

Entheos Academy

Monty B Hardy - Chair
Jaren Gibson – Vice Chair
Elise Hardy - Secretary
Stephanie Gibson
Jeff Hardy
Susan Hardy
Andrea Holgate

I certify all information contained in this application is complete and accurate, realizing that any misrepresentation could result in disqualification from the charter application process or revocation after award. I understand that incomplete applications will not be considered.

The charter school applicant acknowledges that it has read all Utah statutes regarding charter schools and that, if approved, it is subject to and will ensure compliance with all relevant federal, state and local laws and requirements. The charter school applicant acknowledges that, if approved to operate a charter school, it must execute a charter contract with the Utah State Charter School Board within twelve months of the date of approval of the charter by the Utah State Charter School Board and must begin providing educational services within the timeframe outlined in the charter. Failure to do so may result in revocation of the charter approval and, if applicable, termination of the contract and revocation of the charter.

Monty B Hardy
Authorized Agent (please print)

Signature of Authorized Agent

Date

All information presented in this application becomes part of the charter contract and may be used for accountability purposes throughout the term of the charter contract

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APPENDIX

Title Page 2006 - 2007

Name of Proposed Charter School Entheos Academy
 New School Converted School

Name of Applicant Applying for the Charter Monty Hardy – Entheos Academy 501(c)(3)
 (This may be a public body, private person, or private organization.)

Authorized Agent for Applicant Monty Hardy
 (This may be the individual applicant or an authorized member of the corporate board.)

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City Ogden State UT Zip 84401

County Weber E-mail MontyH@DiscoveryClubhouse.com

Daytime Phone (801) 391-7426 Fax (801) 622-7251

Form of Organization

- NonProfit Corporation
- Tribal Entity
- _____

The governing body of a charter school is responsible for the policy decisions of the school. Please indicate the makeup of this body below.

Name, if known at time of application	Phone Number	Type of Member (examples: parent, business, potential staff)	Position on Board
Monty Hardy	801-391-7426	Business/Parent	Chair
Jaren Gibson	801-255-7920	Business/Parent	Vice Chair
Elise Hardy	801-737-0308	BS Soc/Parent	Secretary
Stephanie Gibson	801-255-7920	Parent	Board Member
Jeff Hardy	801-737-0308	RE Agent/Parent	Board Member
Susan Hardy	801-731-6566	Parent	Board Member
Andrea Holgate	801-652-5057	Teacher/pot. staff	Board Member

*Please attach a list of those persons whom you have designated as **FOUNDING MEMBERS** of the school. Children of a Founding Member (an individual who has had a significant role in the development of a charter school application R277-481) are eligible for preferential enrollment under both State and Federal Charter School law. 53A-1a-506(b)(i)*

Founding Members

Entheos Academy will offer “preferential enrollment” to those who will play a significant role in the development of the school. The persons listed below currently serve on committees for the school and may become Founding Members. Entheos Academy has adopted the following policy regarding Founding Members.

The Entheos Governing Board must approve each person that receives preferential enrollment treatment. At least quarterly, the governing board will meet to consider names for Founding Member Status (FMS). New committee members will not have to wait more than 3 months to find out if they have received FMS.

New committee members approved for FMS will sign a Memorandum of Understanding (MOU) which outlines the goal of at least 120 logged volunteer hours by May 1, 2006 or “equivalent contribution” to the development of the school as determined by the Governing Board. Any committee member who fails to meet these requirements can have FMS revoked.

This policy shall be subject to any provisions or amendments required by the Utah State Charter School Board at the time the charter is approved.

The Following is a partial list of current committee members who may become founding members. We will make available to the Utah State Charter Board a final list of those who have played a “significant role” before the lottery takes place. Please see Section 22, Waivers.

Kathryn Barraclough
Amanda Hammond
Carolyn Calvin
Kristine and Terry Price
Amy Zander
Valerie Nelsen
Michelle Brinkerhoff
Pam McNair
Robin Campbell
Elizabeth Carreiro
Matt & Nicole Klepacz
Dene Buxton
Andrea & Matt Holgate
Michelle & Clark Harvey
Xazmin Prows
Randy & Kristy Kimball

Heather Farnsworth
Anne Lowe
Emily Burr
Sarah Molloy
Tanielle McDaniel
Debbie Jeffrey
Monika Morris
Terry Morgan
Monty & Susan Hardy
Stephanie & Jaren Gibson
Jeff & Elise Hardy

Target Population

Mission Statement (use only this space):

The mission of Entheos is to *inspire* the rising generation to reach the heights of their potential, *ignite* their curiosity to venture into challenging new learning experiences, and *empower* them to be leaders through service, who are committed to family and community.
THEN, they can *achieve* their goals and dreams!

	GRADES SERVED												TOTAL NUMBER OF STUDENTS (Enrollment cap)	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Year 1	50	50	50	50	50	50	50	50						400
Year 2	50	50	50	50	50	50	50	50	50					450
Year 3	50	50	50	50	50	50	50	50	50					450
Ultimate Enrollment	50	50	50	50	50	50	50	50	50					450

(The number of students should be a maximum enrollment that is being requested.)

Outreach Plan (consistent with the school's mission AND the public school law and purposes)

We will admit students of any race, color, religion, sex, national or ethnic origin. We hope to attract students who may be struggling with the predominate rote teaching methods of public schools. We will advertise using documentation describing our philosophy of leadership and service learning. We will also use a number of parent meetings before open enrollment to educate the community.

School Calendar

Standard

Extended School Year

Instructional Days 180

Start Date Aug 14

Alternative (please describe in 5 words or less)

Complete the following information for each site indicated above. If planning more than one site, attach an additional page with the following information.

If facility arrangements have been made, provide the information below.

Site Name To be Determined

Site/Location Description. (If facility arrangements have not been finalized, please provide general information on the location and type of facility planned for your school.)

The facility will be located near the border of the Granite and Jordan school districts in West Jordan or Kearns. The facility will be approx 25,000-28,000 sq. feet on over 3 acres of ground. We are currently working with four different developers on design and construction including: Farnsworth Construction, Saunders Construction, Dan Cooke & Assoc. and Charter One Development Company. Our goal is to keep our facility costs as low as possible while maintaining a quality building.

Section 4

Comprehensive Program of Instruction

How Entheos will fulfill the seven purposes of charter schools

1. Continue to improve student learning:

Entheos Academy will provide students with a **learning atmosphere conducive to success**. We believe that experiential and collaborative learning are highly effective styles of learning. We feel that if we use these methods often, we will be able to increase learning situations that will create curiosity within our students. Students develop courage to accomplish more than they first thought possible by embarking into adventurous tasks that require self discipline, perseverance, imagination and quality work. At Entheos, students will have numerous opportunities to develop skills, talents and interests. Lessons will be structured so that teachers talk less and students talk more; the students do the thinking and the work. They will gain concrete knowledge as they participate in real world situations and create projects and products for authentic audiences.

We will use **thematic units and experiential expeditions** to enhance the learning process. We will utilize the Utah State Core Standards and fully incorporate them throughout our instructional modes. All lesson plans and expeditions will be framed around core standards ensuring that each standard is covered and sequenced properly.

As part of our **Community-based Curriculum**, Entheos Academy will implement programs that promote self-discovery and service learning. Students will work to improve existing talents and be encouraged to develop new ones through exploration and discovery. Students will have many experiences in service-learning activities. They will recognize their own connection to the community as they learn how to identify needs and work with community members. Teachers will integrate core standards throughout these service projects so that service learning incorporates academic growth as well as character growth.

Helping students **develop leadership skills** and inspiring them to be leaders now and tomorrow is one of our top priorities. These skills will not only be developed through service learning and self-discovery but by numerous other opportunities available at Entheos Academy. (See Special Emphasis, Community-Based Curriculum, Excellence, Service and Leadership)

2. Encourage the use of different and innovative teaching methods:

We will provide training and resources that equip teachers with innovative methods to enhance experiential learning. We want to ensure that students gain as much knowledge and understanding as possible. We have researched many training models and curriculums and feel most confident in **Expeditionary Learning Outward Bound (ELOB)**, one of the most successful reform models of New American Schools. ELOB incorporates the best of research-based training methods and assists in their implementation. These methods have been used successfully in many public school districts and charter schools throughout the country. (Please see ELOB research statistics Appendix A)

We will utilize the ELOB five core practices and the ten design principles that encourage innovative teaching methods. For instance, the use of **Learning Expeditions** will take experiential learning to its highest level. Learning expeditions are long-term, in-depth investigations of a theme that engages students in learning through authentic projects, fieldwork, and service. The work students do within learning expeditions centers on critical thinking, essential skills and habits, and character development. Expeditions include compelling topics and guiding questions that create a need to know in each student. Fieldwork, local expertise, and service-learning are a part of each expedition. Students and teachers will have many opportunities to use and master different resources of technology. Students will design projects and produce products for real audiences in order to ensure quality work. Ongoing assessment is woven throughout the expeditions, pushing students to higher levels of performance in pursuit of academic excellence. (Please see Three Expeditions and lesson plans included with this application. Appendix B, C, D & E) (See also handout on ELOB ten design principles Appendix F) (See also Expeditionary Learning Core Practice Benchmark Book for a more in-depth look at the five core practices, accompanying this application)

3. Create new professional opportunities for educators that allow them to participate in designing and implementing the learning program:

One of the reasons we are so impressed with ELOB is because of the **professional development** it brings to educators. The school Director will ensure that each faculty member is professionally trained in the innovative methods and philosophies described above and give them the opportunities to train one another on methods learned. Teachers will collaborate to create expeditions ensuring that curriculum is covered and taught in a sequential manner throughout each grade. They will build unity as they work to accomplish the same goals. The Curriculum Coordinator will be in charge of overseeing this process and making sure standards are covered thoroughly in correct and interesting ways.

In order to fully establish the desired school culture at Entheos, it will be absolutely necessary for teachers, directors and coordinators to work together as a team and to each have a clear vision and conviction of the mission, values and program goals. All staff members will participate in the development of a **yearly strategic plan**. Goal setting and self-assessment will be required of the governing board and faculty, as well as the students.

4. Increase choice of learning opportunities for students:

Through the implementation of our **Weekly Exploration Courses** students will have many active-learning classes from which to choose (see Special Emphasis, Gifted Child Program). Because their course choice will continue for a four to six week period, students will be given the unique opportunity to develop their particular interests in a primary school setting. Students will also have a voice in deciding and planning the **service-learning community**

projects to be performed for their grade level. During the Year of Service, older students will be guided to take charge of their learning by developing their own action plans and performing their own individual service projects all year long. Teachers will guide them in targeting opportunities to learn new skills and increase their core knowledge during this process. (See Special Emphasis, Service)

Here are just a few examples of some of the neat community service projects completed by elementary students from other service-learning schools around the country: Training a seeing-eye dog, raising \$1,700 to send 1,600 books to Kenya, Africa, working with the Boys' and Girls' Club and the Veteran's Home, making flower boxes for senior citizens, and writing and publishing biographies for the senior citizens.

Students will also have **clubs and committees** in which they can choose to participate. These extra curricular programs will give students opportunities to develop leadership skills and improve in their individual gifts. (See Special Emphasis, Leadership). Students will be encouraged to participate in community programs and competitions such as art shows, performances, science and history fairs, spelling bees and writing contests.

5. Establish new models of schools and new forms of accountability that emphasize measurement of learning outcomes and the creation of innovative measurement tools.

We feel strongly that if we use more effective and accurate assessments our students will be more likely to succeed. We will implement the researched-**based assessment methods of The Assessment Training Institute**. Assessment will be primarily *for* learning not just *of* learning. This is achieved by ensuring that teachers assess in a clearly descriptive manner. When feedback is given in this manner, students are able to understand where their mistakes were made and most often they can figure out for themselves what they need to do to fix the problem. This is what affects the learning outcomes of students because the outcome is more than just a test. The outcome depends on whether or not they truly know and understand the material for which they were tested.

Certainly, we understand the importance of requiring certain standard tests and that the scores students receive on those tests must meet or exceed averages in order to show an accepted level of competence. Teachers will help students analyze and practice the formats used on high-stakes tests. But, because we feel that the learning outcome is the most important goal, we will also seek to create and perform **innovative, descriptive measurement methods**. We will use these measuring tools throughout the learning process and not just at the end. These will include, 1) the use of in-depth portfolios, 2) student-led parent/teacher conference and 3) student involvement in classroom assessment of self and peers. This will be done in a positive, constructive manner such as the "I like," "I notice," "I wonder," rubric. Teachers will ask probing questions in order to help target where students are struggling. Teachers will have pupil/teacher interviews on a weekly basis and help students create action plans to work toward mastery of needed knowledge and skills. We will also use goal setting and reflection on a regular basis as a measurement tool so that students can know where they are expected to be in

relation to where they stand at any given time. Students will be required to graph their standard test scores and keep the graph inside their portfolios. This will help students take charge of their own learning and enable them to measure where and how much they need to improve.

Goal setting and self-assessment will be required of the governing board and faculty, as well as the students. Even parents will be encouraged to set goals of support in the education of their child. They will have the opportunity to do this during their student-led parent/teacher conferences. All staff will participate in developing a yearly strategic plan. They will model the same assessment methods as the students, reflecting and revising school and personal goals at least biannually.

6. Provide greater opportunities for parental involvement in management decisions at the school level.

At Entheos Academy, we will encourage parental input and feedback on the methods of instruction, the faculty, and school policy. One way we will accomplish this is by the use of **parent surveys**. These surveys will be given at the end of each trimester so that we can assess our school on an ongoing basis and make any immediate changes we feel are necessary. We will also use the information gained from these surveys to help us in developing our yearly strategic plan.

Parents will be strongly encouraged to **volunteer** on a regular basis. The key to success in our Community-based curriculum will be parental help in organizing and carrying out these programs. There will be many opportunities for parents to volunteer time in classrooms and extra curricular activities. We will encourage parents to volunteer a minimum of 30 hours per year.

There will be a number of **parental committees, called crews**, set up and given authority to accomplish the mission of the school. A Crew Coordinator will ensure that every parent is assigned a responsibility and is given the resources to complete it. We will also strive to have at least 2 parents as members of the Governing Board. All will participate in quarterly town meetings where parents will have the opportunity to address and influence the opinions of board members.

7. Expand public school choice in areas where schools have been identified for improvement, corrective action or restructuring under the No Child Left Behind Act:

Not Applicable

Curricular Emphasis

Philosophy:

The mission of Entheos Academy is to *inspire* the rising generation to reach the heights of their potential, *ignite* their curiosity to venture into challenging new learning experiences, and *empower* them to be leaders through service, who are committed to family and community, so that they can *achieve* their goals and dreams.

Our philosophy is that students need to be taught how to learn and how to think for themselves. When effective teaching methods are used, students develop curiosity and courage to learn new skills and to increase knowledge. “Once you wake up a thought in a man, you can never put it to sleep again.” (Zora Neale Hurston)

The culture and character in a school is an essential base to learning. We will promote the development of eight values: enthusiasm, excellence, service, leadership, respect, integrity, patriotism and individuality. These values will help to create a safe, enjoyable learning environment. By giving students clear behavior expectations and guiding them in these values, they will learn to treat each other with kindness and respect. They will then contribute to a school atmosphere where trust and acceptance of others abound. Individuals will not be afraid to try new and challenging experiences alone or as part of a team. “The ultimate measure of a man is not where he stands in moments of comfort and conveniences but where he stands in times of challenge and controversy.” (Martin Luther King, Jr.)

We will utilize the comprehensive teacher-training model of *Expeditionary Learning Outward Bound (ELOB)*. *ELOB* is one of 9 school models supported by New American Schools; a national, nonprofit organization intended to help the nation’s schools significantly raise achievement for all students. *ELOB* emphasizes high achievement through active learning, character growth and teamwork.

Expeditionary Learning emphasizes five core practices within its schools:

- *Learning Expeditions*: These challenging, interdisciplinary, real-world projects and in-depth studies act as the primary curriculum units in Expeditionary Learning schools. Learning Expeditions support critical literacy and address central academic standards of content, while promoting character development and fostering a service ethic.
- *Active Pedagogy*: In expeditionary Learning schools, teachers use active pedagogy to help students become active and collaborative learners: to make connections, to find patterns, to see events from different perspectives, to experiment, to go beyond the information given, and to develop empathy and compassion for events, people and subjects.
- *School Culture and Character*: Expeditionary Learning builds shared beliefs, traditions, and rituals in order to create a school culture which is characterized by a climate of physical and emotional safety, a sense of adventure, an ethic of service and responsibility and a commitment to high quality work.
- *Leadership and School Improvement*: Leaders in Expeditionary Learning schools create a professional community that focuses on curriculum and instruction as the primary vehicles for improving student achievement and school culture.
- *School Structures*: Expeditionary Learning schools use longer and more flexible schedule blocks, common planning time, heterogeneous groupings, and/or looping to ensure student success.

We will provide professional development training for our teachers which will enable them to achieve success in these Core Practice areas. Our teachers will have the opportunities to collaborate with one another and other colleagues throughout neighboring states who use ELOB methods of instruction in order to elaborate on their training of implementing the mode. Our teachers will work together as a team to realize significant improvement in student learning and character development.

Methods of Instruction:

At Entheos Academy we will use the Utah State Core Curriculum. In most cases one expedition per grade will be planned per trimester. Teachers will be trained to work together as a team in order to collaborate on planning and to ensure that curriculum is covered and taught in a sequential manner when needed. **Teachers will frame each expedition around the Core Standards** to ensure that each standard is met if not exceeded for each grade. There will be no extra fees required for expeditions.

Teaching Reading k-7 Across the Disciplines:

In *ELOB* schools teachers understand how students develop phonemic awareness, decoding skills, fluency, and comprehension so they can teach those skills and concepts explicitly. Comprehension strategies are taught at the earliest grade levels. Teachers use common language throughout this process. They model the use of these strategies, the enjoyment of reading, and reading for multiple purposes and they know their students as readers and show them how to choose books. Reading is always integrated into learning Expeditions. Readers' workshops are used to teach decoding, and comprehension strategies. *ELOB* creates a culture of literacy by having students read, discuss and write about what they read every day.

Entheos Academy believes in the use of *living books* and *narration*. A living book is (1. Written by an author who took special interest about his subject. (2. The facts are presented in story form. (3. They are well-written literatures that present noble thought. Students of all ages will be taught how to narrate. Narration can be done orally. It can also be accomplished through writing and even by drawing pictures. Students listen to or read a section of text and then tell back, in their own words, what happened in an orderly, descriptive manner. They begin with a small amount of text at a time and gradually increase to larger sections. This tool can be used individually, or as a group. Teachers might ask guiding questions to help students improve at this practice. Narration is a great tool for comprehension and retention. It naturally develops students' writing skills especially when they've been exposed to living books.

Teaching writing k-7 Across the Disciplines:

Teachers teach the steps of the writing process: pre writing, drafting, revising, editing and making the work public. Students are taught writing and grammatical skills through mini-lessons, writers' workshops, models, and critique sessions. Students will become familiar with a range of standard formats. Students often write for authentic audiences within and beyond the school community. Students will learn how to give a critique and assess their own work.

Teaching Math:

Learning math involves understanding concepts, grasping procedures, and applying them to real-life situations. To accomplish this, we will use Singapore Math. Singapore Math balances drill and creative problem solving. It incorporates abstract math concepts in a rational way encouraging greater problem solving skills. Basic concepts are presented with more than one approach to solving problems which promotes mathematical reasoning and comprehension. 'Practice' and 'Revision' sections serve as unit tests. All important concepts have an effective mix of drill, word problems and mental calculation instruction. Core math curriculum is taught in a way that better prepares students for higher math.

Singapore math will fit nicely with the *ELOB* approach which focuses on big mathematical ideas, high quality work, and structures for teaching math within and outside of learning expeditions. Teachers will invite students to find patterns and relationships, to become flexible problem-solvers, and to articulate their reasoning. Math class will often be conducted as a workshop. It begins with a complex problem, and continues with independent or group work, a mini-lesson based on what students are struggling with or have discovered, sharing/comparing problem-solving strategies, and ends with a synthesis of the day's learning.

Teaching Science and Social Studies:

Specific science and/or social studies' content areas are often at the core of learning expeditions. (E.g., biology, history, geography, archaeology, government etc.) In-depth investigations lead students to generalizations, concepts, and big ideas. Students will learn the scientific method by acting like social scientists or scientists and using the tools of inquiry specific to the disciplines studied. Students will be given multiple opportunities to engage in complex, problem-based activities, labs and investigations, and to analyze data. Students will be asked to articulate their theories, explanations, and understandings. They will also be asked to reflect on their thinking. (E.g., create analogies, make graphs, create pictures, build models etc.)

Health, Physical Fitness and Safety:

The physical education program places a strong emphasis on personal fitness and nutrition. Outdoor and indoor educational programs, rope courses, and team and individual sports are explicitly connected to and reinforce the school's character traits. Teachers focus on students' strengths and help each student experience success. Teachers help students understand the connections between physical challenge and academic challenge thus students can accomplish more than they think possible. The school has policies and protocols to ensure that physical education classes, as well as all learning expeditions are physically and emotionally safe.

Learning in and through the Arts:

In *ELOB* schools, art is an important vehicle for learning. In learning expeditions, students have the opportunity to create, perform, and respond to a variety of art forms, and to connect the arts to content. The arts build school culture and student character by emphasizing authentic performance, craftsmanship, and risk-taking.

