



ENTHEOS ACADEMY

EXCELLENCE • SERVICE • LEADERSHIP

SCHOOL BUS POST-TRIP INSPECTION

Purpose

The purpose of this policy is to ensure that all school bus drivers verify that the bus is empty and properly secured after transporting students. ~~Entheos Academy's policy is to ensure that all drivers ensure that the bus is empty and secured following any time students ride on the bus.~~

Policy

All school bus drivers are required to conduct a thorough inspection of the bus at the conclusion of any activity involving student transportation. The inspection must include walking the full length of the bus interior to confirm that all students have exited safely. ~~All school bus drivers are responsible for conducting end-of-bus route inspections to see that all students are off the bus. This inspection must include the entire length of the interior of the school bus. This inspection will be completed following any bus route, sporting event, or field trip.~~

After completing the inspection, the driver must ensure the bus is properly secured in accordance with school and transportation procedures.

Failure to comply with this policy may result in corrective action and employee discipline in accordance with LEA policies and procedures. ~~Violating the above provision may result in personnel action and employee discipline consistent with LEA policies.~~

References Utah Code 53G, Chapter 7, Part 2, Section 220



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6209 EFFECTIVE EDUCATOR STANDARDS POLICY

Purpose

The purpose of this policy is to help ensure that Entheos Academy's licensed educators meet the Utah Effective Educator Standards applicable to them as outlined in Utah Administrative Code Rule R277-530.

Policy

Application of Effective Educator Standards

The Effective Educator Standards in Utah Administrative Code Rule R277-530 are comprised of three sets of standards: Effective Teaching Standards, Educational Leadership Standards, and Educational School Counselor Standards. The Effective Educator Standards apply to licensed educators at the School as follows:

- (a) Administrators are responsible for meeting the Effective Teaching Standards and demonstrating the traits, skills, and work functions in the Educational Leadership Standards;
- (b) Counselors are responsible for meeting the Effective Teaching Standards and Educational Leadership Standards and demonstrating the traits, skills, and work functions in the Educational School Counselor Standards; and
- (c) Teachers are responsible for demonstrating the skills and work functions in the Effective Teaching Standards.

Implementation of the Effective Educator Standards

Entheos shall, under the direction of the School Director, help its licensed educators meet the applicable Effective Educator Standards by using the Effective Educator Standards as a basis when doing the following:

- (a) Developing professional learning experiences and professional learning plans for educators' relicensing;

6209 Effective Educator Standards Policy

- (b) Establishing a collaborative professional culture to facilitate student learning;
- (c) Adopting formative and summative educator assessment systems; and
- (d) Implementing induction and mentoring activities for beginning teachers and administrators.

The School Director shall determine how the activities described above are conducted and ~~how often~~~~the frequency with which~~ they occur.

Charter School Administrators

Under Utah law, a charter school administrator is not required to be licensed. However, if a school administrator is not licensed, they are still expected to work ~~toward~~ ~~towards~~ meeting the Effective Teaching Standards and ~~to demonstrate~~ ~~demonstrating~~ the traits, skills, and work functions ~~outlined~~ in the Educational Leadership Standards.



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6201 LOOPING POLICY

Purpose

Entheos Academy board supports the development of looping programs to improve teacher-student relations, facilitate stronger partnerships with parents, and improve student academic performance and character development.

Definitions

Looping is defined as a classroom of students maintaining the same teacher and cohort when advancing from one grade to the next.

Policy

School directors may maintain a looping program in accordance with the Entheos Academy charter for individual campuses. Teachers may loop for grades 1-2 and 4-5. Grades 3 and 6 will spend one year with their students.

Discontinuance of looping programs at either school requires board approval and review of charter fidelity.



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5306 CHILD ABUSE AND NEGLECT REPORTING

Purpose

Entheos Academy recognizes that Utah law requires any person who has reason to believe that a child has been subjected to abuse or neglect to immediately report the suspected abuse or neglect to the appropriate authorities. This policy is adopted in accordance with Utah Code and Utah Administrative Rule R277-41, Child Abuse-Neglect Reporting by Education Personnel, to ensure that all employees understand and fulfill their legal responsibilities regarding child abuse and neglect reporting.

Administration Policy

I. Entheos Academy shall ensure that all employees are informed of their responsibilities under state law regarding the identification and reporting of suspected child abuse or neglect.

II. Any Entheos Academy employee who knows of or reasonably suspects that a child has been abused or neglected shall immediately make a report to the Utah Division of Child and Family Services (DCFS), law enforcement, or through the Utah child abuse reporting hotline in accordance with Utah law and this policy.

III. The responsibility to report suspected abuse or neglect rests with the individual employee who has knowledge of or reasonable cause to suspect abuse or neglect. Reporting to a Director, supervisor, counselor, or another employee does not satisfy the employee's personal legal obligation to report.

IV. Entheos Academy shall provide annual training to all employees regarding:

- A. Recognition of child abuse and neglect;
- B. Legal requirements for mandatory reporting;
- C. Procedures for reporting suspected abuse or neglect;

5306 Child Abuse and Neglect Reporting

- D. Prohibitions against retaliation for making good-faith reports; and
- E. Appropriate interactions with students in suspected abuse or neglect situations.

V. Entheos Academy shall annually distribute this policy and any associated reporting procedures or forms to all employees.

Guidelines

VI. If a school employee knows or reasonably suspects that a child age 17 or younger has been abused or neglected, the employee shall immediately make a report to:

- A. The Utah Division of Child and Family Services (DCFS);
- B. Local law enforcement; or
- C. The Utah child abuse reporting hotline.

VII. The employee shall also notify the Director or designee that a report has been made. Notification to the Director or designee does not replace the employee's legal duty to personally make the report.

VIII. Employees may gather limited information necessary to determine whether there is reasonable suspicion of abuse or neglect. Employees shall not conduct investigations or attempt to prove abuse or neglect occurred.

IX. If a child appears to require immediate medical attention, school personnel shall follow the school's emergency medical procedures. Employees shall avoid questioning parents or guardians regarding the suspected cause of injuries or neglect.

X. School employees shall not contact the child's family members, relatives, friends, neighbors, or other individuals for the purpose of investigating or determining the cause of suspected abuse or neglect.

XI. Within 24 hours of making an oral report, the employee shall complete the School's Child Abuse-Neglect Reporting Form and provide it to the Director or designee for recordkeeping purposes.

XII. The Director or designee shall:

- A. Maintain reports of suspected child abuse or neglect in a secure and confidential file separate from the student's cumulative educational record; and
- B. Cooperate with DCFS, law enforcement, and other authorized agencies as permitted by law.

XIII. Employees who report suspected abuse or neglect in good faith are immune from civil and criminal liability as provided by Utah law.

5306 Child Abuse and Neglect Reporting

XIV. Entheos Academy prohibits retaliation against any employee who makes a good-faith report of suspected child abuse or neglect or who participates in an investigation related to a report.

XV. Any employee who knowingly fails to report suspected child abuse or neglect as required by law may be subject to disciplinary action, up to and including termination of employment, and may also be subject to criminal penalties under Utah law.

~~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.~~

5306 Child Abuse and Neglect Reporting

- ~~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)~~



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2502 CHARTER TRUST LAND COUNCIL ELECTION PROCEDURES

Purpose

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

Policy

- I. Charter Trust LAND Council (the “Council”) Composition Requirements. The number of Council members who are parents or grandparents of students enrolled at the school shall exceed all other members combined by at least two. Parents or grandparents must have a student actively enrolled at the charter school to be eligible to run or serve on the council.
 - A. If the School’s governing board meets the size and composition requirements above, the governing board may serve as the Council.
 - B. If the governing board does not serve as the Council, the Council shall consist of the specific number of parents/grandparents. In addition, membership may also include staff members and the School’s Director who desire to serve on the Council.
- II. Council Size. The Council shall consist of 8 members. Specifically, there shall be 6 parents/grandparents, and 2 staff members.
- III. Election Procedures for Parents/Grandparents. On or before October 1st each year, the School Director will notify parents/guardians about Council membership opportunities and the necessary steps to become a member. Notification will be posted via email/electronic communication.
 - A. If the number of interested individuals exceeds the number of open positions, an election will take place. If an election is required, the school will notify families of the election process at least ten (10) days before voting commences.
 1. Only parents of students currently attending the school are eligible to vote.

