



*The Mission of Promontory School of Expeditionary Learning is to provide a rich educational environment that views learning as an Expedition and uses the study of Great Thinkers to cultivate the value of excellence and the love of knowledge. Using investigation and discovery to make connections to ideas and our community, we empower children to embrace challenge, act with humanity, and become the Great Thinkers of the 21<sup>st</sup> century.*

## **BOARD OF DIRECTORS MEETING AGENDA**

Thursday, November 7, 2024  
2830 N 4800 W  
Corinne, UT 84307

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9:00AM – **CALL TO ORDER:** Welcome, Pledge, and Mission Statement – Emily Morgan

9:10 AM – **MINUTES**

- October 17, 2024 Minutes

9:15 AM – **PUBLIC COMMENT**

- *PUBLIC PLEASE NOTE: All public input will be taken into consideration, but not be discussed by the board during this meeting. Comments will be limited to three minutes each. We appreciate your input and invite your comments. - Promontory Board of Trustees*

9:20AM **TRAINING: Board Orientation**

10:00 AM – **BUSINESS ITEMS**

- Holiday Dinner
- Adventure & Fieldwork discussion
- Strategic Plan

11:30AM--**TEAM BUILDING ACTIVITY**

12:00-12:30 **LUNCH BREAK**

12:30-1:30PM—**ACTION ITEMS**

- Time & Efforts Policy
- Dress Code Policy
- Maternity Leave Policy

1:30PM--**TEAM BUILDING ACTIVITY**

2:00 **ADJOURN**

\*Next scheduled Board Meeting: November 21, 2024

*In compliance with the American with Disabilities Act, persons needing auxiliary communicative aids and services for these meetings should contact Tammy Stutznegger at giving at least three working days notice. "This institution is an equal opportunity provider and employer."*



# PROMONTORY

school of expeditionary learning

October 17, 2024

7:00PM

1051 W 2700 S

Perry, UT 84302

**Trustees:**

Michelle Flynn  
Dorothy Dobson  
Becca Ashby  
Emily Morgan  
Stephanie Quintero  
Riley Riser

**Officers:**

Amber Jenks  
Kandice Scothern  
Hilary Gerhardt  
Michelle Wison  
Jessica Flinn

**Director:**

Amber Edelman

**Visitors:**

Tammy Stutznegger  
Brian Cates—Zoom  
Stacy Butts—Zoom  
Kacey Quire  
Barbie Molgard-Wright  
Adrianne Murray  
Glenn Wright  
Mindy Adams  
Holly Jeppson  
Matt Flynn—Zoom  
Donovan Malone--Zoom

7:00 PM – **CALL TO ORDER:** Michelle Flynn

- Welcome/Mission Statement and Pledge: Stephanie Quintero

7:09PM – **PUBLIC COMMENT:** No public comment

7:10PM—POP Update: Kaysie Quire. Hosted a successful staff appreciation soda station. A lot of donations from parents. Currently accepting donations for veteran pictures. Will also be hosting the SLC dinner for staff. January 31st is the date set for the carnival.

7:11 PM –Training: School Land Trust–watched video. Our governing board is our school land trust council. Used our money to pay for an aide in every classroom.

7:16 PM – **FINANCE REPORT**

- Budget Review – Brian Cates–Audit update: pretty much wrapped up. Received a couple of minor items in order to receive the final report–hopefully have final report next week. PTIF–just over the 1.5 million in our ending balance. Rates have come down slightly, which is the reason for the drop in our investment. Still best place for our cash reserves. Increased our cash forecast, but still pretty conservative. Hearing rates may drop even more, which is typical in an election year. 25% through fiscal year. 4.6% operating margin which is strong. Oct 1 enrollment was at 445 which is right on from what we budgeted. Lost Elevate Grant, but was able to recoup with a

couple of other programs. Amber had contact with Dr. Fern who will be coming to discuss. Expense side looks pretty good. Went over a couple of detail line items. Cash balance is looking strong. ESSR 3 receivable is about \$93,000—still waiting on.

#### 7:22 PM – **MINUTES**

- 9-19-2024 Board Meeting Minutes—Correct Riley’s name.
- Becca motions to approve pending changes. Dorothy seconds. Motion is passed.