Special Emphasis:

Entheos Academy places a unique emphasis on experiential learning through our Community-Based Curriculum. This curriculum has three pillars: Excellence, Service, and Leadership. These pillars of focus promote self discovery and service-learning which will help us accomplish the task of developing individuality, character, and citizenship in our students. Academics will be integrated throughout our Community-Based Curriculum thus increasing students' enthusiasm for learning.

In order to achieve *Excellence*, we must begin by inspiring our students from within. We plan to do this through a program called *The Gifted Child Program (GCP)*. When students feel good, about whom they are their desire to produce quality work increases. At Entheos Academy we emphasize that every child is gifted in some way. We will work with parents to help each child find his/her gift and also to encourage the development of new gifts. Teachers will help each student keep up a *GCP* section in his/her portfolio (see assessment section) dedicated to keeping track of the students' progression and to help them set and achieve challenging goals involving their unique gifts.

Another key part to *GCP* will be our implementation of Weekly Exploration Courses. *Parents and other community members* will serve our students by volunteering their time and talents to create many new learning situations. They will share their expertise by conducting active learning courses categorized by the *ELOB* Design Principles. For example, under the theme of *The Having Of Wonderful Ideas*, student will be able to attend one of these classes on a weekly basis: Ceramics, Fiber Arts, Drumming, Science Explorations, or Robotics. These same courses will be taught for a four to six week period. Then a set of new course offerings will be created under another *ELOB* design principle. (These are just examples. Course offerings will depend on the gifts and/or the occupations of the volunteers.) The weekly Exploration Courses will offer students a unique opportunity to discover and develop new interests and gifts.

The next of our three pillars is *Service*. As students are built up from within, they will then be taught how to reach outside of themselves through service-learning. This is a way they can exhibit their excellence. Our Service-learning has three components: 1) *Classroom integration* will stress using service experiences from learning expeditions and other service projects as a focal point for improving writing and literacy skills. Students will also be encouraged to serve one another and their school. 2) *Organized service-learning activities* will be planned and carried out throughout the community. Each grade will do at least one age-appropriate community service per year. Other opportunities for service will arise through voluntary participation in school service clubs. We will use *National and community service corporations* to help guide us in our efforts. 3) *A Year of service* will be implemented with the older students starting in the sixth grade. As they participate in the organized service-learning activities, they will be required to conduct needs' assessments of our community and to identify agencies that address those needs. They will then develop action plans and carry out their own individual service projects for the period of one school year.

According to research, students who participate in service-learning activities excel academically. A national study of Learn and serve America programs suggests that "effective service-learning programs improve academic grades, increase attendance in school and develop personal and social responsibility." When children are on display and their audience is authentic, they want to achieve at their highest level.

The third pillar in our Community-based curriculum is *Leadership*. The greatest and most noble leaders throughout history are also the ones who served the most. At Entheos Academy we will continually focus on the development of leadership skills through: teaching of etiquette and values, service, providing opportunities for students to be heads of clubs and committees, public speaking opportunities on a frequent basis, encouraging patriotism, the study of great leaders throughout history, student government resembling a representative form of government, mock town meetings and elections, learning the process of how to bring about change by taking part in small scale reform of school, opportunities to write their own student legislators, and assignments to write state and federal representatives about community needs.

At Entheos Academy our students will learn how to become Leaders now by making a difference in both their school and throughout their community. This will empower them to go out into the world and be the enthusiastic leaders of tomorrow.

Goal	Specific Objectives (What will be measured?)	Measurement Criteria (How you know it—means of measuring data, percent mastery, etc.)
<p>1. Improve student learning (provide a challenging learning environment).</p>	<p>1a. The majority of students will score above district average in language arts.</p> <p>1b. The majority of students will score above district average in mathematics.</p> <p>1c. The majority of students will score above district average in science.</p> <p>1d. Students' scores will be competitive with state scores on national tests.</p> <p>1e. Students will demonstrate the ability to effectively assess their own learning.</p>	<p>1a. By year three of operation, 75% of students will score in the sufficient or substantial range on the Core Assessment Test in language arts.</p> <p>1b. By year three of operation, 70% of students will score in the sufficient or substantial range on the Core Assessment Test in mathematics.</p> <p>1c. By year three of operation, 70% of students will score in the sufficient or substantial range on the Core Assessment Test in science.</p> <p>1d. By year three of operation, students will perform above the state average on the Stanford Achievement Test.</p> <p>1e. Students will follow established rubrics from which they will judge the quality of their assignments. Each student will perform at least one self-assessment per week and be required to revise from the results. Students will also keep a portfolio in order to chart and display progress. 85% of students will conduct student-led conferences at the end of first and second trimesters and give a presentation of learning at the end of each year.</p>

<p>2. Create an inspiring and enthusiastic learning environment.</p>	<p>2a. Students will participate in programs that promote self-discoveries.</p> <p>2b. Students will be known individually by their special gifts and encouraged to develop those gifts.</p>	<p>2a. 90% of students will participate in weekly exploration courses. Based on descriptive evaluation of courses, 80% of students will express a favorable assessment of the course attended.</p> <p>2b. 85% of students will participate in weekly pupil/teacher interviews in which student progress will be discussed and recorded. Goals will be evaluated and new goals set to encourage the development of gifts. 100% of students will achieve at least one goal per trimester.</p>
<p>3. Inspire leadership and citizenship in each student.</p>	<p>3. Students will recognize their own connection to the community as they learn to take charge and make a difference while participating in service-learning.</p>	<p>3. 85% of students will help plan and carry out one community service project per grade per year. 85% Students will help to create a quality project or product as a community service during each expedition.</p>
<p>4. Inspire parental involvement and increase opportunities to have an influence in school-wide decisions.</p>	<p>4a. Parents will feel welcome and needed.</p> <p>4b. Parents will be encouraged to voice their opinions and be made aware of opportunities to make a difference.</p>	<p>4a. 85% of parents will be assigned to a crew and be encouraged to volunteer 30 hours per year. Participation of each parent will be noted based on attendance of crew meetings and fulfillment of assignments.</p> <p>4b. 75% of parents will participate in parental surveys given at the end of trimester. 80% of those will show “satisfied” or “very satisfied” marks toward the school. Opinions on surveys will be taken into account when the gov. board develops the yearly strategic plan.</p>
<p>5. Teachers will participate in continuing education through professional training.</p>	<p>5. Teachers will complete a minimum of 20 professional training hours per academic year.</p>	<p>5. Professional training hours for each teacher will be tracked and considered in the yearly strategic plan.</p>

Section 4—Comprehensive program of Instruction (continued)

As a public school in Utah, you are required to align your curriculum to the State standards. Provide complete Unit Lessons with Summative Assessments in one area of the core curriculum that is appropriate to the grade levels you are going to serve.

Lesson Plans and Assessments should reflect alignment both to the State standards and to the Program of Instruction described in this application.

Teacher Guide to Cloudy With a Chance of Meatballs by Judi Barrett

Introduction

This supplemental unit to *Cloudy With a Chance of Meatballs* provides resources for second grade students to learn interesting facts about the weather. This unit is intended to cover all of the objectives in the Mathematics Core Standard V and introduces cross-curricular lessons. It includes seven activities, during which the students will increase their learning of weather and nutrition in different content areas. They will learn and write about the formation of clouds. They will find today's weather report and transfer information to a map. They will gather data about local weather and present it in a variety of formats including bar graphs, pictographs and tables. The students will find a food pyramid and plan a balanced meal.

As students complete these activities, they will explore the following questions:

- How do clouds form?
- Where can I find today's weather report?
- What are the ways I can present information?
- What are the main food groups on the food pyramid?

Materials Needed:

- Class set of *Cloudy With a Chance of Meatballs* by Judi Barrett
- Computer with printer and internet access
- Other materials: writing paper, drawing paper, pencils, crayons or colored markers, rulers
- Copies of the student worksheets included in the lessons
- Ingredients for meatballs in activity 7

Student Activities:

- Student Activity 1: Story Mapping
- Student Activity 2: Narrative about Clouds and Lightening
- Student Activity 3: Weather Maps
- Student Activity 4: Charts, Charts, Charts
- Student Activity 5: Design Your Own Balanced Meal
- Student Activity 6: Forecasting Dinner
- Student Activity 7: Meaty Math Meatballs

Assessment:

As is consistent with ELOB, a good deal of student assessment will be done by the students themselves. This will be accomplished through student and teacher created rubrics, peer critique (I like...I notice...I wonder...), and self evaluation, as well as descriptive teacher assessment. All teachers at Entheos Academy will give the appropriate tests for each grade level, such as the CRT and SAT. Students will also create ongoing portfolios including samples of their work in each subject area. As teachers spend the most time with students, they will also be relied upon to track student progress in the classroom and on assignments taken home. Recommended methods for assessment are included at the end of each of the student activities.

During this unit, students will:**Utah Mathematics Core Standards (Grade 2)**

- Gather data by vote or survey (Mathematics Standard V, Objective 1a)
- Sort, classify, and organize data in a variety of ways (Mathematics Standard V, Objective 1b)
- Use a variety of methods to organize, display, and label information, including keys, using pictographs, tallies, bar graphs, and organized tables (Mathematics Standard V, Objective 1c)
- Report information from a data display (Mathematics Standard V, Objective 1d)
- Predict the likelihood of an event (Mathematics Standard V, Objective 2)
- Identify the number that is one more, one less, ten more, or ten less than any whole number up to 100 (Mathematics Standard I, Objective 2a)
- Order four whole numbers less than 100 from least to greatest and from greatest to least (Mathematics Standard I, Objective 2c)

Utah Content Core Standards (Grade 2)

- Explain the importance of balance in a diet (Content Standard I, Objective 1a)
- Relate behaviors that can help prevent disease (Content Standard I, Objective 1c)
- Express personal experiences and imagination through dance, storytelling, music, and visual art (Content Standard I, Objective 3a)
- Observe and describe patterns of change in weather (Content Standard III, Objective 2a)
- Measure, record, graph and report changes in local weather (Content Standard III, Objective 2b)
- Draw pictures and create dances and sounds that represent weather features (Content Standard III, Objective 2d)
- Identify and use information on a map or globe (Content Standard III, Objective 4a)

Utah Language Arts Standards (Grade 2)

- Identify specific purposes for listening (Language Standard I, Objective 1a)
- Listen and demonstrate understanding by responding appropriately (Language Standard I, Objective 1b)
- Uses a variety of formats in presenting with various form of media (Language Standard I, Objective 2b)
- Spell words with short and long vowel sounds, r-controlled words, words with consonant blends, consonant and vowel digraphs (Language Standard IV, Objective 3b)
- Use new vocabulary learned by listening, reading, and discussing a variety of genres (Language Standard VI, Objective 1a)
- Learn the meaning of a variety of grade level words genres (Language Standard VI, Objective 1b)
- Relate unfamiliar words and concepts to prior knowledge to increase vocabulary genres (Language Standard VI, Objective 2b)
- Identify characters, setting, sequence of events, problem/solution genres (Language Standard VII, Objective 3a)
- Identify different genres (Language Standard VII, Objective 3b)

- Identify information from pictures, captions, diagrams, charts, graphs, and table of contents (Language Standard VII, Objective 3c)
- Locate facts from a variety of informational texts (Language Standard VII, Objective 3e)

Student Activity 1: Story Mapping

Abstract: Students will read *Cloudy With a Chance of Meatballs* by Judi Barrett and create a story map of the events that occur in the story.

Grade Level: 2

Intended Learning Outcomes: Students will be able to identify the characters, setting, sequence of events, and the problem and outcome of a short story.

Approximate Class Time Needed: 30-45 minutes

Group Size: Large group or whole class.

Life Skill Outcomes: Collaboration, complex thinking, effective communication.

Teaching/Learning Styles: Discussion, social interaction, written.

Subject/Concept Words: Story Mapping, Summary

Materials: class set of *Cloudy With a Chance of Meatballs*, large marker, large word strips, paper, and pencils

Introduction: Ask students what usually falls from the sky when it rains. Tell them you will be reading about a place where it rains food instead of water.

Procedures:

1. Using a story that everyone in the class knows (Little Red Riding Hood, Three Little Pigs, etc), set up a list of events, including a list of characters, setting, problem, solution, and story theme/moral. Use this as an introduction to story mapping. You may want to have the parts of a story map posted where all students can see them.
2. Read the story to the class, interrupting periodically to be sure they are following along and understand the events that are happening.
3. When finished reading, ask questions of the students like “Who were the main characters?”, “Where did this story take place?”, “What problem that the family had?” , “What happened at the beginning?”, “What were some of the things that happened?”, “What happened to solve the problem?”.
4. List events from the story on the word strips or anything that can be displayed and moved around. After all events are written work as a group to put the events in order to create a wall-sized story map of the story. Talk about how to organize a story map to make it easily read.
5. Give the students an opportunity to use their new skill of story mapping on another story. This could be a new story or one that the class has recently read. Walk around as students work in small groups or pairs to check for understanding and correctness.

Assessment Suggestion: Check the story maps that the students created for accuracy. Offer praise and suggestions for improvement.

Bibliography: Of course, *Cloudy With a Chance of Meatballs* by Judi Barrett was used, as well as ideas from the following website: <http://t3.preservice.org/T0110475/storymap.htm>.

Student Activity 2: Narratives About Clouds

Abstract: After completing a story map of the book *Cloudy With a Chance of Meatballs* by Judi Barrett students will explore several resources with information on clouds, and how they are formed. They will write a paragraph telling about how clouds are made. They will revise their paragraph for spelling, punctuation and legibility.

Grade Level: 2

Intended Learning Outcomes: Students will learn to conduct appropriate research to determine relevant information. Students will improve their writing ability using a five sentence paragraph structure and revision techniques.

Approximate Class Time Needed: 3-7+ hours depending upon amount of revision needed and available resources.

Group Size: Small groups or pairs

Life Skill Outcomes: Lifelong learning, complex thinking

Teaching/Learning Styles: Inquiry, hands-on, written, social interaction

Subject/Concept Words: Research, Writing, Weather

Materials: Computers with internet access and printers, paper, pencils, informational books on clouds

Introduction: Ask students to list what they know about clouds. How are they formed? What are clouds made from? What makes some clouds rain or snow? This can be orally or student responses can be written on the board. Explain to students that they are going to be searching for specific information and not just looking at pictures for the sake of art.

Procedures:

1. Review procedures for internet use at school and how to find information online or in books. Be sure that each group or pair understands what information they will be searching for. Give students the rubric by which they will be graded so that they know what is expected of them.
2. Have some students look in encyclopedias or other informational books while others research online. The following are some suggested sites for students to obtain information:
 - <http://www.whnt19.com/kidswx/clouds.htm>
 - <http://www.vortex.plymouth.edu/clouds.html>
 - <http://www.carlwozniak.com/clouds/CloudPix.html>
 - http://www.uen.org/utahlink/weather/clouds/cloud_id.htmlThe last website has the most information on cloud types and what makes them.
3. Work with students as they collect enough information to write a five sentence paragraph. Help them to paraphrase information and to interpret pictures. The student worksheet can be used to help students formulate their paragraphs.
4. Give groups enough time to write their paragraphs and then use the “I like, I notice, I wonder” format for peer critique. Help students with editing and revising as needed. Check for accuracy. Let the students do as much as they can independently. Repeat if necessary.
5. Have students write the final drafts of their paragraphs for publication. You may want to have students include pictures (either hand-drawn or gotten from the internet) with their paragraphs.
6. Publish final drafts by creating a class book or displaying them in the classroom.

Assessment Suggestion: With students, create a rubric for grading their paragraphs. Some items to include might be: having a main idea, correct punctuation, proper capitalization, legible writing, and correct spelling.

Bibliography: *Cloudy With a Chance of Meatballs* by Judi Barrett was used, as well as ideas from all of the websites listed above and <http://www.sdcoe.k12.ca.us/score/cloudysg1.htm>.

Student Activity 3: Weather Maps

Abstract: Students will find weather maps with today's temperatures across the country. They will take this information and put it onto a map of the United States.

Grade Level: 2

Intended Learning Outcomes: Students will be able to represent different temperature ranges with different colors and create a key.

Approximate Class Time Needed: 45 minutes

Group Size: Individual

Life Skill Outcomes: Effective communication, lifelong learning

Teaching/Learning Styles: Hands-on, pictorial, psychomotor

Subject/Concept Words: Weather, Temperature, Map, Key

Materials: copies of the included student map, crayons or colored pencils, computer with internet access

Introduction: Ask how many students have watched the weather section of the news and seen the maps that are shown for weather patterns or temperature. Explain that they will get to make their own temperature map.

Procedures:

1. Review how to make a key for a map. Have the kids decide either individually or as a class what the ranges should be for temperature and which colors should be used to represent each temperature range.
2. Help students look at the following website to find current temperatures for the United States:
<http://www.wunderground.com/>.
3. Have students write down several temperatures from around the country on their blank map. They then will need to draw light pencil lines to separate the temperature ranges and where to color different colors. Let students use colored pencils or crayons to fill in their temperature bands.
4. Post students' maps in the classroom. Talk about how students decided where to draw the dividing lines. Can they be different and still be okay (since they have limited information)?

Assessment Suggestion: Create a rubric with the students upon which their scores will be based. Include such requirements as neatness, correct key, and accuracy.

Bibliography: *Cloudy With a Chance of Meatballs* by Judi Barrett was used, as well as ideas from the website <http://www.sdcoe.k12.ca.us/score/cloudysg1.htm>.

Student Activity 4: Charts, Charts, Charts

Abstract: After completing activities 1-3 of the *Cloudy With a Chance of Meatballs* unit, students will practice the art of chart making and interpreting through daily temperature readings.

Grade Level: 2

Intended Learning Outcomes: Students will be able to create and interpret information in a bar graph, pie chart, table and pictograph.

Approximate Class Time Needed: Ongoing—5 minutes each day and 1-1 ½ hours on the final day.

Group Size: Small Groups or Pairs

Life Skills Outcomes: Effective Communication, employability

Teaching/Learning Styles: Hands-on, pictorial

Subject/Concept Words: Graph, Chart, Weather, Temperature

Materials: Thermometers, chart of daily temperatures, colored pencils or crayons, rulers, paper

Introduction: Introduce a blank class chart for recording the daily temperatures. Explain the steps for finding the temperature and reading thermometer.

Procedures:

1. Set up a method for taking the temperature at the same time each school day. You may do this as a class or rotate through students to give each child an opportunity to work with the thermometer. Post a table with the daily temperatures so that the students can track changes.
2. Use examples of graphing during the 30 days/month that students will be collecting data so that students are familiar with bar graphs, pie charts, tables, and pictographs.
3. At the end of the data collection, give instructions for students to create their own graphs, either as small groups or pairs. Sample and blank graphs are included in the student worksheets. Help the students to create accurate, colorful graphs and keys using the daily temperature, how many days each temperature occurred, number of days in each temperature range or other information.
4. Post different types of graphs in the classroom so that students can be reminded of their work and the graph types.

Assessment Suggestion: Have each group or pair explain their interpretation of the data given in their graph. Ask each group to write 2-3 math problems that can be answered by their chart/graph. These problems not only give students experience with word/story problems but also demonstrate an understanding of the information.

Bibliography: Blank graphs and charts from the Utah State Office of Education were used as student worksheets.

Student Activity 5: Design Your Own Balanced Meal

Abstract: Students create a food pyramid based on the foods that fell from the sky in the town of Chewandswallow in the *Cloudy With a Chance of Meatballs* by Judi Barrett. Students will then create a more balanced food pyramid based on the USDA guidelines.

Grade Level: 2

Intended Learning Outcomes: Students will be able to create a balanced meal based on the USDA standards.

Approximate Class Time Needed: 45-60 minutes

Group Size: Individual

Life Skill Outcomes: Lifelong learning, responsible citizenship

Teaching/Learning Styles: Hands-on, inquiry, discussion

Subject/Concept Words: Nutrition, Food Pyramid, Health

Materials: Construction paper, crayons or colored pencils, pencils, scissors, computer with internet access

Introduction: Have the students listen as you read *Cloudy With a Chance of Meatballs* by Judi Barrett. Have them list all of the foods that fell from the sky in the town of Chewandswallow.

Procedures:

1. After listing the foods from the book, use the site http://www.usda.gov/news/usdakids/food_pyr.html or <http://www.nal.usda.gov/fnic/Fpyr/pyramid.html> to learn about the food pyramid and what fits into each category. Included is also a worksheet to help students create lists of what foods fit into each category.
2. Have students make a food pyramid out of construction paper or use a black line copy. Include in each section the foods that fell from the sky in each category. Is it balanced? Is this a good, healthy diet?
3. Teach students what makes a healthy diet, then have them draw pictures of healthy foods that they could eat for a day and insert them into a second food pyramid. If you have magazines, students could cut pictures out instead of drawing them.
4. Compare and contrast the two pyramids, making certain that the students can recognize what makes one healthier than the other.
5. Send pyramids home with students so that they can teach their parents what they have learned about eating healthily.

Assessment Suggestion: Check second pyramid for accuracy of food types and balanced diet. Offer suggestions to students for improvement.

Extension Suggestion: This lesson could be expanded to include a class service activity. The class could be asked to plan a school lunch menu based on their new knowledge. The menu may be for one meal, a week, or a month, depending on time and other limitations.

