

PROPOSED Board Meetings 2027

Month	Day	Year	Location	Address
January	28	2027	Magna Campus	2606 S 7200 W, Magna, UT 84044
February	25	2027	Kearns Campus	4710 W 6200 S, Kearns, UT 84118
March	25	2027	Magna Campus	2606 S 7200 W, Magna, UT 84044
April	22	2027	Kearns Campus	4710 W 6200 S, Kearns, UT 84118
May	27	2027	Magna Campus	2606 S 7200 W, Magna, UT 84044
**June		2027	Board Retreat and work session	TBD
**June	24	2027	Kearns Campus	4710 W 6200 S, Kearns, UT 84118
July		2027	No Meeting	
August	26	2027	Magna Campus	2606 S 7200 W, Magna, UT 84044
September	23	2027	Kearns Campus	4710 W 6200 S, Kearns, UT 84118
October	28	2027	Magna Campus	2606 S 7200 W, Magna, UT 84044
November	18	2027	Kearns Campus	4710 W 6200 S, Kearns, UT 84118
December		2027	No Meeting	



ENTHEOS ACADEMY

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6208 LANGUAGE ACCESS

Purpose

The Language Access Plan (“LAP” or “Plan”) provides access to agency services, programs, and activities for persons who have limited English proficiency and who use languages other than English. The Language Access Plan is mandated by HB302.

Definitions

- A. “Primary language” means the first language spoken at home by a student’s parent or guardian.
- B. “Interpretation” means simultaneous communication between a speaker of English and a speaker of ~~of~~ another language.
- C. “Translation” means the written communication wherein the written words of one person are communicated to others in writing in a different language.

Language Access Plan

- A. Language Access Coordinator
 - a. A language access coordinator will be designated by Entheos and is responsible for implementing and updating this language access plan.
- B. Training
 - a. Entheos will inform school personnel about the details of this language access plan, the rights of parents and students to language assistance services, and the proper procedures to access language assistance services as outlined in this document.
- C. Determination of Primary Language
 - a. Entheos must determine within 30 (thirty) days of a student’s enrollment (or re-enrollment) the primary language spoken by the student and family in the home. If the primary language is not English, Entheos shall determine if the student and the parents require language assistance to communicate effectively with the school.
 - b. Entheos shall maintain a record of the primary language of each parent.
- D. Obligation to Provide Language Assistance Services

6208 Language Access Policy

- a. Consistent with this regulation, Entheos shall provide translation and interpretation services to students and parents who require language assistance in order to communicate effectively with the school.
- b. Guardians may rely on an adult or relative for language and interpretation services if they choose; however, Entheos should not expect relatives to provide interpretation or translation without an agreement.

E. Qualifications of Interpreters and Translators

- a. Interpreters and translators may be certified and, where possible, have education-specific experience for the following: (a) classroom activities; (b) impromptu and scheduled office visits or phone calls; (c) enrollment or registration processes; (d) the IEP process; (e) student educational and occupational planning processes; (f) fee waiver processes; (g) parent engagement activities; (h) student disciplinary meetings; (i) school community councils; (j) school board meetings; (k) other school or LEA activities; and (l) other interactions between the parents of a student learning English and (m) educational staff.

F. Translation Requirements

- a. Translation shall be provided for, but not limited to: (a) registration or enrollment materials, including home language surveys and English learning program entrance and exit notifications; (b) assignments and accompanying materials; (c) report cards or other progress reports; (d) student discipline policies and procedures; (e) grievance procedures and notices of rights and nondiscrimination; (f) parent or family handbooks; and (g) requests for parent permission.

b. School Produced Critical Communications

- i. Entheos shall identify documents that are distributed or electronically communicated to guardians containing critical information regarding their child's education, including, but not limited to: registration, application, and selection; standards and performance (e.g., standard text on report cards); conduct, safety, and discipline; special education and related services; and transfers and discharges.
- ii. Entheos shall procure translations of critical communication in a timely manner, in each of the covered languages, and (b) work with the office responsible for the critical communication to make such translations available to the schools.

c. Student Specific Critical Documents

- i. Schools shall provide parents with a translation of any document that contains individual, student-specific information regarding, but not limited to, a student's:
 - a. health; b. safety; c. legal or disciplinary matters; and d. entitlement to public education or placement in any special education, English language learner, or non-standard academic program.

6208 Language Access Policy

G. Interpretation Services

- a. Entheos shall provide interpretation services for regular school business to parents and students regarding critical educational information.
- b. Depending upon availability, such interpretation services may be provided either at the location where the parent or student is seeking to communicate or virtually.
- c. Interpretation shall be provided for, but not limited to, the following activities:
 - (a) classroom activities; (b) impromptu and scheduled office visits or phone calls; (c) enrollment or registration processes; (d) the IEP process; (e) student educational and occupational planning processes; (f) fee waiver processes; (g) parent engagement activities; (h) student disciplinary meetings; (i) school community councils; (j) school board meetings; (k) other school or LEA activities; and (l) other interactions between the parents of a student learning English and (m) educational staff.

H. Notification Requirements

- a. Schools and offices are responsible for notifying each parent and student who ~~requires~~**require** language assistance services of their right to free language assistance.
- b. Entheos shall provide parents and students guidance, including guidance on when oral interpretation is preferable to written translation.

I. Mechanism for Requesting Language Assistance Services

- a. A parent or guardian may request Language Assistance Services verbally or in writing.

J. Revision of this Language Assistance Plan

- a. Entheos shall review this language assistance plan annually.
- b. Entheos may use community resources to evaluate the effectiveness of the plan.

K. Complaint Procedure

- a. Complaints should be directed to the LEA Language Access Coordinator at 801-417-5444.



ENTHEOS ACADEMY

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5303 MEDICATION ADMINISTRATION

Purpose

The purpose of this policy is to delineate the responsibilities of Entheos Academy ~~regard to~~ ^{requires with} the administration of medication to students.

Policy

- I. The Entheos Academy School Board recognizes that medication should be administered by the student or the student's parent/guardian. However, the Board of Education recognizes that a student's health may require the administration of medication during the course of a school day by school personnel.
- II. Subject to the conditions of this policy, authorized school personnel may help administer medication to students during periods when the student is under the control or supervision of the school and school personnel.
- III. As long as authorized personnel act in a prudent and responsible manner, school staff who provide assistance in substantial compliance with the licensed medical provider's written statement are not liable civilly or criminally for any adverse reaction suffered by the student as a result of taking the medication or discontinuing the administration of the medication under this policy.
- IV. Prescription ~~and Nonprescription~~ medication can be administered by a volunteer employee designated by the school administrator when the Parent/guardian(s) have provided written consent for administering medication:
 - A. In the Authorization to Administer Medication form;
 - B. Requesting that medication be administered during regular school hours to the student; and
 - C. Including a signed notice by the student's physician prescribing the medication and providing documentation as to the method, amount, and time schedule for administration; and
 1. A statement that the administration of medication by school employees during periods when the student is under the control of the school is medically necessary.

5303 Medication Administration

- D. This authorization may be withdrawn by the school at any time following actual notice to the student's parent or guardian.
- V. Medication may only be administered if the following conditions are satisfied:
 - A. Prescription medications must be prescribed to the student as noted on the original label and will be administered as prescribed on the label.
 - B. Medication must be labeled clearly and admitted through the front office first.
 - C. Medication must be kept in the front office in a locked cabinet outside of school hours and must be in the original bottle.
- VI. Administer the medication according to the "six rights":
 - A. Right student;
 - B. Right time (within 30 minutes before and 30 minutes after the medication is scheduled unless otherwise specified);
 - C. Right medicine;
 - D. Right dose;
 - E. Right route; and
 - F. Right documentation.
- VII. Upon administration of the medication, the volunteer employee administering the medication must sign off on the tracking portion of the Authorization to Administer Medication form, including the time and date of administration and correct dosage.
- VIII. Self-administration of medicine requirements:
 - A. For prescription medication, the Self-Administration of Medication form must be completed and signed by the student's parent/guardian and the student's physician.
 - B. If a student is permitted to self-administer medicine, the student may only carry one dose at a time of prescription or nonprescription medication, except for students who require asthma medication as specified in Utah Code § 53G-9-503 or diabetes medication as specified in Utah Code § 53G-9-504.
 - C. A physician's note is required for the self-administration of prescription medication and is only valid for that school year. The requirements of this policy do not apply to the emergency administration of glucagon or seizure rescue medication, subject to the requirements of Utah Code § 53G-9-504 and Utah Code § 53G-9-505, respectively.
- IX. Entheos Academy and the employee who administers the medication, in compliance with the physician's written prescription, are not liable, civilly or criminally, for:
 - A. Any adverse reaction suffered by the student as a result of taking the medication; and
 - B. Complying with the written authorization of the student's parent/guardian(s) to discontinue the administration of medication.

