

PROMONTORY

school of expeditionary learning

February 25, 2025

5:30PM

Via Zoom

Trustees:

Michelle Flynn
Dorothy Dobson
Adrianne Murray
Hilary Gerhardt
Riley Riser
Becca Ashby
Stephanie Quintero

Visitor:

Tammy Stutznegger

5:30 PM – **CALL TO ORDER**

5:32PM—**Business Items:**

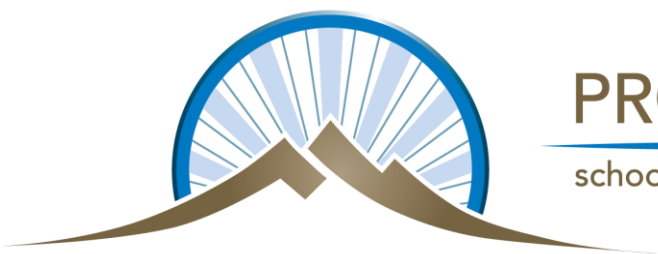
- Open and Public Meeting Act Training—Video was sent out to all the Board members. Let Michelle know once you have watched the video. We will discuss it at March's Board meeting.

5:34PM—**Action Items:**

- Adventure and Fieldwork Agreement—Approving registration paperwork. Riley motions to approve. Stephanie seconds. Motion is carried.

5:35PM – ADJOURN—Stephanie Quintero motions to adjourn. Becca Ashby seconds. Motion is carried.

*Next scheduled Board Meeting: March 20, 2025



PROMONTORY

school of expeditionary learning

BOARD OF DIRECTORS MEETING AGENDA

March 20, 2025

7:00PM

1051 W 2700 S

Perry, UT 84302

Trustees:

Michelle Flynn
Adrianne Murray
Becca Ashby
Adrianne Murray
Barbie Molgard-Wright
Riley Riser
Hilary Gerhardt
Emily Morgan –Zoom

Director:

Amber Edelman

Visitors:

Tammy Stutznegger
Trina Davis
Holly Jeppson
Brian Cates—Zoom
Glenna Petersen--Zoom
Donovan Malone--Zoom
Gwen Andrus--Zoom

Officers

Amber Jenks
Kandice Scothern
Michelle Wilson

Absent: Jessica Flinn, Dorothy Dobson

7:05 PM – **CALL TO ORDER:** Michelle Flynn

· Welcome/Mission Statement and Pledge: Becca Ashby

7:10 PM- **TRAINING:** Open and Public Meeting Act–Let Michelle know once you have watched the videos.

7:18PM – **PUBLIC COMMENT–** Trina Davis introduced herself as a new parent to Promontory. Parent of a 4th grader. Suggested to utilize parents talents in each class. Suggested having parent liaisons for each class. Bring expeditionary learning into the emotional side of things.

7:25PM—**POP Update:** This is the last term for our current POP Pres and board. Asked to put the word out for someone who might be interested. Spring general membership meeting is on April 24th 6:30-8:00—will discuss positions opened, approve whoever is running for each

position. 1st week of May is teacher appreciation week. Breakfast and a lunch thanks to the carnival proceeds. April is the month of the Military Child–Purple Star School. Will do a military board in the hall, there will be a Purple Up Day (Possibly April 15th). Maybe can POP discuss it in April Mega Crew. Spring Fundraiser is coming up. Monday May 12-Sat May 17th. May 16th is the Mega Celebration. Requested donations from over 500 businesses. Mega Celebration is on May 16th at 5:00. Still have food trucks, no carnival–Tree House Museum, Hale Theater, braces, misc. gift baskets, U of U athletics, cash donations, etc. Working on getting parent communication improved–that isn't email, or mass text, or social media.

7:36 PM – **FINANCE REPORT**

- Budget Review – Brian Cates– Right now we are coming up on the time of year, where we will start to put together a budget for next year. Right now we are just kind of in a holding pattern waiting for those legislative estimates of State revenue to be sent out from the state. Once that is done, we will be able to plug in those numbers as well as some estimates in local and Federal revenue. We hope to have some kind of draft for April's finance meeting and approve it in June. Right now there is a 4% increase to the WPU and then close to a 9.5 increase on the LRF the local replacement fund which is also tied to our October 1 count. According to our PTIF statement as of February, you can see our reinvestment and return on investment is lower than it was the previous month, but obviously still good, very strong returns. We did deposit additional funds at the end of February so we will hope to see an increase there in our return next month. Still a great place to have our cash as far as our budget summary. At the end of February we are about 67% through the fiscal year. Right now we are about 3 and a half percent forecasted operating margin. We did make a few adjustments that we reviewed in our finance meeting to the current year forecast. Trend is very flat and very strong. We are going to be tweaking some of our expense line items and hope to keep our operating margins at or around that figure, if not a bit higher.

7:45 PM – **MINUTES**

- 02-20-2025 Board Meeting Minutes– Hilary motions to approve. Seconds? Stephanie abstains.
- 02-25-2025 Emergency Board Meeting Minutes– who adjourned? Will vote on next meeting.

7:45 PM – **BUSINESS ITEMS**

- Search & Seizure- Executive Board–Worked on it a couple of years ago. Needed some word changes. Will be some updates. Review over the month and see if you catch anything. Need it approved and updated on the website.

- Special Education Policy and Procedure Manual- Executive Board–Teresa Lee has given feedback on policy. Will be updated over the next month.

- School Student Family Compact- POP–Word verbiage need to be updated. Needs some updates from Title 1. Edit off of the google docs one.

7:50 PM --**ACTION ITEMS**

- Data Governance Plan–Code updates, clarifications mentioned. Received clarifications from the state–was also part of our audit. Need to clarify the roles. Maybe leave separated out. 7:54PM Barbie motions to approve. Riley seconds. Motion is carried.

- Religious Resolution Policy–Other schools do not call it Religious resolution policy. Combined two policies together. Change the title to Maintaining constitutional freedom in the Promontory School.

8:00PM Becca motions to approve the updates to the Religious Resolution Policy including changing the name to Maintaining constitutional freedoms in Promontory school. Stephanie seconds. Motion is carried.

- Adventure and Fieldwork Agreement–Updated section where absent assignment would be assigned. Also added a section for students with disabilities.

8:03PM Stephanie motions to approved updates. Hilary seconds. Motion is carried.

- School Land Trust–Time frame when we update goals. Adjusted our goals. (Attach goals that Amber emailed) Choose to pay to have an aide in every classroom. Our Board is our School Land Trust.

8:09PM Riley motions to approve. Stephanie seconds. Motion is carried.

- Overnight Approval–Adventure leadership May 22nd-23rd Box Elder Campground. 7 /8th grade Island Park Yellowstone Sept 17th-19th.

8:11PM Hilary motions to approve the adventure leadership overnight. Riley seconds. Motion is carried.

8:12PM Barbie motions to approve the $\frac{7}{8}$ overnight out of state to Yellowstone adventure. Adrianne second. Motion is carried.

- Board Vacancies–2 trustee openings coming up. Posting the opening April 7th through May 1st. Would also like a teacher representation.

8:15PM Stephanie motions to approve. Hilary seconds. Motion is carried.

- Spring Blues for Books Library Fundraiser

8:16PM Stephanie motions to approve. Riley seconds. Motion is carried.

- Book Wish List for Library Fundraiser– trying to increase books for the $\frac{5}{6}$ and $\frac{7}{8}$ community. Just asking for book donations. Possibly working on an Amazon wish list.

8:20PM Becca motions to approve. Stephanie seconds. Motion is carried.

8:30 PM **DIRECTOR'S REPORT**

- Staffing Update-- Chris Baron will be leaving us this month to go on a couples mission. We hope to have her again next year when she returns.

- Enrollment/Lottery--We have one more Kindergarten spot available for next year. Registration for next year for our current students opened up last week. We will fill spots from our waitlist from that for next year. We already have about 64% of our students enrolled

- Charter Agreement Goals-No findings for audit findings or recommendations. 180 days cash on hand for current assets to total annual operating expenses. 6.26 is our current ratio of assets/current liabilities. Debt ratio, total liabilities / total assets is .82. No default on maintaining applicable bond covenants. Keeping expenditures within 5% of the budget.

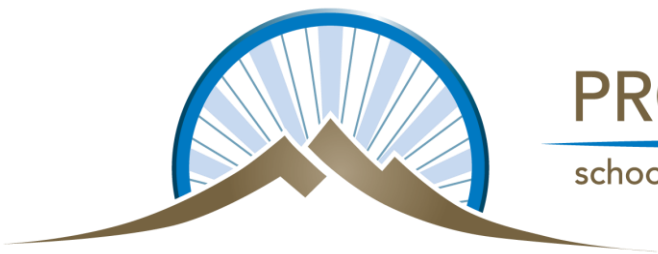
- Student Achievement- On Mid-Term Acadience reading testing we had 83% of 3rd graders making typical or better progress. On Mid-term Acadience math testing we had 83% of our 1st graders making for better progress. On Mid-term Acadience reading testing 79% of 6th graders scored at or above benchmark. On Mid-term Acadience reading testing we had 74% of 4th graders scored at or above benchmark. On Mid-term Acadience math testing we had 83% of 4th graders are making typical or better progress.

- Professional Development-Damon provided a PD on Adventure! Our Expedition Slice will take place at Swan Valley on June 3-4, We also recently had an Aide Training

- Public Relations- I recently testified again for North Dakota's legislators in behalf of Charter Schools, Made connections with the National Alliance of Charter Schools, and they are very interested in what we do here at Promontory. Would like to schedule a visit next school year. We are just starting a social media campaign, plan to do another after Spring Break.

9:15 PM – **ADJOURN**-Riley motions to adjourn. Stephanie seconds. Motion is carried. Meeting is adjourned.

*Next scheduled Board Meeting Thursday, April 17, 2025. Board Retreat Meeting scheduled for Tuesday, April 22nd.



PROMONTORY

school of expeditionary learning

March 29, 2025
5:00PM
Via Zoom

Trustees:

Michelle Flynn
Dorothy Dobson
Hilary Gerhardt
Riley Riser
Stephanie Quintero

5:02 PM – **CALL TO ORDER**— Michelle Flynn

5:05 PM—**Action Items:**

Student Collection Data Notice: Updated code 78-6-1123 to 80-6-103 as per state guidelines.
Riley motions to approve. Hilary seconds. Motion is carried.

5:04PM – **ADJOURN**—Hilary motions to adjourn. Stephanie seconds. Motion is carried.

*Next scheduled Board Meeting: April 17, 2025.

Dear Promontory Board,

We appreciate how you guys keep are school
orginized. Thank you for budgding are money and
keeping us in complints with the State.

AS 3-4 consit to make resses more fun
a we would like to be able to purches 2 soccer
nets. We looked up how much it would cost
and \$37.50 at Dick's sporting goods for two
it will be \$75. We also found another soccer nets
at walmart for \$60.00 with a metal poles.

Next we like to purches durable toys for the
sandbox. Amazon has John Deere trucks that are
Metal

Thank you for consideration we are asking if you
can pay for are stuff.

Sincerely

Malika Khan

Lily Benar

ROVEN Barnett

Jackson Joastin

Freddy Mabrey

STATEMENT OF ACCOUNT

PTIF

UTAH PUBLIC TREASURERS' INVESTMENT FUND

Marlo M. Oaks, Utah State Treasurer, Fund Manager

PO Box 142315

350 N State Street, Suite 180

Salt Lake City, Utah 84114-2315

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

www.treasurer.utah.gov

PROMONTORY SCH OF EXPEDITIONARY

BRIAN CATES

1051 WEST 2700 SOUTH

PERRY, UTAH 84302

Account

Account Period

8282

July 01, 2024 through March 31, 2025

Summary

Beginning Balance	\$ 1,480,981.30	Average Daily Balance	\$ 1,530,828.28
Deposits	\$ 256,553.16	Interest Earned	\$ 56,553.16
Withdrawals	\$ 0.00	360 Day Rate	4.8538
Ending Balance	\$ 1,737,534.46	365 Day Rate	4.9212

Date	Activity	Deposits	Withdrawals	Balance
07/01/2024	FORWARD BALANCE	\$ 0.00	\$ 0.00	\$ 1,480,981.30
07/31/2024	REINVESTMENT	\$ 6,831.19	\$ 0.00	\$ 1,487,812.49
08/31/2024	REINVESTMENT	\$ 6,830.91	\$ 0.00	\$ 1,494,643.40
09/30/2024	REINVESTMENT	\$ 6,540.54	\$ 0.00	\$ 1,501,183.94
10/31/2024	REINVESTMENT	\$ 6,422.96	\$ 0.00	\$ 1,507,606.90
11/30/2024	REINVESTMENT	\$ 6,032.18	\$ 0.00	\$ 1,513,639.08
12/31/2024	REINVESTMENT	\$ 6,088.31	\$ 0.00	\$ 1,519,727.39
01/31/2025	REINVESTMENT	\$ 5,866.43	\$ 0.00	\$ 1,525,593.82
02/27/2025	Per Mich	\$ 200,000.00	\$ 0.00	\$ 1,725,593.82
02/28/2025	REINVESTMENT	\$ 5,346.29	\$ 0.00	\$ 1,730,940.11
03/31/2025	REINVESTMENT	\$ 6,594.35	\$ 0.00	\$ 1,737,534.46
03/31/2025	ENDING BALANCE	\$ 0.00	\$ 0.00	\$ 1,737,534.46

{Effective: 07/31/2024} The GASB Fair Value factor at June 30, 2024 is 1.00150349

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

Date	Activity	Deposits	Withdrawals	Balance
<hr/>				
{Effective: 01/31/2025}	The GASB Fair Value factor at December 31, 2024 is 1.00186367			

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 - 77.6% (12 School Budget records)							
1510 Interest on Investments	\$184,332	\$90,564	\$70,000	\$55,000	\$125,000	75.0%	72.5%
1610 Lunch Program	\$58,534	\$42,543	\$60,000	-\$5,000	\$55,000		77.4%
1720 Yearbook Income	\$3,317	\$196	\$0	\$196	\$196		100.0%
1720 Bookfair Income	\$1,246	\$2,338	\$0	\$2,338	\$2,338		100.0%
1720 Uniforms	\$403	\$341	\$0	\$341	\$341		100.0%
1741 Middle School Fees	\$6,525	\$5,615	\$7,000	-\$1,385	\$5,615		100.0%
1920 Fieldwork/Expedition Donations	\$7,180	\$7,422	\$6,000	\$1,422	\$7,422		100.0%
1920 Community Donations	\$3,108	\$2,305	\$1,000	\$1,305	\$2,305		100.0%
1923 POP Income	\$6,382	\$2,585	\$3,000	-\$415	\$2,585		100.0%
1923 Adventure			\$0	\$0	\$0		
1923 Corporate Donations	\$2,180	\$2,389	\$0	\$2,389	\$2,389		100.0%
1990 Miscellaneous/Background Checks/Fines	\$41,434	\$6,155	\$3,000	\$3,155	\$6,155		100.0%
TOT	\$314,642	\$162,454	\$150,000	\$59,346	\$209,346		
Promontory School of Expeditionary Learning - Revenue - 3000 State Revenue - 73.6% (36 School Budget records)							
3010 Regular School Prgm K-12	\$1,697,638	\$1,345,704	\$1,782,591	\$10,212	\$1,792,803	75.0%	75.1%
3020 Professional Staff	\$92,293	\$79,229	\$96,907	\$8,731	\$105,638	75.0%	75.0%
3105 Special Education -- Add-On	\$386,286	\$329,557	\$495,499	-\$67,308	\$428,191	75.0%	77.0%
3110 Special Education -- Self-Contained		\$8,913	\$11,884	\$0	\$11,884	75.0%	75.0%
3120 Special Education -- Extended Year	\$3,759	\$2,979	\$3,974	-\$3	\$3,971	75.0%	75.0%
3125 Special Education -- State Programs	\$7,519	\$6,449	\$8,599	\$0	\$8,599	75.0%	75.0%
3128 Special Education -- Stipends for ESY	\$3,910	\$3,390	\$0	\$3,390	\$3,390	100.0%	100.0%
3153 Students At-Risk Add-on	\$83,974	\$97,879	\$104,396	\$26,110	\$130,506	75.0%	75.0%
3211 Gifted and Talented	\$4,660	\$3,147	\$4,660	-\$1,513	\$3,147	100.0%	100.0%
3230 Class Size Reduction - K-8	\$176,933	\$140,080	\$187,129	-\$426	\$186,703	75.0%	75.0%
3400 Teacher Salary Supplement			\$0	\$0	\$0		
3410 Flexible Allocation	\$1,077	\$833	\$1,122	-\$13	\$1,109	75.0%	75.1%
3520 School Land Trust	\$64,964	\$67,210	\$67,210	\$0	\$67,210	100.0%	100.0%
3566 Professional Learning	\$3,596	\$2,964	\$0	\$3,952	\$3,952	75.0%	75.0%
3579 Mental Health Grant	\$2,293		\$38,577	\$1,420	\$39,997		
3582 Beverly T. Sorenson Elem Arts	\$20,000	\$27,000	\$36,000	\$0	\$36,000	75.0%	75.0%
3596 School Safety Grant	\$3,000		\$3,000	\$0	\$3,000		
3655 Digital Teaching & Learning	\$26,319	\$22,537	\$26,000	-\$3,464	\$22,536	100.0%	100.0%
3719 Charter School Local Replacement	\$1,412,098	\$1,107,049	\$1,476,065	\$0	\$1,476,065	75.0%	75.0%
3725 Charter School Admin Costs	\$51,980	\$62,529	\$84,192	-\$985	\$83,207	75.0%	75.1%
3770 School Lunch (Liquor Tax)	\$45,395	\$19,064	\$45,000	-\$20,000	\$25,000		76.3%
3800 TSSA Program	\$110,236	\$90,204	\$120,128	\$145	\$120,273	75.0%	75.0%
3800 Suicide Prevention	\$1,000	\$1,000	\$1,000	\$0	\$1,000	100.0%	100.0%
3800 Educator Professional Time	\$49,252	\$55,447	\$56,943	-\$1,496	\$55,447	100.0%	100.0%
3800 Public Ed Capital & Tech Fund			\$0	\$0	\$0		
3800 Early Interactive Software Program			\$12,580	-\$12,580	\$0		
3800 Elevate Grant			\$90,000	-\$90,000	\$0		
3800 CSI Grant			\$0	\$49,988	\$49,988		
3814 Master Pilot Grant			\$0	\$40,235	\$40,235		
3846 Innovation Grant		\$50,000	\$0	\$50,000	\$50,000	100.0%	100.0%
3868 Teacher Materials and Supplies	\$4,395	\$11,935	\$9,472	\$2,463	\$11,935	100.0%	100.0%
3870 PCBL Competency Based Learning			\$100,000	-\$47,528	\$52,472		
3872 Substance Prevention	\$4,000	\$4,000	\$4,000	\$0	\$4,000	100.0%	100.0%
3876 Educator Salary Adjustment	\$297,386	\$241,016	\$315,043	\$6,311	\$321,354	75.0%	75.0%
3878 Special Education- Extended Year			\$0	\$0	\$0		
3880 Enhancement of School Meal Pgm		\$7,648	\$0	\$7,648	\$7,648	100.0%	100.0%
TOT	\$4,553,963	\$3,787,762	\$5,181,971	-\$34,711	\$5,147,260		
Promontory School of Expeditionary Learning - Revenue - 4000 Federal Revenue - 39.2% (12 School Budget records)							
4079 Foods for Local Schools Co-op	\$5,905		\$0	\$0	\$0		
4500 SRSA (REAP) Grant	\$50,583	\$54,892	\$50,583	\$4,309	\$54,892	100.0%	100.0%