Bibliography: In addition to the websites listed in the outline, the following websites were also used for this lesson plan: <http://www.sdcoe.k12.ca.us/score/Cloudy/cloudydg.htm>, <http://t3.preservice.org/T0110475/balanceddiet.htm>, http://kidshealth.org/kid/stay_healthy/food/pyramid.html, and <http://www.hard24get.com/food/food.htm>.

Student Activity 6: Forecasting Dinner

Abstract: Students will compare the weather forecast from the news channel with the weather forecast they must have in the city of Chewandswallow. They will then create their own “food forecast” that will include a picture and a written paragraph.

Grade Level: 2

Intended Learning Outcomes: Students will be able to write a clear paragraph to explain their ideas for a food forecast, incorporating creativity into a real weather forecast.

Approximate Class Time Needed: 1 ½ -3 hours

Group Size: Individual or Pairs

Life Skill Outcomes: Employability, effective communication, complex thinking

Teaching/Learning Styles: Pictorial, written

Subject/Concept Words: Weather, Creative writing

Materials: Crayons or colored pencils, paper, pencils, computers with printers

Introduction: Have students watch clips of weather reports so that the students have a comparison for their forecasts. Explain what a forecast is and how they are made.

Procedures:

1. After reading *Cloudy With a Chance of Meatballs* by Judi Barrett, review the text and make a short list of the foods that fall on the townsfolk. You can use the list created for the food pyramid in activity 5.
2. Have students visit the Weather Channel home page at www.weather.com so they can get a good understanding of how the weather is represented and forecast (i.e. 30% chance of rain, mostly sunny, etc.).
3. Explain to students that they are now going to make up a forecast for a meal in Chewandswallow, since they have food instead of weather. They are welcome to forecast any meal they wish, and encourage them to be creative with their weather. Just as Judi Barrett made a “Tomato Tornado” and “Jell-o Sunset” they are welcome to create their own food weather. They will draw their “weather” on paper.
4. After they have created and drawn their weather, the students get to describe it and provide a short written forecast as though it would be read over the air or posted on the internet. Written forecasts should be grammatically and technically correct. Included is an example of a food weather forecast.

Assessment Suggestion: Create a rubric with the students based on creativity, neatness, and accuracy/correctness in their writing. Be sure you do not judge their ideas.

Bibliography: This lesson was taken in part from a lesson at <http://t3.preservice.org/T0110475/forecastingdinner.htm>.

Student Activity 7: Meaty Math Meatballs

Abstract: The object of this activity is to integrate the use of mathematics into the story of *Cloudy With a Chance of Meatballs*. With the help of the teacher, students will make meatballs in class using a mathematical recipe.

Grade Level: 2

Intended Learning Outcomes: Students will recognize math in their daily lives and will be able to follow step by step instructions.

Approximate Class Time Needed: 45 minutes to make the meatballs, plus whatever time you spend doing meatball math.

Group Size: Large group

Life Skill Outcomes: Lifelong learners, collaboration

Teaching/Learning Styles: Hands-on, discussion

Subject/Concept Words: Math, Following Directions, Measurement

Materials: Stove or hotplate, frying pan, paper towels, saucepan, spoon, ingredients from recipe

Introduction: Ask students if they would like to create some of their own meatballs like the ones in the story. Present the ingredients that will make tasty meatballs.

Procedures:

1. The important part of any recipe is following the directions. But what happens when the recipe only serves four and there are 20 students in your class. Then you must make it 5 times bigger to accommodate everyone. Write the recipe on the board and then help the class go through the list of ingredients and multiply all quantities by 5. This is called the *factor*.
2. After the recipe has been adjusted, follow the step by step instructions with the students, being sure not to skip any steps or deviate from the directions. When meatballs are finished, enjoy.
3. This activity can be followed up with a number of foods found in the book. You can make cakes, sandwiches, any of the foods found in the town of Chewandswallow that have a recipe, or that can have a recipe made are fair game. Make sure that the children understand what you mean by finding the factor to increase the recipe. Let them bring in other recipes from home, magazines, or books and have them find the factor by which they would have to increase the recipe in order to feed the entire class.

Assessment Suggestion: Give the students a simple recipe to increase for the whole class. What would the scale factor be? How many servings does it make? How many do you need?

Bibliography: Ideas for this lesson were taken from the following websites:

<http://t3.preservice.org/T0110475/meatballmath.htm>,

<http://www.sverigeturism.se/smorgasbord/smorgasbord/culture/lifestyle/recipes.html#meatballs>,

<http://www.sdcoe.k12.ca.us/score/Cloudy/cloudytg.htm>.

Supplemental Pages

Activity 1: Story Mapping
Example Story Map

Sylvester and the Magic Pebble

Main Characters-Sylvester, Mr. and Mrs. Duncan

Setting-Strawberry Hill

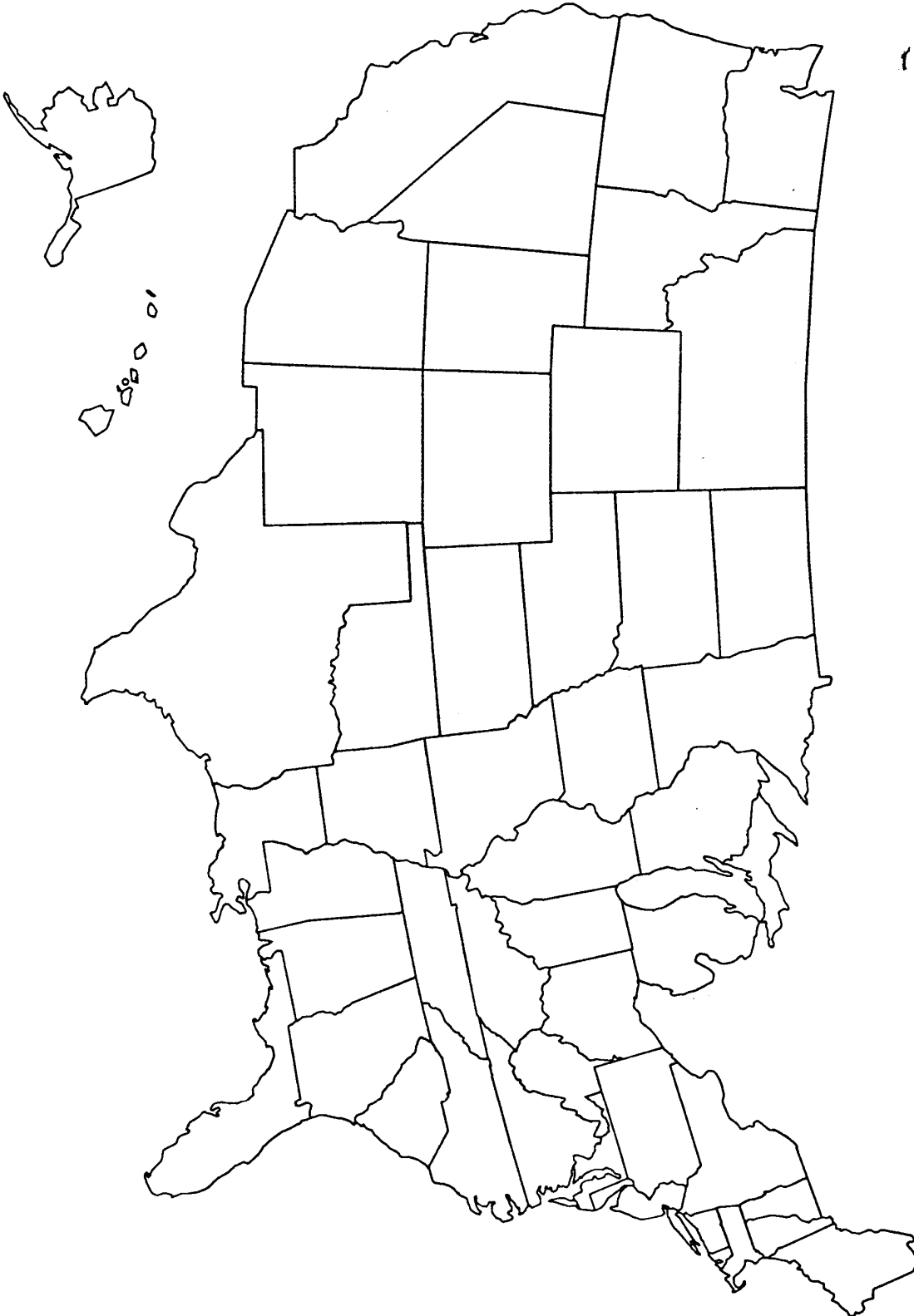
Problem/Goal-Sylvester turned himself into a rock and he wants to turn himself back into a donkey to go home to his family.

1. Event 1-On a rainy day Sylvester found a pretty, shiny pebble.
2. Event 2-While holding the pebble he found out that it was magic. He found that if he was holding the pebble he could make a wish and it would come true, but if he was not touching it his wishes did not come true.
3. Event 3-While on Strawberry Hill, Sylvester encountered a lion and wished himself into a rock.
4. Event 4-Many seasons had passed by with Sylvester as a rock because he was unable to touch/hold the rock. This caused his parents to fear the worst for their son and they had many searches for Sylvester.
5. Event 5-Sylvester's parents went on a picnic one afternoon to Strawberry Hill and used the rock (Sylvester) as a table.
6. Event 6-Mr. Duncan found a pebble he thought that Sylvester would like and he set it on the rock.
7. Event 7-Sylvester did not know he was touching the pebble, but he wished to turn back into himself again, and he did.
8. Event 8-They took the pebble home and put it in an iron safe.

Solution-The family was together again and lived happily ever after.

Story Theme/Moral-Be careful what you wish for-it just might come true.

Activity 3: Weather Maps
United States Map



United States of America

Activity 7: Meaty Math Meatballs

Meatball Recipe

1 lb. lean ground beef

1 slice dry bread w/o crust (soaked in $\frac{1}{2}$ c. milk)

1 small garlic clove, crushed

$\frac{1}{3}$ c. fresh grated Italian parmesan cheese

Olive oil for frying

2 eggs, beaten

1 c. unseasoned dry bread crumbs

$\frac{1}{2}$ tsp. salt

2 Tbsp. finely chopped fresh Italian parsley

1. In a small saucepan, add the squeezed bread. Cook it until creamy, adding a little bit of the milk at a time, it should be about $\frac{1}{3}$ cup.
2. In a bowl, combine the meat, parmesan, parsley, garlic, salt, the bread mixture, and lastly, half of the beaten egg.
3. Take one heaping tablespoon of the meat at a time and roll it into a ball and then flatten it down a bit. Continue until all of the mixture is used, approximately 20 meatballs.
4. Dip the meatballs into the remaining beaten egg and then coat them with the bread crumbs.
5. Heat $\frac{1}{2}$ inch of olive oil in a large nonstick skillet. Cook the meatballs on both sides until golden brown a few at a time.
6. Remove the meatball and set on a paper towel to absorb the excess oil, sprinkle them with salt and serve.

Monitoring Program of Instruction

Entheos Academy will administer the Utah State Core End of Level Test and any other test required by the state. Teachers will also administer appropriate summative tests across the disciplines in order to assess student progress toward mastery of objectives.

We will incorporate the Assessment Training Institute (ATI) methods of assessment. Assessment will be primarily *for* learning, rather than *of* learning. At Entheos Academy, teachers will assess in a way that is clearly descriptive, not just evaluative. Students will be involved in classroom assessment and record keeping by assessing themselves and their peers in a reflective and positive way. Students will learn how to take charge of their own learning. They will learn the meaning of success and see how close they are to achieving it.

We will incorporate a portfolio system in which each student will create his own portfolio. This will take place over the period of a year. Portfolios will contain numerous sections such as a resume, a GCP section, and a graphing page for students to chart their own progress on standard tests. There will also be a section for each subject where students will display significant work, project work, and tests. Students will include written reflections in order to show their process of learning over a period of time.

We will have student-led parent teacher conferences during the first and second trimesters. Students will be prepared to present important work samples from their developing portfolios, as well as an oral explanation on how he or she is doing in each content area. Conferences will include reflection and goal setting by the student in which the parent plays an integral part.

In addition to parent teacher conferences, students will prepare throughout the year for a presentation of learning (POL), which will take place at the end of each school year, in which they will present their polished portfolios to a board. The student portfolios will provide evidence that the student will be successful in the upcoming grade, and will contain concrete proof of the important skills and habits developed throughout the year. The POL will showcase this learning, and will be required for all students to advance to the next grade. The board will consist of parents, teachers, and a member of the community, as well as a student advocate.

Prior to beginning instruction, and throughout the year as needed, teachers will be provided with professional development training on ELOB practices and principles. Teachers will plan learning expeditions and lesson plans around state core requirements ensuring that all standards are covered for each grade. They will be given ample planning time on a weekly basis and at the end of each trimester. Expeditions and lesson plans will be evaluated to ensure that they cover required standards

School Calendar

The calendar for Entheos Academy will be traditional, with the school year divided into trimesters. The school year will begin approximately the third week in August and will end the third week of June. There will be more than 180 days of instruction, with vacations for holidays, parent/teacher conferences, along with a break at the end of each trimester. Each trimester will have roughly 60 days, or 12 weeks. Holidays that will be observed are

- Labor Day (September)
- Thanksgiving-3 days (November)
- Christmas and New Year's Day-2 and ½ weeks (December-January)
- Civil Rights Day (January)
- Presidents Day (February)
- Memorial Day (May)

Students in grades 1-8 will begin at 8:30 A.M. and dismiss at 3:00 P.M. There will be a 45 minute lunch, and two 15 minute recesses. Kindergarten will be half days, and the morning session will be from 8:30 to 11:30, and the afternoon session will begin at 12:00 and will end at 3:00.

August 2006

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September 2006

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October 2006

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January 2007

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February 2007

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March 2007

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April 2007

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May 2007

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June 2007

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Red=weekends, holidays, and school breaks

Black=school days

Blue=parent/teacher conferences

Special Education

At Entheos Academy, we believe children are our greatest asset, and the leaders of tomorrow. That includes children who have special needs. We believe that these children can also make a difference in the lives of those they know. It is our intent to have children with special needs involved in most aspects of regular classroom work and expeditions, as much as their conditions will allow. This will give all students the opportunity to learn and have an understanding of the differences that all people have. If all our students have a sensitivity to children with special needs, it will make our school strong, a place where all students can feel their value.

As needed, Entheos Academy may retain a special education teacher with the required credentials, who will serve students with special needs. There may also be aides available to the teachers and students if the need arises. This will ensure that students will be able to get the help they require. As much as possible, Entheos Academy would like to integrate children with special needs into the regular classroom. There the students will be able to work with regular students, often in smaller groups. This will help them get specialized instruction. We would also like to implement peer tutoring, where those who are strong in an area work with those who need improvement. This will be beneficial to all involved, since it will help academically, as well as increase unity and respect in all students.

The special education teacher will be responsible for assessments of students with special needs, and will also be responsible for helping teachers identify other students with special needs. Teachers may refer students to the special education teacher for testing, or parents can also seek testing for their child if they suspect a problem. After a child has been identified as needing assessment, the special education teacher will do a preliminary evaluation to determine if other specialists are needed. Then, with parental permission, assessments will be made, and an Individualized Education Program can be implemented, if necessary. IEP's will be under the direction of the special education teacher, along with an IEP team. This team will include the parents, the teacher, the Director and any specialist needed. The student may also be involved, if appropriate.

The IEP team will determine what services are needed, what goals need to be made, and how the student can best be served by Entheos Academy and its employees. The special education teacher, in conjunction with the IEP team, may use a variety of approaches in providing needed services to the student. These approaches may include hiring specialists, contracting with a school district, contracting with third parties, or pooling resources with other schools. The special education teacher will be responsible for evaluating and monitoring each student's IEP, and will coordinate services and arrange for appropriate review and revision of the IEP consistent with state and federal laws.

Entheos Academy

Section 5 Business Plan

Mission & Core Values

**Start-up
Time Line
Start-up Budget
Working Committees**

**The Market
School Reform Models
Best Practices
Partnerships
Target Population**

**Operation Plan
Our Vision
Our Team
Our Model**

**Risk Factors
SWOT Analysis**

Financial Analysis & Budget

We have furnished three different budgets. Patty Murphy of the USOE has done an initial review and has given us positive feedback. As she studies the financial statements in depth, we will make any recommended changes.

- | | |
|----------|---|
| Budget 1 | The first budget is in the format required by the Utah Charter Board and supported by three funding worksheets. |
| Budget 2 | The second budget analyzes our safety margin and puts the expenses into a different chart of accounts. |
| Budget 3 | The third budget is a comparison with actual expenditures of other charter schools to insure accuracy. |

ENTHEOS ACADEMY

Inspiring Leadership, Service and Excellence

Mission Statement:

The mission of Entheos is to *inspire* the rising generation to reach the heights of their potential, *ignite* their curiosity to venture into challenging new learning experiences, and *empower* them to be leaders through service, who are committed to family and community.

THEN, they can *achieve* their goals and dreams.

Values:

Enthusiasm We believe that learning is a choice. As we create the atmosphere and inspire the mind, students gain wisdom, understanding and a love for learning.

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

Leadership We believe that through the teaching of sound leadership principles today, students will be empowered to make a difference in their world tomorrow.

Service We believe service is vital in the development of good leaders. We make service within the classroom and the community an integral part of our curriculum.

Respect We believe all people have value and deserve respect. Our students and staff show proper respect to others, property and self by appropriate communication, dress and actions.

Integrity We believe in honesty, accountability, and diligence.

Patriotism We believe that love for country is developed at an early age. We teach and live the principles taught by the founding fathers of the United States of America.

Individuality We believe each student is unique and gifted. We know each individually and tailor teaching methods to fit individual needs.

Entheos Academy Timeline

	2005												2006								
	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	
Organize Committees																					
Charter Approval																					
IRS 501c3																					
Hiring																					
Design Benefits																					
Write Contracts																					
Recruiting Efforts																					
Hire Consultant (Principal)																					
Contract with Teachers																					
Hire Principal																					
Hire Teachers																					
Support Staff																					
Facility																					
Drawings																					
Acquire Land																					
Financing																					
Build																					
Staff Training																					
Procurement																					
Lists																					
Fundraising																					
Order Equip																					
Parent Meeting																					
Advertising																					
Open Enrollment																					
Lottery																					
Open House																					
Open School																					

Entheos Academy Start-up Expenses

Note: The procurement and fundraising committees will work together to get many of these items donated which may result in substantial cost savings.

Facilities:

Lease down pmt or architect retainer	15,000
Supplies - bathroom, garbage cans, cleaning, etc.	2,000
Office equipment	5,000
Playground Equip.	10,000
Other	5,000

Classrooms:

Furniture	\$35 per student 15	15,750
Computer Lab	computers	15,000

Curriculum

Textbooks	25,000
Teachers Editions	9,250
Art Supplies	3,000
Transport Vehicle	10,000

Professional Development

ELOB initial training	15,000
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Development

Misc. Expenses	5,000
Professional & Legal	15,000
Insurance Deposit	5,000

Total Estimated Start-up Costs 155,000

Sources

Fed Start-up Grant through State*	150,000
Fundraising/Donations	5,000

Total Estimated Sources 155,000

**This can be covered by a loan from a member of the founding board if the state of Utah is not awarded their start up grant funds.*

Entheos Academy Start-up Committees

Library (Elise Hardy)
<u>Heather Farnsworth - Chair</u>
Anne Lowe
Elizabeth Carrero
Kathryn Barroclough

Curriculum (Stephanie Gibson)
<u>Andrea Holgate - Chair</u>
Susan Hardy
Stephanie Gibson

Procurement (Jeff Hardy)
<u>Randy & Kristy Kimball - Chairs</u>
Matt & Nicole Klepacz
Matt Holgate
Debbie Jeffrey

District Partnerships (Jaren Gibson)
<u>Emily Burr - Chair</u>
Kristine & Terry Price
Amy Zander
Andrea Holgate

Community Support (Jaren Gibson)
<u>Clark & Michelle Harvey - Chairs</u>
Amanda Hammond

Grants (Monty Hardy)
<u>Pam McNair - Chair</u>
Sarah Molloy
Carolyn Calvin

Special Education (Elise Hardy)
<u>Valerie Nelsen - Chair</u>
Xazmin & Jeremy Prows
Michelle Brinkerhoff
Dene Buxton
Tanielle McDaniel

Volunteers (Susan Hardy)
<u>Robin Campbell - Chair</u>

Service Coordination

Marketing

Legal Research

Adventure & Activities

The Market

School Reform Models & Research

Entheos Academy has had the opportunity to study best practices of charter school models for over 9 months. As we began looking for models that used our same philosophy of service learning, we studied a list of school reform models approved by New American Schools, a national leaders in school reform. The list of design teams which are recommended by New American Schools include Accelerated Schools Project, ATLAS, Co-nect Schools, Different Ways of Knowing, Expeditionary Learning Outward Bound, The Leonard Bernstein Center for Learning, Modern Red Schoolhouse, The National Inst. For Direct Instruction, Turning Points, Urban Learning Centers and Promising Design Teams.

Of the models being implemented by both public and charter schools around the nation, one known as Expeditionary Learning most closely fit our philosophies. (see Appendix A). Once we isolated the best model, we began an intensive study of its methodologies and practices. We discovered not only favorable test results, but the model also created an environment rich with hands-on, inspiring learning opportunities for students. (See Appendix B for test results)

Four members of our governing board were able to attend an extensive training conference on the model's design principles and practices. We are confident that as we integrate this model with our own core values of Leadership and service learning, we will be able to provide a learning atmosphere that is unique, effective and inspiring for students.