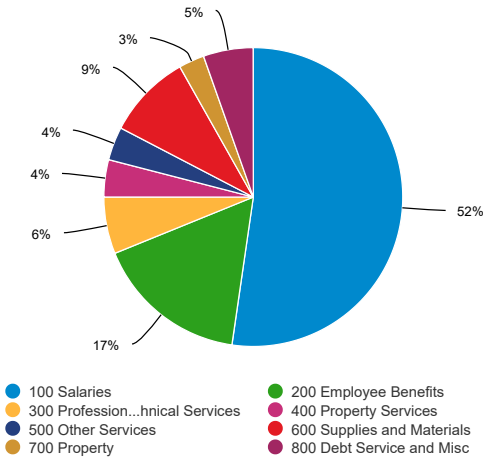
Financial Summary

	Category	YTD Amount	Total Budget	Total Forecast	% Target	% Forecast
Revenue (3 School Category records)						
	1000 Local Revenue	\$43,180	\$445,350	\$445,350	5.6%	9.7%
	3000 State Revenue	\$1,306,829	\$13,882,997	\$13,882,997	9.3%	9.4%
	4000 Federal Revenue		\$989,226	\$989,226	0.0%	
TOT		\$1,350,009	\$15,317,573	\$15,317,573		
Expense (9 School Category records)						
	100 Salaries	-\$402,294	-\$6,876,000	-\$6,876,000	7.1%	5.9%
	200 Employee Benefits	-\$163,384	-\$2,179,713	-\$2,179,713	8.2%	7.5%
	300 Professional and Technical Services	-\$44,735	-\$808,300	-\$808,300	2.1%	5.5%
	400 Property Services	-\$95,109	-\$529,060	-\$529,060	2.4%	18.0%
	500 Other Services	-\$32,407	-\$475,000	-\$475,000	-0.0%	6.8%
	600 Supplies and Materials	-\$117,622	-\$1,207,491	-\$1,207,491	-0.0%	9.7%
	700 Property	-\$28,282	-\$365,000	-\$365,000	-0.0%	7.7%
	800 Debt Service and Misc	-\$61,016	-\$709,544	-\$709,544	7.3%	8.6%
	900 CapEx & Extra Ordinary					
TOT		-\$944,849	-\$13,150,108	-\$13,150,108		
TOT		\$405,159	\$2,167,465	\$2,167,465		

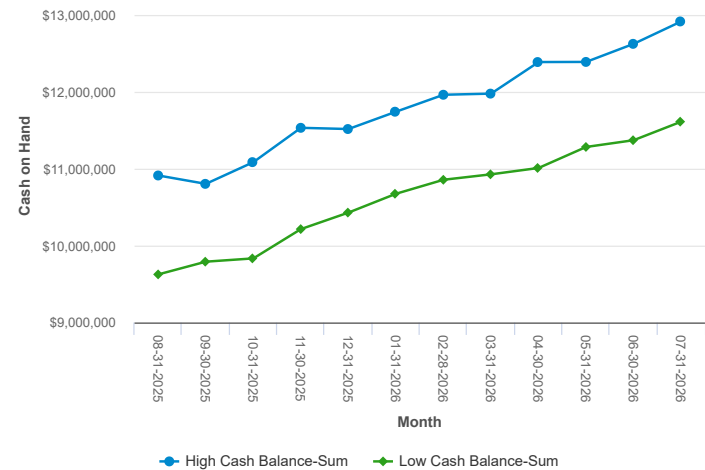
Financial Metrics

	Financial Metric	Covenant	Target	Forecast
	Net Income		398,565	2,167,466
	Operating Margin		4.5%	14.15
	Debt Service Ratio	1.10	1.37	4.46
	PTIF Balance			10,305,248
	Unrestricted Days Cash	30	150	410
	Restricted Cash			343,696

Expense Distribution



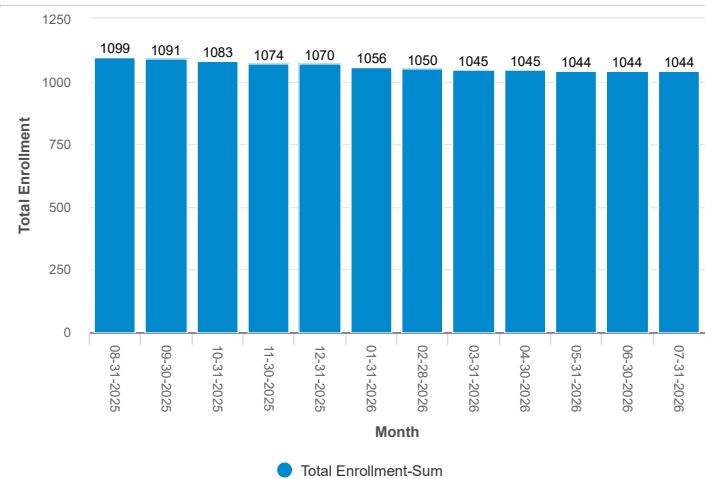
Cash Balance



Revenue vs Expenses



Enrollment Trend





ENTHEOS ACADEMY

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Entheos Magna Director's Report

August 2026

Adventure/PCO

- 6th Grade Cedar City Adventure Trip - Sept. 1-3
- We have a new PCO head this year.

Her name is Kristi Harries. She headed A table at registration and had over 100 parents that would like to volunteer.

ADVENTURE PROGRAM

6TH GRADE



ANCIENT CIVILIZATIONS

ADVENTURE TRIP

SEPTEMBER 1ST - 3RD

CEDAR CITY

For more information about activities and curriculum: 



6TH GRADE HIKE

APRIL 30TH

STAY TUNED FOR MORE INFORMATION





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Service Learning

- *Liam's Year of Service continued and he Donated \$1,500 to Magna to go towards School lunch debt. Thank you Liam!*
- *First Mobile School Pantry - Sept. 28*



Staff Spotlight

Carson Stott - Administrative Assistant



Carson Stott remains a vital part of our front office team. Incredibly organized and proactive, she keeps daily operations running smoothly while always stepping in wherever help is needed. Carson's warm, patient nature creates a welcoming atmosphere for every guest and family. We appreciate her hard work over the summer getting us ready for the new year—thank you, Carson!

Staff Spotlight

Vivian Guerrero - Secretary



Vivian Guerrero continues to be an invaluable addition to our Crew as School Secretary. Organized, dependable, and always eager to grow, she spent her summer ensuring the front office was fully prepared for the new school year. Vivian is an incredible resource for our Spanish-speaking families, and her dedication to going the extra mile creates a warm, welcoming environment for everyone who walks through our doors. Thank you, Vivian!

Staff Spotlight

Jeremy Prows



Jeremy Prows is an essential part of the Entheos team, constantly going above and beyond to keep our school running smoothly. He worked hard all summer moving equipment, organizing spaces, and assembling desks, tables, and chairs to ensure we were fully prepared for the new school year. Proactive, dependable, and always looking for ways to improve our school environment, Jeremy makes a huge impact every single day. Thank you, Jeremy!