2502 Charter Trust LAND Council Election Procedures

2. Each parent will be given one (1) vote, regardless of the number of family members that attend the school.
 3. Voting by secret ballot will be done electronically through a secure online form, and instructions for voting, including when voting opens/closes, submission information, as well as the candidate list, will be included in the election notice described in paragraph 3(a) above.
 4. Absentee voting is not allowed, meaning only the parent of the current student may vote via the electronic form.
 5. If two or more candidates receive the same number of votes, the School Director will randomly draw a name to select the candidate to serve on the council.
 6. The school's Director will oversee the election to ensure compliance with these election procedures.
- B. An election is not required if the number of interested individuals is less than or equal to the number of open positions. Appointments by the School Director will be made to fill any open seats.
- IV. Parent/Grandparent Terms. Terms shall be for a period of two years, and members are eligible for re-election.
- V. Procedures for Staff Members and Other Members. A staff member is appointed to the council by the School Director.
- VI. Staff and Other Members Terms. Terms shall be for a period of two years, and members are eligible for re-election.
- VII. Officers. Once established, the Council members shall elect from its membership a parent or grandparent of a student enrolled at the school to serve as Chair. The director may not hold an officer position.
- VIII. Filling Vacancies:
- A. If a full council is not elected or if a seat becomes vacant, the Council Chair will appoint individuals to fill vacant parent positions, and the School Director will appoint individuals to fill vacant school employee positions.
 1. Removing Members: A council member may be removed from office under the following circumstance:
 - a) Attendance: If a member fails to attend two regular council meetings without prior notification to and approval from the Council Chair and School Director, the member will receive a formal warning. If the member misses a third meeting, they will be removed from the council.
 2. Removal Process:

2502 Charter Trust LAND Council Election Procedures

- a) A council member who misses two meetings at which a quorum is required to conduct business will receive a warning from the Council Chair and School Director.
 - b) The member will be expected to commit to attending future meetings.
 - c) If the member misses a third meeting, the member will be removed from council.
- IX. Members Resignation. If a member resigns prior to term completion, the School Director will appoint an individual to fill the vacant seat until the next election period.
- X. Quorum. A quorum consists of a majority of the current members of the Council.
- XI. Meetings. The Chair shall schedule, provide notice, and convene the Council meetings consistent with the School Community Council Open and Public Meeting Act, 53G-7-1203.
- XII. Council Responsibilities. In accordance with state board rule regarding charter trust LAND council expenditures and funding limits, a Council shall:
- A. Prepare a plan for the use of School LAND Trust Program money.
 - B. Work with students, families, and educators and hold at least an annual discussion with charter school administrators to develop and incorporate safety principles at the school level.
 - C. Provide input to the school's director on a positive behavior plan.



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2100 BOARD BUSINESS PRACTICES

Purpose

The board is ultimately responsible for every aspect of Entheos Academy, including but not limited to policy decisions, fiscal accountability, and charter fidelity. The following business practices establish expectations and ensure consistency with school governance and board operations.

Policy

- I. Individual board members have no authority to act unilaterally; only the board as a body is authorized to act on behalf of the organization or to establish an official board position.
- II. Board members should be careful to clarify whether they ~~are representing~~ **represent** the board or ~~if they are~~ sharing their personal opinions when interacting with members of the Entheos Academy community or ~~with~~ the public. Each board member is accountable for fidelity to the fiduciary duties of obedience, loyalty, and care as defined in the Entheos Academy Board Member Agreement.
- III. Board Meeting Agendas
 - A. The Chair is responsible ~~for creating~~ **to create** an agenda for each board meeting with the assistance of the board secretary.
 - B. Agenda items should be submitted to the chair by the Sunday prior to each Board Meeting if possible. For special meetings, agenda items should be submitted no later than 36 hours prior to the meeting if possible.
 - C. Items shall be added to an agenda by the chair or upon request of at least two trustees with at least 24 ~~hours~~ **hours** notice before a meeting.
 - D. ~~The Chair or designee is responsible for prioritizing agenda items and allocating time to each to facilitate an efficient meeting. The Chair or designee has the responsibility of prioritizing or assigning times to the agenda items in order to facilitate an efficient meeting.~~
- IV. Board Meeting Purposes
 - A. Compliance items that require board approval
 - B. Policy work

ENTHEOS BOARD POLICY – JANUARY 16, 2009

UPDATED SEPTEMBER 27, 2018; APRIL 27, 2022 , JUNE 28, 2023

2100 Board Business Practices

- C. Review financial, administrative, and other reports
 - D. Discuss school business
 - E. Provide instructions and assignments for school administration
 - F. Work sessions for study and board member education.
 - G. Provide an opportunity for the public to provide both verbal and written comments.
- V. Board Meeting Minutes
- A. Minutes are the responsibility of the board secretary or designee.
 - B. Motions and votes shall be accurately recorded in detail.
 - C. Discussion items shall be summarized.
 - D. Minutes for each meeting are approved by the board in a subsequent board meeting.
 - E. Unapproved draft minutes may be posted prior to board approval, **if necessary, to comply with state requirements** ~~to comply with state requirements if necessary.~~

REF: Board Member Agreement

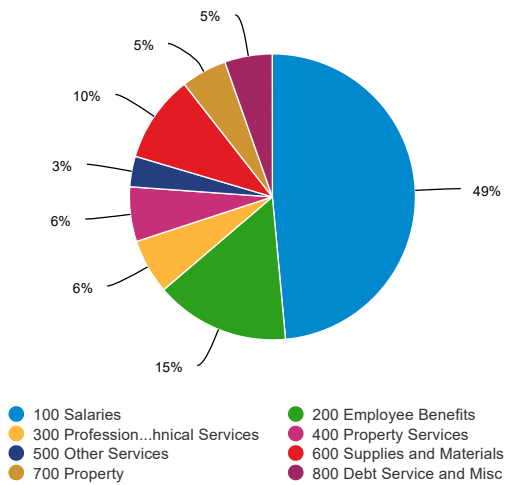
Financial Summary

| Category | YTD Amount | Total Budget | Total Forecast | % Target | % Forecast |
|--------------------------------------------|----------------------|----------------------|----------------------|----------|------------|
| Revenue (3 School Category records) | | | | | |
| 1000 Local Revenue | \$458,758 | \$518,850 | \$547,393 | 59.9% | 83.8% |
| 3000 State Revenue | \$11,160,912 | \$12,598,143 | \$13,308,023 | 81.6% | 83.9% |
| 4000 Federal Revenue | \$473,461 | \$929,124 | \$979,742 | 0.0% | 48.3% |
| TOT | \$12,093,131 | \$14,046,117 | \$14,835,158 | | |
| Expense (9 School Category records) | | | | | |
| 100 Salaries | -\$5,311,299 | -\$6,395,000 | -\$6,428,000 | 76.3% | 82.6% |
| 200 Employee Benefits | -\$1,630,600 | -\$1,991,544 | -\$2,015,000 | 81.6% | 80.9% |
| 300 Professional and Technical Services | -\$542,623 | -\$757,350 | -\$821,500 | 19.1% | 66.1% |
| 400 Property Services | -\$632,800 | -\$761,060 | -\$818,060 | 15.5% | 77.4% |
| 500 Other Services | -\$272,593 | -\$453,000 | -\$456,000 | -0.0% | 59.8% |
| 600 Supplies and Materials | -\$985,628 | -\$1,282,091 | -\$1,304,391 | -0.0% | 75.6% |
| 700 Property | -\$446,305 | -\$591,000 | -\$685,000 | -0.0% | 65.2% |
| 800 Debt Service and Misc | -\$555,313 | -\$712,689 | -\$713,789 | 73.4% | 77.8% |
| 900 CapEx & Extra Ordinary | | | | | |
| TOT | -\$10,377,162 | -\$12,943,734 | -\$13,241,740 | | |
| TOT | \$1,715,969 | \$1,102,383 | \$1,593,418 | | |

