



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 21st century.

BOARD OF DIRECTORS MEETING

AGENDA

January 16, 2024

7:00PM

1051 W 2700 S

Perry, UT 84302

Join via zoom at:

<https://uetn-org.zoom.us/j/7462007176?omn=83102303577>

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

- Welcome/Mission Statement and Pledge:

7:10PM – **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*

7:15PM—POP Update

7:20 PM –Training

7:30 PM – **FINANCE REPORT**

- Budget Review – Brian Cates

7:40 PM – **MINUTES**

- 11-21-2024 Board Meeting Minutes
- 12-19-2024 Emergency Meeting Minutes

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

7:45 PM – **BUSINESS ITEMS**

- Gifted and Talented
- Procedures to Review Complaints - Executive Board
- PPRA-UT Ferpa Notice - Policy Committee
- Records Policy - Policy Committee

8:15 PM --**ACTION ITEMS**

- Family Handbook
- Registration Paperwork
- School Fees
- School Calendar

8:40 PM **DIRECTOR'S REPORT**

- Staffing Update
- Enrollment/Lottery
- Student Achievement
- Professional Development
- Public Relations

8:50 PM CLOSED MEETING

9:00 PM – ADJOURN

*Next scheduled Board Meeting Thursday, February 20, 2025.



PROMONTORY

school of expeditionary learning

December 19, 2024

7:00PM

Via Zoom

Trustees:

Michelle Flynn

Becca Ashby

Barbie Molgard-Wright

Riley Riser

Adrienne Murray

Amber Jenks

7:07 PM – **CALL TO ORDER**

7:07PM—Action Items:

- 2025 Fundraiser Request: Our spring fundraiser is in conjunction with our Mega celebration. It is gift baskets and food trucks. The POP collect donations for us. Business, donate things to us for people to hold in our silent auction to bid on. So this is allowing Pop to go ahead and start the process of reaching out to those businesses to get the spring fundraiser going, so would somebody like to motion to approve the 2025 spring fundraiser request

Becca Ashby motions to approve. Barbie Wright seconds. Motion is carried.

- Private Provider Policy: The next was a policy that was written for us by our SPED director, Teresa Lee, who we met at our last board meeting. This is the private providers in school setting policy. We have a couple of kids in our school that would benefit and do benefit from having providers come and help them out throughout the school day. Teresa Lee updated the verbiage where it had the district and changed it to Promontory School. She updated other areas that just said the school as well to say Promontory School specifically.

Becca Ashby motions to approve. Riley Riser seconds. Motion is carried.

7:11 PM – **ADJOURN**—Barbie Wright motions to adjourn. Becca Ashby seconds. Motion is carried.

*Next scheduled Board Meeting: January 16, 2025



PROMONTORY

school of expeditionary learning

November 21, 2024

7:00PM

1051 W 2700 S

Perry, UT 84302

Trustees:

Michelle Flynn
Dorothy Dobson
Becca Ashby
Emily Morgan-Zoom
Barbie Molgard-Wright
Riley Riser
Hilary Gerhardt
Adrienne Murray

Director:

Amber Edelman

Visitors:

Tammy Stutznegger
Brian Cates—Zoom
Stacy Butts—Zoom
Holly Jeppson
Matt Flynn--Zoom
Donovan Malone--Zoom

Officers

Jessica Flinn
Michelle Wison
Amber Jenks

Absent:

Stephanie Quintero
Kandice Scothern

7:01 PM – **CALL TO ORDER:** Michelle Flynn

· Welcome/Mission Statement and Pledge: Jessica Flinn

7:07PM – **PUBLIC COMMENT—No public comment**

7:08PM—**POP Update**—Veteran’s Day pictures/video had more participation than last year. Hoping to be able to present the POP fundraiser this month, wants to send out donation letters the beginning of December. How can we send letters without having submitted a full fundraiser request? Can do an emergency meeting if we need to vote on it. Waiting for request from teachers/staff about who is going to receive the funds from the fundraiser. Amber is going to get something put together so we can vote on it. Started the CPR crews again. Don’t have enough for every class, but sent a sign up to teachers.

7:14 PM – **FINANCE REPORT**

· Budget Review – Brian Cates—PTIF is doing well. Reinvestments earned is down a little with rates dropping. Audit report came through very well with no

findings. Metrics/ratios sitting just under 5%. Cash position is good. Kind of in a holding pattern until we get the November allotment. Oct 1 count is what we budgeted so we shouldn't see too much change. Enrollment was at 446 as of end of October. We are still sitting in a good position.

7:18 PM –Training: Dorothy Dobson–Robert's Rule of Order. Norms–what we do normally. Be respectful, be prepared, be here in body and spirit, listen, open minded, disagree respectfully, avoid side conversations.

7:28 PM – **MINUTES**

- 11-7-2024 Board Retreat Meeting Minutes–Ron Berger spelled incorrect. Riley motions to approve. Dorothy seconds. Motion is carried. Minutes have passed.

7:30 PM – **BUSINESS ITEMS**

- Additional IDEA Funds–Table
- Winter Intensives–Food Glorious Food (Scott), Talk to the Hand (Whipple), Adventure Olympic Sports (Cornelius), Computers (Anderson), A lot of new ones for the first time. Newsies (Rob $\frac{5}{8}$ and $\frac{7}{8}$), Gingerbread (Kindergarten)
- Maintenance of Effort - Finance Committee–School maintains and effort to receive state funds before taking federal funds. Required by law.
- Pledge, Flag, & Symbolism - History Committee–History committee wrote a couple years ago. Also needed for our Purple Star requirement. State code–abuse of a flag. It's not a constitutional requirement–but was required in order to be a purple star school.
- Medical Recommendations By School Personnel to Parents - Wellness Committee–School cannot recommend medications or treatments. Can recommend resources. Formatting issues.

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

7:42PM· FMLA Policy–Titled the Parental Leave Policy. Few changes made. We follow FMLA guidelines. Amber has the option to offer an additional 3 days. Hilary motions to approve. Riley seconds. motion is carried.

7:50PM· Service Animal Policy–Teresa Lee here to discuss the policy. Removed section about needing proof of documentation regarding training. All you have to do is prove what the dog can do. We have a form for parents to sign. Dorothy motions to approve. Adrienne seconds. Motion is carried. Policy is passed.

- Spring 7/8 Intensive Overnights–Table. Haven't seen any come through yet.
- 8:06PM· Spring Expedition Approval–A lot of experts come from our school. $\frac{3}{4}$ needs a service component. $\frac{5}{8}$ needs to mention Alexander Hamilton (as per Dorothy)Approved with Amber taking changes back to teachers. Suggested having

senior citizens as mentors. Adrienne offered to help with a clothing drive for the Navahos.

Hilary motions to approve. Barbie seconds. Motion is carried.

8:08PM· Winter Bonuses—approving \$12,500 total. \$200 full time. \$100 part time. \$50 part, part time.

Barbie motions to approve \$12,500. Dorothy seconds. Motion is carried.

8:11PM· Communication Plan with 5-6 & 7-8 for High School—Board has to approve to have various schools to come to recruit. Box Elder and Venture. Discussed the possibility of setting up a group tour at Bear River. Our school gets fed into Venture as a priority list.

Riley motions to approve. Hilary seconds. Motion is carried.

8:15 PM **DIRECTOR'S REPORT**

- **Staffing Update:** I have hired a new Kindergarten Aide, a part time RTI Aide, and 2 new SPED Aides. We are hoping to hire one more RTI Aide.

- **Enrollment/Lottery:** Once we fill the two kindergarten spots, our enrollment will be at 440.

- **Student Achievement:** Student-Led Conferences!! Performances by our choir and Orchestra, very touching Veterans Day Program, Respectful Mega Crew meetings

- **Professional Development:** Data meeting, TLEAD committees are in place, Aide training on Professional Boundaries, PD to go Child Abuse Prevention Training

- **Public Relations:** Successful Fall Festival event, Website is continuing to be updated, We are increasing our social media presence, Enrollment

8:30 PM CLOSED MEETING—No closed meeting. Meeting at Maddox for our Board Christmas dinner Thursday, December 19th at 8:00PM.

8:31 PM – ADJOURN—Riley motions adjourn. Hilary seconds. Motion is carried.

*Next scheduled Board Meeting Thursday, January 16, 2025.

Promontory School of Expeditionary Learning Family Handbook

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Dear Families,

On behalf of the Board of Trustees and staff, we would like to welcome you to Promontory School of Expeditionary Learning. Promontory offers a different kind of educational program for students, one that is less structured and requires children to do a great deal of independent, in-depth project work. We are delighted and honored that you have chosen our school to play a central role in educating your child.

We strongly believe that parents must make informed choices about their children's education, and we are pleased you have decided that Promontory will provide the best learning environment and instructional program for your child. We know this is a decision you have made with great care and reflection about your child's educational strengths and needs.

At Promontory we believe children learn best when schools and families work in partnership with each other. An important element of that partnership is ongoing communication. The Family Handbook will inform you of policies and procedures which contribute to the smooth operation of our school. If you have questions or comments, please feel free to speak with the Director or your child's classroom teacher.

Once again, thank you for making the decision to share your child with us. We are committed to achieving the highest academic and character standards with our students, and we look forward to working with you to ensure each child's success.

Sincerely,

Promontory School Administration and Teachers

Who We Are

MISSION STATEMENT

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 21st century.

PURPOSE/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.

Learning Expeditions

At Promontory, students trade in rows of desks and fill-in-the blank worksheets for hands-on activity guided by meaningful, project-based instruction. Expeditionary Learning is a nationally recognized education reform model that emphasizes high academic achievement through active learning, character growth, and teamwork. By using in-depth investigations, fieldwork, and hands-on projects, Expeditionary Learning gives students real-world experience and takes education far beyond textbooks.



Lessons and experiences are planned so every student is an engaged, active learner. Staff will develop and implement Learning Expeditions, highly focused curriculum units that address required

grade-level content and skills. These semester-long, project-based learning expeditions engage students in interdisciplinary, in-depth studies of compelling topics in groups and in their community. Social studies, science, mathematics, literacy, language arts, and fine arts are integrated through each Learning Expedition.

Students also learn from fieldwork, local experts, and service opportunities in addition to learning from classroom activities. Local communities are used as sites for purposeful fieldwork that is connected to academic work.

Community experts are often brought into the classroom to enhance expedition topics. These experiences maximize students' motivation to learn. High-quality projects assess student learning and provide authentic opportunities for student work to be shared with the community.

Assessment comes through a combination of standardized tests, cumulative products, public presentations, and portfolios.

Studying Great Thinkers

At Promontory, we are committed to the idea that each of our students has within them the seeds of a Great Thinker. It is our goal to give them opportunities that will spark their imaginations to fantasize, meditate, create, and to expand their minds in order to communicate their ideas and knowledge.



By doing this, each child will give themselves permission to think outside the box and to become the Great Thinkers of the 21st century. Students will study significant "experts" of both today and the past in a manner which will stimulate active thinking. With this foundation, they will have a greater capacity to understand current happenings and be better prepared to evaluate and address future problems. We will engage students in an educational journey that familiarizes them with significant individuals and events, identifies patterns of change over time, assesses the relevance of evidence, and analyzes the relationships of the past to the present and future. Such engagement encourages each student to take responsibility for learning, providing students with the skills for a smooth transition into high school as well as the motivation for life-long learning and responsible citizenship.