New Teachers

Cecilia Walker - 4th Grade



I'm from South Jordan, Utah, and I recently graduated from BYU in elementary education. I'm so excited for my first year of teaching! I have teaching experience in fourth and fifth grades. My favorite subject to teach is science because of its collaborative and exploratory nature. I decided to become a teacher because I've always loved learning myself. I think, especially at an elementary level, the excitement that kids have for learning is contagious. Outside of school I've been learning how to knit with my grandma.

New Teachers

Breanne Miller - MS Math



Hello everyone! My name is Breanne Miller, and I'm honored to have the opportunity to introduce myself and be part of Entheos. I grew up in Carey, Idaho, a very small and rural community, which helped shape my appreciation for close-knit communities and the outdoors. I attended the College of Southern Idaho, where I earned my associate degree in Biology, and then continued my education at Idaho State University, earning my bachelor's degree in Secondary Education with endorsements in English and Science. I began my teaching career at Richard McKenna Charter School, where I discovered how much I enjoy working in charter schools and having the flexibility to create engaging, hands-on learning experiences for students. I left my previous school after getting married and moving to Alabama for a year. However, we quickly realized how much we missed the mountains, so we eventually made our way back west and moved to Utah. I absolutely love Utah and am excited to explore the state, build connections, and make it our home. Outside of work, I have a dog named Obi, who is my favorite hiking companion. Some of my other hobbies include crocheting, hiking, skiing, and wildlife photography. I'm excited to get to know all of you over time and look forward to working together to help our students grow into confident, capable, and awesome people.

Welcome New Staff Members!

- Luneta Liufua - Paraprofessional
- Shayna Treat - Paraprofessional
- Marla Hill - Permanent Substitute

Work Plan: Mastery of Knowledge and Skills

2026-27 Performance Goal:

1. 65% of students will make typical or better growth by the end of the year, as measured by the state assessments of Acadience and RISE. This goal includes the subcategories of: Multi-Language Learners & Special Education Students.
2. 80% or more of kindergarten students will score at or above benchmark proficiency on Acadience Reading by EOY 2026-27.

This year's MKS Learning Target for teachers:

1. I can intentionally use teacher immediacy behaviors to build psychological closeness with my students and increase classroom engagement and academic motivation.
2. (K-3 only) I can develop, implement, and monitor Individualized Reading Plans (IRPs) that include evidence-based instruction, progress monitoring, and family engagement to improve student reading outcomes.

Our 26-27 work plan was presented at back to school PD with all teachers and paras. They did a great job digging in, and are excited about our new goals.

Work Plan: Character

2026-27 Performance Goal:

By EOY 2026-27, 80% of observed Crews will be student-led, with students independently facilitating daily routines centered on school values to build Strong Classroom Cohesion.

This year's Character Learning Target for teachers:

I can explicitly teach, scaffold, and coach my students to lead their own daily Crew routines to independently build Strong Classroom Cohesion.

Work Plan: High Quality Work

2026-27 Performance Goal:

By the end of the year, 100% of classrooms will demonstrate Academic Press by ensuring that at least 80% of students achieve "High-Quality Work" standard on final products by utilizing EL Education's Critique and Feedback process.

This year's HQW Learning Target for teachers:

I can use models of excellence, student critique, and descriptive feedback to help all students improve their work across multiple drafts.

Work Plan: Leadership

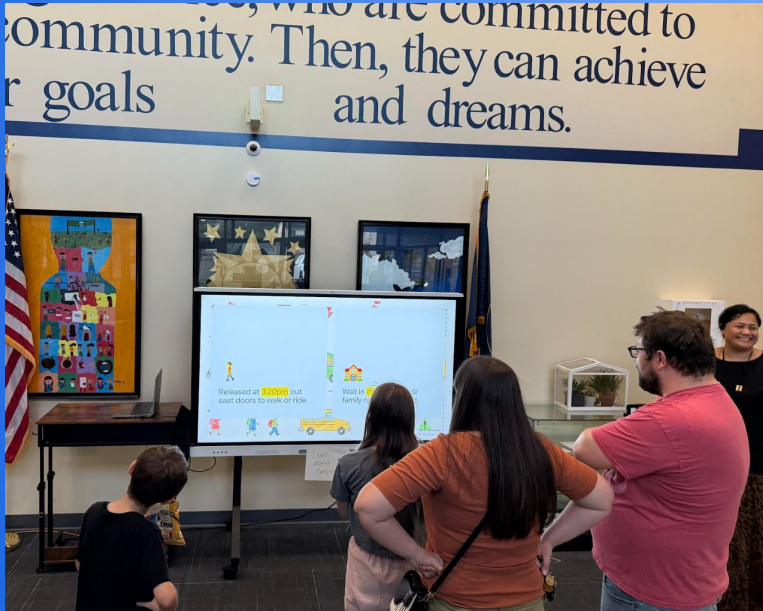
2026-27 Performance Goals: Increase regular student attendance by 3% from 2025-26 to 2026-27 to actively disrupt the negative impact of absenteeism.

Learning Target: We can design and execute a Multi-Tiered Attendance Intervention System that leverages Crew structures and proactive family outreach to eliminate barriers to attendance.

We are planning some fun incentives to roll out to the school in September.

Hot Dog Hello

Hot Dog Hello was August 17th! This is the best turn out that I can remember. Thank you to our kitchen staff, Mrs. Hatch, Ms. Jenn, Ms. Carla and Ms. Vivian for helping our families during the event.



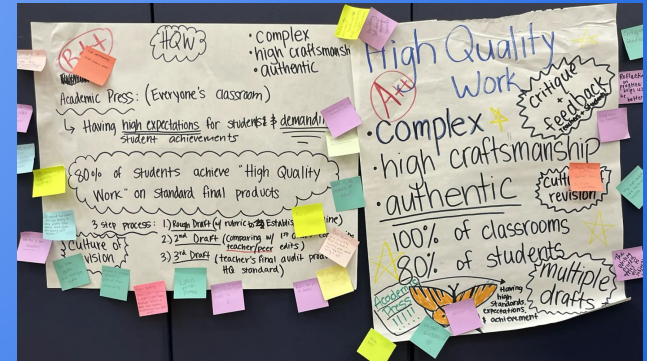
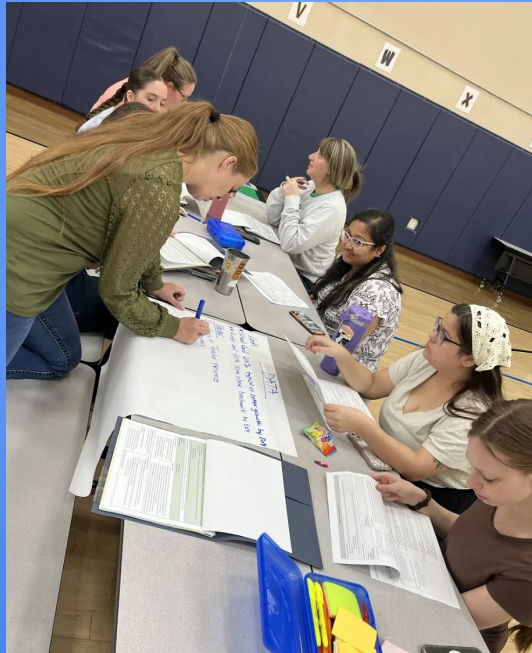
Hot Dog Hello/New Landscaping

Hot Dog Hello was August 17th! This is the best turn out that I can remember. Thank you to our kitchen staff, Mrs. Hatch, Ms. Jenn, Ms. Carla and Ms. Vivian for helping our families during the event.



BOY Professional Development

Staff members engaged in Beginning of Year PD.



Carpool/Dress Code

We put together a couple of video reminders for carpool and dress code to help remind parents and students about expectations. We also had some signs made for carpool to help support parents/students.

Entheos Carpool Guidelines

Entheos Student Dress Code



Entheos Kearns Director's Report

August 2026



ENTHEOS ACADEMY

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Service Learning/Adventure/PCO

Service Learning:

- **Service Learning (Melanie Louviere):** Hosted an informational station at Student Registration for incoming 6th graders and parents to overview upcoming service projects.