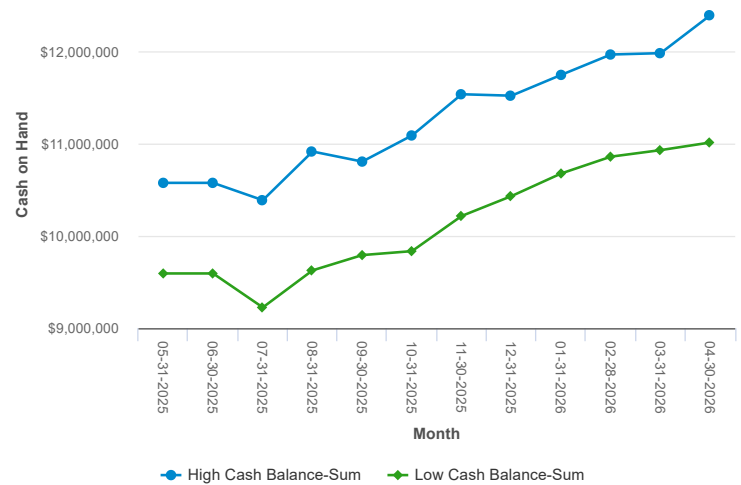
Financial Metrics

| Financial Metric | Covenant | Target | Forecast |
|------------------------|----------|---------|-----------|
| Net Income | | 398,565 | 1,593,418 |
| Operating Margin | | 4.5% | 10.74 |
| Debt Service Ratio | 1.10 | 1.37 | 3.52 |
| PTIF Balance | | | 9,709,143 |
| Unrestricted Days Cash | 30 | 150 | 327 |
| Restricted Cash | | | 509,311 |

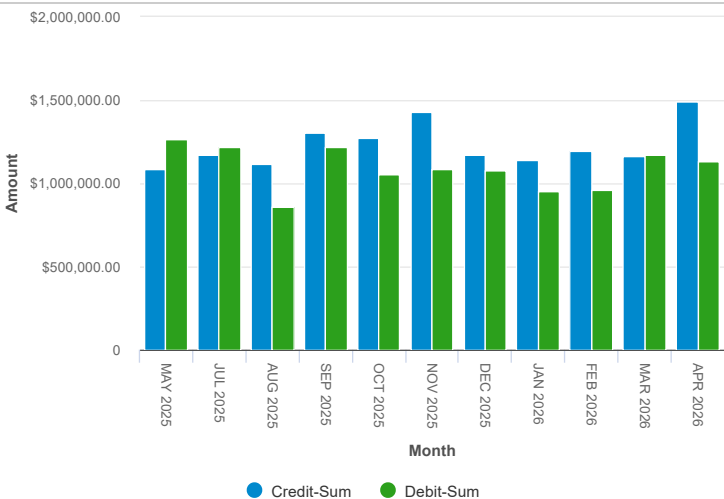
Expense Distribution



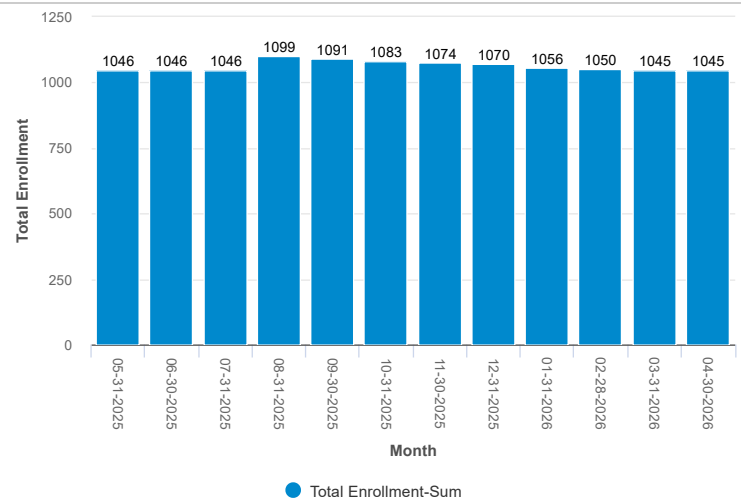
Cash Balance



Revenue vs Expenses



Enrollment Trend





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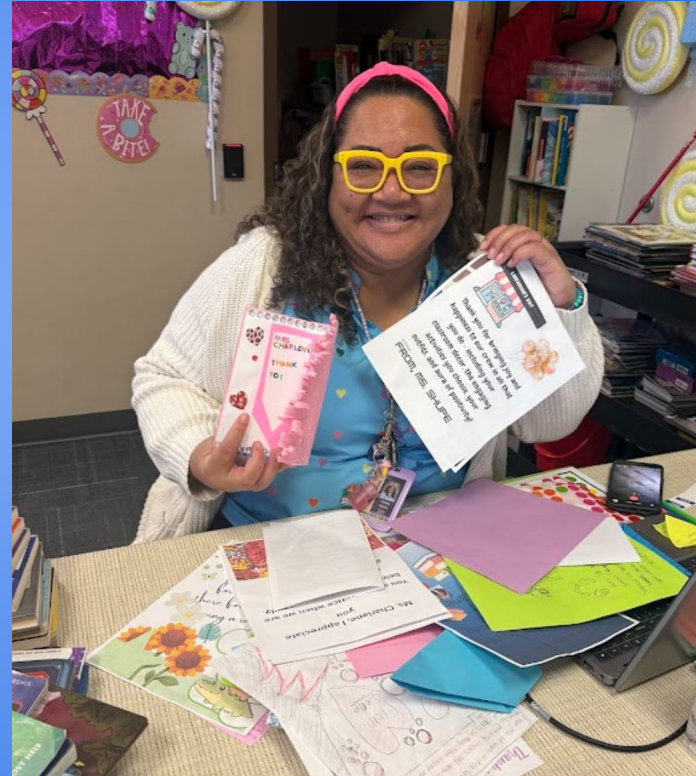
Entheos Magna Director's Report

May 2026

Service Learning

- Final Mobile School Pantry of the year took place on May 21st.
- Celebration of Service was AMAZING!
- Miss Shupe's Crew researched and made brochures of an adventure destination then shared their destinations with Ms. Wetzel's crew. The Brochure included: budget, review of location, things to do (photos)
- To encourage students to do their best for RISE, Miss Shupe's crew worked with their buddy crew (Mrs. Pentico's crew) to make RISE Buddy Bracelets. They featured a motivating word and pattern and were made with pony beads. (photos)
- To thank Ms. Charlene for all of her hard work in the library, Miss Shupe's Crew brainstormed all the ways Ms. Charlene contributed to our school, designed cards digitally and by hand and surprised her with them! (photos)
- Service done by Student Council:
 - Ran community circle
 - Helped with book fair preview for the elementary classes
 - Assisted with student council presentations/interviews

Service Learning



Staff Spotlight

Sanna Smith - Kindergarten



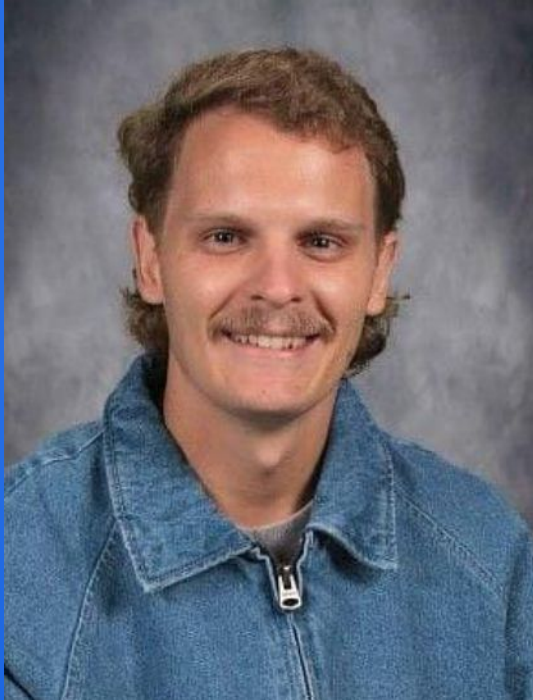
We are excited to spotlight Sanna Smith. A teacher who is dedicated to improving her craft through Tier 1 instruction and a commitment to student growth. She is reflective in her practice and consistently implements feedback and supports designed to help students who may struggle academically or behaviorally.