"A great thinker includes exceptional men and women who are inventors, scientists, statesmen, poets, artists, musicians, philosophers and saints who contribute to human civilization and culture with their technology, wisdom, artistry and decency. A great thinker is a man who is both great and good." -- Will Durant, *The Greatest Minds and Ideas of all Time*



VALUES-RISE FAR

The values that govern our board, administration, staff, students, and school community are as follows:

Respect:

Respect is an awareness of another person's feelings, possessions, time, space, and rights, and an ability to adjust our own responses accordingly - in a way which protects and esteems both ourselves and others.

*Respect for ourselves guides our morals;
respect for others guides our manners.
-- Laurence Sterne*

Integrity:

Integrity means being true to what we know is right and good. Integrity is at the core of all our values. Without integrity, the other values can never be fully realized.

Have the courage to say no. Have the courage to face the truth. Do the right thing because it is right. These are the magic keys to living your life with integrity. --W. Clement Stone

Service:

Service means seeing beyond ourselves as we immerse ourselves in giving something of value to someone else, and is vital to the development of good leaders and citizens.

*I know of no great men except those
who have rendered great service to the human race.
-- Voltaire*

Excellence:

We believe students and teachers should be challenged, will naturally rise to the high standards expected of them, and will then set their own high expectations.

*We are what we repeatedly do.
Excellence, then, is not an act, but a habit.
-- Aristotle*

Family:

We believe that the greatest influences in shaping a child's future are the experiences and teachings that happen in the home. As a school, we strive to help the family succeed.

*As the family goes, so goes the nation
and so goes the whole world in which we live.
-- Pope John Paul II*

Adventure:

Learning through adventure creates an environment where students are required to rise to the challenge, achieving more than they thought possible. Adventure encourages teamwork, courage, craftsmanship, imagination, creativity, perseverance, compassion and respect for nature.

*We should come from adventures, and perils,
and discoveries every day with new experience and
character. -- Henry David Thoreau*

Responsibility:

Responsibility means doing what needs to be done to take care of ourselves, our families, our friends, and the greater community. Being

responsible means that others can rely on us, we follow through on our promises, and we accept the consequences of our actions.

In the long run, we shape our lives, and we shape ourselves. The process never ends until we die. And the choices we make are ultimately our own responsibility.
-- Eleanor Roosevelt

Organizational Structure

Promontory School of Expeditionary Learning was established by a volunteer Founding Board. Once the school began operation, the Founding Board transferred authority over all school matters to a Governing Board. Under the direction of the Governing Board, the school Director oversees the school.

[Staff Directory](#)

The Parent Adviser Crew (PAC) oversees all parent volunteer activities. [Parent Crew Information](#)

Admissions & Withdrawals

Promontory School will fill its student enrollment based on open enrollment and lottery selection. Students can only be enrolled in one public (district or charter) school at a time per state law.

Each child at Promontory is a valued member of our school community and we will do our best to meet their individual needs. If you feel that Promontory is not a fit for your child and you would like to transfer to another school, or if you are moving, the transfer and withdrawal policy must be followed. The form that must be filed to complete a transfer or withdrawal can be obtained at the front office.

[Admissions Policy](#)

[Transfer and Withdrawal Policy](#)

[Intent to Withdraw Form](#)

Arrival and Dismissal

- It is each parent's/guardian's responsibility to provide transportation for their children. Carpooling is encouraged; we have no school provided transportation.
- Please **no left hand turns** into the parking lot during drop-off/pick-up. • **No parking** in the drop-off/ pick-up lanes during drop-off/ pick-up. • **No parking on 2700 South or 1050 West during school hours.** • Keep the parking lot entrance **open** while waiting so others can make the turn in if needed.
- When parking in the park and wait, if you arrive early and if it is safe to do so, please back into the parking stalls.
- Families living **North** of **Forest Street** drop off and pick up on the **West** side of the school.
- Families living **South** of **Forest Street** drop off and pick up on the **North** side of the school.

By following these guidelines, you can help ease the flow of traffic and speed up our drop-off/ pick-up process. We also ask that you remind your students of the importance of using the crosswalks and sidewalks provided around the school.

Thank you!
Promontory Safety Crew

[Map of Carpool Drop Off and Pick Up](#)

Attendance

[Promontory School Attendance Policy](#)

Calendar

Please see the following links for the updated Promontory school calendar and important dates:

[School Year Overview Calendar](#)

Code of Conduct

Promontory focuses on developing a caring, supportive school community in which students participate fully in solving problems, including problems of behavior. We believe that students' growth toward kindness, respect and critical problem solving depends on becoming active members of a caring community. We further believe that it is the experience with decision-making and problem

solving that enables children to handle conflicts that arise.

When students become engaged in learning expeditions, behavior disruptions decrease. When they are stimulated, challenged, and held to the school community's norms of behavior, students are less likely to disturb the class. The following compact explains Promontory's code of conduct and addresses students', parents', and Promontory School's responsibilities.

[School-Student-Family Compact](#)

[Suspension and Expulsion Policy](#)

Communications

School-home dialogue is facilitated by notes home and/or e-mails from teachers and provides parents with a regular snapshot of their child's activities at school. Newsletters, menus, student work and announcements will also be emailed home and posted on the school website. Please check your email and child's folders regularly. Families may also contact teachers and the school director through e-mail and phone calls. It is the responsibility of each parent /guardian to keep the school informed of any changes that need to be made to student information.

Family Engagement

[School – Title 1 Parent and Family Engagement Policy](#)

[School-Student -Family Compact](#)

Fieldwork and Extra-Curricular Activities

FIELDWORK

Fieldwork is an integral part of the educational program at Promontory. Fieldwork is carefully structured to address the learning goals of the expedition, and afford students rich opportunities to "learn on location." Students interview experts, examine artifacts, conduct

research, make observations, and gather data through note taking, sketching, and photography. Fieldwork deepens and extends students' understanding of the content and nurtures their skills as life-long learners. In line with our Expeditionary Learning Curriculum, during fieldwork students are challenged to work to the limits of their stamina and academic ability while collaborating with one another. Quality work is the expectation during field study activities, just as it is during in-school activities.

Most fieldwork takes place at local museums, parks, nature centers, businesses, and historic sites, and lasts from one to five hours. At times, overnight fieldwork is planned when distant resources are needed to enhance the education of our students.

[Fieldwork and Overnight Policy](#)

Parent Fieldwork Norms

Thank you for helping with fieldwork! As you know, these opportunities to experience life in person are essential when building meaning and purposeful learning. Your time, interest and willingness to drive and help show children that you support them and this type of learning. We have found it helpful to have you introduce yourself to your passengers and explain the norms for your car and your time together. Children will be exuberant and joyful as they head out to field work. It's wonderful to get to share that enthusiasm with our young learners. Have a wonderful day!

- Arrive early enough to get your driver's license and proof of insurance to the office staff.
- Masks and seatbelts need to be worn by all while in the car.
- Limit stops when kids are in your cars.
 - Fill up on fuel before getting to school
 - Don't stop and buy treats
 - Notify teacher or school if your arrival will be delayed
- 7/8th graders can ride in front seat ONLY if their parent is the driver.
- All younger grade students need to be in the back seat, and if needed, in the appropriate booster seat.
- Snacks – Please ensure that any food and snacks in the car do not put students with allergies at risk.
- Appropriate audio books or G-rated movies can be used to help entertain children on longer drives.
- Avoid situations that put you one-on-one with a student who is not your own child.
- Be a good example by respecting the rules, the environment, and the individuals around you.
- Feel free to jump in and enjoy the activities, but don't steal the experience

from the students.

EXTRA-CURRICULAR ACTIVITIES

Promontory School of Expeditionary Learning may have some after school extra-curricular activities as budget allows. All extra-curricular activities must be board approved, curriculum related and support the mission and values of the school.

Health and Safety

[Health and Safety Policy](#)

[Emergency Response Plan Policy](#)

[Emergency Plan](#)

[Wellness Policy](#)

Holidays and Birthdays

We understand that children and families observe a variety of holidays and family celebrations. To be sensitive to all families and to devote more time to our learning expeditions, we do not have holiday-themed parties in our classrooms. We encourage families wishing to observe birthdays to purchase a book that can be inscribed with a note honoring their child and donated either to the classroom or to the library. When possible, we would encourage parents to come to their child's class and read the book to the other students. Please contact your child's teacher to discuss arrangements.

Intensives

Promontory School of Expeditionary Learning dedicates time and space for intensives two times a year. During intensives, regular studies are set aside and students and teachers have the opportunity to explore a chosen topic in great depth all day, every day, for 3-10 days, as appropriate for the intensive topic and age group. Some topics are better studied in an intense, all-day manner where students can utilize tools and resources, go out in the community, and focus on larger projects, etc, without being bound by the normal daily schedule. Intensive topics may vary widely--from adventure simply for adventure's sake, to core curriculum not covered during the

expeditions.

Intensives serve many purposes, including providing students opportunities to learn or do something that they would not experience if it was not for the intensive, to provide service, or to cover standards that have not been met through expeditions. Plans for intensives include a guiding question, learning targets, a scope and sequence of learning experiences (which could include fieldwork or expert speaker(s)), and a product.

Intensives are planned and designed by teachers with director oversight, are presented to the board of trustees, and should include the key elements listed above.

Lost and Found

The school's lost and found is in the hall by the library. Parents are urged to label children's clothing, backpacks, lunch boxes and other personal belongings for easy return. Items not claimed within a month are donated to charitable organizations. Children or a parent/guardian will be asked to give a unique description or identifier for larger or more expensive items to help reduce the possibility of another student claiming personal property. If you are afraid of losing an item, please do not bring it school.

Library & Computer Use

At Promontory School it is our desire for all of our students to have a passion for reading. Being a "Great Thinker" student at Promontory comes with "Great Responsibility" regarding our Library and computer use.

Library Use

Each student is responsible for all material he/she checks out of the library, including late, lost, or damaged books. Student yearbooks may be withheld if fines or fees are not taken care of.

Computer Use

Computers will be available to qualifying students at Promontory. Along with computer use also includes access to the internet. Our goal is to provide these services to students to promote "Great Thinkers" by facilitating resource sharing, innovation and communication. Students will be trained in appropriate online behavior, cyber bullying awareness and response, social networking sites, and chat rooms. The use of the computers and internet is a privilege, not a right. Improper use of computers or violation of Computer Use Policy may result in disciplinary

action. Computer damage of various degrees may have fees charged to student and parent/guardian.

Please read the Library and Computer Use Policy Completely. Students and parents/guardians are required to sign it each year.

[Internet Safety Policy](#)

[Library & Computer Use Policy](#)

[Library Procedures](#)

Media Use

Promontory School has identified grade-level appropriateness for the use of MPAA rated videos. MPAA rated videos are assigned the appropriate grade level(s) according to the following guidelines as part of the cataloging process:

GRADE APPROPRIATENESS BY MPAA RATING:

- Videos with R or NC-17 ratings may not be used with any grade.
- Elementary School (K-6): Videos with MPAA rating of G
- Middle School (7-8): Videos with MPAA rating of G. Any videos with a rating stronger than G may only be used after getting written director approval and notifying parents at least two (2) days before showing the video so that parents who wish to opt their child out from viewing the video have time to do so.
- Non-rated movie videos (videos of commercial motion pictures intended for theater distribution that were not rated because they were not submitted to the MPAA for rating or their production pre dated MPAA ratings) may not be used unless the school director has approved the use of the video. Prior to approval, a licensed educator must review the video for applicability to the core curriculum, content, and appropriateness for student use and make a rating recommendation. The director must have written verification of the review, ratings recommendation, and approval on file at the school. If parent permission is required because of the rating, the required permissions must be on file before the video is shown.

