



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

November 20, 2025

7:00PM

1051 W 2700 S

Perry, UT 84302

<https://promontoryschool-org.zoom.us/j/9451212783?pwd=Fot0r90ZSsMm601vo7j7h8KaiJG4Ur.1&omn=81743029595>

Meeting ID: 945 121 2783

Passcode: PSEL2025

7:00 PM – **CALL TO ORDER:** Becca Ashby

- Welcome/Mission Statement and Pledge: Jessica Flinn

7:10 PM – **MINUTES**

- October 23, 2025 Board Meeting Minutes
- November 6, 2025 Board Retreat Meeting Minutes

7:15 PM- **TRAINING:** Dorothy Dobson

7:30 PM – **FINANCE REPORT**

- Budget Review – Brian Cates

7:40 PM-**POP UPDATE**

7:50 PM – **ACTION ITEMS**

- Wellness Policy
- Administration of Medication Policy
- Building Use Policy
- Spring 7/ 8 Intensive Overnights
- Spring Expedition Approval

- Winter Bonuses
- Community Plan with $\frac{5}{8}$ and $\frac{7}{8}$ for High School
- Intensives Update

8:10PM-BUSINESS ITEMS

- Cash Receipts Policy — Finance Committee
- Cash Disbursement Policy — Finance Committee
- Child Abuse and Neglect Reporting Policy — Emergency/Safety Committee
- Sexual Harassment Policy — Emergency/Safety Committee
- Governing Board Policy—Executive Committee

8:40 PM DIRECTOR'S REPORT

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

9:00 PM – 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 two minutes each. We appreciate your input and invite your comments. - Promontory Board of Trustees*

9:15 PM CLOSED MEETING:

9:30 PM – ADJOURN

*Next scheduled Board Meeting Thursday, January 15th.

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.

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 - 30.1% (12 School Budget records)							
1510 Interest on Investments	\$75,554	\$37,445	\$110,000	\$3,000	\$113,000	33.0%	33.1%
1610 Lunch Program	\$47,178	\$15,300	\$56,000	\$0	\$56,000		27.3%
1720 Yearbook Income	\$2,359		\$0	\$0	\$0		
1720 Bookfair Income	\$2,338	\$889	\$0	\$0	\$0		
1720 Uniforms	\$51	\$135	\$0	\$0	\$0		
1741 Middle School Fees	\$2,997	\$2,869	\$5,000	\$0	\$5,000		57.4%
1920 Fieldwork/Expedition Donations	\$7,422		\$6,000	\$0	\$6,000		
1920 Community Donations	\$9,555	\$50	\$3,000	\$0	\$3,000		1.7%
1923 POP Income	\$2,585		\$3,000	\$0	\$3,000		
1923 Adventure			\$0	\$0	\$0		
1923 Corporate Donations	\$4,808	\$932	\$3,000	\$0	\$3,000		31.1%
1990 Miscellaneous/Background Checks/Fines	\$2,704	\$104	\$3,000	\$0	\$3,000		3.5%
TOT	\$157,552	\$57,724	\$189,000	\$3,000	\$192,000		
Promontory School of Expeditionary Learning - Revenue - 3000 State Revenue - 32.9% (36 School Budget records)							
3010 Regular School Prgm K-12	\$1,197,755	\$608,854	\$1,826,562	\$0	\$1,826,562	33.0%	33.3%
3020 Professional Staff	\$72,608		\$0	\$0	\$0		
3105 Special Education -- Add-On	\$271,439	\$151,565	\$454,696	\$0	\$454,696	33.0%	33.3%
3110 Special Education -- Self-Contained	\$7,923	\$5,185	\$15,554	\$0	\$15,554	33.0%	33.3%
3120 Special Education -- Extended Year	\$2,647	\$1,354	\$4,061	\$0	\$4,061	33.0%	33.3%
3125 Special Education -- State Programs	\$5,733	\$3,242	\$9,726	\$0	\$9,726	33.0%	33.3%
3128 Special Education -- Stipends for ESY	\$3,390	\$1,808	\$0	\$1,808	\$1,808		100.0%
3153 Students At-Risk Add-on	\$93,531	\$45,244	\$135,733	\$0	\$135,733	33.0%	33.3%
3211 Gifted and Talented	\$3,846		\$0	\$0	\$0		
3230 Class Size Reduction - K-8	\$124,380	\$63,864	\$191,465	\$0	\$191,465	33.0%	33.4%
3410 Flexible Allocation	\$737	\$56,971	\$170,856	\$0	\$170,856	33.0%	33.3%
3520 School Land Trust		\$69,051	\$69,051	\$0	\$69,051	100.0%	100.0%
3566 Professional Learning	\$2,655		\$0	\$0	\$0		
3579 Mental Health Grant			\$37,137	\$0	\$37,137		
3582 Beverly T. Sorenson Elem Arts	\$33,000		\$36,000	\$0	\$36,000		
3596 School Safety Grant			\$200,000	\$0	\$200,000		
3655 Digital Teaching & Learning	\$22,537		\$26,000	\$0	\$26,000		
3719 Charter School Local Replacement	\$992,336	\$535,735	\$1,607,204	\$0	\$1,607,204	33.0%	33.3%
3725 Charter School Admin Costs	\$55,266	\$28,333	\$85,000	\$0	\$85,000	33.0%	33.3%
3770 School Lunch (Liquor Tax)	\$24,209	\$4,349	\$27,000	\$0	\$27,000		16.1%
3800 TSSA Program	\$110,250	\$47,767	\$143,301	\$0	\$143,301	33.0%	33.3%
3800 Suicide Prevention	\$1,000	\$1,000	\$1,000	\$0	\$1,000	100.0%	100.0%
3800 Educator Professional Time	\$9,893	\$46,560	\$58,193	\$0	\$58,193	80.0%	80.0%
3800 CSI Grant			\$49,988	\$0	\$49,988		
3800 Salary Supplement for Highly-Needed Educators		\$6,424	\$19,273	\$0	\$19,273	33.0%	33.3%
3800 School-Based Education Support Professionals Stipends		\$59,670	\$62,493	-\$2,823	\$59,670	100.0%	100.0%
3800 Schools Fees PEESRA		\$3,805	\$0	\$3,805	\$3,805	100.0%	100.0%
3813 Stipends For Future Educators		\$6,500	\$0	\$6,500	\$6,500	100.0%	100.0%
3814 Master Pilot Grant			\$40,235	\$0	\$40,235		
3846 Innovation Grant			\$0	\$0	\$0		
3868 Teacher Materials and Supplies	\$4,357	\$9,550	\$11,935	\$0	\$11,935	80.0%	80.0%
3870 PCBL Competency Based Learning			\$65,000	\$0	\$65,000		
3872 Substance Prevention		\$4,000	\$4,000	\$0	\$4,000	100.0%	100.0%
3876 Educator Salary Adjustment	\$215,814	\$123,361	\$370,082	\$0	\$370,082	33.0%	33.3%
3878 Special Education- Extended Year			\$0	\$0	\$0		
3880 Enhancement of School Meal Pgm			\$0	\$0	\$0		
TOT	\$3,255,305	\$1,884,193	\$5,721,545	\$9,290	\$5,730,835		
Promontory School of Expeditionary Learning - Revenue - 4000 Federal Revenue - 18.8% (12 School Budget records)							
4079 Foods for Local Schools Co-op			\$0	\$0	\$0		

Budget Name	PY Amount	YTD Amount	Budget	Variance	Forecast	% Target	% of Forecast
4500 SRSA (REAP) Grant	\$54,892	\$55,678	\$50,583	\$5,095	\$55,678	100.0%	100.0%
4522 IDEA Preschool			\$1,951	\$0	\$1,951		
4524 IDEA Part-B			\$83,214	\$0	\$83,214		
4571 National School Lunch Prgm	\$16,462	\$3,073	\$18,000	\$0	\$18,000		17.1%
4572 Free & Reduced Reimbursement	\$61,072	\$11,119	\$68,000	\$0	\$68,000		16.4%
4573 National School Breakfast	\$19,969	\$4,496	\$22,000	\$0	\$22,000		20.4%
4575 Supply Chain Assistance			\$0	\$0	\$0		
4801 Title IA			\$79,086	\$0	\$79,086		
4860 Title IIA	\$8,530		\$7,884	\$0	\$7,884		
4890 Title IVA			\$10,000	\$0	\$10,000		
4893 Stronger Connections Grant	\$46,517		\$50,000	\$0	\$50,000		
TOT	\$207,442	\$74,366	\$390,718	\$5,095	\$395,813		
Promontory School of Expeditionary Learning - Expense - 100 Salaries - 30.6% (15 School Budget records)							
121.24 Administration	-\$129,449	-\$98,237	-\$282,000	\$0	-\$282,000	33.0%	34.8%
131.1 Teachers	-\$832,494	-\$472,666	-\$1,343,000	\$0	-\$1,343,000	33.0%	35.2%
131.1 Merit Pay/Winter Bonus	-\$30,602	-\$2,000	-\$43,000	\$0	-\$43,000		4.7%
131.1 Special Education Teachers	-\$145,699	-\$91,501	-\$235,000	-\$55,000	-\$290,000	33.0%	31.6%
131.1 Stipends	-\$42,640	-\$15,976	-\$150,000	\$0	-\$150,000		10.7%
132.1 Substitute Teachers	-\$37,575	-\$7,550	-\$51,000	\$0	-\$51,000		14.8%
132.1 PTO Cash Out		-\$12,250	-\$10,000	-\$2,250	-\$12,250		100.0%
142.21 Counselor	-\$37,981	-\$16,780	-\$56,500	\$0	-\$56,500	33.0%	29.7%
152.24 Office Salaries	-\$78,953	-\$55,696	-\$170,000	\$0	-\$170,000	33.0%	32.8%
161.1 Community Aides/ Literacy Aides	-\$224,894	-\$77,248	-\$316,000	\$0	-\$316,000	33.0%	24.4%
161.1 Special Education Aides	-\$105,660	-\$41,835	-\$120,000	\$0	-\$120,000	33.0%	34.9%
161.1 RTI / Title I	-\$66,907	-\$11,029	-\$121,000	\$0	-\$121,000		9.1%
162.22 Library Aide	-\$32,994	-\$12,168	-\$40,000	\$0	-\$40,000	33.0%	30.4%
182.26 Custodial/Maintenance Salaries	-\$67,810	-\$33,010	-\$94,000	\$0	-\$94,000	33.0%	35.1%
191.31 Kitchen Salaries	-\$79,747	-\$32,376	-\$116,000	\$0	-\$116,000	33.0%	27.9%
TOT	-\$1,913,405	-\$980,321	-\$3,147,500	-\$57,250	-\$3,204,750		
Promontory School of Expeditionary Learning - Expense - 200 Employee Benefits - 29.7% (8 School Budget records)							
220 FICA	-\$141,693	-\$73,335	-\$230,000	\$0	-\$230,000	33.0%	31.9%
230 Retirement	-\$73,112	-\$39,107	-\$130,000	\$0	-\$130,000	33.0%	30.1%
241 Health Insurance	-\$360,417	-\$163,269	-\$545,000	\$0	-\$545,000	33.0%	30.0%
242 Life and Disability Insurance	-\$2,795	\$758	-\$5,300	\$0	-\$5,300		-14.3%
243 HRA/Flex Spending	-\$6,236	-\$3,920	-\$17,000	\$0	-\$17,000		23.1%
244 Dental Insurance	\$2,539	-\$1,115	-\$10,000	\$0	-\$10,000		11.1%
270 Worker's Compensation Fund	-\$9,161	-\$3,304	-\$16,000	\$0	-\$16,000		20.6%
280 Unemployment Insurance	-\$2,964	-\$1,266	-\$5,000	\$0	-\$5,000		25.3%
TOT	-\$593,838	-\$284,557	-\$958,300	\$0	-\$958,300		
Promontory School of Expeditionary Learning - Expense - 300 Professional and Technical Services - 27.7% (9 School Budget records)							
323.21 SpEd Services OT, Psych, other	-\$113,472	-\$28,494	-\$190,000	\$0	-\$190,000		15.0%
330.22 Expeditionary Learning Contract			\$0	\$0	\$0		
331.22 Professional Development	-\$2,689	-\$14,899	-\$14,000	-\$899	-\$14,899		100.0%
345.23 Audit Services	-\$7,624	-\$11,550	-\$18,300	\$0	-\$18,300		63.1%
345.25 Business Services	-\$53,096	-\$27,344	-\$82,000	\$0	-\$82,000	33.0%	33.3%
345.25 Professional Services	-\$12,933	-\$5,910	-\$5,000	-\$910	-\$5,910		100.0%
347.21 Speech Therapy Services	-\$76,239	-\$26,635	-\$103,000	\$0	-\$103,000		25.9%
349.23 Legal Services			-\$10,000	-\$10,000	-\$20,000		
350.25 Technical Services (IT)	-\$21,261	-\$16,973	-\$42,000	\$0	-\$42,000		40.4%
TOT	-\$287,314	-\$131,805	-\$464,300	-\$11,809	-\$476,109		
Promontory School of Expeditionary Learning - Expense - 400 Property Services - 39.5% (6 School Budget records)							
412.26 Water / Sewage / Garbage	-\$10,650	-\$4,584	-\$16,000	\$0	-\$16,000		28.6%
422.26 Lawn Care & Snow Removal	-\$2,825		-\$20,000	\$0	-\$20,000		
423.26 Custodial Services	-\$33,328	-\$11,537	-\$52,000	\$17,000	-\$35,000		33.0%
430.26 Repairs / Maintenance / Monitoring	-\$9,850	-\$35,929	-\$35,000	-\$10,000	-\$45,000		79.8%
443.25 Lease of Copy Machines	-\$16,822	-\$8,458	-\$22,000	\$0	-\$22,000		38.4%
450.46 Construction Services (West Side)	-\$16,459		-\$30,000	\$15,000	-\$15,000		
TOT	-\$89,934	-\$60,508	-\$175,000	\$22,000	-\$153,000		
Promontory School of Expeditionary Learning - Expense - 500 Other Services - 29.5% (7 School Budget records)							

Budget Name	PY Amount	YTD Amount	Budget	Variance	Forecast	% Target	% of Forecast
518.21 Field Work Travel / Entrance Fees	-\$15,314	-\$697	-\$23,000	\$0	-\$23,000		3.0%
518.21 Adventure	-\$9,733	-\$227	-\$13,000	\$0	-\$13,000		1.7%
520.23 Liability, Property, D&O Insurance	-\$28,551	-\$6,294	-\$36,000	\$0	-\$36,000		17.5%
530.24 Telephone	-\$4,583	-\$2,012	-\$6,500	\$0	-\$6,500		31.0%
540.23 Marketing	-\$10,027	-\$21,218	-\$20,000	-\$1,218	-\$21,218		100.0%
580.22 Travel	-\$5,116	-\$686	-\$6,000	\$0	-\$6,000		11.4%
581 Board Expenses			\$0	\$0	\$0		
TOT	-\$73,323	-\$31,134	-\$104,500	-\$1,218	-\$105,718		
Promontory School of Expeditionary Learning - Expense - 600 Supplies and Materials - 49.1% (17 School Budget records)							
610.1 Classroom / Expedition	-\$20,620	-\$71,040	-\$95,000	\$0	-\$95,000		74.8%
610.1 Adventure Supplies	-\$26	-\$1,321	-\$4,500	\$0	-\$4,500		29.4%
610.1 Special Education Materials	-\$2,062	-\$2,153	-\$3,800	\$0	-\$3,800		56.6%
610.1 Student Activity Supplies	-\$25	-\$979	-\$1,000	-\$1,000	-\$2,000		48.9%
610.22 Professional Development Supplies	-\$9,654	-\$5,721	-\$12,000	\$0	-\$12,000		47.7%
610.22 Yearbooks	-\$3,446		-\$3,500	\$0	-\$3,500		
610.23 Board Expenses	-\$2,036	-\$194	-\$2,000	\$0	-\$2,000		9.7%
610.24 Office Supplies	-\$13,866	-\$12,986	-\$33,000	\$0	-\$33,000		39.4%
610.33 POP Expenses	-\$2,829	-\$4,666	-\$5,000	\$0	-\$5,000		93.3%
622.26 Energy Supplies	-\$31,683	-\$21,167	-\$61,000	\$0	-\$61,000		34.7%
630.31 Food and Kitchen	-\$78,670	-\$34,466	-\$118,000	\$0	-\$118,000		29.2%
641.1 Textbooks & Curriculum	-\$3,830	-\$30,408	-\$40,000	\$0	-\$40,000		76.0%
644.22 Library	-\$4,296	-\$2,388	-\$8,000	\$0	-\$8,000		29.9%
644.22 Book Fair	-\$2,328	-\$874	-\$2,300	\$0	-\$2,300		38.0%
650.21 Tech-Related Supplies	-\$1,612	-\$25	-\$5,000	\$0	-\$5,000		0.5%
670.1 Software	-\$9,760	-\$27,079	-\$40,000	-\$9,083	-\$49,083		55.2%
680.26 Maintenance & Cleaning Supplies	-\$18,676	-\$17,706	-\$31,000	\$0	-\$31,000		57.1%
TOT	-\$205,419	-\$233,173	-\$465,100	-\$10,083	-\$475,183		
Promontory School of Expeditionary Learning - Expense - 700 Property - 87.0% (4 School Budget records)							
733.1 Furniture and Fixtures	-\$2,435	-\$2,634	-\$10,000	\$0	-\$10,000		26.3%
734.1 Technology-Related Hardware	-\$70,822	-\$80,320	-\$50,000	-\$30,320	-\$80,320		100.0%
739.26 Maintenance Equipment			-\$3,000	\$0	-\$3,000		
739.31 Kitchen Equipment			-\$2,000	\$0	-\$2,000		
TOT	-\$73,257	-\$82,954	-\$65,000	-\$30,320	-\$95,320		
Promontory School of Expeditionary Learning - Expense - 800 Debt Service and Misc - 25.1% (5 School Budget records)							
810.24 Dues and Fees	-\$1,889	-\$1,370	-\$3,500	\$0	-\$3,500		39.1%
810.24 Charter School Association Dues	-\$80	-\$3,544	-\$3,700	\$0	-\$3,700		95.8%
810.25 Background Checks	-\$479	-\$160	-\$2,100	\$0	-\$2,100		7.6%
830 Facility Mortgage Payment	-\$290,964	-\$144,677	-\$554,989	\$0	-\$554,989		26.1%
890.21 Misc. Expenditures	-\$7,223	-\$84	-\$2,000	-\$30,132	-\$32,132		0.3%
TOT	-\$300,635	-\$149,835	-\$566,289	-\$30,132	-\$596,421		
Promontory School of Expeditionary Learning - Expense - 900 CapEx & Extra Ordinary - 54.4% (1 School Budget)							
720.26 Land & Site Improvement	-\$107,294	-\$21,772	-\$310,000	\$270,000	-\$40,000		54.4%
TOT	-\$107,294	-\$21,772	-\$310,000	\$270,000	-\$40,000		
TOT	-\$24,121	\$40,224	\$45,274	\$168,573	\$213,847		

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, 2025 through October 31, 2025

Summary

Beginning Balance	\$ 1,656,950.41	Average Daily Balance	\$ 1,726,631.66
Deposits	\$ 125,574.44	Interest Earned	\$ 25,574.44
Withdrawals	\$ 0.00	360 Day Rate	4.3351
Ending Balance	\$ 1,782,524.85	365 Day Rate	4.3954

Date	Activity	Deposits	Withdrawals	Balance
07/01/2025	FORWARD BALANCE	\$ 0.00	\$ 0.00	\$ 1,656,950.41
07/31/2025	REINVESTMENT	\$ 6,289.41	\$ 0.00	\$ 1,663,239.82
08/19/2025	CONTRIBUTION	\$ 100,000.00	\$ 0.00	\$ 1,763,239.82
08/31/2025	REINVESTMENT	\$ 6,467.54	\$ 0.00	\$ 1,769,707.36
09/30/2025	REINVESTMENT	\$ 6,375.75	\$ 0.00	\$ 1,776,083.11
10/31/2025	REINVESTMENT	\$ 6,441.74	\$ 0.00	\$ 1,782,524.85
10/31/2025	ENDING BALANCE	\$ 0.00	\$ 0.00	\$ 1,782,524.85

{Effective: 07/31/2025} The GASB Fair Value factor at June 30, 2025 is 1.00198542

Promontory School of Expeditionary Learning

Financial Summary

As of 10/31/25

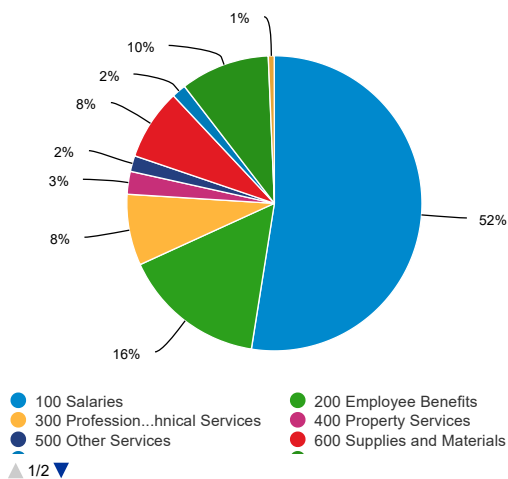
Financial Summary

	Category	YTD Amount	Total Budget	Total Forecast	% Target	% Forecast
Revenue (3 School Category records)						
	1000 Local Revenue	\$57,724	\$189,000	\$192,000	19.4%	30.1%
	3000 State Revenue	\$1,884,193	\$5,721,545	\$5,730,835	32.5%	32.9%
	4000 Federal Revenue	\$74,366	\$390,718	\$395,813	14.1%	18.8%
TOT		\$2,016,283	\$6,301,263	\$6,318,648		
Expense (9 School Category records)						
	100 Salaries	-\$980,321	-\$3,147,500	-\$3,204,750	29.1%	30.6%
	200 Employee Benefits	-\$284,557	-\$958,300	-\$958,300	31.2%	29.7%
	300 Professional and Technical Services	-\$131,805	-\$464,300	-\$476,109	5.7%	27.7%
	400 Property Services	-\$60,508	-\$175,000	-\$153,000	-0.0%	39.5%
	500 Other Services	-\$31,134	-\$104,500	-\$105,718	-0.0%	29.5%
	600 Supplies and Materials	-\$233,173	-\$465,100	-\$475,183	-0.0%	49.1%
	700 Property	-\$82,954	-\$65,000	-\$95,320	-0.0%	87.0%
	800 Debt Service and Misc	-\$149,835	-\$566,289	-\$596,421	-0.0%	25.1%
	900 CapEx & Extra Ordinary	-\$21,772	-\$310,000	-\$40,000	-0.0%	54.4%
TOT		-\$1,976,059	-\$6,255,989	-\$6,104,801		
TOT		\$40,224	\$45,274	\$213,847		