#### 7:23 PM – **BUSINESS ITEMS**

- Library and Computer Use Policy—Great thinker and library committee. Can talk about AI in this policy as well as the Library and Computer procedures. Shawna, Dorothy, and Gwen on this committee. #5—check language.
- Library and Computer Use Procedures—Same committees: Great thinker, library committee, Shawna Andreasen, Gwen, and Dorothy.
- Key Policy— Check formatting. Amber brought up that some others have master keys. Check redundant words (Secretaries).
- Building Efficacy—Training in SLC. Jennifer Delaney: Talked about the importance of the underlying structure—leadership. We all work together to reach the greater good. We do have an amazing foundation to build off of. Gwen Andrus: talked about how change can be challenging and difficult. One of the references was a book called “Restoring Hope” read section ‘willing to be disturbed’. Sher Riser—Mindset is backed by science and research. Drives growth.

#### 7:40 PM --**ACTION ITEMS**

8:08PM • Board Positions: Adrienne Murray: Kids have been coming here since 2012. 9 kids have attended our school ~ mother of 12. Passionate about Promontory. Youngest twins just started kindergarten. Majored in culinary in college—has certificates in herbal medicine and cooking.

Dorothy motions to approve Adrienne Murray as a trustee. Stephanie seconds. Motion is passed. Barbie Molgard-Wright: Has two kids. Oldest is in the Spanish immersion program at Golden Spike. Kindergartener who has autism. Has a passion for education. Feels that Promontory would be a good fit for her son. Used to own the Sleep-Better Institute in town. Taught a lot within her career.

Becca motions to approve Barbie as a trustee. Riley seconds. Motion is carried.

Hilary Gerhardt: Wants to move up to a trustee. Has two daughters here at Promontory. Oldest has a learning disability which made her feel that our school is a good choice for her and her family. She likes to vote.

Riley motions to approve Hilary Gerhardt as a trustee. Becca seconds. Motion passes.

Proposing that all 3 go into a trustee position. That will put us at 9 trustees which is at capacity.

7:41PM• Grievance Policy—Added volunteers. Dorothy added a change—removed ‘under this policy’

Stephanie motions to approve with the changes. Riley seconds. Motion passes.

7:42PM• Integrated Pest Management—Updated codes.

Stephanie motions to approve. Dorothy seconds. Motion passes.

7:47PM• Health and Safety Policy—Removed the link that wasn’t working. Updated code. Contract for a medical professional.

Becca motions to approve. Stephanie seconds. Motion passes.

7:49PM• Fundraising and Employee Relationships Policy—code updates.

Riley motions to approve. Becca seconds. Motion passes.

7:50PM• Threat Assessment Policy—put together with the help of Emily Ross.

Riley motions to approve. Stephanie seconds. Motion is passed.

8:10PM• School Land Trust Committee Review

Becca motions to approve our governing board to act as our school land trust committee. Stephanie seconds. Motion passes.

7:53PM• After School Activities–Yearbook and school play–theater and tech crew.

Stephanie motions to approve. Becca seconds. Motion is passed.

#### 8:11 PM **DIRECTOR'S REPORT**

- Staffing Update: We have hired a new Kindergarten Aide as well as a SPED Aide.
- Enrollment: We are at 445 once all offers out are registered. Our Oct 1 count was at which is where we want to be.
- Student Achievement: Showed pictures of student work in the hall.
- Professional Development: Behavior Threat Assessment Team had a training at the Bear River Co-Op. We did a PD to Go on Child Abuse Prevention Training. We did a Data Dive On Math with all teachers. Our leaders went to an Efficacy Training in Holliday. K-4 teachers attended a Dyslexia Conference.
- Public Relations: We are currently updating our school website! We are working hard on our social media platforms to increase our waitlist numbers. We have updated the school tvs with a slideshow of pics, and Kudos. YouUplift identified our school as being one of the top 10 schools in Utah using the YouUplift platform. (Kindness Wall) Faculty Christmas dinner–Elfster. Catered by Maple Springs. Will be on December 20th.

8:30 PM CLOSED MEETING–No closed meeting

8:35 PM – ADJOURN–Stephanie motions to adjourn. Hilary motions to seconds. Motion is passed.