STEPS REQUIRED TO SHOW A VIDEO REQUIRING PARENT PERMISSION

- Acquire written director approval for the intended use, if required,

- prior to seeking parent permission.
- Notify students' parent/guardian in writing at least two (2) days prior to showing the video. Notification may be sent for individual videos or teachers may include, in their disclosure statement, a list of video titles that will be used in the class, accompanied by the approximate dates for the intended showing of each video. Teachers must indicate a parent/guardian response period of not less than two (2) days. If the teacher is not contacted by a student's parent/guardian within the designated notification period, the teacher shall determine that consent for the student to view the video has been granted.
 - Keep correspondence on file from parents who respond that they do not want their child to view the identified video(s) and provide an appropriate alternative assignment for those students.

Progress Reports & Assessments

REPORTING STUDENT PROGRESS

As an active participant in your child's education, you want to know how your child is learning and growing both academically and socially. Many tools are used to share student academic and social performance, including, but not limited to, progress reports, portfolios, work samples, checklists, video, standardized test data, and anecdotal records. Our teachers assess student progress in a variety of ways and are able to provide you with ongoing, comprehensive information.

SCHOOL-HOME COMMUNICATION

School-home dialogue is facilitated by notes home and/or e-mails from teachers and provides parents with a regular snapshot of their child's activities at school. Newsletters, menus, student work and announcements will also be sent home and/or emailed home. Please check your email and child's folders regularly. Additionally, information will be posted on the school web site and individual teacher web pages. Families may also contact teachers through e-mail and voice mail (telephone calls will be forwarded to voice mailboxes

during times of instruction, unless it is an emergency).

Please contact your student's teacher to find the best way to contact them.

HOMEWORK

It is our belief that homework should be meaningful and connected to the students' learning experience. To that end, teachers may send home assignments such as playing a math game, revising and completing a writing assignment, or conducting a science experiment. Additionally, families are expected to read daily with their children.

FORMAL ASSESSMENTS

At Promontory, we follow all mandated State Testing Regulations. Formal state mandated exams will be administered to all students and will provide individual and collective progress data that will be used to assess the needs of the students and provide comprehensive information necessary to improve their overall learning experience.

PROGRESS REPORTS

Promontory uses a grading system to describe students' progress toward a set of long-term learning targets. Grades reflect a student's current level of proficiency with skills and content rather than an average. Progress reports are completed at the end of each trimester.

PORTFOLIOS

It is our belief that student growth and achievement should be measured in a variety of formats. In order to showcase this progress, each student archives and organizes their work across subject areas. Students then select specific work for their working portfolio. Students' portfolios demonstrate proficiency of content and skills over time as well as growth and proficiency regarding habits of scholarship. Portfolios include rubrics linked to learning targets for major projects and assignments. Students' portfolios include multiple drafts, self reflections, and feedback from teachers that show how their work has improved and how they have met the learning targets. Portfolios also include a working plan where students evaluate perceived areas of strengths and weaknesses and devise an individualized plan for improvement.

STUDENT LED CONFERENCES

Two student led conferences are held during the year and provide an opportunity for students to share their progress toward both

academic learning and habits of scholarship. See the school calendar for scheduled conference dates. The teacher or the parent may request additional conferences.

CELEBRATIONS OF LEARNING

At Promontory, students participate in service-learning projects, produce high quality work, and often articulate what they have learned through public presentations. Such public presentations are referred to as

Celebrations of Learning and may be presented through a variety of formats that include but are not limited to oral and video presentations, art exhibitions, portfolio presentations, exhibitions of student work and discovery findings, fine arts presentations, and student-led events, activities, or forums that bring the community together for collaboration, teaching, and learning. Families, community members and school partners are invited to participate in these celebrations to learn about the work of the students and honor student learning.

PASSAGES

Students in grades 2, 4, 6, and 8 will prepare for a presentation of learning, called a passage. They will present their polished portfolios to a board that may consist of parents, teachers, a member of the community, as well as a student advocate. 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 previous years. The passage will showcase this learning and will be required to advance to the next grade. In passages and public exhibitions, students articulate what they have learned and why it is important. Students will be responsible to present work samples from their portfolios as well as be able to:

- Identify learning targets and their level of mastery.
- Demonstrate their level of mastery on each learning target through defense of the ideas set forth in their written pieces.
- Identify specific revisions for each piece to increase level of mastery.
- Reflect on character and themselves as learners and speak extensively to this.

- Re-teach the learning targets presented to panelists.

Special Needs

[Special Education Policy](#)

[Special Education Procedure Manual](#)

Student Fees & Fee Waivers

Promontory will follow all State Rules related to charging school fees as outlined in R277-407. No Fees will be charged students in grades K-6. In grades 7-9 minimal fees may be charged subject to prior board approval and State Rule limits. Fees may include lockers, towels, yearbooks, clubs, travel, extracurricular activities, certain materials and supplies, textbook rental, musical instrument rental, calculator rental, etc. Charges related to the National School Lunch Program are not considered fees.

All school fees will be set annually by the governing board in an open public meeting. Fees will be set at or below levels as approved in Utah statute. The fee schedule will be posted and distributed to all parents or guardians annually.

Students may apply for a waiver of any school fees. Fees will be waived for the following students:

- Students eligible for free school lunch.
- Students who are in state custody or fostercare.
- Students whose families are receiving public assistance through the Family Employment Program (FEP) from the Utah Department of Workforce Services.
- Students who are receiving Supplemental Security Income (SSI).
- Students whose families are financially unable to pay because of exceptional financial burdens beyond the family's control; these determinations are made on a case-by-case basis by school administrators.

[School Fee Policy](#)

Toys and Electronic Devices

Please help your child remember that toys, electronic games, and similar devices need to be left at home. Each classroom is equipped with age- appropriate games and materials for learning. Toys and electronics from home are not permitted in school. Items that are brought to school may be kept in the office and returned to the parents.

[Electronic Device Policy](#)

Dress Code

SCHOOL DRESS CODE

Students at Promontory are required to wear a school dress code. Dress codes improve classroom learning, build citizenship, instill a sense of community and create a safe learning environment. Please read the complete Uniform Policy (link below), this is a brief summary:

Tops: Must be a solid color and have a collar and be a polo or button down, plain, with no printing or graphics.

Bottoms: Must be neutral colors (white, brown, grey, blue, black, and green). Traditional blue wash jeans, sweats, knit or sweater-like fabric, workout clothing, basketball-style or athletic pants/shorts are not allowed.

[Dress Code Policy](#)

[Dress Code Cheat Sheet](#)

BACKPACKS

We respectfully request that parents NOT purchase a backpack with wheels. We have found that these backpacks pose several problems. They often don't fit in cubbies/lockers and they cause safety concerns as children drag them through hallways, communities and outdoors. Children regularly trip over one another's wheeled backpacks and

frequently ram them into one another's shins. Please provide your child with a modestly sized over-the-shoulder backpack for carrying schoolwork and communications to and from school.

OUTDOORS YEAR ROUND!

We believe strongly that students, just like adults, need to be outdoors. We have outdoor learning, breaks and fieldwork outdoors throughout the year. Please provide your child with climate appropriate apparel, including snow pants, boots, gloves, hats, sweaters, jackets and scarves during the winter months; sunscreen, hats, and water bottles as needed in the summer months.

Use of Student Directory Information

[Use of Student Directory Information](#)

Volunteers and Visitors

Promontory believes that parent involvement is vital to a successful school and optimal student achievement. Parents who enroll their children in Promontory should do so with the understanding that their involvement is crucial to the success of their child's education and of the school.

[Volunteers and Visitor Policy](#)

Withdrawal and Transfer

See Admissions

Terms to Know

PROMONTORY TERMS TO KNOW:

Celebration of Learning- where students can show

parent/family what they have learned about for the last expedition.

Community- the Crews that are the same age, i.e., the 5/6 Community. As for location, it is the area outside the classroom shared by the same grades.

Crew- A class. "We are not passengers, we are crew."

Expedition- The subject of what a class is intently studying about for the semester. There are two expeditions a year.

Great Thinkers- Significant "experts" of both today and the past that students study. More about this listed in Family Handbook under 'Purpose/Vision'.

Kiva- Room next to the lunchroom/gym, used for orchestra and music. It has the stage that Mega Crew and Celebrations of Learning are performed on.

Mega Crew- When more than one crew gets together to show each other what they have been learning. Somewhat like an assembly.

Norms- Rules that are expected for students to follow.

PSEL- abbreviation for Promontory School of Expeditionary

Learning **Specials-** music classes, art, PE, computer class.

Student Led Conferences- Where the student shares their progress with parents and teachers. Two are held a year. More is listed in the Family Handbook under 'Student Led Conferences'.

Values- The values govern our board, administration, staff, students, and school community. They are listed in the Family Handbook under 'Values - Rise Far'.



Last Reviewed 10/10/2012
8/19/21
2/16/23

Records Policy

Student Records - Definition/Types

- A. For the purposes of this policy, the term “education records” means records, files, documents, and other materials that contain information directly related to a student and are maintained by an education agency or institution or by a person acting for such agency or institution.
- B. The term “education records” does not include:
- Records that contain only information about a student after he or she is no longer a student in the school.
 - Records made by school personnel that are kept in the sole possession of the maker and are not accessible or revealed to anyone other than a temporary substitute for the maker of the record.
- C. A cumulative record shall be maintained for each student from entrance into Promontory School until withdrawal or graduation from the school.
- D. Student records may include:
- Admissions data, personal and family data, including certification of date of birth.
 - Standardized test data, including intelligence, aptitude, interest, personality, and social adjustment ratings.
 - All achievement records, as determined by tests, recorded grades, and teacher evaluation.
 - Health services record, including:
 - The findings of screening of health appraisal programs the school conducts or provides.*
 - Information and follow-up to ensure that parents have been notified of identified problems and of how they can obtain needed services for the students.*
 - Immunization records.*
 - Personal health information (i.e., medications, allergies, special health concerns)*

- e. Attendance records.
- f. Student questionnaires.
- g. Records of teacher, counselors or administrative conferences with the student or pertaining to the student.
- h. Verified reports of serious or recurrent behavior patterns.
- i. Copies of correspondence with parents and others concerned with the student.
- j. Records transferred from other schools the student has been enrolled in.
- k. Records pertaining to participation in extracurricular activities.
- l. Information relating to student participation in special programs.
- m. Records of fees assessed and paid.
- n. electronic records that may contribute to an understanding of the student.
- o. other records that may contribute to an understanding of the student.

Student Records - Access

- A. Access to the education records of a student who is or has been in attendance at Promontory School shall be granted to the parent of the student who is a minor or who is a dependent for tax purposes. "Parent" includes a parent, a guardian, or an individual acting as a parent in the absence of a parent or guardian.
- B. The school shall presume that a parent has authority to inspect and review the student's records unless it has been provided with evidence that there is a court order, state statute, or legally binding document that specifically revokes these rights. The custodian of records shall delete all references in educational records to the residence of the managing conservator (custodial parent) prior to their release to the possessor conservator (non-custodial parent).
- C. Whenever a student has attained 18 years of age or is attending an institution of post secondary education, the rights accorded to, and consent required of, parents transfer from the parents to the student.
- D. If material in the education record of a student includes information on another student, only the portion of the material relating to the student whose records were requested may be inspected and reviewed.
- E. Upon request of a properly qualified individual, access to a student's education record shall be granted within a reasonable period of time, not to exceed 45 days. The school shall respond to reasonable requests for explanations and interpretations of the records.
- F. Personally identifiable information in education records shall not be released without the written consent of the student's parents, except to the following:
 - a. School officials of Promontory School, including teachers, who have legitimate educational interests.