Adventure:

- **Adventure Trips (Bryan Crown):** Showcased middle school Adventure trip opportunities to families during Registration to build excitement for the upcoming school year.

Parent Crew Organization (PCO)

- **Registration Engagement:** PCO hosted an informational table during Student Registration to encourage parent involvement and recruit volunteers for upcoming events and activities throughout the school year.
- **New Leadership:** A special thank you to our new PCO representatives, Trista West and Sara Madrid, for their enthusiasm, energy, and leadership!

Staff Recognition

Support Staff: Misty Startup

Misty Startup is a steadfast presence in our front office as a jack of all trades. She has a wonderful talent for juggling complex, demanding responsibilities with incredible accuracy and genuine care. From guiding student registration, enrollment and organizing kindergarten orientation to making sure our crews had all their start-of-year materials, Misty's hard work set us up for success. On top of all that, she co-led our safety and reunification training, showing just how dedicated she is to the well-being of our entire school family. We are so grateful for her reliability, kindness, and meticulous work. Thank you, Misty, for everything you do!



Staff Recognition

Support Staff: Esthela Balboa

Ms. Esthela is truly at the heart of our Kearns campus operations. As a campus secretary, she played a vital role during student registration, making sure every family felt supported and welcomed from day one. She also went above and beyond this summer by completing MLL testing training to help properly place and support our multilingual students. Esthela's calm demeanor and exceptional Spanish-speaking skills build incredible bridges with our Spanish-speaking families, helping everyone feel connected to our school community. We are so grateful for her dedication, kindness, and professionalism. Thank you, Esthela, for all you do!



Staff Recognition

Support Staff: Cindy Gray

Cindy Gray serves as one of our dedicated Kearns campus secretaries and has been instrumental in preparing for the upcoming school year. She works tirelessly behind the scenes to coordinate with staff and manage the countless details essential for a seamless start. Beyond her core administrative role, Cindy provides key operational support; managing technology inventory, troubleshooting technical issues, leading diabetes management training, and facilitating health-related meetings. She also leads our daily student drop-off and pick-up efforts. Cindy's professionalism, dedication, and uplifting presence make her an indispensable member of our school community.

Thank you, Cindy!



Work Plan: Mastery of Knowledge and Skills

2026-27 Performance Goal:

1. 65% of students will make typical or better growth by the end of the year, as measured by the state assessments of Acadience and RISE. This goal includes the subcategories of: Multi-Language Learners & Special Education Students.
2. 80% or more of kindergarten students will score at or above benchmark proficiency on Acadience Reading by EOY 2026-27.

This year's MKS Learning Target for teachers:

1. I can intentionally use teacher immediacy behaviors to build psychological closeness with my students and increase classroom engagement and academic motivation.
2. (K-3 only) I can develop, implement, and monitor Individualized Reading Plans (IRPs) that include evidence-based instruction, progress monitoring, and family engagement to improve student reading outcomes.

These goals and objectives were presented to the staff during beginning of the school year professional development. The focus was on teacher immediacy, data-inquiry team meetings, and the reading intervention plans for the primary grades. The data capture forms that aligned to MKS metrics were reviewed thoroughly with the relevant stakeholders.

Work Plan: Character

2026-27 Performance Goal:

By EOY 2026-27, 80% of observed Crews will be student-led, with students independently facilitating daily routines centered on school values to build Strong Classroom Cohesion.

This year's Character Learning Target for teachers:

I can explicitly teach, scaffold, and coach my students to lead their own daily Crew routines to independently build Strong Classroom Cohesion.

At our Back-to-School Professional Development, we introduced the 2026–27 Character Goal to our teaching staff. We took time to unpack and clearly define Classroom Cohesion, ensuring teachers understand what student-led Crews look like in practice. We also reviewed the measurement framework and observation protocols that will track our progress toward achieving our 80% student-led Crew benchmark by the end of the year.

Work Plan: High Quality Work

2026-27 Performance Goal:

By the end of the year, 100% of classrooms will demonstrate Academic Press by ensuring that at least 80% of students achieve "High-Quality Work" standard on final products by utilizing EL Education's Critique and Feedback process.

This year's HQW Learning Target for teachers:

I can use models of excellence, student critique, and descriptive feedback to help all students improve their work across multiple drafts.

During Back-to-School PD, our new HQW Crew presented the 2026–27 High Quality Work Goal to teachers. We unpacked EL Education's Critique and Feedback process, defining how teachers will use models of excellence, student critique, and descriptive feedback across multiple drafts to drive Academic Press and achieve high standards on final products.

Work Plan: Leadership

2025-26 Performance Goals: Increase regular student attendance by 3% from 2025-26 to 2026-27 to actively disrupt the negative impact of absenteeism

Learning Target: We can design and execute a Multi-Tiered Attendance Intervention System that leverages Crew structures and proactive family outreach to eliminate barriers to attendance.

The administration and office crews were trained on the multitude of forms, new thresholds, processes and procedures to help support our families this year with improving regular attendance. The parent-friendly flyers were distributed during our student registration, our Kindergarten orientation, and the teachers have them available for parents again at the “Hot Dog Hello” event.

A Warm Welcome to Our Newest Teacher Crew Members!



Bryan Crown
(PE & Adventure)

Welcome back to our Crew! Bryan is returning to lead our PE program and Middle School Adventure trips.



Thalia Gomez-Robles
(5th-Grade Teacher)

We are thrilled to welcome Thalia to the Kearns campus as a new 5th-grade teacher!

Student Registration

On July 30, we hosted our student registration event, which was a resounding success thanks to the outstanding organizational efforts of our office team. Discovery was on-site to assist families with registration for their first session, while Middle School teachers Bryan Crown and Melanie Louviere created engaging stations to introduce incoming families to our Middle School Adventure trips and 6th Grade Service Learning expectations. Our PCO also hosted a uniform exchange, providing valuable support and resources to many of our families as they prepared for the upcoming school year.



Kindergarten Orientation

Our Kindergarten Open House provided an important opportunity to welcome our newest students. Students and met their teachers, explored their classrooms, practiced navigating the school and cafeteria, and enjoyed time on the playground. Teachers also shared important information about class expectations, communication through Bloomz, and carpool procedures.

Thanks to a generous donation from Waterford UPSTART, each incoming Kindergarten student also received a special gift bag to help celebrate this exciting milestone. The evening was designed to make the transition to Kindergarten feel welcoming, familiar, and fun for both students and families.



Back-to-School Professional

Development

Our teachers returned to campus for beginning-of-year professional development, preparing for another successful school year. These sessions provided opportunities for faculty to collaborate, align on school-wide priorities and practices, and strengthen instructional strategies to best support our students. It was wonderful to welcome our teachers back to campus and see their enthusiasm and commitment as we prepare to begin the new school year.



Hot Dog Hello Success!

We kicked off the school year with our annual Hot Dog Hello to welcome our students and families back to campus! The event was a huge success, bringing our community together and filling our hallways and grounds with vibrant energy. It was wonderful to see our school bustling with students again; just as it should be!



Entheos Executive Director's Report

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August 2026

Upcoming Calendar Dates

Magna

- 8/20 - 9/18 BOY Testing
- 9/1 - 9/3 Grade 6 Adventure Trip
- 9/4 Community Circle
- 9/7 Labor Day- No School
- 9/8 Picture Day

Kearns

- 8/20 - 9/18 BOY Testing
- 9/2 Picture Day
- 9/7 Labor Day- No School
- 9/15 - 9/17 6 Grade Adventure Trip
- 9/21 4-H Family Night
- 9/23 Vision Screenings

2026- 27 Enrollment

	Magna	Kearns
Enrollment	498	607
Waitlist	66	88

We are enrolled to capacity at both campuses, other than kindergarten at Magna where we do have limited room to accept more students.