\*Next scheduled Board Retreat Meeting Thursday, November 7th, 2024 9am-2pm

\*Board Meeting Thursday, November 21st at 7:00.



# Dress Code Policy

## DRESS CODE

Dress codes at Promontory School of Expeditionary Learning are mandatory. Dress and grooming standards are part of the dress code policy.

The purpose of the dress code policy is to help create a safe environment, improve the classroom learning atmosphere, and promote the concept of crew. Promontory School believes that dress codes will promote a sense of school unity and ensure that every child comes dressed to learn, while instilling responsibility and respect for themselves and their peers.

It is expected that students will adhere to the following dress code policy guidelines and that parents will support their students and the school in enforcing the dress code policy.

## **STUDENT PRESENTATION & GROOMING**

Students must present a modest, clean, and neat appearance at all times.

- ❖ All clothing must be clean, appropriately sized, and worn correctly.  
Pants/shorts/skirts must be worn at the waist. Shoes must be tied or fastened. Clothing shall not be excessively worn or have holes.
- ❖ Hair must be clean , have a combed appearance, and be appropriate for school.  
Hairstyles and colors should not be distracting and should be appropriate for school.

## TOPS



- ❖ Tops must be a solid color.
- ❖ Tops must be a solid tight knit. No lace or crochet, for example.
  - ❖ Tops must have a collar (not detachable) and be a polo or button-down, plain, with no printing or graphics (small brand name logo, no larger than 1.5" square, is acceptable).
- ❖ Dresses are considered tops and need to follow those color guidelines.
- ❖ Tops must:
  - Be long enough to tuck.
  - Have sleeves that cover the shoulders and under the arm.
  - Not be sheer or otherwise revealing.
  - Not be torn or purposely frayed.
  - Not be denim.
  - Not have embellishments (i.e., lace), unless the same color as top.
  - Be clean.
- ❖ A shirt worn underneath the collared top must be a solid color consistent with dress code policy colors and plain with no visible printing or graphics (small brand name logo, no larger than 1.5" square, is acceptable).
- ❖ Any sweaters, vests, hoodies, or jackets worn inside the classroom must be a solid color consistent with dress code policy colors and requirements, plain, with no printing or graphics (small brand name logo, no larger than 1.5" square, is acceptable). Hoods may not be worn inside the building. Any size Promontory School logo is acceptable.

## BOTTOMS



- ❖ Bottoms must be a solid neutral color (**White** or of any shade **Blue**, **Brown**, **Gray**, **Green**, and **black**).
- ❖ Bottoms are considered skirts, jumpers, overalls, skorts, shorts, capris, or pants and may be no shorter than the tips of the fingers. Clothing must be worn under skirts to cover undergarments, i.e., tights, leggings, and shorts. Leggings and tights must be an opaque (not sheer) solid color consistent with dress code policy colors and are not allowed unless worn under a skirt/skort/dress which is still no shorter than the tips of the fingers. “Jogger” style golf/work pants are permitted as long as they don’t meet any workout or loungewear criteria (i.e. sweat-like fabrics.)
- ❖ Bottoms must:
  - Be no shorter than the tips of the fingers.
  - Be worn around the waist.
  - Have no holes (patches matching color and hidden).
  - Be clean.
- ❖ No traditional wash blue jeans, sweats, knit or sweat-like fabric, workout clothing, basketball-style or athletic pants/shorts are allowed except for camping (see below).

## FLEXIBLE FRIDAYS

- ❖ Free choice of modest, clean, and in good repair (no holes) clothing may be worn. No offensive graphics are allowed.

## DRESSES



- ❖ Dresses must be a solid color.
- ❖ Dresses may be worn that have a collar or collared shirt underneath and are no shorter than the tips of the fingers.
- ❖ Leggings and tights must be an opaque (not sheer) solid color consistent with dress code policy colors and are not allowed unless worn under a knee length skirt/skort/dress which is still no shorter than the tips of the fingers.
- ❖ Dresses must:
  - Have sleeves that cover the shoulders and under the arm.
  - Not be sheer or otherwise revealing.
  - Not be torn or purposely frayed.
  - Not be denim.
  - Not have embellishments (i.e., lace), unless the same color as dress.
  - Be clean.