Budget Name	PY Amount	YTD Amount	Budget	Variance	Forecast	% Target	% of Forecast
4522 IDEA Preschool			\$1,950	\$1	\$1,951		
4524 IDEA Part-B			\$82,879	\$335	\$83,214		
4571 National School Lunch Prgm	\$17,593	\$12,963	\$17,000	\$0	\$17,000		76.3%
4572 Free & Reduced Reimbursement	\$59,220	\$48,536	\$55,000	\$8,000	\$63,000		77.0%
4573 National School Breakfast	\$18,417	\$15,982	\$17,000	\$5,000	\$22,000		72.6%
4575 Supply Chain Assistance	\$13,076		\$0	\$0	\$0		
4801 Title IA			\$51,501	\$387	\$51,888		
4860 Title IIA		\$8,530	\$7,884	\$646	\$8,530		100.0%
4890 Title IVA	\$10,000		\$10,000	\$0	\$10,000		
4893 Stronger Connections Grant			\$50,000	-\$3,484	\$46,516		
TOT	\$174,794	\$140,904	\$343,797	\$15,194	\$358,991		
Promontory School of Expeditionary Learning - Expense - 100 Salaries - 74.1% (15 School Budget records)							
121.24 Administration	-\$196,028	-\$155,789	-\$200,000	-\$8,000	-\$208,000	75.0%	74.9%
131.1 Teachers	-\$1,271,948	-\$1,045,908	-\$1,335,000	-\$40,000	-\$1,375,000	75.0%	76.1%
131.1 Merit Pay/Winter Bonus			-\$30,000	\$0	-\$30,000		
131.1 Special Education Teachers	-\$154,649	-\$175,231	-\$240,000	\$0	-\$240,000	75.0%	73.0%
131.1 Stipends	-\$121,182	-\$56,736	-\$150,000	\$10,000	-\$140,000		40.5%
132.1 Substitute Teachers	-\$60,377	-\$42,225	-\$40,000	-\$10,000	-\$50,000		84.5%
132.1 PTO Cash Out	-\$10,550	-\$10,000	-\$10,550	\$550	-\$10,000		100.0%
142.21 Counselor	-\$49,562	-\$46,944	-\$64,000	\$0	-\$64,000	75.0%	73.3%
152.24 Office Salaries	-\$109,237	-\$97,841	-\$155,000	\$20,000	-\$135,000	75.0%	72.5%
161.1 Community Aides/ Literacy Aides	-\$327,791	-\$227,443	-\$286,100	\$0	-\$286,100	75.0%	79.5%
161.1 Special Education Aides	-\$182,008	-\$108,753	-\$79,600	-\$55,400	-\$135,000	75.0%	80.6%
161.1 RTI / Title I	-\$35,979	-\$54,064	-\$44,600	-\$20,400	-\$65,000	75.0%	83.2%
162.22 Library Aide	-\$38,555	-\$35,269	-\$32,300	-\$12,700	-\$45,000	75.0%	78.4%
182.26 Custodial/Maintenance Salaries	-\$119,763	-\$94,006	-\$116,600	-\$3,400	-\$120,000	75.0%	78.3%
191.31 Kitchen Salaries	-\$113,324	-\$86,192	-\$116,000	\$0	-\$116,000	75.0%	74.3%
TOT	-\$2,790,954	-\$2,236,400	-\$2,899,750	-\$119,350	-\$3,019,100		
Promontory School of Expeditionary Learning - Expense - 200 Employee Benefits - 75.7% (8 School Budget records)							
220 FICA	-\$211,916	-\$167,948	-\$223,000	-\$1,000	-\$224,000	75.0%	75.0%
230 Retirement	-\$115,108	-\$92,279	-\$116,000	-\$7,000	-\$123,000	75.0%	75.0%
241 Health Insurance	-\$399,482	-\$374,972	-\$450,000	-\$40,000	-\$490,000	75.0%	76.5%
242 Life and Disability Insurance	-\$5,298	-\$3,766	-\$5,300	\$0	-\$5,300		71.1%
243 HRA/Flex Spending	-\$13,615	-\$10,666	-\$17,000	\$2,000	-\$15,000		71.1%
244 Dental Insurance	-\$22,510	\$908	-\$23,000	\$22,000	-\$1,000		-90.8%
270 Worker's Compensation Fund	-\$8,181	-\$13,704	-\$9,000	-\$7,000	-\$16,000		85.6%
280 Unemployment Insurance	-\$7,453	-\$3,031	-\$5,000	\$0	-\$5,000		60.6%
TOT	-\$783,564	-\$665,458	-\$848,300	-\$31,000	-\$879,300		
Promontory School of Expeditionary Learning - Expense - 300 Professional and Technical Services - 77.9% (9 School Budget records)							
323.21 SpEd Services OT, Psych, other	-\$112,145	-\$105,361	-\$98,000	-\$37,000	-\$135,000		78.0%
330.22 Expeditionary Learning Contract			\$0	\$0	\$0		
331.22 Professional Development	-\$22,485	-\$9,364	-\$17,000	\$5,000	-\$12,000		78.0%
345.23 Audit Services	-\$16,540	-\$17,599	-\$17,000	-\$599	-\$17,599		100.0%
345.25 Business Services	-\$77,328	-\$59,733	-\$79,648	\$0	-\$79,648	75.0%	75.0%
345.25 Professional Services	-\$15,128	-\$4,900	-\$3,000	-\$1,900	-\$4,900		100.0%
347.21 Speech Therapy Services	-\$79,473	-\$77,468	-\$80,000	-\$20,000	-\$100,000		77.5%
349.23 Legal Services		-\$2,765	-\$10,000	\$6,000	-\$4,000		69.1%
350.25 Technical Services (IT)	-\$58,048	-\$26,613	-\$58,000	\$21,000	-\$37,000		71.9%
TOT	-\$381,147	-\$303,803	-\$362,648	-\$27,499	-\$390,147		
Promontory School of Expeditionary Learning - Expense - 400 Property Services - 59.7% (6 School Budget records)							
412.26 Water / Sewage / Garbage	-\$11,209	-\$11,087	-\$12,500	-\$2,500	-\$15,000		73.9%
422.26 Lawn Care & Snow Removal	-\$8,199	-\$2,825	-\$20,000	\$12,000	-\$8,000		35.3%
423.26 Custodial Services	-\$49,992	-\$37,494	-\$52,000	\$2,000	-\$50,000	75.0%	75.0%
430.26 Repairs / Maintenance / Monitoring	-\$18,073	-\$5,444	-\$35,000	\$23,000	-\$12,000		45.4%
443.25 Lease of Copy Machines	-\$18,651	-\$15,369	-\$21,000	\$0	-\$21,000		73.2%
450.46 Construction Services (West Side)	-\$23,120		-\$30,000	\$15,000	-\$15,000		
TOT	-\$129,243	-\$72,219	-\$170,500	\$49,500	-\$121,000		
Promontory School of Expeditionary Learning - Expense - 500 Other Services - 73.9% (7 School Budget records)							

Budget Name	PY Amount	YTD Amount	Budget	Variance	Forecast	% Target	% of Forecast
518.21 Field Work Travel / Entrance Fees	-\$6,836	-\$16,097	-\$16,000	-\$5,000	-\$21,000		76.7%
518.21 Adventure	-\$6,388	-\$7,749	-\$7,500	-\$2,500	-\$10,000		77.5%
520.23 Liability, Property, D&O Insurance	-\$40,116	-\$27,887	-\$45,000	\$8,000	-\$37,000		75.4%
530.24 Telephone	-\$6,815	-\$4,534	-\$9,500	\$3,500	-\$6,000		75.6%
540.23 Marketing	-\$18,147	-\$10,017	-\$15,000	\$0	-\$15,000		66.8%
580.22 Travel	-\$4,954	-\$3,546	-\$8,000	\$2,000	-\$6,000		59.1%
581 Board Expenses	-\$3,102	-\$1,893	-\$3,000	\$1,000	-\$2,000		94.6%
TOT	-\$86,358	-\$71,724	-\$104,000	\$7,000	-\$97,000		
Promontory School of Expeditionary Learning - Expense - 600 Supplies and Materials - 82.7% (17 School Budget records)							
610.1 Classroom / Expedition	-\$54,345	-\$85,828	-\$90,000	\$0	-\$90,000		95.4%
610.1 Adventure Supplies	-\$6,657	-\$2,498	-\$4,500	\$0	-\$4,500		55.5%
610.1 Special Education Materials	-\$1,206	-\$3,081	-\$3,500	\$0	-\$3,500		88.0%
610.1 Student Activity Supplies	-\$9	-\$840	\$0	-\$1,000	-\$1,000		84.0%
610.22 Professional Development Supplies	-\$1,410	-\$8,481	-\$5,000	-\$5,000	-\$10,000		84.8%
610.22 Yearbooks	-\$3,434		-\$3,754	\$0	-\$3,754		
610.23 Board Expenses			\$0	\$0	\$0		
610.24 Office Supplies	-\$35,884	-\$24,547	-\$33,000	\$0	-\$33,000		74.4%
610.33 POP Expenses	-\$7,852	-\$2,164	-\$10,000	\$5,000	-\$5,000		43.3%
622.26 Energy Supplies	-\$49,162	-\$42,930	-\$49,000	-\$9,000	-\$58,000		74.0%
630.31 Food and Kitchen	-\$102,791	-\$85,679	-\$113,000	\$0	-\$113,000		75.8%
641.1 Textbooks & Curriculum	-\$10,997	-\$27,000	-\$10,000	-\$17,000	-\$27,000		100.0%
644.22 Library	-\$5,963	-\$6,814	-\$7,000	\$0	-\$7,000		97.3%
644.22 Book Fair	-\$1,299	-\$2,328	-\$2,000	-\$328	-\$2,328		100.0%
650.21 Tech-Related Supplies	-\$32,199	-\$2,614	-\$6,000	\$2,000	-\$4,000		65.3%
670.1 Software	-\$41,224	-\$39,188	-\$45,000	\$5,812	-\$39,188		100.0%
680.26 Maintenance & Cleaning Supplies	-\$41,185	-\$20,370	-\$35,000	\$8,000	-\$27,000		75.4%
TOT	-\$395,618	-\$354,360	-\$416,754	-\$11,516	-\$428,270		
Promontory School of Expeditionary Learning - Expense - 700 Property - 349.8% (5 School Budget records)							
720.26 Land & Site Improvement	-\$3,201,513	-\$206,197	-\$10,000	\$0	-\$10,000		2062.0%
733.1 Furniture and Fixtures	-\$68,388	-\$14,684	-\$10,000	-\$4,684	-\$14,684		100.0%
734.1 Technology-Related Hardware	-\$103,920	-\$40,387	-\$50,000	\$0	-\$50,000		80.8%
739.26 Maintenance Equipment			-\$3,000	\$3,000	\$0		
739.31 Kitchen Equipment			-\$2,000	\$2,000	\$0		
TOT	-\$3,373,821	-\$261,268	-\$75,000	\$316	-\$74,684		
Promontory School of Expeditionary Learning - Expense - 800 Debt Service and Misc - 58.8% (5 School Budget records)							
810.24 Dues and Fees	-\$3,724	-\$2,025	-\$4,200	\$0	-\$4,200		48.2%
810.24 Charter School Association Dues	-\$3,616	-\$3,611	-\$3,616	\$5	-\$3,611		100.0%
810.25 Background Checks	-\$1,940	-\$1,689	-\$2,300	\$0	-\$2,300		73.4%
830 Facility Mortgage Payment	-\$330,443	-\$325,500	-\$555,019	\$0	-\$555,019		58.6%
890.21 Misc. Expenditures	-\$1,204	-\$277	-\$1,204	\$0	-\$1,204		23.0%
TOT	-\$340,928	-\$333,101	-\$566,339	\$5	-\$566,334		
TOT	-\$3,238,235	-\$207,214	\$232,477	-\$92,715	\$139,762		

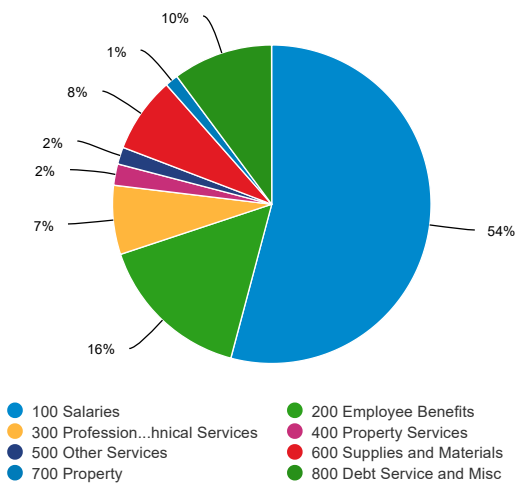
Financial Summary

	Category	YTD Amount	Total Budget	Total Forecast	% Target	% Forecast
Revenue (3 School Category records)						
	1000 Local Revenue	\$162,454	\$150,000	\$209,346	44.8%	77.6%
	3000 State Revenue	\$3,787,762	\$5,181,971	\$5,147,260	73.0%	73.6%
	4000 Federal Revenue	\$140,904	\$343,797	\$358,991	15.3%	39.2%
TOT		\$4,091,120	\$5,675,768	\$5,715,597		
Expense (8 School Category records)						
	100 Salaries	-\$2,236,400	-\$2,899,750	-\$3,019,100	69.3%	74.1%
	200 Employee Benefits	-\$665,458	-\$848,300	-\$879,300	71.4%	75.7%
	300 Professional and Technical Services	-\$303,803	-\$362,648	-\$390,147	15.3%	77.9%
	400 Property Services	-\$72,219	-\$170,500	-\$121,000	31.0%	59.7%
	500 Other Services	-\$71,724	-\$104,000	-\$97,000	-0.0%	73.9%
	600 Supplies and Materials	-\$354,360	-\$416,754	-\$428,270	-0.0%	82.7%
	700 Property	-\$261,268	-\$75,000	-\$74,684	-0.0%	349.8%
	800 Debt Service and Misc	-\$333,101	-\$566,339	-\$566,334	-0.0%	58.8%
TOT		-\$4,298,334	-\$5,443,291	-\$5,575,835		
TOT		-\$207,214	\$232,477	\$139,762		

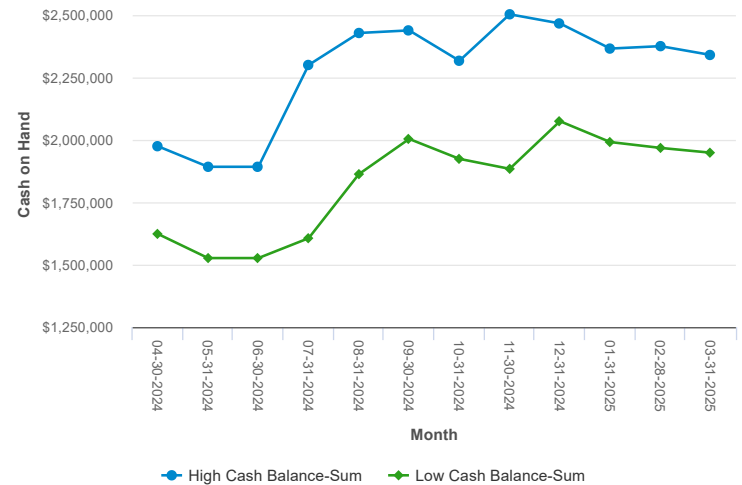
Financial Metrics

	Financial Metric	Covenant	Target	Forecast
	Operating Margin		4.0	2.45
	Debt Service Ratio	1.15	1.30	1.25
	% Building		<16	9.7
	Unrestricted Days Cash	40	100	134

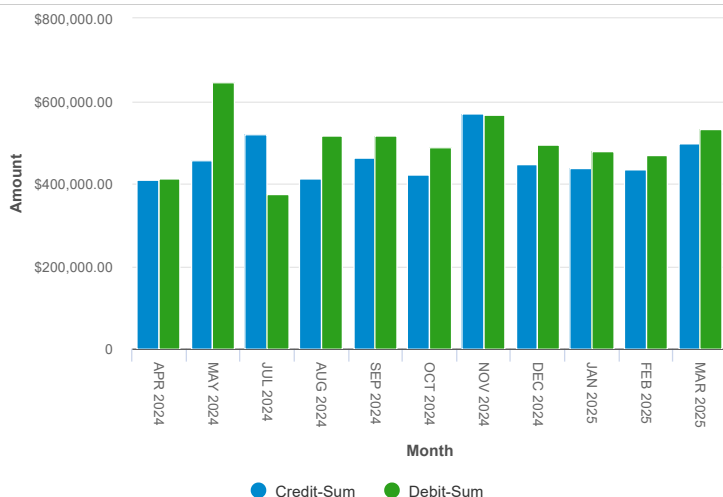
Expense Distribution



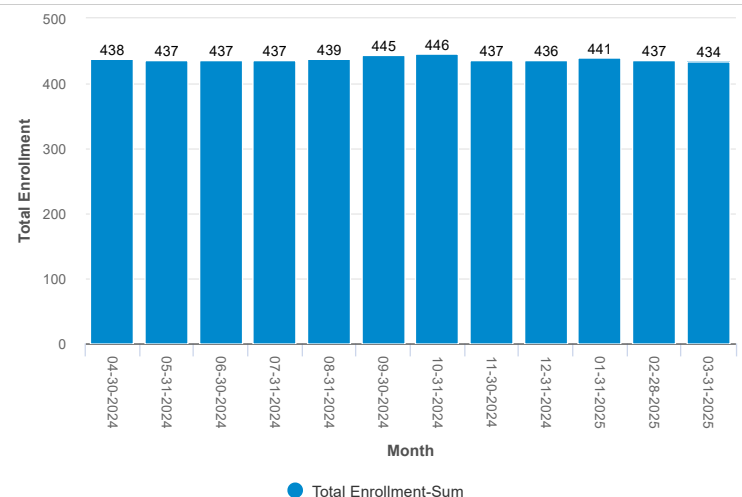
Cash Balance



Revenue vs Expenses



Enrollment Trend



Healthy Minds and Bodies

Kindergarten

With Miss Courtney and Miss Lydia

Expedition Overview

Subject/Topic/Theme: Taking care of our minds and our bodies

Length of Unit: 15 weeks

Standards/Objectives:

Social Studies:

- **Standard 1** (Culture): Students will recognize and describe how individuals and families are both similar and different.
- **Standard 2** (Citizenship): Students will recognize their roles and responsibilities of being a good citizen.
- **Standard 4** (Financial Literacy): Students can explain how humans meet their needs in many ways.
 - **Objective 1** Recognize that people have basic needs (food, shelter, and clothing) and wants (toys, games, treats).

Health Education:

- **Strand 1:** Health Foundations and Protective Factors of Health Self
- **Strand 2:** Mental and Emotional Health
- **Strand 5:** Nutrition
- **Strand 6:** Human Development

Physical Education:

- **Strand 3:** Students will understand the components necessary to maintain a healthy level of fitness to support physical activity
- **Strand 4:** Students will develop cooperative skills and positive personal behavior through communication and respect for self and others
- **Strand 5:** Students will appraise the personal value of physical activity as a tool for wellness, challenges, and interacting with appropriate social skills with friends and family

Focusing on the Standards

Standards:

I can take turns.

I can use my big voice and share what I think and how I feel.

I can eat healthy foods.

I can keep my body clean.

I can visit trusted people to help keep me healthy.

I can exercise.

I can give my body rest.

Kid-friendly Language:

I am important. I have a name, a family, and a home. I have friends at school. They have names, families, and homes too. People are the same and different. I can be a helpful citizen. Everyone needs food, clothing, clean water, and shelter.

Common Misconceptions/Areas of Difficulty:

- Healthy and unhealthy food
- Dental/Doctor visits
- Family cultures

Topic of Study: 1

Topic: All About Me: What Makes Me Special

Sub-Topics:

- Name
- Family
- Hobbies/interests
- Favorite things
- I'm bigger now
- Best Part of Me

Big Ideas to Teach:

- Each child is unique
- Respect for others

Learning Outcomes:

- Learning about our classmates

Topic of Study: 2

Topic: Our Emotions

Sub-Topics:

- How I feel
- How I cope with my feelings
- How I calm down
- Positive affirmations
- Growth Mindset
- Breathing strategies

Big Ideas to Teach:

Children can begin to recognize and cope with feelings in an effective way with teacher support.

Learning Outcomes:

Acknowledging and caring for emotional self.

Topic of Study: 3

Topic: Boundaries, Friendship, and Problem Solving

Sub-Topics:

- How to be a friend
- How to be a bucket filler
- What do you do with a problem/ things don't go your way?
- A bug and a wish

Big Ideas to Teach:

Children can learn how to interact and get along with others at school.

Children can set boundaries and personal space and share with others what they feel comfortable receiving.

Learning new words will help us express our thoughts and feelings.

Learning Outcomes:

Students will make friends, set boundaries, and problem solve with classmates.

Topic of Study: 4

Topic: Home and Family

Sub-Topics:

- All families are different.
- What makes a family?
- How does my family help me?
- How do I help my family?
- Families around the world.

Big Ideas to Teach:

All families are important. Children are an important part of their families. Families do similar and different things. There is a variety of family composition.

Learning Outcomes:

Students will have a greater understanding of family.

Topic of Study: 5

Topic: Healthy Bodies

Sub-Topics:

- Healthy eating
- Exercise
- Sleep
- Hygiene
- Health Helpers

Big Ideas to Teach:

We take care of our bodies in many different ways.

Learning Outcomes:

Students will learn how to keep their bodies healthy.

