



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

BOARD OF DIRECTORS MEETING AGENDA

September 18, 2025

7:00PM

1051 W 2700 S

Perry, UT 84302

Join via zoom at:

<https://us02web.zoom.us/j/7462007176?pwd=Ma0Zb09xR1bqDBWrXVleWtR206ZCfp.1&omn=84502260141>

Meeting ID: 746 200 7176

Passcode: PSEL1234

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

- Welcome/Mission Statement and Pledge: Wendy Jurgens

7:10 PM – **MINUTES**

- August 21, 2025 Board Meeting Minutes
- September 3, 2025 Emergency Board Meeting Minutes

7:20 PM- **TRAINING:** School Land Trust Training

7:30 PM – **FINANCE REPORT**

- Budget Review – Brian Cates

7:50 PM – **BUSINESS ITEMS**

- Trunk Full of Tales–Darcy Young
- Mental Health Policy
- Board Retreat
- October Board Meeting Date

8:10 PM --**ACTION ITEMS**

- LEA Licenses
- Maternity Policy
- Bullying and Hazing Policy
- Attendance Policy
- Administration of Medications
- Admissions Policy
- Grievance Policy
- Wellness Policy
- Volunteer and Visitor Policy

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

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

9:00 PM – **PUBLIC COMMENT**

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

9:15 PM CLOSED MEETING:

9:30 PM – ADJOURN

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

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

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PROMONTORY

school of expeditionary learning

BOARD OF DIRECTORS MEETING

August 21, 2025

7:00PM

1051 W 2700 S

Perry, UT 84302

Trustees

Amber Jenks
Hilary Gerhardt
Barbie Molgard-Wright
Adrianne Murray
Becca Ashby

Officers

Michelle Wilson
Stephanie Nielsen
Karen Braithwaite
Wendy Jurgens
Jessica Flinn

Director

Amber Edelman
Emily Ross-Assistant

Visitor

Tammy Stutznegger
Lisa Fonseca
Leianna Fonseca
Shiree Case
Kacey Quire
Cody Quire
Kylie Layton
Kyle Holgreen
Landon Layton
Amanda Lucherini
Celeste Muhlestein
Nathan Young
Darcy Young

Zoom Visitors

Brian Cates
Kurtis Edelman
Cory Wilson
Dianne
Michelle Flynn
Lindsay Phenes
Keely Homer
Sara Vandergon
Rob Christensen
Jessica
Teresa Lee
Penny Ferguson

7:00 PM – CALL TO ORDER: Becca Ashby

· Welcome/Mission Statement and Pledge: Stephanie Nielsen

7:05 PM – MINUTES

· June 19, 2025 Board Meeting Minutes-Amber Jenks motions to approve. Adrianne Murray seconds. Motion is carried.

· July 21, 2025 Emergency Board Meeting Minutes. Wendy Jurgens was listed as being absent and via zoom. Correct formatting on 3rd page where Dorothy's name is listed. Correct spelling of Hilary's name. Barbie motions to approve. Hilary seconds. Motion is carried.

7:10 PM- TRAINING: Video from [Utahcharters.org](https://utahcharters.org) titled "Questions to Ask at Your Board Meeting" Emphasis the importance of the board's role in overseeing the school's performance

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by asking questions and understanding the relationship authority and accountability with the school leader.

7:15 PM – FINANCE REPORT– Brian Cates. The audit has begun. PTIF continues to perform well with the current balance of over \$1.66 million. Forecast bottom line is approximately \$15,000. The projected cost for the roof project is higher than the actual bids received. Cash balance is good. Enrollment is currently lower than expected. Hard to get a good forecast for the year due to the roof project and the audit.

7:21PM - POP Update: Karen Braitwaite. Great turn out at back to school night. Lots of people have been reaching out to volunteer. Keely Homer discussed float plant for the Peach Days Parade. Will send the office over a closer idea of what kind of budget she needs. Kacey Quire from the safety crew discussed new google forms and videos that will be used to train our volunteer crossingguards. Liability lies with the highway authority which would be Perry city. Advised to loop in Stephanie Quintero who is over safety on the board. Advised to get in communication with Perry City and get anything in writing that will help with liability if anything happens. The POP General membership meeting will be on September 23, 2025 at 7pm in the library.