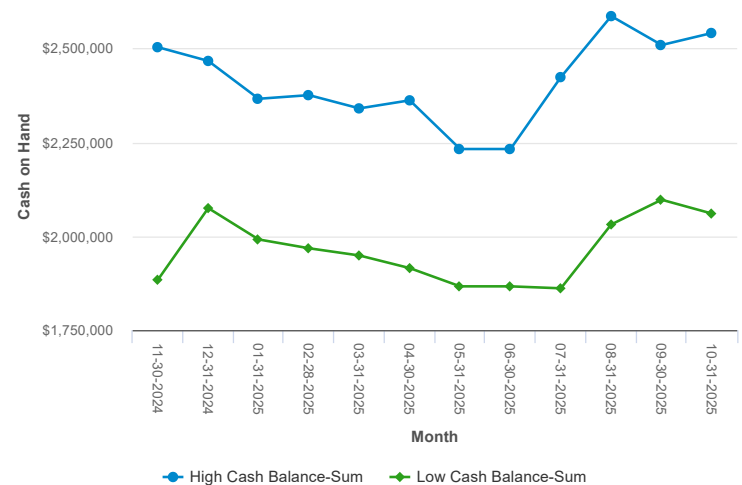
Financial Metrics

	Financial Metric	Covenant	Target	Forecast
	Operating Margin		4.0	4.02
	Debt Service Ratio	1.15	1.30	1.46
	% Building		<16	8.8
	Unrestricted Days Cash	40	100	148

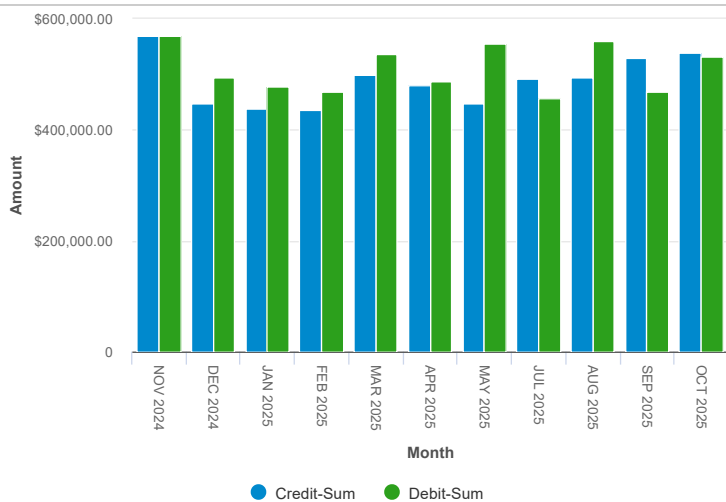
Expense Distribution



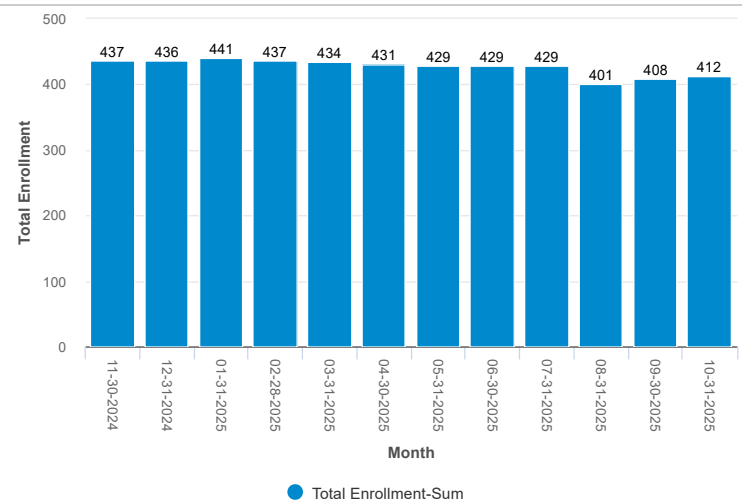
Cash Balance



Revenue vs Expenses



Enrollment Trend





BUILDING USE POLICY

PURPOSE

To provide guidelines on appropriate use of the school building for school purposes and appropriate fees for groups interested in using the building during available hours. [This policy establishes the authority of the Director, under the supervision of the Board of Directors, to approve, manage, or deny requests for facility use in accordance with state law, lease requirements, and school priorities](#)

POLICY

The school building is owned by a private entity and leased to the school for a defined period of time. The Board of Directors (the “Board”) may, but is not required to, sub-lease the building to entities who wish to use the facilities during hours the school is not being utilized for educational purposes; provided such use does not violate any agreement, law or regulation by which the school is bound.

Use of school facilities for civic or other purposes shall not interfere with any school function or purpose.

In addition, the school’s Director (the Director) or Board may, in their sole discretion, for any reason or no reason, deny use of the School Facilities. As such, this policy is not legally binding on the school to any extent.

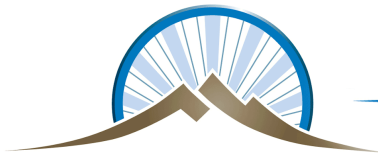
Approval of use of facilities by a group or organization does not constitute endorsement of the group or organization’s objective.

[All facility use shall comply with the Americans with Disabilities Act \(ADA\), Utah Fire Code, and local building safety requirements.](#)

TYPE OF USE

School-Sponsored Programs and Parent Organization Activities

The school’s Parent Organization and individual classes shall be granted free use of facilities for qualifying school-related activities so long as the activity does not disrupt the functions of the school. Qualifying activities may include but are not limited to: activities related to the educational curriculum, class performances, or school-wide fundraisers. These activities shall be



approved by the Director and scheduled with the Facility Coordinator prior to notice of the event going out.

Events that require use of the kitchen or require use of personnel may be subject to a fee depending on the number of school personnel required.

School-sponsored activities shall have first priority in scheduling. The Director may approve or deny requests based on alignment with the school's mission, safety considerations, and staffing capacity. Personnel fees may be assessed when additional staff are required, though the Director retains discretion to waive or reduce fees for educational or community benefit.

Charitable and Non-Profit Use

Charitable and Nonprofit rates apply to community organizations such as service clubs, Boy Scouts, Girl Scouts, United Way, cities and counties. These activities shall be approved by the Director and scheduled with the Facility Coordinator prior to notice of the event going out.

Generally a nonprofit organization will have a tax exempt IRS number.

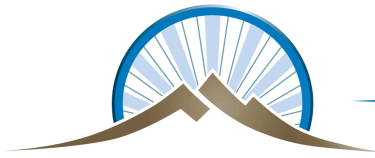
The Director may grant free use to public service organizations who perform strictly public services, such as civic groups, Boy Scouts, and Girl Scouts when custodial and other services are not required beyond the regularly scheduled duty and when no additional school funds are used to subsidize these meetings.

This section aligns with Utah Admin. Code R277-107, which permits the charitable use of school property when the activity serves a public or educational purpose.

Other Groups and Individuals

These activities shall be approved by the Director and scheduled with the Facility Coordinator prior to notice of the event going out. This includes groups such as businesses, religious institutions, home school, higher education institutions, recreational groups, private groups and other organizations or individuals. All private or commercial users must provide required insurance, agree to the school's hold-harmless terms, and comply with all applicable state laws and school policies. Regular fees may be assessed for these groups.

PROCEDURES



The Director or designee may qualify applications on a case-by-case basis. Applications should be approved at least two weeks prior to use.

The Director or designee shall require a completed copy of the Building Use Agreement from the user with all appropriate signatures, obtain all indemnification paperwork and collect all associated deposits and fees prior to the date of the rental.

[Incomplete applications or those lacking insurance verification may be denied](#)

Scheduling

Scheduling of activities will be the responsibility of the facility coordinator. A single application may be made for a series of meetings of like character. However, if any of the meetings/activities are found to conflict with school programs, such meetings will be canceled and/or rescheduled.

Prior to scheduling individual classrooms for use, the facility coordinator will coordinate with classroom teachers and school staff. Building Use schedules will be posted at least one week in advance in order to inform teachers, employees and custodial staff of building/class usage.

~~The school has the absolute right of cancellation without liability. Every effort will be made to provide the user 24 hour notice.~~

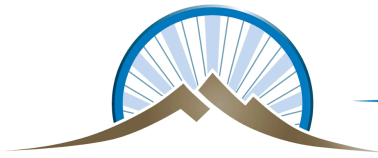
[The school reserves the right to cancel or reschedule events as needed for operational, safety, or emergency reasons. Every effort will be made to provide at least 24 hours' notice to the user.](#)

Personnel

The Director or designee is responsible for determining the number and type of personnel required for a particular activity in compliance with this policy. A user who does not agree with this determination may appeal to the Board.

General supervision/security is required if the Director or designee determines the building use activity requires such. General supervision of the facility may be assigned to an activity supervisor (teacher, administrator or other qualified school personnel). In rare cases, a non-employee activity supervisor may be approved. ~~This requires a signature from the director and the board.~~ [Non-employee supervisors must be pre-approved by the Director and meet background screening requirements under Utah Code §53G-11-402.](#)

In some instances, an approved non-employee activity supervisor may receive authorization to be issued a key for facility use when school staff is not present. The named supervisor shall read



and adhere to the school's key policy and submit an Application for Key Form. Upon approval, the key will be checked out through the facility coordinator. The approved supervisor is responsible to unlock and secure the facility being used. Keys may not be loaned to others and must be returned to the school office immediately following contracted use. The named supervisor shall be held responsible for any damages or losses sustained to the building, school facilities or equipment while in possession of keys.

At least one member of the school lunch staff is required for rental of the kitchen. Computer lab and library use requires the presence of an approved school personnel. Payment of wages for personnel providing supervision or other services in support of building rental shall be paid in compliance with the signed Building Use Agreement.

Personnel providing supervision, custodial, or food service support shall be compensated through approved payroll systems in accordance with state wage and hour law.

Director retains discretion to determine when staff presence is required based on the activity's nature, time, and risk level.

Special Conditions

Facilities such as [stage/sound equipment or kitchen](#) ~~(unless approved by the Board and school appropriate personnel are present during the entire time of the function)~~ shall not be rented. [require approval from the Director or designee and may only be used when qualified school personnel are present for the full duration of the event.](#)

Insurance/Waiver Of Liability

The user of school facilities must hold Promontory School of Expeditionary Learning, its Governing Board, and school employees harmless from any and all claims by any person arising from the use of the premises except for the sole negligence of the School.

Each application for use of facilities shall provide proof of bodily injury and property damage liability coverage. The Certificate shall be for no less than one million dollars (\$1,000,000) per occurrence, and the school shall be named as an additional insured. Applicants will be responsible to contact their individual insurance providers to obtain a copy of insurance coverage.



Applicants (the "Applicant") may request an exception for the Certificate ~~with the Director.~~ ~~Exemptions must be approved by the Board.~~ [from the Director, who may waive or modify the insurance requirement in limited circumstances where the event poses minimal risk \(e.g., a parent meeting or civic presentation\).](#) Any waiver must be documented in writing.

[All users agree to indemnify and hold harmless Promontory School, its Board, employees, and agents from any and all claims, damages, or liabilities arising out of facility use, except those resulting directly from the school's negligence.](#)

[The Director or designee shall maintain all Certificates of Insurance and waiver records on file in accordance with Utah Admin. Code R277-113 recordkeeping requirements.](#)

Fees

As applicable, the Director shall charge for the use of facilities as outlined In the Building Use Fee Schedule.

Collection of fees for building or equipment is the responsibility of the Director or designee and shall be made in advance. [The Director may, at their discretion, reduce or waive fees for events that directly benefit students, families, or the community, or in cases of financial hardship, provided such waivers are documented.](#)

All rental times shall be computed from the time of requested opening to closing of the doors. Persons lingering in the building shall be the responsibility of the activity supervisor, and closing time shall be the time when all persons associated with the rental have left the building and the building is completely secured. The fee will be adjusted for additional time taken beyond the scheduled rental. [Additional time beyond the approved schedule will result in prorated fees as determined by the Director or designee.](#)

The Director or designee shall establish additional charges for school equipment (spot lights, sound equipment, projectors, televisions, risers, microphones, etc.) and supplies used by the lessee. [Such charges shall be clearly documented in the Building Use Agreement prior to the event.](#)

Renters shall pay for any damage caused to the building or to any school equipment including recovery-associated costs. [All damage costs must be paid within 30 days of invoicing. Unpaid charges may result in denial of future facility use.](#)

Security Deposit



At the discretion of the Director or designee, the lessee may be charged a refundable security deposit of up to \$500 or a higher amount if the event is large-scale, extended, or presents a greater risk of damage. Deposits shall be collected and accounted for in accordance with the school's Cash Handling Policy. The Director or facility coordinator shall determine the amount of the security deposit based on the size of the group, the location of the activity, and the type of activity involved. Security deposits shall be paid by the applicant in a separate check within the same timeframe. ~~Building Use Policy 11/7/2012~~

Following the rental period, the Director or designee shall inspect the facility for damage or excess mess requiring extra cleanup time. Any such extra charges will be deducted from the security deposit and the remaining security deposit shall be refunded to the applicant in the form of a check to the applicant. Should there be no extra charges assessed, the full amount of the security deposit shall be refunded to the applicant in the form of a check.

Applicant/User General Information and Responsibilities

- Use of facility and/or equipment is permitted only during the agreed upon date and time.
- Areas not specifically designated for use are not available and may not be used. Groups may only use the areas agreed upon in the User Application/User Agreement.
- School personnel or an approved non-employee activity supervisor shall be on site at all times during an approved use. Approved non-employee supervisors will be made known to the Board prior to use of the facility.
- The applicant must provide acceptable and adequate supervision for all activities applied for. The school reserves the right to review the planned activity and to determine adequate levels of supervision.
- School sponsored student events require onsite supervision by school personnel in addition to other volunteer adult supervisors who may be in attendance.
- The applicant will not give authorization for other individuals or groups into the building during time of use.
- No one will be admitted to the building until the supervisor is present.
- The activity supervisor is responsible for making sure that all participants are out of the building before leaving. Children may not be left unattended to wait for rides. Children must be supervised at all times.
- The activity supervisor must secure facilities after scheduled use.
- Unless prior arrangements have been made and fees assessed for the school to provide custodial services, the user is responsible for total cleanup of areas used. Any cleanup



required on the part of the school as the result of failure to fulfill this responsibility may be billed to the user organization and/or the named activity supervisor.

- The user must report all facility problems to the Director. Damages to the facility when used by a group become the responsibility of the applicant.
- Any accident involving injury to participants or damages to facilities or equipment occurring during the use of facilities or equipment will be reported to authorities immediately.
- Any loss or damage resulting from the activity use will be deducted from the security deposit. If damages sustained are greater than the security deposit, the remaining balance shall be billed to the applicant. Damage fees are in addition to the established use fee.
- Equipment and property shall not be loaned or removed from the building without prior approval from the Director or designee and scheduled through the facility coordinator.
- Requests to use school furniture or equipment must be stated on the application and approved.
- The users of school equipment must accept liability for and damage or loss to such equipment that occurs while it is in their use. Users shall be financially liable for damage or loss to the facilities and property within.
- Users are responsible for special set-up requirements and clean up unless specifically requested in the application. Users shall be responsible for returning the facility to its original condition immediately following the event.
- Alterations to the facilities are prohibited without prior approval. This may include such things as hanging signs, erecting backstops, placing goals, using masking tape on walls and floors, etc.
- Decorations are subject to the approval of the director. No open flame decorations shall be permitted, and no decorations shall be fastened to the floor, walls or ceiling with nails, screws, tape, wax, or other fasteners that will damage the finish of the building surface.
- Courtesy and respect should be shown to all building employees and others who may be using the facility. Abusive conduct or language is not permitted in the facility.
- The user is subject to adherence to the standards of behavior of the school and Utah State Law.
- Smoking, alcohol, tobacco or drugs are not allowed on school property, or within 500 feet of school grounds.
- Firearms, explosives or other weapons either real or play are prohibited on school grounds as defined by law.



- The users must be familiar with the location and operation of lights and emergency systems prior to facility use.
- The user agrees to be responsible for full compliance with the Americans with Disabilities Act pertaining to its use of the Facility.
- All national, state and local laws and rules of police and fire departments must be complied with by the persons or organizations using the buildings.
- Corridors, exits, and stairways must be free of obstructions at all times. Members of audiences must never stand or sit so they block exits, stairways, or aisle ways.
- Violation of any of these standards is grounds for termination of the use agreement and the immediate removal of those individuals associated with the rental. Violation may result in the forfeiting of all deposits, and additional charges may be assessed.

Users are also responsible for ensuring all participants follow school safety procedures, emergency evacuation procedures, and the Visitor and Volunteer Policy.

The Director or designee reserves the right to immediately terminate any use of facilities that poses a threat to safety, violates school values or Utah law, or damages property.

All use must comply with the Utah Fire Code, ADA accessibility standards, and the Utah Administrative Code R277-400 (School Emergency Response Plan).

Use of Fees Collected

Funds collected for use of the facilities will be deposited in the school's general fund. After deducting 10% for overhead, the balance will be allocated by the Director to items on the wish list developed by the Director in consultation with the ~~Parent Advisory Crew~~ **Pop Committee**, and other school committees.

Fee Schedule

Building use fee schedules shall be established by the Board and are subject to periodic review. Fee schedules will be published on the school website and made available in the school office for public.

The Director may, in accordance with Utah Admin. Code R277-113-6(3), adjust, waive, or reduce fees for events that provide educational or civic benefit, provided such adjustments are documented.



BUILDING USE FEE SCHEDULE

FACILITY REGULAR CHARITABLE/NON-PROFIT

- **Parking Lot** \$40/day \$10/day
- **Cafeteria** \$50/hour \$25/hour (Non-Profit \$35/Commercial \$80)
- **Stage/Kiva** \$50/hour \$25/hour (Non-Profit \$35/Commercial \$85)
- **Classroom (each)** \$30/hour \$15/hour
- **Commons Area (each)** \$30/hour \$15/hour. (Non Profit \$25/Commercial \$50)

Library, and kitchen shall not be rented unless approved by the ~~Board~~ Director and school personnel are present during the entire time of the function.

- **Library** \$40/hour \$20/hour
- **Kitchen** \$80/hour \$40/hour *(When renting the kitchen facility, it is mandatory to have at least one kitchen staff member present for which there is an additional personnel charge.)*

PERSONNEL REGULAR CHARITABLE/NON-PROFIT

- **Building Supervisor** \$35/hour \$35/hour (Non Profit \$35/Commercial \$80)
- **Additional Staff** \$20/hour \$20/hour (Non-Profit \$20/Commercial \$30)
- **Kitchen Staff** \$25/hour \$25/hour (Non-Profit \$25/Commercial \$50)

OTHER FEES REGULAR CHARITABLE/NON-PROFIT

- **Equipment Fee**-- This fee is set on a case by case basis. Fees are set by the Director or designee. Fee shall be documented in the Building Use Agreement.
- **Concession Fee**—(any user charging admission will require this additional fee)
 - TBD ~~TBD~~ (\$50 both)
- **Security Deposit**— TBD by director
- **Contract Fee- Contract Fee (\$25)**
- **Clean-up/Set-up (Nonprofit \$35/Commercial \$80) This is for any tables, chairs, etc that needs to be used.**



MENTAL HEALTH POLICY

PURPOSE:

Mental health is defined as a person's emotional, psychological, and social well-being which can affect how a person thinks, feels, and acts including how a person handles stress, relates to others, and makes healthy choices.

Mental health is more than the absence of illness; it is an integral component of health and well-being. Promontory School understands the role mental health plays in the school context because it is central to our students' social, emotional, and academic success. When students' mental health is supported, they are better able to learn, make decisions, build relationships, cope with life's challenges, and thrive.

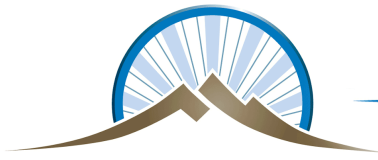
Mental health exists on a continuum and is determined by a complex interplay of individual, social and structural stresses, and vulnerabilities. Promoting mental wellness and reducing mental illness for all students is a priority that can be achieved by implementing school-based mental health policies and practices. These efforts are categorized by prevention, education, identification, intervention, and recovery.

PREVENTION

Prevention efforts at Promontory School include proactive strategies designed to promote student well-being and reduce future mental health challenges. These efforts focus on decreasing risk factors and strengthening protective factors such as resilience, feelings of safety and connection to school, healthy relationships with adults and peers, social-emotional competence, and developmental awareness.

Promontory School teaches the mental and emotional health standards outlined in the Utah Health Education Core Standards for grades K–8 and actively promotes social and emotional learning to support all students, including those who may be at risk or in need of additional assistance.

To support these goals, Promontory utilizes a tiered system of support to deliver social, emotional, and mental health interventions. Universal, school-wide programs—such as social-emotional learning and mental health literacy initiatives—aim to educate students and



reduce stigma. Targeted and individualized interventions are provided for students identified as needing additional support through established assessment processes.

Promontory School may also offer therapy services provided by licensed Promontory professionals and/or through contracted community mental health providers, in accordance with applicable state laws and regulations. The availability of these services is determined by student needs and available resources. Promontory School provides such services only with prior written parental consent, as required by state code.