UNIT CALENDAR

September 2023

				1
4 No School: Labor Day	5 <u>I Like Myself</u> Sharing All About Me things: Best Part of Me	6 Sharing All About Me things: family picture	7 Name Jar or Chrysanthemum Name Writing	8 Sharing All About Me things: favorite something
11 I'm Bigger Now Name Craft (SLC artifact)	12 I'm Bigger Now	13 I'm Bigger Now	14 I'm Bigger Now	15 I'm Bigger Now
18	19	20	21	22
25	26	27	28	29

UNIT CALENDAR

October 2023

2	3	4	5	6
9	10	11	12	13
16 NO SCHOOL	17	18	19	20
23	24	25 SLC EARLY OUT	26 SLC EARLY OUT	27 SLC
30	31 FALL FESTIVAL			

UNIT CALENDAR

November 2023

		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22 THANKSGIVING	23 THANKSGIVING	24 THANKSGIVING
27	28	29	30	

UNIT CALENDAR

December 2023

				1
4	5	6	7	8
11	12 Celebration of Learning	13	14 INTENSIVES	15
18 INTENSIVES	19 INTENSIVES	20	21	22

KEY VOCABULARY

Important vocabulary words and phrases:

- Emotion
- Boundary-keep your hula hoop
- Bugs and Wishes
- Big voice
- Calm bodies
- Special breath exercises/phrases (ex: smell the flower, blow out the candle; belly breath; dragon breath)

RESOURCES TO USE

Print Resources:

About Me:

- Hooray for You!
- Being Me
- Leo the Late Bloomer
- I Like Myself
- Kiss Me, I'm Perfect
- When I was Little
- Chrysanthemum

Emotions/ Growth Mindset:

- A Little Spot of Feelings
- The Rabbit Who Listened
- Grumpy Monkey
- Today I Feel Silly
- How Do Dinosaurs Say I'm Mad?
- The Worrysaurus
- The Color Monster
- The Koala Who Could
- **Giraffes Can't Dance- do something with dance specials for celebration of learning**
- Beautiful OOps!
- The Most Magnificent Thing
- Hands off Hary
- Alexander and the Terrible Horrible No Good Very Bad Day

Friendship and Problem Solving:

- Stand Tall, Molly Lou Melon
- Peanut Butter and Cupcake
- A Bug and a Wish
- Should I Share My Ice Cream?
- Have you filled a bucket today?
- How full is your bucket?
- Clark the shark
- Personal Space Invader

Family:

- The Family Book
- We're Different, We're the Same

Healthy Bodies:

- I Will Never Not Ever Eat a Tomato
- I Do Not Eat the Color Green
- Sick Simon
- A Sick Day for Amos McGee
- Do Not Lick this Book
- Barnyard Dance
- Jump!
- We're Going on a Bear Hunt

RESOURCES TO USE

Digital Resources

https://utah.pbslearningmedia.org/collection/sesame_street/

Daniel Tiger

About Me:

Emotions/Growth Mindset:

- Hap Palmer: When things don't go your way: So happy you're here
- Doggyland: Affirmations
- Boundaries Song

Friendship and Problem Solving:

Family:

Sesame Street: The Family Song

Healthy Bodies:

- Berenstain Bears: Visit the Dentist/Doctor
- Berenstain Bears: Too Much Junk Food
- Storybots: Why Can't I Eat Dessert All the Time?
- Zombies don't eat veggies!(storyline online)
- Protect! Don't Infect! Germ Wars (Youtube)

RESOURCES TO USE

Objects/Manipulatives:

- Feeling buddies
- Hand mirrors
- Puppets
- Family pictures from other countries
- Student pictures from home visits
- Safe place
- Breathing tools

Miscellaneous Supplies:

As needed

Great Thinkers

- Author and Character Studies
 - A.A. Milne: Winnie the Pooh

Introduction to great thinker: discuss what we could/couldn't do when we were little, but now that we are in kindergarten, we are bigger and can do much more. The author of the poem believed that being 6 is so important. 6 year olds are so amazing, clever, and can do hard things. In kindergarten we are or will be turning 6! Then read the poem....

- When I Was One by A. A. Milne
 - *When I was one, I just begun. When I was two, I was nearly new. When I was three, I was hardly me. When I was four, I was not much more. When I was five, I was just alive. But now I'm six, I'm as clever as clever. So I think I'll be six now, forever and ever!*

- After the poem is read, talk about how the author wrote so many great stories for kids and introduce Winnie the Pooh and the other characters in those stories. Talk about how all the characters have different traits and we show these different traits every day and relate it to our Healthy Minds section of the expedition

Fieldwork

Kick-off:

Family Field Work at the School with activities outside
(on a Friday)

Family field work: board game/card game activities at school (on a Friday)

Grocery Store Visit

Exercise Day

Special Guests:

- Ms. Emily (school social worker)
- Doctor/Dentist

Service Project

- **Students will create a Winnie the Pooh themed game (like candyland) to take home and play with their family/community.**

ROOM TRANSFORMATION

Dramatic Play

- Grocery store
- Restaurant
- Vet
- Dentist
- Nursery
- Gym/ movement center

Safe Place

- Breathing tools

End of Expedition Reflection

What Went Well:

What Needs Reworking:

What We Enjoyed Most:

What Students Thought:

UNIT PLANNER

Peek in a Pond

UNIT OVERVIEW

Subject/Topic/Theme: Pond Habitats

Length of Unit: 16 weeks
25, 2025

Start Date: August

Standards/Objectives:

Science: 1.21;1.2.2;1,2,3; 1.2.4; 2.2.1;2.2.2; 2.2.3; 2.2.4

Writing: W.1.2; 1.7; 1.8;2.2; 2.7;2.8

Mathematics: 2.MD.A.4, 2.MD.D.9

Social Studies: 1.2.2; 1.2.3; 2.2.2; 2.2.3

Kick off Activity: Bear River Migratory Bird Refuge

Lessons: Pond habitats include diverse plants and animals, with unique adaptations for survival. Students will explore pond species, healthy ecosystems, human impact, and conservation efforts. They will also learn how species change over time and how to observe and measure pond organisms. And learning about Steve Irwin Family (Great Thinkers)

Assessment: mini assessments throughout the expedition

Celebration of Learning: Wednesday, December 10th

UNIT OVERVIEW

Final Product: 3D Pond Habitat Mural created by all crews to be installed on the wall within 1/2 community.

Specific fieldwork destinations:

Kickoff- August 28th: Bear River Migratory Bird Refuge

- micro-invertebrates/lures, all day rotations

Kokanee Salmon Run (Family fieldwork, date TBD ~ late Sept)

River Trail Hike: Logan Canyon 2nd Dam to 3rd Dam (1.6 mi each way, Oct)

Dale Young Park: Walk & clean up (Nov 5th or 6th)

Loveland Living Planet Aquarium (Nov. 25th)

Visiting Experts:

Wayne Wurtsbaugh (USU), Cache Valley Anglers, Janice Brahney (USU limnologist), Family members of crews

UNIT OVERVIEW



Steve Irwin Family: Champions of Conservation and Wildlife Education

The Irwin family—Steve, Terri, Bindi, and Robert—are dedicated to wildlife conservation and education. Steve Irwin, "The Crocodile Hunter," inspired millions with his passion for animals. After his passing in 2006, Terri, Bindi, and Robert continued his legacy through Australia Zoo and conservation initiatives.

As great thinkers, they take an innovative approach to conservation, using media, research, and hands-on work to educate others. Bindi and Robert engage global audiences through TV, social media, and public speaking, making conservation accessible and inspiring new generations. Their blend of passion, education, and action makes them influential environmental leaders.

FOCUSING ON THE STANDARDS

Standards:

Science: 1.2.1; 1.2.2; 1.2.3; 1.2.4; 2.2.1; 2.2.2; 2.2.3; 2.2.4

Writing: W.1.2; 1.7; 1.8; 2.2; 2.7; 2.8

Mathematics: 2.MD.A.4, 2.MD.D.9

Social Studies: 1.2.2; 1.2.3; 2.2.2; 2.2.3

Kid-friendly Language:

- I can explain what makes a pond habitat
- I can discover and label different parts of a pond habitat
- I can use measurements to find the length and weight of different species within a pond habitat
- I can write informational text about a pond habitat
- I can help protect and preserve pond habitats within my community
- I can compare the differences between water habitats.

Background Knowledge Students Will Need: Biome, Ecosystem, Habitats, Luminology, Ichthyology, and batrachology.

Common Misconceptions/Areas of Difficulty: Saltwater vs freshwater fish

TOPIC OF STUDY

Topic: Pond Habitats

Sub-Topics: Pond habitats are ecosystems where plants, animals, and microorganisms interact. Animals like frogs, fish, and insects rely on aquatic plants such as lily pads and algae for food and shelter. The pond food chain includes producers, consumers, and decomposers, all playing vital roles.

Pond creatures, like frogs and dragonflies, go through unique life cycles, while water quality affects their survival. Seasonal changes impact temperature, plant growth, and animal behavior. Conservation efforts help protect ponds from pollution and human impact.

Animals have special adaptations, like webbed feet and gills, to thrive in ponds. Tiny organisms, such as plankton, support the pond food web, highlighting the importance of preserving these ecosystems.

Learning Outcomes: Students will identify common pond animals and plants while exploring the pond food chain and how creatures interact. They will learn about life cycles, such as a frog's transformation from egg to adult, and observe seasonal changes, like frozen ponds in winter and baby animals in spring. Lastly, students will discuss pond conservation and ways to protect these habitats, gaining a deeper appreciation for pond ecosystems.

WE WANT STUDENTS TO...

Remember: Steve Irwin family, learning about pond habitats is fun

Understand: we make a difference for habitats and habitats make a difference for us

Apply: enjoy nature through life

Analyze: think about expedition experiences - reflection

Evaluate: consider human impact on pond habitats

Create: multiple drafts and representations of pond habitats

Service: help clean up a local pond habitat

ESSENTIAL QUESTIONS

- What makes a pond habitat a pond habitat?
- How do species interact in a pond habitat?
- How do humans interact with pond habitats?
- What can I learn from our great thinkers, the Steve Irwin family?
- What is limnology important?

REACHING ALL LEARNERS

Ideas for Differentiation:

To support all learners, visual aids, hands-on activities, and guided reading help struggling students, while advanced learners can research animals, write stories, or compare habitats. Multi-sensory learning, such as art, music, and movement, makes the topic engaging. Small group work, buddy reading, and choice-based activities allow all students to explore pond habitats in meaningful ways.

Ways We Can Support Students:

To support students, we can use visual aids, hands-on activities, and real-life experiences like nature walks or virtual field trips. Differentiation through small groups, partner work, and choice-based activities ensures all learners are engaged. Multi-sensory learning, discussions, and real-world connections deepen understanding, while reflection and student-led projects showcase learning.

Ways We Can Challenge Students:

To challenge students, we can encourage research on pond animals, higher-level questioning, and creative writing from an animal's perspective. Hands-on experiments, student-led presentations, and conservation discussions deepen understanding, while designing pond models applies learning in real-world ways.

CROSS-CURRICULAR ACTIVITIES

ELA Connections:

Students will explore pond habitats through ELA by reading nonfiction texts to learn key vocabulary and writing descriptive paragraphs about pond scenes. They will sequence the life cycle of a pond animal and create fictional stories about pond creatures. Additionally, students will express their understanding through poetry, using imagery and descriptive language to bring pond life to life.

Math Connections:

Students will practice counting and adding pond animals, compare and measure their lengths, and sort them by characteristics like size or color. They will also create simple graphs to organize their data, reinforcing math skills through pond-themed activities.

Science Connections:

Students will explore pond habitats by identifying animals and plants, learning about life cycles, and observing food chains. They will study seasonal changes, investigate how animals adapt, and discuss human impact on pond ecosystems, reinforcing key science concepts through hands-on learning.

Social Studies Connections:

Students will learn about the importance of conservation by studying the Irwin family's efforts to protect wildlife and pond ecosystems. They will explore how people impact the environment, discuss ways to care for natural habitats, and understand the role of community efforts in preserving ponds and wildlife.

Connections to the Arts:

Students will explore pond habitats through art by drawing or painting pond scenes with animals and plants. They will create life cycle illustrations, design pond habitat collages using mixed media, and craft 3D models of pond creatures. These activities will encourage creativity while reinforcing their understanding of pond ecosystems.

Celebration of Learning

Date: Wednesday, December 10th

Time: 5:00 - 6:00 PM

Place: Promontory School

Purpose: celebrate and communicate student knowledge about Pond Habitats

Details: Students will display their information about Pond Habitats to family members

END-OF-UNIT REFLECTION

End of Unit Reflection: Pond Habitats

Today, we finished learning about pond habitats! Think about everything we explored—pond animals, plants, life cycles, and how ponds change with the seasons. What was your favorite thing to learn about?

Draw or write about something new you discovered. Did you enjoy learning about frogs, fish, or turtles? What did you find interesting about pond food chains or how animals survive in the water?

Now, think about how we can help keep ponds clean and safe for animals. What is one thing you can do to protect pond habitats?

Great job exploring ponds! You are now a pond habitat expert! 🌿 🐸



Earth, Wind, Water, Fire

Becky Cornelius, Julia Scott, Celeste
Whipple, Tami Hirleman, Gwen Andrus



UNIT OVERVIEW

Subject/Topic/Theme: Earth Systems

Length of Unit: 16 weeks

Start Date: August 25, 2025

Standards/Objectives:

Science: [Strand 5.1](#) - 5.1.1, 5.1.2, 5.1.3, 5.1.4, 5.1.5, [6.2.2](#), [6.3.1](#), [6.4.5](#)

ELA: [5th](#) & [6th](#)- SL.1, SL.3, R.5, R.7, R.10, R.12, W.2, W. 4

Math: [5.MP.2](#), [5.MP.4](#), [5.MD.1](#), [5.NF.2](#), [5.G.2](#), [6.RP.3](#), [6.SP.4](#), [6.G.1](#)

Social Studies: [5.1.1](#), [6.2.3](#), [6.4.3](#), [6.4.4](#) - as applies to this topic

Kick off Activity: Earth Spheres Gallery Museum (student researched and designed) plus Logan River hike to see erosion, hydrosphere, and team building

Lessons: The earth is defined as four biospheres with unique gifts and disasters as part of their function. While humans cannot control this, we can understand it and prepare for it. Students will examine the decisions made by others over time and find ways to prepare themselves and their families for the events they may experience. They will also serve others by sharing this information with their families and the local community.

Assessment: informal/formal formative and summative assessments throughout

Celebration of Learning: January 8, 5:30-7:30 pm

UNIT OVERVIEW

Final Product: PSA

Specific fieldwork destinations:

- Logan Canyon hike and canoeing at First Dam (Celeste)
- Craters of the Moon (Damon)
- Great Salt Lake/Antelope Island (Julia)
- USU visit / Fault Line Hike? (Celeste)
- FEMA office /Fire & Avalanche Damage with Cory Adams? (Tami)
- STEM Fest (Becky)

Visiting Experts:

- LuAn Johnson, master's degree in emergency preparedness:
luanjohnson@mac.com, 206-818-3142
- Dr. Alexis Ault Phone: 757.784.6452 SendEmail: alexis.ault@usu.edu
- Local firefighters, policemen & women, and government officials who oversee disasters and disaster preparation

UNIT OVERVIEW

Great Thinker:

In accordance with Promontory School's vision in creating the "great thinkers of the 21st century," we have chosen to focus on this key individual throughout our expedition.

- **Aldo Leopold**

Aldo Leopold's legacy in Utah is recognized through the Utah Leopold Conservation Award, which honors landowners who exemplify his "land ethic" of responsible land management. He is considered a father of wildlife conservation and an early leader in the American wilderness movement, known for his writing and his advocacy for a new way of thinking and acting toward the land.

Leopold's work continues to inspire conservation efforts and promote a deeper understanding of our relationship with the natural world. The Sand County Foundation, which sponsors the Leopold Conservation Awards, inspires and empowers private landowners to ethically manage natural resources.

FOCUSING ON THE STANDARDS

Kid-friendly Language:

- I can identify the systems of the earth including: biosphere, hydrosphere, atmosphere, geosphere.
- I can name several ways the earth is impacted by its systems.
- I can model interactions between two earth systems and describe the influence they have on each other.
- I can design solutions to reduce the effects of naturally occurring events that impact life on Earth.
- I can begin to evaluate the authenticity of the resources or findings I'm using.

Background Knowledge Students Will Need:

- The different types of matter and their properties.
- How to interpret basic data sets and graphs.
- The concept of physical geography, including landforms and bodies of water.

Common Misconceptions/Areas of Difficulty:

- Misconception 1: Earth's systems operate independently of each other.
- Misconception 2: Humans can completely eliminate natural hazards.
- Misconception 3: Erosion is a fast process that happens in a matter of days.
- Misconception 4: Negligent safety protocols
- Misconception 5: Familiarity of safe havens
- Misconception 6: Lack of emergency procedure knowledge
- Misconception 7: Fear of losing all control during a natural disaster

TOPIC OF STUDY

Topic: Characteristics and interactions of earth's systems

Sub-Topics:

- Patterns in Earth's Features
- Earth's Water
- Weathering and Erosion
- Interactions between Systems
- Impact on Humans

Learning Outcomes:

- Students will be able to identify the major Earth systems and how they interact with each other.
- Students will focus on how earthquakes, volcanoes, weathering and erosion, and water resources have shaped the local landscapes.
- Students will design solutions for naturally occurring events and their effects.

WE WANT STUDENTS TO...

Remember: Humans cannot eliminate natural hazards, but solutions can be designed to reduce their impact

Understand: Interactions between Earth's systems including the geosphere, biosphere, hydrosphere, and/or atmosphere

Apply: Develop possible solutions to naturally occurring events including emergency preparedness

Analyze: Analyze data to describe patterns of Earth's features

Evaluate: The effects of weathering and erosion

Create: A model of interactions between Earth's spheres

Communicate & Collaborate: Reduce the effects of naturally occurring events that impact humans

ESSENTIAL QUESTIONS

- What are the systems of the earth and how do they interact?
- How do earth systems affect life on the earth?
- How can I tell if information I read on the internet is true?
- How can I use maps, graphs, and charts to inform my learning?
- What can I do to prepare for and help before, during, and after a naturally occurring event?

REACHING ALL LEARNERS

Ideas for Differentiation:

Offer choices for ways students show understanding allowing for all students to participate

Ways We Can Support Students:

- Anchor charts with vocabulary
- Fill in the blank note taking sheets
- Sentence starters for journal entries
- Art for explanations (create or collect)

Ways We Can Challenge Students:

- Deeper study topic options for extension (examples: complex erosion control, extended emergency preparedness, CERT, study of additional great thinkers, student choice with teacher and parent approval etc.)
- Photography project
- Participating/planning school drill preparation and reflection
- Additional service project (personal or group)

CROSS-CURRICULAR ACTIVITIES

ELA Connections:

- Reading: 96 Miles J.L Esplin, Holes Louis Sachar
- Writing: Research natural disasters and write an essay on survival tips, turn the essay into PSA/ brochure and share it within the community.
- Vocabulary and Comprehension: Atmosphere, geosphere/lithosphere, biosphere, hydrosphere, earth systems, volcanoes (pyroclastic, cinder cone, shield, composite, lava dome, caldera, magma, dormant, mantle, crater, extinct, fissures) tsunami, ring of fire, earthquake (tectonic plates, convergent, divergent, transforming, fault lines, subduction, crust, aftershock, seismic activity, epicenter), geologists, geophysicists, weathering, erosion (deposition, glaciers, ice/seed wedging, abrasion, absorption, evaporation, drainage, permeable, sediment, silt, precipitation, stalagmite, stalactite), oceans (saline, reservoirs, vegetation, groundwater, polar ice caps, aqueduct)

Math Connections:

- Salinity study
- Water masses by % upon the earth

Social Studies Connections:

- Stream Tables and how human actions impact nature

Connections to the Arts:

- Journal entries for field work in the style of Aldo Leopold words and pictures (Ask Ms Jenn to teach a botanical sketching unit in preparation for journal entries)
- The art of Andy Goldsworthy <https://andygoldsworthystudio.com/>

Celebration of Learning

Date: January 8, 2026

Time: 5:30-7:30

Place: Promontory School

Purpose: Share and celebrate student learning regarding earth systems with family members and friends.

Details: Station rotation

Student serves as tour guide for their personal guests

- emergency candle for household
- Share PSA learning
- Magnet of emergency numbers
- Each child will create a “cycle” to share with their families
- Find the hidden dangers (paper or 3-D TBD)

END-OF-UNIT REFLECTION

Today we finished learning about the earth's systems. Think about everything you explored. What was your favorite thing to learn about? Why? How do you think this new knowledge will impact your life?

What role do we as humans have to preserve and support the earth? What role do we as humans have to preserve and protect each other from natural disasters?

Draw or write about a specific thought or action from this expedition that you believe is essential.

You have had the opportunity to learn so much more about the planet. Congratulations on completing this expedition.

END-OF-UNIT REFLECTION

What Went Well:

What Needs Reworking:

What We Enjoyed Most:

What Students Thought:

School Fees

FEE POLICY AND FEE WAIVER POLICY

Promontory will follow all state rules related to charging school fees as outlined in R277-407. No fees will be charged for students in grades K-6. In grades 7-8, minimal fees may be charged, subject to prior board approval and state rule limits. Fees may include lockers, towels, yearbooks, clubs, travel, extracurricular activities, certain materials and supplies, textbook rental, musical instrument rental, calculator rental, etc. Charges related to the National School Lunch Program are not considered fees.