- b. Officials of other schools or school systems in which the student seeks or intends to enroll.
 - c. Authorized representatives of the Comptroller General of the United States, the Secretary of Education, or state and local educational authorities who require access to student or other records necessary in connection with the audit and evaluation of federal or state-supported education programs or in connection with the enforcement of or in compliance with federal legal requirements that relate to such programs.
 - d. Personnel involved with a student's application for, or receipt of, financial aid.
 - e. State and local officials to whom such information is specifically required to be reported or disclosed by state statute.
 - f. Organizations conducting studies for educational agencies or for the purpose of developing, validating, or administering predictive tests, administering student aid programs, and improving instruction. Such studies must be conducted so that personal identification of students and their parents will not be revealed to persons other than authorized personnel of the organizations conducting the studies.
 - g. Accrediting organizations that require the information for purposes of accreditation.
 - h. Parents of a student who is a dependent for tax purposes.
 - i. Appropriate persons who, in an emergency, must have such information in order to protect the health or safety of the student or other person.
 - j. Any person requesting directory information, as defined in local policy, after the school has given public notice of that definition.
 - k. authorized recruiters of the Armed Forces of the United States of America.
- G. In order for personally identifiable information in education records to be released to those other than to the student and those listed above, written consent must be obtained from the student's parents. Such consent shall specify records to be released, the reason for such release, and to whom the records are to be released. Such information may also be released in compliance with a judicial order or subpoena provided that the school makes a reasonable effort to notify the parent and student of the order or subpoena in advance of compliance.
- H. Personal information from student education records shall be transferred to a third party only on the condition that such party will not permit any other party to have access to such information without the written consent of the student's parent.
- I. For the purposes of this policy, "school officials" shall mean any employees, trustees, or agents of the school, or cooperatives of which the school is a member, or of facilities with which the school contracts for placement of special needs students. The term also includes attorneys, consultants, and independent contractors who are retained by the school, by cooperatives of which the school is a member, or by facilities with which the school contracts for placement of special needs students. School officials have a "legitimate educational interest" in a student's records when they are working with the student, considering disciplinary or academic actions, or developing a special needs student's individual education plan; compiling statistical data; or investigating or evaluating programs.

- J. Each school shall maintain a record, kept with the education record of each student that indicates all individuals, agencies, or organizations that have requested or obtained access to a student's education records. The records shall include at least the name of the person or agency that made the request and the legitimate interest the person or agency had in the information.
- a. The record will be maintained as long as the school maintains the student's education record.
 - b. The record of access shall be available only to parents, school officials responsible for custody of the records, and those state, local, and federal officials authorized to audit the operation of the school.
 - c. The record shall not include requests for access by or access granted to,
 - i. parents of the student or school officials,*
 - ii. requests accompanied by prior written consent of the parent, or*
 - iii. requests for directory information.*

Student Records - Annual Notification of Rights

- A. The school shall give parents of eligible students in attendance annual notification of their rights under the Family Educational Rights and Privacy Act of 1974 and of the places where copies of this policy may be located, including notice of the right to file complaints concerning alleged failures by the district to comply with the provisions of the act.
- B. Parents of students at Promontory will receive an annual notification of their rights either via email, as a letter that will be sent home with students, and/or via the online family handbook.

Student Records - Directory Information

- A. Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, may be released at the discretion of school officials, without consent from parents or guardians to individuals or outside organizations for appropriate reasons.
- B. Parents/guardians may choose to withhold any item considered to be directory information by submitting a written notification to the school their child attends within thirty (30) days from the district's public notice of the provisions of this policy each school year.
- C. Directory information shall include a student's name, grade level, telephone listings, address, participation in officially recognized activities and sports, awards, honors, and degrees received, photograph and video images, parent's e-mail address, date of birth,

- and dates of attendance.
- D. Directory information to be released to recruiters representing the United States Military includes the name, address, and telephone listings of students.
- E. The primary purpose of directory information is to release information from a student's education records for certain school publications such as:
- a. Drama and musical production programs
 - b. Yearbooks
 - c. School honor rolls or other types of recognition lists
 - d. Celebrations of Learning programs
 - e. Information may also be released to certain organizations such as:
 - f. Companies dealing with such things as school yearbooks and student pictures.
 - g. Parent volunteer organizations
 - h. State, county, and city agencies such as DCFS, courts, law enforcement
- F. Directory information may be released to any individual or organization not mentioned above that files a written request with the director and is approved by the governing board.
- G. Public notice shall be given annually of the school's intent to release the above information. The notice shall include parent/guardian right to notify the school, in writing within 30 days, that he/she does not want certain elements or all of the information about the student released. The written notice may be delivered in person, through the mail system, or electronically. The school reserves the right to require additional identification and/or documentation to verify the individual submitting the written notice is who they claim to be and/or they have the legal authority to restrict directory information.

Student Records - Fee for Copy

- A. No fee shall be charged to search for or to retrieve the education records of a student. A fee may be charged for copies of education records that are made for the parents or students under this policy.
- B. The fee shall be set on an annual basis and shall not exceed the actual cost to the charter school for the of copying the records. Hardship cases shall be dealt with on an individual basis.

Student Records - Transfer of Records

- A. The school may request transcripts from previously attended schools for students transferring into the school; however, the ultimate responsibility for obtaining

transcripts from sending schools rests with the parent or student, if 18 or older.

- B. The school shall promptly forward education records upon request to officials of other schools or school systems in which the student intends to enroll.

Employment - Personnel Records

- A. Personnel records of the school are designated as private.
- B. All information contained in the personnel file of an employee shall be made available to that employee upon reasonable written request by the employee, except for documents which are classified as protected by the school. Photocopies of non protected documents in an employee's file may be made at the employee's expense.
- C. With regard to public access to information in personnel records, the school has determined that personnel files are private and of such a nature that it is in the public interest to prevent disclosure. Consequently, the school shall not make available to the public, employee personnel files. If the school denies access to a file under this section, the person requesting access shall be informed within five days of the denial as to why the data is exempt from disclosure. The notice need not be in writing unless the request was in writing.

Access and Management

- A. This policy is adopted pursuant to the Government Records Access and Management Act Utah Code Ann. (1992) § 63-2-701 (GRAMA) and applies to school records relating to information practices, including classification, access, appeals, management, and retention of documents.
- B. Records are scheduled for retention, transfer, or disposition according to the procedures contained in Utah Code 63-2-901 through 909.
- C. A person may request access to the school's records if that person meets the requirements set forth in this policy.
- D. The business administrator is hereby designated as Records Administrator for all business (non-personnel) records. The school head secretary is hereby designated as Records Administrator for all personnel records.
- E. Public records shall include official minutes and actions and decisions of the governing board unless the record involves information, which is classified as private, controlled, or protected. Public records also include official school policies, contracts, minutes, accounts, employment records to the extent they disclose only names, gender, job

titles, job descriptions, business addresses, business telephone numbers, gross salaries, working hours and dates of employment. Public records shall also include formal criminal charges against an employee unless in the judgment of the governing board the charges are without foundation and fact.

- F. Public records shall be open for public inspection during regular office hours.
- G. Private documents shall include personnel files including but not limited to applications, nominations, recommendations, evaluations, proposals for advancement or appointment, all documents related to eligibility for unemployment benefits, social services, welfare benefits, personal finances, individual medical conditions, and military status.
- H. All student records, including electronic student information, are designated as "education records" and the disclosure of such education records is not governed under GRAMA but under 20 U.S.C. §12-32(g) and 34 C.F.R. §99 et seq. and 34 C.F.R. §300 et seq. The school may not release information related to educational records without parental consent, except as provided in the Family Educational Rights and Privacy Act (FERPA).
- I. Private records shall be open only to the subject of the record and other authorized individuals or agencies. Access to student records shall be provided in accordance with FERPA (See Policy regarding Student Records).
- J. Controlled records shall include medical, psychiatric, or physiological data of an individual which, if disclosed, could be detrimental to the individual's mental health or safety.
- K. Protected records include any information that, if disclosed, would jeopardize the life or safety of an individual or security of school property or programs; documents that, if disclosed, would place the school at a disadvantage in contract negotiations, property transactions, or bargaining positions or could enable circumvention of an audit; records related to potential litigation or personnel or hearing; records generated in meetings which are closed in accordance with the Utah Open Public Meetings Law; and test questions.
- L. Protected records shall only be open to authorized individuals and agencies or in response to court order.
- M. Exempt records include student records which are protected by the Family Educational Rights and Privacy Act.
- N. Any document which is copyrighted, either by formal filing under federal copyright laws or by informal claim of copyright, or which is covered by a patent, trademark, or other protected designation, shall not be copied or provided to any person without an

order of a court of competent jurisdiction ordering such disclosure or written permission from the author of the record.

- O. Access to school records may be obtained under the following procedures:
- a. Request to view school records should be addressed to the appropriate records administrator during the regular business hours.
 - b. Individuals requesting to view records classified as "Private, Controlled and Protected" shall be required to submit their request in writing. Requestors must prove their right to access to the records through personal identification, written release from the subject of the record, power of attorney, court order or other appropriate means.
 - c. The records officer shall determine whether access to the requested records is to be granted or denied.
 - i. *If the request is approved, the record shall be provided as soon as possible and not more than ten (10) working days from the date the request is received.*
 - ii. *If the request is denied, the records officer must specify the reason in writing and the requestor shall be informed of the right to appeal.*
 - d. A fee shall be charged for the school's actual cost of duplicating a requested record and also for the personnel time in compiling and obtaining the record. A fee schedule for this service shall be adopted by the board.
 - e. The school shall require all fees of the requestor to be paid before copying if fees are expected to exceed \$50.00, or if the requestor has not paid fees from a previous request.
 - f. Each requestor shall submit a written request specifically identifying those documents requested. This request shall specifically state whether the documents sought are:
 - i. *to be copied; or*
 - ii. *identified to determine whether they are subject to disclosure; or*
 - iii. *to be allowed to inspect a specific record. In the event that a document is specifically identified and designated for copying, the requestor shall submit sufficient funds with the written request to pay for all copies requested to be copied.*
 - g. The school shall respond to the request to copy within fifteen (15) days. The school hereby finds that it does not have adequate resources to respond to document requests and appeals in the time period set forth in §63-2-204 of GRAMA and therefore it opts these alternative time periods.
 - h. The school shall respond to an appropriate request by:
 - i. *Approving the request and providing the records,*
 - ii. *Denying the request,*
 - iii. *Notifying the requestor that it does not maintain the records, or*
 - iv. *Notifying the requestor that extraordinary circumstances exist which make it impractical to approve or deny the request and specifying the earliest time when the records will be available.*
 - i. If access is denied, the requestor may appeal to the Director. The requestor shall file a written request for a hearing with the director at least ten (10) working days prior to the desired hearing date.
 - i. *Upon receiving the request, the director shall schedule a mutually convenient time, date and location for the hearing and notify all parties.*
 - ii. *The requestor has the right to be represented by legal counsel at the hearing. If the requestor is to be represented by legal counsel, the director must be notified*

at least ten (10) working days in advance of the hearing and a list of all persons to be called and documents to be submitted into evidence shall be given to the school. If the requestor has legal counsel present at the hearing, the director may also be represented by legal counsel.

iii. Within ten (10) working days after the hearing, the director shall notify the requestor in writing of the action recommended.

iv. If the requestor is not satisfied with the action recommended an appeal may be filed with the governing board.

v. Appeals to the governing board shall follow the same procedures and timelines outlined above.

vi. If the board upholds the action recommended in the hearing with the director, the requestor has the right to appeal the board's decision to a court of competent jurisdiction.