Parental consent is not required when Promontory School staff believe a student may be at risk of suicide, self-harm, or harming others. In such situations, staff may engage with the student to assess immediate safety concerns and refer the student to appropriate support or prevention services. The student's parents are to be immediately informed should such an event occur.

In an effort to understand students', parents', school personnel's, and other stakeholders' feelings of safety and connectedness, Promontory School may administer a School Climate Survey every other year in accordance with Utah Administrative Rule R277-623. The results of the school climate survey help inform the Promontory School Administration and School Board about how to improve the school environment.

IDENTIFICATION

Mental Health Screening

Routine mental health screenings are a key part of understanding youth mental health. Mental health screenings in schools, with active, written consent from parents, allow staff to identify potential mental health conditions early and connect students with appropriate help.

Promontory School may provide mental health screenings for students within the school setting for the purpose of identifying if a student is experiencing, or is at risk of experiencing, issues related to the student's mental health. All mental health screenings will be conducted in accordance with state rules and laws. Mental health screenings are NOT a diagnostic tool or process but rather, a system or process used by a student's teacher to observe behavior for the purpose of targeted learning interventions.

According to Utah Administrative Rule R277-625, mental health screenings may only screen for depression, anxiety, and suicidal ideation. At this time, no other mental health conditions may be screened. While behavioral screenings are not equivalent to mental health screenings, a



screeners that include questions regarding depression, anxiety, or suicidal ideation does fall under the mental health screening program and must adhere to the same policies. USBE approved mental health screening tools are utilized by school professionals (53F-2-522 and R277-625).

SUICIDE INTERVENTION

PURPOSE: These procedures are intended to guide staff in responding to students' risk level for suicidal ideation.

If a school employee believes a student is at-risk for suicidal behavior or physical self-harm the school employee will immediately make a report to the school director or their designee, such as the school counselor and/or school social worker. The director and/or their designee may intervene and ask a student questions regarding the student's suicidal thoughts or physically self-harming behavior for the purposes of referring the student to appropriate prevention services and informing the student's parent or legal guardian. Queries should be conducted under the philosophy of "minimal intrusion" to the student, that is, only to the extent necessary to gather enough information to accomplish appropriate referral and parental notification, and in accordance with state law.

Assessing Suicidal Ideation Risk Levels:

The director and/or their designee will assess a student's risk level using the teacher/school edition of the Columbia-Suicide Severity Rating Scale (C-SSRS). Staff response will be determined based on the student's answers to Questions 1-6 on the C-SSRS. Staff should always ask Questions 1, 2 & 6, but will only ask Questions 3, 4, & 5 if the student answers "Yes" to previous questions.

Questions:

1. Have you wished you were dead or wished you could go to sleep and not wake up?
2. Have you actually had any thoughts about killing yourself?
3. Have you been thinking about how you might do this?
4. Have you had these thoughts and had some intention of acting on them?
5. Have you started to work out or worked out the details of how to kill yourself? Did you intend to carry out this plan?



6. Have you done anything, started to do anything, or prepared to do anything to end your life?

Staff response if the answer is “Yes” to the following questions:

- Q1, Q2 (Yellow): Parent/Guardian contact, provided mental/behavioral health resources, discussion of healthy coping tools and supports.
- Q3 or Q6 (Orange): Parent/Guardian contact (includes counsel and other precautions), provide mental/behavioral health resources, discussion of healthy coping tools and supports
 - Consider evaluation by crisis response team (see below)
- Q4, Q5, Q6b (Red): Parent/Guardian contact (includes counseling and other precautions), provide mental/behavioral health resources, discussion of healthy coping tools and supports.
 - Attempt to obtain permission for evaluation by a crisis response team.
 - Contact the emergency department if there is an imminent risk of harm.

In-School Crisis Response for a High-Risk Student:

If the student is determined to be “High Risk” (Red) while in the school setting, then staff will attempt to obtain permission for evaluation by a crisis response team. All actions taken, including contact attempts, time stamps, referrals provided, and any communication with parents/guardians, school personnel, or law enforcement, shall be documented

A. Parent/Guardian APPROVES crisis response evaluation:

- a. School mental health professionals, administration, school board member(s), and outside professionals as needed meet at school with parents to assess risk and develop a student safety plan.
- b. Director is contacted accordingly, and a school safety plan created if necessary.
- c. When a student indicates suicidal intent, the school shall attempt to discuss safety at home, or “means counseling” with parent or guardian, limiting the student’s access to mechanisms for carrying out a suicide attempt (e.g., guns, knives, pills, etc).

B. Parent/Guardian DECLINES crisis response evaluation:

- a. Provide recommendations (including “means counseling” and other precautions), and provide mental/behavioral health resources.
- b. Discussion with student on healthy coping tools and supports, including mental/behavioral health resources.



- c. Document refusal of crisis response to the director and parent/guardian.
- d. Any credible signs of wanting to harm self or others will follow with a referral to DCFS if precautions are not being taken by parent/guardian(s) or a safe environment does not seem available to the student.

Out-of-School Ideation Response Protocol

If school personnel receive information that a student may be experiencing suicidal ideation or self-harm concerns while the student is not in school, the following procedures shall be followed:

1. Parent/Guardian Notification

- a. School personnel shall immediately contact the student's parent or legal guardian to notify them of the concern.
 - i. If the parent/guardian cannot be reached after reasonable attempts, school personnel shall proceed to contact the designated emergency contact(s) listed in school records.
 - ii. If neither the parent/guardian nor emergency contact can be reached in a reasonable and timely manner and there is credible concern of imminent risk, school personnel shall:
 - 1. Contact local law enforcement to request a welfare check at the student's residence or known location.
 - 2. Provide law enforcement with the necessary information required to ensure student safety in accordance with FERPA emergency disclosure provisions.

2. Documentation

- a. All actions taken, including contact attempts, time stamps, referrals provided, and any communication with parents/guardians, school personnel, or law enforcement, shall be documented.

RESPONSE TO SUICIDE ATTEMPTS

In-School Suicide Attempts

In the case of an in-school suicide attempt, the physical and mental health and safety of the student are paramount. In these situations:



1. First aid shall be rendered until professional medical services and/or transportation can be received, following school emergency medical procedures.
2. School staff shall supervise the student to ensure their safety.
3. Staff shall move all other students out of the immediate area as soon as possible.
4. Staff shall immediately notify the director and/or appropriate front office staff member.
5. The Director shall contact the student's parent or guardian.
6. The school shall engage a crisis team as necessary to assess whether additional steps should be taken to ensure student safety and well-being, including those students who may have had emotional or physical proximity to the victim.
7. Staff shall request a mental health assessment for the student as soon as possible.

Out-of-School Suicide Attempts

If a staff member becomes aware of a suicide attempt by a student that is in progress in an out-of-school location, the staff member shall:

1. Call 911 (police and/or emergency medical services)
2. Inform the student's parent or guardian
3. Inform the director

RETURN TO LEARN

Students may need to leave school temporarily to access more intensive mental health support. Promontory School supports students returning to school by partnering with community providers, parents, the student, and legal counsel if necessary to develop a transition plan.

The Student Return to Learn Safety Plan helps students and families work with the school to plan a safe and positive return after time away. A sample template can be found at the end of this policy document.

SUPPORTING THE SCHOOL COMMUNITY AFTER A DEATH

The director or designee shall confirm the death and determine the cause of death through communication with the student's parent or guardian, the coroner's office, local hospital, or police department.



If confirmed, the school will communicate with the parents or guardian to determine their preference about information released to the school community. If the cause of death has been confirmed as suicide, but the parent or guardian prefers the cause of death not be disclosed, the school may release a general statement without disclosing the student's name (e.g., "We had a ninth-grade student die over the weekend"). If the parents do not want to disclose cause of death, an administrator or mental health professional from the school who has a good relationship with the family shall be designated to speak with the parents to explain the benefits of sharing mental health resources and suicide prevention with students. If the family refuses to permit disclosure, schools may state "The family has requested that information about the cause of death not be shared at this time." Staff may use the opportunity to talk with students about grief, loss and suicide, and offer available resources.

Contact the crisis team leader at your school:

- Alert the crisis leader to the situation. Determine a time/location to meet as a team (could be face-to-face or online)
- Assign crisis leader to activate the team
- Review notification procedures and action items with the team

Contact the family with the following goals:

- Express sympathy and condolences
- Ask if information can be shared with students and parents in the community
 - It is best for the healing of kids to know the truth of the situation. In the case of death by suicide, ask if the death can be referred to as a death by suicide.
- Inform parents of the role of the crisis team at the school (to support the well-being and grief of the school community). As such, gather the following:
 - Names of their child's best friends/significant others
 - Names of students who may have been with their child before or at the time of the death
- Invite the parents to clean out their child's locker in a private time after school

Organize student records and belongings:

- Contact the registrar to inactivate the student's record.
- Locate file records, test scores, schoolwork, gather belongings, etc.
- Keep the student's locker intact until the family can come and remove belongings. If necessary, move the locker partner to another locker.



- Contact the school photography company and order a bereavement package. These pictures should be shared with the family to use at the funeral or as a keepsake.

External Communication

Please refer all media requests to the Director. The spokesperson shall:

- Keep the director and school crisis response coordinator informed of school actions relating to the death.
- Prepare a statement for the media, which may include the facts of the death, postvention plans, and available resources. The statement shall **not** include confidential information, speculation about victim motivation, means of suicide, or personal family information.
- Answer all media inquiries. If a suicide is reported by news media, the spokesperson shall encourage reporters to follow safe messaging guidelines, including:
 - Avoid making it a front-page story
 - Do not use pictures of the suicide victim
 - Avoid using the word “suicide” in the caption
 - Do not describe the method of suicide
 - Avoid using the phrase “suicide epidemic”
- Encourage media not to speculate about the reason for suicide and instead provide information on suicide risk factors, warning signs, and available resources.

Notification Procedures

- **NEVER** use social media or PA announcements to announce the death of a student or staff member.
- Do **NOT** announce at the end of the school day when there is no time to provide services and support.
- **NEVER** mention the means used in the suicide, as this can create additional trauma for staff and students.

Messaging

- Approved messages will be drafted by school staff to inform the Promontory community via Parent Square.
- Work with the Director to contact families before school if possible. Facts may be challenging, but rumors are harder; timely notification is essential.



- For deaths by suicide, parental permission is required before labeling it a suicide. If parents do not disclose, refer to it as an “unexpected death.”

Notify Staff

- Administrators shall personally call teachers who currently have the student in their classes or coaches/advisors who work directly with the student.
- Administrators shall send an e-mail to all faculty and staff.
- Be mindful of staff for whom this could be particularly triggering (e.g., recent losses, prior experiences with suicide).
- Hold an emergency faculty meeting (face-to-face or online) to process the crisis before faculty share information with students:
 - Review confirmed details vs. rumors
 - Allow discussion of feelings, concerns, and support
 - Answer questions
 - Provide handouts on warning signs, resources, and healthy coping
 - Express that the situation may be difficult and that the crisis team is available
- Prepare a statement for teachers to share with students at the beginning of the school day:
 - Relate only confirmed facts
 - Direct students to the school crisis center for support
 - Do not resume classwork until needs are met
 - It is appropriate to share emotions (sadness, shock, grief) but avoid lecturing or religious answers
 - Monitor students for additional support needs
 - Share funeral date/time if available

Notify Parents of All Students

- Notify parents of highly impacted students via phone before sending electronic communication.
- With permission from the deceased student’s parent, contact all parents electronically.
- Sensitive communication is key—only share information with permission.

Notify Students

- If possible, notify close friends personally before group announcements.
- Share information at the beginning of school, the day following the crisis.



- Ensure staff are informed first.
- Create a statement for class:
 - Only include known facts approved by the family
 - Share once at the start of the school day; avoid repeating in multiple classes
 - If the teacher is impacted or absent, a crisis team member or administrator may read the statement

Supporting Students

- Assign a service provider to attend every class period for the deceased student.
- Decide which counselor/adult will follow the student's schedule; choose a well-known counselor/crisis team member if possible.
- Follow up individually with highly impacted students, considering:
 - Clubs, sports, or teams involvement
 - Names provided by parents (friends, relatives)
 - Fragile students, recent losses, previous suicide attempts, ongoing mental health support
- Invite the most highly impacted students to the crisis center before classroom announcements.
- All adults should monitor wandering, highly emotional, or isolated students; crisis team members patrol halls/restrooms.

Establish a Temporary Crisis Center

- Provide a primary location (counseling office, library) for support.
- Identify smaller spaces (conference rooms, offices) for individual or small-group support.
- Counselors, psychologists, social workers remain in the crisis center as needed.
- Keep the crisis center open as long as necessary; stock tissues, water, snacks; provide lunch for staff if needed.
- Have students sign in; share sign-in with the attendance secretary at the end of the day.

Debriefing and Follow-Up

- Reconvene faculty meetings for highly impactful crises:
 - Assess faculty/staff needs
 - Address rumors
 - Share names of struggling students and monitor them
 - Plan for the next day



- Offer community crisis team services
- Reconvene the crisis team within a few days:
 - Reflect on practices
 - Identify strengths/weaknesses of intervention
 - Review students needing additional attention
 - Plan follow-up actions and family support
 - Allow emotional debriefing

Funeral Arrangements

- School remains open during the funeral
- Send representatives to viewing/funeral (administrator recommended)
- Arrange faculty/staff attendance (with subs if needed)
- Allow parental excuse for students attending
- Actively check in with siblings, faculty, and at-risk students as needed
- Proactively support students and staff during milestones (birthdays, graduation, anniversaries of death)

Cross References

- Attendance Policy (see sections on absenteeism, truancy, and dropout prevention.)
- Bullying, Cyberbullying, Hazing & Retaliation Policy
- Child Abuse and Neglect Reporting Policy
- Gang Prevention Policy
- Substance use prevention



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Student Return to Learn Safety Plan

Student Name:	Grade:
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What warning signs can you spot? (*Places, emotions, thoughts, behaviors, physical signs*)

What ways of coping have you used in the past that could help you now?

Who will you reach out to for help and support?

Counselor or Trusted School Adult:

Friend:

Family Member:

Health Professional:

SafeUT App:

Other:

What is the best way for these people to support you?



Where is a safe place for you to go at school?

Who do you need to check in with before you go there?

What would you say to a friend who was feeling this way?

Additional Information:

Useful Supports	Online Supports
SafeUT App: • Find in App Store or Google Play • Free access to professionals 24/7 for intervention or emotional support National Suicide Lifeline: • 988 • Available 24/7 Bear River Mental Health Crisis: • (435) 752-0750 • Locally available 24/7 Stabilization & Mobile Response Services: • (833) SAFE-FAM (833-723-3326) • A mobile crisis response team can help address urgent challenges your child is having.	National Alliance on Mental Illness • https://www.nami.org/ • Crisis Assistance, Education, and Information Suicide Prevention Lifeline • https://988lifeline.org/ • Crisis Assistance, Education, and Information • 24/7 Lifeline: 988 The Trevor Project / LGBTQ • https://www.thetrevorproject.org • 24/7 Crisis Line: 1-866-488-7386



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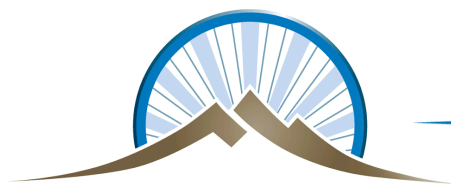
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Student Signature:	Date:
Parent Signature:	
School Representative Signature:	

A copy of this plan was given to the school and parents: YES NO

Student was given a copy of this Return to Learn Plan: YES NO

ADA Compliant December 2022



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PROMONTORY SCHOOL WELLNESS POLICY

RATIONALE

The link between nutrition, physical activity and learning is well documented. Healthy eating and activity patterns are essential for students to achieve their full academic potential, full physical and mental growth, and lifelong health and well being. Healthy eating and physical activity are essential to reduce risk for many chronic diseases. Schools have a responsibility to help students learn, establish and maintain lifelong healthy eating and activity patterns. Well planned and effectively implemented school nutrition and fitness programs have been shown to enhance students' overall health as well as their behavior and academic achievement in school. Staff wellness also is an integral part of a healthy school environment, since school staff can be daily role models for healthy behaviors.

GOAL

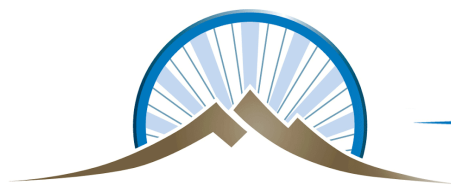
All students in Promontory School shall possess the knowledge and skills necessary to make nutritious food choices and enjoyable physical activity choices for a lifetime. ~~All staff in Promontory School are encouraged to model healthy eating and physical activity as a valuable part of daily life.~~

Promontory School recognizes that a healthy lifestyle includes balance — enjoying nutritious foods, staying active, and learning to make mindful choices when it comes to treats and celebrations. Promontory teachers and staff will use these opportunities to talk with students about making balanced choices — understanding that enjoying treats in moderation, alongside healthy foods and regular activity, supports lifelong wellness

To meet this goal, the Promontory School adopts this school wellness policy with the following commitments to nutrition education, physical activity, nutrition guidelines, other school based activities and implementations. This policy is designed to effectively utilize school and community resources to equitably serve the needs and interest of all students and staff, taking into consideration differences in culture. Evidence based or best practice recommendations also influence the policy/goals. A committee of multiple positions within the community and school shall oversee compliance of the wellness policy. Committee membership is available to all.

NUTRITION EDUCATION GOALS

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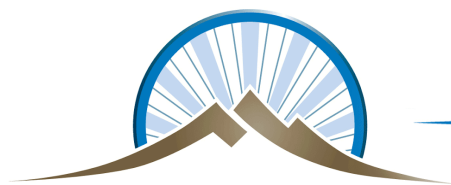
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- The school cafeteria or eating area serves as a learning laboratory to support nutrition education with a goal of three nutritional learning activities per year.
- Utilizing the food service area as a learning laboratory to support classroom instruction through menu offerings and information supporting healthy eating.
- The school will provide education for students to help them learn skills needed to practice lifelong healthy eating based on school meal nutrition standards and Smart Snacks standards. Information on these standards can be found at
 - <https://www.schools.utah.gov/curr/health?mid=908&tid=1>,
 - <https://www.fns.usda.gov/tn/guide-smart-snacks-school> and
 - <https://schools.utah.gov/cnp/schoolnutritionprograms/nslp>.

WHAT ARE THE SMART SNACKS STANDARDS FOR FOODS?

To qualify as a Smart Snack, a snack or entrée must first meet the general nutrition standards:

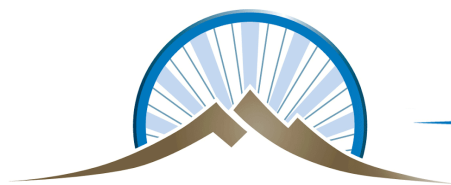
- Be a grain product that contains 50 percent or more whole grains by weight (have a whole grain as the first ingredient); or
- Have as the first ingredient a fruit, a vegetable, a dairy food, or a protein food; or
- Be a combination food that contains at least ¼ cup of fruit and/or vegetable (for example, ¼ cup of raisins with enriched pretzels); and
- The food must meet the nutrient standards for calories, sodium, fats, and total sugars.



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Nutrient	Snack	Entrée
Calories	200 calories or less	350 calories or less
Sodium	200 mg or less	480 mg or less
Total Fat	35% of calories or less	35% of calories or less
Saturated Fat	Less than 10% of calories	Less than 10% of calories
Trans Fat	0 g	0 g
Total Sugars	35% by weight or less	35% by weight or less



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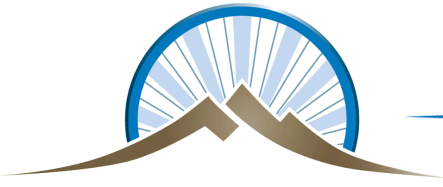
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Are there healthy exemptions to certain nutrient requirements?

The Smart Snacks Standards reflect practical and flexible solutions for healthy eating. A few foods or combinations of foods are exempt from certain nutrient standards. Refer to the table below for examples of these exemptions.

Food	Smart Snacks Standards Exemptions
Fresh and frozen fruits and vegetables, with no added ingredients except water	Exempt from all nutrient standards
Canned fruits packed in 100% juice or light syrup, with no added ingredients except water	
Canned vegetables (no salt added/low sodium), with no added fats	
Reduced-fat cheese (including part-skim mozzarella)	Exempt from the total fat and saturated fat standards, but must meet all other nutrient standards
Nuts, seeds, or nut/seed butters	
Apples with reduced-fat cheese*	
Celery with peanut butter (and unsweetened raisins)*	
Whole eggs with no added fat	Exempt from the total fat standard, but must meet all other nutrient standards
Seafood with no added fat (e.g., canned tuna packed in water)	
Dried fruits with no added sugars	Exempt from the sugar standards, but must meet all other nutrient standards
Dried cranberries, tart cherries, or blueberries, sweetened only for processing and/or palatability, with no added fats	
Trail mix of only dried fruits and nuts and/or seeds, with no added sugars or fats	Exempt from the total fat, saturated fat, and sugar standards, but must meet all other nutrient standards

*Paired exemptions are always required to meet the calorie and sodium limits for Smart Snacks.



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PROMOTION OF HEALTHY EATING AND NUTRITION GUIDELINES

- Encourage the increased consumption of a variety of healthy foods, including fruits, vegetables, whole grain and low fat dairy products.
- Offer food and beverages outside the lunch and breakfast meal service which are a good source of nutrients, moderate in sodium, moderate or low in fat, and moderate in sugar that is not naturally occurring in the food, moderate in calories and are in compliance with smart snacks guidelines and regulations.
- Strive to improve student nutrition behaviors on the school campus; include an increase of healthier meal choices by students to include fruits, vegetables, whole grains, and low fat dairy products.
- Serve school meals which meet the USDA nutrition standards (<https://www.fns.usda.gov/school-meals>) for all meals. Provide sufficient choices, including new foods and food prepared in new ways to meet the taste preference of the students.
- Designated lunch periods for all students offer sufficient time to enjoy eating healthy foods. Lunch periods will be scheduled near the middle of the school day when possible.
- Students shall be encouraged to test healthy food items with which they are not familiar to promote behavior change and healthy school meal consumption.