## ACCESSORIES

- ❖ Any makeup, jewelry, or hair accessories worn should be appropriate for school and not distract from the learning environment.
- ❖ Body piercing will be limited to earrings that do not draw undue attention or present a danger to the person wearing them.
- ❖ No hats of any kind (including baseball caps) or sunglasses may be worn in the building.
- ❖ Belts and ties, if worn, should be conservative in style and not distracting.

## FOOTWEAR

- ❖ Footwear must be appropriate for P.E. and outdoor activities. Footwear may have open toes but must have a strap or some kind of back on the shoe so that it doesn't slip off the feet.
- ❖ Shoes and socks should be conservative in style and not distracting. No wheelies are permitted.
- ❖ Students will need a pair of sturdy hiking or walking shoes for outside excursions. It is possible that a specific type of shoe will be needed for a specific activity (i.e. rock climbing, back packing, water activities, etc.). If so, notification will be given in advance.

## OUTERWEAR

- ❖ Winter coats, jackets, gloves, hats, and other outerwear are not considered dress code items and should not be worn inside the classroom. Any items worn inside the classroom must be consistent with the school dress code policy colors and requirements.❖ A rain jacket is not required for regular classroom use but is encouraged as it is likely to be used on outdoor fieldwork.

## FIELDWORK DRESS CODE



Unless notified differently, students should wear an official Promontory School fieldwork shirt or any shade **BLUE COLLARED SHIRT** and any dress code bottoms on fieldwork. This is not a “dress down” activity. When students leave the building for fieldwork, they represent Promontory School. This fieldwork dress code will also help chaperones more quickly identify Promontory students.

- ❖ Some fieldwork activities do call for a “dress down” dress code, and teachers will notify parents to specify in advance when activities call for dressing down. An official **PROMONTORY FIELDWORK T-SHIRT** or solid **BLUE T-SHIRT** and **BLUE JEANS**, or bottoms appropriate for the activity, may be worn on teacher-specified “dress down” fieldwork. All other dress codes rules apply.
- ❖ An official **PROMONTORY FIELDWORK T-SHIRT** will be provided by the school at the start of each school year with the expectation to be worn on all fieldworks unless directed otherwise by their teachers. Fieldwork shirts will also be available for purchase throughout the school year.
- ❖ Spirit t-shirts, i.e., school fundraiser t-shirts, race shirts, etc. are not to be worn on fieldwork.

## CAMPING DRESS CODE

We recognize camping is a different learning environment. Students should be prepared to get dirty but also remember the modesty standards from the dress code policy. The daily school dress code is appropriate on campouts, and additional dress code options are as follows:

### TOPS

- ❖ For camping, shirts may include any solid color t-shirt, with no printing or graphics (small brand name logo, no larger than 1.5” square, is acceptable).
- ❖ An **Official Promontory Fieldwork T-shirt** may be worn for such camping activities.
- ❖ Spirit t-shirts (school fundraiser t-shirts, race t-shirts, etc.) may be worn camping.

## BOTTOMS

- ❖ Jeans are allowed; however, they must meet standard dress code policies: no shorter than the tips of the fingers, no holes, tears, or writing. They also need to be worn at the waist.

## SWIMWEAR

- ❖ Must be modest in appearance, appropriate for the activity, clean, appropriate fitting, and in good repair, no holes. Avoid extremes.
- ❖ Boy may wear regular swim trunks (no Speedo-type)
- ❖ Girls may wear one or two piece swimming suits with no midriff visible, no low-cut bodice, and no high cut legs.
- ❖ When wearing swimwear outside of the water, all students must wear a t-shirt, life vest, or dri-fit water shirt. The lead teacher or the administration has discretion to make decisions for safety concerns.

## STUDENT-LED CONFERENCE & CELEBRATION OF LEARNING

Students are expected to be in school dress code unless notified differently by their teacher.

## PASSAGE PRESENTATIONS DRESS CODE POLICY

Students are expected to wear school dress code or best dress, while adhering to modesty standards, for their Passage

## **OTHER ATTIRE**

Students may choose other attire such as backpacks, purses, etc. that are not offensive and are appropriate to our learning environment.