7:40 PM – BUSINESS ITEMS:

- Accounting Manual - Finance Committee. There are some updates on there from new legislative law that just passed. Check code and run it past Brian to make sure everything is up to date legally.
- Administration of Medication - Policy Committee. There have been updates to the code.
- Admissions Policy - Policy Committee. Policy covers how new students are accepted, lottery system, and the waitlist. Once a student is on the waitlist, they remain there until accepted or removed. Asked to review the policy.
- After school Activities - POP. No changes to policy.
- Wellness Policy-Was not included in the board handout email. Tabled until September.
- Board make up and committees-

Arts Council	(needs at least 1 teacher, admin, board member, and parent) Amber Edelman Becca Ashby Jess Flinn Wendy Jurgens
Audit Committee	Finance Committee
Board Member Recruiting	Stephanie Quintero Becca Ashby Hilary Gerhardt Jess Flinn
Board Retreat	Stephanie Nielsen Adrianne Murray Becca Ashby
Director Evaluation	Executive Committee
Emergency Plan	Hilary Gerhardt Stephanie Quintero Amber Jenks Amber Edelman Katie Hammer Wendy Jurgens

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Executive Committee	Becca Ashby Stephanie Quintero Barbie Molgard-Wright
Finance (Treasurer + Board Chair + 1)	Amber Edelman Barbie Molgard-Wright Adrianne Murray Stephanie Nielsen Red Apple
Grants	Amber Edelman Stephanie Nielsen Amber Jenks Becca Ashby Michelle Wilson
Great Thinkers	Karen Braithwaite Amber Edelman Michelle Wilson Jess Flinn Amber Jenks Teachers: Spring Martin Glenna Petersen Lisa Wells Dorothy Dobson
Hiring	Barbie Molgard-Write Becca Ashby Dorothy Dobson Amber Edelman Hilary Gerhardt Amber Jenks
History	Dorothy Dobson Amber Edelman Amber Jenks
Library Committee	Karen Braithwaite Hilary Gerhardt Jessica Flinn Amber Jenks Dorothy Dobson Becca Ashby Library staff member Wendy Jurgens
Military Families	Tammy Stutznegger (Enrollment) Dorothy Dobson Amber Edelman Stephanie Quintero Amber Jenks Jess Flinn Wendy Jurgens
Policy Committee	Hilary Gerhardt Becca Ashby

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	Dorothy Dobson (formatting) Michelle Flynn Stephanie Quintero Michelle Wilson Adrienne Murray Barbie Molgard-Wright Amber Jenks Stephanie Nielsen
Public Relations (help with fundraising i.e mega celebration silent auction)	Amber Edelman Amber Jenks Darcy Young Barbie Molgard-Wright Stephanie Quintero POP
Root & Wings	Admin Team Dorothy Dobson Amber Edelman Adrienne Murray 4 teachers
School Land Trust Council (Must have a parent majority and all must be trustees.)	Becca Ashby (Lead) All Trustees
Sex Education	Dorothy Dobson Amber Edelman Parents Michelle Wilson Becca Ashby Jess Flinn Michelle Flynn Katie Hammer
Special Projects - Campus/Crew/Facility/West side	Expansion Committee Becca Ashby Darcy Young Dorothy Dobson Amber Edelman Stephanie Quintero Hilary Gerhardt Barbie Molgard-Wright
Wellness Committee	Becca Ashby Adrienne Murray Katie Hammer Amanda Walker Jess Flinn Michelle Wilson

7:46 PM --ACTION ITEMS

7:50· Grievance Policy-Current policy is messy. There is a need to know what steps a person has taken to resolve an issue before submitting a grievance. Policy needs further work and is not ready for approval. Hilary motions to table. Amber Jenks seconds. Motion is carried to table.

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7:53· Volunteers and Visitor Policy-Still working on. Adrienne Murray motions to table. Hilary seconds. Motion is carried to table.

7:54· TSSA--Is a framework for teacher and student support success plan. Applied for annually through the state. Proposed plan is to use the funding to pay the salaries of the full-time instructional coach (Janni Richards) and the special education coach (Jennifer Delaney). Any remaining funds will be used to pay our IT person (Carrisa Dominy). Amber Jenks motions to approve. Barbie seconds. Hilary Abstains. Motion is carried.