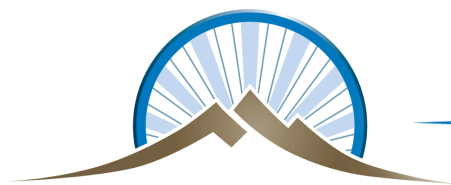
PROMOTION OF HEALTHY EATING AND NUTRITION GUIDELINES

- ~~Food and beverages are not used as reward or punishment as they may undermine healthy eating practices, interfere with kids' natural ability to regulate their eating and also encourage them to eat when they're not hungry to reward themselves or alternatively withhold food to punish themselves. Refer to the Wellness Policy~~

Allow food-based rewards occasionally, as long as:

- A **healthy alternative** is also provided.
- The activity or learning ties back to your wellness education goals (e.g., “enjoying treats mindfully,” “balancing choices”).
- Treats are not used as bribes, but may be part of positive reinforcement, celebration, or recognition of effort, particularly when aligned with individual student support plans.

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- ~~Procedures and Guidelines for a list of alternative ways to reward children.~~
- ~~Classroom celebrations that involve food will be allowed at the Administration's discretion. Such celebrations shall comply with the following:~~
 - ~~All foods made available will comply with state and local food safety and sanitation regulations.~~
 - ~~Healthy snack choices and/or options will be offered to students, faculty and staff as part of the celebration. See smart snack table above for suggestions as well as guidance from the Director for any additional clarification.~~
 -
 - ~~Faculty, staff, and parents will make healthy and fun activities the focus being of the celebration rather than food.~~

Classroom Celebrations

- Celebrations involving food are permitted at the administration's discretion.
- If a celebration involves food, it should include at least one **healthy food choice** and one **mindful treat** option.
- Faculty, staff, and parents are encouraged to make activities and community connection the focus of celebrations rather than food.
- Students may help plan celebrations that reflect healthy habits and cultural inclusivity.
- Distribution of food-based birthday treats remains discouraged, but non-food or shared classroom experiences are recommended.
 -
- In some classrooms a snack time may be implemented at the Administration's discretion in order to combat fatigue, particularly for those who have an earlier lunch period.
- ~~Distribution of food-based birthday treats in the classroom will not be allowed and parents will be encouraged to bring non-food items as birthday treats.~~
- Advertisement of foods not in compliance with smart snacks regulations is not allowed. This includes foods sold in competition with the school lunch program (Ex. fundraisers) during school hours.g, foods sold in competition with the school lunch program. (Ex. fundraisers)



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- Provide student's opportunities to practice healthy habits – they can choose from an array of healthy food options, eat in relaxed and comfortable surroundings and enjoy daily physical activity.

PHYSICAL ACTIVITY

- Schools should ensure that every student from kindergarten through twelfth grade receives regular, age appropriate, quality physical education and follows the state core curriculum guidelines found at <http://www.uen.org/core/pe/>.
- Provide within the school environment a safe enjoyable activity for all students including those who are not athletically gifted.
- Provide, through physical education, safe and satisfying physical activity for all students, including those with special needs.
- Provide for fitness education to help students understand and improve or maintain their physical well-being.
- Promote the benefits of doing regular amounts of physical activity now and through life.
- Schools should ensure that physical activity facilities on school grounds are kept safe and well-maintained.

GOALS FOR PHYSICAL EDUCATION

- Our students can demonstrate willingness to try new activities and skills with a positive attitude.
- Our students can demonstrate good sportsmanship toward themselves and crew members.

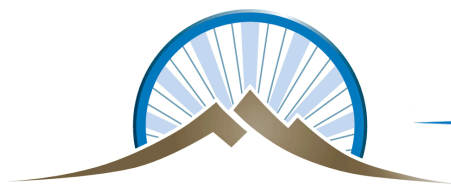
GOALS FOR OTHER SCHOOL BASED ACTIVITIES

- After-school events will promote a balanced approach to wellness, combining healthy food options, mindful treats, and opportunities for active participation, and promote positive social connections.
- Dining room supervisory staff (teachers, aids, etc.) shall receive appropriate training in how to maintain a safe, orderly, and pleasant eating environment.

STAFF AS ROLE MODELS

- ~~Train the staff who supervise student dining areas to encourage healthy eating patterns through a positive daily experience. Annual training is required of all nutritional staff in~~

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~~accordance with state professional standards.~~

- Promontory teachers and staff will use these opportunities to talk with students about making balanced choices, understanding that enjoying treats in moderation, alongside healthy foods and regular activity, supports lifelong wellness.

FOOD SAFETY/FOOD SECURITY

- All foods made available will comply with state and local food safety and sanitation regulations.
- Implement Hazard Analysis and Critical Control Point (HACCP) plans and guidelines to prevent food illness in school.
- All food service equipment and facilities must meet applicable local and state standards concerning health, safe food preparation, handling and storage, drinking water, sanitation and workplace safety.
- All food and nutrition labels and or manufacture information are available upon request and will be obtained to the best of ability.

MEASURING IMPLEMENTATION:

- The Nutrition Director with the help of supporters will conduct a review of the progress toward school wellness policy goals each year and identify areas for improvement. The progress report shall be available to the public posted on the schools website.
- Prepare and submit a yearly report to the school's administrators regarding the progress toward implementation of the school wellness policy and recommendations for any revisions to the policy as necessary. This report shall be available to the public upon request.
- Assess how well the policy is being managed and enforced periodically, not going more than 3 years without assessment.



SEXUAL HARASSMENT, ABUSE & HUMAN TRAFFICKING PREVENTION

BOARD POLICY—

It is the policy of the Promontory School Board to provide an educational environment free from sexual harassment and discrimination on the basis of sex. It shall be a violation of this policy for any student to sexually harass any other student. Promontory School encourages all victims of sexual harassment and persons with knowledge of sexual harassment to make a written report of any harassment immediately. All complainants have the right to be free from retaliation of any kind. Promontory School will promptly investigate all formal, informal, verbal, and written complaints of sexual harassment, and take prompt corrective action to end the harassment in accordance with our Grievance Policy.

NO PREFERENTIAL RIGHTS—

Nothing in this policy shall be construed to give any right, claim or action beyond the specific processes provided in this policy.

KEY TERMS—

1. "Sexual Harassment" means unwelcome sexual advances, requests for sexual favors, other physical or verbal conduct or communications of a sexual nature, and any other gender-based harassment, when:
 - a. Submission to or rejection of the conduct affects the student's academic performance, participation in school-sponsored activities, or any other aspect of the student's education; or
 - b. The conduct has the purpose or effect of unreasonably interfering with a student's academic performance or participation in school-sponsored activities, or creating an intimidating, hostile or offensive education environment.
2. Complaints received will be thoroughly investigated to determine whether the totality of the behavior and circumstances meet any of the elements of the definitions and should be treated as sexual harassment. Unacceptable conduct may or may not constitute sexual harassment. Normally, unacceptable behavior must be severe or pervasive to be considered sexual harassment.
3. School related conduct that Promontory School considers unacceptable and often a part of sexual harassment includes, but is not limited to, the following:



- a. Rape, attempted rape, sexual assault, attempted sexual assault, forcible sexual abuse, hazing, and other sexual and gender based activity of a criminal nature as defined under the Utah Criminal Code.
- b. Sexual invitations or requests for sexual activity in exchange for grades, preferences, favors, selection for extracurricular activities, homework, etc.;
- c. Offensive public sexual display of affection, including groping, fondling, petting or inappropriate touching of oneself or others;
- d. Any offensive communication that is sexually degrading or implies sexual motives or intentions, such as sexual remarks or innuendoes about an individual's clothing, appearance or activities; sexual gestures; public conversations about sexual activities or exploits; sexual rumors and "ratings list," howling, catcalls, and whistles; sexually graphic computer messages or games, etc.;
- e. Offensive name calling or profanity that is sexually suggestive, sexually degrading, implies sexual intentions;
- f. Unwelcome physical contact or closeness that is sexually suggestive, sexually degrading, or sexually intimidating such as the unwelcome touching of another's body parts, spanking, pinching, stalking, frontal-body hugs, etc.;
- g. Offensive physical pranks or touching of an individual's clothing, such as hazing and initiation, "streaking," "mooning," "snuggies," or "wedgies," bra-snapping, skirt "flip-ups," "spiking" (pulling down someone's pants or swimming suit); pinching; placing hands inside an individual's pants, shirt, blouse, or dress, etc.;
- h. Gestures that are sexually suggestive, sexually degrading or imply sexual motives or intentions;
- i. Clothing with sexually obscene or sexually explicit slogans or messages;
- j. Written or pictorial display or distribution of pornographic or other sexually explicit materials such as magazines, videos, films, etc.

PROTECTION FROM REPRISALS—

Students filing complaints shall be free from bias, collusion, intimidation, or reprisal.

Students subjected to sexual harassment are first encouraged to confront the harasser and tell the harasser to stop the conduct because it is unwelcome. Complainants should document the incident(s) of harassment, and any conversations they have with the harasser, noting such information as time, date, place, what was said or done, and other relevant circumstances surrounding the event(s).



If the complainant's concerns are not resolved satisfactorily through a discussion with the harasser, or if the complainant feels he/she cannot discuss the concerns with the harasser, the complainant should directly inform school staff of the complaint and should clearly indicate what action he/she wants taken to resolve the complaint. Whenever reasonable, the complainant should file a written complaint.

Any school employee who receives a complaint of sexual harassment from a student shall inform the student of the employee's obligation to report the complaint to the director, and then shall immediately notify the director.

Complainants who contact school staff with a complaint are encouraged to submit the complaint in writing. However, complaints may be filed verbally. Alternate methods of filing complaints shall be made available to individuals with disabilities who need accommodation.

CONFIDENTIALITY—

It is Promontory School policy to respect the privacy and anonymity of all parties and witnesses to complaints brought under this policy. However, because an individual's right to confidentiality must be balanced with the School's obligations to cooperate with police investigations or legal proceedings, or to investigate and take necessary action to resolve a complaint, the Promontory School retains the right to disclose the identity of parties and witnesses to complaints in appropriate circumstances.

Where a complaint involves allegations of child abuse, the complaint shall be immediately reported to appropriate law enforcement authorities and the anonymity of both the complainant and school officials involved in the investigation will be strictly protected as required by Utah Code Ann. § 62A-4a-412 and Utah Administrative Rules R277- 401.

1. Initial Investigative Procedures.

- a. The school administrator has the responsibility to conduct a preliminary review when he/she receives a verbal or written complaint of sexual harassment, or if he/she observes sexual harassment. The administrator should take the following steps:
 - i. Interview the complainant and document the conversation. Instruct the complainant to have no contact or communication regarding the complaint with the alleged harasser. Ask the complainant specifically what action he/she wants taken in order to resolve the complaint. Notify the complainant of his/her right to have someone of the same gender conduct or be present during the investigation. The



Complainant should be urged to make a written statement where feasible under the circumstances.

- ii. Interview the alleged harasser regarding the complaint and inform the alleged harasser that if the objectionable conduct has occurred, it must cease immediately. Document the conversation.
- iii. Instruct the alleged harasser to have no contact or communication regarding the complaint with the complainant and to not take any retaliatory action against the complainant.
- iv. If the alleged harasser admits all or part of the allegations, issue a written warning/reprimand to the harasser and place a copy in the student's cumulative education record/file. If the harasser is an employee, submit a copy of the written warning/ reprimand to the Promontory School Executive Committee for inclusion in the harasser's personnel file. In certain cases expulsion may be warranted for a first offense if the conduct is egregious. Repeated offenses may warrant suspension and expulsion. In addition, promptly contact Perry Police Dept. and/or DCFS in situations involving repeated violations or severe infractions such as criminal touching, quid pro quo (e.g., offering educational rewards or punishments as an inducement for sexual favors), or acts which shock the conscience of a reasonable person.
- v. If the alleged harasser denies the allegations, promptly conduct a further investigation including interviewing witnesses, if any.
- vi. Submit a copy of all investigation and interview documentation to the Promontory School Board Trustees if the complaint involves a Promontory School employee.
- vii. Report back to the complainant, notifying him/her in person and in writing regarding the action taken to the complaint. Instruct the complainant to report immediately if the objectionable behavior occurs again or if the alleged harasser retaliates against him/her.
- viii. Notify the complainant that if he/she desires further investigation and action, the complaint will be forwarded for a local law enforcement agency investigation.

DIRECTOR'S RECOMMENDATION—

The director must consider the severity or pervasiveness of the conduct and exercise discretion in determining whether a Board of Directors level investigation is necessary regardless of the complainant's desires. If a blatant violation occurs involving criminal



touching, quid pro quo (e.g., offering an academic reward or punishment as an inducement for sexual favors), or acts which shock the conscience of a reasonable person, the complaint should be referred promptly to the Board of Directors. In addition, where the director has reasonable suspicion that the alleged harassment involves criminal activity, he/she should immediately contact appropriate law enforcement authorities.

Whenever a sexual harassment complaint is made, the director must take action to investigate the complaint or to refer the complaint for investigation even if the student does not request any action or withdraws the complaint.

Investigations should commence as soon as possible.

If the initial investigation results in a determination that sexual harassment did occur, and the harasser repeats the wrongful behavior or retaliates against the complainant, the director will take prompt disciplinary action and will notify the Board of Directors.

BOARD OF DIRECTORS LEVEL INVESTIGATION—

Complainants who are not satisfied with the outcome of the initial investigation may request a Board of Directors level investigation by submitting the written complaint to the Board Chair.

The Board of Directors level investigation should commence as soon as possible.

In conducting the Board of Directors level investigation, the Board may choose to use an investigative team that has received training in sexual harassment investigation or that has previous experience investigating sexual harassment complaints.

If this investigation results in a determination that sexual harassment did occur, prompt corrective action may be taken including suspension, expulsion, change of placement, or loss of extracurricular activities.

Following the Board of Directors investigation and determination, the Board will notify the complainant in writing of the action taken.

The Board of Directors level review exhausts all processes and remedies provided under this policy.

RETALIATION PROHIBITED—

Any act of reprisal against any person who opposes sexually harassing behavior, or who has filed a complaint, is prohibited and therefore subject to disciplinary action. Likewise, reprisal



against any person who has testified, assisted, or participated in any manner in an investigation, proceeding, or hearing of a sexual harassment complaint is prohibited and therefore subject to disciplinary action.

DISCIPLINE—

Any individual who violates this policy will be subject to appropriate disciplinary action under applicable school discipline policies.

Depending on the severity or persistence of the harassment, an individual who violates this policy may be subject to suspension, exclusion, probation, termination, or alternate placement. In addition, students who violate this policy may lose the privilege of participating in extracurricular activities.

If school administrators have reasonable suspicion that the harassment involves sexual assault, rape, or any other activity of a criminal nature, Promontory School shall notify appropriate law enforcement authorities and immediately initiate proceedings to remove the accused party from the situation.

If the accused is a student with a disability whose education involves services under the Individuals with Disabilities Education Act (IDEA) or accommodations under Section 504 of the Rehabilitation Act or the Americans with Disabilities Act, no disciplinary action, change of placement, or other steps shall be taken without convening a multi-disciplinary team to determine the extent to which the harassing behavior is a manifestation of the student's disability.

FALSE COMPLAINTS—

False, malicious or frivolous complaints of sexual harassment shall result in corrective or disciplinary action taken against the complainant.

RECORDS—

Separate confidential records of all sexual harassment complaints and initial investigations shall be maintained in the director's office. Records of School Board level investigations shall be maintained in the office of the director:

1. Records of initial complaints and investigations shall be retained for at least one (1) year.
2. Records of School Board level investigations shall be retained for at least three (3) years.



3. Records of complaints and investigations of blatant violations involving criminal touching, quid pro quo, other criminal acts, or acts which shock the conscience of a reasonable person shall be retained permanently.

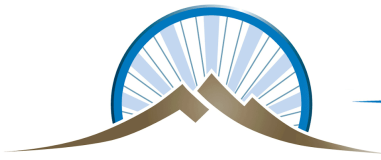
CHILD SEXUAL ABUSE PREVENTION—

Utah State Code 53-9-207 mandates that Promontory School will provide the following in pursuit of child sex abuse prevention.

1. (1) "School personnel" means a Promontory School employee, including a licensed, part-time, contract, or unlicensed employee as defined in Utah State Code 53G-9-203.
2. (2) The state board shall approve, in partnership with the Department of Human Services, age appropriate instructional materials for the training and instruction described in Subsections (3) (a) and (4).
3.
 - a. Promontory School shall provide, every other year, training and instruction on child sexual abuse and human trafficking prevention and awareness to:
 - i. school personnel in elementary and secondary schools on:
 1. (A) responding to a disclosure of child sexual abuse in a supportive, appropriate manner;
 2. (B) identifying children who are victims or may be at risk of becoming victims of human trafficking or commercial sexual exploitation; and
 3. (C) the mandatory reporting requirements described in Sections 53E-6-701 and 80-2-602; and
 - ii. parents of elementary school students on:
 1. (A) recognizing warning signs of a child who is being sexually abused or who is a victim or may be at risk of becoming a victim of human trafficking or commercial sexual exploitation; and
 2. (B) effective, age-appropriate methods for discussing the topic of child sexual abuse with a child.
 - b. Promontory School shall use the instructional materials approved by the state board under Subsection (2) to provide the training and instruction to school personnel and parents under Subsection (3)(a).
- 4.



- a. In accordance with Subsections (4)(b) and (5), Promontory School may provide instruction on child sexual abuse and human trafficking prevention and awareness to elementary school students using age-appropriate curriculum.
 - b. If Promontory School provides the instruction described in Subsection (4) (a) shall use the instructional materials approved by the state board under Subsection (2) to provide the instruction.
- 5.
 - a. An elementary school student may not be given the instruction described in Subsection (4) unless the parent of the student is:
 - i. notified in advance of the:
 - 1. (A) instruction and the content of the instruction; and
 - 2. (B) parent's right to have the student excused from the instruction;
 - ii. given an opportunity to review the instructional materials before the instruction occurs; and
 - iii. allowed to be present when the instruction is delivered.
 - b. Upon the written request of the parent of an elementary school student, the student shall be excused from the instruction described in Subsection (4).
 - c. Participation of a student requires compliance with Sections 53E-9-202 and 53E-9-203.
- 6. Promontory School may determine the mode of delivery for the training and instruction described in Subsections (3) and (4).
- 7. Upon request of the state board, Promontory School shall provide evidence of compliance with this section.



CASH RECEIPTS POLICY

A. PURPOSE

To establish Promontory School of Expeditionary Learning policy for the handling of all cash receipts, to include currency, coin, checks, ACH transactions, and credit card transactions.

B. SCOPE

This policy applies to all Promontory School administration, licensed educators, staff, students, organizations, and individuals that handle cash receipts or accept payment in any form on behalf of the school. The scope includes all activities at the school and in all locations where school activities and public funds are collected.

C. SEGREGATION OF DUTIES

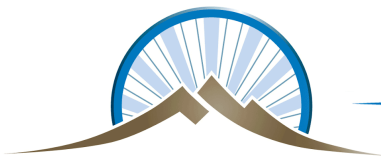
Wherever possible, duties such as collecting funds, maintaining documentation, preparing deposits and reconciling records should be segregated among different individuals. When segregation of duties is not possible due, compensating controls such as management supervision and review of cash receipting records by independent parties should be implemented.

D. DEFINITION

“Public funds” are defined as money, funds, and accounts, regardless of the source from which the funds are derived, that are owned, held, or administered by the state or any of its political subdivisions, including Promontory School or other public bodies [Utah Code 51-7-3(26)].

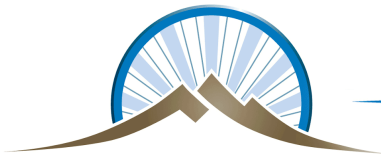
E. POLICY FOR CASH RECEIPTS

1. The school will comply with all applicable state and federal laws.
2. Day-to-day receipting of funds at the school should be done at the front office.
Employees shall instruct payers to take all cash, checks, and credit card transactions to the front office staff for receipt, including all lunch payments and fieldwork donations. With approval from the Executive Director, exceptions may be made for receipting to be done in other on-site school locations or approved off-site locations that are conducive to facilitating the event, i.e., Back to School, Celebrations of Learning, etc. Provisions should be made for cash receipting/collection at approved off-site activities or functions. Please refer to the Fundraising Policy.
3. School employees should not open bank accounts, outside of the control of the school, for the receipting or expending of public funds associated with school-sponsored activities. The Executive Director must approve all checking and savings accounts used



in school business.

4. All funds shall be kept in a secure location controlled by the front office staff until they can be deposited in an school-approved fiduciary institution. Funds should be deposited daily or within three days after receipt, in compliance with Utah Code 51-4-2(2) (a), in a school approved account. Employees should never hold funds in any location for any reason.
5. If the front office staff has left for the day or funds are receipted on the weekends, administrators should be available to lock cash receipts or cash boxes in a secure location in the school identified by the Executive Director until the next business day. Cash receipts should not be taken home by employees or volunteers, or left in offices not identified as a secure location.
6. All checks should be made payable to Promontory School. Checks should not be made payable to an employee, a specific department, or a program.
7. Appropriate internal controls and segregation of duties should be implemented for all cash activity. Cash should always be verified. Where verification is difficult, cash should be counted by two individuals.
8. All funds (cash, checks, credit card payments, etc.) received must be receipted and recorded by the school's front office. The business manager receives the deposit from the front office, makes the deposit, and records all transactions in the accounting records. Following the deposit and recording of transaction, a copy of the deposit slip is provided to the front office by the Business Manager for comparison to the receipting record.
9. All funds (cash, checks, credit card payments, etc.) received must be receipted and recorded in the school's accounting records. All transactions are recorded in the accounting records by the Business Manager who is not allowed to receive or make deposits.
10. Documents should be available, and should demonstrate that proper cash controls are in place (signatures for approval, tally sheets, reconciliations, etc.).
11. Under no circumstances are disbursements to be made directly from cash receipts (i.e., for purchases, reimbursements, refunds, or to cash personal checks).
12. All payments of fees shall correspond with the approved fee schedule, as required by Board Administrative Rule 277-407.
13. Periodic and unscheduled audits or reviews should be performed for all cash activity.
14. All activities involving cash must be supervised by a school employee or authorized volunteer to ensure adequate controls are in place. Training should be given to those involved in handling cash.