P. The school shall adhere to the general schedule for records retention approved by the State Records Committee.

Q. Records which are not covered by the general schedule shall be submitted to the State Records Committee for scheduling.

R. If an appropriate requestor requests to have copies of more than fifty (50) pages of records, the school may in its sole discretion provide the requestor with facilities to make copies and require the requestor to make copies him or herself at his or her own expense.

S. An individual may contest the accuracy or completeness of any public, or private, or protected record concerning him/her by requesting the school to amend the record. However, this provision does not affect the right of access to private or protected records. This provision does not apply to records relating to title of real property, medical records, judicial case files, or any other records that the school determines must be maintained in their original form to protect the public interest or preserve the integrity of the record keeping system.

a. The request to amend shall contain the requester's name, mailing address, daytime telephone number and a brief description explaining why the specific record should be amended.

b. The school shall issue an order either approving or disapproving the request to amend no later than thirty (30) days after the request is made. The order shall state reasons for the decision. If the request is denied, the requester may submit a written statement contesting the information in the record. The school shall place the statement with the record, if possible, and disclose the statement whenever the contested record is disclosed.

Parent Complaint Policy

Promontory School welcomes suggestions, comments and/or complaints from parents or other stakeholders of the school to improve policy and procedures. This document is to provide a clear process for parents to communicate their concerns, Promontory School's procedure for receiving and processing civil rights complaints about nutrition, as well as resources for making those complaints. We encourage all such communication to include not only grievances, but also alternative solutions. We have designed a complaint procedure with both due process and timeliness in mind.

At Town Meetings, held regularly, students, parents and community members will have the chance to meet and mingle at the school with the Governing Board. This will be an open forum for parents or other stakeholders to communicate any concerns or suggestions. Complaints may also be heard during the public comment session of monthly Board meetings. These meetings are open to the public and well publicized. Parents, teachers, students, and members of the community are encouraged to attend and give comments. Families will also be encouraged to email Board members with comments if they desire.

Parents will have access to the Parent Liaison, a non-voting member of the Governing Board, who is nominated yearly by the POP Crew to represent parents at Board meetings. The Parent Liaison will have the dual role of communicating to parent crews the needs and desires of the Governing Board, as well as being available to work with parents who wish their own concerns to be heard at Board meetings. While all parents are invited to attend open Board meetings, it can be helpful for parents to have an advocate sitting on the Board as well.

Promontory School will track and log complaints. If a concern regarding the operation of the school remains unresolved, the following protocol shall be used in a timely and fair way:

1. Unresolved 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. In cases where the safety or health of students or staff is involved, immediate action will be taken. The Director and Board Chair will determine an appropriate course of action in these cases.
2. If the concern remains unresolved, the parent may contact the Board Chair or Parent Liaison 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.

3. The Board will determine whether any action should be taken on the item and report back to the concerned party. Promontory School will make every effort to resolve concerns within two regularly scheduled Board meetings.

Promontory School follows all State laws and Federal law regarding complaints of parents of students served under Section 504 of Federal law or IDEA 2004 and seeks to align all school procedures to the mission of the school. Parents who have concerns regarding the treatment of a student with disabilities or a student suspected of having a disability may contact the school director.

The following four procedures briefly describe Utah's Dispute Resolution System available to parents of students with disabilities under IDEA:

1. Problem Solving Facilitation
2. Formal State Complaint
3. Mediation
4. Due Process Hearing

These procedures are not sequential. However, Problem Solving Facilitation CANNOT proceed if a Formal Complaint, Mediation, or Due Process Hearing request is filed. A Formal Complaint CANNOT proceed if a Due Process Hearing request is filed.

1. Problem Solving Facilitation

- State early dispute resolution procedure available at any time, before a State Complaint, Mediation, or Due Process Hearing request is filed.
- Both parties must agree.
- Issues of disagreement must be specified, and how they violate IDEA described.
- No timeline.

2. Formal State Complaint

- Filed with School Director and copied to Utah State Office of Education, and State Director of Special Education.
- State Complaint Form on website or may be a letter with required elements • Describe alleged violations of IDEA with respect to individual students. • Describe proposed solutions to the problems.
 - Charter School has 30 days to investigate and write a decision.
- Parent may appeal decision to USOE within 10 days of Charter School decision if disagree.
- USOE completed an independent investigation before a total of 60 days unless parties agree to extend for some significant reason.

3. Mediation

- Any party may request at any time during the IDEA process.
 - Both parties must agree to mediate, or mediation will not occur.
- Filed with Charter School Director and copied to Utah State Office of Education, and State Director of Special Education.
- Describe the problem.

- Describe alleged violations of IDEA with respect to individual students. • Describe proposed solutions to the problems.
- USOE assigns mediators and absorbs costs of the mediation sessions. • Attorneys not usually present.
- Discussions during mediation are confidential.
 - Mediation agreement is binding and may be enforced in court of law.
- No timeline.

4. Due Process Hearing Request

- Filed with Charter School Director and copied to Utah State Office of Education and State Director of Special Education.
- Describe problems.
- Describe alleged violations of IDEA with respect to individual student.
- Describe proposed solutions to the problems.
- Mandatory Resolution Session initiated within 15 days; resolution completed within 30 days if resolution is possible.
- Hearing completed within 45 days; timeline starts after resolution session time is completed. Due Process Hearing is like court; rules of evidence, witnesses sworn in, procedures during hearing.
- It is advisable for both parties to have attorneys.
- Hearing Officer Decision binding upon both parties.

Receiving and Processing Civil Rights Complaints about School Meals

These Civil Rights compliance guidelines apply to the following programs at Promontory School of Expeditionary Learning (PSEL):

- National School Lunch Program
- School Breakfast Program

PSEL shall accept all complaints of discrimination, whether written or verbal, relating to the Child Nutrition Programs (CNP).

Civil Rights Overview - What is Discrimination?

Discrimination is defined as treatment that treats one person or a group of persons differently from others, intentionally, by neglect, or by the actions or lack of actions based on six protected classes in the Child Nutrition Programs: race, color, national origin, sex, age, or disability.

PSEL will keep a log of all discrimination complaints, with the same information as that forwarded to the USBE Child Nutrition Programs or USDA.

1. Discrimination complaints from individuals will be handled by the Director.
2. Complaints of discrimination will contain the following information.
 - Name, address, telephone number, and any other means to contact the complainant (person issuing the complaint).
 - Specific name, location, and telephone number of the location where the alleged discrimination took place that caused the discrimination complaint.
 - Nature of the incident or action that led the complainant to feel discriminated against.
 - A list of which of the six listed protected classes were discriminated against with a description of the complaint. The six protected classes are race, color, national origin, sex, age, or disability.
 - Name(s), title(s), and addresses of people who may know of the alleged discrimination or action that caused the complaint (for example, teacher, cook, or director).
 - The date(s) the action(s) causing the discrimination complaint occurred and how long or how often it occurred.
3. The person filing the complaint must do so within 180 days of the alleged discrimination. If submitted to the institution, it will be immediately forwarded to USBE Child Nutrition Programs or the USDA Office of the Assistant Secretary for Civil Rights. The sponsor or institution will handle anonymous complaints in the same manner as other non-anonymous complaints.

NOTE: While an effort should be made to obtain this information to ensure the complaint is well recorded, missing information must not keep an institution from receiving and/or reporting complaints.

Salt Lake City, Utah 84114-4200

OR USDA

Utah State Board of Education, Director of
Child Nutrition Programs
250 East 500 South
PO Box 144200

Office of the Assistant Secretary for
Civil Rights
1400 Independence Ave, SW, Stop
9410
Washington, D.C. 20250-9410

Civil Rights requirements for Child Nutrition Programs can be found in FNS Instruction 113.1
How are citizens' rights protected?

The following laws have been passed designed to defend against discrimination.

- Title VI of the Civil Rights Act of 1964 - Race, Color, National origin
- Title IX of Education Amendments of 1972 – Sex
- Section 504 of Rehab. Act of 1973 – Disability
- Age Discrimination Act of 1975 – Age

Civil Rights Laws provide regulation that no person in the United States shall on the grounds of race, color, national origin, sex, or disability be excluded from participation in,

be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.

Civil Rights Areas of Compliance

- Public Notification System
- Limited English Proficiency
- Accommodations for those with Disabilities
- Data Collection
- Civil Rights Complaints
- Assurances

Collecting and Reporting Participant Data

Schools participating in the USDA Child Nutrition Program receive federal funding and must have a system to collect racial and ethnic data of program participants in order to comply with FNS Instruction 113.1 and Federal Civil Rights Laws. Information collected is strictly for statistical reporting requirements and has no effect on determining eligibility for the free and reduced meal program or benefits. Any data collected is self-reported and kept on file for 3 years, plus the current year. Information is restricted to authorized school personnel on a need-to-know basis and will only be released to authorized state and federal personnel when requested.

PSEL collects this data on free and reduced meal applications. Applicants can choose to self-identify by checking one of two boxes regarding ethnicity.

- Hispanic or Latino
- Not Hispanic or Latino

Applicants may then check one or more boxes regarding race:

- American Indian or Alaskan Native
- Asian
- Black or African American
- Native Hawaiian or Other Pacific Islander
- White

Self-identification is the preferred method for obtaining this data. USDA regulations state “respect for individual dignity should guide the process and methods for collecting data on race and ethnicity”.

Public Notification Systems

PSEL annually notifies the public of their participation in the program. Notification to applicants and participants includes information regarding program availability, program rights and responsibilities, the procedure for filing a complaint, and the policy of non discrimination.

Public Release.

- Display the “And Justice for All” poster in a prominent place, in its correct size (11”x17”)
- Nondiscrimination Statement: all information materials used by schools to inform the public about the FNS programs will contain the nondiscrimination statement in its entirety. If the information material is too small to display the entire statement, “This institution is an equal opportunity provider” may be used.

What must be included in the nondiscrimination statement?

The long nondiscrimination statement may be found at <https://www.fns.usda.gov/fns/nondiscrimination-statement>. Select the appropriate language and be sure to use the correct statement for FNS nutrition assistance programs.

Are there any additional requirements for providing public

notification? Institutions have two additional responsibilities, as follows:

- Make program information available to the public upon request; and
- Must notify the community/grassroots organizations of program benefits at a minimum through an annual public release.

Preventing Overt Identification

Overt identification is any action that may result in a child being recognized as potentially eligible to receive or be certified for free or reduced-price school meals. A child’s eligibility status is not disclosed at any point in the application process or during the service process while in the cafeteria or at school. The names of those eligible will not be published, posted, or announced.

Accommodations for those with Disabilities and Allergies

Reasonable food substitutions or modifications are required for a student with a dietary disability if a medical statement is on file that is completed and signed by a licensed physician. The CDE Medical Statement form or a written medical statement (i.e., prescription) is required for each child that has a disability. This written medical statement must clearly identify the child’s:

- Disability
- Major life activity or bodily function affected by the disability.
- Diet prescription
- Food or foods to be omitted from his/her diet.
- Reasonable food or choice of foods that must be substituted.