Her consistency and structured routines create a positive and predictable learning environment where students feel supported and successful. She works collaboratively with her paraprofessional to provide purposeful small group instruction and targeted support to meet the needs of all learners.

Through her dedication, teamwork, and student-centered approach, she has helped her students make meaningful progress throughout the year. She is ending the school year with strong growth scores across her class, demonstrating the impact of her intentional instruction, perseverance, and commitment to student success. Thank you Sanna!

Staff Spotlight

Taylor Cooper - ELA



This month, we are excited to spotlight Mr. Cooper for the positive relationships and engaging learning experiences he creates for his students each day.

Students describe Mr. Cooper as a fun teacher who knows how to connect with them through humor, encouragement, and a relaxed classroom environment. They appreciate that he “messes around and plays around with us every once in a while,” creating a classroom atmosphere where students feel comfortable, supported, and motivated to learn. Students shared that while he is not overly strict, he still helps them stay focused and get their work done.

One of the highlights of the year for students was learning about diseases and historical events through creative projects. Students especially enjoyed creating podcasts on topics such as plagues, eating disorders, and smallpox, which allowed them to research, collaborate, and share their learning in engaging ways.

Students also enjoyed studying “A Long Walk to Water,” in which they explored important topics related to history, war, and human resilience. Through these lessons, students shared that they learned a great deal and developed a deeper understanding of the world around them.

Thank you, Mr. Cooper, for creating a classroom environment where students feel engaged, supported, and excited to learn!

Staff Spotlight

Charlene Pututau - Librarian

This month, we are excited to spotlight our amazing librarian, Charlene, for the adventure, creativity, and love of reading she brings to our school community each day!



Library time is more than just checking out books — it's an experience. Students eagerly look forward to receiving special letters from *Booksie the Library Fairy*, who shares magical messages about books, fun facts about national holidays, and encouraging reminders to keep reading. Booksie even joins in on school events and occasionally drops off a special book for Mrs. Charlene to read aloud to students.

One of Mrs. Charlene's favorite parts of being a librarian is finding books that students, teachers, and paraprofessionals will truly enjoy. She is always searching for creative and engaging ways to spark a love for reading in others. Whether students are participating in library scavenger hunts, exploring new genres, or earning points during their daily 10–15 minutes of reading time, Mrs. Charlene creates an environment where reading feels exciting and meaningful.

Students also look forward to shopping once a month in *Mrs. Charlene's Store*, where they can purchase books, bookmarks, posters, and fun gadgets using the points they have earned through reading activities.

Thank you, Mrs. Charlene, for helping our students discover the magic, adventure, and joy that books can bring!

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"> 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 regular student attendance by 3% from 2024-25 to 2025-26. | | |

25-26 Work Plan

Mastery of Knowledge and Skills

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

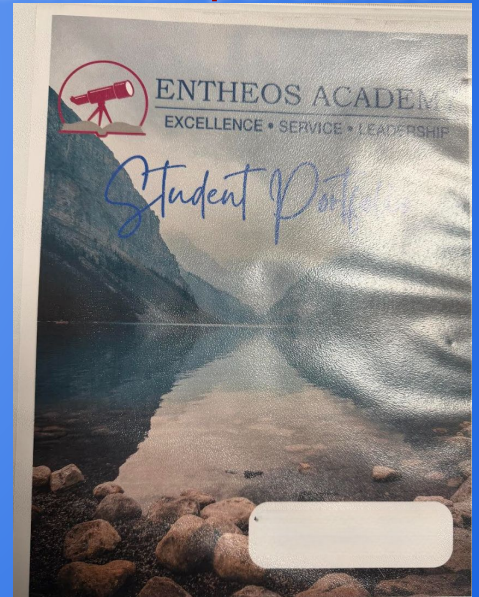
Testing is very near completion. Currently working through end of year walkthrough observations.

25-26 Work Plan

High Quality Work

Learning Target: 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 portfolios.

We are currently working on End of Year portfolio checks, and getting ready to move portfolios to the next grade.



25-26 Work Plan

Character

Learning Target: I can implement a strong crew centered on the school values to create, shape and reinforce good character.

Learning Target: I can support our Entheos PBIS structure with strong classroom management.

We are currently doing End of Year Crew observations to compare progress toward our goal of 80% implementation.

7th Grade Adventure - Moab



7th Grade Adventure - Moab



8th Grade Adventure - Fillmore

Pioneer Dance



Gratitude Circle



Discovery Recital 3-5

Grades 3-5 performed at Matheson for their final Discovery session of the school year.



Celebration of Service



Book Fair



Teacher Appreciation

We enjoyed celebrating our incredible teachers and staff during Teacher Appreciation Week!

Monday - Treat Cart

Tuesday - Nacho Bar

Wednesday - Dirty Soda Bar

Thursday - Ice Cream Sundae Bar

Friday - Meatball Subs



Entheos Kearns Director's Report

May 2026



ENTHEOS ACADEMY

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Service Learning/Adventure

The following was reported by Melanie Louviere:

Service:

- Service Celebration was held on 15th May.
- For their **Living Things All Around Us Expedition**, Kindergarten raised caterpillars and watched the process of metamorphosis, then released them into the neighborhood to help pollinate trees and gardens!
- 4th grade made blankets for Lifting Hands, a local organization that distributes blankets to those in need, for their **Colors of Utah Expedition**.

Adventure: 7th Grade visited Arches National Park. 41 of 49 (84%) students participated on this adventure.



PCO



The following was reported by PCO:

- Teacher Appreciation Week was a wonderful celebration centered around the theme, “Every Great Story Starts with a Great Teacher.” Each day highlighted a beloved children’s book while honoring the incredible impact of our teachers and staff.
- On Monday, staff enjoyed a cookies and coffee bar inspired by the book “If You Give a Mouse a Cookie”.
- Tuesday featured a festive chips and dip bar with the theme “Let’s Fiesta! We Appreciate Ya!” inspired by Cinco De Mouse-O.
- On Wednesday, students created meaningful appreciation art pieces connected to The Dot, sharing messages about how teachers have “made a mark” on their lives.
- Thursday’s celebration, inspired by The Giving Tree, focused on gratitude as students brought thank-you notes on paper leaves that were used to decorate teachers’ doors.
- The week concluded on Friday with a charcuterie day inspired by The Very Hungry Caterpillar and the theme, “You Help Us Learn and Grow.”
- PCO provided meals to our faculty during our Student-Led Conferences.



Staff Recognition

Support Staff: Stefanie Carrillo

Ms. Stef has worked as the elementary art paraprofessional at the Kearns campus for over seven years. She is known for her infectious positive energy, creative spirit, and unwavering support of both students and staff.

Ms. Stef plays a vital role in student success by collaborating with elementary teachers to develop meaningful art components connected to expeditions. Her work helps create rich, high-quality, multi-sensory learning experiences that deepen student engagement and bring learning to life in creative and memorable ways.