F. PETTY CASH/CHANGE FUNDS POLICY

1. Petty cash and change funds must be authorized by the school business manager.
2. All petty cash and change funds will be reflected on the school's accounting records and reconciled monthly.
3. These funds should not exceed amount designated by the school business manager.
4. All petty cash funds and change funds should be kept locked, in a secure location.
5. Checks may not be made payable to "cash" or "bearer" and cashed by the school or school employees to create change funds or petty cash funds outside of the approved petty cash and change fund accounts.
6. Reimbursements to petty cash accounts will be made only when supported by receipts and approved by the Executive Director.
7. Expenditures should not be paid out of change funds. Change funds will be included in all tally forms or on deposit count sheets, and accounted for with each use.
8. Funds are subject to unannounced counts by school personnel at any time.



PROMONTORY

school of expeditionary learning

CHILD ABUSE AND NEGLECT REPORTING POLICY

Promontory School of Expeditionary Learning takes seriously the legal responsibility of its personnel to protect the physical and psychological well-being of its students. We believe that the school's personnel have an important role to play in the elimination of child abuse because they are in a unique position to observe children over extended periods of time on a daily basis.

Utah law requires that whenever any person, including any school employee, contracted or temporary employee, or volunteer who has reason to believe that a child has been subjected to incest, molestation, sexual abuse, physical abuse, neglect, or human trafficking, or observes a child being subjected to conditions or circumstances which would reasonably result in sexual abuse, physical abuse, or neglect, he/she shall immediately notify the nearest police officer, law enforcement agency, or the Division of Child Family Service. The law provides serious penalties for failure to fulfill one's duty to report.

The Director shall establish administrative procedures that will comply with the provisions of Utah Code 80-2-602 Utah Child Abuse or Neglect Reporting Requirements, 53G-9-207 Child Sexual Abuse Prevention, and Utah Administrative Rules R277- 401 Child Abuse-Neglect Reporting by Education Personnel to help the school's personnel to understand and fulfill their legal responsibilities concerning child abuse.

Intensive title: Food!**Teacher(s) Danette Mahana****Brief narrative describing the intensive and its purpose**

The purpose of this Food Intensive is to help students learn the basics about food so they feel confident in their abilities to plan, shop, and prepare meals for themselves, their families, and others. Students should also realize that such activities can be fun and rewarding.

Guiding Question(s)

- How do food groups influence what I eat?
- How do food groups influence what my family eats?
- Why do people need a sense of adventure when it comes to food?
- How is food regulated in our country?
- Why is it important to plan before going to the grocery store?
- What makes food important?

Learning Target(s)

- I can apply what I have learned (about the food groups, menu planning, grocery shopping, and meal preparation) to plan, shop for, make, serve, and clean up after a meal.
- I can use these skills to serve others in my life.
- I can use my sense of adventure to try or create something new.
- I can continue to use my new skills and knowledge, striving for excellence as I learn.
- I can demonstrate responsibility by following food safety guidelines.

Fieldwork, Experts, Etc. (include contact person, and contact information)

Shopping at a grocery store from a grocery list.
Going to a restaurant to practice table manners and how to order off of a menu.

Notes: Materials needed, permission slips needed, cost and funding, etc.

Materials for gingerbread house centerpieces.

Ingredients for shakes, pancakes, bread, and invited lunch

Permissions for grocery shopping (probably Kents) and going out to lunch (probably The Rusted Spoon)

All expenses will come out of my classroom budget

Schedule

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Day 1- Food safety, knife cutting skill (with plastic knives), and making gingerbread houses.

Day 2- Plan special lunch, Shopping at Kent's, make pancakes

Day 3- Table manners, Lunch at a restaurant, make homemade bread, make hershey kiss centerpieces.

Day 4- Make a lunch for guest, set table and eat with their guests. Movie and popcorn (probably Ratatouille)

Day 5- Christmas crafts, books and Food videos

Other notes, invitations, etc

I'm not certain yet whether I'll be leading this entire intensive. I may have my students attend their general education classes for part of it, but that's still to be determined. I wanted to submit this just in case I do end up facilitating the intensive.

Intensive Title: ChemisTreats Lab— where science is sweet and experiments are good enough to eat!

Teacher: Jeni Sevilla

Date: Dec 15th

Brief narrative describing the intensive and its purpose

A hands-on, lip-smacking science lab where science is sweet and experiments are good enough to eat! We'll kick things off by growing our own **rock candy crystals**, then level up with **popping boba spheres**, **fizzy lemonade**, **glow-in-the-dark Jell-O**, **gummy bear engineering**, and even **edible water bottles**. You'll explore states of matter, acids & bases, polymers, ratios, and reaction rates—then taste the results!

Guiding Question(s)

- How can we model matter we can't see?
- What evidence shows a **physical** vs. **chemical** change?
- How do **ratios/density** shape flavor and layering in foods?
- How can engineering design help us prototype safe, edible materials?

Learning Target(s)

- **I can** use a particle model to explain dissolving, crystallization, and fizzing in edible systems (5.2.1).
- **I can** plan & carry out fair tests to identify substances by their **properties** (5.2.2).
- **I can** gather **evidence** to decide if combining substances forms a **new substance** (5.2.3).
- **I can** develop models showing that **molecules** are made of different kinds/ratios of **atoms**, and explain how **energy** (heat/light) changes matter (6.2.1, 6.2.2).

Fieldwork, Experts, Etc. (include contact person and contact information)

Fieldwork Date: 12/17/2025

Map Link: [Hill AFB STEAM Center for Education](#)

Hill AFB STEAM / Hill Aerospace Museum (Reynolds Aerospace Center for Education).

Contact: education@aerospaceutah.org | 801-775-3497 (open Tue–Sat; coordinate school booking). aerospaceutah.org

Notes: Materials needed, permission slips needed, cost and funding, etc.

- Permission slips/waivers for Hill AFB STEAM Center for Education
- \$15 per student

Supplies and Estimated Costs (for 28 students)

- Granulated sugar, 30 lb — approx. \$25
- Light corn syrup, 32 oz — approx. \$4
- Wooden skewers, pack of 100 — approx. \$3
- Wooden clothespins, pack of 50 — approx. \$6
- Heat-safe glass jars (12–16 oz), 28 — approx. \$35
- Assorted food coloring, 1 set — approx. \$7
- Citric acid, 1 lb — approx. \$9
- Baking soda, 4 lb — approx. \$4
- Fresh lemons, 30 — approx. \$18
- Flavored gelatin (3-oz boxes), 14 — approx. \$14
- Unflavored gelatin packets, 28 — approx. \$20
- 100% fruit juice, 2 liters — approx. \$4
- Silicone gummy bear molds, 6 multi-cavity sheets — approx. \$15
- Sodium alginate, 1 lb — approx. \$18
- Calcium lactate (or calcium lactate gluconate), 2 lb — approx. \$25
- Plastic pipettes or droppers, pack of 60 — approx. \$10
- 10–20 mL blunt-tip syringes, pack of 30 — approx. \$12
- Popping candy (Pop Rocks or equivalent), 30 single packs — approx. \$20
- Tonic water (quinine), 5 liters — approx. \$7
- Handheld UV/blacklight (for fluorescence), 1 — approx. \$15
- Psyllium husk powder, 24 oz — approx. \$15
- Unsweetened drink mix packets (e.g., Kool-Aid), 10 — approx. \$3
- Clear plastic cups, 12 oz, pack of ~300 — approx. \$25
- Paper bowls/plates for staging, pack of ~100 — approx. \$8
- Plastic spoons, pack of ~200 — approx. \$10
- Quart-size zip-top bags, box of 50 — approx. \$8
- Wax paper or parchment, 1 roll — approx. \$5

- Dish gloves/food-prep gloves, box of 100 — approx. \$6

Estimated grand total: approx. \$338

Schedule

Sequence of Experiences for Intensive

Monday 12/15

Day 1: Crystal Kickoff (Solutions & Supersaturation)

Learning Focus: particle model of matter; dissolving vs. crystallizing; variables in crystal growth.

Guiding Qs: What makes a supersaturated solution? How do crystals form from particles you can't see?

- 8:20–8:45 Morning Crew: norms, lab safety, taste-testing protocols.
- 8:45–10:00 Mini-lesson & Demo: Unsaturated vs. saturated vs. supersaturated (sugar-water). Anchor chart with particle diagrams (5.2.1).
- 10:00–10:15 Break
- 10:15–11:30 Experiment A — Rock Candy setup (start growth): students prepare flavored/string or skewer seeds; set up jars; predict growth over week; establish data-collection table.



- Classroom-friendly instructions & science: Steve Spangler; Carolina explainer. [Steve Spangler+1](#)
- 11:45–12:15 Lunch
- 12:15–1:30 Experiment B — Fizzy Lemonade (gas evidence): compare plain vs. baking-soda versions; collect CO₂ evidence (bubbles, pH/taste), discuss acid-base reaction.
 - Student-safe recipe & science notes. [Science Buddies+1](#)



- 1:30–1:45 Outdoor Break
- 1:45–2:30 Data & Reflection: Start growth-log for crystals; exit ticket—identify evidence of change and whether new substances formed (5.2.3).
- 2:45–3:00 Closing Crew

Tuesday 12/16

Day 2: Polymers & Gels (Slimes & Gummies)

Learning Focus: polymers (gelatin vs. psyllium), reversible/irreversible changes, temperature's role.

Guiding Qs: What is a **polymer**? Which changes are reversible?

- **8:20–8:45 Morning Crew:** crystal check-in & data point #2.
- **8:45–10:15 Experiment A — Edible Slime (psyllium/“Metamucil” slime):** heat + psyllium → edible gel; discuss polymer network & water binding; viscosity comparisons with different water ratios. blog.mountainroseherbs.com+1



- **10:15–10:30 Break**
- **10:30–11:30 Experiment B — Homemade Gummy Bears (gelatin + juice):** model polymer chains setting; test texture vs. gelatin concentration (team variables). [Little Bins for Little Hands+2My Kids Lick The Bowl+2](http://LittleBinsforLittleHands+2MyKidsLickTheBowl+2)



- **11:45–12:15 Lunch**
- **12:15–1:30 Literacy/Math Integration:** write procedures in numbered steps; graph “firmness rating” vs. gelatin grams; claim-evidence-reasoning on reversible changes.

- 1:30–1:45 Outdoor Break
- 1:45–2:30 Crystal data check; extend with temp variable (some jars on sunny sill vs. room temp).
- 2:45–3:00 Closing Crew

Wednesday 12/17

Day 3: FIELDWORK @ Hill AFB STEAM (8:20–12:15)

Learning Focus: real-world STEAM careers; materials & energy in aerospace; density & composites demos (site-dependent).

Guiding Qs: How do scientists/engineers test materials? Where do we see chemistry in flight?

- 8:20–12:15 Fieldwork: Hill AFB STEM / Hill Aerospace Museum Education Center (pre-arranged program). Sack lunch after return. aerospaceutah.org
- 12:15–12:45 Lunch (on campus)
- 12:45–1:30 Experiment — Glow-in-the-Dark Jell-O (fluorescence): make cups with tonic water (quinine) and observe under UV/blacklight; connect to energy absorption/emission (6.2). Michigan.gov



- 1:30–1:45 Outdoor Break
- 1:45–2:30 Reflection: field notes → “chemistry in aerospace” one-pager; crystal data check #4.

- 2:45–3:00 Closing Crew

Thursday 12/18

Day 4: Spherification & “Pops” (Density, Acids/Bases, Gas)

Learning Focus: density & viscosity in spherification; safe “popping candy” chemistry; evidence of gas.

Guiding Qs: How can ions crosslink polymers? How can we safely create fizz?

- 8:20–8:45 Morning Crew: crystal check #5; review ion crosslinking (Ca^{2+} + alginate).
- 8:45–10:15 Experiment A — Popping Boba (direct spherification): sodium alginate solution dropped into calcium salt bath → gels with liquid core; test variables (drop height, bath time). [Science Buddies+1](#)



- 10:15–10:30 Break
- 10:30–11:30 Experiment B — “Pop Rocks”-style Fizzy Candy (citric acid + baking soda in hard-candy matrix; teacher handles 300 °F stage): students observe gas release, texture; discuss why true commercial Pop Rocks trap CO₂ under high pressure (compare method & safety). [Craftsy+2Instructables+2](#)



- 11:45–12:15 Lunch
- 12:15–1:30 Math/Modeling — Fibonacci Lemonade (layered densities & ratios): groups layer small clear cups using lemon juice : simple syrup in Fibonacci proportions; link to density and golden ratio; taste progression. Teacher protocol + background.

andreahawksley.com+2archive.bridgesmathart.org+2



- 1:30–1:45 Outdoor Break
- 1:45–2:30 Crystal growth reveal & photo lab reports; prep display cards for Friday Expo.
- 2:45–3:00 Closing Crew

Friday 12/19

Day 5: Expo & One Capstone Build

Short-day adjustments: No outdoor break. Closing Crew begins 11:30. Lunch 11:45.
(Assuming early dismissal follows lunch per school schedule.)

Learning Focus: engineering with spherification & density; communicate findings.

- 8:20–9:45 Experiment — Edible Water “Bottles” (Ooho water blobs): teams design flavor/color variations; test shell thickness vs. bath time (direct spherification).
ThoughtCo+2CuriOdyssey+2



- **9:45–10:45 Expo Setup: tri-folds with claims-evidence-reasoning, photos, and QR codes to procedures; crystal growth gallery.**
- **10:45–11:30 Hallway Mini-Expo (families/admin welcome if possible).**
- **11:30–11:45 Closing Crew (short-day)**
- **11:45 Lunch & Early Dismissal (per school schedule).**

Experiment Instruction Links (quick list)

- Rock Candy (supersaturation/crystallization): Steve Spangler; Carolina explainer. [Steve Spangler+1](#)
- Fizzy Lemonade (acid–base → CO₂): ScienceBuddies; Little Bins. [Science Buddies+1](#)
- Edible Slime (psyllium polymer): Mountain Rose Herbs; 2-ingredient variant. [blog.mountainroseherbs.com+1](#)
- Homemade Gummies (gelatin polymer): Little Bins; My Kids Lick The Bowl; Left Brain Craft Brain. [Little Bins for Little Hands+2My Kids Lick The Bowl+2](#)
- Glow Jell-O (fluorescence—quinine + UV): PDF (MI Explore Lab Science); Instructables; KiwiCo. [Michigan.gov+2Instructables+2](#)
- Popping Boba (spherification): ScienceBuddies project; classroom blog explainer. [Science Buddies+1](#)
- “Pop Rocks”-style Fizzy Candy (teacher-handled hot candy): Craftsby; Instructables; ACS Reactions (true Pop Rocks context). [Craftsy+2Instructables+2](#)
- Fibonacci Lemonade (density/ratios layering): Andrea Hawksley original; Bridges 2015 paper; K-12 handout. [andreahawksley.com+2archive.bridgesmathart.org+2](#)
- Edible Water Bottles (spherification): ThoughtCo; CuriOdyssey; WonderHowTo. [ThoughtCo+2CuriOdyssey+2](#)
- Fieldwork (Hill AFB/Hill Aerospace Museum Education): program & contacts. [aerospaceutah.org+2aerospaceutah.org+2](#)

Utah SEEd Standards Alignment (5th–6th)

- **Strand 5.2: Properties & Changes of Matter**

- **5.2.1** develop/use **particle model** (e.g., dissolving sugar; crystal growth).
- **5.2.2** identify substances by **properties** (viscosity, hardness of candy, density of layers).
- **5.2.3** determine effects of combining substances; **evidence** of new substances (gas formation, irreversible changes).

- **Strand 6.2: Energy Affects Matter**

- **6.2.1** models of **molecules** (H_2O , CO_2) and differences atoms vs. molecules during reactions.
- **6.2.2/6.2.x** effects of **energy** (heat to dissolve/boil; UV exciting quinine; cooling to gel).

Intensive Title: Gingerbread**Teacher: Elenoa Fisher and Lydia Munoz (Kindergarten)****Date: Dec 15th- 19th****Brief narrative describing the intensive and its purpose**

Students will discover the original story of the Gingerbread Man. Then, they will listen to fractured Gingerbread Tales and determine similarities and differences to the original. Students will participate in various activities such as interactive retelling, STEM challenges, and crafts to showcase their understanding of various story elements and critical thinking skills.

Guiding Question(s)

What are the similarities and differences between the various versions of the Gingerbread Man?

How can we solve problems in stories?

How can we show that we remember a story?

How can I interact with a story?

Learning Target(s)

I can identify elements in a story (characters, setting, plot).

I can retell a story in sequence.

I can solve problems.

I can be creative and artistic.

I can take turns and communicate effectively.

Fieldwork, Experts, Etc. (include contact person and contact information)

Sandy (dance)

POP parent help (make gingerbread playdoh)

Notes: Materials needed, permission slips needed, cost and funding, etc.

Gingerbread playdoh–POP parent help?

Decorating supplies

Gingerbread prepackaged cookies (Little Debbie)- (accommodation: gingerbread shaped ice)

- Option: gingerbread shaped soap

Gingerbread themed math manipulatives

Gingerbread books

Gingerbread pencils and stickers

Craft supplies

Gingerbread bakery supplies for dramatic play

Candyland game

Gingerbread sensory supplies and small world play

Schedule

Sequence of Experiences for Intensive	Resources, Fieldwork, Experts, Projects
Day 1: (Monday) Read original story: The Gingerbread Man Introduce intensive and class gingerbread man (name him as a class) Start making gingerbread paper bag house-coloring (this will be wrapping paper for parent present-ornament) <u>Gingerbread Centers for the Week:</u> -gingerbread bakery dramatic play -gingerbread playdoh and decorations -decorate a cookie counting -gingerbread craft -coloring giant cardboard gingerbread house -gingerbread sensory bin -Candyland game -themed counting/pattern activities -gingerbread small world play Full Day Rotations: ● Sensory bin ● Literacy: puppets and retell ● Math: Gingerbread patterns ● STEAM: gingerbread build a bridge/boat Story: Read: The Ninjabread Man Song/Game: Who Stole the Cookie...	Sandy-Dance?
Day 2: (Tuesday) Read: Gingerbread Girl Compare and Contrast to original story (display Venn Diagram) Finish paper bag gingerbread houses Gingerbread Centers (same centers)	

Full Day Gingerbread Rotations for afternoon: ● Sensory bin ● Literacy: Gingerbread ABC hunt ● Math: Gingerbread counting ● STEAM: Gingerbread small world play Story: The Gingerbread Cowboy Gingerbread Yoga	
Day 3: (Wednesday) Read: Read: Gingerbread Baby ● Gingerbread craft and writing Gingerbread Centers (same centers) Full Day Gingerbread Rotations for afternoon: ● Sensory bin ● Literacy: Card writing for family ● Math: Gingerbread activity ● STEAM: Candyland Story: The Gingerbread Pirates Gingerbread Directed Drawing	
Day 4: (Thursday) Story: The Gingerbread Man Loose in School Gingerbread stuffie goes “missing” ● Write Missing Posters Story: Gingerbread Friends ● Scavenger Hunt ● Gingerbread Cookies (5 senses discussion) and Super Why: <i>The Gingerbread Boy</i> ● Story: The Gingerbread Man 2 Full Day Gingerbread Centers (same centers from morning)	

Winnie the Pooh Christmas (our great thinker is A.A.Milne)	
Day 5: (Friday) Make a gingerbread man/ woman create a home for them. Add in details to their home, bed, table chair, etc. Make a story for them. Practice and present to the class.	

Intensive Title:	Winter Sports
Teacher:	Mrs. Wells
Dates:	December 15 through 19, 2025

Brief narrative describing the intensive and its purpose.

This intensive is designed to give students healthy options for being active during the winter as well as a sense of adventure to step outside their normal activities. In addition, there is a physics and sports element where students will learn about how physics relates to sports. Further, there is an Olympics component where we will learn about the history of the Olympics, go to an Olympic facility, and create our own Olympics activities. Finally, there is a safety component including how to prepare appropriately for different winter sports activities.

Guiding Question(s)

How can I be active during the winter to help my health? How do I appropriately prepare for winter sport activities? What physics principles apply to being successful at different winter sports? What is the science behind avalanches and how do I avoid them? What is the history of the Olympics? What type of character qualities are needed to be an Olympic athlete?

Learning Target(s)

I can appropriately prepare for winter sport activities. I can step out of my comfort zone and try new winter sport activities. I can learn and apply the safety rules for different sports. I can understand and apply physics principles to sports. I can understand and analyze the science behind avalanches. I can learn how to safely avoid avalanches. I can understand the resilience and character needed to be an Olympic athlete.

Fieldwork, experts, etc. (Include contact person and contact information)

1. The Ogden Mustangs hockey team will be coming to the school to talk about what it takes to be a hockey player and resilience. They will then play floor hockey with the kids in the gym.
2. We will visit The Utah Olympic Oval and we will have a skating expert teach the kids how to speed skate. We will also have an instructor teach them how to play broom ball.

Materials needed

I will need lab supplies to simulate avalanches in a lab activity. This includes foam poster boards,

potato flakes, flour, sugar, rocks, burlap, glue guns, glue sticks, and clear sheet protectors. Students will also need to wear appropriate clothing and shoes for the activities. In addition, for my "To Build a Fire" reading lesson, I will need firewood and food supplies.

Permission slips needed? Please list.

Permission Slips for The Utah Olympic Oval, the movie "Miracle", and possibly Flowrider/IROCK/IFLY in Ogden.