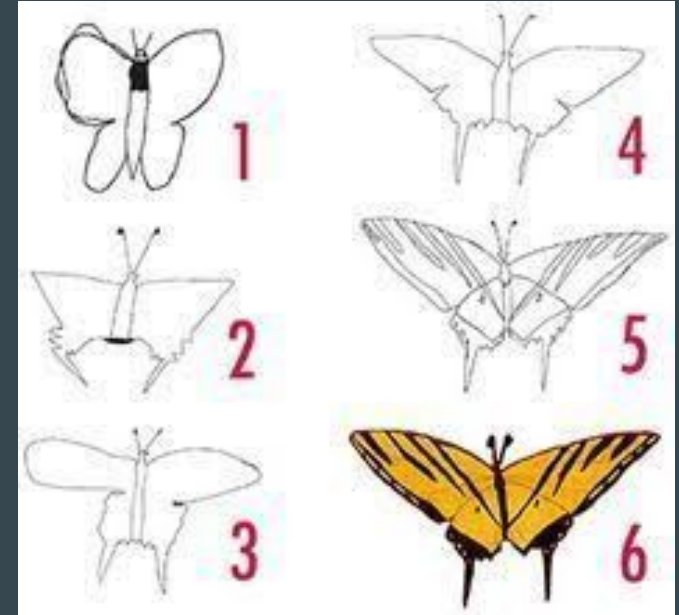
Welcome to our Administrative Fellow- Felicia Oliver!

We are thrilled to have Ms. Oliver join our team as an Admin Fellow this year. She is situated at our Kearns campus, currently being trained and mentored by School Director Mathews. Ms. Oliver brings:

- Versatile Leadership: Nearly two decades of public leadership spanning education administration and high-level Department of Defense operations.
- Defense & Logistics Experience: Served as Executive Administrator for the F-22 Program Office Commander at Hill AFB, overseeing executive operations, strategic briefings, and contract oversight; previously completed the DoD Logistics Professional Development Program.
- Educational Administration: Served as High School Principal managing staff, operations, and student development, following 17 years as a Lead Teacher driving student performance and curriculum success.
- Advanced Academic Credentials: Currently completing a Master of Public Administration, holds a Master of Educational Leadership, and Bachelor's degrees in Human Development and Secondary Education.
- Core Strengths: Strategic communication, operational efficiency, organizational loyalty, and cross-industry leadership adaptability.

District BOY P.D. Highlights!

- 2 day new teacher P.D.- intro to Entheos/ Expeditionary Learning.
- District Welcome Crew with focus on “Austin’s Butterfly” Story and the process of revision- both for educators and students.
- Introduction to SB 241 and Individual Reading Plans (IRP’s) for K-3.
- Cross-campus collaboration for grades 4-8, sharing resources and ideas.



SB 241: Early Literacy Act

Executive Summary & Key Statutory Requirements for District Governance

80% Proficiency Goal

Statutory Mandate: Requires 80% of all Utah 3rd-grade public school students to demonstrate reading proficiency on state benchmark assessments by **July 1, 2030**.



Instruction & IRPs

- **Science of Reading:** Mandates explicit phonics & decoding.
- **Individual Plans (IRPs):** Mandated for any student below benchmark after diagnostic screening.
- **Support Services:** Requires access to summer literacy programs, tutoring, and reading paraprofessionals.
- **Parent Engagement:** Direct written notification and regular progress tracking required for IRP students.



Retention & Rules

- **3rd Grade Retention:** Begins **SY 2029–2030** for students failing end-of-year benchmarks.
- **Good Cause Exemptions:** Applies to English Learners, students with IEPs, or portfolio proficiencies.
- **Staff Evaluations:** Science of Reading competency built into annual teacher & principal evaluations.
- **TSSP Penalty:** Non-performing schools must redirect 50%+ of TSSP funds to reading interventions.



Funding & Board Action

- **State Grant Funding:** \$16M allocated statewide for K–3 literacy coaches and paraprofessionals.
- **Professional Learning:** Ensure 100% of primary educators complete required state literacy training.
- **Bi-Annual Oversight:** Establish regular board reporting on K–3 assessment trajectory toward 2030 goals.

IRP TEMPLATE, K-3



ENTHEOS INDIVIDUAL READING PLAN (IRP)

Grades K-3 Early Literacy Intervention Agreement

STUDENT INFORMATION	
Student Name:	School Year: 2026-2027
Current Grade:	Classroom Teacher:
ML / SpEd / 504 Status:	Literacy Team Members:

1. DIAGNOSTIC DATA & TARGET SKILLS

Parents: Refer to the attached Acadience Reading Parent Report for detailed color-coded subtest scores.
Teachers: Record the overall Reading Composite Score and identify the student's primary area(s) of need.

BENCHMARK 1 — BOY (Fall)	
Overall Reading Composite Score: _____	
Targeted Skill Focus: ☐ Phonemic Awareness ☐ Phonics/Decoding ☐ Reading Fluency ☐ Comprehension	
Specific Goal / Skill Placement Notes: _____	

BENCHMARK 2 — MOY (Winter)	
Overall Reading Composite Score: _____	
Plan Decision: ☐ Continue Plan ☐ Adjust Plan ☐ Intensify Plan ☐ Benchmark Met- Discontinue Plan	
Specific Goal / Skill Placement Notes: _____	

BENCHMARK 3 — EOY (Spring) & Summer Framework	
Overall Reading Composite Score: _____	
End-of-Year Outcome: ☐ Benchmark Met ☐ Continued Support Needed ☐ Refer to SST	
Specific Goal / Skill Placement Notes: _____	

2. EVIDENCE-BASED INTERVENTION PLAN

A. PHONEMIC AWARENESS & PHONICS	BOY	MOY
95% Phonics Chip Kit and Tier II Lessons	☐	☐
I-Ready Reading Personalized Instruction Pathway	☐	☐
Decodable / on-level book, decoding practice	☐	☐
Other: _____	☐	☐

B. READING FLUENCY & AUTOMATICITY	BOY	MOY
95% Phonics Multisyllabic Routine / Phonics Affirmation	☐	☐
Explicit guided oral reading with corrective feedback	☐	☐
Mapped decodable text passages	☐	☐
Decodable / on-level book, fluency practice	☐	☐
Choral / partner reading sprints	☐	☐
Other: _____	☐	☐



C. READING COMPREHENSION & VOCABULARY	BOY	MOY
I-Ready Reading Comprehension Domain Lessons	☐	☐
Academic vocabulary mapping / word-structure routines	☐	☐
Decodable / on-level book, retell practice	☐	☐
Other: _____	☐	☐

D. INTERVENTION SCHEDULING & SETTING	BOY	MOY
Tier 2 Small Group (3-5 students)	☐ In-Class ☐ Pull-Out	☐ In-Class ☐ Pull-Out
Tier 3 Intensive Group (1-2 students)	☐ In-Class ☐ Pull-Out	☐ In-Class ☐ Pull-Out
Frequency (days/week) — BOY: _____ MOY: _____	Duration (minutes/session) — BOY: _____ MOY: _____	

3. PROGRESS MONITORING PLAN

The teacher will use Acadience Progress Monitoring to track student growth between benchmark windows.

Monitoring Frequency: ☐ Every 1-2 Weeks (well below) ☐ Every 2-4 Weeks (below)

4. RECIPROCAL HOME-SCHOOL LITERACY COMPACT

The School Agrees To:	The Parent(s)/Guardian(s) Agree To:
- Provide explicit, small-group instruction using selected interventions. - Monitor progress and communicate with families if plan adjustments are needed. - Send home targeted, skill-aligned resources. - Refer student to After-School Tutoring.	- Prioritize consistent attendance. - Read together nightly. - Practice targeted phonics 10-15 minutes, 4 days/week. - Access Parent Reading Resource Portal as needed. - Send child to Books & Breakfast. - Send child to After-School Tutoring if space is available.