Dress code items not explicitly covered but considered inappropriate or contrary to the purpose of the Dress Code Policy are subject to review by the administrators in charge of executing the Dress Code Policy.

## **EXEMPTION**

Dress code compliance is mandatory with no opt-out policy other than stated below.

Dress code policy exemption will be granted by the director based on:

- ❖ Religious beliefs

- ❖ Extenuating circumstances.

The administration will develop ways of assisting economically disadvantaged students who are unable to meet the dress code policy requirements because of economic circumstances.

## **General Policy Considerations**

This Policy is intended to create a framework to meet the purpose described above. As styles change and questions arise, the school administration, as the Board of Directors' designee, has the authority to determine if a student's attire or appearance conforms to the provisions contained in this Policy. If a student violates the dress code policy, the discipline procedures outlined by the director should be followed.



# The Strategic Plan

The mission of Promontory School of Expeditionary Learning is to provide a rich educational environment that views learning as an Expedition and uses the study of Great Thinkers to cultivate the value of excellence and the love of knowledge.

Using investigation and discovery to make connections to ideas and our community, we empower children to embrace challenges, act with humanity, and become the Great Thinkers of the 21st century.

Our Vision:

Promontory provides a rich and active, yet fundamental, educational program to children in grades kindergarten through eight. We believe that all children can and want to learn, and we prepare our students to become knowing inquirers and participants in their own learning.

In meeting our mission, we set high expectations for student achievement and provide the necessary support to enable each and every student to achieve these expectations.

Promontory School of Expeditionary Learning emphasizes active learning, literacy, character growth, and teamwork through:

Learning Expeditions - in-depth investigations of important subjects that mirror real life challenges, and

Studying Great Thinkers - significant experts, both living and historical.

Where are we?

1. Are we providing a rich, active, fundamental educational program in grade K-8?

Examples: expeditions as well as focus on LA and Math

2. Do we believe all children can and want to learn?

Examples: adapting presentation methods to meet the needs of individuals.

3. Do we prepare our students to be knowledgeable **inquirers** and participants in their own learning? (prep them for the next two weeks we are studying owls, start thinking about all the questions you have about owls... Questions in advance) Often

Examples: Great thinkers, teaching about thinking

4. Do we set high expectations? In a healthy way that does not encourage perfectionism, scaffolded according to needs

Examples:

5. Do we offer support to enable each and every student to achieve these expectations?

Examples:

6. Do we offer active learning often? Fieldwork, adventure, Intensives, Expeditions, clubs

7. Do we offer literacy education?

8. Do we facilitate character growth?

9. Do we promote teamwork?

10. Are we providing in-depth investigations in important subjects that mirror **real life**?

11. Are we studying great thinkers: both historical and modern thinkers? Even great thinkers make mistakes. Life long learners are great contributors.

12. Could we do better?

What are priorities and objectives?

What are our responsibilities?

What are our big goals?

80% reading on grade level -school wide

Literacy 3-4 (speaking, listening, reading, writing, reading music)

Math 5-8, Informational texts

Foundational skills K-3

Safety: hearts and souls and bodies, etiquette, digital - school wide

Inclusion - school wide

Mastery

Autonomy

Purpose

Portrait of a Kindergartner

Portrait of a second grader

Portrait of a fourth grader

Portrait of a sixth grader

Portrait of an eighth grader

Passages line up with portraits of a graduate in K,2,4,6,8

Test scores

Portfolios as a curation of high quality work and reflections

How will we measure and evaluate our results?