Lunches needed? Please be sure to let the kitchen know AT LEAST a week ahead (preferably two).

Yes, I will need school lunches for the fieldwork days. This would be The Utah Olympic Oval day on Tuesday and possibly the FLOWrider/IROCK/IFLY day on either Monday or Wednesday.

Cost and funding source

Cost will be for the lab supplies, food supplies, Olympic Oval (approximately \$11 per child) and IROCK/IFLY simulated climbing and flying (estimating \$15-20). I will be using at least half of my adventure budget to pay for this, but I will also ask for donations of up to \$20 to help with costs.

Schedule	Resources, Fieldwork, Experts, Projects
Day 1: Monday, December 15th <i>Gear Day, Safety, Avalanches, and Preparation for Winter Activities, Intro to Sports Physics- At School</i> (9:00-10:30) Students will listen to a gear, avalanche, and general outdoor adventure safety presentation from either Weber State Outdoor Adventure program or Mrs. Wells. (I have reached out to a presenter and I am waiting to hear back.) Students will learn about safety tips for the different sports we will be experiencing, including appropriate dress for cold outdoor activities. We will also be learning more about how avalanches happen and create our own simulated avalanche in the lab. We will watch some videos and discuss the physics principles involved in different winter sports.	Students will learn about gear, winter sports safety, and avalanches. An avalanche simulation will be created in the lab.

Day 2: Tuesday, December 16th <i>Broom Ball and Speed Skating Day - At The Utah Olympic Oval</i> We will plan to leave the school by 8:30 AM and arrive at the Utah Olympic Oval by 10:00 AM. We will be participating in broom ball and speed skating instruction until 1:00 PM. There is an online waiver for this activity. Lunch will be there so students will need a school or sack lunch. We are planning to arrive back at school in the early afternoon (by 3:00). If there is time, we will then debrief our day. If not, we will debrief the next day. We will discuss our activities, and then the history of how The Utah Olympic Oval has been used for the Olympics in the past and how it will be used in the future. <i>*This day will be a combined activity with Katie Hammer's Intensive Group.</i>	We will learn how to play Broom Ball and how to speed skate at The Utah Olympic Oval.
Day 3: Wednesday, December 18th <i>Physics of Winter Sports and Winter Safety - At School</i> We will be learning about physics in Winter Sports. Students will apply physics terms to understand how physics are related to different winter sports activities. Students will play simulated Olympic games with the scooters in the gym. We will read "To Build a Fire" by Jack London, discuss the story and its importance to winter safety, and then build a fire outside at the end of the day.	We will watch winter sports videos and relate the sports activities to physics terms. Students will read a short story "To Build a Fire" by Jack London and build a fire in the fire pit outside.
Day 4: Thursday, December 19th <i>Pool Noodle Olympics Day/The Mustangs Hockey Team</i> Students will learn about the history of the Olympics and different Olympic sports through readings and discussions. Students will design a Pool Noodle Olympic game with a pool noodle and one other object of choice. They will also explain the physics involved with their game. We will then plan a "Pool Noodle Olympics" where students will play all of their created games. The Ogden Mustangs hockey team will come to the school to present and talk about their experiences becoming hockey players and the resilience involved. They will then teach and play floor hockey with the students. The team will also be giving hockey game tickets to students for an upcoming hockey game. <i>*This hockey team experience will be a combined activity with Katie Hammer's Intensive Group.</i>	The Ogden Mustangs hockey team will be guests at the school. They will present information to students and teach them floor hockey in the gym.
Day 5: Friday, December 20th <i>Finish Up Olympics and Miracle Movie - At School</i>	The movie "Miracle" will be played and discussed.

We will finish up our Pool Noodle Olympics and summarize what we have learned about physics principles related to these activities. We will watch the movie “Miracle” about the 1980 US Olympic Hockey Team. We will discuss the resilience, growth mindset, character, and teamwork skills these players displayed and the importance of these skills in life.	
Optional Activity - Flowrider/IROCK/IFLY Day <i>-This would be either on Monday or Wednesday. I would do less lessons on gear if I am able to schedule this. I have reached out to the manager and I am waiting to hear back from them.</i> We will leave the school at 8:15 AM, and start at 9:00 AM. Students will be participating in rock climbing, surfing, and simulated skydiving. Online waivers will need to be signed for these activities. Students will need a school or sack lunch. Will return to the school by 1:45 PM.	We will be participating in these activities at the Salomon Center in Ogden.

Final Products, Performances, and/or Culminating Events including purpose & audience

Students will have created an Avalanche simulation in the lab that will be video recorded. Students will prepare an Olympic sport game presentation for their Pool Noodle Olympic sport. They will take notes on the movie “Miracle” and the important life skills demonstrated in the movie. In addition, they will write a reflective summary of their week’s experiences and what they learned.

Intensive Title:	Beauty and the Beast Intense Rehearsals
Teacher:	Mr. Rob, Miss Angie, Mrs. Williams, Miss Sandy (Promontory Arts Council)
Dates:	December 15 through 19, 2025 Performance will be March 6,9

Brief narrative describing the intensive and its purpose.

This year's Promontory Players/Arts Council performance is Beauty and the Beast. We're using a combination of Friday clubs, after school rehearsals, and the December Intensive to prepare the actors for the show.

Guiding Question(s)

How can I best prepare for and contribute to the production of Beauty and the Beast at Promontory School this year?

Learning Target(s)

I can use the story of Beauty and the Beast to contribute to my value system.
 I can describe how some of the values in Beauty and the Beast correlate with RISE FAR.
 I can develop a strong, compelling character.
 I can contribute to a show in a productive, coherent way.

Fieldwork, experts, etc. (Include contact person and contact information)

Fieldwork will take place outside the dates of the intensive.

Materials needed

These will also be outside the intensive purview, but [here is the running list link.](#)

Permission slips needed? Please list.

Parents have already signed the permission slips for the club and rehearsals.

Lunches needed? Please be sure to let the kitchen know AT LEAST a week ahead (preferably two).

None - Just normal school day lunches.

Cost and funding source
Pending. Arts Council and Administration are in conversations to determine this.

Schedule (details are appreciated - and needed)
8:20 to 9:00 - Notes from yesterday and schedule for the day. 9:00 to 10:30 - Rehearsal Block Break 10:45 to 11:45 - Rehearsal Block 11:45 to 12:30 - Lunch (This is because our 5/6 graders go at 11:45 and our 7/8 graders go at 12:00. 12:30 to 1:30 - Rehearsal Block Break 1:45 to 2:45 - Rehearsal Block 12:45 - Closing Crew

Intensive Title:	The Call of the Wild
Teacher:	Breanna Berchtold
Dates:	December 15-19th

Brief narrative describing the intensive and its purpose.

Hunting has shaped both the land and culture of Northern Utah. In this intensive, students will explore the science, ethics, and traditions behind the many types of hunting that occur in our region — from big game and upland birds to waterfowl, predators, and furbearers. Through hands-on learning, fieldwork with wildlife experts, and creative projects, students will discover how hunters play an essential role in wildlife conservation and habitat management. Students will learn how each style of hunting requires different skills, knowledge, and stewardship practices to protect ecosystems. By the end of the week, they'll be able to explain how responsible hunting connects people to the land, supports healthy animal populations, and sustains Utah's outdoor heritage and, depending on their work ethic, also have their hunter safety passed off.

Guiding Question(s)

How does hunting help balance wildlife populations in Utah?
 What skills and responsibilities are needed to be an ethical outdoors person?
 How do humans, animals, and the land depend on each other?
 How does hunting help keep wildlife and ecosystems balanced?
 How can we be good stewards of the land in our own community?
 What are the different types of hunting that we use here in northern Utah?

Learning Target(s)

I can explain how hunting and conservation work together to protect wildlife.
 I can identify major wildlife species and their habitats in Northern Utah.
 I can describe what makes hunting safe, fair, and respectful.
 I can show how people can be good stewards of the land and animals.
 I can reflect on my own role in caring for the natural world.

Fieldwork, experts, etc. (Include contact person and contact information)

Utah Division of Wildlife Resources (DWR):

Local Conservation group: Ducks Unlimited, Pheasants Forever, Wasatch Wigeons,

Bridger Gerhardt? Trapping expert

State Trapper: Predator expert

Visit to Hardware Ranch?

Shooting Range: To finish off Hunter safety and go over hunting ethics. .

Optional: Demonstration of hunting tools (bows, binoculars, GPS) by experts — no live hunting or firing.

Materials needed

- Field notebook and pencil
- Binoculars
- Warm outdoor clothing and boots
- Maps of Utah wildlife areas
- Clipboards and species ID sheets
- .22's

Permission slips needed? Please list.

Gun range

Fieldwork to wildlife site (Hardware Ranch or Bear River Refuge)

Guest presentations (DWR, conservation officer)

Lunches needed? Please be sure to let the kitchen know AT LEAST a week ahead (preferably two).

Yes, Thursday Fieldwork.

Cost and funding source

Hunter Safety? About 30\$ a kid

Indoor shooting range? Not sure what, but plan for 20\$ a person

Schedule (details are appreciated - and needed)

Each day, students will fill out a Sketch Journal of a picture of one of the animals we learned about and a fact they didn't know. Or a hunting technique, or a tool used in hunting.

(Monday)

- Big game day:

8:20-9:20 Introduction and overview of Hunting history and North American Model of Conservation

9:20-10:20 Intro to Big game: What is it?

10:20-11:45 Hunter Safety

11:45- 12:15 Lunch

12:15-3:00 Hunter Safety

Introduction to big game and hunter safety day. Needs to get finished by the end of the week or you won't be able to shoot.

Those who are done will do a population presentation and simulation.

- **Antler Art or Skull Symmetry Drawing**

Use printed antler templates or real shed antlers for observation.

Have students draw or design their own antlers, labeling points and symmetry.

Discuss how antlers show age, health, and genetics.

(Tuesday)

- Trapping and Predator

8:20-8:40 Review

8:40-9:40 Types of traps

9:40-10:40 The different types of animals that are trapped.

10:40-11:40 Baylee's dad?

11:45-12:15 Lunch

12:15-1:15 Predator Management, how are they hunted?

1:15-2:15 What is a predator?

- **Food Web Collage**

Use magazines, printed pictures, or drawings to create predator-prey chains for Utah ecosystems.

Add yarn or string to show energy flow between plants, prey, and predators.

Label each with real Utah species (coyote-jackrabbit-sagebrush).

- **Predator-Prey Tag (Ecosystem Balance Game)**

Objective: *Understand population balance and why predators are important.*

Setup:

Use a large gym or field.

Assign roles: 3 predators (e.g., coyotes), 10 prey (rabbits/deer), and 5 "plants."

Prey can only move if they touch a "plant."

Predators tag prey; prey that are tagged join the predator team.

After each round, discuss what happens when predator/prey numbers change.

2:15-3:00 Predator presenter

Baylee's dad

Predator hunter's State trapper. Brady Bourne

Predator management

What is a predator?

How they are hunted.

Predator calls: how to set a trap

(Wednesday)

- Upland

8:20-8:40 Review

8:40- 9:40 Upland hunting introduction

9:40-10:40 Upland Identification

- **Camouflage Design Challenge**

Objective: *Learn how upland birds use color and pattern to hide.*

Activity:

Give each student a paper "bird cutout."

Hide them around the classroom or outside in tall grass or shrubs.

Students take turns finding the birds — then redesign them to blend in better.

10:40-11:40

11:45-12:15 Lunch

12:15-1:15 Guest Speaker

1:15-2:15 Upland art project

2:15-3:00 Guest Speaker

Pheasants forever

Utah Chucker Foundation

NWTF The National Wild Turkey Foundation

(Thursday)

- Fieldwork

8:00-8:30 Drive to Cache Valley indoor shooting range

8:30-9:30 Ethics and Hunter Safety Review

9:30-11:45 Shooting

11:45-12:15 Lunch

12:15-2:00 Shooting

2:00-2:30 First Hunt Foundation Presentation

2:30-3:00 drive back to school.

DNR

Go to the Cache Valley indoor shooting range .22's

(End of day First Hunt foundation)

(Friday)

- Waterfowl

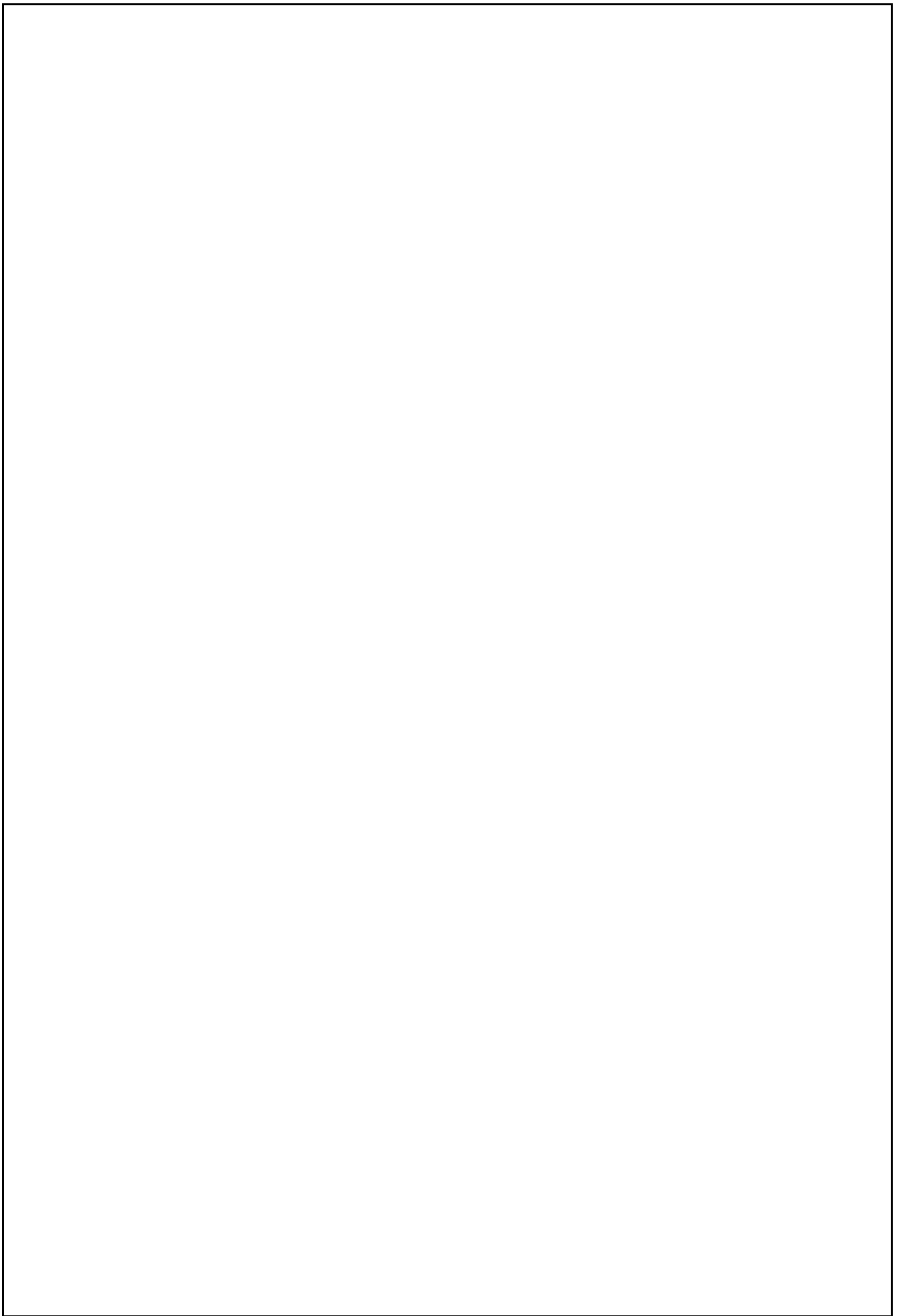
8:20-8:40 Review

8:40-9:40 Waterfowl introduction

9:40-10:40 Waterfowl identification /**DIY Duck Calls** — Use straws, cardboard, and tape to simulate simple duck calls.

10:40-11:45 Guest Speaker

11:45-12:00 Lunch



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Intensive Title:	Holiday Passport Adventure
Teacher:	Lindsay Phenes
Dates:	December 15-19, 2025

Brief narrative describing the intensive and its purpose.

Students will explore how people around the world celebrate winter holidays through light, kindness, and community. They will learn about traditions, symbols, music, food, and values from a variety of cultures, deepening their understanding of diversity and shared human experiences. Students will create a lapbook using a file folder documenting their learning and add a stamp to their passport with each culture/country they visit. They will create artifacts associated with several celebrations. Student learning will be shared in a short gallery walk in the classroom at the end of the week.

Guiding Question(s)

How do people around the world celebrate winter holidays?
What can we notice, wonder, or appreciate when we learn how others celebrate?

Learning Target(s)

I can find countries on a map.
I can create a passport and lapbook that show my learning.
I can experience new traditions with crafts, food, and music.
I can notice ways that celebrations are alike and different from my own.

Fieldwork, experts, etc. (Include contact person and contact information)

LaMont Hansen (Lindsay's dad): Teach the song "Oh, Tanenbaum" in German
Create a classroom gallery walk and invite families or other crews to visit on Friday, 12/19.

Materials needed

Lapbooks: file folders

Math Integration: [Math Holidays Around the World \(2nd grade centers\)](#) ([1st grade here](#))

Hanukkah:

- [Dreidels](#), instruction sheets, [gelt coins](#)
- [Latkes](#): air fryer, shredded potatoes, onion, salt & pepper, flour/matzo meal, egg, oil spray
- [Menorah](#): craft printout, yellow/orange paint

Diwali

- [Diya](#): air dry clay, [battery operated lights](#), beads, paper bowls
- [Kheer](#): milk, coconut milk, basmati rice, sugar, cardamom, raisins, condiment cups
- Rangoli: [wooden ornaments](#), markers

Australia:

- [Boomers craft](#)

Germany:

- Pickle legend ornaments
- Gingerbread House bags: paper template, brown lunch bags

France:

- Yule Log craft
- Buche de Noel: Swiss Cake Rolls (3 boxes)

Italy:

- [Pizzelle Cookies](#): pizzelle iron, recipe ingredients ([GF Pizzelles](#))
- La Befana puppets: template, brown lunch bags

Trinkets for shoes (St. Nicholas tradition)

Already have

Need to purchase

Permission slips needed? Please list.

Will notify parents of students with food allergies to ensure the foods planned are safe, or safe alternatives.

Lunches needed? Please be sure to let the kitchen know AT LEAST a week ahead (preferably two).

N/A

Cost and funding source

~\$100-150 for supplies and food ingredients will be taken from classroom budget
 Will ask parents for inexpensive donations for St. Nicholas gifts (party favors, Cutie oranges, etc.)

Schedule (details are appreciated - and needed)**Monday, Dec. 15**

8:20	Morning Crew	
8:40	Intro to Intensive	Introduction: What are traditions? Why are they important to us? Does everyone around the world celebrate the same holidays and in the same ways? - Allow sharing of favorite family traditions - Create lapbook, passports, and research books (cover pg 81) USA: - Reading passage (pg. 3-4, 82) - Complete lapbook page; add stamp to passport
11:00	Lunch	
11:30	Read Aloud	
11:45		Australia: Great Thinker Steve Irwin is from here. Locate on lapbook map. - Seasons are different: It is Summer there when we have Winter.

		- Reading passage (pg. 21-22, 91) - Music is often important in celebrations. Discuss slang before hearing these fun, traditional songs from Australia: Six White Boomers, Aussie Jingle Bells - Boomer (kangaroo), ute (pickup truck), esky (cooler), kelpie (sheepdog), thongs (flip flops), barbie (barbecue) - “6 White Boomers” craft - Complete lapbook page, add stamp to passport
2:45	Clean Up	Closing Crew
Tuesday, Dec. 16		
8:20	Morning Crew	- “Benny’s Diwali” or “My Diwali Light” to introduce India
8:40		<u>Diwali in India:</u> Locate India on lapbook map. - Diya: symbolize triumph of light over darkness. Create personal diyas with air dry clay and pony beads in paper bowls. Will paint with watercolors when dry. - Reading passage (pg. 25-26, 65-66, 93, 113) - Food: Celebrations can often include traditional foods. Students can try kheer (sweet, creamy rice pudding), which will be made ahead of time. - Rangoli: An art form created on the floor of entrances to welcome guests, and bring good luck and positive energy to a home. Usually created with sand, rice, chalk, or flower petals. Students will create a rangoli-style ornament for their family tree. - Complete lapbook page; add India stamp to passport
11:00	Lunch	
11:30	Read Aloud	
11:45		Finish Diwali - Learn Diwali dance <u>France:</u> - Reading passage (pg. 11-12, 86) - Yule Log craft - Food: Students will try a “Buche de Noel” (yule log cake, aka Swiss Cake Rolls)
2:45	Clean Up	Closing Crew
Wednesday, Dec. 17		
8:20	Morning Crew	
8:40		Paint diyas with watercolors <u>Hanukkah in Israel:</u> - Reading passage (pg. 31-32, 57-58, 96, 109) - Dreidels: Teach game with gelt coins - Food: Students will taste latkes, a traditional - Menorah: craft printout, yellow/orange paint
11:00	Lunch	

11:30	Read Aloud	“How Do Dinosaurs Say Happy Chanukah?”
11:45		Germany: - Reading passage (pg. 7-8, 84) - Pickle legend ornaments - Gingerbread: Lunchbag gingerbread house craft - Song: Oh, Tannenbaum, taught by guest LaMont Hansen - Complete lapbook page; add Germany stamp to passport
2:45	Clean Up	Closing Crew
Thursday, Dec. 18		
8:20	Morning Crew	
8:40		Italy: - Reading passage & fact sheets (pg. 9-10, 85) - “The Legend of Old Befana “ or “La Befana and the Star” read aloud - Make La Befana puppets - Food: Students will try Italian pizzelle cookies - Complete lapbook page; add Italy stamp to passport
11:00	Lunch	
11:30		Math Integration - Math Holidays Around the World Prep for Gallery Walk - Practice performance song & dance
2:45	Clean Up	Closing Crew
Friday, Dec. 19		
8:20	Morning Crew	<u>Ms. Lindsay’s sock tradition</u> - Students will receive festive socks and we will all wear them. - Place shoes in cubbies in community. “Saint Nicholas” will secretly place trinkets in their shoes, following Dec. 5th tradition from Europe.
8:40		Finish any incomplete projects <u>Review the week’s learning:</u> - What did you notice or appreciate about how others celebrate? - Do you have any wonders? - If you could start one new family tradition you’ve learned about, what would it be and why?
9:45	Recess	
10:00		Practice performance and set up the classroom for gallery walk. <u>Artifacts to display</u> - Lapbook and passport - Diya - Rangoli ornament - Pickle ornament - Gingerbread bag house - Yule log - Dreidel game - Menorah
11:00	Lunch	

11:30		<u>Gallery Walk</u> - Invite families or Promontory staff and students to walk through the classroom to see artifacts and watch a brief performance of “Oh, Tanenbaum” and a Diwali dance.
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Social Studies:

Standard 2.1.1: Identify cultural practices, products, and perspectives of various groups in the community and world.