5. MULTI-CONFERENCE COLLABORATION SIGNATURES

BOY Conference (Fall)	
Meeting Date: _____	Admin Signature: _____
Teacher Signature: _____	Parent Signature: _____

MOY Conference (Winter)	
Meeting Date: _____	Admin Signature: _____
Teacher Signature: _____	Parent Signature: _____

EOY Conference (Spring)	
Meeting Date: _____	Admin Signature: _____
Teacher Signature: _____	Parent Signature: _____

SB 241 LEGAL COMPLIANCE NOTICE

Utah state law requires schools to notify families that a student with significant, unresolved reading deficiencies by the end of Grade 3 may be subject to academic retention requirements. Early intervention, consistent implementation of supports, and family collaboration through this IRP are intended to help the student achieve grade-level reading proficiency.

SB 241 and IRP Challenges & Hopes

Challenges:

- Significant paperwork, evaluation, and reporting burdens for teachers and administrators.
- Need to hold team literacy meetings with every parent of students below reading level requires a lot of time and coordination.
- Reaching proficiency is especially challenging for our MLL students.

Hopes:

- More parents will dig into the work of helping their child become a proficient reader.
- More organized and systematic use of tiered reading interventions within the school.
- Direct coordination with 4-H After School Tutoring will support the work.

Middle School Electives Launched Successfully!

- **Day-One Execution:** Successfully launched our new Middle School Elective program on the first day of the school year.
- **Increased Engagement:** Students now enjoy tailored schedule choices that spark curiosity and build specialized skills.
- **Teacher Passion:** Educators are energized by teaching unique subjects in their areas of interest and expertise.
- **Higher-Ed Partnership:** Collaborated with **Utah State University (USU)** to resource classes with advanced supplies, including robotics kits.

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

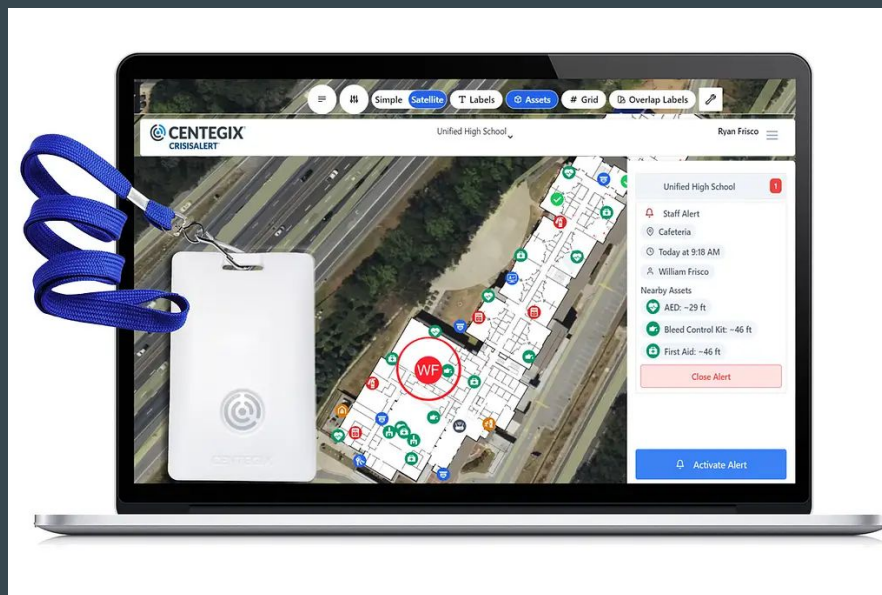
Magna

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

Wearable Panic Buttons-Coming Soon!

- USBE and the Utah School Safety Center (SSC) are distributing Wearable Panic Alert Devices (WPADs) to public K–12 schools across Utah. This initiative, funded by the School Security Task Force, complies with [Utah Code Section 53G-8-805](#).
- Entheos has selected Centegix to provide the panic buttons and supporting systems.
- The system also provides strobe lights, screen-takeovers, and intercom integration.

<https://www.centegix.com/crisisalert-wearable-panic-button/>



School Nutrition Conference

We were fortunate enough to be able to send our Nutrition Director; Raegan Nielsen, and our Kitchen Managers; McKenna Johnson and Katie Pentico to the annual School Nutrition Association Conference in July!

Our team gained insights on advancing school meal quality, program accessibility, and operational integrity. Through industry sessions and networking, they explored best practices for enhancing student nutrition, supporting health and well-being at Entheos.

We look forward to our team serving great meals and running a stellar nutrition program this school year!



About the Annual National Conference

Known as the School Nutrition Event of the Year, the School Nutrition Association's Annual National Conference (ANC) unites thousands of school nutrition program operators, industry partners, and allied organizations for an unparalleled educational and networking experience every July.

Nature-Based Adventure Playground Project: Board Update

- Our project is so unusual that playground design companies communicated that we should pivot to having a Landscape Architect firm lead the project. This change of direction will allow us to fulfill our vision in a much more powerful manner, however, it has slowed us down.
- We met with 3 top Landscape Architect firms over the summer who were all very interested and enthusiastic about leading the project. Currently we are in the process of selecting which firm will be best suited to our needs.
- Once we have the firm selected, we will move into the more concrete design phase, to bring our ideas to life!

District Spotlight: Jason Bennion- Magna Director

Mr. Jason Bennion serves as the dedicated School Director for our Magna Campus. Demonstrating ongoing commitment, Mr. Bennion invests his time and energy into supporting our students, families, and staff, coming in early and going home late. He consistently works to align with the school's mission and vision, striving to foster an inclusive, safe, and supportive learning environment for all.

As a veteran teacher and leader within Entheos, his deep knowledge of our academic structures and programs is an asset to our entire community. We extend our sincere gratitude to Mr. Bennion for his steadfast leadership and unwavering dedication to the Magna Campus.



Questions?



ENTHEOS ACADEMY

EXCELLENCE • SERVICE • LEADERSHIP

27 August 2026

Consent Agenda Items:

1. New Hires
2. Policies for Approval

1. New Hires

Denise Taylor - School Board Secretary

New Magna Teachers:

Breanne Miller (MS Math)

Cecilia Walker (4th)

New Kearns Teachers:

Thalia Gomez-Robles (5th)

Bryan Crown (MS PE & Adventure)

Felicia Oliver (Admin Fellow)

2. Policies for Approval

- a. 3104 Conflicts of Interest
- b. 5103 Student Membership Reporting Procedure
- c. Title IX Policy

3104 CONFLICTS OF INTEREST

Purpose

This policy is intended to ensure that employees of Entheos Academy are free from conflicts of interest in their employment and to protect the interests of Entheos Academy in a transaction or arrangement that might benefit the private interest of Interested Person (defined below), or that might result in an excess benefit transaction. This policy is intended to supplement, but not

replace, any applicable state and federal laws governing conflict of interests applicable to nonprofit and charitable organizations.

Scope

- I. Entheos Academy Board Members, Committee Members, Advisors, and employees of Entheos Academy.
- II. Employees of Entheos Academy are subject to this policy, state and federal laws, and Entheos rules when performing services for employers other than Entheos Academy and when engaged in activities outside of the workplace that may be viewed as a conflict or compromise public confidence in the ability of Entheos Academy to provide appropriate services.
- III. Educators employed by contract with Entheos Academy, who may not be subject to Entheos Academy rules, are also subject to this policy, consistent with the terms of the negotiated employment agreement requiring compliance with Entheos Academy policies.

Definitions

- I. “Conflict of interest” means a situation where an individual's private interests or outside economic interests interfere with or have the potential to interfere with his or her duties and responsibilities or raises a reasonable question about such interference.
- II. “Interested Person”: An Interested Person is:
 - A. A Governing Board member, employee, officer, or agent;
 - B. The immediate family of the Governing Board member, employee, officer, or agent;
 - C. The partner of the Governing Board member, employee, officer, or agent; or
 - D. An organization that employs or is about to employ any individual in clauses A-C
 - ~~E.~~
- II. “Financial Interest”: A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:
 - A. An ownership or investment interest in any entity with which Entheos enters a contract;
 - B. A compensation arrangement with Entheos or with any entity with which Entheos enters a contract; or
 - C. A potential ownership or investment interest in, or compensation arrangements with, any entity with which Entheos negotiates a contract.
- III. “Committee: Any standing or ad hoc Governing Board committee with board-delegated authority
- IV. For the purpose of this policy "Family member" or “relative" means a spouse, son, daughter, stepchild, father, mother, sister, brother, aunt, uncle, niece, nephew, cousin, father-in-law, mother-in-law, brother-in-law, sister-in-law, son-in-law, daughter-in-law, grandparent, or grandchild.