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

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

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

The fee schedule for the 2023-2024 school year will follow the policy above. At the beginning of the school year, fee waiver applications and Declaration of Household Income forms will be made available through Aspire.

7th and 8th Grade Fees

(2023-2024)

Class fees \$ 97.00

Total \$ 97.00

- Any mandatory payment for student participation in any class, program, or activity is a fee and is subject to the fee waiver requirement.
- All fees listed are the maximum amounts charged per pupil for each activity or class. • Donations are permissible, but all such requests must clearly state that donations are voluntary. A student may not be excluded from a regular school activity or program because they did not make a donation.
- All students are responsible to pay for any loss, breakage or damage they cause to school property.
- Loss, breakage or damage is not subject to the waiver requirement.

Promontory School of Expeditionary Learning Policy Manual

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STUDENT THREAT ASSESSMENT POLICY

Approved: 10/17/2024

1. Purpose and Philosophy

Threat assessment's primary goals are to prevent violence and resolve conflicts or problems that influence threatening behavior. School threat assessment guidelines allow a multi-disciplinary team to distinguish non-serious threats (transient) from serious (substantive) and very serious (substantive) threats and to resolve threats appropriately. A multi-disciplinary team uses an evidence-based school threat assessment process consistent with Utah State Board of Education (USBE) Rules R277-400 and R277-736 to identify, assess, and manage threats and prevent behaviors or conflicts from escalating into violence. Threat assessment is a proactive, preventative strategy aimed at identifying and mitigating potential risks, distinct from reactive crisis response. While it does not serve as a form of school discipline, it can provide valuable insights to inform and improve student interventions.

I. Definitions

- A. "Threat" means an expression of intent to harm someone that is direct, indirect, or implied and may be spoken, written, or expressed in some other way.
- B. A threat may be expressed/communicated behaviorally, verbally, visually, in writing, electronically, or through any other means; and is considered a threat regardless of whether it is observed or communicated directly to the target of the threat or observed by or communicated to a third party.
- C. "Student Threat Assessment" means a prevention strategy that involves: (a) identifying student threats including to commit a violent act, (b) determining the seriousness of the threat, and (c) developing intervention plans that protect potential victims and address the underlying problem or conflict that stimulated the threatening behavior.
- D. A "transient threat" is a threat that does not express a lasting intent to harm someone. A threat is transient only if it can be quickly and easily resolved and no longer exists.
- E. A "substantive threat" is a threat that expresses a continuing intent to harm or assault others.
- F. Substantive threats are classified as "serious" if they involve a threat to fight or assault someone.
- G. Substantive threats are classified as "very serious" if they involve using a weapon or a threat to kill, sexually assault, or inflict severe injury to someone.

II. Structure of the Multidisciplinary Team

- A. The school administrator will be responsible for establishing a threat assessment team, in accordance with all relevant laws and policy.
- B. The Promontory school multi-disciplinary team (who uses an evidence-based threat assessment model) may include:

1. school administrative personnel;
2. mental health professionals (i.e., school counselor, school psychologist, school social worker, or contracted mental health professional);
3. school safety personnel;
4. special education representatives;
5. community agencies (as appropriate), such as law enforcement and/or mental/behavioral health crisis teams;
6. other relevant school personnel (as appropriate), such as an instructional coach, a team lead, and/or general education or special education teacher.

IV. Training

A. The multi-disciplinary team will receive training from qualified professionals (e.g., a Comprehensive School Threat Assessment Guidelines (CSTAG) trainer, or other professionals trained in school threat assessment approved by a local school board) regarding the threat assessment process.

B. This training will address:

1. the function of a multidisciplinary team;
2. the violence prevention plan and strategies;
3. the evidence-based threat assessment processes;
4. the reporting process for threats;
5. the documentation and notification of threats;
6. the Family Educational Rights and Privacy Act, [20 USC. Sec. 1232g](#);
7. the steps to cultivate a safe school climate; and
8. student Privacy and Data Protection.

B. The multi-disciplinary team members will receive the training outlined above prior to beginning work with the team.

V. Actions Required if Threats Are Reported

A. The school administrator, in collaboration with the threat assessment team, shall develop procedures, in alignment with school policy, for reporting, assessing, and intervening in response to threats.

B. All stakeholders (including students, teachers, administrators, parents, support staff, and community members) will be trained in relevant policies and procedures, and understand the importance of reporting threats and know the following:

1. individual roles and responsibilities to report concerns;
2. what critical information to report;
3. where and how to report it.

C. Each reported threat should include (to the best of the reporter's ability):

1. the name of the alleged offender(s);

2. the name of potential victim(s);
 3. the date and location of the threat(s); and
 4. a statement describing the threat(s), including names of witnesses (if known).
- D. Each reported threat will be promptly investigated by a school administrator, in coordination with the multidisciplinary team, and the seriousness of the threat(s) will be determined.
- E. The multi-disciplinary team shall develop, implement, and monitor an individualized plan to intervene with, address, and mitigate the risk.
1. The team shall assess for any impacted staff or students, and support them in accessing appropriate school and community-based resources for support and/or further intervention.
- F. Verified threats shall result in interventions and/or consequences that may include, but are not limited to:
1. implementation of best-practices that:
 - a. de-escalate, contain, control, and redirect the student away from plans and preparation for violence;
 - b. support the student with skills to engage with others, problem-solve, adapt, and improve coping skills and well-being;
 2. application of steps in a discipline plan consistent with USBE Rule [R277-609](#);
 3. implementation of restorative justice practices consistent with USBE Rule [R277-613](#);
 4. obtaining consent from the involved student(s) and when possible their parent(s)/guardian(s) before including the victim(s) in the process;
 5. notification of the involved students' parent(s)/guardian(s) of restorative justice practices;
 6. support for involved students using trauma-informed practices;
 7. suspension or removal of a student from a school-sponsored team or activity; including school-sponsored transportation;
 8. suspension or expulsion of a student from school or lesser disciplinary action as outlined in school policy; and
 9. suspension or termination of an employee for cause or lesser disciplinary action consistent with Utah Code Annotated [53G-11-512](#).
- G. Promontory will notify the student's parent(s)/guardian(s) if the student poses a threat of violence or physical harm to self or others or if the student is a potential victim.
1. Promontory school will produce and maintain a record that verifies the parent(s)/guardian(s) were notified of the threat.
 2. Promontory school will not disclose the record previously described to anyone unauthorized to receive it and will not use the record for purposes not allowed under the law.

H. The multi-disciplinary team shall maintain thorough documentation, including information gathered during incident management and ongoing monitoring.

1. The documentation shall comply with the LEA's policies, federal and state laws.
2. The documentation shall demonstrate the team's reasonable faith efforts to identify, investigate, assess, and manage threatening situations.

VI. Additional Reporting Actions

Multi-disciplinary team members should ensure the following, as appropriate:

- A. Make every effort to adhere to all relevant laws and best practices regarding student privacy, though allowable exceptions may be made to ensure safety of the school community (in accordance with exceptions outlined in relevant privacy laws);
- B. report any threats that may constitute a criminal offense to law enforcement;
- C. provide a fair and timely opportunity for the accused to explain their actions; and
- D. adhere to procedures for providing due process rights:
 - a. licensed staff and local employee discipline policies before employee discipline (Utah Code Annotated [53G-11-501](#));
 - b. local policies (students) before long term (more than 10 days) student discipline (Utah Code Annotated [53G-8-202](#)).

PRIVATE PROVIDERS IN SCHOOL SETTINGS POLICY

Purpose:

To establish guidelines for permitting private providers to operate within the school environment, ensuring compliance with [34 CFR 300.154](#) and the Utah State Board of Education (USBE) [Special Education Rules](#).

Policy Statement:

At the Promontory School of Expeditionary Learning, we prioritize providing a supportive and inclusive learning environment for all students. While we recognize that some students may benefit from third-party services, our school maintains a general policy that such services are not permitted during the school day except under specific circumstances warranted by substantial data and determined through a collaborative decision-making process. This policy outlines the criteria and procedures for integrating private providers into the school setting while maintaining compliance with federal and state regulations.

Definitions:

- **Private Providers:** Individuals or organizations that offer specialized services to students, such as therapy or counseling, not employed by the Promontory School of Expeditionary Learning.

Procedures:

1. Request and Approval Process:
 - Parents or guardians must submit the request for private provider access to the school's administrator.
 - The administrator will review the request in accordance with school policies, ensuring compliance with [34 CFR 300.154\(b\)\(1\)](#), which requires arrangements with private providers if the public agency cannot provide necessary services.
2. Provider Requirements:
 - Providers must present valid credentials and meet the qualifications specified by the Utah State Board of Education, as outlined in the USBE Special Education Rules, Section VI.
 - Providers must comply with all school policies, including background checks and confidentiality agreements.
 - If necessary, a signed agreement of understanding will be developed for all parties.
3. Criteria for Allowing Third-Party Services During the School Day:
 - **Data Driven Justification:** A significant body of data must demonstrate that the student requires additional support beyond what can reasonably be provided by the school.
 - **Team Review:** The decision to allow third-party services will be reviewed by the student's educational team. This includes, but is not limited to teachers, special education staff (if applicable), and administration.
 - **Impact Assessment:** The team will assess the potential impact of third-party services on the student's educational progress, as well as on the classroom environment.
 - **Approval Process:** Final approval will be determined by the school administration in consultation with all relevant stakeholders. Written documentation will be provided to all parties involved.

4. Integration and Collaboration:

- If the need for third-party providers is established, the school, family, and provider will collaborate to create a plan that aligns with the student's educational goals while minimizing disruptions to their learning and the learning of others.
- Approved providers will collaborate with school staff to align services with the student's Individualized Education Program (IEP), as encouraged by the USBE Special Education Rules, Section III.
- Regular communication between providers, teachers, and parents will be established to monitor progress and address any concerns.

5. Services Not Required for FAPE:

- A Free and Appropriate Public Education is a federally guaranteed right under the Individuals with Disabilities Education Act (IDEA) to special education and related services at no cost to parents, designed to meet the unique needs of students with disabilities.
- When parents request services from private providers that are not required to ensure FAPE, the school will facilitate communication between the provider and school staff.
- Parents will be informed that these services are supplementary and not funded by the school.
- The school will ensure that these services do not interfere with the student's educational program and that the provider adheres to school policies and schedules.
- Parents must submit written requests for private providers to operate within the school. These requests will be reviewed by the special education team and approved by administration to ensure alignment with the student's educational program and compliance with this policy.

6. Compliance and Monitoring:

- The school will ensure ongoing compliance with [USBE Special Education Rules](#) and [34 CFR 300.154\(d\)\(2\)\(iv\)\(A\)](#), which requires obtaining parental consent each time access to public benefits or insurance is sought.
- Regular evaluations will be conducted to assess the effectiveness of the provider's integration and its impact on student outcomes.

PRIVATE PROVIDER ACCESS REQUEST FORM

Parent/Guardian Information

Parent/Guardian Name

Contact phone and email

Student's Name

DOB

Grade and Teacher

Private Provider Information

Provider's Name and Title

Organization

Contact Information

Credentials/Certifications

Services Requested

Type of Services

Frequency of Services (e.g., weekly, bi-weekly):

Proposed Schedule

Monday

Tuesday

Wednesday

Thursday

Friday

Location of Services within School

Briefly describe why these services are needed and how they will benefit the student

- ☐ I understand that these services may be supplementary and not required to ensure FAPE.
- ☐ I acknowledge that the school is not responsible for funding these services.
- ☐ I agree to comply with all school policies regarding private provider access.

Parent Signature

Date

For School Use Only:

Date of Submission

Name and Title of Special Education Reviewer

Comments/Conditions of Approval

☐ Approved

☐ Denied

Director Signature

Date

SERVICE ANIMAL POLICY

Purpose

To establish guidelines for the presence and use of service animals in the school setting to support students with disabilities

Policy

In accordance with the Utah State Board of Education and the Americans with Disabilities Act, Promontory School of Expeditionary Learning permits the use of service animals by individuals with disabilities. Service animals are defined as dogs that are individually trained to do work or perform tasks for people with disabilities.

Scope

This policy applies to all students, staff, and visitors within the school premises.

Definitions

- Service animal: any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. The work or tasks performed by a service animal must be directly related to the individual's disability. The crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort, or companionship do not constitute work or tasks for the purposes of this definition ([28 CFR § 35.104 "Service Animal"](#) and [Title II of the ADA](#))
- Handler: The person with a disability who uses a service animal, or an adult trained to assist in handling the service animal for a student with a disability.

Procedures

1. Request for Use:
 - A request must be submitted using the *Service Animal Application Form*.
 - A request for vaccination records.
2. Approval Process:
 - The school will review the application and determine eligibility based on provided documentation.
 - A meeting may be scheduled with the handler to discuss the service animal's role and integration into the school environment.
3. Responsibilities:
 - The handler is responsible for the care and supervision of the service animal.
 - The service animal must be under control at all times.
4. Exclusions:
 - The school may exclude a service animal if it is out of control, not housebroken, or poses a threat to the health or safety of others.
5. Accommodation Plan:
 - An individual accommodation plan will be developed for the student outlining the integration of the service animal into the school environment.

SERVICE ANIMAL APPLICATION FORM**Personal Information**Is the animal required because of a disability? ☐ Yes ☐ No_____
Name of Student_____
Date of Birth_____
Grade_____
Name of Handler_____
Contact Information**Service Animal Information**_____
Name of Animal_____
Breed_____
Age_____
Description of Tasks Performed**Documentation**☐ Vaccination Records☐ Health Certificate**Acknowledgment**I, _____, acknowledge that I am responsible for the care, supervision, and
(printed name of responsible party)

control of the service animal at all times.

Signature_____
Date**For School Use Only**_____
Application Received By_____
Date_____
Approval Status_____
Comments:

Sex Ed Policy

At Promontory School, as part of your child's 7/8 grade education, they will be enrolled in a health course that includes instruction and/or discussion on topics related to sex education that are controlled by state law and Utah State Board of Education rule.

A consent form must be sent to parents not less than two weeks prior to instruction of the identified topics. Under state law, your child cannot participate in the scheduled instructional class activities specified below unless and until the signed letter of permission is returned to the teacher identified on the form and on file. Signed forms will be kept on file at the school for a minimum of one year.

All instruction related to human sexuality or sexual activity will take place within the context of Utah State Law (53G-10-402) and Utah State Board of Education rule (R277-474) as follows:

- The public schools will teach sexual abstinence before marriage and fidelity after marriage.
- There will be prior parental consent before teaching any aspect of contraception or condoms.
- Students will learn about communicable diseases, including those transmitted sexually, and HIV/AIDS.

Program materials and guest speakers supporting instruction on these topics have been reviewed and approved by Promontory School's Sex Education Committee for Materials and Guest Speakers which is comprised of:

School Administrator(s), School Board Member(s), and Jr.High/Middle School Health Teachers.

Promontory School uses only Utah State Board of Education materials/curricula.

The following are NOT approved by the State Board of Education for instruction and may not be taught:

- The intricacies of intercourse, sexual stimulation, or erotic behavior;
- The advocacy of premarital or extramarital sexual activity;
- The advocacy or encouragement of the use of contraceptive methods or devices.

In accordance with Utah State Board of Education Rule R277-474-7-4, teachers may answer spontaneous student questions to provide accurate data, correct inaccurate or misleading information, or respond to comments made by students in class regarding human sexuality.

Curriculum for this course includes instruction or discussion about the topics listed below. These topics will be listed on the parental consent form where parents/guardians must pre-check the boxes they wish their child to receive education on. Pre-checked items are required for instruction in health education 53G-10-402 (For Teacher Use Only):

sexual abstinence, human sexuality, human reproduction, reproductive anatomy, physiology, pregnancy, marriage, childbirth, parenthood, contraception, HIV and AIDS (including modes of transmission,) sexually transmitted diseases, refusal skills.

Factual, unbiased information about contraception may be presented as part of this course only if parents opt in. Demonstrations on how to use contraceptive means, methods, or devices are prohibited.

Promontory School honors parental rights to decline their child's involvement to participate in any of the discussions as described above. Your child will receive an alternative assignment of equal value and will not attend the regularly scheduled class on the day of this instruction. Your child will be provided a safe, supervised place within the school during this class. It will be his/her responsibility to report to the pre-arranged location, check in with the teacher or supervisor, and submit the completed assignment to the appropriate person.

Prior to returning the consent form, you can contact Promontory School to arrange a time to discuss the planned curriculum and review the materials.

Structures Policy

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Purpose

The purpose of this policy is to be a guidepost for the instructional structures at Promontory School of Expeditionary Learning. Using this policy, trustees, administration, teachers, faculty, and parents can work together to create and strengthen a unique and effective learning environment for all students.

WHO WE ARE

About Us

Promontory School is committed to providing quality educational resources that support our mission, vision statement, and curricular emphasis. The resources needed are reevaluated and revised, as necessary, to do so.

Our chosen instructional emphasis is learning through expeditions and the study

of Great Thinkers. Both support our mission and vision statements.

Students who come to Promontory School of Expeditionary Learning trade in passive learning practices such as rows of desks and fill-in-the blank worksheets for purposeful hands-on activity guided by meaningful, project-based instruction. Instruction is organized around learning expeditions that involve students in original research to create high-quality products for audiences beyond the classroom.

For all or most of the day, students and teachers are engaged in challenging learning expeditions that explore a topic or theme in depth. Their studies call for intellectual inquiry, physical exploration, and community service. Students are given the opportunity to demonstrate excellence and produce high-quality work through multiple drafts and critiques and learn to give and receive kind, helpful and specific feedback in peer review protocols. On a given day, their exploration may take them outside the school building to do environmental research, conduct interviews in local businesses, or carry out other fieldwork assignments.

Each day provides opportunities for quiet reflection; time for students to write in their journals, gather their thoughts, and reflect on what they have learned.

Students work individually, in small groups, and as members of their “crews” (see also Crew). Together they learn to draw on the strengths of the whole class.

Teachers are provided extensive professional development and resources to equip them with innovative, research-based methods to enhance experiential, hands-on learning. At Promontory, teachers work closely together and use peer observation as well as learning walks to learn from one another and enrich their teaching. They also work closely with other colleagues throughout neighboring states. Teacher development and

collaboration across disciplines is essential in order to offer our students the best education possible.

3

Promontory School implements a comprehensive teaching model using proven best practices in education. Ongoing professional development will be determined by faculty and administration based on school goals. Professional development will be conducted both on- and off-site.

A yearlong calendar and the daily schedule accommodate community meetings and events, crew time, flexible groupings of students, project work, off-campus research and fieldwork, and service learning. Leaders create a professional learning calendar that allows for regular time in which teachers collaborate across grade levels and subject areas, share in leadership responsibilities, and attend whole-school professional learning.

Families are encouraged to actively participate in their student’s educational experience at Promontory School. A detailed calendar listing events such as overnight campouts, student-led conferences, etc. and a glossary of school terms will be

made available online and in the office. Promontory School believes that parent involvement is vital to a successful school and optimal student achievement. Because of this it is expected that each family will contribute thirty volunteer hours a year.

Mission

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.

Vision

Promontory provides a rich and active, yet fundamental, educational program to children in grades kindergarten through eight.

We believe that all children can and want to learn, and we prepare our students to become knowing inquirers and participants in their own learning.

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

4

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

- Learning Expeditions - in-depth investigations of important subjects that mirror real-life challenges, and
- Studying Great Thinkers - significant experts, both living and

historical. **Values**

The values that govern our board, administration, staff, students, and school community are referred to at Promontory by the acronym RISE FAR. RISE FAR is an intricate part of our school day, culture, learning targets and daily interactions. Our school values are an integral part of each expedition. Each of the values is important and thus care should be taken to include them all in our planning and avoid an

overemphasis on one value and neglect of another. We strive for balance in our implementation of our school values.

RISE FAR stands for the following:

Respect

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

Respect for ourselves guides our morals; respect for others guides our manners.

Laurence Sterne

Integrity

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

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

W. Clement Stone

Service

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

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

Voltaire

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Excellence

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

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

Aristotle

Family

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

As the family goes, so goes the nation and so goes the whole world in which we live.

Pope John Paul II

Adventure

Learning through adventure creates an engaging environment where students are required to rise to the challenge, achieving more than they thought possible. Adventure encourages teamwork, courage, craftsmanship, imagination, creativity, perseverance, compassion, and respect for nature. We provide adventure through challenging, exciting, character-building experiences as a part of our everyday learning environment.

We should come from adventures, and perils, and discoveries every day with new experience and character.

Henry David Thoreau

Responsibility

Responsibility means doing what needs to be done to take care of ourselves, our families, our friends, and the greater community. Being responsible means that others can rely on us, that we follow through on our promises, and accept the consequences of our actions.

In the long run, we shape our lives, and we shape ourselves. The process never ends until we die. And the choices we make are

ultimately our own responsibility.

