.
- IX. It is not the responsibility of the school employee to: (1) prove that the child has been abused or neglected or (2) determine whether the child is in need of protection.
- X. School employees shall not make contact with the child's family or other persons (relatives, friends, neighbors, etc.) for the purpose of determining the cause of the injury and/or apparent neglect.
- XI. School employees are immune from any civil and/or criminal liability when reporting in good faith suspected child abuse or neglect. (§78-3a-20.10, Utah Code Annotated 1953, as enacted in 1978)
- XII. Any school employee who willfully fails to report a case of suspected child abuse or neglect may face legal and/or disciplinary action up to and including termination of employment. (§78- 2a-19, Utah Code Annotated 1953, as enacted in 1978)

ENTHEOS ACADEMY BOARD MEETING MINUTES

November 12, 2025 6:00pm

Virtual Meeting

OPENING

- I. Roll Call
 - a. Board Members Present: Xazmin Prows, Deb Ivie, Karen Bogenschutz, Rod Eichelberger, Jaren Gibson
 - b. Board Members Excused:
 - c. Administrators and Staff also present: Esther Blackwell, Alisha Cartier
 - d. Administrators Excused: Jason Bennion, Denise Mathews, Sue Talmadge, Brian Cates of Red Apple
 - e. Others in attendance:
 - f. Time: 6:09 pm
- II. Meeting Opened by Rod Eichelberger (6:09 pm)

ACTION ITEM

- I. **MOTION** (6:11 pm)
 - a. **Rod Eichelberger motions that we go into executive session to discuss the character and competency of an individual, as well as potential litigation. Xazmin Prows seconds.**
 - b. Vote: Rod Eichelberger, Deb Ivie, Karen Bogenschutz, Xazmin Prows, Jaren Gibson - aye

ADJOURN

- I. Time: 6:47 pm
- II. Motion: **Rod Eichelberger motions we adjourn the meeting. Xazmin Prows seconds.**
- III. Vote: Xazmin Prows, Jaren Gibson, Deb Ivie, Karen Bogenschutz, Rod Eichelberger - aye

ENTHEOS ACADEMY

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AFFIDAVIT

Entheos Academy School Board Closed Session

Wednesday, 12 November 2025

Virtual Meeting

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



11/17/2025

Rod Eichelberger
Entheos Academy Board Chair

Date

ENTHEOS ACADEMY BOARD MEETING MINUTES

October 23, 2025 6:00pm

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

OPENING

- I. Roll Call
 - a. Board Members Present: Xazmin Prows, Deb Ivie, Rod Eichelberger, Jaren Gibson
 - b. Board Members Excused: Karen Bogenschutz
 - c. Administrators and Staff also present: Esther Blackwell, Jason Bennion, Denise Mathews, Sue Talmadge, Brian Cates of Red Apple, Alisha Cartier
 - d. Administrators Excused:
 - e. Others in attendance: Evette Mendisabal, Luseane Tafisi, Megan Loforti, Erik Salmon (joins 6:40 pm)
 - f. Time: (6:03 pm)
- II. Meeting Opened by Rod Eichelberger (6:03 pm)
- III. Pledge of Allegiance led by Deb Ivie (6:03 pm)
- IV. Mission Statement by Xazmin Prows (6:05 pm)
- V. Approve minutes from September 25, 2025 and October 23, 2025 Consent Agenda (6:06 pm)
 - a. Motion: **Rod Eichelberger motions to approve the September 25, 2025 board meeting minutes and the consent agenda for October 23, 2025. Second by Xazmin Prows.**
 - b. Vote: Xazmin Prows, Deb Ivie, Jaren Gibson, Rod Eichelberger - aye
- VI. Entheos Value Presentation by Jason Bennion (6:06 pm)
 - a. Value: Individuality

PUBLIC COMMENT

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

INFORMATIONAL ITEMS

- I. Q&A on Director Reports (6:20 pm)
 - a. District: Esther Blackwell - Veteran's Day assemblies coming up. Board attendance encouraged. Enrollment - very strong. News in Utah - public school enrollment is decreasing, charter school is increasing. Thank you to Misty Startup with the new enrollment strategy. Paying off because not needing to backfill with students that would have hard time adjusting starting later. Ransomware attack - confirmed no data leak - emails sent out. So many heavy things - taking care of - but take focus back to finding joy in education. Students should not be in constant darkness.
 - b. Magna: Jason Bennion - workplan - PD for teachers, focus, Student Led Conferences, Fight back nation training, Discovery. Xazmin Prows asks how things are going with the crew curriculum? Jason Bennion shares that it is not hard, people like it and it is helping. Megan Loforti shares very easy to use and follow. Rod Eichelberger adds great job with over 80% student-led conference attendance.