Best Practices

Below is a list of schools that we contacted either by phone or in person. Our goal was to research best practices in service learning and experiential curriculum. We looked at classroom design, lesson plans, assessment, professional development, funding, staffing, and more. We received an almost unanimous consent that these principles work in teaching elementary age children. We will implement the best practices we have learned in the policies and procedures Entheos Academy.

Roots & Wings, NM	Manauh Elementary, CO
CS Porter, MT	Pocatello Community Charter School, ID
ANSER Charter School, ID	Skyview Charter School, AZ
Adventure Charter School, AZ	Tolteoalli Accademy, AZ
Brooks Academy, AZ	Rose Linda Charter, AZ
Lighthouse, CA	Renaissance, CO
Metropolitan Learning, OR	

Collaboration & Partnerships

Entheos Academy believes in the power of partnerships. We have already created several relationships that will help to insure the success of the school:

Charter High Schools: We are exploring a partnership with Paradigm High School. Many of our values of service learning and leadership are shared by this charter school that will open in 06/07. We are exploring the sharing of ground, facilities, programs, etc.

ELOB: We have developed an ongoing relationship with several school designers from Expeditionary Learning Outward Bound. We have budgeted for the use of their design principles in our classrooms. As funding become available, we will take full advantage of their training.

Other Charter Elementary Schools: In our research on best practices, we have developed relationships with three model charter k-8 schools. These include ANSER from Boise, Idaho, Pocatello Community Charter in Pocatello, ID and Adventure Charter in Prescott, AZ. We are exploring developing annual summits and conferences with them. They have expressed a willingness to offer ongoing counsel and assistance as we start into our first year. We are very excited about these relationships.

Other Collaboration: Because our curriculum emphasizes community service, we will seek to develop partnerships with the community including, Utah State Parks & Rec, local businesses, cities & counties, school districts, other non-profit groups, etc.

Target Population and Enrollment

Our target population will be children ages 5-15 who normally attend grades K-8. We will target those families in the Granite & Jordan School districts from Kearns and West Jordan who are looking for an alternative to the public schools available to them. Although we will allow any child in that age group to apply, we hope to recruit from families who are open the expeditionary-style curriculum that we will provide.

Already, we have over 30 children interested in the school. We will advertise through a series of parent meetings, informational brochures and word of mouth. We are confident we will reach enrollment capacity before February 2006.

Operational Plan

Our vision, our team, our model

Our Vision – Strategic plan over the next three years

Entheos has a clear vision of where it needs to be over the next three years. A detailed start-up timeline can be found in part I of the Business Plan. The following is a snapshot of the direction our school would like to take.

- Year 1: Open K-7 in West Jordan or Kearns
 Become a feeder school to a high school with similar values
 Organize a strong fundraising board
 Get approval for a 2nd K-8 site in Weber County for economies of scale
 Begin fundraising for 2nd building.
- Year 2: Open 8th grade in West Jordan
 Build a “green” building in Weber County funded by grants
 Open K-7 in Weber County
 Become a feeder school for high school in Weber
- Year 3: Open 8th grade in Weber
 Hire full time fundraising staff
 Begin a rigorous savings program to ensure longevity of both sites

Our Team

Below is a brief listing of the biographies of our team. We believe in synergy and collaboration. We will rely on the strength of our team to accomplish our goals.

Governing Board

Monty Hardy – Chair

B.S. Finance, Masters of International Management Finance emphasis, Senior Accountant & Financial Analyst 5 yrs, Entrepreneur 10 years, Chair Children’s Discovery Learning Centers, Vice Chair Ogden Area Youth Alliance, Utah Non Profit Association, Non-profit development experience, grants, fundraising, business plans, budgeting, USDA child Nutrition knowledge, lobby experience, construction and purchase of commercial real estate, holding company for over 40,000 square feet of commercial RE, Eagle Scout, Father of 6, Speak Thai 2 years in Thailand, Music.

Jaren Gibson – Vice Chair

BS in Communications, Emphasis Public Relations, Manager of Focus services, CEO of multi million manufacturing company in SLC, Father of 5, Two year service mission Florida, Bishopric in local church congregation, District Leg Chair of Republican party.

Elise Hardy - Secretary

BS Sociology, Mother of 4 children, including twins, Sunday School teacher primary age, Swimming instructor, Activities Committee Director local church.

Andrea Holgate

B.S. in Math Education, Certified to teach in Utah, Middle School Teacher Jordan School District 5 years, Director of Education Sylvan Learning Centers, Leader of church youth group, Sunday School Teacher.

Stephanie Gibson

Associates Degree General Education, Vocal Coach, Vocal performer, Professional Theatre Company, Mother of 5, formerly certified as a Utah Appraiser, Women’s church youth group leader, Music Chairman for local church.

Susan Hardy

Five years undergraduate work, Music, Sign Language, Science, Sales Manager, Mother of six, Charter School Choir Director, Achievement in Music Board Member, Church Choir Director, Organizing Utah Charter Schools Music Festival, Sunday School Teacher

Jeff Hardy

Two years undergraduate work General Education, Real Estate Agent, Two year service mission Columbus, Ohio, Owner/Manager food distribution region Rexburg. member of Children’s Discovery Learning Centers Board of Trustees, Extensive experience with the BSA.

Committee Members

Heather Farnsworth	Paper work; Husband--construction (wants to bid building); her dad would like to do any computer projects.
Elizabeth Carrero	Policy, Fundraising, bookkeeping, husband does computers - unix, unix, microsoft, networking, etc.
Kathryn Barrocolough	Crafts/BA English Lit./Special skill telling stories
Randy & Kristy Kimball	Owned child care center in Georgia, did building, funding, accounting, real estate, and physical ed./ Own R.E. business help with fees and site selection/ interested in setting up a wrestling program for boys 6-9 grade.
Matt & Nicole Klepacz	Has contacts in business, security systems, cctv.
Matt Holgate	Matt's business is find-educate-deal in Real estate and investments, get donations, etc.
Emily Burr	BS in English (WSU--magna cum laude); currently teaching an adult GED completion course at night at Horizonte (an alternative HS in SLC school district.
Clark & Michelle Harvey	Financial background, well connected

Amanda Hammond	Floral industry 6 yrs
Pam McNair	Aunt does grants, bookkeeping, library, payroll, A/P, A/R, shipping, receiving.
Sarah Molloy	Teach pre-school, Athletics (B-ball, V-ball, roller hockey), BS Family Science, South Valley Sanctuary (domestic violence shelter), fund raising and grants.
Valerie Nelsen	Instrumental Music, Special Ed, Preschool Experience (autism)/BS in actuarial statistics
Michelle Brinkerhoff	Special Ed.
Tanielle McDaniel	Organization Skills, Crafting, dance and music
Robin Campbell	Volunteer Management, Office Manager United Way, Fundraising, Needs Assessment, Board of Directors "Day of Caring"

Our Model

Our model is all about being inspired and impassioned to learn. Children show a much higher level of learning and retaining in this type of environment. Through regular expeditions, thematic curriculum and experiential lesson plans, Entheos will create a school-wide culture of a love for learning.

Entheos will be the first Expeditionary Learning School in Utah. Over 130 schools outside of Utah currently use this model and have found tremendous success. (see appendix) Students will sit in a circle, not rows. They will work in teams, not alone. They will play a key role in their own assessment. Teachers will cover state curriculum using expeditions that will help students to have big ideas and see the big picture. Leadership through service will be a guiding philosophy.

Entheos will be supported by a large network of schools already practicing this model. We will use the resources of ELOB as funding permits. We will create a professional development plan that ensures complete understanding of the model by all of our teachers. This will set us apart from other charter schools, create a superior learning environment for kids and help us fulfill our mission.

Risk Factors

Risks

- Limited Funding: Utah has one of the lowest WPU in the nation. We have found that only New Mexico is lower. Although there will be sufficient funding to operate the school, the safety margin will be tight. This risk needs managed long term.
- District Opposition: As charter schools open, districts are beginning to lose funding. This often creates an adversarial relationship between charters and the district.
- Political Envrmnt: Utah currently has a changing political environment for charter schools. Each legislative session brings a new set of requirements and regulations.

Remedies

- Limited Funding: Entheos will manage this risk three ways. First, using economies of scale. We will increase enrollment by opening a 2nd site in Weber County. This will increase our budget surplus and reduce risk. Second, we will operate the School lunch program in-house to benefit from USDA monies. Third, we will aggressively pursue grants and partnerships that will subsidize and reduce costs.
- District Opposition: We will foster open communication between Entheos and the Jordan and Granite School District. We will create a committee devoted to this cause and to developing mutually beneficial partnerships with the districts
- Political Envrmnt: Although Entheos will not actively lobby for legislation, we will remain a loud voice in favor of school choice. We will create a committee that monitors local and state policies related to charter schools.

Entheos Academy SWOT Analysis

Strengths	Weaknesses	Opportunities	Threats
Seasoned Mgt Team	Limited involvement of traditional educators	Community Partnerships	Unstable Political Enviro.
Superior Educational Model		Multiple Site Development	District Opposition
Support Partnerships		Grants & Fundraising	Federal Funding Decreases
Financial Experience		Foundation Funding	
Clear Vision		Strong Demand	
Broad Community Support			
Long Term Commitment & vested interest by management team			
Non-profit Experience			
Educated Mgt Team			
Strong Org. Skills			
Organizational Structure			

Financial Analysis

3 Year Budget

Not Including Startup Grants or Initial Outlays

	First Year			Second Year			Third Year*		
Number of Students (ADM):			400			450			500
Revenue			Total			Total			Total
State Funding (from worksheet)			1,533,218			1,738,217			1,955,620
School Lunch Reimbursements			150,000			168,750			187,500
Private Grants & Donations			10,000			10,000			10,000
Loans			-						
Other: Facility			76,000			85,500			95,000
Total Revenue			1,769,218			2,002,467			2,248,120
Expenses	# of Staff	@ Salary	Total	# of Staff	@ Salary	Total	# of Staff	@ Salary	Total
Salaries (100)			-			-			-
Director (Principal)	1	60,000	60,000	1	65,000	62,500	1	\$ 65,000.00	65,000
Teacher-Regular Ed	15	35,000	525,000	17	35,000	595,000	19	\$ 35,000.00	665,000
Teacher-Special Ed	1/2	25,000	12,500	1	25,000	25,000	1	\$ 25,000.00	25,000
Instructional Assts	1/2	25,000	12,500	2	25,000	50,000	3	\$ 25,000.00	75,000
Secretary	1	25,000	25,000	1	25,000	25,000	1	\$ 25,000.00	25,000
Bookkeeper			-			-			-
Other (Specify) _____			-			-			-
Other (Specify) _____			-			-			-
Other (Specify) _____			-			-			-
Employee Benefits (200)			194,250			234,825			265,050
Travel (580)			5,000			6,000			7,000
Purchased Professional Services(300)			50,000			60,000			70,000
Purchased Property Services(400)			-			-			-
Instructional Aids/Books/Library(600)			15,000			19,000			21,000
Supplies(600)			12,000			15,000			17,000
Legal (300)			5,000			5,000			5,000
Auditor(300)			4,000			4,500			5,000
Marketing (300)			5,000			5,000			5,000
Other (printing; postage)			5,000			5,000			5,000

Total Instruction, Administration & Support			930,250	387,000		1,111,825			1,255,050
Operations & Maintenance			Total			Total			Total
Supplies			12,000			15,000			17,000
Phone/Communications			10,000			15,000			17,000
Custodial Services			15,000			17,000			19,000
Advertising			5,000			5,000			5,000
Property/Casualty Insurance			15,000			17,000			19,000
Utilities			30,000			30,000			30,000
Rent **			300,000			300,000			300,000
Fees/Permits & dues			5,000			5,000			5,000
Transportation			10,000			10,000			10,000
Food Service			119,000			134,100			149,000
Accounting Services			30,000			30,000			30,000
Land & Improvements			-			10,000			25,000
Building & Improvements			-			10,000			25,000
Computer Equipment			15,000			17,000			20,000
Furniture & Other Equipment			10,000			12,000			14,000
Upgrades (Connectivity)			-			-			-
Leases/Loan Payments			5,000			7,000			9,000
Other (security, copier lease)			5,000			5,000			5,000
Total Operations & Maintenance			586,000			639,100			699,000
Total Expenditures			1,516,250			1,750,925			1,954,050
Total Revenues			1,769,218			2,002,467			2,248,120
Budget Balance (Revenues-Expenditures)			252,968			251,542			294,070

*Year 3 is calculated for K-9, assuming 9th grade is added.

** Rent figure calculated at \$25,000 monthly triple net lease per bids from developers.

YEAR !	Average Daily Membership	Rating Factor	WPU Generated
Estimated ADM (K)	50	0.55	27.5
Estimated ADM (1-3)	150	0.9	135
Estimated ADM (4-6)	150	0.9	135
Estimated ADM (7-8)	50	0.99	49.5
Estimated ADM (9-12)	1	1.2	1.2
Special Ed Pre-School	1		
Special Ed ADM (K) ¹	1		
Special Ed ADM (1-12) ¹	1		
Special Ed (Self-Contained) ¹	1		
Number of Teachers (K-6)	1		
Number of Teachers (7-12)	1		
WPU Value	\$2,182		

Program Name	Rate	WPU Generated	Amount Generated
WPU Programs			
Regular Basic School:			
Regular WPU - K-12	See above	348.2000	\$ 759,772
Professional Staff	0.01705	5.9363	12,953
Administrative Costs	22.89 per student		9,179
Restricted Basic School:			
Special Ed--Add-on***	0.9972	2.5429	5,549
Spec. Ed. Self-Contained***	1.0000	1.0000	2,182
Special Ed Pre-School	1.4700	1.4700	3,208
Special Ed-State Programs	Based on Programs		
Applied Technology	Based on Programs		
Class Size Reduction (K-8)	253.75 per K-8 ADM		101,500
Total WPU Programs		359.1492	\$ 894,342
Non-WPU Programs			
Related to Basic Programs:			
SS & Retirement	\$ 406.85 per WPU		\$ 146,120
Quality Teaching Block Grant	\$95		33,079
Local Discretionary Block Grant	\$48.5		16,888
Interventions-Student Success	\$25.83		8,994
Special Populations			
Youth at Risk Programs	\$5.85		2,037
Gifted and Talented	\$4		1,393
Other			
School Land Trust Program	\$20.80 per student		8,341
Reading Achievement Program	\$58 per student (K-3)		11,600
Local Replacement Dollars			
	Average \$1,006 per student		404,412
Total Non-WPU			\$ 632,863
One Time*			
Teacher Materials/Supplies**	\$225 per teacher (K-6)	1	225
	\$175 per teacher (7-12)	1	175
Salary Bonus	\$300 per F.T.E.	2	600
UPASS On-line Testing	\$12.50 per student	401	5,013
Total One Time			\$ 6,013
Est. Total All State Funding			
			\$ 1,533,218

YEAR 2	Avg Membership	Factor	WPU Generated
Estimated ADM (K)	50	0.55	27.5
Estimated ADM (1-3)	150	0.9	135
Estimated ADM (4-6)	150	0.9	135
Estimated ADM (7-8)	100	0.99	99
Estimated ADM (9-12)	1	1.2	1.2
Special Ed Pre-School	1		
Special Ed ADM (K) ¹	1		
Special Ed ADM (1-12) ¹	1		
Special Ed (Self-Contained) ¹	1		
Number of Teachers (K-6)	1		
Number of Teachers (7-12)	1		
WPU Value	\$2,182		

Program Name	Rate	WPU Generated	Amount Generated
WPU Programs			
Regular Basic School:			
Regular WPU - K-12	See above	397.7000	\$ 867,781
Professional Staff	0.01705	6.7802	14,794
Administrative Costs	22.89 per student		10,323
Restricted Basic School:			
Special Ed--Add-on***	0.9972	2.5429	5,549
Spec. Ed. Self-Contained***	1.0000	1.0000	2,182
Special Ed Pre-School	1.4700	1.4700	3,208
Special Ed-State Programs	Based on Programs		
Applied Technology	Based on Programs		
Class Size Reduction (K-8)	253.75 per K-8 ADM		114,188
Total WPU Programs		409.4931	\$ 1,018,025
Non-WPU Programs			
Related to Basic Programs:			
SS & Retirement	\$ 406.85 per WPU		\$ 166,602
Quality Teaching Block Grant	\$95		37,782
Local Discretionary Block Grant	\$48.5		19,288
Interventions-Student Success	\$25.83		10,273
Special Populations			
Youth at Risk Programs	\$5.85		2,327
Gifted and Talented	\$4		1,591
Other			
School Land Trust Program	\$20.80 per student		9,381
Reading Achievement Program	\$58 per student (K-3)		11,600
Local Replacement Dollars			
	Average \$1,006 per student		454,712
Total Non-WPU			\$ 713,555
One Time*			
Teacher Materials/Supplies**	\$225 per teacher (K-6)	1	225
	\$175 per teacher (7-12)	1	175
Salary Bonus	\$300 per F.T.E.	2	600
UPASS On-line Testing	\$12.50 per student	451	5,638
Total One Time			\$ 6,638
Estimated Total All State Funding			
			\$ 1,738,217

YEAR 3

Average Daily Membership Rating Factor WPU Generated

Estimated ADM (K)	50	0.55	27.5
Estimated ADM (1-3)	150	0.9	135
Estimated ADM (4-6)	150	0.9	135
Estimated ADM (7-8)	100	0.99	99
Estimated ADM (9-12)	50	1.2	60
Special Ed Pre-School	1		
Special Ed ADM (K) ¹	1		
Special Ed ADM (1-12) ¹	1		
Special Ed (Self-Contained) ¹	1		
Number of Teachers (K-6)	1		
Number of Teachers (7-12)	1		
WPU Value	\$2,182		

Program Name	Rate	WPU Generated	Amount Generated
WPU Programs			
Regular Basic School:			
Regular WPU - K-12	See above	456.5000	\$ 996,083
Professional Staff	0.01705	7.7826	16,982
Administrative Costs	22.89 per student		11,445
Restricted Basic School:			
Special Ed--Add-on***	0.9972	2.5429	5,549
Spec. Ed. Self-Contained***	1.0000	1.0000	2,182
Special Ed Pre-School	1.4700	1.4700	3,208
Special Ed-State Programs	Based on Programs		
Applied Technology	Based on Programs		
Class Size Reduction (K-8)	253.75 per K-8 ADM		114,188
Total WPU Programs		469.2955	\$ 1,149,635
Non-WPU Programs			
Related to Basic Programs:			
SS & Retirement	\$ 406.85 per WPU		\$ 190,933
Quality Teaching Block Grant	\$95		43,368
Local Discretionary Block Grant	\$48.5		22,140
Interventions-Student Success	\$25.83		11,791
Special Populations			
Youth at Risk Programs	\$5.85		2,671
Gifted and Talented	\$4		1,826
Other			
School Land Trust Program	\$20.80 per student		10,400
Reading Achievement Program	\$58 per student (K-3)		11,600
Local Replacement Dollars			
	Average \$1,006 per student		504,006
Total Non-WPU			\$ 798,735
One Time*			
Teacher Materials/Supplies**	\$225 per teacher (K-6)	1	225
	\$175 per teacher (7-12)	1	175
Salary Bonus	\$300 per F.T.E.	2	600
UPASS On-line Testing	\$12.50 per student	500	6,250
Total One Time			\$ 7,250
Estimated Total All State Funding			
			\$ 1,955,620

Entheos Academy Budget

2006/2007 Draft Budget

Using a different chart of accounts.

An analysis of safety margin.

Enrollment 375K counted as 1/2

	<u>Monthly</u>	<u>Annual</u>	
Revenues			
WPU	74,529	894,342	51%
Non WPU	52,739	632,863	36%
School Lunch	12,500	150,000	9%
Facilities	6,250	75,000	4%
Other	<u>833</u>	<u>10,000</u>	1%
	146,850	1,762,205	100%
Expenses			
<u>Labor</u>			
Teachers	43,750	525,000	
Director	5,000	60,000	
Office	2,083	25,000	
Other Personell	2,083	25,000	
Retirement	7,938	95,250	
Health	<u>8,250</u>	<u>99,000</u>	
Total Labor	69,104	829,250	
<u>Supportive</u>			
Administrative	1,667	20,000	
Insurance	1,250	15,000	
Office	500	6,000	
School Lunch			
Expenses	9,963	119,550	
Professional	833	10,000	
Supplies	6,250	75,000	
Utilities	<u>2,500</u>	<u>30,000</u>	
	22,963	275,550	
Gross Income	54,784	657,405	
Facilty Lease	(25,000)	(300,000)	
Taxes & Maint.	(5,000)	(60,000)	
Business Services	(4,167)	(50,000)	
Surplus	24,784	247,405	
Safety Margin Enrollment		55	

Assumptions:

	<u>Salary</u>	<u>#</u>
Teachers	35000	15
Director	60000	1
Office	25000	1
Other	25000	1
Facility	28,500 scf	
Acres	3	100000
Constr Cost	80	
Total cost	2,580,000	
Interest/ROI	10%	
Terms	20	
Pmt	(24,898)	
Retirement with Utah State	15%	
Health Benefits at \$5500 per employee/yr		

Entheos Academy

Budget Comparisons with Other Utah Charter Schools

	<u>Entheos</u>		<u>Timpanogas</u>		<u>Pinnacle</u>	
Enrollment	400		350		340	
Revenue Per Child*	4400		4720		4785	
Total Revenues	1,760,000		1,652,000		1,627,000	
Expenses						
Total Labor	829,250	48%	717,000	43%	884,500	54%
Services	139,000		91,000		360,000	
Supplies	100,000		104,000		121,500	
Facility	360,000		53,000		36,500	
Other	<u>85,000</u>		<u>65,000</u>		<u>12,000</u>	
	1,513,250		1,030,000		1,414,500	
Surplus	<u>246,750</u>	14%	<u>622,000</u>		<u>212,500</u>	
Enrollment Safety Margin	56		132		44	

Section 6

Organizational Structure and Governing Board

Governing Board

A volunteer board of directors will govern Entheos Academy. The Director will be the executive of the board, shall do the bidding of the board, but shall have no right to vote. The initial number of Board members shall be seven. We will strive to always have at least two parents on the board. The following taken from the Entheos bylaws further describes the Governing Board:

***Section 3.1 General Powers.** The business and affairs of Entheos Academy shall be managed by its Board of Trustees, except as otherwise provided in the Utah Nonprofit Corporation and Co-operative Association Act, the articles of incorporation or these bylaws.*

***Section 3.2 Number, Election, Tenure and Qualifications** The number of trustees of the Corporation shall be fixed by the Board of Trustees, but in no event shall be less than 3 and no more than 9. Any action of the board of trustees to increase or decrease the number of trustees, whether expressly by resolution or by implication through the election of additional trustees, shall constitute an amendment of these bylaws effecting such increase or decrease.*

Trustees shall be elected or reelected by the existing board of trustees at each February annual meeting.