Eleanor Roosevelt

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FOCUS

Great Thinkers

Great Thinkers across all disciplines have inspired students through the centuries. Promontory School believes there is exceptional value in studying significant experts, or Great Thinkers, both living and historical. Promontory students study the

words and works of Great Thinkers by delving into expeditions with original research and discovering the treasures left to us by Great Thinkers, such as Aristotle, Handel, Eleanor Roosevelt, and Abraham Lincoln. The more students study Great Thinkers, the more they learn to identify greatness, and begin to understand how to identify greatness in themselves.

The Great Thinker policy developed and overseen by the Promontory Board of Trustees is a guide used by administration and faculty to intentionally develop learning expeditions using the study of Great Thinkers (See Great Thinkers Policy).

Learning Expeditions

Learning expeditions are our signature instructional structure and drive our teaching. An expedition is a long-term, in-depth study of a topic that engages students in real-world learning and inspires students toward higher levels of academic achievement. The work students do within learning expeditions centers on critical thinking, essential skills and habits, and character development. Expeditions include compelling topics and guiding questions that create a “need to know” in each student. Depth, rather than breadth, is emphasized.

Each school year students will have the opportunity to be engaged in no less than two expeditions per year. The topic is chosen by teachers and studied as a community of grade-level classes.

State curriculum standards are met throughout expeditions through a variety of methods, including but not limited to: a compelling topic, kickoff experience, great thinkers, visiting experts, fieldwork, service learning, and celebrations of learning.

Learning expeditions are planned and designed by teachers with director oversight, are approved by the board of trustees, and should include the key elements listed above.

Flexible Scheduled Learning Blocks.

Expeditions work best when time is structured with flexibility to allow

attention to the needs of students who may be engrossed in research, projects, and authentic learning. Extended blocks of class time are provided to aid with the commitment to interdisciplinary learning, opportunities for student fieldwork and service beyond the classroom, challenging curriculum, and common planning time for grade-level teaching teams.

Arts

The Arts are a crucial component at Promontory School and are used as a vehicle for studying expedition topics. (See also “The Arts”).

CULTURE AND LEARNING ENVIRONMENT

Crew and Morning Meeting

“We are crew, not passengers.”

At Promontory School, we strive to create a culture of unity and inclusion, a place where students feel they belong and are safe to learn, participate in adventure, and succeed. Crew is a large part of creating this culture. Staff, students, and families learn together, pull together, and teach one another as crew. More than a traditional classroom, crew creates a tight-knit unit. That unit begins each day with a meeting in the morning. This is a time when teachers and their students come together as crew to team build, support each other's learning and growth, shape and reshape culture, and build meaningful relationships with peers and the crew leader. Crews also use this time to reflect on and monitor academic progress, and to focus on character development. Closing crew is a bookend to the day, a time when we come together as a crew to process the day, reflect on learning and growth, and resolve conflicts.

The culture of crew impels all members of a school community to work together as a team, to pitch in, to serve and help others. Staff, families, and students help their colleagues and peers get up the mountain together - individual success is not enough. Crew helps develop relationships between students and staff so that each student feels supported academically, socially and emotionally. Through crew, students

can develop skills of confidence, compassion, listening, and collaboration as well as speaking well in front of a group. The skills learned in crew will benefit students throughout their lives and support them as they move forward into their roles as the Great Thinkers of tomorrow.

Students meet in individual classroom crews, in Super Crews (all four classrooms in a learning community) and as Mega Crew (whole school assemblies).

Student crews will be supported by parent and teacher crews, fostering a school wide sense of crew and community.

Authentic Products and Audiences

Throughout each learning expedition, students work on multiple projects. The projects themselves are the means of learning important skills and content standards during the school day. They are not add-on enrichment activities offered after core learning has been completed, but rather the vehicle for learning. As students work on these projects, at times they will venture into the community to study and to serve in ways they never have before (See Service). Each learning expedition includes a high-quality, student created product that has real-world

application and will be meaningful to the larger community.

As the students create these products, they are learning important skills for the future. They are better prepared to create quality work, tackle real-world problems, and create real-world solutions. They will develop critical thinking skills and a greater sense of caring for their community and the world around them as they connect and serve in authentic ways. This will better prepare them to be great thinkers of the future, leaders in the community, and caretakers of the world around us.

Mixed Age Classrooms

Whenever possible, Promontory School provides students opportunities to learn in mixed-age classrooms. The classrooms are combined as follows: 1st and 2nd grades, 3rd and 4th grades, 5th and 6th grades, and 7th and 8th grades. While grade-level

groups may be appropriate for state standard-based math and science, remaining in multi-age classrooms for most of the instructional day offers several benefits. Mentor relationships for both younger and older students provide unique socialization opportunities. Multi-age classrooms provide expanded opportunities to provide individually appropriate instruction, meeting the differentiation needs of more students. Lastly, but very importantly, multi-age groupings allow a student the chance to spend

two years with one teacher, fostering deep and knowledgeable relationships between teachers and students, and teachers and families.

Heterogenous groupings

Promontory School believes that whole-class homogenous leveling, or ability grouping, is harmful to students and learning. Mixed or heterogeneous

classrooms have proven beneficial to students at all levels of academic performance. As both diversity and inclusion increase the richness of ideas, creative power, problem-solving ability, and respect for others, learning groups are heterogeneous. Differentiation is key to meeting the needs of every student in a mixed level classroom. This will include fluid grouping within the mixed level classroom. Sometimes children of similar levels will be instructed together in small groups. Other times, within the classroom, children of varying levels of mastery will be grouped together. Smaller class sizes will be the overall aim to maximize student learning.

Student Led Conferences

Student Led Conferences are held twice a year and are an opportunity for students to demonstrate and communicate to families and caregivers what they are working on, what they have learned, and what they have accomplished. Students present mastery of skills and knowledge, as well as character development. Student Led Conferences include drafts showing student growth that has resulted in high quality work.

Teachers and/or the director communicate in advance to notify parents, families, and caregivers when student-led conferences will be held. They also help parents, families, and caregivers understand the role of each member of the educational team: parent, teacher, and student.

Portfolios

Portfolios are student created and maintained to track individual assessment performance and ongoing academic progress. Students include in their portfolios, draft work, reflections, and personal best. Examples of assessment tools within a portfolio are:

- Display sections to highlight significant work, project work and tests.
- Revision sections and written reflection areas to show their process of learning over a period of time.
- Individual student achievements and progress charts.
- Rubrics for major projects and assignments.
- Gifts and talents section dedicated to keeping track of students' progression and helping them set and achieve challenging goals around their unique gifts.

The data collected for portfolios is in constant use as a tool for learning and drives student goal setting as well as future instruction. Teachers, students, and parents use the gathered information in curricular decisions based on their joint

assessment of the student's progress and interest.

Teachers and crew help students prepare by assisting them in selecting work for their portfolios, encouraging reflection on and articulation of their growth and development, and helping them practice and present with confidence what they have accomplished and learned with confidence.

Intensives & Middle School Electives

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

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

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

Passages

A Passage is a presentation of a student's learning, prepared and shared by the student. Students in grades 2, 4, 6, and 8 prepare throughout the year for a Passage and have the opportunity to present their core subjects of learning, exemplary work, accomplishments, and growth. Beginning with 2nd grade, each passage experience builds one on another until at the close of students' 8th grade year they present their

polished portfolios to a panel that may consist of parents, teachers, student alumni, a member of the community, as well as a student advocate.

In Passages, students articulate what they have learned, why it is important, and 11 are responsible to present work samples from their portfolios as well as be able to:

- Identify learning targets
- Demonstrate level of mastery
- Identify specific revisions

- Reflect on and speak to their learning journey

This helps students to see the areas in which they've grown, obstacles they've overcome and celebrate their successes with others. Watching other students' passages and participating with comments and questions helps develop the culture of crew as they celebrate one another's successes and the obstacles they've overcome. The student passage also provides evidence that the student will be successful in the upcoming grade and contains concrete proof of the important skills and habits developed throughout the previous years. The passage showcases this learning and is an important tradition at Promontory School as they advance to the next grade.

Teachers work with students to ensure their portfolios and passage presentations are on target and that the presentation environment is supportive. These portfolios show the progression from studying a "Great Thinker" in the expeditions to becoming a "Great Thinker."

The Arts

The arts are essential at Promontory School and will be used as a vehicle for learning. The arts are woven into the daily curriculum as well as an important part of our expeditions and final products. In learning expeditions, students have the opportunity to create, perform, and respond to a variety of art forms, and to connect the arts to expedition content. Our school is filled with student artwork displayed in a way that honors the work.

All students attend art classes. K- 4th grade students attend music class, and 5th through 8th grade students have the opportunity to choose an art elective in the form of a music class such as Orchestra or Choir.

Community

The increase of a student's learning opportunities does not end when a student chooses to come to Promontory School. Once inside, students learn that they will form

partnerships with educators and, with guidance, will become responsible for their own learning. As students work as individuals and in groups, they find that their ideas matter and that their voices will be heard. Students venture into the community to study with local experts in ways that they never have before. They

create tangible products with each expedition which will be meaningful to an authentic audience, and that audience is often members of the community

Service is seeing beyond ourselves and immersing ourselves in giving something of

value to someone else. Service is vital to the development of good leaders and citizens. Promontory School is designed to engage students in their community by having students interact directly with community leaders and members to develop plans for service projects. By doing so, students take ownership and pride in their contributions to their community.

Service learning, a teaching and learning strategy, is used to help connect students to the world beyond the school walls and integrate meaningful community service with instruction and reflection. Teachers purposefully incorporate service learning as an integral part of at least one learning expedition each year.

The development of the school's outdoor learning center not only provides an exceptional space for learning for our students; it is also inviting and useful for the community as they use it outside of school hours. We strive to be good neighbors by keeping our property clean and safe, and by creating spaces that are welcoming to community members.

Community is also promoted at Promontory School through Celebrations of Learning. Celebrations of Learning are held each semester for the authentic sharing of student learning with the community.

Celebrations of Learning

Celebrations of Learning take place each semester to communicate student learning with parents and members of the community, making learning at Promontory School public. Invited guests have the opportunity to view quality expedition end products created by students and to listen and watch as students articulate their findings, their questions, and their learning journey.

INSTRUCTIONAL PRIORITIES

Professional Development

Promontory School of Expeditionary Learning facilitates on-going professional development to faculty for the successful implementation of proven best practices that fulfill our vision and mission. Curriculum development and planning, student engagement, character development, achievement, and high-quality work are all areas that are pursued in school professional development. We emphasize:

- a rigorous and engaging methodology
- an active, inquiry-based approach to teaching
- a school culture that fosters respect, enthusiasm, collaboration, and the idea that, with effort, everyone can achieve more than they thought possible.

Implementing learning through expeditions goes beyond mastering a fixed body of knowledge, methods, or materials. Expeditions are an innovative methodology requiring continual professional support and development for successful implementation. Additionally, the instructional planning and lesson designs change with each expedition, requiring teachers themselves to be learners, implement and master new practices and model learning for students. Dedicating a large portion of the budget to Professional Development is viable because spending on textbooks is limited. Learning Expeditions require readings from various original sources rather than relying on textbooks.

The school director ensures that each faculty member is professionally trained in the innovative methods and philosophies at Promontory School and gives them opportunities to train one another on methods learned. Teachers are given opportunities to attend leadership training, conferences, summits, institutes, and various other training seminars. They collaborate with other teachers at Promontory School as well as other charter schools locally and nationwide to create expeditions that ensure that curriculum is covered and taught in a sequential manner from grade to grade. Additionally, an Instructional Coach is employed in our school throughout the year to personally train and reinforce principles of best practice.

Administration and faculty annually study and discuss culture-building literature such as: Promontory School Charter, Promontory Structures Policy, EL Education Core Practices, An Ethic of Excellence, A Culture of Quality, Leaders of Their Own Learning, Transformational Literacy, and Management in the Active Classroom, and other publications related to best practices.

Providing significant time each week for collaborative horizontal planning (within grade band communities) is necessary to support teachers in delivering rigorous, engaging, and authentic educational experiences within the framework of an expedition.

Time should also be made for vertical planning, up through the school from kindergarten through 8th grade. Kindergarten and first grade teachers, or 4th grade, and 5th grade teachers meet to discuss students and curriculum. This helps teachers understand and plan curriculum so that as children progress through the grades, we are preparing them for success.

Collaborative horizontal planning and vertical planning are also important components to teacher success.

Classroom Budgets

Classroom budgets at Promontory School are robust. These generous budgets reflect the school's commitment to providing students with rigorous, engaging, and authentic educational experiences, including learning expeditions and extensive fieldwork. Planning and implementing these types of opportunities well requires appropriate funding for teachers and replaces expensive textbook and curriculum purchases.

Standards Based Grading

A grading system based on learning targets and state standards is used at Promontory School. Each subject area teacher is actively involved in verifying and evaluating student progress. Student achievement is reported with formal progress reports. A school-wide system is used, and parents and students are regularly informed about students' grades and about how to understand the grading system.

FACILITY USE AND DESIGN

Facilities

Building

Although the main focus with the facility is cost effectiveness and long-term operating efficiency, the Promontory School facility is designed with teacher collaboration and experiential learning in mind. A community-focused floor plan reflects the values of community-based learning by designing space that facilitates bringing the school community together for collaboration, including group projects and team building and allowing

for the clustering of grade-specific classrooms for sharing and encouraging creativity. Additionally, this design allows for the flexible delivery of learning through expeditions while limiting operational problems. Promontory School's community-focused floor plan includes: 1) Grouping classrooms in communities, 2) Creating central common areas per community, and 3) Designing for students' original work to be prominently displayed.

Playground

It was and is important to Promontory School to extend learning expeditions to all aspects of the school, including the playground. Promontory values the exploratory, creative space of the playground and views it as a playful extension of the facility. This has been accomplished by providing educational and interactive play environments that offer play for the future scientist, inventor, engineer, archeologist, musician, and artist. Promontory also views this time as an opportunity for the children to connect with nature and encourage exploration and group play in a new and natural environment.

For the purposes mentioned, Promontory chose the following structures for its playground.

- Natural World Structures (large faux rocks and logs)
- Discovery Structures (faux dinosaur skeletons for dig sites and climbing)
- Musical Expression Structures (xylophones, chimes, bells, and drums)
- Traditional Playground Structures (climbing wall and slide)
- Ropes course

Outdoor Learning & Adventure Center

The school owns a five-acre plot to the west of the building that is allocated as an Outdoor Learning & Adventure Center for the Promontory students and the community at large. Much of the initial design and planning of this outdoor learning space has been completed by 7th and 8th grade students through learning expeditions (see also Learning Expeditions). This space is unique because of the student involvement throughout the whole process of development. Students dreamed up and planned most, if not all, aspects of this space, and students, again through learning expeditions, are currently leading, and will continue to lead, the design and execution of enhancing the outdoor learning space further. For example,

- Students, during learning expeditions about insects, build insect houses for several species of insects.

- Students, during expeditions about bees, paint beehives to house the very insects they study.

- Students study seeds and use the greenhouses in the pollination garden to

grow them into plants and food.

- Students participate and direct science talks in the outdoor learning spaces they design.
- Students develop and improve this outdoor learning space as a place to create and display final learning products.

Future changes to the building, playground, and outdoor learning center should be planned with consideration to the principles and vision outlined above.

Library

Our library is the heart of our school. It is our belief that in order to love reading, children need access to books. The library is available to all students to check out books.

The library currently is, and will continue to be, equipped with books that support learning expeditions, the core curriculum, and the study of Great Thinkers. Each year, the librarians work with teachers to purchase books and reference materials to facilitate the learning expeditions. Students are exposed to literature written by and about the great thinkers of the world, not simply from textbooks, but from accepted classics, autobiographies, original sources, passionate authors, and other high-quality, meaningful books. Also included in the library are grade/ability-level books that encourage personal reading for pleasure, enrichment, and information. To support these goals, a portion of library resources are annually dedicated to “great thinkers” and expedition-related books. This portion is set aside to ensure that we will continually grow our collection of books to enhance our school mission.

Books and materials selected for the library support and are consistent with the general educational goals of Promontory School and the “great thinker” approach to learning. All materials should fit the vision, mission, and values at Promontory school. Students are able to use the library for reading, project work, small group discussions, and to collaborate whenever possible, as well as just to curl up in a nook or cranny and escape into the world of reading.

We strive to include activities in our library curriculum that will emphasize our school mission, meet the state core for library

standards, and support literacy.

Technology

The Technology plan at Promontory School is mission driven. Students

are not just sent to the internet for research. They are original researchers, completing case studies not only through the use of technology, but also through personal interviews with real experts. Technology at the school will support but not supplant quality student work.

An important part of Promontory School is the creation of authentic products that come from semester-long interdisciplinary studies known as learning expeditions. In the process, students will use the same technologies as experts in the field, thus learning real-world skills. An important part of the technology plan, therefore, will be to include software that is authentic for students. Having these kinds of technologies readily accessible at the school will not only support Promontory School's vision, but also improve the delivery of instruction.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

In compliance with Section 504 of the Rehabilitation Act ("504") and the Americans with Disabilities Act (ADA), Promontory will provide reasonable accommodations to qualified individuals with disabilities. Students, parents or employees needing accommodations should contact their school ADA/504 Coordinator. In compliance with the Equal Educational Opportunity Act of 1974 and Title VI of the Civil Rights Act of 1964, it is Promontory's policy to provide alternative language services to limited English proficient (LEP) students so that students with language barriers have a meaningful opportunity to participate in Promontory's educational programs. Promontory provides English as a Second Language (ESL) instruction and other effective services to students who are identified as LEP by means of a thorough evaluation process. Parents or guardians who want to request alternative language services for their child should contact Promontory School of Expeditionary Learning.

EQUAL EDUCATIONAL AND EMPLOYMENT OPPORTUNITY

It is the policy of Promontory School of Expeditionary Learning to provide equal educational and employment opportunities for all individuals. Therefore, Promontory prohibits all discrimination on the basis of race, color, religion, sex, age, national origin, disability, or veteran's status. This policy extends to all aspects of Promontory's educational programs, as well as to the use of all Promontory facilities, and participation in all school-sponsored activities.

CIVIL RIGHTS GRIEVANCE PROCEDURE

Complaints of discrimination should be filed with the individual's principal or supervisor and/or with the school Compliance Officer/EEO Coordinator according to the provisions of the School Civil Rights Grievance Procedure, copies of which are available at Promontory. If the complaint is against the director or supervisor, the complaint may be filed directly with the Compliance Officer/EEO Coordinator.

Complaints of discrimination should be reported as soon as possible, but no later than 90 days

after the incident(s), in order to be effectively investigated and resolved.

Suspension/Expulsion Policy

Note: When making decisions on behavioral interventions for students receiving special education services, the IEP team shall refer to the *USOE Special Education Least Restrictive Behavior Interventions (LRBI) Guidelines* for information on research-based intervention procedures.

Each student will receive a document outlining what will be considered “acceptable” behavior at school. This will become the contract for which students will be held accountable. If the student does not comply with the rules and expectations outlined in the contract, Promontory School will employ the following steps to resolve the problem:

1. *Teacher Intervention*: The teacher and student will meet to clarify appropriate conduct with a pledge from the student to maintain acceptable behavior.
2. *Director Intervention*: The Director will meet with the student to discuss appropriate behavior and the parent will be notified.
3. *Parent Intervention*: If the problem persists, the parent will be required to meet with the Director to discuss the best way to help the student.

Upon recommendation of the Director, the student may be suspended from school. Students may be suspended for a short time (under 10 days) for reasons that may include:

1. *Continued disobedience*: This includes but is not limited to refusal to obey school staff, defiance, disruption, breach of school behavior policy, use of tobacco and alcohol on school property or during school sponsored activities.
2. *Aggressive behavior*: This includes but is not limited to physical, verbal or written abuse or bullying directed towards other students or staff.

Students may be suspended by the Director for greater than 10 days if short suspensions have not resolved the issue of the student’s behavior problems or if the behavior is of a more serious nature. Students may be suspended for a greater than 10 days for reasons that may include:

1. *Physical violence*: Students who inflict physical harm on other students or staff or put students or staff in real physical danger.
2. *The use or possession of a weapon or firearm*: This includes using or threatening to use any object as a weapon.
3. *Possession or use of an illegal substance*: Not including tobacco or alcohol. This includes supplying other students with illegal substances such as controlled drugs.
4. *Persistent misbehavior*

Any student suspended for more than 10 days shall have the right to appeal the decision

before the Disciplinary Board.



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Upon recommendation of the Director and Governing Board, the student may be expelled from school. Expulsion may be considered for a student who has serious circumstances of misbehavior. Students who are expelled shall have the right to appeal the decision before the Disciplinary Board, as defined by the procedures maintained by the school director.

In all cases of suspension and expulsion, Promontory School will follow procedures for notification and due process as outlined in the [Model Student Suspension/Expulsion Policy](#) as found on the USOE website.