- c. Kearns: Denise Mathews - highlight adventure trip. Read a letter from a parent. Campers from out of state shared students were polite and respectful. In the real world, become an all around person. Student Led Conference. Tier 2 (office calling parents). It is important to set the tone for the year. Kindergarten Tiny Tim's service. Did PD for crew curriculum. Able to collaborate. Rod Eichelberger encourages Denise Mathews to share the letter with 8th graders.
- II. Staff Recognitions (6:30 pm)
 - a. District: Jeremy Prows
 - b. Magna: Jessica Shupe, Megan Loforti, Ravin Johnson
 - c. Kearns: Cassie Jacobson, Kathryn Jacoby, Sarah Whitley
- III. School Presentation by Luseane Tafisi and Megan Loforti (6:40 pm)
 - a. Magna PBIS Plan - Luse Tafisi shares there are character goals they focus on. How it works - Director's 200 Club. K-5. Earn a ticket. Ticket Drop off. Can earn all day long from teacher. It is a big deal. Weekly recognition - call students over intercom. Call down, get their name on the Director 200 board. When a row is filled, kids get to come back to celebrate again. Celebrate themselves and their peers.
 - b. Megan Loforti shares about Bloomz tickets and Store - middle school - any adults that work with middle school students can give them a ticket. Teachers can also add points on Bloomz. Redeeming - google classroom with form. Select an item and then get their item brought to them in crew. Working toward getting a reward. Connects effort to reward.
- IV. Reserve Study Presentation by Erik Salmon (6:49 pm)
 - a. Esther Blackwell - building reserves to get sense of when things will need to be replaced and how much it should cost.
 - b. Erik Salmon - look at all aspects of school, 30 year plan, make recommendation of how much should be added into reserve fund each year to keep up to date. Set up so it will not go negative with reserves. Alisha Cartier asks about how often a new reserve study should be updated. Erik Salmon shares it should be done every few years. No requirement but just recommendation.
 - c. Esther Blackwell - had Erik Salmon meet with the finance committee to see if anything would need to be adjusted. Plenty of money in PTIF funds to cover reserve fund costs. Brian Cates will put together a presentation to show how that will be reflected on the budget in November. Future line item in budget
 - d. Brian Cates doesn't know that anyone else has done a study. We are ahead of the curve.
 - e. Rod Eichelberger asks what would be the biggest mistake? Erik Salmon - not following the recommendations. Thinking not having to follow the schedule. Kicking the can down the road. Better to plan for it.
 - f. Deb Ivie - really good place and great to have foresight to forecast for it now.
 - g. Erik Salmon - well funded and better off than most locations he goes to. Can do lower tier assessments in the future.
- V. Budget and Finance Report by Deb Ivie (7:03 pm)
 - a. 25% of the year, most happened in the summer. Still a lot is just beginning of year. Balances in accounts are good, cash on hand good, enrollment is high, high on October 1st. That may drop. Will have kids all year that started here. Audit - finishing up audit report. Don't have a final report in. Esther Blackwell shares no concern about federal funding right now. IDEA - negative impact services. Providing reassurance that it is not impacting our SpEd services. Run a strong budget, able to move forward without any interruption.

- b. Brian Cates - every year single audit. Because of shut down, the single audit is delayed and won't be part of the audit report but will be forthcoming.
 - c. Rod Eichelberger - any fed funding that is going to be missed? Brian Cates - no. Things aren't being affected right now. Already received last year's request during summer. Spending down. Monthly allotments for lunch program, no update for that yet.
- VI. Finance Training: Basic Financials and Accounting by Brian Cates (7:07 pm)
 - a. Utah Charter Budget and Finance Training - given before. Refresher.
 - b. Funding comes from local, state, and federal. 88% state, 6% parents and community (local), 6% fed (through state)
 - c. Grants - team devoted to grants. Entheos does not speculate.
 - d. ADM - average daily membership
 - e. WPU - weighted pupil unit - ½ of funding, Oct 1st count is the other half.
 - f. \$4674 - 2026 WPU
 - g. funded on prior year ADM. Growth compares last year Oct 1st count to current year Oct 1st count.
 - h. Expenditures - 8 categories
 - i. 1-2 Employees
 - ii. 3-4 - Services
 - iii. 6 - supplies
 - iv. Other expenses
 - i. Budget report
 - i. Financial ratios - need to understand what they mean, relative to health of school
 - ii. Operating margin - net income divided by total revenue
 - iii. Measure of profitability
 - iv. Debt service coverage
 - 1. Lease payment plus net income divided by lease payment
 - 2. Cash flow available to pay current debt obligations
 - v. Days cash on hand
 - 1. total cash divided by total expenses divided by 365
 - 2. Financial security
 - 3. Unrestricted vs restricted
 - vi. Building payment - percentage of total expense to cover facility
 - j. Board responsibility - Entheos sets great example for having plan and looking forward
 - k. QUESTIONS?
 - i. Xazmin Prows shares it is helpful to understand a little bit more
 - ii. Rod Eichelberger comments it was a great refresher
- VII. School Community Council Reports by Jason Bennion and Denise Mathews (7:21 pm)
 - a. Magna - trust land council, just had its second meeting. New election this year. Previous members had completed two years. Council members: Katie Ellis, Francione Sousa Neff, Chincia Morgan, Cynthia Maldonado. Megan Williams, M. Kyle Roberts, Sarah Jordan, Luseane Tafisi, Jason Bennion. Six are just parents and three are school employees. Training for all of them. Plan is being followed. Appreciation of parents.