The USDA does not require meals for a child with a disability that involves dietary restrictions documented in the written medical statement to meet the current mandated meal patterns.

The school food authority (SFA) is not required to make food substitutions for children with non-severe food allergies or food intolerances who do not have a disability. The

SFA may choose to make reasonable food substitutions at their discretion for students who are medically certified. Determinations are made on a case-by-case basis. Such accommodations must meet the mandated meal pattern.

In accordance with USDA regulations for students with lactose intolerance or a non-life threatening milk allergy, no other beverage can be substituted for milk except a lactose free beverage meeting the nutritional requirements of milk.

SFAs are not required to make food substitutions based on food choices or food preferences.

Reasonable accommodations also refer to ensuring that participants with a disability have physical access to programs and services, such as easily accessible entrances. Institutions shall make reasonable accommodation to persons with disabilities unless the accommodation would pose an undue hardship on the operation of its program or place of business.

Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA)/Utah FERPA (UFERPA)

PPRA/Utah FERPA affords parents of elementary and secondary students certain rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include, but are not limited to, the right to:

- *Consent* before students are required to submit to a psychological or psychiatric examination, test, or treatment, or any survey, analysis, or evaluation in which the evident intended effect is to cause the student to reveal information concerning one or more of the following protected areas about the student or any family member (“protected information survey”) except as part of a suicide prevention program as described in 53G-9-702, if the protected information survey is administered by the state of Utah, or if there is a reasonable belief that there is an emergency, child abuse, neglect, or a serious threat to the well being of the student

1. Political affiliations or beliefs of the student or student’s parent;
2. Mental or psychological problems of the student or student’s family;
3. Sex behavior, orientation, or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or student’s parent; or
8. Income, other than as required by law to determine program eligibility.

- *Receive notice and an opportunity to opt a student out of –*

1. Any protected information survey that is part of a suicide prevention program described in 53G-9-702;
2. Any protected information survey administered by the state of Utah
3. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
4. Activities involving collection, disclosure, or use of personal information collected from students for marketing or to sell or otherwise distribute the information to others. (This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.)

- *Inspect*, upon request and before administration or use –

1. Protected information surveys of students and surveys created by a third party;
2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
3. Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

Promontory School is in the process of creating and adopting policies, in consultation with parents,

regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. Promontory School will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. Promontory School will also directly notify through Parent Square parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. Promontory School will make this notification to parents at the beginning of the school year if they have identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided at least two weeks notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this direct notification requirement:

- Collection, disclosure, or use of personal information collected from students for marketing, sales, or other distribution.
- Administration of any protected information survey
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Promontory School AI in Education Guidelines for Educators & Students

Promontory School of Expeditionary Learning recognizes the importance of Artificial Intelligence (AI) as a valuable and practical educational resource that equips students for the challenges of college and future careers. As AI becomes an essential part of daily life, we aim to share these resources to offer effective practices that will empower educators and students. Our goal is to inspire innovative teaching methods and encourage the next generation of collaborative creators to engage with AI in a manner that prioritizes safety, appropriateness, and excellence.

AI is All Around Us

- Search Engines
- Facial Recognition
- Smart Cars
- Smart Assistants
- E-Payments
- Media Streaming
- Text Editors
- Navigation Apps
- Social Media Feeds

Types of AI and where you will find them:

Reactive: Responds to data or inputs without learning from that data.

Examples; Adaptive testing, Alexa/Siri, Chess.com

Predictive: Analyzes a data set to learn and predict future events or decisions.

Examples; Netflix suggestions, Google Docs auto-finish, Youtube recommendations, weather forecasting systems

Generative: Creates new content & generates ideas from learned data patterns.

Examples; ChatGPT, Canva Text-to-Image, Adobe Firefly

AI in Education

For teachers:

- Chatbots for support- Online support will free up your time
- Resource recommendations- AI can recommend educational resources, tools, and materials specific to what you are looking for
- Data analysis- AI can analyze data for early identification of struggling students
- Enhance content creation- AI can create engaging learning materials like quizzes, images and simulations

- Facilitate administrative tasks-AI can streamline tasks like scheduling or tracking attendance
- Differentiated instruction- AI enables differentiated instruction by tailoring lessons to the diverse levels within your class
- Language translation- AI breaks down language barriers, translating content in real time
- Accessibility- AI enhances accessibility in the classroom by providing transcription, text-to-speech and other assistive technologies

For students:

- Brainstorm- Brainstorm and then utilize those ideas to generate original work
- Clarify- Clarify understanding by asking for examples or explanations
- Feedback- Gather feedback on original writing by asking for review on grammar, clarity, transitions and more
- Create- Engage to create new materials based on student creativity
- Organize- Let AI help you organize your schedule and stay on top of important tasks and deadlines

AI DOES: provide a tool for supported learning

AI DOES NOT: replace critical thinking

AI IS NOT: inherently right or wrong

AI IS: appropriate in education when used responsibly

A student who uses AI to generate an image as cover art and gives proper citation has effectively used AI as a learning tool.

A student who uses AI to copy and paste an entire essay without editing is plagiarizing. Any student found using AI tools irresponsibly will face consequences set by the administration.

Technology is ever changing and as we integrate technology into education we must hold true to our RISE FAR values and maintain integrity and responsibility when using these tools to foster innovation.

AI is a powerful tool that can support learning, creativity, and innovation when used appropriately. AI can be an effective resource when used responsibly, with consideration for academic integrity, credit, and personal effort. Appropriate use of AI can be a valuable resource in education. A student who uses AI to generate an image as cover art and gives proper citation has effectively used AI as a learning tool, Whereas a

student who uses AI to copy and past an entire essay without editing is plagiarizing. Any Student found using AI tools irresponsibly, whether for plagiarism or other unethical practices, will face consequences in accordance with the guidelines set by _____. It is crucial that AI is used in a manner that promotes academic growth, integrity, and fairness for everyone. As technology continues to grow and change, we must evolve and integrate new tools into education in a way that holds true our RISE FAR values and maintain integrity and responsibility when using these tools to foster innovation. When using AI in the classroom, it is essential that students remain committed to their own learning, give proper credit for external sources, and act with integrity as they explore innovative solutions. Ultimately, AI is a tool, when used responsibly, can help foster creativity, enhance learning, and prepared students for the world of tomorrow.

Educator Best Practices When Using AI Safely in Their Own Work

- **Ensure Data Privacy and Security:** Before using any AI tool, carefully consider student data privacy laws and policy, prioritizing data privacy measures to protect sensitive student information. Compliance with relevant data protection regulations is crucial.
- **Establish Transparency and Accountability:** Ensure transparency when using AI algorithms in classrooms and in online interactions. Clearly articulate dos and don'ts. Students, teachers, and parents should have a clear understanding of how AI systems may be appropriately used, building trust and accountability for sound academic practices.
- **Engage in Professional Learning:** Engage in continuous professional development to enhance AI literacy and integration skills. In our dynamic educational landscape, stay informed about emerging trends to effectively navigate and leverage transformative changes.

Educator Best Practices When Using AI Safely with Students

- **Teach Ethical and Explainable Use:** Because modern generative AI tools can be easily used to create content related to any academic subject, students must be taught when and how to use them in a responsible and ethical manner. Model honesty, transparency, and explainability for students to best understand.
- **Modernize Assessment:** Prior assessment methods may need to be updated when allowing students to leverage AI on assignments and other learning tasks. Because instructional design has changed, effective assessment design will likely also require shifts. Therefore, adjust assessment design to focus more on

process rather than product, considering a differentiated balance between AI contributions and student cognitive engagement.

- **Ensure Data Privacy and Security:** Before inviting students to use AI, ensure that the systems you recommend have been approved by the school administration and follow all current school policies.
- **Inform Appropriate Stakeholders:** Be transparent with parents, guardians, school administrators, and other appropriate stakeholders about how students will use AI to research, create, and learn, using a class disclosure or other means. Help others to understand that when used in an ethical and safe manner, AI can be a powerful tool for responsible learning.
- **Provide Learning Opportunities for All:** Ensure that AI technologies are accessible to all students. AI may provide opportunities to enable support for students with disabilities, multi-language learners, or other unique needs.
- **Monitor and Evaluate Effectiveness:** Regularly monitor and evaluate the impact of AI technologies on student learning outcomes. Adjust classroom policies and practices based on ongoing assessments to continuously improve the effectiveness and ethical use of AI in teaching and learning.

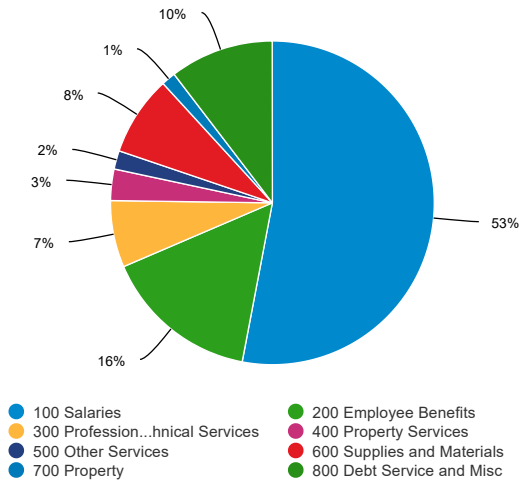
Financial Summary

Category	YTD Amount	Total Budget	Total Forecast	% Target	% Forecast
Revenue (3 School Category records)					
1000 Local Revenue	\$103,001	\$150,000	\$207,994	30.0%	49.5%
3000 State Revenue	\$2,584,422	\$5,181,971	\$5,114,125	50.0%	50.5%
4000 Federal Revenue	\$97,642	\$343,797	\$345,345	15.9%	28.3%
TOT	\$2,785,065	\$5,675,768	\$5,667,464		
Expense (8 School Category records)					
100 Salaries	-\$1,458,142	-\$2,899,750	-\$2,889,750	46.2%	50.5%
200 Employee Benefits	-\$437,496	-\$848,300	-\$849,345	46.4%	51.5%
300 Professional and Technical Services	-\$186,638	-\$362,648	-\$363,521	11.0%	51.3%
400 Property Services	-\$62,944	-\$170,500	-\$170,500	21.4%	36.9%
500 Other Services	-\$44,867	-\$104,000	-\$101,000	-0.0%	44.4%
600 Supplies and Materials	-\$276,211	-\$416,754	-\$435,754	-0.0%	63.4%
700 Property	-\$222,305	-\$75,000	-\$76,973	-0.0%	288.8%
800 Debt Service and Misc	-\$223,544	-\$566,339	-\$566,334	-0.0%	39.5%
TOT	-\$2,912,148	-\$5,443,291	-\$5,453,177		
TOT	-\$127,082	\$232,477	\$214,287		