Staff Recognition

Elementary: Spencer Nielson

With over seven years of dedication to our Entheos Kearns students, Mr. Spencer exemplifies excellence in fifth-grade instruction. His disciplined approach, high expectations, and unwavering belief in student potential create a classroom culture where learners consistently rise to challenges and exceed goals. Beyond his own classroom, Mr. Spencer is a valued mentor and collaborator. He opens his doors for peer observations and provides thoughtful, student-centered feedback that supports colleagues in refining their practice and driving collective success across the school community. Thank you, Spencer, for your leadership, commitment, and lasting impact on our students and staff.



Staff Recognition

Middle School: Sara Erickson

Mrs. E has been a valued member of the Kearns campus for more than four years, serving as a dedicated middle school social studies teacher. She is known for her positive attitude, enthusiasm, and commitment to creating meaningful learning experiences for students. In addition to her work in the classroom, Mrs. E supports our student council students and serves as a member of the High-Quality Work Crew, helping strengthen student leadership and excellence across the school community. Her willingness to grow and support school initiatives is evident in her eagerness to take on teaching Speech and Debate next year. Thank you, Sara, for your energy, leadership, and dedication to our students and school community.



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.

MKS provided support on final DITs for the year for grade bands looking at their end of year state testing data for reading, math, science, and writing. Grade teams will communicate observations and action items to the School Director from their DITs. MKS is also preparing for their MKS debrief at our end of year PD.

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.

Our Character Crew continued their leadership and support of school culture by preparing attendance certificates to recognize students during Community Circle celebrations. The team also completed end-of-year Crew observations and began preparing data presentations for end-of-year professional development. These presentations will highlight progress made toward our Character goals and help guide continued school improvement efforts in the coming 2026-27 school year. Selected students were also recognised for their demonstrated leadership, service, and excellence at our community circle on 5/28/2026.

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.

Our High-Quality Work Crew completed end-of-year portfolio checks and supported teachers as they prepared for and facilitated student-led conferences. The team also compiled and analyzed data demonstrating progress toward work plan goals, which will be shared during end-of-year professional development in June to support reflection, celebration, and planning for continued growth.

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%).

Regular Attendance for 2025-26: 53%. Increased by 2%

At Risk Attendance: 30%. Increased by 5 %

Chronic Attendance: 17%. Decreased by 7%

Students received recognition for attendance achievements during our community circle 5/28/2026.

A Wizarding World Book Fair - Step Into Our Chamber of Books

Our Wizarding World-themed Book Fair ran through May 15th. Students and families were invited to step into the Chamber of Books and explore an incredible selection of books while experiencing the magic that took over our library. A huge shoutout to Mrs. McDaniel and her crew of helpers for creating such a phenomenal experience.





3rd Grade Tulip Festival: Life Cycles

Our third-grade students braved the spring weather to experience the breathtaking beauty of the Tulip Festival at Thanksgiving Point as part of their study of plant and animal life cycles. This hands-on learning opportunity allowed students to deepen their understanding of science concepts while exploring vibrant gardens in full bloom. A special thank you goes to our incredible parent volunteers whose support and chaperoning helped make this memorable experience possible.



Kindergarten Celebration of Learning



Our kindergarten students proudly showcased their learning about the anatomy of plants and trees during a joyful Celebration of Learning filled with song, dance, and excitement. We greatly appreciate the support of the many family members and friends who filled the gym to cheer on our students. In addition to their performances, students created high-quality writing and artwork that beautifully demonstrated their learning, creativity, and growth.

Arches National Park: Adventure



Lagoon Day of Physics

As a precursor to their Physics Lagoon Day experience, our 8th-grade students showcased their understanding of physics concepts by presenting spectacular roller coaster models to students in the lower grades. Their creativity, engineering skills, and ability to explain concepts such as force, motion, and energy demonstrated both deep learning and strong presentation skills.



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Fitness Challenge: The Entheos Olympics

Our middle school students brought energy, determination, and school spirit to a week-long Lunch Olympics competition! Throughout the week, students competed in a variety of events that tested strength, endurance, coordination, and skill, including football throw distance, wall sits, planks, soccer ball juggling, and basketball free throws. The competition created excitement across all grade levels and gave students an opportunity to challenge themselves and cheer on their peers during lunchtime activities. Congratulations to all of our participants and champions for demonstrating perseverance, sportsmanship, and school pride throughout the week!



Football Throw Winners

Boys: 6th Grade: Felo, 7th Grade: Jeffrey, 8th Grade: Ethan **Best Overall: Jeffrey**
Girls: 6th Grade: Rihana, 7th Grade: Rosie, 8th Grade: Bella R, **Best Overall: Rihana**

Wall Sit Winners

Boys: 6th Grade: Zac, 7th Grade: Levi, 8th Grade: Roman, **Best Overall: Roman**
Girls: 6th Grade: Rihanna, 7th Grade: Paisley, 8th Grade: Kalila, **Best Overall: Kalila**

Plank Challenge Winners

Boys: 6th Grade: Adrian, 7th Grade: None, 8th Grade: Jaymasen, **Best Overall: Jaymasen**
Girls: 6th Grade: Bethany, 7th Grade: None, 8th Grade: Kalila, **Best Overall: Kalila**

Soccer Ball Juggling Winners

Boys: 6th Grade: Juan & Donovan, 7th Grade: Levi, 8th Grade: Nas, **Best Overall: Nas**
Girls: 6th Grade: Rihana, 7th Grade: Rosie, 8th Grade: Arely, **Best Overall: Rihana**

Basketball Free Throw Winners

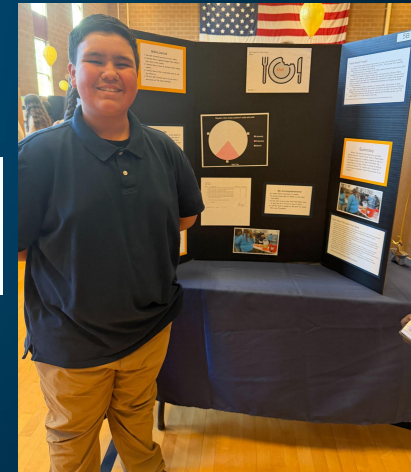
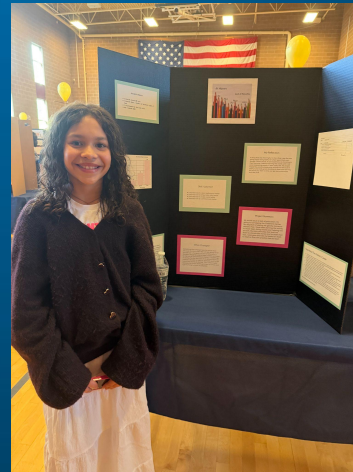
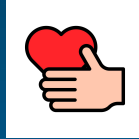
Boys: 6th Grade: Jayden & Doniven, 7th Grade: Jeffrey & Daniel, 8th Grade: Seti, **Best Overall: Seti**
Girls: 6th Grade: Jezabel, 7th Grade: Victoria, 8th Grade: Jordynne, **Best overall: Jordynne**

Night of Greatness



Celebration of Service 2025-26

Deputy Superintendent USBE
Deputy Kearns Mayor
District 4 City Council Representative
UAPCS Director
School Board Members
Hearts Knit Together Operations Manager
Faculty, staff, students, and families



11 year old Liam Whitney raised \$2,100.00 to clear off our school's lunch debt.