Priorities and objectives:

Improve academic rigor by

- Defining proficiencies

- Ensuring student voice and choice

- Amending record keeping

- Small group instruction becomes the norm

Conscious Discipline

Crew development with intention

- Common experiences including celebrations, service, overcoming obstacles, wishing others well

Emily's classes

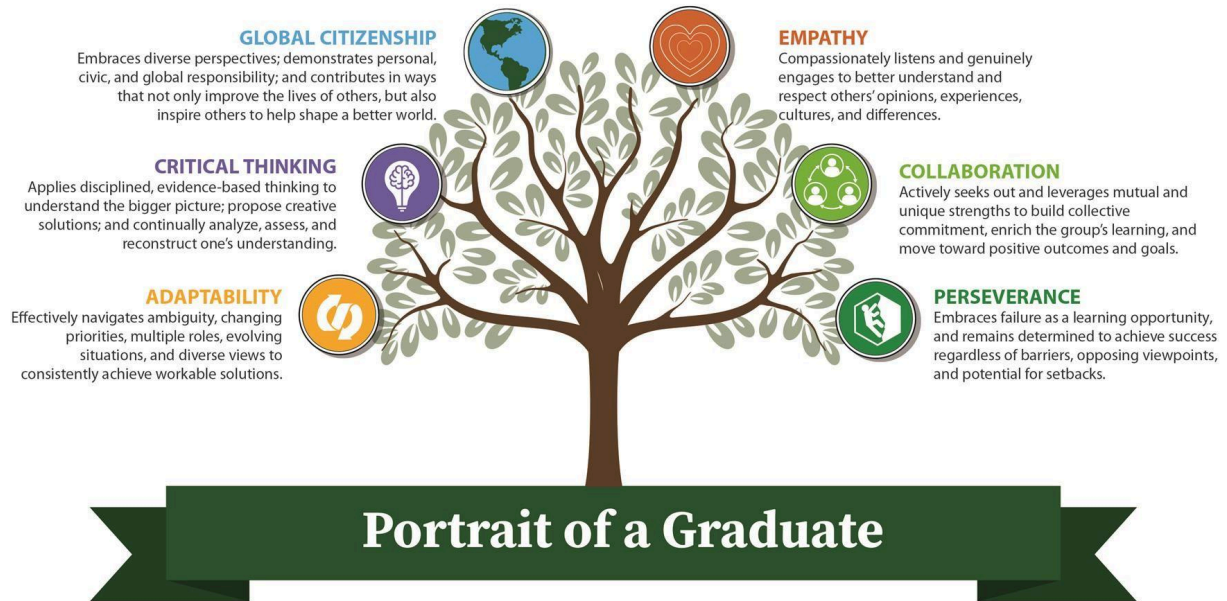
Who will take on each task?

Are there tasks for students? I think this might be important **Goal setting for children**

How will we know we are succeeding?

I would like to propose we develop a tree like this with the RISE FAR values, much of which is already contained in our handbooks and documents, and we could include the work we discussed during the early summer training. If all goes well, we might choose to have a banner, or vinyl image made that could be posted in the hallways for student, teacher, and parent access.

# Lincolnshire-Prairie View School District 103



Great Thinkers RISE FAR  
Emblem/symbol for each value

What are the stages of a self-directed learner?

stage	student	teacher	examples
1	dependent	Authority coach	Immediate feedback, drill, informational lecture, overcoming deficiencies and resistance

2	interested	Motivator guide	Inspiring lecture plus guided discussion, goal setting and learning strategies
3	involved	facilitator	Discussion facilitated by teacher who participates as equal, seminar, group projects
4	self-directed	Consult- ant delegator	Internship, dissertation, individual work, or self directed study groups or projects







## **FMLA Policy (Maternity/Paternity Leave)**

Promontory School shall adhere to the requirements as set forth in the US Family Medical Leave Act (FMLA).

An eligible employee, or an eligible employee's designee, may request in writing an unpaid leave of absence of up to 12 calendar weeks during a 12 month period. Leave shall be calculated using the rolling year method. Actual allowable hours of leave shall be based on average daily hours in employment agreement. Actual used hours shall be calculated based on scheduled work hours in the school calendar. During the FMLA period, Promontory School shall continue to pay its portion of applicable benefits and/or premiums. The employee must continue to pay his/her portion of any insurance premiums.

**Salary and Personal Time Off (PTO) Hours:** the employee may elect to use their available PTO hours during the FMLA Leave. Any leave taken beyond the extent of PTO hours shall be unpaid. FMLA leave supported by PTO hours shall be included in the allowable leave period.

**Eligible Employee:** By law, an employee who has worked for Promontory School for at least 1,250 hours in the previous 12 month period is eligible. Hours worked do not include any time off, paid or unpaid.