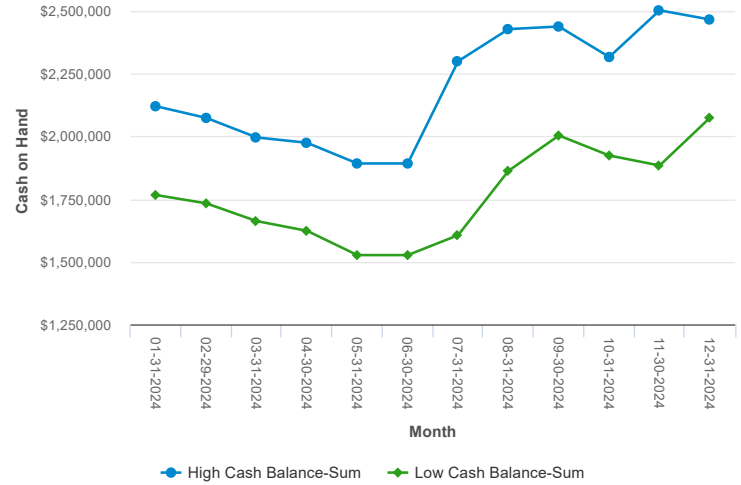
Financial Metrics

Financial Metric	Covenant	Target	Forecast
Operating Margin		4.0	3.78
Debt Service Ratio	1.15	1.30	1.39
% Building		<16	9.8
Unrestricted Days Cash	40	100	142

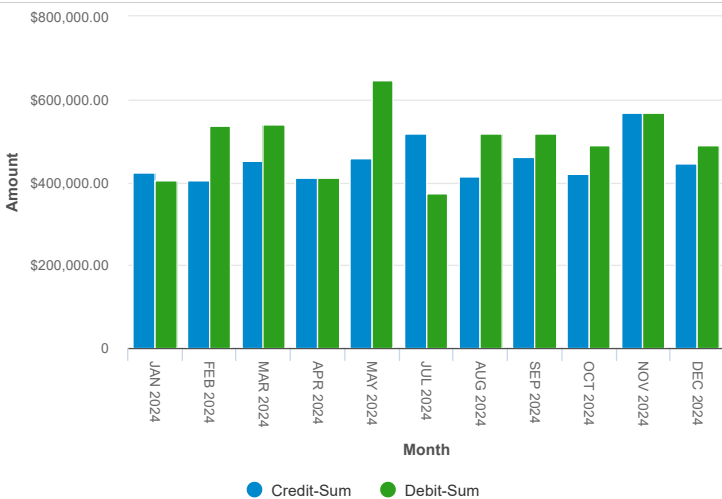
Expense Distribution



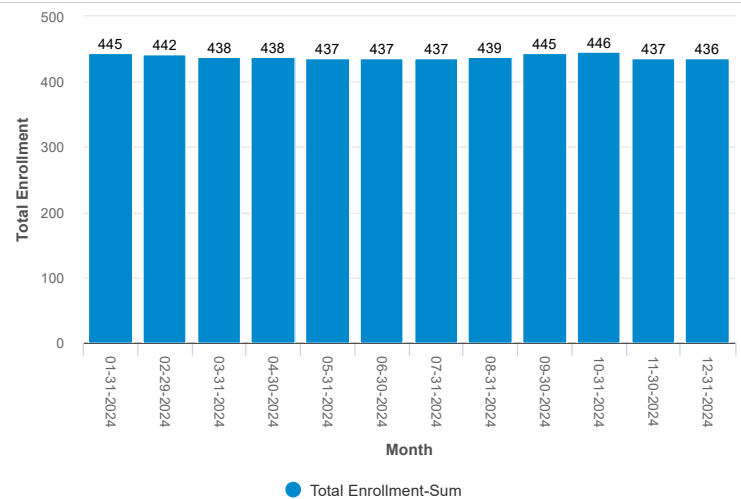
Cash Balance



Revenue vs Expenses



Enrollment Trend



Finance Manager : School Budget | Current Yr Budget

Current Yr Budget

Budget Name	PY Amount	YTD Amount	Budget	Variance	Forecast	% Target	% of Forecast
Promontory School of Expeditionary Learning - Revenue - 1000 Local Revenue - 49.5% (11 School Budget records)							
1510 Interest on Investments	\$184,332	\$64,084	\$70,000	\$55,000	\$125,000	50.0%	51.3%
1610 Lunch Program	\$58,534	\$24,213	\$60,000	\$0	\$60,000		40.4%
1720 Yearbook Income	\$3,317	\$49	\$0	\$49	\$49		100.0%
1720 Bookfair Income	\$1,246	\$936	\$0	\$0	\$0		
1720 Uniforms	\$403	\$331	\$0	\$331	\$331		100.0%
1741 Middle School Fees	\$6,525	\$4,591	\$7,000	\$0	\$7,000		65.6%
1920 Fieldwork/Expedition Donations	\$7,180	\$2,166	\$6,000	\$0	\$6,000		36.1%
1920 Community Donations	\$11,670	\$1,615	\$1,000	\$615	\$1,615		100.0%
1923 POP Income			\$3,000	\$0	\$3,000		
1923 Adventure			\$0	\$0	\$0		
1990 Miscellaneous/Background Checks/Fines	\$41,434	\$5,017	\$3,000	\$1,999	\$4,999		100.4%
TOT	\$314,642	\$103,001	\$150,000	\$57,994	\$207,994		
Promontory School of Expeditionary Learning - Revenue - 3000 State Revenue - 50.5% (35 School Budget records)							
3010 Regular School Prgm K-12	\$1,697,638	\$897,503	\$1,782,591	\$10,212	\$1,792,803	50.0%	50.1%
3020 Professional Staff	\$92,293	\$52,819	\$96,907	\$8,731	\$105,638	50.0%	50.0%
3105 Special Education -- Add-On	\$386,286	\$230,922	\$495,499	-\$67,308	\$428,191	50.0%	53.9%
3110 Special Education -- Self-Contained		\$5,942	\$11,884	\$0	\$11,884	50.0%	50.0%
3120 Special Education -- Extended Year	\$3,759	\$1,986	\$3,974	-\$3	\$3,971	50.0%	50.0%
3125 Special Education -- State Programs	\$7,519	\$4,300	\$8,599	\$0	\$8,599	50.0%	50.0%
3128 Special Education -- Stipends for ESY	\$3,910	\$3,390	\$0	\$3,390	\$3,390	100.0%	100.0%
3153 Students At-Risk Add-on	\$83,974	\$65,253	\$104,396	\$26,110	\$130,506	50.0%	50.0%
3211 Gifted and Talented	\$4,660		\$4,660	-\$4,660	\$0		
3230 Class Size Reduction - K-8	\$176,933	\$93,458	\$187,129	-\$426	\$186,703	50.0%	50.1%
3400 Teacher Salary Supplement			\$0	\$0	\$0		
3410 Flexible Allocation	\$1,077	\$558	\$1,122	-\$13	\$1,109	50.0%	50.3%
3520 School Land Trust	\$64,964	\$67,210	\$67,210	\$0	\$67,210	100.0%	100.0%
3566 Professional Learning	\$3,596	\$1,976	\$0	\$3,952	\$3,952	50.0%	50.0%
3579 Mental Health Grant	\$2,293		\$38,577	\$1,420	\$39,997		
3582 Beverly T. Sorenson Elem Arts	\$20,000	\$18,000	\$36,000	\$0	\$36,000	50.0%	50.0%
3596 School Safety Grant	\$3,000		\$3,000	\$0	\$3,000		
3655 Digital Teaching & Learning	\$26,319		\$26,000	-\$3,464	\$22,536		
3719 Charter School Local Replacement	\$1,412,098	\$738,033	\$1,476,065	\$0	\$1,476,065	50.0%	50.0%
3725 Charter School Admin Costs	\$51,980	\$41,850	\$84,192	-\$985	\$83,207	50.0%	50.3%
3770 School Lunch (Liquor Tax)	\$45,395	\$10,379	\$45,000	\$0	\$45,000		23.1%
3800 TSSA Program	\$110,236	\$60,136	\$120,128	\$145	\$120,273	50.0%	50.0%
3800 Suicide Prevention	\$1,000	\$1,000	\$1,000	\$0	\$1,000	100.0%	100.0%
3800 Educator Professional Time	\$49,252	\$55,447	\$56,943	-\$1,496	\$55,447	100.0%	100.0%
3800 Public Ed Capital & Tech Fund			\$0	\$0	\$0		
3800 Early Interactive Software Program			\$12,580	-\$12,580	\$0		
3800 Elevate Grant			\$90,000	-\$90,000	\$0		
3814 Master Pilot Grant			\$0	\$40,235	\$40,235		
3846 Innovation Grant		\$50,000	\$0	\$50,000	\$50,000	100.0%	100.0%
3868 Teacher Materials and Supplies	\$4,395	\$11,935	\$9,472	\$2,463	\$11,935	100.0%	100.0%
3870 PCBL Competency Based Learning			\$100,000	-\$47,528	\$52,472		
3872 Substance Prevention	\$4,000	\$4,000	\$4,000	\$0	\$4,000	100.0%	100.0%
3876 Educator Salary Adjustment	\$297,386	\$160,677	\$315,043	\$6,311	\$321,354	50.0%	50.0%
3878 Special Education- Extended Year			\$0	\$0	\$0		
3880 Enhancement of School Meal Pgm		\$7,648	\$0	\$7,648	\$7,648	100.0%	100.0%
TOT	\$4,553,963	\$2,584,422	\$5,181,971	-\$67,846	\$5,114,125		
Promontory School of Expeditionary Learning - Revenue - 4000 Federal Revenue - 28.3% (12 School Budget records)							
4079 Foods for Local Schools Co-op	\$5,905		\$0	\$0	\$0		
4500 SRSA (REAP) Grant	\$50,583	\$54,892	\$50,583	\$4,309	\$54,892	100.0%	100.0%
4522 IDEA Preschool			\$1,950	\$1	\$1,951		
4524 IDEA Part-B			\$82,879	\$335	\$83,214		