Fox News Article



Student Exemplars Recognised at Community Circle



Students with
Zero Absences



Entheos Executive Director's Report

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May 2026

Upcoming Calendar Dates

Magna

- 5/29 Last Day of EOY Testing
- 5/29 Grade 2 Spring Sing, 12:45-1:15
- 6/1 Talent Show Assembly
- 6/3 Elementary Field Day
- 6/4 Last Day of School
- **6/4 Kinder Graduation, 9:30 - 10:30**
- 6/5 Teacher Reporting/Portfolio Day
- 6/8 - 6/10 EOY P.D./Teacher Checkout
- 8/4 Registration Day
- **8/6 Entheos Aniv. Celeb. At Thanksgiving Point**
- 8/12 New Teacher P.D.
- 8/13 Kinder Orientation, 6-8
- 8/13 - 8/18 BOY P.D.
- 8/19 First Day of School

Kearns

- 5/29 Last Day of EOY Testing
- **5/29 Grade 8 Graduation Passages, 2 - 4:30**
- **6/1 Grade 1 C.O.L, 4:15 - 5:15**
- 6/3 Field Day
- **6/3 Kinder Graduation, 6 - 7**
- 6/4 Last Day of School
- 6/5 Teacher Reporting/Portfolio Day
- 6/8 - 6/10 EOY P.D./Teacher Checkout
- 7/30 Registration Day
- **8/6 Entheos Aniv. Celeb. At Thanksgiving Point**
- 8/13 - 8/18 BOY P.D.
- 8/19 First Day of School

2025- 26 Enrollment

| | Magna | Kearns |
|-------------------|--------------|---------------|
| Enrollment | 467 | 578 |
| Waitlist | 102 | 105 |

2026- 27 Enrollment

| | Magna | Kearns |
|-------------------|--------------|---------------|
| Enrollment | 486 | 614 |
| Waitlist | 53 | 72 |

Legislative Updates

During this legislative session, money was set aside to form a Charter Resource Center. We are watching this development carefully to see if it may benefit Entheos.

UTAH CHARTER RESOURCE CENTER (UCRC)

A Shared-Service Partnership. Stronger Schools. Greater Impact.

A charter-led cooperative that delivers high-quality, cost-effective services so charter schools can focus on students and mission.

THE NEED

- Limited access to specialized services (e.g., SPED, behavioral health, IT)
- High costs due to small scale and duplication
- Staffing shortages in high-need areas
- Increasing demands for compliance, data, and technology
- Uneven service quality and inefficiencies

OUR SOLUTION: UCRC



UCRC coordinates and provides scalable, high-impact services that leverage economies of scale and ensure every charter school—regardless of size—has access to the support they need to thrive.



Improve Student Outcomes



Reduce Costs & Duplication



Increase Capacity & Compliance



Strengthen Charter Sustainability

POSSIBLE SERVICES



CORE SERVICES (Included for All Member Schools)

- Leadership & Coordination
- IT Infrastructure & Support
- SPED Oversight & Compliance
- Data & Reporting Support
- Operational & Business Support



SHARED SERVICES (Available to All Members)

- Behavior Support (BCBA/RBT Services)
- SPED Evaluations & Assessments
- Instructional Coaching & Curriculum Support
- Professional Development
- Mental Health Support
- Data Analysis & Insights



OPTIONAL / À LA CARTE SERVICES (Fee-for-Service)

- Dedicated Staffing (e.g., Psychologist, SLP, OT)
- Crisis Response & On-Call Support
- Driver's Education Programs
- Advanced IT Services
- Grant Writing Support
- Specialized Coaching

SIMPLE & TRANSPARENT PRICING

| TIER | WHAT'S INCLUDED | PRICING |
|-----------------------------------------|-------------------------------------------------------------------------------------|----------------------------------------|
| 1 Core Services (REQUIRED) | Base coordination, IT support, SPED oversight, compliance, and operational support | \$3,000 per school + \$10 per student |
| 2 Shared Services (OPTIONAL) | Access to shared specialists, evaluations, coaching, professional development, etc. | Additional per-student or service fees |
| 3 À La Carte Services (OPTIONAL) | Customized, specialized services tailored to each school's needs | Fee-for-service pricing |

FUNDING OVERVIEW (Year 1 Projection)

| PROJECTED REVENUE (20 SCHOOLS) | | ESTIMATED EXPENSES | |
|--------------------------------|------------------------------|-----------------------|------------------------------|
| State Support | \$500,000 | Core Staff | \$400,000 |
| Base Fees (20 schools) | \$60,000 | Shared Services | \$150,000 - \$200,000 |
| Per Student (\$10 x 10,000) | \$100,000 | Operations & Overhead | \$75,000 |
| Additional Service Revenue | \$50,000 - \$100,000 | Contingency | \$25,000 - \$50,000 |
| TOTAL REVENUE | \$600,000 - \$700,000 | TOTAL EXPENSES | \$600,000 - \$700,000 |



OUR PRINCIPLE

UCRC does not replace school-level staffing. We coordinate, scale, and expand access to high-quality services—so schools can stay focused on what matters most: students and learning.

GOVERNANCE & FINANCIAL OVERSIGHT

GOVERNING BOARD

Charter-led board modeled after the CTE Consortium



Chair



Vice Chair



5 Charter School Representatives (balanced by size & geography)



Executive Director (ex-officio)

BOARD RESPONSIBILITIES

- ✓ Define and approve rules for how UCRC funds will be used
- ✓ Approve budget and pricing tiers
- ✓ Set strategic priorities and service focus
- ✓ Oversee financial stewardship and transparency
- ✓ Ensure accountability and evaluate performance

NEXT STEPS



Finalize Governance Structure & Bylaws



Confirm Charter Participation



Establish Pricing Tiers & Service Catalog



Finalize Budget & Agreements



Launch UCRC Services for 2025-2026 School Year



Stronger Together.

By working together, Utah's charter schools can achieve more—delivering better support, better outcomes, and a brighter future for our students.



Entheos Merchandise Store Is Now Live!



ENTHEOS ACADEMY

EXCELLENCE • SERVICE • LEADERSHIP

LOGO GEAR



We're excited to share the launch of our new online shop: Entheos Academy Gear!

This shop offers a variety of logo apparel and accessories, including polos and sweatshirts that are appropriate for wear at school. These items are completely optional and are not required as part of the school uniform—just a fun way to show school spirit if you choose.


A few helpful notes:


- Entheos Academy does not receive any portion of sales; this shop is simply a resource we're making available for those who are interested.
- Discounts may be offered from time to time—be sure to check the top of the online shop for current promotions.
- You may need to click into individual categories to view all available items within that section.
- All purchasing and customer service are handled directly through the online shop, not through Entheos Academy.
- Orders are shipped directly to you.

[Store Link!](#)



Find Entheos Academy Gear at:

 Entheos Academy website Parent Resource Page
<https://share.google/uedNszx9zeyFMreuf>

 Entheos Academy Gear
<https://entheos-academy-gear.myspreadshop.com/>



Big Announcement: Middle School Electives Coming Up!

Beginning next school year, we will be introducing middle school electives as an additional opportunity to expand student choice and engagement. These electives will complement — not replace — our existing Expeditions and Discovery programs, which will remain central parts of the Entheos experience. Teachers are excited for the opportunity to teach in passion areas that align with their expertise and licensing, helping students explore interests while strengthening connections and engagement in school.



Elective Choices, 2026-27

Kearns

- Robotics & Coding
- Speech & Debate
- 3D Design
- Drawing & Painting
- Pop Media
- Advanced STEM
- Photography & Print Making
- Team Sports
- Aerobics
- Social Dance
- Yearbook

Magna

- Robotics & Coding
- Game Design
- Pattern Lab
- Folklore & Mythology
- Debate
- Lead & Serve
- Momentum
- Advanced STEM
- Pop Media
- Newspaper
- Yearbook

Students will have the opportunity to rank their elective choices in order of preference, similar to the Discovery course selection process. While we will make every effort to place students in one of their preferred electives, final schedules will be determined based on factors such as class size, scheduling considerations, and academic placement needs .