Discipline Procedures for Students with Disabilities

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

If the pupil qualifies as a student with a disability under IDEA 2004 or 504, or if the student is currently being evaluated for special education services, suspension must follow all applicable state and federal laws regarding students with disabilities. The special education team (including parents, School Director, classroom teachers, and special education teachers) must ensure that any disciplinary or suspension procedures are aligned with the student's IEP and are carefully documented.

Promontory School will follow Utah Special Education Rules regarding discipline procedures for students with disabilities (*Utah State Board of Education Special Education Rules, section V.*)



MODEL STUDENT SUSPENSION/EXPULSION POLICY

Local school boards should review their district policies on student suspensions/expulsions! District policies should include the following minimal procedures and define the necessary terms.

The district policy should explain criteria for student attendance and participation in extracurricular activities during the suspension/expulsion process. Note: Time periods are based on "school days" not "calendar days."

I. DEFINITIONS

A. "Notification" means notice to parents by a reasonable, reliable process, e.g. by mail, by notice in school newsletter, by student delivery, at school registration.

B. "Timely hearing" means that a hearing will be scheduled no more than 5 school days following the suspension/expulsion. Allowance may be made by mutual agreement of the parties, inability of district to contact parent(s)/guardian(s) despite documented good faith efforts, or lack of cooperation by parent(s)/guardian(s).

II. SHORT-TERM SUSPENSION

If a school administrator intends to suspend a student for less **than 10 school days** the following procedures should be followed:

- A. Student and parents should be notified immediately of the school's intent to suspend:
 - 1. If the school intends to suspend the student immediately, parents should be notified immediately.
 - 2. Students younger than 14 should never be released until and unless a parent or emergency contact is notified.
 - 3. Students older than 14 should be released to a parent and should never be sent from schools without making a very deliberate effort to notify a parent or emergency contact.
- B. A student should hear a brief explanation of reason(s) for suspension prior to suspension.
- C. A student should have the opportunity to tell his side of the story prior to suspension.
- D. This student/administrator or student/teacher conversation or meeting should be documented by the teacher/administrator in writing or on a permanent computer file.



III. LONG-TERM SUSPENSION

If a student is suspended for **more than 10 school days**, school district policy shall provide for the following minimum standards:

- A. Notice of reasons for suspension to student and parents, preferably in writing.
- B. Notice of opportunity for a **timely** hearing.
- C. If a parent requests a hearing, the parent shall have and receive notice of:
 - 1. names of witnesses against him and opportunity to present witnesses (witnesses' names may be protected if school determines they would suffer physical/psychological harm; student cannot **compel** witnesses);

2. reasonable time to prepare the case;
 3. the opportunity for counsel, if school district/local board uses an attorney;
 4. the right to notice of procedures for the hearing in writing, in student handbook or on district website;
 5. the right to have the hearing recorded;
 6. a **fair** hearing officer (credible and objective person or panel – not necessarily uninformed);
- D. The decision must not be based **solely** on hearsay; rules of evidence do not control.
- E. The student has no official protection against self-incrimination; though if criminal charges are also pending, this may require consultation with local law enforcement.
- F. A decision must be made **only on evidence presented at the hearing**.
- G. Student/parent has the right to written findings.
- H. Decision is by a preponderance (>50%) of the evidence.
- I. Student should have at least one level of appeal.
- J. Student/parents must “exhaust administrative remedies” and participate and cooperate in one of these processes, prior to appealing a decision to District Court.



IV. OTHER ISSUES TO CONSIDER IN THE DEVELOPMENT OR REVIEW OF A DISTRICT POLICY

- A. If administrator offers student/parent **opportunity** to explain or have a hearing, and student or parent refuses or waives the right, due process is satisfied.
- B. Make-up work - A district policy shall allow/disallow make-up work for student absences during suspensions/expulsions or provide criteria under which make-up work is allowed. **Most** courts favor allowing students to do make-up work for classes that they miss. Note: The make-up assignments may not and need not be exactly

what the student missed.

C. School holidays, teacher workdays, school-wide activities or team assessments should not be used as excuses for delaying due process or for short-term suspensions resulting in long-term suspensions. If a school foresees delays, the school should use the more formal due process.

D. A school or school district policy should provide for administrators, rather than teachers, to make longer-term suspension decisions.

E. Rule of thumb: The longer the suspension, the greater the process that is due.

F. Even a short-term suspension that causes a student to miss significant work (e.g. midterms, finals, final reports) may necessitate greater due process.

Promontory School of Expeditionary Learning Policy Manual

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STUDENT THREAT ASSESSMENT POLICY

Approved: 10/17/2024

1. Purpose and Philosophy

Threat assessment's primary goals are to prevent violence and resolve conflicts or problems that influence threatening behavior. School threat assessment guidelines allow a multi-disciplinary team to distinguish non-serious threats (transient) from serious (substantive) and very serious (substantive) threats and to resolve threats appropriately. A multi-disciplinary team uses an evidence-based school threat assessment process consistent with Utah State Board of Education (USBE) Rules R277-400 and R277-736 to identify, assess, and manage threats and prevent behaviors or conflicts from escalating into violence. Threat assessment is a proactive, preventative strategy aimed at identifying and mitigating potential risks, distinct from reactive crisis response. While it does not serve as a form of school discipline, it can provide valuable insights to inform and improve student interventions.

I. Definitions

- A. "Threat" means an expression of intent to harm someone that is direct, indirect, or implied and may be spoken, written, or expressed in some other way.
- B. A threat may be expressed/communicated behaviorally, verbally, visually, in writing, electronically, or through any other means; and is considered a threat regardless of whether it is observed or communicated directly to the target of the threat or observed by or communicated to a third party.
- C. "Student Threat Assessment" means a prevention strategy that involves: (a) identifying student threats including to commit a violent act, (b) determining the seriousness of the threat, and (c) developing intervention plans that protect potential victims and address the underlying problem or conflict that stimulated the threatening behavior.
- D. A "transient threat" is a threat that does not express a lasting intent to harm someone. A threat is transient only if it can be quickly and easily resolved and no longer exists.
- E. A "substantive threat" is a threat that expresses a continuing intent to harm or assault others.
- F. Substantive threats are classified as "serious" if they involve a threat to fight or assault someone.
- G. Substantive threats are classified as "very serious" if they involve using a weapon or a threat to kill, sexually assault, or inflict severe injury to someone.

II. Structure of the Multidisciplinary Team

- A. The school administrator will be responsible for establishing a threat assessment team, in accordance with all relevant laws and policy.
- B. The Promontory school multi-disciplinary team (who uses an evidence-based threat assessment model) may include:

1. school administrative personnel;
2. mental health professionals (i.e., school counselor, school psychologist, school social worker, or contracted mental health professional);
3. school safety personnel;
4. special education representatives;
5. community agencies (as appropriate), such as law enforcement and/or mental/behavioral health crisis teams;
6. other relevant school personnel (as appropriate), such as an instructional coach, a team lead, and/or general education or special education teacher.

IV. Training

A. The multi-disciplinary team will receive training from qualified professionals (e.g., a Comprehensive School Threat Assessment Guidelines (CSTAG) trainer, or other professionals trained in school threat assessment approved by a local school board) regarding the threat assessment process.

B. This training will address:

1. the function of a multidisciplinary team;
2. the violence prevention plan and strategies;
3. the evidence-based threat assessment processes;
4. the reporting process for threats;
5. the documentation and notification of threats;
6. the Family Educational Rights and Privacy Act, [20 USC. Sec. 1232g](#);
7. the steps to cultivate a safe school climate; and
8. student Privacy and Data Protection.

B. The multi-disciplinary team members will receive the training outlined above prior to beginning work with the team.

V. Actions Required if Threats Are Reported

A. The school administrator, in collaboration with the threat assessment team, shall develop procedures, in alignment with school policy, for reporting, assessing, and intervening in response to threats.

B. All stakeholders (including students, teachers, administrators, parents, support staff, and community members) will be trained in relevant policies and procedures, and understand the importance of reporting threats and know the following:

1. individual roles and responsibilities to report concerns;
2. what critical information to report;
3. where and how to report it.

C. Each reported threat should include (to the best of the reporter's ability):

1. the name of the alleged offender(s);

2. the name of potential victim(s);
 3. the date and location of the threat(s); and
 4. a statement describing the threat(s), including names of witnesses (if known).
- D. Each reported threat will be promptly investigated by a school administrator, in coordination with the multidisciplinary team, and the seriousness of the threat(s) will be determined.
- E. The multi-disciplinary team shall develop, implement, and monitor an individualized plan to intervene with, address, and mitigate the risk.
1. The team shall assess for any impacted staff or students, and support them in accessing appropriate school and community-based resources for support and/or further intervention.
- F. Verified threats shall result in interventions and/or consequences that may include, but are not limited to:
1. implementation of best-practices that:
 - a. de-escalate, contain, control, and redirect the student away from plans and preparation for violence;
 - b. support the student with skills to engage with others, problem-solve, adapt, and improve coping skills and well-being;
 2. application of steps in a discipline plan consistent with USBE Rule [R277-609](#);
 3. implementation of restorative justice practices consistent with USBE Rule [R277-613](#);
 4. obtaining consent from the involved student(s) and when possible their parent(s)/guardian(s) before including the victim(s) in the process;
 5. notification of the involved students' parent(s)/guardian(s) of restorative justice practices;
 6. support for involved students using trauma-informed practices;
 7. suspension or removal of a student from a school-sponsored team or activity; including school-sponsored transportation;
 8. suspension or expulsion of a student from school or lesser disciplinary action as outlined in school policy; and
 9. suspension or termination of an employee for cause or lesser disciplinary action consistent with Utah Code Annotated [53G-11-512](#).
- G. Promontory will notify the student's parent(s)/guardian(s) if the student poses a threat of violence or physical harm to self or others or if the student is a potential victim.
1. Promontory school will produce and maintain a record that verifies the parent(s)/guardian(s) were notified of the threat.
 2. Promontory school will not disclose the record previously described to anyone unauthorized to receive it and will not use the record for purposes not allowed under the law.

H. The multi-disciplinary team shall maintain thorough documentation, including information gathered during incident management and ongoing monitoring.

1. The documentation shall comply with the LEA's policies, federal and state laws.
2. The documentation shall demonstrate the team's reasonable faith efforts to identify, investigate, assess, and manage threatening situations.

VI. Additional Reporting Actions

Multi-disciplinary team members should ensure the following, as appropriate:

- A. Make every effort to adhere to all relevant laws and best practices regarding student privacy, though allowable exceptions may be made to ensure safety of the school community (in accordance with exceptions outlined in relevant privacy laws);
- B. report any threats that may constitute a criminal offense to law enforcement;
- C. provide a fair and timely opportunity for the accused to explain their actions; and
- D. adhere to procedures for providing due process rights:
 - a. licensed staff and local employee discipline policies before employee discipline (Utah Code Annotated [53G-11-501](#));
 - b. local policies (students) before long term (more than 10 days) student discipline (Utah Code Annotated [53G-8-202](#)).

PRIVATE PROVIDERS IN SCHOOL SETTINGS POLICY

Purpose:

To establish guidelines for permitting private providers to operate within the school environment, ensuring compliance with [34 CFR 300.154](#) and the Utah State Board of Education (USBE) [Special Education Rules](#).

Policy Statement:

At the Promontory School of Expeditionary Learning, we prioritize providing a supportive and inclusive learning environment for all students. While we recognize that some students may benefit from third-party services, our school maintains a general policy that such services are not permitted during the school day except under specific circumstances warranted by substantial data and determined through a collaborative decision-making process. This policy outlines the criteria and procedures for integrating private providers into the school setting while maintaining compliance with federal and state regulations.

Definitions:

- **Private Providers:** Individuals or organizations that offer specialized services to students, such as therapy or counseling, not employed by the Promontory School of Expeditionary Learning.

Procedures:

1. Request and Approval Process:
 - Parents or guardians must submit the request for private provider access to the school's administrator.
 - The administrator will review the request in accordance with school policies, ensuring compliance with [34 CFR 300.154\(b\)\(1\)](#), which requires arrangements with private providers if the public agency cannot provide necessary services.
2. Provider Requirements:
 - Providers must present valid credentials and meet the qualifications specified by the Utah State Board of Education, as outlined in the USBE Special Education Rules, Section VI.
 - Providers must comply with all school policies, including background checks and confidentiality agreements.
 - If necessary, a signed agreement of understanding will be developed for all parties.
3. Criteria for Allowing Third-Party Services During the School Day:
 - **Data Driven Justification:** A significant body of data must demonstrate that the student requires additional support beyond what can reasonably be provided by the school.
 - **Team Review:** The decision to allow third-party services will be reviewed by the student's educational team. This includes, but is not limited to teachers, special education staff (if applicable), and administration.
 - **Impact Assessment:** The team will assess the potential impact of third-party services on the student's educational progress, as well as on the classroom environment.
 - **Approval Process:** Final approval will be determined by the school administration in consultation with all relevant stakeholders. Written documentation will be provided to all parties involved.

4. Integration and Collaboration:

- If the need for third-party providers is established, the school, family, and provider will collaborate to create a plan that aligns with the student's educational goals while minimizing disruptions to their learning and the learning of others.
- Approved providers will collaborate with school staff to align services with the student's Individualized Education Program (IEP), as encouraged by the USBE Special Education Rules, Section III.
- Regular communication between providers, teachers, and parents will be established to monitor progress and address any concerns.

5. Services Not Required for FAPE:

- A Free and Appropriate Public Education is a federally guaranteed right under the Individuals with Disabilities Education Act (IDEA) to special education and related services at no cost to parents, designed to meet the unique needs of students with disabilities.
- When parents request services from private providers that are not required to ensure FAPE, the school will facilitate communication between the provider and school staff.
- Parents will be informed that these services are supplementary and not funded by the school.
- The school will ensure that these services do not interfere with the student's educational program and that the provider adheres to school policies and schedules.
- Parents must submit written requests for private providers to operate within the school. These requests will be reviewed by the special education team and approved by administration to ensure alignment with the student's educational program and compliance with this policy.

6. Compliance and Monitoring:

- The school will ensure ongoing compliance with [USBE Special Education Rules](#) and [34 CFR 300.154\(d\)\(2\)\(iv\)\(A\)](#), which requires obtaining parental consent each time access to public benefits or insurance is sought.
- Regular evaluations will be conducted to assess the effectiveness of the provider's integration and its impact on student outcomes.

PRIVATE PROVIDER ACCESS REQUEST FORM

Parent/Guardian Information

Parent/Guardian Name

Contact phone and email

Student's Name

DOB

Grade and Teacher

Private Provider Information

Provider's Name and Title

Organization

Contact Information

Credentials/Certifications

Services Requested

Type of Services

Frequency of Services (e.g., weekly, bi-weekly):

Proposed Schedule

Monday

Tuesday

Wednesday

Thursday

Friday

Location of Services within School

Briefly describe why these services are needed and how they will benefit the student

- ☐ I understand that these services may be supplementary and not required to ensure FAPE.
- ☐ I acknowledge that the school is not responsible for funding these services.
- ☐ I agree to comply with all school policies regarding private provider access.

Parent Signature

Date

For School Use Only:

Date of Submission

Name and Title of Special Education Reviewer

Comments/Conditions of Approval

☐ Approved

☐ Denied

Director Signature

Date

SERVICE ANIMAL POLICY

Purpose

To establish guidelines for the presence and use of service animals in the school setting to support students with disabilities

Policy

In accordance with the Utah State Board of Education and the Americans with Disabilities Act, Promontory School of Expeditionary Learning permits the use of service animals by individuals with disabilities. Service animals are defined as dogs that are individually trained to do work or perform tasks for people with disabilities.

Scope

This policy applies to all students, staff, and visitors within the school premises.

Definitions

- Service animal: any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. The work or tasks performed by a service animal must be directly related to the individual's disability. The crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort, or companionship do not constitute work or tasks for the purposes of this definition ([28 CFR § 35.104 "Service Animal"](#) and [Title II of the ADA](#))
- Handler: The person with a disability who uses a service animal, or an adult trained to assist in handling the service animal for a student with a disability.

Procedures

1. Request for Use:
 - A request must be submitted using the *Service Animal Application Form*.
 - A request for vaccination records.
2. Approval Process:
 - The school will review the application and determine eligibility based on provided documentation.
 - A meeting may be scheduled with the handler to discuss the service animal's role and integration into the school environment.
3. Responsibilities:
 - The handler is responsible for the care and supervision of the service animal.
 - The service animal must be under control at all times.
4. Exclusions:
 - The school may exclude a service animal if it is out of control, not housebroken, or poses a threat to the health or safety of others.
5. Accommodation Plan:
 - An individual accommodation plan will be developed for the student outlining the integration of the service animal into the school environment.

SERVICE ANIMAL APPLICATION FORM**Personal Information**Is the animal required because of a disability? ☐ Yes ☐ No_____
Name of Student_____
Date of Birth_____
Grade_____
Name of Handler_____
Contact Information**Service Animal Information**_____
Name of Animal_____
Breed_____
Age_____
Description of Tasks Performed**Documentation**☐ Vaccination Records☐ Health Certificate**Acknowledgment**I, _____, acknowledge that I am responsible for the care, supervision, and
(printed name of responsible party)

control of the service animal at all times.

Signature_____
Date**For School Use Only**_____
Application Received By_____
Date_____
Approval Status_____
Comments:

Sex Ed Policy

At Promontory School, as part of your child's 7/8 grade education, they will be enrolled in a health course that includes instruction and/or discussion on topics related to sex education that are controlled by state law and Utah State Board of Education rule.

A consent form must be sent to parents not less than two weeks prior to instruction of the identified topics. Under state law, your child cannot participate in the scheduled instructional class activities specified below unless and until the signed letter of permission is returned to the teacher identified on the form and on file. Signed forms will be kept on file at the school for a minimum of one year.

All instruction related to human sexuality or sexual activity will take place within the context of Utah State Law (53G-10-402) and Utah State Board of Education rule (R277-474) as follows:

- The public schools will teach sexual abstinence before marriage and fidelity after marriage.
- There will be prior parental consent before teaching any aspect of contraception or condoms.
- Students will learn about communicable diseases, including those transmitted sexually, and HIV/AIDS.

Program materials and guest speakers supporting instruction on these topics have been reviewed and approved by Promontory School's Sex Education Committee for Materials and Guest Speakers which is comprised of:

School Administrator(s), School Board Member(s), and Jr.High/Middle School Health Teachers.

Promontory School uses only Utah State Board of Education materials/curricula.

The following are NOT approved by the State Board of Education for instruction and may not be taught:

- The intricacies of intercourse, sexual stimulation, or erotic behavior;
- The advocacy of premarital or extramarital sexual activity;
- The advocacy or encouragement of the use of contraceptive methods or devices.

In accordance with Utah State Board of Education Rule R277-474-7-4, teachers may answer spontaneous student questions to provide accurate data, correct inaccurate or misleading information, or respond to comments made by students in class regarding human sexuality.

Curriculum for this course includes instruction or discussion about the topics listed below. These topics will be listed on the parental consent form where parents/guardians must pre-check the boxes they wish their child to receive education on. Pre-checked items are required for instruction in health education 53G-10-402 (For Teacher Use Only):

sexual abstinence, human sexuality, human reproduction, reproductive anatomy, physiology, pregnancy, marriage, childbirth, parenthood, contraception, HIV and AIDS (including modes of transmission,) sexually transmitted diseases, refusal skills.

Factual, unbiased information about contraception may be presented as part of this course only if parents opt in. Demonstrations on how to use contraceptive means, methods, or devices are prohibited.

Promontory School honors parental rights to decline their child's involvement to participate in any of the discussions as described above. Your child will receive an alternative assignment of equal value and will not attend the regularly scheduled class on the day of this instruction. Your child will be provided a safe, supervised place within the school during this class. It will be his/her responsibility to report to the pre-arranged location, check in with the teacher or supervisor, and submit the completed assignment to the appropriate person.

Prior to returning the consent form, you can contact Promontory School to arrange a time to discuss the planned curriculum and review the materials.

School Fees

FEE POLICY AND FEE WAIVER POLICY

Promontory will follow all state rules related to charging school fees as outlined in R277-407. No fees will be charged for students in grades K-6. In grades 7-8, minimal fees may be charged, subject to prior board approval and state rule limits. Fees may include lockers, towels, yearbooks, clubs, travel, extracurricular activities, certain materials and supplies, textbook rental, musical instrument rental, calculator rental, etc. Charges related to the National School Lunch Program are not considered fees.

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

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

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

The fee schedule for the 2023-2024 school year will follow the policy above. At the beginning of the school year, fee waiver applications and Declaration of Household Income forms will be made available through Aspire.