Trustees may serve a three-year term with opportunity to be reelected for a second three-year term. Trustees may not serve as a voting member of the Board for more than two consecutive three-year terms.

Any trustee who does not attend 75% of board meetings having been given due notice, shall be subject to removal if remaining board deems.

***Section 3.3 Vacancies** Any trustee may resign at any time by giving written notice to the chair of Entheos Academy. Such resignation shall take effect at the time specified therein, and unless otherwise specified, the acceptance of such resignation shall not be necessary to make it effective. The Board shall announce the vacancy through a public notice and may consider nominations for a replacement from parents, teachers, students or the community. Any vacancy occurring in the board of trustees may be filled by the affirmative vote of a majority of the remaining trustees though less than a quorum. Any trusteeship to be filled by reason of an increase in the number of trustees shall be filled by the affirmative vote of a majority of the trustees then in office.*

The Governing Board shall elect amongst themselves officers to help in the governance of the organization. The following taken from the Entheos bylaws further describes this process:

***Section 4.1 Number and Qualifications.** The Officers of Entheos Academy shall be a chair, a vice-chair, secretary and a treasurer. The Board of trustees may also elect or appoint such other officers, assistant officers and agents, including an executive director, one or more vice-chairs, a controller, assistant secretaries and assistant treasures, as it may consider necessary.*

One person may hold more than one office at a time, except that no person may simultaneously hold the offices of chair and secretary. Officers need not be trustees of the corporation. All officers must be at least eighteen years old.

Section 4.2 Election and Term of Office. *The elected officers of Entheos Academy shall be elected by the board of trustees at each regular annual meeting of the board of trustees. If the election of officers shall not be held at such meeting, such election shall be held as soon as convenient thereafter. Officers shall hold office for 1-year terms.*

Section 4.3 Removal. *Any officer or agent may be removed by a majority vote of the board of trustees whenever in its judgment the best interests of the corporation will be served thereby, but such removal shall be without prejudice to the contract rights, if any, of the person so removed. Election or appointment of an officer or agent shall not in itself create contract rights.*

Section 4.4 Vacancies. *Any officer may resign at any time, subject to any rights or obligation under any existing contracts between the officer and the corporation, by giving written notice to the chair or the board of trustees. An officer's resignation shall take effect at the time specified in such notice, and unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective. A vacancy in any office, however occurring, may be filled by the board of trustees for the un-expired portion of the term.*

Section 4.5 Authority and Duties of Officers. *The officers of the corporation shall have the authority and shall exercise the powers and perform the duties specified below and as may be additionally specified by the chair, the board of trustees or these bylaws, except that in any event each officer shall exercise such powers and perform such duties as may be required by law.*

- (a) **The chair** shall, subject to the direction and supervision of the board of trustees:
(1) preside at all meetings of the board of trustees; (2) see that all orders and resolutions of the board of trustees are carried into effect; and (3) perform the duties of the chair and when so acting shall have all the powers of and be subject to all the restrictions upon the chair. The chair shall serve a 1-year term.
- (b) **Vice-Chair.** *The Vice-chair shall always become the Chair following the Chair's completed term. The vice-chair shall assist the chair and shall perform such duties as may be assigned by the chair or by the board of trustees. The vice-chair shall, at the request of the chair, or in his absence or inability to act, perform the duties of the chair and when so acting shall have all the powers of and be subject to all the restrictions upon the chair.*
- (c) **Secretary.** *The secretary shall: (1) keep the minutes of the proceedings of the board of trustees and any committees of the board; (2) see that all notices are duly given in accordance with the provisions of these bylaws or as required by law; (3) be custodian of the corporate records and of the seal of the corporation; and (4) in general, perform all duties incident to the office of secretary and such other duties as from time to time may be assigned to him/her by the chair or by the board of trustees. Assistant secretaries, if any, shall have the same duties and powers, subject to supervision by the secretary.*
- (d) **Treasurer.** *The treasurer shall: (1) be the principal financial officer of the corporation and have the care and custody of all its funds, securities, evidences of indebtedness and other personal property and deposit the same in accordance with the*

instructions of the Board of Trustees; (2) receive and give receipts and a quittance for moneys paid on account of the corporation, and pay out of the funds on hand all bills, payrolls and other just debts of Entheos Academy of whatever nature upon maturity; (3) unless there is a controller, be the principle accounting officer of the corporation and as such prescribe and maintain the methods and systems of accounting to be followed, keep complete books and records of account, prepare and file all local , state and federal tax returns and related documents, prescribe and maintain an adequate system of internal audit, and prepare and furnish to the chair and the board of trustees statements of accounts showing the financial position of Entheos Academy and the results of its operations; (4) upon request of the board, make such reports to it as may be required at any time; and (5) perform all other duties incident to the office of treasurer and other such duties as from time to time may be assigned to him/her by the chair of the board of trustees. Assistant treasures, if any, shall have the same powers and duties, subject to supervision by the treasurer.

Board Crews (Committees)

The Board as a whole and with a majority vote shall have the power to set up special committees (called crews) that shall answer directly to the Board. A board member may be assigned by the Board chair to be a Crew Advisor to specific committees. These committees may include Donations, Fundraising, Policy, etc.

School Director

The Board shall recruit and hire a Director of the School. The Director shall be responsible for all operations of the school and shall answer directly to the Board.

School Staff

The Director shall recruit and hire all staff including Crew Leaders (teachers), assistants, aides, support staff, etc. The Director shall stay within the hiring guidelines and budgets established by the Board.

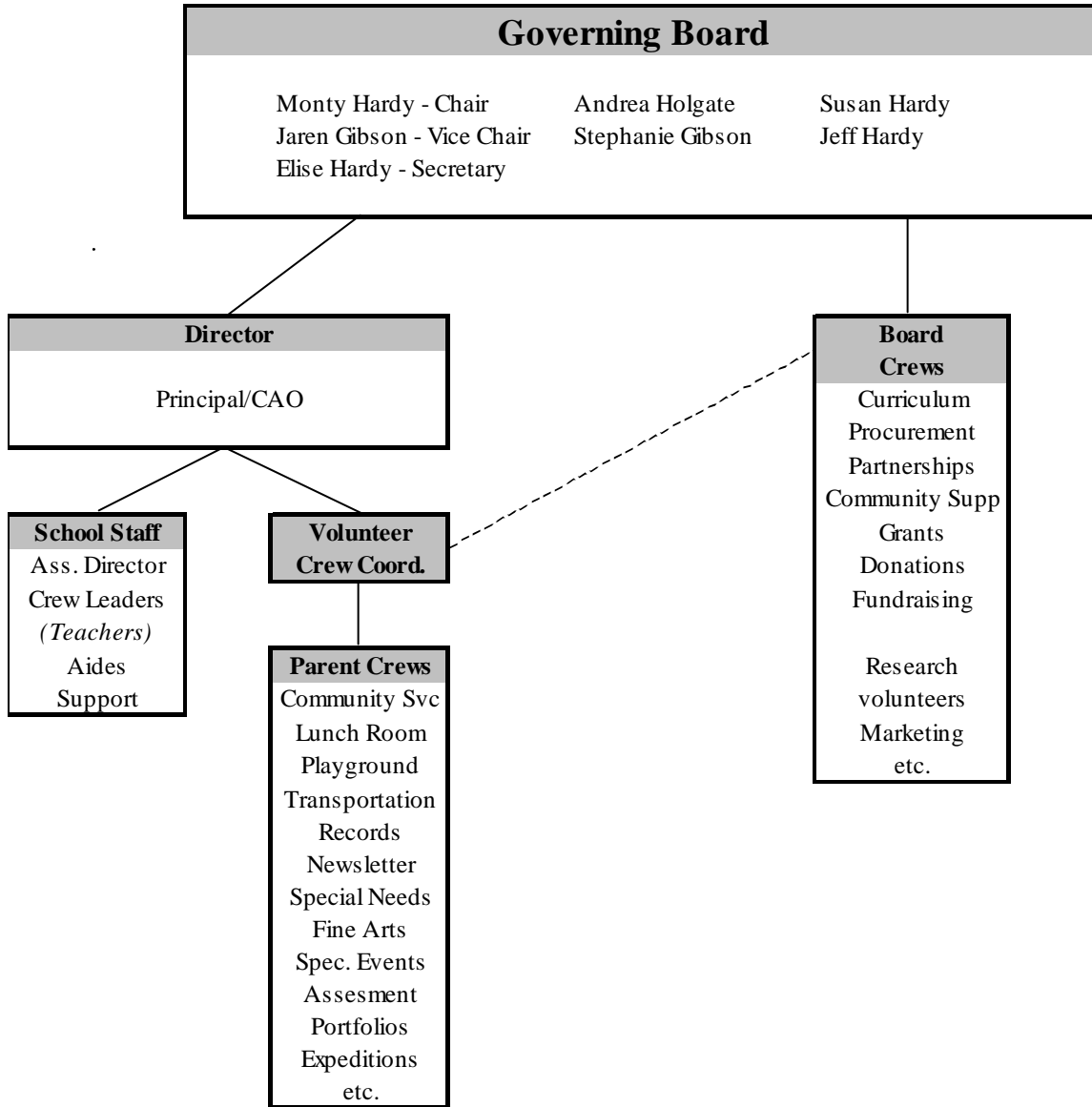
Parent Crews

Every family attending the school shall have the opportunity to participate in a Parent Crew (committee). Crews shall be organized to accomplish the mission of the school and shall be directed by a Crew Leader (committee chair). Participation will be on a volunteer basis.

Entheos Academy

Org Chart

"We are Crew, Not Passengers"



Section 7

Background & Resumes of Management Team

Background Information

Please provide the following information on the authorized agent, each governing body member, and any individuals responsible for the day-to-day operation of the school. A resume for each individual is also required. This page may be copied as many times as necessary.*

Name Monty Hardy

Role in School (list positions with school) Board, Accounting, Business Services

Employment History:

Using as much space as necessary below, please provide your employment history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the development of academic programs, operations of a school or a small business, and background in financial management.

- *My work as CEO/Controller of Children's Discovery has prepared me well for Entheos. I have experience developing youth programs, managing schools and working with the education community.*
- *As an Entrepreneur, I have aquired many skills related to the management of a small & medium sized businesses. I have had the opportunity to write business plans, formulate contracts, create organizing documents, design systems, write policies and more.*
- *My work as an accountant will also be helpful. I have experience in designing accounting systems, Payroll, Accounts Payable, Accounts Receivable, Reporting, Budgeting, Form 990, School Lunch Program Management, Forecasting, cash control, non-profit accounting, Board Development, and more.*

Education History:

Using as much space as necessary below, please provide information on your educational training (including degrees earned, dates enrolled, and institutions) that supports your qualifications to be considered sufficiently qualified to operate a charter school.

- *Masters Int. Mgt/Finance – 1991/1992 – Thunderbird Grad School of Int. Mgt. - Arizona
Designed annual reports for multi-national companies, consulting, mgt training.*
- *B.S. Finance – 1988/1991 – AZ State University – Tempe, Arizona
Accounting Fundamentals, analyzing financial statements, entrepreneurship.*

Statement of Intent:

Using as much space as necessary below, provide a personal statement regarding your role and commitment to this application as it has been written.

I intend see that this model of education is a success in Utah. It is unique and exactly what children this age need. I will remain on the board and commit my personal time and assets to that end. I hope to duplicate this model in Weber County as soon as it is feasible for my 6 children. I have already put over a year into this project am confident it will prove to be one of the leading charter schools in Utah in a very short time!

Monty B. Hardy

Experience	1997–Present	Children’s Discovery	Utah
	CEO/Controller		
	<ul style="list-style-type: none">▪ Fundraising, Accounting, Budgeting, Reporting, Form 990▪ Administration, Professional Development, Policy Making▪ 501c3, Bylaws, Articles of Inc., Board Development▪ Program Expansion, Grants, Curriculum, Events, Collaborations		
	1995–2000	Precision Tune, ETC, CE,LLC	Utah
Experience	Entrepreneur		
	<ul style="list-style-type: none">▪ Business Development, Business Consultant, Business Plans, Pro-formas▪ Real Estate Development & Financing, Franchise Owner, Land Development▪ Funding, New Product Development, Marketing		
	1993–1995	Williams Field Services	Salt Lake City, UT
	Senior Accountant		
Experience	<ul style="list-style-type: none">▪ Monthly Financial Statements, Accounting Entries, Bank Recs▪ Financial Statement Analysis of all Departments for Senior Managers▪ Developed new accounting system, Training & report creation.▪ This is a multi-national gas processing company, over 100 mil in rev.		
	1988-1993	Credit Data Southwest	Phoenix, AZ
	Accountant/Credit Counselor		
	<ul style="list-style-type: none">▪ Advised clients on financing, learned credit reporting laws.▪ Functioned as Accounting Clerk, Payroll & Accts Receivable▪ Developed new systems & employee benefits packages.		
Education	1992 Master Degree International Mgt/ Finance Emph. - Thunderbird, Glendale, AZ 1990 B.S. Finance – Arizona State University – Tempe, AZ		
Skills	Thai Language, Strong Financial, Strong Forecasting, Strong Computer Skills, Analytical Skills, Eagle Scout, Community Volunteer, Sit on 3 Boards, SLC Olympics Volunteer, lots of Non-profit sector training		
Interest	Hiking, Music Composition, Speed Walking, Animal Raising, Religion, Family		

Background Information

Name: Jaren H. Gibson

Role in School: Founding Member and member of the Governing Board

Employment History:

01/98 - current

GraceWood, Inc.

General Manager

- *Duties include:* Overseeing all key areas of operation including sales and marketing, production, and human resources. Purchasing of all major materials and supplies, overseeing the staffing of all trade shows. Responsible for office staff training. Supervise graphic design and advertising departments. Responsible for planning and overseeing spending of annual advertising and other operating budgets in excess of \$1 million.

05/95 - 01/98

Focus Services, Inc.

General Manager

- *Duties included:* Hiring and managing of all on-phone employees, managing telemarketing work for multiple clients, maintaining good relations with clients, daily staff training, coordinating efforts of 30-40 day and night shift employees.

04/94- 05/95

KWCR-88.1FM

General Manager, News Director

- *GM Duties included:* Responsible for staffing all key positions at college radio station. Responsible for \$30,000 annual budget. Oversaw implementation of new music format.
- *News Dir. Duties included:* Training news team in gathering and delivering news in live segments.

Education History:

Weber State University (1993-1997)

Ogden, Utah

Bachelor Degree

- Bachelor of Arts (Graduated Cum Laude)
Major: Communications/Public Relations
Minor: Sociology

Clearfield High School (1988-1990)

- Maintained GPA over 3.7
Clearfield, Utah

Statement of Intent:

I have a strong interest in helping to start this charter school. I believe that effective teaching methods combined with well-written curriculum and encouragement will help produce knowledge and attitudes within children that will serve them well throughout their lives. In turn, they will be a great benefit to society as they continue to build from a solid foundation.

My main role so far in the developing of Entheos Academy has been to assist in the formation of different initiating committees in our community. We currently have eight committees organized and functioning. They include: Procurement, Grants, District Relations, Community Support, Library, Special Education, Curriculum, and Volunteer committee. We have other committees ready to begin work upon application approval.

It has also been my particular duty to oversee the efforts to gain the support of key business and community leaders in our organization. My wife and I have given specific attention also to the District Relations committee, the aim of which is to build good relations with the local school districts so that we can understand the challenges that exist and learn from their experience and expertise.

My commitment to the formation and operation of this school is very firm. Not only do I see this school as a benefit to my own children, but I look at this undertaking as a service to our entire community—one that will benefit many children throughout the coming years.

Jaren H. Gibson

3348 MILLERBERG WAY ~WEST JORDAN, UTAH 84084 ~ PHONE (801) 255-7920

SUMMARY OF QUALIFICATIONS

- Gen. Mgr. of fast-growth small businesses for past 10 years
- Instructor of young adults in church
- Excellent leadership and people skills
- Rental landlord

WORK EXPERIENCE

- | | |
|--|------------------------|
| 01/98 - current
<i>General Manager</i> | GraceWood, Inc. |
| <ul style="list-style-type: none"> • <i>Duties include:</i> Overseeing all key areas of operation including sales and marketing, production, and human resources. Purchasing of all major materials and supplies. Overseeing the staffing of all trade shows. Responsible for office staff training. Supervise graphic design and | |

advertising departments. Responsible for planning and overseeing spending of annual advertising and other operating budgets in excess of \$1 million.

05/95 - 01/98 **Focus Services, Inc.**

General Manager

- *Duties included:* Hiring and managing of all on-phone employees, managing telemarketing work for multiple clients, maintaining good relations with clients, daily staff training, coordinating efforts of 30-40 day and night shift employees.

04/94- 05/95 **KWCR-88.1FM**

General Manager, News Director

- *GM Duties included:* Responsible for staffing all key positions at college radio station. Responsible for \$30,000 annual budget. Oversaw implementation of new music format.
- *News Dir. Duties included:* Training news team in gathering and delivering news in live on-air segments.

EDUCATION

Weber State University (1993-1997)

Ogden, Utah

Bachelor Degree

Bachelor of Arts (Graduated Cum Laude)

Major: Communications/Public Relations

Minor: Sociology

Clearfield High School

Maintained GPA over 3.7

Clearfield, Utah

VOLUNTEER EXPERIENCE

- Served an LDS Mission in Florida in 1991-1993
- Legislative District chair for Republican Party (2004-current)
- Former 1st Counselor in Bishopric for LDS Church (1998-2002)
- Served as president of student council at LDS Institute at Weber State University (1995-1996).
- Planned and coordinated several community service projects involving youth.

Background Information

Please provide the following information on the authorized agent, each governing body member, and any individuals responsible for the day-to-day operation of the school. A resume for each individual is also required. This page may be copied as many times as necessary.*

Name Elise Hardy

Role in School (list positions with school) Governing Board Member (Secretary)

Employment History:

Using as much space as necessary below, please provide your employment history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the development of academic programs, operations of a school or a small business, and background in financial management.

- *In 1999-2000, I worked for the Center for Instructional Design at BYU, reviewing and critiquing online classes. We would also analyze data, organize and give surveys to students, and do various other things to improve the online classes. This job, and taking many sociology and education classes enable me to assist in developing a charter school.*
- *I have taught children swimming lessons (1994-1998).*
- *I have taught piano lessons (2003-2004).*
- *I currently teach children in my church.*

Education History:

Using as much space as necessary below, please provide information on your educational training (including degrees earned, dates enrolled, and institutions) that supports your qualifications to be considered sufficiently qualified to operate a charter school.

- *BS in Sociology from Brigham Young University, attended from 1998-2000
Took classes on the sociology of education, parenting, teen and child behavior, statistics, and many other relevant classes*
- *Associate Degree from Ricks College, attended from 1996-1998*
- *Graduated with honors from Preston High School in 1996*

Statement of Intent:

Using as much space as necessary below, provide a personal statement regarding your role and commitment to this application as it has been written.

As a mother of four, I want what is best for my children. The education we give our children is of supreme importance, one way of assuring them to succeed in the future. I believe that the concepts and ideas we have formed in Entheos Academy will give our children a wonderful background of knowledge, a love for learning that will continue throughout their life, and the power to achieve greatness. As the secretary of our governing board, and as one who helped with the development of this charter school, I wholeheartedly support the principles expressed in this application.

*The information and resume provided will be subject to verification by the board.