Policy

- I. Entheos employees, contractors, and board members are responsible for ensuring that any conflicts of interest are disclosed and managed.
- II. No Interested Person shall participate in selecting, awarding, or administering a contract if a conflict of interest exists. A conflict of interest exists when an Interested Person has a financial or other interest in the entity with which Entheos is contracting. Interested Persons must provide advance notification to the Entheos Governing Board if they intend to enter into any activity, relationship, or arrangement that may reasonably be perceived as a conflict of interest.
 - A. A violation of this prohibition renders a contract void.
- III. In accordance with Utah Code § 52-3-1, a member of the School Board's or an employee's immediate family will be considered for employment based solely on their qualifications.
 - A. It is an offense for a Board member, employee, or officer to receive or agree to receive compensation for assisting any person or business entity in any transaction involving an agency without complying with the provisions in Utah Code § 67-16-6. A Governing Board member, employee, or officer must not receive compensation from a group health insurance provider.
 - B. It is unlawful for any person affiliated with a charter school to demand or request any gift, donation, or contribution from a parent, teacher, employee, or other person affiliated with the charter school as a condition for employment or enrollment at the school or continued attendance at the school according to Utah Code § 53A-1a-513(9).

PROCEDURES

- I. Duty to Disclose: In connection with any actual or possible conflict of interest, an Interested Person must disclose the existence of the financial or other interest and be given the opportunity to disclose all material facts to the Entheos Administration or School Board or Committee, to determine if an actual conflict of interest exists.
 - A. Disclosures shall be in writing.
 - B. Disclosures shall be submitted annually or whenever a change in status occurs that has the potential to create a conflict.
 - C. Disclosure shall include any outside work activity, including but not limited to acquiring consulting clients or any other profit-seeking activities outside an employee's primary employment with Entheos Academy.
- II. Violations of the Conflict of Interest Policy:
 - A. If the Governing Board has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the

basis for such belief and afford the member an opportunity to explain the alleged failure to disclose; and

- B. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the Governing Board determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.
- C. Recording Proceedings: The minutes of the Governing Board and all Committees shall contain:
 - 1. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with any actual or possible conflict of interest;
 - 2. The nature of the financial interest;
 - 3. Any action taken to determine whether a conflict of interest was present;
 - 4. The Governing Board's or Committee's decision as to whether a disclosed possible conflict is, in fact, a conflict of interest;
 - 5. The names of the persons who were present for discussions and votes relating to the contract;
 - 6. The content of the discussion, including any alternatives to the proposed contract; and
 - 7. A record of any votes taken in connection with the proceedings.

ACKNOWLEDGEMENT

- I. Each Governing Board member, employee, officer, or agent, committee member, and employee shall, upon appointment, be informed of this Conflict of Interest Policy

EXAMPLES

- I. Examples of a Conflict of Interest include, but are not limited to the following:
 - A. Being engaged in work for an outside employer during the same hours one is scheduled to work for Entheos Academy, or otherwise accepting employment.
 - B. Engaging in a business venture or participating in outside activities that actually or potentially interfere with the independence of judgment or the ethical performance of an employee's job duties in an Entheos Academy position.
 - C. Engaging in a business venture or becoming affiliated or having financial interests with an organization that is currently conducting business with Entheos Academy, or about to conduct business with Entheos Academy, or contracting or performing as a vendor for the state while employed with Entheos Academy.
 - D. Using office work time, resources, and/or materials or disclosing information acquired because of one's position at Entheos Academy to secure special privileges or for private benefit or financial gain.

- E. Finding oneself incapable of performing at full capacity in an Entheos Academy position because of fatigue or other impairments caused by outside activities.
- F. Representing customers from outside employment before any state agency, board, committee, etc.
- G. Soliciting political or personal contributions from employees during hours of employment.
- H. Accepting gifts with a value of over \$50, or family members of an employee accepting any gift, offer of travel, unusual hospitality, or anything from any person or entity in connection with any business or transaction of the state with a value over \$50. (Consistent with the Governor's Executive Order #002 2014 at www.rules.utah.gov.)
- I. Hatch Act Conflicts, which limit certain activities both during work time or during off time when an employee's principal activity is directly related to a federally financed program. Detailed information on the Hatch Act can be found at <https://osc.gov/Pages/HatchAct.aspx>.
- J. Any activity that Entheos Academy determines is incompatible and conflicts with the missions, goals, and interests of Entheos Academy. (This will be reviewed on a case-by-case basis.)
- K. Working for a third-party provider of Entheos Academy

#5103 STUDENT MEMBERSHIP REPORTING PROCEDURE

Purpose

To ensure fidelity in Entheos membership reporting to state and other required entities of enrollment data.

Policy

- I. For proper membership accounting, the date of withdrawal must be the day after the last day of attendance or within 10 days after the last day of attendance on which it is officially known that the pupil has left school for one of the following reasons:
 - A. completion,
 - B. dismissal,
 - C. death,
 - D. transfer or
 - E. administrative withdrawal.
- II. Transfer Students. Entheos has developed and implemented policies and procedures to ensure documentation is created and retained and that the proper transfer code is entered in the student information system for students that transfer from Entheos

- III. The date does not necessarily have to be the day after the last day of attendance, but in no case may it be longer than 10 days after the last day of attendance at any time during the year except in case of:
- A. sickness,
 - B. Hospitalization
 - C. home and hospital services being provided according to district policy
 - D. pending court investigation and action, and
 - E. prior-approved trip. (Home and hospital is comprised of two hours of instruction per week, with at least one contact per week and documentation of that contact on record for the auditors.)
- IV. Entheos Academy Schools will withdraw students after 10 consecutive days of absence unless they meet one or more of the, ~~unless they fit one or more~~ exceptions listed above.
- V. A letter will be sent by the school notifying the parents of the withdrawal including ~~including~~:
- A. Date of withdrawal
 - B. Meeting requirement of 10 days of consecutive absence
 - C. Contact to re-enroll student or inform of transfer
- VI. If a parent attempts to obtain a Home School affidavit and withdraw their student after the student has been referred to truancy court, the court process will continue even if the student is ~~get a Home School affidavit and withdraw their student after they have been referred to truancy court the court process will continue even if they are~~ in Home School. Court-ordered ~~Court ordered~~ students in the truancy program must not be withdrawn from school records. The court process will continue for students referred for truancy, even if they ~~who have been referred for truancy, even though they may~~ withdraw from school in the meantime.

TITLE IX POLICY

Purpose

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance. Schools may not retaliate against any person for opposing an unlawful educational practice or policy, or for making ~~made~~ charges, testifying, ~~testified~~ or participating ~~participated~~ in any complaint action under Title IX.

Policy

- I. Please refer to the school Grievance Policy for the order of communication.
- II. ~~To~~ ~~In order to~~ file a complaint, please contact the school.

ENTHEOS ACADEMY BOARD MEETING MINUTES

June 27, 2026 10:00 am

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, Jason Bennion, Denise Mathews, Sue Talmadge, Alisha Cartier
 - d. Administrators Excused: Brian Cates of Red Apple
 - e. Others in attendance: Evette Mendisabal, Luseane Tafisi
 - f. Time: (10:05 AM)
- II. Meeting Opened by Rod Eichelberger (10:05 AM)
- III. Pledge of Allegiance led by Karen Bogenschutz (10:06 AM)
- IV. Mission Statement by Jaren Gibson (10:06 AM)

PUBLIC COMMENT

- I. Public Comment: (10:11am)
 - a. NONE

Morning Crew by Evette Mendisabal and Luseane Tafisi (10:12 am)

Value: Family

State of the School Report by Esther Blackwell (10:45 am)

So many things to celebrate this year. We have items that we need to focus on to improve. And many things to protect including service learning, teacher retention, the Magna science fair participation.