Nature-Based Adventure Playground Project: Board Update

April:

Site walks were conducted at both campuses with the following potential partners:

- [Playspace Designs](#)
- [Great Western Recreation](#)
- [Garrett Parks & Play](#)

We learned some key information:

- All 3 companies are already approved vendors through the state, so we will not have to do a formal RFP.
- Unlike a standard playground install, our nature-based focus means a landscape architect will be a primary partner in developing these proposals.
- The hard ground and drainage conditions at the Magna site will be important factors in the playground design and installation process and are expected to require significant planning and investment.
- We will likely have to split the install over 2 years due to the large scope of the project.
- We expect to receive initial proposals and conceptual visions from the companies by early June, which will give us a clearer understanding of projected costs and the overall feasibility of our priorities and goals.

District Spotlight: Luseane Tafisi, Magna Assistant Director

This month we are recognizing Ms. Luseane Tafisi, our incredible Magna campus Assistant Director!

Ms. Tafisi steps up to any challenge that comes her way—big or small—to support our entire Magna team. She makes sure our teachers have the training and resources they need to thrive, and she spends time every day with our students, helping them navigate tough situations and learn how to problem-solve when they make mistakes.

She is a powerful collaborator with our whole district admin. She truly models what it looks like to be a strong leader while keeping a humble, learning attitude. Above all, she brings a warm smile and a word of encouragement to work every single day!



Questions?



ENTHEOS ACADEMY

EXCELLENCE • SERVICE • LEADERSHIP

28 May 2026

Consent Agenda Items:

1. Policies for Approval

1. Policies for Approval

- a. 3111 Disposal of Text Books
- b. 5503 Searches of Student and Student Property
- c. 5601 Charter School Extracurricular Activities at Other Public Schools
- d. 6204 Fieldwork Policy and Protocol

3111 DISPOSAL OF TEXTBOOKS

Purpose

This policy establishes the procedures for reusing or disposing of textbooks in accordance with state rule.

Definitions

Textbook: Any printed book required for participation in the course of instruction; also includes books used in classes for which textbooks are generally not adopted at the state level.

Usable Textbooks: A set of at least 25 textbooks that are not severely damaged, worn out, or outdated.

Policy

According to Utah Code § 53A-12-207, Entheos Academy will not dispose of usable textbooks without first notifying other school districts of its intent to dispose of the textbooks, including the intended timeline for disposal. This does not apply to textbooks that have been damaged, mutilated, worn out, or are out-of-date.

The School Administrator or designee may negotiate the exchange of the textbooks.

5503 SEARCHES OF STUDENT AND STUDENT PROPERTY

Purpose

Given the school's custodial and tutelary responsibility for children, and the school's intent to preserve a safe environment for all students and staff, school officials recognize that they must have the authority to conduct reasonable searches of students and student property. School officials engaging in searches of students and property shall abide by the following guidelines:

Policy

Student Lockers

Students have no right or expectation of privacy in school lockers. While lockers are under the joint control of students and the school, lockers are solely school property and may be searched at any time by school officials with or without cause. Once a locker is opened for search, any search of student belongings contained within the locker must comply with the guidelines for searches of personal belongings of this policy.

Searches of Students and Student Property

Searches of a student's person or personal property (coats, hats, backpacks, book bags, purses, wallets, notebooks, gym bags, etc.) may be conducted whenever the student's conduct creates a reasonable suspicion that a particular school rule or law has been violated and that the search is reasonably related to the suspicion and not excessively intrusive in light of the age and sex of the student and nature of the infraction. Circumstances warranting a search include those in which school officials **havehas** reasonable suspicion that the student or student property is concealing weapons, drugs, alcohol, tobacco, unsafe contraband, or lost/stolen/misplaced items.

Searches of Personal Belongings

Personal belongings may be searched by school officials whenever school officials have reasonable suspicion to believe a student is concealing evidence of a policy violation or criminal activity, and the items being searched are capable of concealing such evidence. The student may be asked to open personal belongings and to turn over personal property for search by a school official. All searches of student property by school officials shall be witnessed by an objective third party (such as another administrator, teacher, or police officer) to observe that the search is not excessively intrusive.

All contraband discovered in a search by school officials shall be immediately confiscated and turned over to law enforcement officers if school officials have reason to believe the contraband is related to the commission of a criminal act.

Searches of Person

School officials shall make sure the search meets the following guidelines:

School officials may ask the student to remove his/her hat, coat, shoes, and socks, turn pockets inside out, and roll up sleeves to see if the student is hiding contraband.

Under no circumstances may school officials require students to remove any other items of clothing or touch students in any way during the search.

If this limited search does not turn up suspected contraband and school officials have reasonable suspicion that the student is concealing contraband in his/her inner clothing (i.e., hiding drugs, weapons or other contraband underneath shirts, pants, or underwear), law enforcement officers shall be summoned immediately to conduct further search and investigation.

Documentation of Searches

School officials shall thoroughly document the details of any search conducted of a student's property or person. Documentation shall be made at the time of the search, or as soon as possible thereafter, and shall include the following:

1. The time, place, and date of the search
2. The reasonable suspicion giving rise to the search (what did school officials suspect to find during the search)
3. The name and title of individuals conducting and observing the search
4. A statement about evidence that was found or not found as a result of the search
5. A statement about who took possession of contraband (i.e., police, school, etc.)
6. Information regarding the attempts of school officials to notify parents about the search.

Students possess the right of privacy of person as well as freedom from unreasonable search and seizure of property. The individual's right, however, is balanced by the ~~school's~~^{schools'} responsibility to protect the health, safety, and welfare of its students. It should be made clear to all that lockers are the property of the school. A student's locker and/or its contents may be searched by building administrators without prior permission [to uphold the safety and security](#)

of pupils and personnel, ~~in order to uphold the safety and security of pupils and personnel~~ in accordance with Act 451, Section 380.1306.

It is strongly recommended that the student also be present for the search of his/her locker. Except in an emergency, it is recommended that the building principal or his/her designee have another adult present during a locker search.

The building principal or his/her designee shall not be obligated to, but may request, ~~but may request~~ the assistance of a law enforcement officer in the course of conducting a locker search. The building principal or his/her designee shall respect the pupil's privacy rights regarding ~~privacy rights of the pupil regarding any items discovered that are not illegal or in violation of any items discovered that are not illegal or against~~ school policy or rules.

5601 CHARTER SCHOOL EXTRACURRICULAR ACTIVITIES AT OTHER PUBLIC SCHOOLS

Policy

Entheos Academy will allow students to participate in Extracurricular Activities at other Public Schools as per Utah State Code 53G-6-704.

6204 FIELDWORK POLICY AND PROTOCOL

Purpose

Entheos Academy board supports students' academic development through safe, hands-on fieldwork. All fieldwork will support the vision and purpose of the Entheos Academy charter and comply with Utah State Education guidelines and outlined protocols for optimal participant safety.

Definitions

Fieldwork is defined as work done off-campus in pursuit of classroom projects. ~~Fieldwork may include library research, interviews, and specimen collection.~~

Policy

A note will be sent home to parents/guardians describing the fieldwork excursion's date, time, location, and purpose no later than one week prior to the excursion. A permission form will be required each time students leave campus for a school-sponsored activity.

Protocol

I. Transportation

- A. When students leave campus for any school-sponsored activity; not within walking distance, the ideal mode of transportation is via school bus. Students may not be transported by volunteers.
- B. Adult supervision is required throughout the bus. Teachers and volunteers will disperse themselves amongst the students. Students must stay seated on the bus and follow the same school rules and guidelines expected of them in school. Disciplinary action will be taken if a school rule is broken during a fieldwork excursion. Before every departure, whether from school, fieldwork site, or en route, the teacher or volunteer will ensure each student is safely boarded by performing a roll call by name.