Standard 1.1.3: Use primary sources (for example, artifacts and documents such as photographs, newspapers, speakers, stories, songs) to make inferences about why certain events in history are remembered.

Music:

Standard 2.M.CO.2: Explore common genres across cultures, and share a favorite song learned at home or describe a musical family tradition.

Geography:

Standard 2.2.7: On a map of the world, locate where their families or other families in the community historically came from. With support, curate and share information about the traditional food, cultural customs, recreation, religion, and music of that country and/or region.

ELA:

Intensive Title:	Beauty and the Beast Intense Rehearsals
Teacher:	Mr. Rob, Miss Angie, Mrs. Williams, Miss Sandy (Promontory Arts Council)
Dates:	December 15 through 19, 2025 Performance will be March 6,9

Brief narrative describing the intensive and its purpose.

This year's Promontory Players/Arts Council performance is Beauty and the Beast. We're using a combination of Friday clubs, after school rehearsals, and the December Intensive to prepare the actors for the show.

Guiding Question(s)

How can I best prepare for and contribute to the production of Beauty and the Beast at Promontory School this year?

Learning Target(s)

I can use the story of Beauty and the Beast to contribute to my value system.
 I can describe how some of the values in Beauty and the Beast correlate with RISE FAR.
 I can develop a strong, compelling character.
 I can contribute to a show in a productive, coherent way.

Fieldwork, experts, etc. (Include contact person and contact information)

Fieldwork will take place outside the dates of the intensive.

Materials needed

These will also be outside the intensive purview, but [here is the running list link.](#)

Permission slips needed? Please list.

Parents have already signed the permission slips for the club and rehearsals.

Lunches needed? Please be sure to let the kitchen know AT LEAST a week ahead (preferably two).

None - Just normal school day lunches.

Cost and funding source
Pending. Arts Council and Administration are in conversations to determine this.

Schedule (details are appreciated - and needed)
8:20 to 9:00 - Notes from yesterday and schedule for the day. 9:00 to 10:30 - Rehearsal Block Break 10:45 to 11:45 - Rehearsal Block 11:45 to 12:30 - Lunch (This is because our 5/6 graders go at 11:45 and our 7/8 graders go at 12:00. 12:30 to 1:30 - Rehearsal Block Break 1:45 to 2:45 - Rehearsal Block 12:45 - Closing Crew

Intensive Title:	Observable Patterns
Teacher:	¾ Community (as stations)
Dates:	December 15 through 19, 2025

Brief narrative describing the intensive and its purpose.
We're covering science standards we're not able to cover in our regular curriculum

Guiding Question(s)
How does the Sun's position change and what pattern does it follow?

Learning Target(s)
I can show respect in each teacher's room I can order Moon phase cards and label each correctly. I can write 3 cause/effect sentences about why we have seasons. I can match constellation shapes to their real names/purposes. I can Identify wave parts on diagrams. I can explain which materials carry sound best and why.

Fieldwork, experts, etc. (Include contact person and contact information)
Clark Planetarium

Materials needed
Oreo cookies Flashligh Mirror Water cups Prism CDS Plant/animal shaped foods Black Paper Push pins Flashlights

String

Cups

Tuning forks

Marbles

Pencil

Clay

Magazines (energy collage pictures)

Scissors

Construction paper

Paper plate (seasonal wheel)

Brads

Rubber bands

Cereal boxes (send email to parents to save boxes)

Tissue boxes

Spoons

Food coloring

lamp

Thermochromic paper

Permission slips needed? Please list.

Clark Planetarium permission form

Lunches needed? Please be sure to let the kitchen know AT LEAST a week ahead (preferably two).

Lunches for Tuesday 12/16

Cost and funding source

Ask for parent donations/classroom budget

Schedule (details are appreciated - and needed)

Monday 12/15 Observable Patterns in the Sky

Lesson 1: The Sun's Path and Shadows: Taz

Objective: Students observe how the Sun's position changes during the day and affects shadows.

Engage: Show time-lapse video of shadows moving.

Explore: Outside, students trace a partner's shadow at two times during the lesson.

Explain: Discuss how Earth's rotation causes the Sun's apparent movement.

Project: Create a *mini "Sun tracker"* with a pencil and clay on paper to record shadow length over a day/week.

Assessment: Students explain in journals how the Sun's position changes and what pattern it follows.

Lesson 2: Moon Phases and Patterns: Reagan

Objective: Identify and model the repeating pattern of the Moon's phases.

Engage: Ask: "Why does the Moon look different each night?"

Explore: Use Oreo cookies to model the 8 phases of the Moon.

Explain: Connect to the lunar cycle (~29.5 days).

Project: Create a *Moon Phase Wheel* that rotates to show waxing and waning.

Assessment: Students order Moon phase cards and label each correctly.

Lesson 3: Seasonal Changes: Haley

Objective: Understand that Earth's tilt and orbit cause seasonal patterns.

Engage: Discuss what happens to daylight and temperature during different seasons.

Explore: Use a globe, flashlight (Sun), and sticky notes to simulate how tilt and revolution cause seasons.

Project: Make a *Seasonal Wheel* showing changes in daylight, temperature, and weather.

Assessment: Students can write 3 cause/effect sentences about why we have seasons.

Lesson 4: Star and Constellation Patterns: Glenna

Objective: Recognize patterns of stars and constellations in the night sky.

Engage: Show star maps or constellation photos.

Explore: Students use black paper, pushpins, and flashlights to create and project constellations.

Project: Create a "*Star Viewer*"—a toilet paper roll and pinhole constellation to shine on a wall.

Assessment: Students match constellation shapes to their real names/purposes.

Tuesday, 12/16
CLARK PLANETARIUM

Wednesday 12/17 Wave Patterns

Lesson 1: What Is a Wave?: Taz

Objective: Define and observe waves as patterns of motion that transfer energy.

Engage: Demonstrate a slinky wave or rope wave.

Explore: Students experiment with a slinky to model compression and transverse waves.

Project: Draw and label parts of a wave (crest, trough, wavelength, amplitude).

Assessment: Identify wave parts on diagrams.

Lesson 2: Sound Waves: Glenna

Objective: Explore how sound travels in waves through different materials.

Engage: Tap a tuning fork and place it in water to see ripples.

Explore: Compare sound travel through air, string (cup phone), and desk (vibration test).

Project: Build *Cup Phones* to demonstrate sound wave transmission.

Assessment: Students explain which materials carry sound best and why.

Lesson 3: Light Waves: Reagan

Objective: Investigate how light travels in straight lines and reflects or refracts.

Engage: Shine a flashlight at mirrors and water.

Explore: Use mirrors, prisms, and water glasses to explore bending and color separation.

Project: Create a *Mini Prism Rainbow Viewer* using CDs or small prisms.

Assessment: Explain how light changes direction when it hits different surfaces.

Lesson 4: Waves and Technology: Haley

Objective: Learn how humans use wave patterns (radio, Wi-Fi, medical imaging).

Engage: Watch a short clip about communication waves.

Explore: Use a simple circuit or rubber-band guitar to model frequency and pitch.

Project: Build a *Rubber Band Guitar* and test how tension affects sound waves.

Assessment: Students connect frequency and amplitude to pitch and volume.

Thursday 12/18 Energy Transfer

Lesson 1: What Is Energy?: Taz

Objective: Define energy as the ability to cause change.

Engage: Quick motion demo — moving ball vs. still ball.

Explore: Students list everyday examples of energy (heat, motion, light).

Project: Create an *Energy Collage* showing different types of energy.

Assessment: Label energy types in real-life photos.

Lesson 2: Heat Transfer: Haley

Objective: Investigate how heat moves by conduction, convection, and radiation.

Engage: Touch metal vs. plastic objects.

Explore: Three mini demos:

- Conduction: Spoon in hot water
- Convection: Food coloring in warm water
- Radiation: Lamp warming paper

Project: Create a *Flipbook Diagram* of the three types of heat transfer.

Assessment: Identify real-world examples of each type.

Lesson 3: Energy in Motion: Glenna

Objective: Observe how energy transfers between objects.

Engage: Domino chain or Newton's cradle demo.

Explore: Students roll marbles down ramps to hit others—track how energy transfers.

Project: Build a *Mini Energy Roller Track* with cardboard tubes and marbles.

Assessment: Explain how energy moves from one object to another.

Lesson 4: Energy Transfer in Food Chains: Reagan

Objective: Explore energy flow through living systems.

Engage: Discuss how animals get energy from food.

Explore: Model producer → consumer → decomposer chain.

Project: Create a *3D Food Chain Mobile* showing energy flow arrows.

Assessment: Students explain how energy starts with the Sun and moves through organisms.

Friday 12/19

Each person will keep their crew class and will choose a Galileo for kids (Richard Panchyk) experiments to do with their class

Intensive Title:	Beauty & the Beast Set
Teacher:	Mrs. Shakespear & Mrs. Griffin
Dates:	December 15 through 19, 2025

Brief narrative describing the intensive and its purpose.

The purpose of this intensive is to provide students with real world experience in applying art principles to large scale painting that serves a need in our Promontory community. Students will learn the basics of set design and mural painting to create the set for the school play, *Beauty and the Beast Jr.*

Guiding Question(s)

- What is the purpose and function of a set for a play?
- How does set design help with establishing the setting and mood of a story?
- How is large scale drawing and painting different from creating smaller works of art?

Learning Target(s)

- I can design a backdrop that is appropriate for the mood and setting of a story.
- I can draw on a large scale while keeping proportions accurate.
- I can utilize different painting techniques to paint on a large scale.

Fieldwork, experts, etc. (Include contact person and contact information)

Mrs. Shakespear will be one of the experts on this intensive having worked at multiple fine arts theaters. Mrs. Griffin is also an expert in the art field that will contribute her knowledge. Other experts may participate as needed.

Materials needed

Set panels (built by Mr. Rob & the tech crew), drop cloths, pencils, projector, tempera or acrylic paints, sponges, cardboard.

Permission slips needed? Please list.

No.

Lunches needed? Please be sure to let the kitchen know AT LEAST a week ahead (preferably two).

We will be at the school for the duration of the intensive.

Cost and funding source
Cost will be minimal as we already have the supplies. We may need to purchase additional paint depending on colors needed. We will try to get donations for additional paint, but if needed, we will use the art budget.

Schedule (details are appreciated - and needed)
Monday - Talk about set design and start designing scenes. Tuesday - Finish designing scenes and start transferring designs on gessoed panels with graphite. Wednesday - Practice painting techniques and start applying color to panels. Thursday - Apply color to panels. Friday - Add details and touchups.

Intensive Title: The Great Motion Adventure

Teacher: Celeste Whipple

Date: Nov 1, 2025

Brief narrative describing the intensive and its purpose

Move Like Newton: A Motion & Mindfulness Intensive

Get ready to explore movement, motion, and your mind in this six-day intensive inspired by Isaac Newton! Each morning, we'll stretch, balance, and flow through yoga and body movements that help us feel and understand the forces around us. Afternoons are packed with games, experiments, and creative challenges that show Newton's laws in action — from rolling balls to obstacle courses and partner exercises.

By the end of the week, students will experience science through movement, learn how their bodies respond to forces, and practice mindfulness and focus in both play and stillness. Balance, motion, and curiosity will guide every activity, helping students connect science, movement, and self-awareness in a fun, hands-on way.

Guiding Question(s)

- How can I feel and understand forces like motion, gravity, and balance in my own body?
(Connects to PE/Health and Science – body awareness + Newton's laws)
- How does controlling my movement and focus help me move safely and effectively?
(Connects to SEL/PE – self-management, mindfulness, coordination)
- How can noticing motion in the world and in myself help me solve problems and make good choices?
(Connects to SEL/Health/ELA – reflection, observation, and decision-making)

Learning Target(s)

● Exploring Motion: I can demonstrate Newton's laws of motion through my body by balancing, pushing, pulling, and moving in different ways. (Science & PE – forces, motion, body awareness) ● Control & Mindfulness: I can use my breath, focus, and controlled movement to perform yoga poses, stretches, and physical activities safely and effectively. (SEL & PE – self-regulation, focus, coordination) ● Reflection & Application: I can reflect on how motion and forces appear in everyday life and describe what I learned through movement, games, and experiments. (Science, ELA, SEL – observation, communication, personal growth)

Fieldwork, Experts, Etc. (include contact person and contact information)
Perry Park Brigham Bowling Alley Storm Products The Peak Jimi Rich

Notes: Materials needed, permission slips needed, cost and funding, etc.
● Permission slips/waivers for The Peak ● Pending cost/fees ● Yoga Mats ● Boards ● Balls of all sorts ● Journals ● Twister mats ● Hula hoops ● Jump ropes ● Clip boards

Schedule			
Day	Theme / Law	Morning: Movement & Yoga	Afternoon: Games & Activities
Day 1	Introduction: Newton & Motion	Yoga warm-up + awareness of motion in the body; basic poses emphasizing balance and motion (mountain, chair, tree)	Movement scavenger hunt: notice how bodies move in different ways; journaling
Day 2	Law 1: Inertia	Balance poses and flows that emphasize stillness vs. movement; students experiment with holding poses	“Freeze in Motion” game; obstacle course demonstrating starting/stopping forces
Day 3	Law 2: $F = ma$	Dynamic yoga flows; poses with controlled acceleration (plank to downward dog, lunges)	Bowling or rolling balls with varying “forces”; predict and measure how far they travel
Day 4	Law 3: Action-Reaction	Partner yoga / mirroring exercises; push-back games	Ball games (kick, roll, toss) to feel action-reaction; reflection on motion in pairs
Day 5	Motion in Nature	Yoga outdoors emphasizing movement, flow, and forces of gravity	Nature walk + experiments: dropping objects, rolling items downhill, connecting to motion concepts
Day 6	Integration & Personal Project	Students create a short yoga or movement sequence inspired by motion laws	Share movement sequences, journaling reflection: “How do Newton’s ideas show up in my body and world?”

Standards:

1. Science Standards (Utah Core / NGSS)

Grade 5–6 Physics / Physical Science

- **5-PS2-1 / 6-PS2-2:** *Plan and conduct investigations to provide evidence that the motion of an object is affected by forces, mass, and the environment.*
- **5-PS2-2 / 6-PS2-1:** *Use Newton's laws of motion to predict and explain the behavior of objects in motion.*
- **Crosscutting concepts:** *Cause and effect, systems and interactions, patterns in motion.*

Application in your intensive:

- Rolling balls, ramps, obstacle courses → Law of Inertia (1st law)
- Pushing/pulling balls of different masses → Force & Acceleration (2nd law)
- Partner push/pull exercises → Action & Reaction (3rd law)
- Observing gravity & friction outdoors → Real-world forces

2. Physical Education / Health Standards

5th–6th Grade PE / Health

- **Motor Skills & Movement Patterns:** Demonstrate balance, coordination, and controlled movement (Yoga poses, obstacle courses, mindful motion).
- **Physical Fitness & Health:** Develop strength, flexibility, and endurance (Yoga flows, dynamic movement, mindful stretching).
- **Personal & Social Responsibility:** Practice safe movement and cooperation in group activities (games, partner yoga, fieldwork).

SEL/Health Integration:

- **Self-awareness:** Recognize emotions and sensations during movement and mindfulness.
- **Self-management:** Apply breathing and focus techniques to calm the mind.
- **Responsible decision-making:** Make safe choices in physical activities and experiments.

3. English Language Arts / Reflection Standards

5th–6th Grade ELA

- **Writing (5.W.3 / 6.W.3):** Write narratives or explanations describing experiences with movement, forces, or experiments.
- **Speaking & Listening (5.SL.1 / 6.SL.1):** Share observations, reflections, and reasoning with peers.
- **Language (5.L.5 / 6.L.5):** Use descriptive language and vocabulary related to motion, forces, and mindfulness.

Application: Journals, reflection prompts, group discussion, creative storytelling about motion experiments.

4. Integration Summary

Subject	Standards Focus	Intensive Connection
Science	Newton’s Laws, Motion, Force	Rolling balls, ramps, pushing/pulling, experiments
PE/Health	Balance, coordination, strength, safe movement	Yoga, obstacle courses, partner exercises
SEL	Self-awareness, self-management, responsible choices	Mindful breathing, focus, teamwork in games
ELA	Writing, speaking, descriptive language	Journals, reflection prompts, group discussions

Intensive title: For The Birds!

Teacher(s) April Stoddart and Kylie Bliss

Brief narrative describing the intensive and its purpose

Everywhere you go on this amazing planet, you will see birds of all different kinds. You see them in the sky, trees, and even out to sea. This makes learning about them fun and future exploration exciting!! In our intensive, we will learn what makes a bird a bird, explore flight and how birds like other animals prepare for the winter. We will also compare different types of birds and how students can make a bird paradise when the weather warms up.

Guiding Question(s)

- What makes a bird a bird ?
- How does a bird prepare for the winter ?
- How does a bird fly?
- What are some birds around the world ?

Long Term Learning Target(s)

- I can explain what makes a bird a bird.
- I can explain how animals, in particular birds, prepare for winter.
- I can compare different types of birds

Fieldwork, Experts, Etc. (include contact person, and contact information)

Ogden Nature Center or Traci Aviary
Sandy Christensen

Notes: Materials needed, permission slips needed, cost and funding, etc.

Permission slips for Ogden Nature Center.

. Materials needed for experiments: Books, and magazines about birds

Service Component (optional)

Seed feeders for birds in the community and school

Final Products, Performances, and/or Culminating Events including purpose & audience

- Students will take home artifacts as they work through the various experiments learning about birds.

- Students will create a bird feeder to place either in their own yard or at the school where they can observe and learn what birds are around during winter.
- Parents will receive ideas and websites to continue to explore birds and create a bird paradise when the weather warms up.
- Students will have the opportunity to create a dance as they learn about the "movement" and migration of birds.

Schedule

Sequence of Experiences for Intensive

Day 1: What makes a bird a bird?

Morning

8:00-8:45 Morning play

8:45- 9:00 Morning Crew

9:00 - 10:00 Exploration: Kid can choose where to go with in rules:

Only 4 - (5 on computer tables) kids / table. Talk about what they are learning not to play and be distracted.

Table 1 - bird beak game/ sensory exploration

Table 2 - match beak - food and shadow match

Table 3 - Play dough and Bird Matt

Table 4 - How to draw a bird video

Table 5 - Usborne Bird Quicklinks

10:00 Break

10:15 -11:00 Movement : Bird adaptations /folktale (on google doc)

11:00- 11:30 Lunch

11:30- 11:45 Movement.

11:45 -12:10: Lesson 1 About birds

Ask kids what they have discovered already about birds (what they know)

Write down what birds they know.

12:10- 12:20 Library read

12:20- 12:40. Play Bird Guess who Game with Bird Posters

12:40 - 1:00 Now, discuss what defines a bird and follow lesson

1:00 -1:30 start Paper Mache with aluminum foil.

1:30 1:45 Break

1:45 - 1:40 finish up Paper Mache

1:40 start Clean up / closing Crew

Day 2: Birds of a Feather/ Facts about Flying

Morning

8:00-8:45 Morning Exploration: Kid can choose where to go with in rules:

Only 4 - (5 on computer tables) kids / table. Talk about what they are learning not to play and be distracted.

Table 1 - bird beak game/ sensory exploration

Table 2 - match beak - food and shadow match

Table 3 - Play dough and Bird Matt

Table 4 - How to draw a bird video

Table 5 - Usborne Bird Quicklinks

Table 6- bird nest sensory play

Teacher table: Bird guess who game

8:45- 9:00 Morning Crew

9:00 - 10:00 Lesson 2 Male and Female Match.

10 min Review what was learned yesterday. Have them name a bird for every color.

5 min vocabulary

30 min Game Match Male and Female Birds Game

10 min discuss after activity.

10 min memory game.

5 mins for transfer time

10:00 Break

10:15 -11:00 Movement : Bird adaptations /folktale (on google doc)

11:00- 11:30 Lunch

11:30- 11:45 Mindfulness.

11:45 -12:40: Lesson 3 Bird Egg.

Ask kids what they have discovered already about birds (what they know)

Discussion

Materials: Bird Eggs Activity Pack

Glennas Ostrich Egg

Poster of eggs, to scale

15 mins Discussion

30 mins play Egg Matching Game

15 Read cards describing bird parenting styles and discuss the cards.

20 make pop-up egg card

20 paint/ decorate blown out egg

12:40 - 1:00 Lesson 4 Diversity of Birds nests. 15 min discussion

1:00 -1:30 Rotations for the rest of the day Students choose where to go if enough space.

Rotation 1: Egg and Bird Memory Game

Rotation 2: Paint the Paper Machete bird

Rotation 3: Bird Guess Who

Rotation 4: Bird Bingo

Rotation 5: Cookie cutter bird feeder ornament

Rotation 6: fruit loop and pipe cleaner feeder

1:30 1:45 Break

1:45 - 1:45 Continue rotations

1:45 Clean up / closing Cre

Day 3: Preparing for winter/Nature Center Field Work

Morning

8:00-8:45 Morning Exploration: Kid can choose where to go with in rules:

Only 4 - (5 on computer tables) kids / table. Talk about what they are learning not to play and be distracted.