### **Eligible Reasons:**

- for the birth and care of the newborn child of an employee\*\*,
  - Leave must conclude within 12 months of the birth;
  - Leave must be in a single block of time;
- for placement with the employee of a child for adoption or foster care\*\*,
  - Leave must conclude within 12 months of the placement;
  - Leave must be in a single block of time;
- to care for an immediate family member (spouse, child, or parent, but not a parent-in-law) with a serious health condition\*; or
- to take medical leave when the employee is unable to work because of a serious health condition\*.

\*Employees must provide medical certification within 15 days verifying a serious health condition of the employee, spouse, parent or child if requesting FMLA for this purpose.

\*\*When an employee and spouse are both employed by the school, both individuals, together, shall be limited to a combined total of 12 calendar weeks of leave in the event of the birth or adoption in a single fiscal year.

If an employee meets all the eligibility requirements above but has not been employed for at least 12 months, the school shall hold the employee's job provided the employee is in good standing. Employees who have had a documented disciplinary event or who are on a plan of improvement are ineligible.

Employees shall be subject to all absence requirements as set forth in the policies and procedures of Promontory School including completion of forms, notice requirements, and providing substitute lesson plans as necessary.

An employee must reimburse Promontory School for all monies paid to the employee or benefit premiums paid on behalf of the employee during the FMLA period if the following occurs:

- The employee fails to return to work for 30 calendar days following the FMLA leave, unless failure to return to work is because of a serious health condition certified by a medical doctor or for circumstances beyond the employee's control.
- The employee is terminated for failure to meet agreement requirements within 45 days following the FMLA period.

When returning from maternity leave within the same school year as the leave, it is the Director's discretion to provide up to 3 additional personal days.

Paternity leave is 3 days. Personal days will not be deducted.

If requesting intermittent leave (must be medically necessary as certified by a healthcare provider), employees must have a leave schedule approved by administration.

In cases where an agreement can be made for services, an employee may continue benefits during an unpaid FMLA leave beyond 12 weeks. Services must be valued at the cost of the benefits received and must be agreed upon by administration.

## **A. FMLA (Family Medical Leave Act)**

Promontory participates in FMLA which secures the right of employees to take up to 12 weeks off of work unpaid and have their job held for them.

To qualify for FMLA, the employee or immediate family member would be dealing with a "serious health condition."

The employee would need to have worked for Promontory for 12 months as a full-time employee prior to the FMLA occurrence.

FMLA is unpaid leave for 12 weeks. The employee will be required to use personal time as part of the twelve weeks and will be paid for the available personal days.

## **B. MATERNITY & PATERNITY LEAVE**

Maternity leave qualifies for FMLA if all other FMLA stipulations are met.

Employees must use personal days first while on leave. For any additional days on leave up to 6 weeks, employees will receive salary minus the sub rate

plus payroll taxes paid. If a long-term sub (more than 15 days) is engaged, the sub may be paid at a higher rate. That additional cost will be deducted from the employee's salary. Example: salary for half a month: \$1,500, sub teaches 11 days (paid \$100 plus \$7.20 taxes for each day) = \$1179.20, you would receive \$320.8.

When returning from maternity leave within the same school year as the leave, it is the Director's discretion to provide up to 3 additional personal days.

Paternity leave is 3 days. Personal days will not be deducted.

## **TIME & EFFORT POLICY**

**Purpose:** Time and effort reports are required to show that federal funds are charged only for time actually spent on allowable costs. Promontory School acknowledges that the school will take federal grant funds and will comply with all necessary measures accordingly.

**Policy:**

Time and effort reports documentation of all certified staff time spent working within federal awarded grants and other federal, state, or local fund sources shall be collected and certified monthly by the signature and date of the individual employee and their supervisor.

For employees who work in other areas of the school, in addition to a particular federal grant, all hours of the employee will be included on the multiple programs' state Personnel Activity Reports (PAR) form. If the employee only worked in one federal grant, the single federal program state form will be used. This applies to both full time and part time employees, salaried or hourly.

**Procedure:**

The nature of the specific documentation required depends on the extent to which the employee's total compensation comes from federal funds or from state/federal special education funds and whether the employee is exempt or non-exempt under the Fair Labor Standards Act (FLSA).