Elise Hardy

Address: 1728 N 650 E
North Ogden, UT 84414
Phone: 737-0308
Email: jeffalise@yahoo.com

Qualifications:

- As a mother, I want the best education possible for my children, and am willing to use the skills and knowledge I've gained to achieve that goal.
- Hard worker, willing to get the job done
- Integrity is essential to me

Schooling:

- BS in Sociology, Brigham Young University, 2000, 3.6 GPA
- Associate Degree from Ricks College, 1998, 3.8 GPA
- Graduated with honors from Preston High School, Preston Idaho in 1996

Employment History:

- Piano Teaching (2003-2004), taught children to play the piano.
- BYU Center for Instructional Design (1999-2000), reviewed online classes for BYU, giving feedback and working on committees to improve the system and classes for students.
- BYU Food Services (1999-2000), received shipments of food, filing, organization, cashier, and cook.
- Pepperidge Farm (summers 1997-1998), worked as courier, and on assembly line.
- Riverdale Resort (summers 1994-1998), worked as a lifeguard and swim instructor.
- Ricks College Testing Center (1997-1998), administered tests to students.

Other Applicable Activities:

- Stay-at-home mother of four children
- Currently teach children in church
- Activities Chairperson in church
- Various assignments in leadership in church and school
- Involved in music

Background Information

Please provide the following information on the authorized agent, each governing body member, and any individuals responsible for the day-to-day operation of the school. A resume for each individual is also required. This page may be copied as many times as necessary.*

Name Andrea Holgate

Role in School (list positions with school) Member of Governing Board

Employment History:

Using as much space as necessary below, please provide your employment history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the development of academic programs, operations of a school or a small business, and background in financial management.

While a teacher and then Director of Education for Sylvan Learning Centers, I was highly trained in a variety of subject areas in addition to my background in math education. I was trained in techniques for teaching Beginning Reading, Academic Reading, Math Essentials, Study Skills, Quick Pace (speed reading), Algebra I and II, and Geometry. The Sylvan teaching philosophy is extremely hands-on and very individualized, as was our training. I have gained tremendous experience in working with many students who "fall through the cracks" in a classroom setting to increase their confidence and give them the skills necessary to succeed in a public school.

I also have 3 ½ years of experience teaching math in the public schools, where I gained a better understanding of the needs of today's students. I have attended several conferences, classes, and inservice workshops geared toward better teaching. I have also participated in innovative teaching pilots for the middle level, such as RESULTS, IMPACT, math mastery modules, and cross-curricular teaming,

I feel that these experiences will help me to recognize student needs and areas of improvement for Entheos Academy and its teachers.

Education History:

Using as much space as necessary below, please provide information on your educational training (including degrees earned, dates enrolled, and institutions) that supports your qualifications to be considered sufficiently qualified to operate a charter school.

I attended Brigham Young University from 1996 to 2000. I am currently concluding a Teaching Writing to Elementary Students class, which is the final requirement for my Math Education bachelor's degree. I have also had extensive training in operating and teaching at Sylvan Learning Center, both in West Jordan and Centerville. In the summer of 2004, I attended a week long training for the Connected Mathematics series, a curriculum similar to that which Entheos will be using for math. In informal education, I have gained much knowledge from master teachers and mentors in the public schools, and have expanded by learning by collaborating with fellow teachers each week at my current school.

Statement of Intent:

Using as much space as necessary below, provide a personal statement regarding your role and commitment to this application as it has been written.

Since I have no children of my own as yet, my interest in Entheos Academy is based on a belief in its potential. Upon hearing about the goals and ideals for Entheos, I felt that they were parallel with my own theory of education and improvement of learning. I agreed to be member of the governing board in the hopes that I could learn from the other members as well as help to make Entheos a reality. In the future, I would like to relinquish my position on the board and possibly teach at Entheos Academy, where I could participate in the amazing concepts of expeditionary learning and service learning.

Andrea Holgate

7040 S Woodgreen Road • West Jordan, Utah 84084 • 801-282-2321 • andreaholgate@hotmail.com

EDUCATION

Brigham Young University

Bachelor of Arts, Mathematics Education

- Level 4 Math Endorsement
- University Full-Tuition Academic Scholarship 1996

WORK EXPERIENCE

Sylvan Learning Center March 2000-Present

West Jordan, Utah and Centerville, Utah

- Instructor—Teaching review and new math, reading, study skills, writing, and speed reading concepts to students from 1st to 12th grades. Teaching five week ACT Prep course to high school students
- Associate Director of Education—Arranging schedules for students and teachers, meeting with school teachers and parents to design student programs, updating student binders, administering initial assessments to new students and progress assessments to current students
- Director of Education—Keeping center stocked with educational and office supplies, completing payroll duties and weekly center educational stats in addition to Associate Director duties

Jordan School District August 2000-June 2002

West Jordan Middle School, West Jordan, Utah

- Teaching 7th, 8th, and 9th grade students general math, Algebra I, and Geometry skills
- Assisting in the organization and implementation of 7th grade and school-wide math contests
- Working to create new 7th grade “team” with teachers of other subjects.

Jordan School District January 2004-Present

South Hills Middle School, Riverton, Utah

- Teaching 7th, 8th, and 9th grade students Pre-Algebra and Algebra I concepts
- Assisting in organization and implementation of Math Modules concept of mastery program in math (currently a pilot program for Jordan School District)
- Participating in Jordan School District’s IMPACT program of inquiry based learning rather than “teaching by telling”

INTERESTS AND ACTIVITIES

Music (piano, voice)
Athletics (soccer, running, basketball)
Dance (clogging, country, hip hop)

REFERENCES

Available upon request

Background Information

Name: Stephanie B. Gibson

Role in School: Founding member and Member of the Governing Board

Employment History:

2/97 - current **Gibson Family**

Mother/ Full time Homemaker

- Duties include: Creating a positive environment for family members, janitorial duties, interior designer, financial manager, a teacher of life skills and early academics, a mentor, a communication specialist, a master chef (sometimes), a nutritionist, a chauffeur, etc., etc., etc.

4/03 - current **Gibson Properties**

Rental Landlord

- Duties include: Interviewing potential tenants, performing background checks, checking references, selecting tenants, contracting, monthly property check, property manager, a file recorder, money handling

06/97-current **Voice Trainer**

Personal Vocal Instructor

- Duties include: working one on one with students, teaching correct voice techniques for resonance, tone, pitch and pronunciation, ear training, teaching correct breathing techniques, teaching stage presence, installing confidence, planning recitals

1992 -1993 and **Bagley Appraisal Company**

State Registered Real Estate Appraiser

- Duties included: On-site inspection of properties, taking measurements of homes, photographing properties, pulling comparable properties from the MLS, reviewing city records of property, talking to colleagues and clients on the phone, computer entry of inspection information, computing the appraisal, money handling, a fee collector, receptionist duties

1991 **Musical Moose** (West Yellowstone)

A professional performer in a musical theater

- Duties included: Collaborating with cast manager to create two musical reviews and two melodramas, sing, dance and act each weeknight in front of an audience, help out with concession sales in between acts if needed, critique self and other cast members on performance technique, style and quality,

Education History:

Weber State University 1995-1997 and 2000 Ogden, Utah

Associate degree

- Generals

Roy High School 1988-1991

Roy, Utah

- Honors or High Honors on each report card

Statement of Intent:

My main purpose for taking part in the Governing Board of Entheos is to create a learning environment for our children that incorporates service learning and more hands-on learning. I also feel strongly that character should be a part of education as well as challenging academics. I began looking into other options for our children's education when my first child was only three. Since then I have felt most inspired about charter schools. Because there is not a charter school close to our home and because it is so difficult to get into a charter school, my husband and I decided it was in our best interest to open up our own school. We have taken part in every step of the development of Entheos Academy and we get more excited every time we meet with the board to work on getting approved.

It was my responsibility to research and write the sections on Curricular Emphasis and the Seven Purposes of a Charter School. When I first began this process, I thought we would want to use the same curriculums as some of the other successful charter schools in Utah. Our dilemma was that we couldn't see an effective way to integrate the academics with the service learning. As our research became more in-depth and we began to study charter schools outside of Utah, it soon became apparent that other curriculum options existed that fit our philosophies better. We found out about Expeditionary Learning Outward Bound (ELOB) from two successful service learning schools in Idaho. We had never heard of Expeditionary Learning before so we decided to do a thorough investigation. We even attended a four-day conference in Denver, Colorado so we could experience an Expedition and assess the teacher training for ourselves. We were very impressed to say the least. The trip was worth every cent we spent. We came away with a clear understanding of the benefits ELOB methods will bring to our school. Since discovering ELOB we feel confident that we can effectively integrate academics into service learning while focusing on the Character of each student as well.

My commitment to this project since we first started has been nonstop. I have spent more than 100 hours already and I am committed to spend as much time as need to get Entheos Academy up and running. Once the school is in operation, I am committed to continue volunteering my time to help ensure the school's success.

Stephanie B. Gibson

OBJECTIVE: To obtain approval by the Utah State School Board for the opening of Entheos Academy in the year 2006-2007.

SUMMARY OF QUALIFICATIONS

- Mother of five - Hannah, Bennett, Hallie, Maren, and baby on way
- Vocal Instructor
- Vocal Performer and Actress
- Formerly state registered as a Real Estate Appraiser
- Excellent Leadership and people skills
- Problem-solving skills
- Experience in teaching early reading
- Experience in different teaching methods of children
- Rental Landlord
- Student Body and Class officer throughout High School

WORK EXPERIENCE

2/97 - current

Gibson Family

Mother/ Full time Homemaker

- Duties include: Creating a positive environment for family members, janitorial duties, interior designer, financial manager, a teacher of life skills and early academics, a mentor, a communication specialist, a master chef (sometimes), a nutritionist, a chauffeur, etc., etc., etc.

4/03 - current

Gibson Properties

Rental Landlord

- Duties include: Interviewing potential tenants, performing background checks, checking references, selecting tenants, contracting, monthly property check, property manager, a file recorder, money handling

06/97-current

Voice Trainer

Personal Vocal Instructor

- Duties include: working one on one with students, teaching correct voice techniques for resonance, tone, pitch and pronunciation, ear training, teaching correct breathing techniques, teaching stage presence, instilling confidence, planning recitals

1992 -1993 and **Bagley Appraisal Company**

State Registered Real Estate Appraiser

- Duties included: On-site inspection of properties, taking measurements of homes, photographing properties, pulling comparable properties from the

MLS, reviewing city records of property, talking to colleagues and clients on the phone, computer entry of inspection information, computing the appraisal, money handling, a fee collector, receptionist duties

1991 **Musical Moose** (West Yellowstone)

A professional performer in a musical theater

- Duties included: Collaborating with cast manager to create two musical reviews and two melodramas, sing, dance and act each weeknight in front of an audience, help out with concession sales in between acts if needed, critique self and other cast members on performance technique, style and quality,

EDUCATION

Weber State University

Ogden, Utah

Associate degree

- Generals

Roy High School

- Honors and High Honors in every subject

Roy, Utah

VOLUNTEER EXPERIENCE

- Served and LDS Mission in South Carolina in 1994-1995
- Parent Volunteer at Oquirrh
- CVC at Oquirrh Elementary for first grade teacher
- Formerly music chairman for church
- Formerly church youth group leader
- Volunteer work at the Ogden Women's shelter for abused and battered women- 1995
- Volunteer work at the Utah food Bank
- Perform regularly at local rest homes and retirement homes
- Plan and coordinate a yearly children s' Christmas program for local rest homes
- Volunteer work at a church cannery

REFERENCES

Tony B. Bagley

(801)876-3020

Morgan, Utah

Michelle Harvey

(801)562-3259

West Jordan, Utah

Background Information

Please provide the following information on the authorized agent, each governing body member, and any individuals responsible for the day-to-day operation of the school. A resume for each individual is also required. This page may be copied as many times as necessary.*

Name Jeffrey S Hardy

Role in School (list positions with school) Governing Board Member (Treasurer)

Employment History:

Using as much space as necessary below, please provide your employment history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the development of academic programs, operations of a school or a small business, and background in financial management.

- *2000-2005 Route and sales development for IBC, Frito Lay, and myself (as an independent owner operator of Hardy Distributing): responsible for the most profitable allocation of resources. My work included the examination of sales history and fiscal information to best identify direction of sales emphasis. I was also responsible for the success of decisions made and held accountable for errors in judgment. Having had the opportunity to operate a small business I am familiar with the challenges and financial considerations of operation. Being very responsible and trustworthy I believe am qualified to handle funds and their disbursement.*
- *1998-2000 Wholesale route salesman and warehouse supervisor for Red Mountain Wholesale. While at Red Mountain, I was recognized for my leadership skills and promoted twice because of my ability to execute the directives of the company. Entheos will have an emphasis on service and leadership; therefore I believe I will be a valuable asset in the development of policy and procedure as it relates to leadership and service.*

Education History:

Using as much space as necessary below, please provide information on your educational training (including degrees earned, dates enrolled, and institutions) that supports your qualifications to be considered sufficiently qualified to operate a charter school.

- *Graduated from Rigby High School in 1993*
- *Attended Ricks college for three Semesters from 1997-1998. While in college I studied sociology and psychology.*
- *Real Estate School*

Statement of Intent:

Using as much space as necessary below, provide a personal statement regarding your role and commitment to this application as it has been written.

As a young father of four beautiful children, and as a brother and uncle, I have enjoyed a lifetime of love for children. I have rendered all of my talents and capabilities to this cause of creating an institution such as Entheos Academy. I have been involved in all of the aspects of its creation up to this point. I believe the team we have now, and the team we are continuing to build, will possess all of the necessary elements to create an awe-inspiring

institution. I enthusiastically support and believe in all of the policies, procedures, and ideals as set forth in this application. I have pledged to contribute my all and will continue to do so long as the institution reflects my personal feelings and ideals.

Jeffrey S Hardy

1728 N. 650 E.
North Ogden, UT 84414
(801) 737-0308
Email: jeffelise@yahoo.com

Qualifications:

I have been involved in various activities and occupations that contribute to my knowledge about business, sales, distribution, and client relations. I am loyal to my employer and always see that my personal conduct reflects a positive image of those I represent.

Schooling:

Rigby High School, Rigby Idaho

Graduated with the class of 1993

BYU Idaho, Rexburg, Idaho

Attended from 1997 to 1998 majoring in sociology.

Employment History:

Frito-Lay (April 2004-present) I am currently an RSR (Route Sales Representative) for Frito-Lay. As an RSR I am responsible for two routes in the Bountiful/Centerville area comprising of eight major retail accounts. My duties include, but are not limited to, the increase of sales, inventory control, ordering and distribution of product while maintaining professional customer relations.

Mckee Foods / Snack Alliance (Dec.2002-Feb. 2004). I owned and operated a small distributing company, "Hardy Distributing" for about 2 years. *McKee Foods and Snack Alliance* were my suppliers. I serviced eight major retail accounts and thirteen smaller accounts. As an owner operator I was responsible for the promotional set up and execution of sales for the product lines I carried. My responsibilities were to order, warehouse, invoice, merchandise, and promote those same product lines. During this time I was successful at establishing a professional and mutually beneficial relationship with all my accounts. I was also the recipient of the "category leader" award in 2003 for selling more Sunbelt multi-packs than anyone else in my division.

Interstate Brands Corporation (2001-2002). Sales representative for a bakery selling Wonder bread and Hostess cake. During my employment at IBC I was expected to order, merchandise, and distribute all varieties of product lines while maintaining positive customer relations with all accounts. I was successful at achieving those objectives as well as having the largest increase in that district.

Susan Hardy

Qualifications

- Mother of Six – including 3 elementary age
- Director of Several Choirs
- Proven leader & organizer
- Ability to accomplish objectives
- High degree of personal integrity
- Involved in the education of my children
- Strong communication & public speaking skills

Work Experience

1991– Present Hardy Family Utah & Arizona

Full Time Homemaker

- Mother of 6
- Plan, organize & carryout activities, schedules, meals, etc.
- Mentoring, Teaching, Training, Cleaning, Driving, etc.

1990–1991 ZCMI Mesa, AZ

Sales Supervisor

- In charge of organizing & marketing clothing department
- Developed large pool of returning clientele
- Awarded top sales associate of the year.

1988–1989 AZ State Institute of Religion Tempe, AZ

Administrative Assistant

- Compiled & Organized Research
- Coordinated activities, classes, etc.
- High degree of public relations work

1987 Engineering Firm Charlotte, NC

Administrative Assistant

- Assisted in writing legal & technical reports
- Customer relations
- Filing, phones, etc.

Education

86/87 Ricks College-Elementary Ed. 87-North Carolina-Sign Language
88/91 AZ State University – Music Therapy, 93 Weber State – Nutrition

Skills

Music, Organization, Leadership, Teaching, Communicating, Follow-through

Section 8

Articles of Incorporation & Bylaws

ARTICLES OF INCORPORATION

OF

Entheos Academy

We, the undersigned natural persons all being of the age of eighteen years or more, acting as incorporators under the Utah Non-Profit Corporation and Cooperative Association Act, adopt the following Articles of Incorporation for such Corporation:

Article I NAME

The name of the corporation is Entheos Academy

Article II DURATION

The period of duration of this corporation is perpetual.

Article III PURPOSE

To act and operate exclusively as a nonprofit corporation pursuant to the laws of the State of Utah, and to act and operate as a charitable organization in the operation and support of a private school.

The corporation may engage in any and all activities and pursuits, and to support or assist such other organizations, as may be reasonably related to the foregoing and following purposes.

The corporation may engage in any and all other lawful purposes, activities and pursuits, which are substantially similar to the foregoing and which are or may hereafter be authorized by Section 501(c)(3) of the Internal Revenue Code and are consistent with those powers described in the Utah Nonprofit Corporation and Cooperation Association Act, as amended and supplemented.

The corporation may solicit and receive contributions, purchase, own and sell real and personal property, make contracts, invest corporate funds, spend corporate funds for corporate purposes, and engage in any activity "in furtherance of, incidental to, or connected with any of the other purposes."

No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to, its members, trustees, officers, or other persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered to the corporation and to make payments and distributions in furtherance of the purposes set forth herein.

No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office except as authorized under the Internal Revenue Code of 1954, as amended.

The corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from Federal income tax under 501(c)(3) or 501(c)(4) of the Internal Revenue Code of 1954, as amended (or the corresponding provision of any future United States Internal Revenue law).

Article IV MEMBERS/STOCK

The corporation shall not have Members.

Article V BY-LAWS

Provisions for the regulation of the internal affairs of the corporation shall be set forth in the By-Laws.

**Article VI
DIRECTORS**

The number of directors of this Corporation shall be three (3), or more than three, but not more than 45, as fixed from time to time by the By-Laws of the Corporation. The names and addresses of the persons who are to serve as original members of the Board of Trustees until their successors are elected and shall qualify are:

Jaren Gibson
3348 Millerberg Way
West Jordan UT 84084

Monty Hardy
402 N 5500 W
Ogden UT 84401

Stephanie Gibson
3348 Millerberg Way
West Jordan UT 84084

Susan Hardy
402 N 5500 W
Ogden UT 84404

Elise Hardy
1728 N 650 E
North Ogden, UT 84414

Andrea Holgate
7040 Woodgreen Road
West Jordan, UT 84084

Jeff Hardy
1728 N 650 E
North Ogden, UT 84414

**Article VII
INCORPORATORS**

The names and addresses of the incorporators are:

Jaren Gibson
3348 Millerberg Way
West Jordan UT 84084

Monty Hardy
402 N 5500 W
Ogden UT 84401

Stephanie Gibson
3348 Millerberg Way
West Jordan UT 84084

Susan Hardy
402 N 5500 W
Ogden UT 84404

Elise Hardy
1728 N 650 E
North Ogden, UT 84414

Andrea Holgate
7040 Woodgreen Road
West Jordan, UT 84084

Jeff Hardy
1728 N 650 E
North Ogden, UT 84414

Article VIII
REGISTERED OFFICE AND AGENT

The address of the corporation's initial registered office shall be:

298 24th Street, Suite 211

Ogden UT 84401

Such office may be changed at any time by the Board of Trustees without amendment of these Articles of Incorporation.

The corporation's initial registered agent at such address shall be:

Monty Hardy

402 N 5500 W

Ogden UT 84404

I hereby acknowledge and accept appointment as corporate registered agent:

Signature

Article IX
PRINCIPAL PLACE OF BUSINESS

The principal place of business of this Corporation shall be 298 24th Street, Suite 211, Ogden, Utah 84401. The business of this Corporation may be conducted in all counties of the State of Utah and in all states of the United States, and in all territories thereof, and in all foreign countries as the Board of Trustees shall determine.

Article X DISTRIBUTIONS

No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to its trustees, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article III hereof. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provision of these Articles of Incorporation, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, as amended or supplemented, or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, as amended or supplemented.

Article XI DISSOLUTION

Upon the dissolution of the corporation, assets shall be distributed for one or more exempt purposes within the meaning of Section 501(c)(3) and/or 501(c)(4) of the Internal Revenue Code, as amended or supplemented, or shall be distributed to the federal government or to a state or local government for a public purpose. Any such assets not so disposed of shall be disposed of by the District Court of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

In witness whereof, we, Jaren Gibson, Stephanie Gibson, Elise Hardy, Jeff Hardy, Monty Hardy, Susan Hardy and Andrea Holgate, have executed these Articles of Incorporation in duplicate this _____ day of February, 2005, and say:

That they are all incorporators herein; that they have read the above and foregoing Articles of Incorporation; know the contents thereof and that the same is true to the best of their knowledge and belief, excepting as to matters herein alleged upon information and belief and as to those matters they believe to be true.

Jaren Gibson

Monty Hardy

Stephanie Gibson

Susan Hardy

Elise Hardy

Andrea Holgate

Jeff Hardy

ENTHEOS ACADEMY BYLAWS

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ARTICLE I

OFFICES

Section 1.1 Business Offices. The principal office of the corporation shall be located in the city of Ogden and the county of Weber. The corporation may have such other offices either within or outside Utah, as the board of trustees may designate or as the affairs of the corporation may require from time to time.