Recognition Committee Review by Karen Bogenschutz (11:13 am)

Jaren Gibson and Karen Bogenschutz work out plan for new school year. Plan for this month's recognitions. End of the year, big cakes taken to the school. Would like to know when meals are planned so they don't bring those days. Esther Blackwell shares that they only provide food on PD days. Could do cookies or donuts for first day of school. Discussion about getting to the schools as soon after board meeting to recognize teachers from spotlight.

Recruiting Board Members by Rod Eichelberger (11:20 am)

Xazmin Prows has reached out to previous teachers to see if they are interested. Timing is not good. Suggestion for new board secretary. Alisha Cartier offered to rejoin the board after a break. Using celebration to recruit people including those involved in planning for celebration. Deb Ivie brings

up concern about having board member's children joining the board. Committees could have alumni. Put out application at celebration dinner.

Discuss Board Advisors and Committees by Rod Eichelberger (11:30 am)

Board advisors to stay the same for the next year. Voted on by position not person.

Small adjustments to board committees. Safety Committee and Sex Ed Committee moved into required committee section. Building Committee name changed to Special Projects Committee. Anniversary Committee will come to an end in August 2026.

Policies for Discussion by Xazmin Prows (11:42 am)

3104 Conflicts of Interest - no questions or concerns

5103 Student Membership Reporting Procedure - no questions or concerns

Title IX Policy - no questions or concerns (no number to be assigned)

BREAK (11:48 am)

2026 - 2027 Preliminary Budget by Deb Ivie (12:42 pm)

Will be voted on today.

Decrease in local revenue, minimal.

Federal small increase.

Adding admin-fellow position

900's - capital expenditures for reserve study expenses. Replace HVAC units, resurfacing parking lot at Magna, play ground costs.

Operating margin is very strong, and does not include capital expenditures.

Budget is very conservative

Most capital expenditures will happen in summer months, some throughout the year.

Budget and Finance Report by Deb Ivie (12:52 pm)

As of 5/31/26, operating margin is strong. Cash on hand. Cash balance. Enrollment was where hoped it would be at end of the year. Few things wrapping up. Not as much going on end of the year.

Fraud Risk Assessment by Deb Ivie (12:53 pm)

Several questions are asked on form each year to see if we are at risk. Check list for example "who can sign the checks", two person system. Separate leadership, policies regarding conflict of interest, travel. We are at minimal risk for fraud. Red Apple has added an accountant so that no longer dings our school.

Open Meeting Law - board training by Deb Ivie (12:57 pm)

Using information from UAPCS latest training

Need at least 24 hours notice to post a meeting

Yearly calendar of when meetings will be held

Emergency meetings should only be used for a true emergency

Recording of each meeting, take minutes

Need to have anchor location when holding an electronic meeting
How to post minutes and audio of meeting
Closed meeting reasons, how and when to vote
Can't interview for elected board position in closed meeting
Best practices: 24 hour notice, do not reply all on emails, do not discuss board business when together in a public place

Work Plan - Kearns by Denise Mathews (1:08 pm)

15 minute gallery stroll of Kearns data
Debrief: MKS goal 65% of students will make typical or better growth. Only have growth results from Acadience testing. Reading: 71%, Math 83%
Character: 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. Surpassed their goal with 93.8%.
HQP: goal - 80% of students will have high-quality work samples from the current school year in their portfolio by End-of-Year.
Discussion regarding portfolios for middle school. Need to have students own the process. Help elementary students understand what they are working toward.
Attendance: goal - increase attendance 3%. Just shy with a 2% increase.

Work Plan - Magna by Jason Bennion (1:49 pm)

Pirate themed activity to review data.
Acadience Math surpassed goal at 75% (goal was 65%)
Reviewed other various parts of the work plan including Special Education was just shy of their goal in reading by 5%. Science is holding strong and grew a percentage.

Discuss 2026-2027 District Work Plan/TSSP Plan by Esther Blackwell (2:37 pm)

MKS - two performance goals: 65% of growth, added second part 80% proficiency of kindergarten of Acadience reading.
Entheos Teacher Immediacy Walkthrough Rubric - verbal and nonverbal communication behaviors that educators use to reduce the perceived psychological and physical distance between themselves and their students.
Character performance goal: 80% of observed crews will be student led. Build classroom cohesion.
HQP goal: 100% of classrooms will demonstrate Academic Press, high expectations with student achievement.
Leadership goal: increase attendance by 3% from prior year. Attendance intervention system.

Role play different old way and new way of each goal

Anniversary Celebration Discussion by Xazmin Prows & Jaren Gibson (3:10 pm)

Thanksgiving Point at Electric Park. Did a tour of the location. Food trucks, adventurous (bounce houses, zipline and climbing wall, live music). Raffle items. Posting on social media, flyers, email to

archive of families of those from the past. Posters outside registration. Working on a commemorative video. Great parking. Easy to explain how to get there and where to park. Legacy dinner at a room nearby (across the parking lot).

BREAK and board elections (3:20 pm)

Board voted by ballot to retain Rod Eichelberger as the board chair, Xazmin Prows as vice-chair, and Deb Ivie as board treasurer.

Staff Recognition by Esther Blackwell, Denise Mathews, Jason Bennion (3:31 pm)

District: Evette Mendisabal

Kearns: Brielle Prows, Debra Bore, Chris Munsey

Magna: Suzanne Giravi, Atoosa Samani, Jennifer Chavez

ACTION ITEMS

- I. **MOTION (3:43 pm)**
 - a. **Rod Eichelberger motions to approve the May 28, 2026 board meeting minutes and June 27, 2026 consent agenda. Second by Karen Bogenschutz.**
 - b. Vote: Karen Bogenschutz, Deb Ivie, Jaren Gibson, Rod Eichelberger, Xazmin Prows
- II. **MOTION (3:43 pm)**
 - a. **Deb Ivie motions to approve the Entheos Academy 2025 - 2026 final budget. Second by Rod Eichelberger**
 - b. Vote: Deb Ivie, Jaren Gibson, Rod Eichelberger, Xazmin Prows, Karen Bogenschutz
- III. **MOTION (3:44 pm)**
 - a. **Deb Ivie motions to approve Entheos Academy 2026 - 2027 preliminary budget. Second by Xazmin Prows.**
 - b. Vote: Xazmin Prows, Rod Eichelberger, Jaren Gibson, Deb Ivie, Karen Bogenschutz
- IV. **MOTION (3:44 pm)**
 - a. **Rod Eichelberger motions to approve the Entheos Academy District Work Plan/TSSP Plan. Second by Karen Bogenschutz.**
 - b. Vote: Jaren Gibson, Deb Ivie, Karen Bogenschutz, Xazmin Prows (Rod Eichelberger abstains)
- V. **MOTION (3:45 pm)**
 - a. **Rod Eichelberger motions to approve the board advisors as currently constituted. Second by Deb Ivie.**
 - b. Vote: Xazmin Prows, Jaren Gibson, Deb Ivie, Karen Bogenschutz, Rod Eichelberger
- VI. **MOTION (3:45 pm)**
 - a. **Rod Eichelberger motions to approve updates to committees. Second by Karen Bogenschutz.**
 - b. Vote: Jaren Gibson, Deb Ivie, Karen Bogenschutz, Xazmin Prows, Rod Eichelberger

ADJOURN

- I. Time 3:46 pm
- II. Motion: Jaren Gibson motions we adjourn the 2026 retreat board meeting. Second by Xazmin Prows.
- III. Vote Karen Bogenschutz, Xazmin Prows, Jaren Gibson, Deb Ivie, Rod Eichelberger