Budget Name	PY Amount	YTD Amount	Budget	Variance	Forecast	% Target	% of Forecast
4571 National School Lunch Prgm	\$17,593	\$7,057	\$17,000	\$0	\$17,000		41.5%
4572 Free & Reduced Reimbursement	\$59,220	\$26,974	\$55,000	\$0	\$55,000		49.0%
4573 National School Breakfast	\$18,417	\$8,719	\$17,000	\$0	\$17,000		51.3%
4575 Supply Chain Assistance	\$13,076		\$0	\$0	\$0		
4801 Title IA			\$51,501	\$387	\$51,888		
4860 Title IIA			\$7,884	\$0	\$7,884		
4890 Title IVA	\$10,000		\$10,000	\$0	\$10,000		
4893 Stronger Connections Grant			\$50,000	-\$3,484	\$46,516		
TOT	\$174,794	\$97,642	\$343,797	\$1,548	\$345,345		
Promontory School of Expeditionary Learning - Expense - 100 Salaries - 50.5% (15 School Budget records)							
121.24 Administration	-\$196,028	-\$102,154	-\$200,000	\$0	-\$200,000	50.0%	51.1%
131.1 Teachers	-\$1,271,948	-\$693,031	-\$1,335,000	\$0	-\$1,335,000	50.0%	51.9%
131.1 Merit Pay/Winter Bonus	-\$50,090		-\$30,000	\$0	-\$30,000		
131.1 Special Education Teachers	-\$154,649	-\$112,789	-\$240,000	\$0	-\$240,000	50.0%	47.0%
131.1 Stipends	-\$121,182	-\$37,046	-\$150,000	\$10,000	-\$140,000		26.5%
132.1 Substitute Teachers	-\$60,377	-\$27,375	-\$40,000	\$0	-\$40,000		68.4%
132.1 PTO Cash Out	-\$10,550	-\$10,000	-\$10,550	\$0	-\$10,550		94.8%
142.21 Counselor	-\$49,562	-\$30,666	-\$64,000	\$0	-\$64,000	50.0%	47.9%
152.24 Office Salaries	-\$109,237	-\$66,147	-\$155,000	\$0	-\$155,000	50.0%	42.7%
161.1 Community Aides/ Literacy Aides	-\$327,791	-\$137,165	-\$286,100	\$0	-\$286,100	50.0%	47.9%
161.1 Special Education Aides	-\$182,008	-\$68,801	-\$79,600	\$0	-\$79,600	50.0%	86.4%
161.1 RTI / Title 1	-\$35,979	-\$26,262	-\$44,600	\$0	-\$44,600	50.0%	58.9%
162.22 Library Aide	-\$38,555	-\$21,578	-\$32,300	\$0	-\$32,300	50.0%	66.8%
182.26 Custodial/Maintenance Salaries	-\$119,763	-\$71,503	-\$116,600	\$0	-\$116,600	50.0%	61.3%
191.31 Kitchen Salaries	-\$113,324	-\$53,625	-\$116,000	\$0	-\$116,000	50.0%	46.2%
TOT	-\$2,841,044	-\$1,458,142	-\$2,899,750	\$10,000	-\$2,889,750		
Promontory School of Expeditionary Learning - Expense - 200 Employee Benefits - 51.5% (8 School Budget records)							
220 FICA	-\$211,916	-\$107,683	-\$223,000	\$0	-\$223,000	50.0%	48.3%
230 Retirement	-\$115,108	-\$61,131	-\$116,000	\$0	-\$116,000	50.0%	52.7%
241 Health Insurance	-\$399,482	-\$248,689	-\$450,000	\$0	-\$450,000	50.0%	55.3%
242 Life and Disability Insurance	-\$5,298	-\$3,054	-\$5,300	\$0	-\$5,300		57.6%
243 HRA/Flex Spending	-\$13,615	-\$5,072	-\$17,000	\$0	-\$17,000		29.8%
244 Dental Insurance	-\$22,510	-\$178	-\$23,000	\$0	-\$23,000		0.8%
270 Worker's Compensation Fund	-\$8,181	-\$10,045	-\$9,000	-\$1,045	-\$10,045		100.0%
280 Unemployment Insurance	-\$7,453	-\$1,642	-\$5,000	\$0	-\$5,000		32.8%
TOT	-\$783,564	-\$437,496	-\$848,300	-\$1,045	-\$849,345		
Promontory School of Expeditionary Learning - Expense - 300 Professional and Technical Services - 51.3% (9 School Budget records)							
323.21 SpEd Services OT, Psych, other	-\$112,145	-\$61,074	-\$98,000	\$0	-\$98,000		62.3%
330.22 Expeditionary Learning Contract			\$0	\$0	\$0		
331.22 Professional Development	-\$22,485	-\$8,864	-\$17,000	\$0	-\$17,000		52.1%
345.23 Audit Services	-\$16,540	-\$9,975	-\$17,000	\$0	-\$17,000		58.7%
345.25 Business Services	-\$77,328	-\$39,822	-\$79,648	\$0	-\$79,648	50.0%	50.0%
345.25 Professional Services	-\$15,128	-\$3,873	-\$3,000	-\$873	-\$3,873		100.0%
347.21 Speech Therapy Services	-\$79,473	-\$38,870	-\$80,000	\$0	-\$80,000		48.6%
349.23 Legal Services		-\$2,765	-\$10,000	\$0	-\$10,000		27.7%
350.25 Technical Services (IT)	-\$58,048	-\$21,394	-\$58,000	\$0	-\$58,000		36.9%
TOT	-\$381,147	-\$186,638	-\$362,648	-\$873	-\$363,521		
Promontory School of Expeditionary Learning - Expense - 400 Property Services - 36.9% (6 School Budget records)							
412.26 Water / Sewage / Garbage	-\$11,209	-\$7,757	-\$12,500	\$0	-\$12,500		62.1%
422.26 Lawn Care & Snow Removal	-\$8,199		-\$20,000	\$0	-\$20,000		
423.26 Custodial Services	-\$49,992	-\$24,996	-\$52,000	\$0	-\$52,000	50.0%	48.1%
430.26 Repairs / Maintenance / Monitoring	-\$18,073	-\$5,273	-\$35,000	\$0	-\$35,000		15.1%
443.25 Lease of Copy Machines	-\$18,651	-\$10,174	-\$21,000	\$0	-\$21,000	50.0%	48.4%
450.46 Construction Services (West Side)	-\$23,120	-\$14,745	-\$30,000	\$0	-\$30,000		49.1%
TOT	-\$129,243	-\$62,944	-\$170,500	\$0	-\$170,500		
Promontory School of Expeditionary Learning - Expense - 500 Other Services - 44.4% (7 School Budget records)							
518.21 Field Work Travel / Entrance Fees	-\$6,836	-\$13,168	-\$16,000	\$0	-\$16,000		82.3%
518.21 Adventure	-\$6,388	-\$757	-\$7,500	\$0	-\$7,500		10.1%

Budget Name	PY Amount	YTD Amount	Budget	Variance	Forecast	% Target	% of Forecast
520.23 Liability, Property, D&O Insurance	-\$40,116	-\$17,159	-\$45,000	\$0	-\$45,000		38.1%
530.24 Telephone	-\$6,815	-\$3,009	-\$9,500	\$0	-\$9,500		31.7%
540.23 Marketing	-\$18,147	-\$8,352	-\$15,000	\$0	-\$15,000		55.7%
580.22 Travel	-\$4,954	-\$825	-\$8,000	\$0	-\$8,000		10.3%
581 Board Expenses	-\$3,102	-\$1,598	-\$3,000	\$3,000	\$0		
TOT	-\$86,358	-\$44,867	-\$104,000	\$3,000	-\$101,000		
Promontory School of Expeditionary Learning - Expense - 600 Supplies and Materials - 63.4% (16 School Budget records)							
610.1 Classroom / Expedition	-\$54,354	-\$80,672	-\$90,000	\$0	-\$90,000		89.6%
610.1 Adventure Supplies	-\$6,657	-\$3,033	-\$4,500	\$0	-\$4,500		67.4%
610.1 Special Education Materials	-\$1,206	-\$2,414	-\$3,500	\$0	-\$3,500		69.0%
610.22 Professional Development Supplies	-\$1,410	-\$7,131	-\$5,000	-\$5,000	-\$10,000		71.3%
610.22 Yearbooks	-\$3,434		-\$3,754	\$0	-\$3,754		
610.23 Board Expenses			\$0	-\$3,000	-\$3,000		
610.24 Office Supplies	-\$35,884	-\$18,611	-\$33,000	\$0	-\$33,000		56.4%
610.33 POP Expenses	-\$7,852	-\$336	-\$10,000	\$0	-\$10,000		3.4%
622.26 Energy Supplies	-\$49,162	-\$28,474	-\$49,000	\$0	-\$49,000		58.1%
630.31 Food and Kitchen	-\$102,791	-\$54,807	-\$113,000	\$0	-\$113,000		48.5%
641.1 Textbooks & Curriculum	-\$10,997	-\$25,704	-\$10,000	-\$17,000	-\$27,000		95.2%
644.22 Library	-\$5,963	-\$4,131	-\$7,000	\$0	-\$7,000		59.0%
644.22 Book Fair	-\$1,299	-\$928	-\$2,000	\$0	-\$2,000		46.4%
650.21 Tech-Related Supplies	-\$32,199	-\$2,038	-\$6,000	\$0	-\$6,000		34.0%
670.1 Software	-\$41,224	-\$33,700	-\$45,000	\$6,000	-\$39,000		86.4%
680.26 Maintenance & Cleaning Supplies	-\$41,185	-\$14,233	-\$35,000	\$0	-\$35,000		40.7%
TOT	-\$395,618	-\$276,211	-\$416,754	-\$19,000	-\$435,754		
Promontory School of Expeditionary Learning - Expense - 700 Property - 288.8% (5 School Budget records)							
720.26 Land & Site Improvement	-\$3,201,513	-\$168,382	-\$10,000	\$0	-\$10,000		1683.8%
733.1 Furniture and Fixtures	-\$68,388	-\$13,966	-\$10,000	-\$1,973	-\$11,973		116.6%
734.1 Technology-Related Hardware	-\$103,920	-\$39,957	-\$50,000	\$0	-\$50,000		79.9%
739.26 Maintenance Equipment			-\$3,000	\$0	-\$3,000		
739.31 Kitchen Equipment			-\$2,000	\$0	-\$2,000		
TOT	-\$3,373,821	-\$222,305	-\$75,000	-\$1,973	-\$76,973		
Promontory School of Expeditionary Learning - Expense - 800 Debt Service and Misc - 39.5% (5 School Budget records)							
810.24 Dues and Fees	-\$3,724	-\$1,096	-\$4,200	\$0	-\$4,200		26.1%
810.24 Charter School Association Dues	-\$3,616	-\$3,611	-\$3,616	\$5	-\$3,611		100.0%
810.25 Background Checks	-\$1,940	-\$1,561	-\$2,300	\$0	-\$2,300		67.9%
830 Facility Mortgage Payment	-\$330,443	-\$217,000	-\$555,019	\$0	-\$555,019		39.1%
890.21 Misc. Expenditures	-\$1,204	-\$277	-\$1,204	\$0	-\$1,204		23.0%
TOT	-\$340,928	-\$223,544	-\$566,339	\$5	-\$566,334		
TOT	-\$3,288,325	-\$127,082	\$232,477	-\$18,190	\$214,287		

STATEMENT OF ACCOUNT

PTIF

UTAH PUBLIC TREASURERS' INVESTMENT FUND

Marlo M. Oaks, Utah State Treasurer, Fund Manager

PO Box 142315

350 N State Street, Suite 180

Salt Lake City, Utah 84114-2315

Local Call (801) 538-1042 Toll Free (800) 395-7665

www.treasurer.utah.gov

PROMONTORY SCH OF EXPEDITIONARY

BRIAN CATES

1051 WEST 2700 SOUTH

PERRY, UTAH 84302

Account**Account Period****8282**

July 01, 2024 through December 31, 2024

Summary

Beginning Balance	\$ 1,480,981.30	Average Daily Balance	\$ 1,497,606.69
Deposits	\$ 38,746.09	Interest Earned	\$ 38,746.09
Withdrawals	\$ 0.00	360 Day Rate	5.0619
Ending Balance	\$ 1,519,727.39	365 Day Rate	5.1322

Date	Activity	Deposits	Withdrawals	Balance
07/01/2024	FORWARD BALANCE	\$ 0.00	\$ 0.00	\$ 1,480,981.30
07/31/2024	REINVESTMENT	\$ 6,831.19	\$ 0.00	\$ 1,487,812.49
08/31/2024	REINVESTMENT	\$ 6,830.91	\$ 0.00	\$ 1,494,643.40
09/30/2024	REINVESTMENT	\$ 6,540.54	\$ 0.00	\$ 1,501,183.94
10/31/2024	REINVESTMENT	\$ 6,422.96	\$ 0.00	\$ 1,507,606.90
11/30/2024	REINVESTMENT	\$ 6,032.18	\$ 0.00	\$ 1,513,639.08
12/31/2024	REINVESTMENT	\$ 6,088.31	\$ 0.00	\$ 1,519,727.39
12/31/2024	ENDING BALANCE	\$ 0.00	\$ 0.00	\$ 1,519,727.39

{Effective: 07/31/2024}

The GASB Fair Value factor at June 30, 2024 is 1.00150349