7th and 8th Grade Fees

(2023-2024)

Class fees \$ 97.00

Total \$ 97.00

- Any mandatory payment for student participation in any class, program, or activity is a fee and is subject to the fee waiver requirement.
- All fees listed are the maximum amounts charged per pupil for each activity or class. • Donations are permissible, but all such requests must clearly state that donations are voluntary. A student may not be excluded from a regular school activity or program because they did not make a donation.
- All students are responsible to pay for any loss, breakage or damage they cause to school property.
- Loss, breakage or damage is not subject to the waiver requirement.

Student Search & Seizure Policy

Purpose

The Utah State Legislature and the Utah State Board of Education have charged school authorities with the responsibility of safeguarding the safety and well-being of the students in their care. Utah Code Ann. § 53G-8-509 directs the Utah State Board of Education and local boards of education to have rules in place to protect individual student rights and guard against excessive intrusion. In the discharge of that responsibility, school authorities of Promontory School of Expeditionary Learning may search school property such as lockers used by students, or the person or property, including backpacks, purses and belongings, electronic devices, and vehicles of students, in accordance with the following policy.

The guidelines for when and how Administrative Officials of Promontory School of Expeditionary Learning may conduct student searches and seize property are outlined below.

Publication

A copy of this policy shall be included in student conduct handbooks, employee handbooks, and available on the Promontory School of Expeditionary Learning website.

Definitions

a. "Appropriate school official" means the most appropriate school employee, considering all the circumstances, who should search a student. Usually, the appropriate school official will be the school principal or school director. Generally, the more intrusive the search, the higher the level the appropriate school official should be who conducts the search. Other factors may include age of the student, gender of the student, if the student has an IEP, the student's background, seriousness of the item(s) being searched for, which appropriate school official is reasonably available, and the urgency of the situation.

b. "Electronic device" means a privately-owned device that is used for audio, video, or text communication or any other type of computer or computer-like instrument.

c. "Local school board" means Promontory School of Expeditionary Learning.

d. "Reasonable suspicion" means a particularized and objective basis, supported by specific

articulable facts, for suspecting a person of criminal activity; reasonableness extends to both the reason for the search and the appropriateness of the scope of the search.

d. "Reasonable suspicion for a search" means grounds sufficient to cause an adult of normal intellect to believe that the search of a particular person, place, or thing will lead to the discovery of evidence that the student:

- has violated or is violating a rule or behavioral norm provided in school policy;
- has violated or is violating a particular law;
- possesses an item or substance which presents an immediate danger of physical harm or illness to students, staff or school/district property;

Authority to Search

- Authority.** Only the appropriate school official, which is the Director or another Administrative staff member designated by the Director, is authorized to conduct a search. A second member of the school Administration or the police should supervise the search. If a police officer or additional supervisory Administration member is impractical because of an immediate concern for safety, the search should be conducted in view of another member of the school's staff.
- Consent.** The appropriate school official shall attempt to obtain the freely-offered consent of the student to the inspection; however, provided there is reasonable suspicion, the school official may conduct the search without such consent.
- Parent Notification.** School officials have no legal obligation to contact parents before detaining and questioning students. However, it is good practice when a student is questioned about serious allegations of the student's own misbehavior that another responsible adult should be notified to protect the interest and well being of the student. Parents will be advised of all student searches and seizures of property.

Searches of School-Owned Property

School-owned electronic devices and storage areas (including lockers, desks, etc.) remain under the exclusive control of the School and are subject to search at any time— with or without reasonable suspicion. Students shall have no expectation of privacy with respect to School-owned electronic devices or storage areas. Students shall provide passwords used to protect data on any school-owned electronic devices. Locks may be destroyed while searching School-owned storage areas.

- All lockers and other storage areas provided for student use remain the property of the School. These lockers and storage areas are subject to inspection, access for maintenance, and search pursuant to this policy. A student using the locker or storage area has no expectation of privacy in that locker or storage area or the contents contained therein. In the course of any search, students' privacy rights will be respected regarding any items that are not illegal or against local school board policy. No student shall lock or otherwise impede access to any locker or storage area except with a lock provided by or approved by the teacher or School administrator. Unapproved locks may be removed and destroyed.

- B. An appropriate School official may search student lockers and storage areas and the contents contained therein at any time for any justifiable reason.
- C. An appropriate School official may, at any time, request assistance of the appropriate law enforcement agency having jurisdiction over the facilities of the School. The law enforcement officer must have probable cause, however, to personally orchestrate or conduct a search of the lockers and storage areas and their contents.

Using Dogs in Searching School Property

Promontory School is also authorized for the use of canines, trained in detecting the presence of drugs or devices, when the appropriate school official has reasonable suspicion that illegal drugs may be present in a school. This means of detection shall be used only to determine the presence of drugs in locker areas, student desks, and other places in the School where such substances could be concealed. Canine detection must be conducted in collaboration with law enforcement authorities or other certified organizations and will not be used to search students personally unless either a warrant or parental permission has been obtained prior to the search.

Where a dog sniff search is otherwise appropriate, it is acceptable to detain students or restrict their movement to facilitate the search. Also, Promontory School has authority to require students to relinquish personal items from their possession (backpacks, book bags, gym bags) to facilitate searches.

Student Person and Possessions

Promontory School recognizes that the privacy of students or their belongings may not be violated by unreasonable search and seizure and directs that no students are searched without reasonable suspicion or in an unreasonable manner. The extent of the search will be governed by the urgency and seriousness of the alleged infraction, the student's age, and the student's disciplinary history.

Personal Search of a Student and Student Consent to Search

Except as provided below, a request for the search of a student or a student's possessions will be directed to the appropriate School official. The appropriate School official shall attempt to obtain the freely offered consent of the student to the inspection; however, provided there is reasonable suspicion, the appropriate School official may conduct the search without such consent.

Whenever possible, a search will be conducted by the appropriate School official in the presence of the student and a staff member in addition to the appropriate school official. A search prompted by the reasonable belief that health and safety are immediately threatened will be conducted with as much speed and dispatch as may be required to protect persons and property.

Search of a student's person or intimate personal belongings shall be conducted by a person of the student's gender, in the presence of another staff member of the same gender, and only in

exceptional circumstances when the health or safety of the student or of others is immediately threatened.

The personal search of a student may be conducted by the appropriate School official when the appropriate School official has reasonable suspicion for a search of that student. Authorized searches of the student's person are as follows:

- A. the student's pockets;
- B. purses, backpacks, or any objects in the possession of the student;
- C. a "pat down" of the exterior of the student's clothing and the removal of any identified item;
- D. removal of an article of exterior clothing such as a jacket, watch, or hat; E. a student's electronic device if warranted and to the extent warranted.

Searching Students and Property While at School-sponsored Activities

This authorization to search shall also apply to all situations in which the student *is under* the jurisdiction of the School—including all students participating in extracurricular activities and athletics, dual-enrolled students and students taking online courses, when applicable.

Documentation of Search

The appropriate School official shall be responsible for the prompt recording in writing of each student search, including the reasons for the search; information received that established the need for the search and the name of the informant, if any; the persons present when the search was conducted; any substances or objects found, and the disposition made of them; and any subsequent action taken. The appropriate School official shall be responsible for the custody, control, and disposition of any illegal or dangerous substance or objects taken from a student. The appropriate school official shall report a student's possession of a dangerous weapon consistent with Utah Code 53G-8-510.

The appropriate School official may prepare administrative guidelines to further implement this policy of documentation, maintenance, and disposal of items.

Search Procedures

Pursuant to this policy, appropriate school officials shall use the following steps when appropriate school officials have reasonable suspicion that a student possesses evidence that a rule or law has been violated:

- A. All requests or suggestions for the search of a student or student's possessions shall be directed to the appropriate School official or the person in charge of the students if students are out of the district or School.
- B. Wherever possible, before conducting the search, the appropriate School official shall notify the student, request the student's consent to the inspection and inform the student that she/he may withhold consent. Such consent, if offered, shall be voluntary. The appropriate School official shall conduct the search, however, with or without the consent.
- C. Wherever possible, an adult third party shall be present at any search of a student or student's possessions.
- D. The appropriate School official may conduct a student search upon reasonable suspicion of

the presence of an illegal or dangerous substance or object, or anything contraband under school rules.

Health/Safety of Students

Whenever the search is prompted by the reasonable suspicion that possession of a substance or object immediately threatens the safety and health of the student or others, the appropriate School official shall act with as much speed and dispatch as is required to protect persons and property in the School while keeping clearly in mind the student's rights and the potential consequences of inappropriate or hasty action.

Method and Scope of Search

The scope of any search should be limited by the reasonable suspicion that motivated the search. If an item is found that leads to reasonable suspicion that additional, related items may also exist, the search may be extended. If the initial search produces no evidence of contraband, there should be no extension of the search based on simple curiosity or **unreasonable** teacher/administrator suspicion.

Items Found

Anything found in the course of a search which is evidence of a student violation of School rules or federal/state laws may be seized and admitted as evidence in any suspension or expulsion proceeding if it is tagged for identification at the time it is seized and kept in a secure place by the School official until it is presented at the hearing. It may also be turned over to any law enforcement officer after proper notation and receipt.

Vehicles

Searches of vehicles of staff members or visitors shall be conducted by law enforcement personnel.

Use of Breath - Test Instruments

The appropriate School official may arrange for a test to be conducted on a student whenever the School authority has individualized reasonable suspicion to believe the student has consumed an alcoholic beverage or an illegal unprescribed substance.

The appropriate School official shall attempt to contact a local law enforcement agency and arrange for it to conduct the test.

The following procedure should be used if the test is conducted by a School official:

- A. Take the student(s) to a private administrative or instructional area on School property and have at least one other member of the teaching or administrative staff present as a witness to the test. If the student refuses to take the test, inform him that

refusal to participate leaves the observed evidence of the alcohol or drug use unrefuted, thus leading to disciplinary action.

- B. Allow the student a second opportunity to be tested, and if the student refuses again, ask the student to sign a refusal statement. Regardless of whether or not the student signs a refusal statement, prepare a written report of the incident.

Electronic Cigarette Products

Students are prohibited from possessing or using electronic cigarette products while on School property and electronic cigarette products will be confiscated. School officials will properly store and arrange for disposal of any confiscated electronic cigarette product. Because electronic cigarette products are hazardous waste in accordance with Title 19, Chapter 6, Hazardous Substances, school officials must follow the proper disposal as outlined by the Utah Department of Environmental Quality. (Utah Admin Code R315-260 through 262).

School officials will avoid accumulating more than 1kg/2.2 lbs. of liquid nicotine or empty containers that held nicotine e-liquids (e.g., cartridges or pods) at any given time and will follow the Utah Department of Environmental Quality's administrative rules for waste management which, including:

- A. Identifying the waste; and
- B. Ensuring the delivery of the hazardous waste to an offsite treatment or disposal facility permitted to manage hazardous waste, municipal or industrial waste, or a facility that recycles nicotine waste.

Prior to delivery to a designated site, School officials will store any confiscated electronic cigarette products in the following manner:

- A. Using appropriate PPE, place the e-liquids, cartridges, and pods in a container that is in good condition and has a lid that can be securely closed. Label the container with the words, "Hazardous Waste Nicotine" and "Danger-Toxic in contact with skin."
- B. Keep a spill kit stocked with binders (sand/diatomaceous earth/sawdust) and gloves nearby. Have a Safety Data Sheet for e-liquids available (This can be found on the internet).
- C. Keep a log of the amount of waste as it is generated.
- D. Make arrangements with a disposal company to take the waste before accumulating 1 kg/2.2 lbs.
- E. Maintain records to show that the hazardous waste nicotine (e-liquids, cartridges, and pods) was disposed of at a permitted facility.
- F. Place damaged lithium batteries in a plastic bag and then place the bag in an inert material like sand. Lithium batteries that have an odor, are discolored, deformed, bulging, or swollen are damaged and have the potential to catch fire when they absorb moisture.
- G. Store lithium batteries away from heat and direct sunlight. Prevent terminals from touching by storing each battery in a plastic bag or cover the terminals.

If a School official has reason to believe the confiscated electronic cigarette product contains an illegal substance, the school may release the confiscated electronic cigarette product to local law enforcement.

Parent Notification

School officials have no legal obligation to contact parents before detaining and questioning students. However, it is good practice when a student is questioned about serious allegations of the student's own misbehavior that another responsible adult should be notified to protect the interest and well being of the student. Parents will be advised of all student searches and seizures of property.

Training

Promontory School of Expeditionary Learning shall provide adequate training to appropriate classes of employees for fair and consistent implementation of student search policies.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

In compliance with Section 504 of the Rehabilitation Act ("504") and the Americans with Disabilities Act (ADA), Promontory will provide reasonable accommodations to qualified individuals with disabilities. Students, parents or employees needing accommodations should contact their school ADA/504 Coordinator. In compliance with the Equal Educational Opportunity Act of 1974 and Title VI of the Civil Rights Act of 1964, it is Promontory's policy to provide alternative language services to limited English proficient (LEP) students so that students with language barriers have a meaningful opportunity to participate in Promontory's educational programs. Promontory provides English as a Second Language (ESL) instruction and other effective services to students who are identified as LEP by means of a thorough evaluation process. Parents or guardians who want to request alternative language services for their child should contact Promontory School of Expeditionary Learning.

EQUAL EDUCATIONAL AND EMPLOYMENT OPPORTUNITY

It is the policy of Promontory School of Expeditionary Learning to provide equal educational and employment opportunities for all individuals. Therefore, Promontory prohibits all discrimination on the basis of race, color, religion, sex, age, national origin, disability, or veteran's status. This policy extends to all aspects of Promontory's educational programs, as well as to the use of all Promontory facilities, and participation in all school-sponsored activities.

CIVIL RIGHTS GRIEVANCE PROCEDURE

Complaints of discrimination should be filed with the individual's principal or supervisor and/or with the school Compliance Officer/EEO Coordinator according to the provisions of the School Civil Rights Grievance Procedure, copies of which are available at Promontory. If the complaint is against the director or supervisor, the complaint may be filed directly with the Compliance Officer/EEO Coordinator.

Complaints of discrimination should be reported as soon as possible, but no later than 90 days

after the incident(s), in order to be effectively investigated and resolved.

Suspension/Expulsion Policy

Note: When making decisions on behavioral interventions for students receiving special education services, the IEP team shall refer to the *USOE Special Education Least Restrictive Behavior Interventions (LRBI) Guidelines* for information on research-based intervention procedures.

Each student will receive a document outlining what will be considered “acceptable” behavior at school. This will become the contract for which students will be held accountable. If the student does not comply with the rules and expectations outlined in the contract, Promontory School will employ the following steps to resolve the problem:

1. *Teacher Intervention:* The teacher and student will meet to clarify appropriate conduct with a pledge from the student to maintain acceptable behavior.
2. *Director Intervention:* The Director will meet with the student to discuss appropriate behavior and the parent will be notified.
3. *Parent Intervention:* If the problem persists, the parent will be required to meet with the Director to discuss the best way to help the student.

Upon recommendation of the Director, the student may be suspended from school. Students may be suspended for a short time (under 10 days) for reasons that may include:

1. *Continued disobedience:* This includes but is not limited to refusal to obey school staff, defiance, disruption, breach of school behavior policy, use of tobacco and alcohol on school property or during school sponsored activities.
2. *Aggressive behavior:* This includes but is not limited to physical, verbal or written abuse or bullying directed towards other students or staff.

Students may be suspended by the Director for greater than 10 days if short suspensions have not resolved the issue of the student’s behavior problems or if the behavior is of a more serious nature. Students may be suspended for a greater than 10 days for reasons that may include:

1. *Physical violence:* Students who inflict physical harm on other students or staff or put students or staff in real physical danger.
2. *The use or possession of a weapon or firearm:* This includes using or threatening to use any object as a weapon.
3. *Possession or use of an illegal substance:* Not including tobacco or alcohol. This includes supplying other students with illegal substances such as controlled drugs.
4. *Persistent misbehavior*

Any student suspended for more than 10 days shall have the right to appeal the decision before the Disciplinary Board.

Upon recommendation of the Director and Governing Board, the student may be expelled from school. Expulsion may be considered for a student who has serious circumstances of misbehavior. Students who are expelled shall have the right to appeal the decision before the Disciplinary Board, as defined by the procedures maintained by the school director.

In all cases of suspension and expulsion, Promontory School will follow procedures for notification and due process as outlined in the [Model Student Suspension/Expulsion Policy](#) as found on the USOE website.

Discipline Procedures for Students with Disabilities

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

If the pupil qualifies as a student with a disability under IDEA 2004 or 504, or if the student is currently being evaluated for special education services, suspension must follow all applicable state and federal laws regarding students with disabilities. The special education team (including parents, School Director, classroom teachers, and special education teachers) must ensure that any disciplinary or suspension procedures are aligned with the student's IEP and are carefully documented.

Promontory School will follow Utah Special Education Rules regarding discipline procedures for students with disabilities (*Utah State Board of Education Special Education Rules, section V.*)

MODEL STUDENT SUSPENSION/EXPULSION POLICY

Local school boards should review their district policies on student suspensions/expulsions! District policies should include the following minimal procedures and define the necessary terms.

The district policy should explain criteria for student attendance and participation in extracurricular activities during the suspension/expulsion process. Note: Time periods are based on "school days" not "calendar days."

I. DEFINITIONS

A. "Notification" means notice to parents by a reasonable, reliable process, e.g. by mail, by notice in school newsletter, by student delivery, at school registration.

B. "Timely hearing" means that a hearing will be scheduled no more than 5 school days following the suspension/expulsion. Allowance may be made by mutual agreement of the parties, inability of district to contact parent(s)/guardian(s) despite documented good faith efforts, or lack of cooperation by parent(s)/guardian(s).

II. SHORT-TERM SUSPENSION

If a school administrator intends to suspend a student for less **than 10 school days** the following procedures should be followed:

A. Student and parents should be notified immediately of the school's intent to suspend:

1. If the school intends to suspend the student immediately, parents should be notified immediately.

2. Students younger than 14 should never be released until and unless a parent or emergency contact is notified.

3. Students older than 14 should be released to a parent and should never be sent from schools without making a very deliberate effort to notify a parent or emergency contact.

B. A student should hear a brief explanation of reason(s) for suspension prior to suspension.

C. A student should have the opportunity to tell his side of the story prior to suspension.

D. This student/administrator or student/teacher conversation or meeting should be documented by the teacher/administrator in writing or on a permanent computer file.

III. LONG-TERM SUSPENSION

If a student is suspended for **more than 10 school days**, school district policy shall provide for the following minimum standards:

- A. Notice of reasons for suspension to student and parents, preferably in writing.
- B. Notice of opportunity for a **timely** hearing.
- C. If a parent requests a hearing, the parent shall have and receive notice of:
 - 1. names of witnesses against him and opportunity to present witnesses (witnesses' names may be protected if school determines they would suffer physical/psychological harm; student cannot **compel** witnesses);
 - 2. reasonable time to prepare the case;
 - 3. the opportunity for counsel, if school district/local board uses an attorney;
 - 4. the right to notice of procedures for the hearing in writing, in student handbook or on district website;
 - 5. the right to have the hearing recorded;
 - 6. a **fair** hearing officer (credible and objective person or panel – not necessarily uninformed);
- D. The decision must not be based **solely** on hearsay; rules of evidence do not control.
- E. The student has no official protection against self-incrimination; though if criminal charges are also pending, this may require consultation with local law enforcement.
- F. A decision must be made **only on evidence presented at the hearing**.
- G. Student/parent has the right to written findings.
- H. Decision is by a preponderance (>50%) of the evidence.
- I. Student should have at least one level of appeal.
- J. Student/parents must "exhaust administrative remedies" and participate and cooperate in one of these processes, prior to appealing a decision to District Court.

IV. OTHER ISSUES TO CONSIDER IN THE DEVELOPMENT OR REVIEW OF A DISTRICT POLICY

- A. If administrator offers student/parent **opportunity** to explain or have a hearing, and student or parent refuses or waives the right, due process is satisfied.
- B. Make-up work - A district policy shall allow/disallow make-up work for student absences during suspensions/expulsions or provide criteria under which make-up work is allowed. **Most** courts favor allowing students to do make-up work for classes that they miss. Note: The make-up assignments may not and need not be exactly what the student missed.
- C. School holidays, teacher workdays, school-wide activities or team assessments should not be used as excuses for delaying due process or for short-term suspensions resulting in long-term suspensions. If a school foresees delays, the school should use the more formal due process.
- D. A school or school district policy should provide for administrators, rather than teachers, to make longer-term suspension decisions.
- E. Rule of thumb: The longer the suspension, the greater the process that is due.
- F. Even a short-term suspension that causes a student to miss significant work (e.g. midterms, finals, final reports) may necessitate greater due process.

Structures Policy

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Purpose

The purpose of this policy is to be a guidepost for the instructional structures at Promontory School of Expeditionary Learning. Using this policy, trustees, administration, teachers, faculty, and parents can work together to create and strengthen a unique and effective learning environment for all students.

WHO WE ARE

About Us

Promontory School is committed to providing quality educational resources that support our mission, vision statement, and curricular emphasis. The resources needed are reevaluated and revised, as necessary, to do so.