Section 1.2 Registered Office. If a registered office of the corporation is required to be maintained in Utah, it may be, but need not be, the same as the principal office, if in Utah, and the address of the registered office may be changed from time to time by the board of trustees.

ARTICLE II

MEMBERSHIP

Section 2.1 Classification & Election of Members. The corporation shall have no members.

ARTICLE III

BOARD OF TRUSTEES

Section 3.1 General Powers. The business and affairs of Entheos Academy shall be managed by its Board of Trustees, except as otherwise provided in the Utah Nonprofit Corporation and Co-operative Association Act, the articles of incorporation or these bylaws.

Section 3.2 Number, Election, Tenure and Qualifications The number of trustees of the Corporation shall be fixed by the Board of Trustees, but in no event shall be less than 3 and no more than 9. Any action of the board of trustees to increase or decrease the number of trustees, whether expressly by resolution or by implication through the election of additional trustees, shall constitute an amendment of these bylaws effecting such increase or decrease.

Trustees shall be elected or reelected by the existing board of trustees at each February annual meeting.

Trustees may serve a three-year term with opportunity to be reelected for a second three-year term. Trustees may not serve as a voting member of the Board for more than two consecutive three-year terms.

Any trustee who does not attend 75% of board meetings having been given due notice, shall be subject to removal if remaining board deems.

Section 3.3 Vacancies Any trustee may resign at any time by giving written notice to the chair of Entheos Academy. Such resignation shall take effect at the time specified therein, and unless otherwise specified, the acceptance of such resignation shall not be necessary to make it effective. The Board shall announce the vacancy through a public notice and may consider nominations for a replacement from parents, teachers, students or the community. Any vacancy occurring in the board of trustees may be filled by the affirmative vote of a majority of the remaining trustees though less than a quorum. Any trusteeship to be filled by reason of an increase in the number of trustees shall be filled by the affirmative vote of a majority of the trustees then in office.

Section 3.4 Regular Meetings and Attendance. Regular meetings of the board of trustees shall be held at least 10 times each year. Notice for such meetings shall be given at least one week in advance. An annual meeting shall be held each year in February. Board meetings will remain open to the public unless a closed session is convened by a majority vote of members present.

Section 3.5 Special Meeting. Special meetings of the board of trustees may be called by or at the request of the chair or any two trustees. The person or persons authorized to call special meetings of the board of trustees will provide proper notice and may fix any place, date and time for holding any special meeting of the board called by them.

Section 3.6 Notice. Notice of each meeting of the board of trustees stating the place, day and hour of the meeting shall be given to each trustee at his business or home address at least five days prior thereto by mailing of written notice by first class, certified or registered mail or at least two days prior thereto by personal delivery of written notice or by telephone notice or by email (the method of notice need not be the same to each trustee). If mailed, such notice shall be deemed to be given when deposited in the US mail, with postage thereon prepaid. If emailed, such notice shall be deemed to be given when the email is sent. Any trustee may waive notice of any meeting before, at or after such meeting. The attendance of a trustee at a meeting shall constitute a waiver of notice of such meeting, except where a trustee attends a meeting for the express purpose of objecting to the transaction of any business because the meeting was not lawfully called or convened. Neither the business to be transacted at, nor the purpose of, any meeting of the board of trustees need be specified in the notice or waiver of notice of such meeting unless otherwise required by statute.

Section 3.7 Quorum and Voting. A majority of the number of trustees fixed by section 2 of this Article III shall constitute a quorum, but if less than such majority is present at a meeting, a majority of the trustees present may adjourn the meeting from time to time without further notice than an announcement at the meeting, until a quorum shall be present. No trustee may vote or act by proxy at any meeting of trustees.

Section 3.8 Manner of Acting. The act of the majority of the trustees present at a meeting at which a quorum is present shall be the act of the board of trustees.

Section 3.9 Meetings by Telephone. Members of the board of trustees or any other committee thereof may participate in a meeting of the board or committee by means of conference telephone or similar communications equipment. Such participation shall constitute presence in person at the meeting.

Section 3.10 Action Without a Meeting. Although closed meetings may be conducted as work sessions, all official actions of the board must be done in a public meeting.

Section 3.11 Presumption of Assent. A trustee of Entheos Academy who is present at a meeting of the board of trustees at which action on any corporate matter is taken shall be presumed to have assented to the action taken unless his dissent is entered in the minutes of the meeting, or unless he files his written dissent to such action with the person acting as the secretary of the meeting before the adjournment thereof or shall forward such dissent by registered mail to the secretary of the corporation immediately after the adjournment of the meeting. Such right to dissent shall not apply to a trustee who voted in favor of such action.

Section 3.12 Compensation. Trustees shall not receive compensation for their service on the board, although the reasonable expenses relating to the furtherance of the corporation's mission may be paid or reasonable compensation paid for services rendered in the furtherance of the corporation's mission outside of service on the Board of Trustees.

Section 3.13 Executive and Other Committees. By one or more resolutions, the board of trustees may designate from among its members an executive committee and one or more other committees.

ARTICLE IV

OFFICERS AND AGENTS

Section 4.1 Number and Qualifications. The Officers of Entheos Academy shall be a chair, a vice-chair, secretary and a treasurer. The Board of trustees may also elect or appoint such other officers, assistant officers and agents, including an executive director, one or more vice-chairs, a controller, assistant secretaries and assistant treasurers, as it may consider necessary. One person may hold more than one office at a time, except that no person may simultaneously hold the offices of chair and secretary. Officers need not be trustees of the corporation. All officers must be at least eighteen years old.

Section 4.2 Election and Term of Office. The elected officers of Entheos Academy shall be elected by the board of trustees at each regular annual meeting of the board of trustees. If the election of officers shall not be held at such meeting, such election shall be held as soon as convenient thereafter. Officers shall hold office for 1-year terms.

Section 4.3 Removal. Any officer or agent may be removed by a majority vote of the board of trustees whenever in its judgment the best interests of the corporation will be served thereby, but such removal shall be without prejudice to the contract rights, if any, of the person so removed. Election or appointment of an officer or agent shall not in itself create contract rights.

Section 4.4 Vacancies. Any officer may resign at any time, subject to any rights or obligation under any existing contracts between the officer and the corporation, by giving written notice to the chair or the board of trustees. An officer's resignation shall take effect at the time specified in such notice, and unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective. A vacancy in any office, however occurring, may be filled by the board of trustees for the un-expired portion of the term.

Section 4.5 Authority and Duties of Officers. The officers of the corporation shall have the authority and shall exercise the powers and perform the duties specified below and as may be additionally specified by the chair, the board of trustees or these bylaws, except that in any event each officer shall exercise such powers and perform such duties as may be required by law.

- (d) **Chair.** The chair shall, subject to the direction and supervision of the board of trustees:
- (1) preside at all meetings of the board of trustees;
 - (2) see that all orders and resolutions of the board of trustees are carried into effect; and
 - (3) perform the duties of the chair and when so acting shall have all the powers of and be subject to all the restrictions upon the chair. The chair shall serve a 1-year term.

- (e) Vice-Chair. The Vice-chair shall always become the Chair following the Chair's completed term. The vice-chair shall assist the chair and shall perform such duties as may be assigned by the chair or by the board of trustees. The vice-chair shall, at the request of the chair, or in his absence or inability to act, perform the duties of the chair and when so acting shall have all the powers of and be subject to all the restrictions upon the chair.
- (f) Secretary. The secretary shall: (1) keep the minutes of the proceedings of the board of trustees and any committees of the board; (2) see that all notices are duly given in accordance with the provisions of these bylaws or as required by law; (3) be custodian of the corporate records and of the seal of the corporation; and (4) in general, perform all duties incident to the office of secretary and such other duties as from time to time may be assigned to him/her by the chair or by the board of trustees. Assistant secretaries, if any, shall have the same duties and powers, subject to supervision by the secretary.
- (g) Treasurer. The treasurer shall: (1) be the principal financial officer of the corporation and have the care and custody of all its funds, securities, evidences of indebtedness and other personal property and deposit the same in accordance with the instructions of the Board of Trustees; (2) receive and give receipts and acquittance for moneys paid on account of the corporation, and pay out of the funds on hand all bills, payrolls and other just debts of Entheos Academy of whatever nature upon maturity; (3) unless there is a controller, be the principle accounting officer of the corporation and as such prescribe and maintain the methods and systems of accounting to be followed, keep complete books and records of account, prepare and file all local , state and federal tax returns and related documents, prescribe and maintain an adequate system of internal audit, and prepare and furnish to the chair and the board of trustees statements of accounts showing the financial position of Entheos Academy and the results of its operations; (4) upon request of the board, make such reports to it as may be required at any time; and (5) perform all other duties incident to the office of treasurer and other such duties as from time to time may be assigned to him/her by the chair of the board of trustees. Assistant treasures, if any, shall have the same powers and duties, subject to supervision by the treasurer.

Section 4.6 Surety Bonds The board of trustees may require any officer or agent of the corporation to execute to the corporation a bond in such sums and with such sureties as shall be satisfactory to the board, conditioned upon the faithful performance of his/her duties and for the restoration of Entheos Academy of all books, papers, vouchers, money and other property of whatever kind in his possession or under his control belonging to the Entheos Academy.

ARTICLE V

INDEMNIFICATION

Section 5.1 Indemnification of Trustees, Officers, etc. The corporation hereby declares that any person who serves at its request as a trustee, officer, employee, chairperson or member of any committee, or on behalf of the Entheos Academy as a trustee, director or officer of another corporation, whether for profit, shall be deemed the corporation's agent for the purposes of this Article and shall be indemnified by Entheos Academy against expenses (including attorney's fees), judgments, fines, excise taxes, and amounts paid in settlement actually and reasonably incurred by such person who was or is a party or threatened to be made a party to any threatened, pending or

completed action, suit or proceeding, whether civil, criminal, administrative or investigative by reason of such believed to be in the best interests of the Entheos Academy and, with respect to any criminal action or proceeding, had no reason of such service, provided such person acted in good faith and in a manner she/he reasonably believed to be in the best interests of Entheos Academy and, with respect to any criminal action or proceeding, had no reasonable cause to believe his conduct was unlawful. Except as provided in Section 5.3, termination of any such action, suit or proceeding by judgment, order, settlement, conviction or upon a plea of no contender or its equivalent, shall not of itself create either a presumption that such person did not act in good faith and in manner which he reasonably believed to be in the best interests of the corporation. With respect to any criminal action or proceeding, a presumption that such person had reasonable cause to believe that his conduct was unlawful.

Section 5.2 Indemnification Against Liability to the Corporation. No indemnification shall be made in respect of any claim, issue matter as to which a person covered by Section 5.1 shall have been adjudged to be liable for negligence or misconduct in the performance of his duty to the corporation unless and only to the extent that the court in which such action, suit or proceeding was brought shall determine upon application that, despite the adjudication of liability but in view of all the circumstances of the case, such person is fairly and reasonably entitled to indemnification for such expenses which such court shall deem proper.

Section 5.3 Indemnification in Criminal Actions. No indemnification shall be made in respect of any criminal action or proceeding as to which a person covered by Section 5.1 shall have been adjudged to be guilty unless and only to the extent that the court in which such action or proceeding was brought shall determine upon application, that despite the adjudication of guilt but in view of all the circumstances of the case, such person is entitled to indemnification for such expenses or fines which such court shall deem proper.

Section 5.4 Other Indemnification. The indemnification provided by this Article shall not be deemed exclusive of any other rights to which any person may be entitled under the articles of incorporation, any agreement, any other provision of these bylaws, vote of the disinterested trustees or otherwise, and any procedure for by any of the foregoing, both as to action in his official capacity and as to action in another capacity while holding such office.

Section 5.5 Period of Indemnification. Any indemnification pursuant to this Article shall (a) be applicable to acts or omissions which occurred prior to the adoption of this Article, and (b) continue as to any indemnified party who has ceased to be a trustee, officer employee or agent of the corporation and shall inure to the benefit of the heirs and personal representatives of such indemnified party. The repeal or amendment of all or any portion of these bylaws which would have the effect of limiting, qualifying or restricting any of the powers or rights of indemnification provided or permitted in this Article shall not, solely by reason of such repeal or amendment, eliminate, restrict or otherwise affect the right or power of the corporation to indemnify any person or affect any right of indemnification so such person, with respect to any acts or omissions which occurred prior to such repeal or amendment.

Section 5.6 Insurance. By action of the Board of Trustees, notwithstanding any interest of the trustees in such action, Entheos Academy may, subject to Section 5.8, purchase and maintain insurance, in such amounts as the board may deem appropriate, on behalf of any person indemnified hereunder against any liability asserted against him/her and incurred by him/her in the capacity of or arising out of his/her status as a agent of the corporation, whether or not the

corporation would have the power to indemnify him/her against such liability under applicable provisions of law. The corporation may also purchase and maintain insurance, in such amounts as the board may deem appropriate, to insure Entheos Academy against any liability, including without limitation, any liability for the indemnification provided in this Article.

Section 5.7 Right To Impose Conditions to Indemnification. The corporation shall have the right to impose, as conditions to any indemnification provided or permitted in this Article, such reasonable requirements and conditions as the board or trustees may deem appropriate in each specific case, including by not limited to any one or more of the following: (a) that any counsel representing the person to be indemnified in connection with the defense or settlement of any action shall be counsel that is mutually agreeable to the person to be indemnified and to the corporation; (b) that Entheos Academy shall have the right, at its option, to assume and control the defense or settlement of any claim or proceeding made, initiated or threatened against the person to be indemnified; and (c) that Entheos Academy shall be surrogated, to the extent of any payments made by way of indemnification, to all of the indemnified person's right of recovery, and that the person to be indemnified shall execute all writings and do everything necessary to assure such rights of subornation to Entheos Academy.

Section 5.8 Limitation of Indemnification. Notwithstanding any other provision of these bylaws, Entheos Academy shall neither indemnify any person nor purchase any insurance in any manner or to any extent that would jeopardize or be inconsistent with qualification of the corporation as an organization described in section 501(c)(3) of the Internal Revenue Code or would result in liability under section 4941 of the internal Revenue Code.

Article VI

Miscellaneous

Section 6.1 Account Books, Minutes, Etc. The corporation shall keep correct and complete books and records of account and shall also keep minutes of the proceedings of its board of trustees and business meetings of officers. All books and records of the corporation may be inspected by any trustee or his accredited agent or attorney, for any proper purpose at any reasonable time.

Section 6.2 Fiscal Year. The fiscal year of the corporation shall operate on the calendar year: January 1 to December 31.

Section 6.3 Conveyances and Encumbrances. Property of the corporation may be assigned, conveyed or encumbered by such officers of the corporation as may be authorized to do so by the board of trustees, and such authorized persons shall have power to execute and deliver any and all instruments of assignment, conveyance and encumbrance; however, the sale, exchange, lease or other disposition of all or substantially all of the property and assets of the corporation shall be authorized only in the manner prescribed by applicable statute.

Section 6.4 Designated Contribution. The corporation may accept any designated contribution, grant, and bequest or devise consistent with its general tax-exempt purposes, as set forth in the articles of incorporation. As so limited, donor-designated contributions will be accepted for special funds, purposes or uses, and such designations generally will be honored. However, the corporation shall reserve all rights, title and interest in and to and control of such contributions, as

well as full discretion as to the ultimate expenditure or distribution thereof in connection with any special fund, purpose or use. Further, the corporation shall retain sufficient control over all donated funds (including designated contributions) to assure that such funds will be used to carry out the corporation's tax-exempt purpose.

Section 6.5 Conflicts of Interest. If any person who is a trustee or officer of the corporation is aware that the corporation is about to enter into any business transaction directly or indirectly with himself, any member of his family, or any entity in which he has any legal, equitable or fiduciary interest or position, including without limitation as a trustee, officer, shareholder, partner, beneficiary or trustee, such person shall (a) immediately inform those charged with approving the transaction on behalf of the corporation of his interest or position, (b) aid the persons charged with making the decision by disclosing any material facts within his knowledge that bear on the advisability of such transaction from the standpoint of the corporation, and (c) not be entitled to vote on the decision to enter into such transaction.

Discrimination: Entheos Academy admits students of any race, color, national origin, and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national origin, and ethnic origin in administration of its educational policies, admission policies, scholarship and loan programs, and athletic and other school-administered programs.

Section 6.6 Loans to Trustees and Officers. No loans shall be made by the corporation to any of its trustees or officers. Any trustee or officer who assents to or participates in the making of such loan shall be liable to the corporation for the amount of such loan until it is paid.

Section 6.7 References to Internal Revenue Code. All references in these bylaws to provisions of the Internal Revenue Code are to the provisions of the Internal Revenue Code of 1954, as amended and shall include the corresponding provisions of any subsequent federal tax laws.

Section 6.8 Amendments. The power to alter, amend or repeal these bylaws and adopt new bylaws shall be vested in the board of trustees.

Section 6.9 Severability. The invalidity of any provisions of these bylaws shall not affect the other provisions hereof, and in such event these bylaws shall be construed in all respects as such invalid provision were omitted.

Admission and Dismissal

Admission Procedure

Entheos will have an open enrollment period from February 1 through February 28. During that time Entheos will accept applications without regard to race, color, religion, sex, national or ethnic origin. In the event Entheos receives more applications than it has enrollment capacity, the school shall hold an impartial lottery. Entheos reserves the right to give a “small number” of children of parents who have “actively participated in the development of the school” the right to circumvent the lottery. An impartial third party will perform the lottery to ensure integrity and fairness. The random drawing will begin with the 8th grade and then proceed down through Kindergarten, giving preference to the first drawn names and then to the siblings of those first drawn. Students enrolled for the current year will be given preference for the following academic year. Each year siblings of currently enrolled students will be given preference as space allows. Entheos academy respects the importance of family unity and will seek to accommodate all family members if possible. Entheos will place all interested individuals who failed to make the lottery on a waiting list.

Discipline and Dismissal Procedure

All students have the right to learn in a safe environment. At Entheos there will be a shared responsibility between students, parents, and teachers in providing a productive learning atmosphere. Enforcement of school rules, including disciplinary action, shall be the responsibility of the Director except in the case of expulsion, which will require action of the governing board.

Entheos Academy will create a behavior contract that will be signed by both the parent and the student, to which they will be held accountable. If the student does not comply with the rules and expectations outlined in the contract, Entheos will employ the following steps to resolve the problem:

- 1- *Teacher Intervention:* A meeting of the teacher with the student to clarify appropriate conduct with a pledge from the student to maintain acceptable behavior.
- 2- *Director Intervention:* The Director will meet with the student to discuss appropriate behavior and the parent will be notified.
- 3- *Parent Intervention:* If the problem persists, the parent will be required to meet with the Director to discuss the best way to help the student.
- 4- *Suspension:* Upon recommendation of the Director the student may be suspended from school. Any student suspended for more than 10 days shall have the right to appeal the decision before the Director.
- 5- *Expulsion:* Upon recommendation of the Governing Board, the student may be expelled from school for the remainder of the school year. The decision to reinstate must also be made by the Governing Board. Students who are expelled shall have the right to appeal the decision before the Governing Board

The Director will be responsible for understanding the legal requirements for discipline in relation to students with disabilities. In most cases, behavioral expectations will be the same for all students at the school unless the behavior is a manifestation of a student’s disability and/or special considerations have been made relative to a student’s IEP. Ultimately, ensuring the safety of all students and school personnel will be a priority.

Complaint & Grievance Procedure

Entheos Academy welcomes suggestions, comments and/or complaints from parents or other stakeholders of the school as a means to improve policy and procedures. We encourage all such communication to include not only grievances, but also alternative solutions. The following procedures shall be used to effectively address any concerns:

1. All concerns should be made known to the Director first. This may be done by appointment in person or in writing. The Director will be able to address most concerns. The Director may defer to the Board if changes are required in policy.
2. If the concern remains unresolved, the parent may contact the Board Chair either in writing or in person. The issue may then be put on the agenda of the next board meeting at the discretion of the board. All legal issues will go directly to the Board.
3. The Board will take action on the item and report back to the concerned party. Entheos will make every effort to resolve concerns as quickly as possible.

Parents of students served under Section 504 or IDEA will work closely with the special education teacher to ensure that services provided are in accordance with state and federal law, as well as any active IEP's. If parents choose to file a formal complaint in writing, the Director and/or Governing Board will conduct an internal investigation according to the procedures outlined in the Utah State Board of Education's Special Education Rules section IV.G. Within 30 days, a written statement of decision in regarding the complaint will be sent to the concerned party and a copy sent to the State Director of Special Education. The statement will include the procedures for appealing the decision to the USOE.

Opportunities for Parental Involvement

Entheos recognized the importance of parental involvement and the positive impact it has on the academic performance of students. We will create a number of meaningful opportunities for all parents to be involved.

- | | |
|---------------------------|--|
| Board Meetings: | We will make sure monthly governing board meeting times are advertised to parents. They will have the opportunity to attend and make public comment if they desire. |
| Town Meetings: | This will be a quarterly activity where parents or students can come discuss important topics with the board, meet in their committees or make presentations. |
| Crews (Committees): | Upon enrollment, each family will be assigned to a crew (parent committee). These crews will be given authority to accomplish important functions related to the mission of the school. There may be a library crew, a technology crew, a fundraising crew, a playground crew, a fine arts crew, etc. (see Governance Section) |
| Portfolio Presentations | Parents will have the opportunity each year to be the audience for the portfolio presentation of several students. |
| Student Led PT Conference | During the first and second trimester, parents will participate in a parent teacher conference led by their own child. |

Insurance

Entheos Academy will purchase an insurance policy from either State Risk Management or from an outside agency. We have received bids for the appropriate coverages and have included the premiums in our budget. Written evidence of insurance will be provided to local and state agencies as required.