Documentation shall include:

- The employee's time. For all FLSA non-exempt employees who are compensated with any federal funds or state/federal special education funds, the time clock system shall document time records showing the total number of hours worked each day.
- Any non-exempt employee not using the time clock system, shall submit a written timesheet for each monthly pay period.
- Employees who are paid only with federal special education funds, or only with state special education funds, or with a combination of federal and state special education funds, shall be required to sign the Semi Annual Certification form specifying the cost objective, grant program, fund code, and distribution of time. This also applies to employees paid from non-special education federal funds. The employee's supervisor shall review the form, confirm its accuracy, and also sign the form.

Employees who are paid in part from special education funds and in part with funds from other sources shall complete the Semi Annual Certification form. . The employee shall sign the form to confirm its accuracy and the employee's supervisor shall also review the form, confirm its accuracy, and also sign the form.

- The actual (not budgeted) time spent by the employee on activities of the federal programs being charged.
- The period covered by the documentation.
- All of the employee's time for the period covered.
- Any other documentation required by the federal funding.

## Policy for Equitable Teacher Distribution

Effective Date: CHANGE OR REMOVE

### Introduction

Promontory School of Expeditionary Learning (PSEL) is committed to ensuring that all students have access to effective, experienced, and state-qualified teachers, regardless of their income level or racial/ethnic background.

Research has shown that teacher quality is one of the most important factors in student achievement, and that low-income students and minority students are more likely to be taught by ineffective, inexperienced, or out-of-field teachers than their peers. This document outlines the policy and procedures that PSEL will follow to identify and address any disparities in teacher distribution across schools and classrooms.

### Policy Statement

PSEL provides equitable teacher distribution for all students, in accordance with Section 1112(b)(2) of the Every Student Succeeds Act (ESSA) and the state's plan for implementing ESSA. PSEL will monitor and report on the rates of low-income students and minority students being taught by ineffective, inexperienced, or out-of-field teachers, compared to other students, at the school. PSEL will also implement strategies to recruit, retain, and support effective, experienced, and state-qualified teachers, especially in high-needs subject areas. PSEL will allocate resources and provide professional learning opportunities to ensure that all teachers have the skills and knowledge to meet the diverse needs of all students.

### Procedures

PSEL will use multiple measures to define and identify ineffective, inexperienced, or out-of-field teachers, based on the state's criteria and PSEL's evaluation system. The measures may include, but are not limited to, student growth data, classroom observations, student surveys, teacher certification, and years of experience.

PSEL will collect and analyze data on the distribution of ineffective, inexperienced, and/or out-of-field teachers across schools and classrooms, disaggregated by student group. PSEL will use the data to identify any gaps or disparities in teacher quality and equitable distribution, and to inform PSEL's improvement plan.

PSEL will report the data on teacher distribution and equity to the state, the PSEL governing board, and other school community members, as required by ESSA and the state's plan.

PSEL will also communicate the data and the improvement plan to PSEL's staff, parents, and community members, and solicit their feedback and input.

PSEL will implement evidence-based strategies to address any gaps or disparities in teacher distribution and equitable distribution, and to improve teacher quality and effectiveness for all students. The strategies may include, but are not limited to, the following:

- Providing incentives and support for effective, experienced, and state-qualified teachers to teach in high-need schools and subjects, such as differential pay, mentoring, and career advancement opportunities.
- Providing targeted recruitment and hiring practices for high-need subjects, such as partnerships with teacher preparation programs and early hiring opportunities.
- Providing ongoing professional learning and coaching for all teachers, especially those who are ineffective, inexperienced, or out-of-field, to enhance their content knowledge, pedagogical skills, and overall competence.
- Providing additional resources and support for high-need subjects, such as smaller class sizes, instructional materials, technology, and paraprofessionals.
- Providing a positive and collaborative school culture and climate, where teachers are valued, respected, and empowered to make decisions that affect their instruction and student's learning.

PSEL will monitor and evaluate the implementation and impact of the strategies on teacher distribution and equitable distribution, and on student outcomes. PSEL will use multiple sources of data and feedback to assess the effectiveness and efficiency of the strategies, and to make adjustments as needed.