- b. Kearns - trust land council, two meetings. Six parents and two staff members. Jennifer Larsen, Melissa Judd, Evette Mendisabal, Stephanie Hanson, Sara Madrid, Christine Hodgson, Yocelin Vicente, Denise Mathews. All members were trained. Plan is being followed. Compliant with timeline and website requirements. Updated with minutes and agenda.

DISCUSSION ITEMS

- I. Board Development by Rod Eichelberger (7:24 pm)
 - a. Book: The Anxious Generation Chapter 1-2
 - b. Intro - growing up on Mars - Jaren Gibson thought it was a great analogy. Kids are able to slip into an altered world with not much question.
 - c. Chapters - what stood out.
 - i. Round table of what stood out to each person while reading the first two chapters. What Entheos Academy is doing well that is a help.
 - ii. Esther Blackwell had discussion with the admin team and is looking into a social skills curriculum for those that are struggling. Programs are being offered on computers. Irony. Needs to happen on the playground and social interaction.
 - iii. Rod Eichelberger shares with crew, discovery, adventure that students are exposed to. What more could the school be doing to learn more natively?
 - iv. Next month - ch 3-4
- II. Board Training by Jaren Gibson (7:41 pm)
 - a. Succession Planning: Securing Long-Term Leadership and Board Strength
 - i. Jaren Gibson shares he enjoyed the training and shares some slides and information from the training.
 - ii. Looking back over the past years there has been lots of change. Uncomfortable. Get relaxed when things are going right. Be prepared that systems are where they need to be and look ahead for future leadership.
 - iii. Rod Eichelberger - what do we need to look at the most? Jaren Gibson - we are in a stable place. Fortunate to have excellent leadership in place. Don't get too comfortable. Where are the vulnerabilities? What change could create system redundancy.
- III. Policies for discussion by Xaxmin Prows (7:50 pm)
 - a. 3700 Insurance - no questions or comments
 - b. 5104 Refugee and Immigrant Students - no questions or comments
 - c. 5306 Child Abuse and Neglect Reporting - Rod Eichelberger asked if there has been any changes in law that would impact policy? Esther Blackwell says it is relevant and correct.
- IV. Positive Behavior Plans by Jason Bennion and Denise Mathews (7:52 pm)
 - a. Magna PBIS - Jason Bennion shares it is guided by values - excellence, service, leadership - positive reinforcement. Crew is important - connects with kids. What if charts - rewards, positive. Decision trees to help guide when things do happen. Reflection sheets - teaching tools not to punish. Restorative practices. Director 200 club to be recognized. Bloomz store in middle school. Take it seriously - love to purchase things. Code of conduct for middle school. Positive recognition.
 - b. Kearns PBIS - Rod Eichelberger asks Denise Mathews how does it look different for Kearns? Entheos exemplar spotlight each week. Recognize at community circle. Phone calls home. Teachers have a point system in their classrooms. Parallel praise to get desired behaviors. Attendance recognition.

- c. Rod Eichelberger asks how did parents react to positive phone calls? Denise Mathews shares it took by surprise at first but parents love it. Creating a better culture. Use with parents to leverage.

ADJOURN

- I. Time: 7:59 pm
- II. Motion: Rod Eichelberger motions to adjourn. Xazmin Prows seconds.
- III. Vote: Jaren Gibson, Deb Ivie, Xazmin Prows, Rod Eichelberger - aye