Extracurricular Activities

Entheos Academy has contacted the school districts in the area regarding partnering in providing K-8 extracurricular activities. As long as the student lives within the district boundaries, we have been assured that he or she will be able to participate in district activities. Additionally, we may provide a number of activities that will be staffed by volunteers and take place before or after school. Some of these activities may include:

- Web Page Design
- Music related classes such as band, choir, and orchestra
- Chess
- Athletics
- Art
- Foreign Language classes

As an ELOB school, many of these activities may be incorporated into learning expeditions and will become part of the student's portfolio.

Teacher Qualifications

Entheos Academy will require the following qualifications of all teachers:

1. Teachers must have a valid Utah Professional Educator Licenses or meet the State Board requirements for alternative licensing.
2. Teachers must be open to new innovative teaching methods and experiential learning. They will need to be prepared to attend workshops and conferences throughout the year as needed.
3. Teachers must be innovative, resourceful and strong in their area of expertise.

Entheos Academy will not discriminate against any candidate for employment on the basis of gender, race, color, national origin, religion, age or disability.

In compliance with state law, the Governing Board will disclose the qualifications of all teachers to the parents and students through the schools' website or provide a hardcopy of this information upon request.

The Library

The mission of Entheos Academy states students will be inspired to reach the heights of their potential. There is no better way to be inspired than by reading. Think of those nights when you hid under the covers with a flashlight, just to know the thrilling conclusion of the mystery you were reading. Imagine all the friends you made in solitary corners curled up with a good book. Think of all those different ideas and thoughts you had when you first read about slavery, or about immigrants. Did you ever feel that you really were in another part of the world, or maybe another world altogether? Books ignite curiosity, reading opens doors and windows. At Entheos Academy, our library will be the doorway to other worlds, to new experiences, and open windows to new scholarship and ideas.

We have a library crew working on designing an imaginative, interactive library, a place where children will want to spend their free time. They will learn about values such as integrity, individuality, and leadership: not just from lectures or activities, but from real sources, such as George Washington. Our crew has been compiling lists of classics and recommended readings that we will make a part of our library. These books will inspire young minds, and ignite their curiosity. In addition to books, there will be computers for research available. Children will be able to find up-to-date information on subjects in which they are interested.

At Entheos, learning expeditions will require readings from specific subjects. The library will be equipped with books that will promote these learning expeditions. As needed, we will purchase other books to facilitate the learning expeditions. In addition to books on specific subjects, there will be a variety of textbooks to be used as reference copies when needed.

Our library crew is also working to get donations, both monetary and in-kind, and have fund-raisers, and do other things that will help our library to become a reality. They are also working on purchasing a computer check-out system, as soon as our charter is approved and funding is available.

Entheos Academy places a strong importance on good literature and access to “living books” (books written by a single author impassioned about the subject). The Library Crew, with input from the Governing Board, will compile a list of books and materials that will need to be included in the Entheos library. Additionally, we will purchase books that correspond to learning expeditions, which will be designed by teachers.

The first trimester, we will begin to raise funds for the new library. The Fundraising Crew will organize auctions, solicit donations and apply for grants. We will allocate \$10,000 the first year from start-up monies and have a fundraising goal of an additional \$10,000.

The library will be staffed by volunteers the first year and may have a paid part time librarian the second year. The Library Crew will work to develop partnerships with local libraries, school districts and bookmobiles to find innovative ways to get books to our students.

Administrative & Supervisory Services

Director Responsibilities

- ◆ All day-to-day operations of the school
- ◆ Management of all teachers & general staff
- ◆ Student welfare & performance
- ◆ Ensure compliance with Utah State U-PASS requirements
- ◆ Employee hiring, firing, evaluations, etc.
- ◆ Implement professional development policies
- ◆ Insure the completion of all state and federal reports

Curriculum Coordinator Responsibilities – (Lead Teacher)

- ◆ Teachers will be broken up into crews (small groups)
- ◆ Each crew will have a leader responsible for helping in staff development
- ◆ Assist in administering and tracking Utah State U-Pass requirements
- ◆ Ensure crew has proper materials and supplies
- ◆ Provide general support to all teachers in the crew

Counselor – Special Needs

- ◆ Oversee procedures for the Student Education Plan
- ◆ Insure compliance with all State & Federal requirements
- ◆ General counseling duties to staff and students
- ◆ May be outsourced

Custodial

- ◆ Daily cleaning & maintenance of facility
- ◆ May be outsourced

Business Services – Secretarial

- ◆ Filing, Phone, etc.
- ◆ Accounting functions
- ◆ Payroll functions
- ◆ Management of School Lunch Program
- ◆ Student database & tracking
- ◆ IT management & design
- ◆ May be outsourced

Fiscal Procedures

Entheos academy will adopt fiscal policies and procedures to safeguard assets, provide compliance with state and federal regulations, and to produce timely and accurate financial information. Entheos will create and have approved by its governing board an “Accounting Manual” that will outline in detail all financial policies and procedures of the school. The manual will include, but may not be limited to, the following items:

Fiscal Policy

- A. Entheos will follow all relevant laws and regulations that govern Utah charter schools.
- B. Entheos will provide accurate and auditable records of all financial transactions. We will maintain all books, records, and accounts in conformity with Generally Accepted Accounting Principles (GAAP), which include Generally Accepted Governmental Auditing Standards.
- C. Entheos will apply the State Office of Education guidelines for Budgeting, Accounting, and Auditing for Utah Schools.
- D. The Director and Governing Board of Entheos will be responsible for preparing and submitting all financial and school reports to the state. This will include, but is not limited to, the State Accountability Report, Financial Audit Report and the Financial and Enrollment Report as required by the State Office of Education.
- E. Entheos will retain an outside firm to provide monthly statements, accounts payable services, accounts receivable services, payroll, taxes, general accounting services and other services as needed.
- F. The Director and Treasurer of the Governing Board will prepare an annual operating budget of revenues and expenses, a cash flow projection, and a capital budget. These budgets and projection will be reviewed and approved by the Governing Board, and may be modified as necessary.
- G. The Board of Directors will have authority to approve and will record in its minutes:
 1. approval of the annual operating budgets,
 2. incurrence of debt or mortgages,
 3. investments and/or purchase or sale of property,
 4. opening or closing of checking or savings accounts,
 5. selection of a certified public accountant, and
 6. other financial activities associated with the charter school.
- H. Financial statements displaying budget vs. actual results will be prepared by the school’s accountant and reviewed by the Director and Treasurer each month. An updated budget vs. actual will be presented to the Board at least quarterly.
- I. The Governing Board will arrange for an independent certified public accounting firm to conduct an audit of the Charter School’s financial statements annually.

Use of Funds

- A. Any transactions requiring a cash payment or check in an amount that exceeds \$5,000 will require two signatures, which must include the Chair of the Board.
- B. All other expenditures shall be made by check requiring two signatures, which may include the Business Manager, Administrative Assistant, Director or Board Member. All purchases shall require a purchase order number. Pre-approved expenses may be reimbursed through an Expense Reimbursement form which must include appropriate PO#’s
- C. The Governing Board must approve all short-term and long-term debt.

- D. Any reasonable expenses may be reimbursed to employees or Board members within IRS guidelines and legal limits, if approved by the Governing Board.
- E. All lease agreements will be evidenced by a lease or sublease agreement approved by the Governing Board signed by its Chair.
- F. Entheos reserves the right to reallocate funds from one line item to another if purchasing practices or conservation result in an expenditure different than the budgeted amount, to the extent allowed by law and the guidelines of the funding source.

Budget Policies and Procedures:

- A. Entheos shall prepare a budget that shall run from July 1 to June 30.
- B. Budgeted Revenues will include, but shall not be limited to, federal or state start-up funds, federal or state operating funds as approved by the legislature and other grants, donations, sponsorships or fundraising monies obtained by Entheos. Amount that cannot be established for certain, such as some fundraisers, will not be included in the annual budget.
- C. Budgeted Expenditures shall be categorized in the same chart of accounts as used by the Utah State Office of Education.

Employee Termination Policy

Entheos Academy reserves the right to terminate or suspend the employment of any employee at anytime as long as it is not for unlawful or discriminatory reasons. Termination may be a result of a failure to fulfill contracted duties or a reduction in staff. Although the Director has the authority to terminate an employee without the permission of the governing board, he or she will notify them prior to termination.

A terminated employee shall have the right to appeal the decision to the Director and may request documentation and reasoning regarding the termination.

In the event an employee finds it necessary to resign during the school year, the employee shall give written notice to the school as soon as possible and at least 2 weeks before the effective date of resignation. At the sole discretion of Entheos, an employee who resigns or is terminated may not be required to work any or all of the remainder of their employment contract.

The Governing Board reserves the right to dismiss and/or discipline the Director in the event he/she does not fulfill the duties and responsibilities outlined in their annual contract.

Any dispute, claim or controversy concerning employment or the termination of an employee's employment or any dispute, claim or controversy arising out of or relating to any interpretation, construction, performance or breach of the employee contract, shall be settled by arbitration.

Employee Evaluation

Teacher Evaluation

Teacher evaluations will be modeled after student evaluations. The process will be four fold:

1. *Conference & Goals:* After the first trimester, the Teacher will have a conference with the Director. This is the time when they will set goals, review parent surveys and talk about informal observations the Director has made of the teacher's class.
2. *Teacher Portfolio:* Each year, the Teacher will begin a portfolio much like his/her students. The portfolio will contain expeditions, lesson plans, goals and graphs tracking standardized test results of their class. The teacher will use this as model for students.
3. *Presentation:* At the end of the year, each Teacher will present their completed portfolio to a board of parents, governing board members and peers. They will show how they and their students have improved and report on goals. This will be their time to shine.
4. *Written Evaluation:* Some time after the final presentation, the Director will compile a final written evaluation of the teacher. This may include recommendations for remediation or items needing improvement. This will be a key factor in determining compensation.

Director Evaluation

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

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

Support Staff Evaluation

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

Employment of Relatives

The following guidelines have been developed to help us avoid any real, potential and/or perceived conflicts of interest with regard to hiring. The definition of “relative” includes: spouse, child, parent, brother, sister, niece, nephew, aunt, uncle, cousin, grandparent, grandchild, in-laws or any person sharing the same household with the person in question.

No person may work under the direct supervision of a relative unless otherwise approved by the Governing Board. Indirect supervision is allowed and refers to situations where one relative supervises another through one or more levels of management.

UTAH CHARTER SCHOOLS

Assurances

The applicant charter school hereby assures and certifies to the State Superintendent of Public Instruction that:

- A. The charter school will make provision for such fiscal control and fund accounting procedures as may be necessary to assure proper disbursement and accounting for all funds.
- B. The charter school will maintain a clear, written procedure and process for auditing school finances as per the requirements of the Utah State Office of Education.
- C. The charter school gives the Utah State Office of Education or the U.S. Comptroller General, through any authorized representative, the access to, and the right to examine, all records, papers, or other documents related to all funds, including the submission of reports as may be required.
- D. The charter school will annually provide written evidence of liability and other appropriate insurance coverages, including a description of the levels of coverage and the relationship of these coverages to local and state agency obligations.
- E. The charter school will make such reports, including reports of evaluations, in such form and containing such information as the State Superintendent of Public Instruction may reasonably require to carry out his legislative functions and to determine the extent to which funds have been effective in carrying out legislative purposes and project objectives.
- F. The charter school will comply with appropriate rules, regulations, and state guidelines except as specifically waived by the Utah State Board of Education or Legislature, and effective control will be maintained over, and accountability provided, for all funds, property, and other assets. The charter school will also adequately safeguard all public property and shall assure that it is used solely for authorized purposes.
- G. After settling any outstanding debt, all physical assets owned by the charter school become the property of the Utah State Board of Education upon the termination of the charter school.
- H. The charter school will comply with the requirements of the Family Educational Rights and Privacy Act of 1974.
- I. The charter school will not discriminate in program benefits, participation, employment, or treatment on the basis of race, color, religion or national origin, and will comply with the provisions of Title IX of the Education Amendments of 1972 prohibiting discrimination on the basis of gender.
- J. The charter school assures that no otherwise qualified person shall, on the basis of a disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity that receives or benefits from local, state, or federal financial assistance.
- K. The charter school will not expend program funds for any education program, activity, or service related to sectarian instruction or religious worship.
- L. The charter school will function under an open admission policy. If the number of students applying to enroll at any grade level exceeds the capacity of the school or of, classes, or grade levels within the school, then those to be admitted shall be chosen at random from among the applicants, within the allowable mandatory and optional preferences specified in Section 53A-1a-506, Utah Code Annotated.
- M. The charter school assures that it will not conduct a program of instruction until such time as:

- (1) The requisite health and safety standards for the school building have been met according to the local fire and health department inspectors;
- (2) Adequate equipment, and materials are available; and
- (3) Conditions are adequate to provide for the economical operation of the school with an adequate learning environment.

- N. The charter school will comply with all applicable federal and state laws, rules, and regulations regarding the recruitment, screening, selection, and evaluation of all school employees.
- O. The charter school will only employ educators who hold valid Utah Professional Educator Licenses or who meet State Board requirements for alternative licensing routes or Board authorization.
- P. The charter school will employ the use of the Utah State Core Curriculum as the foundation for the instructional program for the school.
- Q. The charter school will employ the use of the Iowa Test of Basic Skills and the Utah State Core Course End-of-Level Tests in the grade levels required by U-PASS as a fundamental part of the overall assessment program for the school.
- R. The charter school assures that resources will be available and a process established to develop a Student Education Plan/Student Education Occupation Plan (SEP/SEOP) for each student.
- S. The charter school will operate with a written procedure for student suspension and dismissal, including appeal procedures.
- T. The charter school will maintain an active parent/guardian involvement process including some formal mechanism for meaningful involvement in site-based decision making.
- U. The charter school will not charge tuition or fees, except those fees allowed by law. Governing Boards will adopt allowable fees annually in an open board meeting.
- V. The charter school will operate under the provisions of the Utah Open Meeting Law and adopt bylaws in an open meeting.
- W. A copy of the charter will be supplied to interested individuals or groups on request.
- X. The charter school will submit an appropriately amended application prior to any material change affecting the purpose, administration, organization, or operation of the school.
- Y. A secondary charter school will be accredited or in the process of seeking accreditation.
- Z. The charter school will acquire and maintain nonprofit corporate status.
- AA. The charter school will follow all state procurement rules.
- BB. The charter school will maintain accurate student transcripts.

The chief administrative officer of the applicant charter school certifies that, to the best of his/her knowledge and belief, the data in this application are true and accurate, and that the applicant will comply with the assurances noted above if this application is approved. Therefore, this application for charter school status and funding is hereby submitted with the full approval and support of the governing body and chief administrative officer of the proposed charter school.

Name (type): Monty B. Hardy

Title (type): Chair & Current CAO

Signature: _____

Date: March 28, 2005

Admission Procedures

Admission is not limited based upon ethnicity, national origin, religion, gender, income level, disabling condition, proficiency in the English language or athletic ability. There are no tuition or fees charged for attending Entheos Academy Charter School except those allowed by law.

Entheos Academy Charter School will admit all eligible pupils who submit a timely application. A charter school shall give enrollment preference to children of founding members, pupils returning to the charter school in the second or any subsequent year of its operation and to siblings of pupils already enrolled in the charter school. If, by the application deadline, the number of applications exceeds the capacity of a class, grade level, or building, all applications for that class, grade level or building will be selected for the available slots through a lottery, except that preference as allowed in law shall be given. After the application deadline, pupils for any remaining slots will be accepted in order of their lottery position. If an opening in the school occurs mid-year and no students remain from the original lottery, a notice for applications will be announced and applicants enrolled on the same basis as outlined above.

These admission procedures have been approved in legislation and by the Utah State Board of Education. If you have other administrative details of how you intend to facilitate acceptance of applicants to your school, they should not be in conflict with the language noted above.

Proof of Insurance

Entheos Academy Charter School will provide to the Board a certificate of insurance before the first day of school in its initial year and annually thereafter.

Electronic Data Submission

Entheos Academy Charter School will have the technology and ability to meet all of the electronic data submission requirements for charter schools.

Nonsectarian Statement

Entheos Academy Charter School is nonsectarian in its programs, admission policies and employment practices and all other operations.

Special Education/Exceptional Student Services Training

The applicant/authorized signer for Entheos Academy Charter School will take a one-day Special Education training class sponsored by the Utah Department of Education subsequent to signing the contract, but prior to the first day of instruction and annually thereafter.

CAO (please print)

CAO's Signature

Date

Waivers from State Board Rules

Entheos Academy will follow Utah law, which states “students shall be selected on a random basis except that the school may give preference to a student of a parent who has actively participated in the development of the school.” We request a waiver from Utah Administrative rule R277-470-1 (D) that defines “founding members” as an individual who has had a significant role in the development of the charter school application. Although many of the individuals listed as founding members have provided input and information in the application process, many of the policies, procedures, and programs identified in the application are still being developed, and these members have committed to “actively participate” in this development.

All founding members will sign a service agreement that will clearly identify that they must be approved by the governing board and contribute a minimum of 120 hours before May 2006 in order to be designated as a “founding member”. See section 2 page 4 of this application for exact wording of our founding member policy

Section 24- Letters of Support (optional)

We will have letters of support being drawn up and hope to have them for the Board by the April meeting.

Section 25- A statement as to whether the school will participate in the Utah State Retirement System.

Entheos Academy will participate in the Utah State Retirement System and have budgeted 15% for full-time employees, including a pension and 401K plan.

Appendix A

ELOB Research Statistics

What is the Research Evidence?

Expeditionary Learning is a New American Schools-approved model for comprehensive school reform that achieves results: improved teacher practice, higher student achievement and engagement, and a positive and productive school culture. The following third-party, scientifically-based research studies highlight Expeditionary Learning's success.

Center for Research on the Education of Students at Risk (CRESPAR), 2002

In "Comprehensive School Reform and Student Achievement: a Meta-Analysis," researchers looked at 29 comprehensive school reform models including EL. The report characterized Expeditionary Learning's research base as showing "highly promising evidence of effectiveness." This was the highest rating given to any model that was created in the last ten years. Only three of the 29 other models assessed received higher ratings, and they had all been in the field for a decade longer than EL to build a larger research base.

National Staff Development Council (NSDC), 2002 and 1999

A series of NSDC-reports entitled "What Works: Results-Based Staff Development" have featured Expeditionary Learning as a leading professional development organization. The 2002 NSDC report on elementary school professional development notes that "using both independent third-party evaluations and internal assessment, consistent improvement in student achievement has been demonstrated throughout the [design's] history." The 1999 middle school report concluded that EL was the only program of 26 studied to meet all 27 standards for high quality professional development. The 2002 report on high school professional development mentions EL's "heavy emphasis on teacher content development and the rigorous expectation of adult learning and collaboration for all teachers."

Center for Research in Educational Policy, 2002

In comparison to a group of schools with similar demographics, teachers at the Rocky Mountain School of Expeditionary Learning (RMSEL) in Denver used significantly more coaching and project-based learning and significantly less direct instruction and independent seatwork. The study found that RMSEL students consistently outscored the weighted average of students from its four feeder districts across all grade levels for each year of the five-year study period on the Colorado State Assessment Program. RMSEL students scored on average 11.9 percentage points higher in reading than those of the comparison group.

American Youth Policy Forum (AYPF), 2001

Finding common ground between service learning and comprehensive school reform was the theme of the AYPF survey of 28 leading school reform models. The report gave Expeditionary Learning a five-star rating for being "highly compatible" in linking community service to academics and building "an ethos ...of service to others."

Polly Utichney, Ed. D., Brown University, 2000

This study analyzed data from two New England Expeditionary Learning schools. Before adopting Expeditionary Learning, King Middle School in Portland, Maine scored lower than its district and state on the Maine Educational Assessment. In 1998-1999, however, King students outscored the state average in 6 of 7 disciplines. At the Rafael Hernandez School, a K-8 two-way bilingual school in Boston, students performed better on the MCAS tests than a district school with a demographically similar population. Ulichney concludes, "Expeditionary Learning implementation appears to be providing a strong academic curriculum that allows students from typically disadvantaged backgrounds to thrive."

American institutes for Research, 1999

This study of comprehensive school reform determined that Expeditionary Learning was one of only eight school-wide reforms with a research base showing positive effects on student achievement, and noted that the positive effects were seen across subjects.

Academy for Educational Development, 1995

A study and evaluation of Expeditionary Learning's first three years concluded that nine of ten original demonstration site EL schools showed significant improvement in the standardized tests mandated by their districts. Teachers reported that classroom practices changed markedly, including more collaboration with other teachers, a more systematic connection between content and skill learning, and the development of clear criteria for assessing student work. The study found that students produced high quality work and demonstrated high levels of engagement.

Appendix B

Sample Expedition Using Utah State Core

Appendix C

Sample Expedition 1

Appendix D

Sample Expedition 2

Appendix E

Blank Expedition Template

Appendix F

ELOB Design Principles