II. Behavior/Safety

- A. To help with supervision, teachers and volunteers will each be responsible for a specific, small/manageable group of students, with a **minimum** ratio of one adult per six students. Volunteers and staff are required to follow the fieldwork schedule of activities. Each student will stay with their assigned group and adult for the entire outing.
- B. Adults must respect **students' student's** privacy and intrude only to the extent that health and safety require. Adults must protect their own privacy in similar situations. Examples include swimming, scuba diving, etc.
- C. Students must understand that each adult volunteer who accompanies their class is an authority figure responsible for ensuring **that rules are followed, that students are kept safe, and that students conduct**~~rules are being followed and that students are being kept safe and conducting~~ themselves respectfully.
- D. Each teacher will establish a short list of rules and expectations that instruct students to conduct themselves respectfully and responsibly wherever they visit, from visiting a museum to hiking in the mountains. These guidelines should be reviewed with students EACH time they leave the school for an outing.
- E. Staff **areis** required to check for any medical conditions and/or medications before departing on a fieldwork excursion.
- F. A first aid kit must accompany a teacher/volunteer on any fieldwork excursion.
- G. In the event of an emergency, teachers or volunteers must call Entheos

administration as soon as possible. If it is a ~~life-or-death~~ ~~life-or-death~~ situation, call 911 before calling the school. Do not call any parents from the emergency site. All calls to parents must be made by an Entheos administrator, board member, or those staff instructed by such persons.

- H. ~~Also, a~~All media must be directed to the Campus or Executive Director. Staff may speak with the media about the incident at the discretion of the Campus and Executive Directors. Student privacy should be maintained in all media inquiry situations.

III. **Parent Participation**

- A. All eligible parents/guardians are welcome on all fieldwork outings. If the maximum number of volunteers has already been ~~reached and there is no allowance for additional volunteers~~ ~~met, and there is no allowance for more~~ in the budget, parents/guardians will be responsible for their own transportation and the cost of their admission (if applicable).
- B. All parents/guardians participating in fieldwork must not be a distraction and should not take their child, or any child, away from the group. Leaving the group for any reason is not allowed.

REF: Chaperone Guidelines

ENTHEOS ACADEMY BOARD MEETING MINUTES

April 23, 2026 6:00pm

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

OPENING

- I. Roll Call
 - a. Board Members Present: Xazmin Prows, Deb Ivie, Karen Bogenschutz, Rod Eichelberger, Jaren Gibson
 - b. Board Members Excused:
 - c. Administrators and Staff also present: Esther Blackwell (joined 6:20 pm), Jason Bennion, Denise Mathews, Sue Talmadge, Alisha Cartier
 - d. Administrators Excused: Brian Cates of Red Apple
 - e. Others in attendance: Evette Mendisabal, Katrina Duncan, and Nicole Klepacz
 - f. Time: (6:05 pm)
- II. Meeting Opened by Rod Eichelberger (6:05 pm)
- III. Pledge of Allegiance led by Deb Ivie (6:06 pm)
- IV. Mission Statement by Xazmin Prows (6:07 pm)
- V. Approve minutes from March 26, 2026 and April 23, 2026 Consent Agenda (6:08 pm)
 - a. **Rod Eichelberger motions to approve the March 26, 2026 Board Meeting Minutes and the April 23, 2026 Consent Agenda. Second Karen Bogenschutz.**
 - b. Vote: Xazmin Prows, Deb Ivie, Jaren Gibson, Karen Bogenschutz, Rod Eichelberger
- VI. Entheos Value Presentation by Karen Bogenschutz (6:08 pm)
 - a. Value: Service

PUBLIC COMMENT

- I. Public Comment: (6:16 pm)
 - a. NONE

INFORMATIONAL ITEMS

- I. Q&A on Director Reports (6:16 pm)
 - a. District: Denise Mathews - Celebration of Service May 15th. Kearns Campus. Graduation Passages at both campuses. Highlighted in yellow. Toys for Tots literacy program. Playground project. Phase One is complete. Site walkthrough will happen next week. Budget items to consider for the board to review. Utah Charter School Board - changes with staff. EL Conference in October.
 - b. Kearns: Denise Mathews - 5th grade crew visited Tracy Aviary. Service. Hard work in the snow. 1st Grade Poetry Slam.
 - c. Magna: Jason Bennion - 3rd grade Wetzel crew researching to prevent mosquitos. Student council is busy. High Quality Work. Director 200 club party. Spirit week. Buddy crew. Help motivate during testing time. Karen Bogenschutz shares that she loves the buddy crews. Helps MS students make good choices knowing little kids are looking up to them.

- II. Staff Recognitions (6:26 pm)
 - a. District: Alicia Seeley
 - b. Kearns: Shaylie Sudbury, Jenna Marshall, Jessica Nash
 - c. Magna: Andy Dalton, Jason Russ, Kierra Davenport
- III. School Presentation by Katrina Duncan and Nicole Klepacz (6:34 pm)
 - a. Present about Sped Conference - CEC = Council for Exceptional Children
 - b. Katrina's take aways - gleaning information from experts
 - c. Nicole's take aways - inclusion that supports all the needs, learning science behind the practice. Access to slides to look back and have as a resource. Reignites passion.
 - d. Thank you from both Nicole Klepacz and Katrina Duncan.
- IV. Budget and Finance Report Deb Ivie (6:42 pm)
 - a. 75% of the way through the year at the end of March. Enrollment is still good, finances are still good. There are a few that we are looking at larger expenses will be able to happen before end of fiscal year. Moved a little more money to PTIF. Esther Blackwell - submitting requests for reimbursement. How to reflect large expenses for next year. Don't want to throw off annual budget.
- V. Audit Committee Report by Deb Ivie (6:45 pm)
 - a. Still good to continue moving forward with current auditor without any major changes.
- VI. Anniversary Committee Report by Jaren Gibson (6:48 pm)
 - a. Fun committee, working with past board member. Venue is called Electric Park. Electric event. Budget together, sent to Esther Blackwell. Gathering names of people to make sure everyone is invited. August 6th Save the Date.
- VII. Entheos Employee Handbook for board review by Sue Talmadge (6:53 pm)
 - a. General updates

DISCUSSION ITEMS

- I. Board Development by Evette Mendisabal (6:56 pm)
 - a. Anxious Generation Chapter 8
 - i. Evette Mendisabal shared her thoughts on this chapter. Board and advisors shared their takeaways. Looking forward to next section to learn more about how to help. Next month chapter 9.
- II. Board Training by Xazmin Prows and Jaren Gibson (7:13 pm)
 - a. Xazmin Prows - Data to decisions - main takeaway from training - we have a set of leaders that give us the right data that the board needs to be able to do jobs. The board's role - responsible if instruction is working. Not in charge of the way it should be happening. Different reports, leaders are keeping board up to date on all. Where we are growing, where we should be growing, lack of growth or regression.
 - b. Jaren Gibson - Finance training. Board does and does not do. The difference is not financial expertise. Shared slides from training. Helps that we are given the right data each month to review.
 - c. Rod Eichelberger - the original board was very conservative and set the tone for the rest of the years. Series of really good directors that have controlled the budget. Finance committee.
- III. Policies for discussion by Xazmin Prows (7:25 pm)
 - a. 3111 Disposal of Text Books (no changes) - no questions or concerns
 - b. 5503 Searches of Student and Student Property - no questions or concerns. Rod Eichelberger would like to have it looked over eventually.

- c. 5601 Charter School Extracurricular Activities at Other Public Schools (no changes) - no questions or concerns
 - d. 6204 Fieldwork Policy and Protocol - do not cross out the word Policy. No questions or concerns.
- IV. Discuss Board Retreat by Rod Eichelberger (7:28 pm)
- a. June 27th. Agenda to be discussed at executive committee meeting.
- V. Discuss Executive Contract by Rod Eichelberger (7:42 pm)
- a. Rod Eichelberger will send an email with recommendations, and will ask for individual feedback.

ADJOURN

- I. Time: 7:43 pm
- II. **Motion: Xamin motions to adjourn. Deb Ivie seconds.**
 - a. Vote: Karen Bogenschutz, Jaren Gibson, Deb Ivie, Xazmin Prows, Rod Eichelberger