Table 1 - bird beak game/ sensory exploration

Table 2 - male and female match

Table 3 - egg and bird memory game

Table 4 - nest exploration

Table 5 - Usborne Bird Quicklinks

Table 6- bird nest sensory play

Teacher table: Bird guess who game`

8:45- 9:00Morning Crew

9:00 - 10:00 Lesson 2 Male and Female Match.

10 min Review what was learned yesterday. Have them name a bird for every color.

5 min vocabulary

30 min Game Match Male and Female Birds Game

10 min discuss after activity.

10 min memory game.

5 mins for transfer time

10:00 Break

10:15 -11:00 Movement : Bird adaptations /folktale (on google doc)

11:00- 11:30 Lunch

11:30- 11:45 Mindfulness.

11:45 -12:40: Lesson 3 Bird Egg.

Ask kids what they have discovered already about birds (what they know)

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12:40 - 1:00 Lesson 4 Diversity of Birds nests. 15 min discussion

1:00 -1:30 Rotations for the rest of the day Students choose where to go if enough space.

Rotation 1: Egg and Bird Memory Game

Rotation 2: Paint the Paper Machete bird

Rotation 3: Bird Guess Who

Rotation 4: Bird Bingo

1:30 1:45 Break

1:45 - 1:45 Continue rotations

1:45 Clean up / closing Crew

Day 4: Birds around the world

Morning

8:00-8:45 Morning Exploration: Kid can choose where to go with in rules:

Only 4 - (5 on computer tables) kids / table. Talk about what they are learning not to play and be distracted.

Table 1 - bird beak game/ sensory exploration

Table 2 - male and female match

Table 3 - egg and bird memory game

Table 4 - nest exploration

Table 5 - Usborne Bird Quicklinks

Teacher table: Bird guess who game`

8:45- 9:00 Morning Crew

9:00 - 10:00 Lesson Bird life Cycle

10 min Review what was learned. Have them name a bird and what they know about the bird.

Review vocabulary

Review fish life cycle

Explore the bird life cycle

Compare the fish vs bird life cycle

make a bird life cycle

10:00 Break

10:15 -11:00 Movement : Bird adaptations /folktale (on google doc)

11:00- 11:30 Lunch

11:30- 11:45 Mindfulness.

11:45 -1:15: Lesson 5 Putting it together.

Parts of a bird:

label a bird

Ask Review questions:

Have students make their own bird guess who game card.

Go over questions again then play Bird Bingo

1:15 Break

1:30-2:40

Bird houses

2:40 - Clean up hand out gifts

3:00 dismiss

Day 5: Christmas fun

Morning

8:00-8:45 Morning Exploration: Kids can choose.

8:45- 9:00 Morning Crew

9:00 - 10:00 Christmas activities;

Games

Christmas shape buddies

Christmas stories

Craft

10:00 Break

10:15-11:00 Christmas activities cont.

11:00- 11:30 Lunch

11:30- 12:00 Clean up :closing crew

12:00 Dismiss

Possible books for Intensive:

- Field Guide
- This is the Nest that Robin built by Denise Fleming
- Owl Moon
- The Boy who drew birds
- The big book of birds
- Drawing birds for kids
- * Movie: Winged Migration
- Various bird books for beginning as well as advanced readers, available at the school for a choice of reading time.
- Are you my Mother

To guide students through their explorations, lots of questions will be asked to get them thinking.

Experimenting through play (several experiments will be set up each day for students to explore.) These are a few of the centers for exploration.

- **Make a bird feeder**
- **Game : Can you describe a bird?**
- **What happens when you waterproof a feather?**
- **Make a Local Bird Guide**
- **Various nest building sensory play**
- **Can you make a nest as well as a bird?**
- **Make a birdhouse**
- **Beaks and tools**
- **Feed the baby bird game**
- **Bird art**
- **Robin Life cycle**
- **Bird nest sensory bin**
- **Feather experiment**
- **Painting with feathers**
- **Various recycled materials available to explore and create "birds" nests**
- **Blow out eggs**
- **Match eggs with nests**

Intensive Title:	Women's Sports (History and Status in the US and the World)
Teacher:	Hammer
Dates:	December 15 through 19, 2025

Brief narrative describing the intensive and its purpose.
This intensive will explore the history and trajectory of Women's Sports (largely in the US, but also the world), as well as the realities, challenges, and successes across sports for women. We will look at both individuals who have influenced women's sports and the larger societal factors that have contributed to the slow growth, as well as politics and policies that have played a part (like the equal pay dispute with the U.S. women's soccer team). We will analyze differences between men's and women's sports styles and lives, and participate in different sports as a group. Ideas: Lacrosse (Lisa's Daughter) Soccer (USU, BYU, UofU, Royals) College Athlete Speaker—what it's like being a college athlete Basketball Serena Williams Simone Biles 1990, 2019 USWNT

Guiding Question(s)
What has led to the explosion of popularity in women's sports in recent years? What struggles and strengths have women's athletes faced? What differences and similarities are there between men's and women's sports, and men and women athletes? What is it like being a female college or professional athlete?

Learning Target(s)
I can explain the evolution and growth of women's sports in the world and US I can describe key figures and events in the evolution of women's sports I can describe the fight for equal pay and treatment in women's sports led by the US Women's Soccer Team I can understand the life of a college and professional women's athlete

Fieldwork, experts, etc. (Include contact person and contact information)
1. The Ogden Mustangs hockey team will be coming to the school to talk about what it takes to be a hockey player and resilience. They will then play floor hockey with the kids in the gym. (With Lisa's intensive group) 2. We will visit The Utah Olympic Oval and we will have a skating expert teach the kids how to speed skate. We will also have an instructor teach them how to play broom ball. (With Lisa's intensive group) 3. Guest speaker female athlete tbd

Materials needed

Powerpoint template
Soul Surfer movie
Different sports equipment (most likely soccer and lacrosse)

Permission slips needed? Please list.

Tuesday Dec 16 12:30-3:00 Fieldwork to Olympic Oval and Broomball/Speed Skating
Soul Surfer movie

Lunches needed? Please be sure to let the kitchen know AT LEAST a week ahead (preferably two).

20-25 on Dec 16

Cost and funding source

Olympic Oval (approximately \$11 per child). I will be using at least half of my adventure budget to pay for this, but I will also ask for donations of up to \$20 to help with costs.

Schedule (details are appreciated - and needed)

Monday Dec 15:

- Intro to history of women's sports (KWL chart completed by students)
- Equal Pay Dispute (Write one paragraph on what they feel the current status is in equality between men and women's sports)

Tuesday Dec 16

- 8:00-3:00 Fieldwork to Olympic Oval and Broomball/Speed Skating

Wednesday Dec 17:

- Status of Women's Sports (Politics, Debates, Etc) with student notes and exit ticket (one paragraph) on their stances/opinions/what they learned
- Women Athletes Research for powerpoint creation

Thursday Dec 18

- Powerpoint presentations on the student's chosen athlete
- 1:30-3:00 Hockey Team Visits the School

Friday Dec 19:

- Soul Surfer Movie
- Wrap Up Presentations

Schedule

Resources, Fieldwork, Experts, Projects

Day 1: Monday, December 15th <i>At School</i> We'll begin with an introduction to the history of women's sports, looking at major milestones such as Title IX, the rise of professional women's leagues, and the cultural challenges women athletes have faced. Students will discuss how access, visibility, and opportunity have changed over time. Next, we'll focus on the 2019 U.S. Women's National Soccer Team Equal Pay Dispute, learning about what happened, why it mattered, and how it shaped national conversations about gender equity in sports. Students will compare the pay structures and achievements of the men's and women's national teams and discuss fairness, value, and advocacy.	
Day 2: Tuesday, December 16th <i>Broom Ball and Speed Skating Day - At The Utah Olympic Oval</i> We will plan to leave the school by 8:30 AM and arrive at the Utah Olympic Oval by 10:00 AM. We will be participating in broom ball and speed skating instruction until 1:00 PM. There is an online waiver for this activity. Lunch will be there so students will need a school or sack lunch. We are planning to arrive back at school in the early afternoon (by 3:00). If there is time, we will then debrief our day. If not, we will debrief the next day. We will discuss our activities, and then the history of how The Utah Olympic Oval has been used for the Olympics in the past and how it will be used in the future. <i>*This day will be a combined activity with Lisa Well's Intensive Group.</i>	We will learn how to play Broom Ball and how to speed skate at The Utah Olympic Oval.
Day 3: Wednesday, December 18th <i>Female Athletes - At School</i> Students will focus on women athletes and the science behind their performance. We'll highlight key figures in women's sports—past and present—and discuss their achievements, challenges, and contributions to greater equality and visibility in athletics. Students will have the opportunity to explore specific athletes and reflect on how representation in sports shapes culture and opportunity. The class will also look at how women's physiology influences athletic performance, using current research to challenge old myths and highlight unique strengths in areas like endurance and recovery. This discussion will help students understand that biological differences do not define value or capability but can shape how athletes train and compete. We'll compare how women's sports often differ from men's in terms of rules,	

structure, and style of play because of this and other reasons.	
Day 4: Thursday, December 19th <i>The Mustangs Hockey Team</i> 9-12 We'll discuss controversies and debates in women's sports and how culture and politics have played a role in this and write an opinion article on one topic. 12-3 The Ogden Mustangs hockey team will come to the school to present and talk about their experiences becoming hockey players and the resilience involved. They will then teach and play floor hockey with the students. The team will also be giving hockey game tickets to students for an upcoming hockey game. <i>*This hockey team experience will be a combined activity with Lisa Well's Intensive Group.</i>	The Ogden Mustangs hockey team will be guests at the school. They will present information to students and teach them floor hockey in the gym.
Day 5: Friday, December 20th <i>Soul Surfer Movie - At School</i> 8-9 Finish any remaining student presentations 9-11 We will watch the movie "Soul Surfer" and discuss the resilience, growth mindset, character, and skill of this athlete and how to develop it	The movie "Soul Surfer" will be played and discussed.

Intensive Title: Journeys of Light-Exploring Winter Celebrations Around the World

Teacher: Nichole Harrison

Date: December 15th-19th

Brief narrative describing the intensive and its purpose

Students will explore winter holidays and festivals celebrated around the world. They will learn about cultural traditions, foods, crafts, music, and stories from a variety of countries and religions, such as Christmas, Hanukkah, Kwanzaa, Las Posadas, Diwali, St. Lucia Day, Chinese New Year, and Winter Solstice celebrations. Students will engage in hands-on activities such as creating decorations, cooking small traditional dishes, and participating in arts and crafts projects.

Students will also conduct **individual research projects** on a winter holiday of their choice, culminating in a **World Holiday Showcase** on Friday where they will present their findings creatively. The intensive includes **fieldwork** at the Ogden Nature Center for a Winter Solstice experience, a scavenger hunt to Ogden Christmas Village, an ice skating experience, and visits from community experts sharing cultural perspectives.

Guiding Question(s)

- How do traditions, foods, and activities vary by culture and country?
- Why do communities celebrate these holidays, and what values do they reflect?
- How can I research and share information about a holiday in a creative way?

Learning Target(s)

- I can identify and describe winter holidays and festivals celebrated globally.
- I can compare and contrast cultural traditions and practices.
- I can create hands-on projects (crafts, decorations, food) that represent a cultural celebration.
- I can locate countries on a map and understand their geographic context for holidays.
- I can conduct individual research about a chosen winter holiday.
- I can present my findings creatively to share with peers.
- I can demonstrate respect and curiosity for cultures different from my own.

Fieldwork, Experts, Etc. (include contact person and contact information)

Fieldwork Date: Wednesday, December 17, 2025

Location: Ogden Nature Center – Winter Solstice Experience

- Students will learn about Winter Solstice celebrations and observe seasonal nature activities.
- Student will explore the Ogden Christmas Village and discover different cultural ties that are within each display.

Fieldwork Date: Wednesday, December 15, 2025

Location: George Eccles Ice Center-Ice Skating

- I can explain how ice skating is connected to winter traditions and holidays around the world.
- I can apply the skills of ice skating to demonstrate teamwork and perseverance during a group challenge.

Experts-

Hanukkah- Brith Sholem

Chinese New Year-Box Elder High School Dual Immersion Teacher-John Zhang

Notes: Materials needed, permission slips needed, cost and funding, etc.

- Permission slips/waivers for ice skating and Ogden Nature Center and Ogden Christmas Village.
Crafting supplies
- Pending cost/fees- About \$15 per student

Schedule

Sequence of Experiences for Winter Holiday Intensive

Monday, December 15 – Introduction & Global Holiday Exploration

8:00–8:20 – Morning Activities (journaling: “What winter holiday traditions do I already know?”)

8:20–8:35 – Morning Crew

8:35–10:00 – Introduction to Winter Holidays Around the World

- Read Aloud: “*Holidays Around the World*” by Anne Rockwell
- Students explore a world map to locate countries of focus
- Discussion: What do you notice about where these holidays occur?

10:00–11:15 – Craft Activity: Winter Holiday Symbols

- Students create ornaments, lanterns, or decorative items representing different holidays
- Materials: paper, paint, string, glue, markers

11:15–11:30-Sack lunch outside at Pavillion

11:40-Leave for opening celebration- Ice Skating

12:15-Arrive at ice rink, get rentals, begin ice skating by 1:00

12:15–1:45-Ice Skating

1:45-Clean-up

2:00-Leave to return to school

2:45-Arrive back at school-Closing Crew

Tuesday, December 16 – Individual Holiday Research Project

8:00–8:20 – Morning Activities-(Holiday Geared games and puzzles)

8:20–8:35 – Morning Crew

8:35–10:00 – Research Skills Mini-Lesson

- How to locate credible sources online and in books
- Introduce project rubric and format

10:00–11:45 – Research & Note-Taking

- Students begin individual research on chosen holiday
- Teacher support for locating sources

11:45–12:15 – Lunch

12:15–1:15 – Expert -Hanukka

1:15–1:30 – Hanukka Craft

1:30–2:30 – Read Aloud & Video Exploration

- Read Aloud: *"The Seven Days of Kwanzaa"*
- YouTube: [Diwali Festival of Lights](#)

2:30–2:45 – Reflection Journaling

2:45–3:00 – Closing Crew

Wednesday, December 17 – Fieldwork & Cultural Immersion

8:00–8:20 – Morning Activities (review winter holiday map & notes)

8:20–8:35 – Morning Crew

8:35–9:00 – Prep for Fieldwork

- Discuss nature, Winter Solstice traditions, and fieldwork expectations

9:00- Leave for Ogden Nature Center

9:30–11:30 – Fieldwork at Ogden Nature Center

- Winter Solstice experience: outdoor observation, seasonal stories, nature walk-Expert lesson from 9:30-10:30.
- Students record notes/reflection and Winter solstice outdoor games.

11:30-12:00 – Lunch (on-site picnic)

12:00-12:20 - Drive to Ogden Christmas Village

12:30-1:30- Explore Christmas Village

- Students will explore Ogden's Christmas Village in teams to find visual, auditory, or symbolic evidence of how different winter traditions are represented.
- Each "clue stop" asks them to make observations, take notes/photos (if allowed), and connect their findings to global traditions.

1:30– Drive back to school

2:00- Arrive at school

- Create a seasonal "Winter Solstice Sun" decoration or art piece

2:30–2:45 – Journaling: What did you notice about light, nature, and cultural stories?

2:45–3:00 – Closing Crew

Thursday, December 18 – Holiday Traditions & Creative Exploration

8:00–8:20 – Morning Activities (holiday traditions and games)

8:20–8:35 – Morning Crew

8:35–10:00 – Cooking & Cultural Foods

- Example: Baking cookies with traditional recipes from around the world
- Read Aloud: *"Holiday Foods Around the World"*
- YouTube: [Holiday Foods Global Tour](#)

10:15–11:30 – Music, Dance & Storytelling-Possible Second Expert-John Zhang (Trying to work into his schedule as a HS teacher)

- Explore holiday songs and dances (Hanukkah, Kwanzaa, Las Posadas, St. Lucia Day)
Students learn and perform in small groups

11:45–12:15 – Lunch

12:15–1:30 – Research Project Work

- Add elements: visuals, artifacts, or small crafts to present

1:30–1:45 – Break

1:30–2:30 –Finalize research project

- Add final elements, teacher and aide checks, partner presentation practice

2:30–2:45 – Reflection Journaling/Story

2:45–3:00 – Closing Crew

Friday, December 19 – World Holiday Showcase

8:00–8:20 – Morning Activities (Traditional holiday music/games)

8:20–8:35 – Morning Crew

8:45–9:15 – Set-Up for Showcase

- Students arrange displays, posters, dioramas, and food items (if safe to share)

9:15–10:45 – World Holiday Showcase

- Each student presents research project to peers and invited guests
- Peer questions and reflection

10:45–11:30 – Reflection & Journaling/ Cultural music and games

- Students write about what they learned and favorite discoveries
- Class discussion: What can we take from these celebrations to share or celebrate together?
- Play Music and enjoy holiday games

11:30–11:45– Closing Crew

- Certificates of participation or “Holiday Scholar” awards

11:45-12:00 – Lunch

12:00- Dismissal

Utah Core Standards

Social Studies

- 5.1.1: Use primary and secondary sources to explain and compare cultural celebrations and traditions
- 5.2.1: Understand and explain how cultural groups develop and celebrate traditions
- 5.3.1: Use maps to locate countries, regions, and major cities related to cultural celebrations

- 6.2.2: Explain how cultural diffusion (through trade, migration, communication, or conquest) influenced civilizations and the sharing of ideas and traditions.
- 6.2.3: Compare the belief systems, social structures, and traditions of different world cultures.
- 6.2.4: Identify examples of cultural expression in art, music, literature, and architecture, and explain how they reflect beliefs and values.

English Language Arts

- 5.RI.1–3: Read informational texts and identify key details about holiday traditions
- 5.W.2–3: Write informational texts about researched holidays, including visuals and multimedia
- 5.SL.4–6: Present research findings clearly with appropriate media, respond to questions
- W.6.7: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry
- W.6.8: Gather relevant information from multiple print and digital sources; assess credibility, and quote or paraphrase the data while avoiding plagiarism.
- SL.6.4: Present claims and findings in a coherent manner, using appropriate facts and details with clear expression and pacing.

Fine Arts

- 5.VA: Create visual artworks to communicate ideas and cultural meaning
- 5.MA: Explore music and performance from multiple cultures
- VA:Cr1.1.6a: Combine concepts collaboratively to generate innovative ideas for art-making.
- VA:Cn11.1.6a: Analyze how art reflects changing times, traditions, resources, and cultural uses.



Intensive Title:	The History of Bowling
Teacher:	Mrs. Wixom
Dates:	December 15 through 19, 2025

Brief narrative describing the intensive and its purpose.
Teach students the fundamental skills, rules, and strategies of bowling. Participants will learn proper technique, including grip, stance, and release, as well as how to hand score a game accurately. The purpose of this intensive is to help students improve coordination, focus, and sportsmanship while gaining an appreciation for bowling as a fun, lifelong physical activity.

Guiding Question(s)
How does understanding the physics of motion and force in bowling help improve your technique and scoring?
What can bowling teach us about teamwork, focus, and perseverance?

Learning Target(s)
I can use appropriate bowling techniques. I can score a game by hand when bowling. I can write down 5 facts about the history of bowling.

Fieldwork, experts, etc. (Include contact person and contact information)
Storm Museum, the Storm Bowling Ball plant in Brigham City, Amazing/famous Bowlers, go bowling 2 times at Ben Lomond in Ogden.

Materials needed
Different weights of bowling balls, different styles of pins, bowling shoes, different bowling bags and different types of balls (plastic vs non plastic)

Permission slips needed? Please list.
Yes, to go to the Storm museum and Storm Bowling Ball plant in Brigham City, as well as

Ben Lomond Lanes in Ogden to bowl 2 games on Tuesday and Thursday.

Lunches needed? Please be sure to let the kitchen know AT LEAST a week ahead (preferably two).

Not as of right now.

Cost and funding source

The cost of bowling 2 games and shoes for each time we go bowling is \$5.36 per student. If possible, ask for a donation of 10.00 for each student.

Schedule (details are appreciated - and needed)

Monday Dec 15, 2025 Introducing Bowling, do a KWL Chart, start to make bowling pins and a bowling ball out of materials, show different bowling shoes, different sizes of bowling balls and a guest speaker(s) in the afternoon. If I can't get a guest speaker, I will teach the students the importance of scoring a game by hand, because in the beginning there was no computer program to score the games.

Tuesday Dec 16, 2025 Practice scoring a couple more games by hand in order to score their first game by hand today. We will be watching professional bowlers and scoring it on paper. I will have the students lift the different weights of bowling balls that I will have in my room. Teach the students that there is a bowling ethical code. We will leave the school at 12:20 to head down to Ben Lomond Lanes 2 bowl 2 games of bowling.

Wednesday Dec 17, 2025 The first thing is have the students do an informal talk about how bowling went yesterday. Ask the students if actually scoring their games was harder than he/she thought, and if he/she improved the second game? Refer to the KWL chart and add to it according to what he/she has learned. Start to write about what he/she has learned about bowling up to this point. Guest speaker has not gotten back with me as of Friday.

Thursday Dec 18, 2025 In the morning today we are leaving the school around 9:45 to be at Storm at 10 AM for a tour. The tour can be up to an hour and half. Leave the school at 12:20 to head down to Ben Lomond Lanes.

Friday Dec 19, 2025 Finishing up their bowling pins and ball which the students started on Monday. Also to have the students play with the finished product of the bowling pins and bowling ball. We will also finish filling out the KWL chart and make sure that we have finished the 5 things he/she has learned about fundamental skills, rules, strategies of bowling, appreciation for bowling as a fun, lifelong physical activity. Trish King as a

guest speaker.