Our chosen instructional emphasis is learning through expeditions and the study of Great Thinkers. Both support our mission and vision statements.

Students who come to Promontory School of Expeditionary Learning trade in passive learning practices such as rows of desks and fill-in-the blank worksheets for purposeful hands-on activity guided by meaningful, project-based instruction. Instruction is organized around learning expeditions that involve students in original research to create high-quality products for audiences beyond the classroom.

For all or most of the day, students and teachers are engaged in challenging learning expeditions that explore a topic or theme in depth. Their studies call for intellectual inquiry, physical exploration, and community service. Students are given the opportunity to demonstrate excellence and produce high-quality work through multiple drafts and critiques and learn to give and receive kind, helpful and specific feedback in peer review protocols. On a given day, their exploration may take them outside the school building to do environmental research, conduct interviews in local businesses, or carry out other fieldwork assignments.

Each day provides opportunities for quiet reflection; time for students to write in their journals, gather their thoughts, and reflect on what they have learned.

Students work individually, in small groups, and as members of their “crews” (see also Crew). Together they learn to draw on the strengths of the whole class.

Teachers are provided extensive professional development and resources to equip them with innovative, research-based methods to enhance experiential, hands-on learning. At Promontory, teachers work closely together and use peer observation as well as learning walks to learn from one another and enrich their teaching. They also work closely with other colleagues throughout neighboring states. Teacher development and

collaboration across disciplines is essential in order to offer our students the best education possible.

Promontory School implements a comprehensive teaching model using proven best practices in education. Ongoing professional development will be determined by faculty and administration based on school goals. Professional development will be conducted both on- and off-site.

A yearlong calendar and the daily schedule accommodate community meetings and events, crew time, flexible groupings of students, project work, off-campus research and fieldwork, and service learning. Leaders create a professional learning calendar that allows for regular time in which teachers collaborate across grade levels and subject areas, share in leadership responsibilities, and attend whole-school professional learning.

Families are encouraged to actively participate in their student's educational experience at Promontory School. A detailed calendar listing events such as overnight campouts, student-led conferences, etc. and a glossary of school terms will be made available online and in the office. Promontory School believes that parent involvement is vital to a successful school and optimal student achievement. Because of this it is expected that each family will contribute thirty volunteer hours a year.

Mission

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.

Vision

Promontory provides a rich and active, yet fundamental, educational program to children in grades kindergarten through eight.

We believe that all children can and want to learn, and we prepare our students to become knowing inquirers and participants in their own learning.

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

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

- Learning Expeditions - in-depth investigations of important subjects that mirror real-life challenges, and
- Studying Great Thinkers - significant experts, both living and

historical. **Values**

The values that govern our board, administration, staff, students, and school community are referred to at Promontory by the acronym RISE FAR. RISE FAR is an intricate part of our school day, culture, learning targets and daily interactions. Our school values are an integral part of each expedition. Each of the values is important and thus care should be taken to include them all in our planning and avoid an overemphasis on one value and neglect of another. We strive for balance in our implementation of our school values.

RISE FAR stands for the following:

Respect

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

Respect for ourselves guides our morals; respect for others guides our manners.

Laurence Sterne

Integrity

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

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

W. Clement Stone

Service

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

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

Excellence

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

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

Aristotle

Family

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

As the family goes, so goes the nation and so goes the whole world in which we live.

Pope John Paul II

Adventure

Learning through adventure creates an engaging environment where students are required to rise to the challenge, achieving more than they thought possible. Adventure encourages teamwork, courage, craftsmanship, imagination, creativity, perseverance, compassion, and respect for nature. We provide adventure through challenging, exciting, character-building experiences as a part of our everyday learning environment.

We should come from adventures, and perils, and discoveries every day with new experience and character.

Henry David Thoreau

Responsibility

Responsibility means doing what needs to be done to take care of ourselves, our families, our friends, and the greater community. Being responsible means that others can rely on us, that we follow through on our promises, and accept the consequences of our actions.

In the long run, we shape our lives, and we shape ourselves. The process never ends until we die. And the choices we make are

FOCUS

Great Thinkers

Great Thinkers across all disciplines have inspired students through the centuries. Promontory School believes there is exceptional value in studying significant experts, or Great Thinkers, both living and historical. Promontory students study the words and works of Great Thinkers by delving into expeditions with original research and discovering the treasures left to us by Great Thinkers, such as Aristotle, Handel, Eleanor Roosevelt, and Abraham Lincoln. The more students study Great Thinkers, the more they learn to identify greatness, and begin to understand how to identify greatness in themselves.

The Great Thinker policy developed and overseen by the Promontory Board of Trustees is a guide used by administration and faculty to intentionally develop learning expeditions using the study of Great Thinkers (See Great Thinkers Policy).

Learning Expeditions

Learning expeditions are our signature instructional structure and drive our teaching. An expedition is a long-term, in-depth study of a topic that engages students in real-world learning and inspires students toward higher levels of academic achievement. The work students do within learning expeditions centers on critical thinking, essential skills and habits, and character development. Expeditions include compelling topics and guiding questions that create a “need to know” in each student. Depth, rather than breadth, is emphasized.

Each school year students will have the opportunity to be engaged in no less than two expeditions per year. The topic is chosen by teachers and studied as a community of grade-level classes.

State curriculum standards are met throughout expeditions through a variety of methods, including but not limited to: a compelling topic, kickoff experience, great thinkers, visiting experts, fieldwork, service learning, and celebrations of learning.

Learning expeditions are planned and designed by teachers with director oversight, are approved by the board of trustees, and should include the key elements listed above.

Flexible Scheduled Learning Blocks.

Expeditions work best when time is structured with flexibility to allow

attention to the needs of students who may be engrossed in research, projects, and authentic learning. Extended blocks of class time are provided to aid with the commitment to interdisciplinary learning, opportunities for student fieldwork and service beyond the classroom, challenging curriculum, and common planning time for grade-level teaching teams.

Arts

The Arts are a crucial component at Promontory School and are used as a vehicle for studying expedition topics. (See also “The Arts”).

CULTURE AND LEARNING ENVIRONMENT

Crew and Morning Meeting

“We are crew, not passengers.”

At Promontory School, we strive to create a culture of unity and inclusion, a place where students feel they belong and are safe to learn, participate in adventure, and succeed. Crew is a large part of creating this culture. Staff, students, and families learn together, pull together, and teach one another as crew. More than a traditional classroom, crew creates a tight-knit unit. That unit begins each day with a meeting in the morning. This is a time when teachers and their students come together as crew to team build, support each other’s learning and growth, shape and reshape culture, and build meaningful relationships with peers and the crew leader. Crews also use this time to reflect on and monitor academic progress, and to focus on character development. Closing crew is a bookend to the day, a time when we come together as a crew to process the day, reflect on learning and growth, and resolve conflicts.

The culture of crew impels all members of a school community to work together as a team, to pitch in, to serve and help others. Staff, families, and students help their colleagues and peers get up the mountain together - individual success is not enough. Crew helps develop relationships between students and staff so that each student feels supported academically, socially and emotionally. Through crew, students

can develop skills of confidence, compassion, listening, and collaboration as well as speaking well in front of a group. The skills learned in crew will benefit students throughout their lives and support them as they move forward into their roles as the Great Thinkers of tomorrow.

Students meet in individual classroom crews, in Super Crews (all four classrooms in a learning community) and as Mega Crew (whole school assemblies).

Student crews will be supported by parent and teacher crews, fostering a school wide sense of crew and community.

Authentic Products and Audiences

Throughout each learning expedition, students work on multiple projects. The projects themselves are the means of learning important skills and content standards during the school day. They are not add-on enrichment activities offered after core learning has been completed, but rather the vehicle for learning. As students work on these projects, at times they will venture into the community to study and to serve in ways they never have before (See Service). Each learning expedition includes a high-quality, student created product that has real-world application and will be meaningful to the larger community.

As the students create these products, they are learning important skills for the future. They are better prepared to create quality work, tackle real-world problems, and create real-world solutions. They will develop critical thinking skills and a greater sense of caring for their community and the world around them as they connect and serve in authentic ways. This will better prepare them to be great thinkers of the future, leaders in the community, and caretakers of the world around us.

Mixed Age Classrooms

Whenever possible, Promontory School provides students opportunities to learn in mixed-age classrooms. The classrooms are combined as follows: 1st and 2nd grades, 3rd and 4th grades, 5th and 6th grades, and 7th and 8th grades. While grade-level

groups may be appropriate for state standard-based math and science, remaining in multi-age classrooms for most of the instructional day offers several benefits. Mentor relationships for both younger and older students provide unique socialization opportunities. Multi-age classrooms provide expanded opportunities to provide individually appropriate instruction, meeting the differentiation needs of more students. Lastly, but very importantly, multi-age groupings allow a student the chance to spend

two years with one teacher, fostering deep and knowledgeable relationships between teachers and students, and teachers and families.

Heterogenous groupings

Promontory School believes that whole-class homogenous leveling, or ability grouping, is harmful to students and learning. Mixed or heterogeneous

classrooms have proven beneficial to students at all levels of academic performance. As both diversity and inclusion increase the richness of ideas, creative power, problem-solving ability, and respect for others, learning groups are heterogeneous. Differentiation is key to meeting the needs of every student in a mixed level classroom. This will include fluid grouping within the mixed level classroom. Sometimes children of similar levels will be instructed together in small groups. Other times, within the classroom, children of varying levels of mastery will be grouped together. Smaller class sizes will be the overall aim to maximize student learning.

Student Led Conferences

Student Led Conferences are held twice a year and are an opportunity for students to demonstrate and communicate to families and caregivers what they are working on, what they have learned, and what they have accomplished. Students present mastery of skills and knowledge, as well as character development. Student Led Conferences include drafts showing student growth that has resulted in high quality work.

Teachers and/or the director communicate in advance to notify parents, families, and caregivers when student-led conferences will be held. They also help parents, families, and caregivers understand the role of each member of the educational team: parent, teacher, and student.

Portfolios

Portfolios are student created and maintained to track individual assessment performance and ongoing academic progress. Students include in their portfolios, draft work, reflections, and personal best. Examples of assessment tools within a portfolio are:

- Display sections to highlight significant work, project work and tests.
- Revision sections and written reflection areas to show their process of learning over a period of time.
- Individual student achievements and progress charts.

- Rubrics for major projects and assignments.
- Gifts and talents section dedicated to keeping track of students' progression and helping them set and achieve challenging goals around their unique gifts.

The data collected for portfolios is in constant use as a tool for learning and drives student goal setting as well as future instruction. Teachers, students, and parents use the gathered information in curricular decisions based on their joint

assessment of the student's progress and interest.

Teachers and crew help students prepare by assisting them in selecting work for their portfolios, encouraging reflection on and articulation of their growth and development, and helping them practice and present with confidence what they have accomplished and learned with confidence.

Intensives & Middle School Electives

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

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

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

Passages

A Passage is a presentation of a student's learning, prepared and shared by the student. Students in grades 2, 4, 6, and 8 prepare throughout the year for a Passage and have the opportunity to present their core subjects of learning, exemplary work, accomplishments, and growth. Beginning with 2nd grade, each passage experience builds one on another until at the close of students' 8th grade year they present their

polished portfolios to a panel that may consist of parents, teachers, student alumni, a member of the community, as well as a student advocate.

In Passages, students articulate what they have learned, why it is important, and

are responsible to present work samples from their portfolios as well as be able to:

- Identify learning targets
- Demonstrate level of mastery
- Identify specific revisions
- Reflect on and speak to their learning journey

This helps students to see the areas in which they've grown, obstacles they've overcome and celebrate their successes with others. Watching other students' passages and participating with comments and questions helps develop the culture of crew as they celebrate one another's successes and the obstacles they've overcome. The student passage also provides evidence that the student will be successful in the upcoming grade and contains concrete proof of the important skills and habits developed throughout the previous years. The passage showcases this learning and is an important tradition at Promontory School as they advance to the next grade.

Teachers work with students to ensure their portfolios and passage presentations are on target and that the presentation environment is supportive. These portfolios show the progression from studying a "Great Thinker" in the expeditions to becoming a "Great Thinker."

The Arts

The arts are essential at Promontory School and will be used as a vehicle for learning. The arts are woven into the daily curriculum as well as an important part of our expeditions and final products. In learning expeditions, students have the opportunity to create, perform, and respond to a variety of art forms, and to connect the arts to expedition content. Our school is filled with student artwork displayed in a way that honors the work.

All students attend art classes. K- 4th grade students attend music class, and 5th through 8th grade students have the opportunity to choose an art elective in the form of a music class such as Orchestra or Choir.

Community

The increase of a student's learning opportunities does not end when a student chooses to come to Promontory School. Once inside, students learn that they will form

partnerships with educators and, with guidance, will become responsible for their own learning. As students work as individuals and in groups, they find that their ideas matter and that their voices will be heard. Students venture into the community to study with local experts in ways that they never have before. They

create tangible products with

each expedition which will be meaningful to an authentic audience, and that audience is often members of the community

Service is seeing beyond ourselves and immersing ourselves in giving something of value to someone else. Service is vital to the development of good leaders and citizens. Promontory School is designed to engage students in their community by having students interact directly with community leaders and members to develop plans for service projects. By doing so, students take ownership and pride in their contributions to their community.

Service learning, a teaching and learning strategy, is used to help connect students to the world beyond the school walls and integrate meaningful community service with instruction and reflection. Teachers purposefully incorporate service learning as an integral part of at least one learning expedition each year.

The development of the school's outdoor learning center not only provides an exceptional space for learning for our students; it is also inviting and useful for the community as they use it outside of school hours. We strive to be good neighbors by keeping our property clean and safe, and by creating spaces that are welcoming to community members.

Community is also promoted at Promontory School through Celebrations of Learning. Celebrations of Learning are held each semester for the authentic sharing of student learning with the community.

Celebrations of Learning

Celebrations of Learning take place each semester to communicate student learning with parents and members of the community, making learning at Promontory School public. Invited guests have the opportunity to view quality expedition end products created by students and to listen and watch as students articulate their findings, their questions, and their learning journey.

INSTRUCTIONAL PRIORITIES

Professional Development

Promontory School of Expeditionary Learning facilitates on-going professional development to faculty for the successful implementation of proven best practices that fulfill our vision and mission. Curriculum development and planning, student engagement, character development, achievement, and high-quality work are all areas that are pursued in school professional development. We emphasize:

- a rigorous and engaging methodology
- an active, inquiry-based approach to teaching
- a school culture that fosters respect, enthusiasm, collaboration, and the idea that, with effort, everyone can achieve more than they thought possible.

Implementing learning through expeditions goes beyond mastering a fixed body of knowledge, methods, or materials. Expeditions are an innovative methodology requiring continual professional support and development for successful implementation. Additionally, the instructional planning and lesson designs change with each expedition, requiring teachers themselves to be learners, implement and master new practices and model learning for students. Dedicating a large portion of the budget to Professional Development is viable because spending on textbooks is limited. Learning Expeditions require readings from various original sources rather than relying on textbooks.

The school director ensures that each faculty member is professionally trained in the innovative methods and philosophies at Promontory School and gives them opportunities to train one another on methods learned. Teachers are given opportunities to attend leadership training, conferences, summits, institutes, and various other training seminars. They collaborate with other teachers at Promontory School as well as other charter schools locally and nationwide to create expeditions that ensure that curriculum is covered and taught in a sequential manner from grade to grade. Additionally, an Instructional Coach is employed in our school throughout the year to personally train and reinforce principles of best practice.

Administration and faculty annually study and discuss culture-building literature such as: Promontory School Charter, Promontory Structures Policy, EL Education Core Practices, An Ethic of Excellence, A Culture of Quality, Leaders of Their Own Learning, Transformational Literacy, and Management in the Active Classroom, and other publications related to best practices.

Common Planning Time

Providing significant time each week for collaborative horizontal planning (within grade band communities) is necessary to support teachers in delivering rigorous, engaging, and authentic educational experiences within the framework of an expedition.

Time should also be made for vertical planning, up through the school from kindergarten through 8th grade. Kindergarten and first grade teachers, or 4th grade, and 5th grade teachers meet to discuss students and curriculum. This helps teachers understand and plan curriculum so that as children progress through the grades, we are preparing them for success.

Collaborative horizontal planning and vertical planning are also important components to teacher success.

Classroom Budgets

Classroom budgets at Promontory School are robust. These generous budgets reflect the school's commitment to providing students with rigorous, engaging, and authentic educational experiences, including learning expeditions and extensive fieldwork. Planning and implementing these types of opportunities well requires appropriate funding for teachers and replaces expensive textbook and curriculum purchases.

Standards Based Grading

A grading system based on learning targets and state standards is used at Promontory School. Each subject area teacher is actively involved in verifying and evaluating student progress. Student achievement is reported with formal progress reports. A school-wide system is used, and parents and students are regularly informed about students' grades and about how to understand the grading system.

FACILITY USE AND DESIGN

Facilities

Building

Although the main focus with the facility is cost effectiveness and long-term operating efficiency, the Promontory School facility is designed with teacher collaboration and experiential learning in mind. A community-focused floor plan reflects the values of community-based learning by designing space that facilitates bringing the school community together for collaboration, including group projects and team building and allowing for the clustering of grade-specific classrooms for sharing and encouraging creativity. Additionally, this design allows for the flexible delivery of learning through expeditions while limiting operational problems. Promontory School's community-focused floor plan includes: 1) Grouping classrooms in communities, 2) Creating central common areas per community, and 3) Designing for students' original work to be prominently displayed.

Playground

It was and is important to Promontory School to extend learning expeditions to all aspects of the school, including the playground. Promontory values the exploratory, creative space of the playground and views it as a playful extension of the facility. This has been accomplished by providing educational and interactive play environments that offer play for the future scientist, inventor, engineer, archeologist, musician, and artist. Promontory also views this time as an opportunity for the children to connect with nature and encourage exploration and group play in a new and natural environment.

For the purposes mentioned, Promontory chose the following structures for its playground. • Natural World Structures (large faux rocks and logs) • Discovery Structures (faux dinosaur skeletons for dig sites and climbing) • Musical Expression Structures (xylophones, chimes, bells, and drums) • Traditional Playground Structures (climbing wall and slide) • Ropes course

Outdoor Learning & Adventure Center

The school owns a five-acre plot to the west of the building that is allocated as an Outdoor Learning & Adventure Center for the Promontory students and the community at large. Much of the initial design and planning of this outdoor learning space has been completed by 7th and 8th grade students through learning expeditions (see also Learning Expeditions). This space is unique because of the student involvement throughout the whole process of development. Students dreamed up and planned most, if not all, aspects of this space, and students, again through learning expeditions, are currently leading, and will continue to lead, the design and execution of enhancing the outdoor learning space further. For example,

- Students, during learning expeditions about insects, build insect houses for several species of insects.
- Students, during expeditions about bees, paint beehives to house the very insects they study.
- Students study seeds and use the greenhouses in the pollination garden to grow them into plants and food.
- Students participate and direct science talks in the outdoor learning spaces they design.
- Students develop and improve this outdoor learning space as a place to create and display final learning products.

Future changes to the building, playground, and outdoor learning center should be planned with consideration to the principles and vision outlined above.

Library

Our library is the heart of our school. It is our belief that in order to love reading, children need access to books. The library is available to all students to check out books.

The library currently is, and will continue to be, equipped with books that support learning expeditions, the core curriculum, and the study of Great Thinkers. Each year, the librarians work with teachers to purchase books and reference materials to facilitate the learning expeditions. Students are exposed to literature written by and about the great thinkers of the world, not simply from textbooks, but from accepted classics, autobiographies, original sources, passionate authors, and other high-quality, meaningful books. Also included in the library are grade/ability-level books that encourage personal reading for pleasure, enrichment, and information. To support these goals, a portion of library resources are annually dedicated to “great thinkers” and expedition-related books. This portion is set aside to ensure that we will continually grow our collection of books to enhance our school mission.

Books and materials selected for the library support and are consistent with the general educational goals of Promontory School and the “great thinker” approach to learning. All materials should fit the vision, mission, and values at Promontory school. Students are able to use the library for reading, project work, small group discussions, and to collaborate whenever possible, as well as just to curl up in a nook or cranny and escape into the world of reading.

We strive to include activities in our library curriculum that will emphasize our school mission, meet the state core for library

standards, and support literacy.

Technology

The Technology plan at Promontory School is mission driven. Students are not just sent to the internet for research. They are original researchers, completing case studies not only through the use of technology, but also through personal interviews with real experts. Technology at the school will support but not supplant quality student work.

An important part of Promontory School is the creation of authentic products that come from semester-long interdisciplinary studies known as learning expeditions. In the process, students will use the same technologies as experts in the field, thus learning real-world skills. An important part of the technology plan, therefore, will be to include software that is authentic for students. Having these kinds of technologies readily accessible at the school will not only support Promontory School's vision, but also improve the delivery of instruction.