7:58· Shine Policy- New policy related to Utah code. It aims to support highly needed educators with additional financial support. Proposed to designate special education teachers and secondary mathematics teachers as the two high needs areas. The allotted amount for the school year is \$19,273 which will be divided equally among the approved employees. Policy needs to be reapproved every year. Barbie approves. Adrienne seconds. Motion is carried.

8:02· LEA License Policy. Ensures that the school has a policy in place to ensure teachers are qualified. Policy outlines the procedure for teachers who may not have the right credentials. School aims to have all gen ed teachers with their professional license instead of working under an LEA license as soon as possible. Policy needs to be posted on the website. Policy also needs to be formatted with the letterhead to match the other ones. Hilary motions to approve. Adrienne seconds. Motion is carried.

8:05· Head Injury Policy--Required policy but hasn't been on the website for along time. UPdated need to be included in registration paperwork and PE. Coach Stew may send something home with his class to ensure compliance. A concussion and head injury information acknowledgement form must be reviewed and signed annually by parents or legal guardians regardless of sports participation. Barbie motions to approve. Hilary seconds. Motion is carried.

8:10· LRBI (Least Restrictive Behavioral Interventions)-LRBI manual outlines best practices for supporting students with challenging behaviors, focusing on positive preventative and least restrictive strategies. SB170 established legal requirements for behavior interventions, reporting, documentation, and parent notification of restraining or seclusion. Staff must be trained on safe interventions and de-escalation, documenting incidents, and emphasizing data collection, review, and ongoing monitoring. Barbie motions to approve. Amber Jenks seconds. Motion is carried.

8:14· Time and Efforts Policy-Part time employees are compensated with federal or non-federal funds. Their hours are tracked via the time clock system. Salaried employees not using the time clock will submit a semiannual certification to the director for approval. Records will be collected digitally, printed, and stored in records room for 5 years. Hilary motions to approve. Adrienne seconds. Motion is carried.

8:22· Board officers and executive committee--The board is considering adding a teacher liaison, but it needs to align with the bylaws, charter, and policies. Stephanie Quintero has been acting as interim Vice-chair, and Barbie as treasurer. Concerns about the board's newness and the time commitment required for executive officer positions. At this time, no changes will be made. No vote needed. We will revisit at a later date.

A clarification is made to the Shine policy to include the math specialist in this policy as she works with secondary math. Board agrees with this addition.

8:50 PM DIRECTOR'S REPORT

- Staffing Update-We have a full teaching staff, are looking for one more sped teacher to create a more equitable case load for our sped department, and are currently in the process of hiring two classroom aides.
- Enrollment/Lottery-Current enrollment is at 405 with 42 students on the waitlist.
- Student Achievement
- Professional Development-Pineview Full Day PD, Part-time staff Aide Bootcamp, Blind Mule Full Day Behavior Training, Online Annual Trainings, Benefits meeting, and 401 K, CKLA, Tang Math, and UFLI

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- Public Relations-Upcoming Peach Days Parade Plans in place. Would like to discuss with PoP Parade Committee handing out flyers with information about Promontory and a QR code to our waitlist. Facebook Marketing: Peregrine Post for Official Content from the school, Regularly posting teacher bios, Regularly posting updates about school current events. Falcon Mascot - Hiding mascot for a prize in the community. Mascot naming contest. Movie in the Park - September 12th. IT Specialist - Has a Marketing Degree with marketing experience, and plans to assist with branding and marketing this year!

Charter Goal Agreement-

Regulatory and reporting compliance	Percentage of teachers properly licensed and endorsed for their teaching assignment	100%	Anticipate 100%
Regulatory and reporting compliance	Percentage of employees and board members with completed criminal background checks	94%	Currently in progress due to office construction. We expect to be fully compliant very soon.

- Updated Performance Review Section in Employee Handbook–Reinforces a culture of growth, professionalism, and alignment with Promontory’s values, Establishes clear accountability measures for instructional and professional expectations, Defines support structures (e.g., coaching, PIPs) and outlines steps for addressing escalating concerns, Clarifies contract terms and emphasizes confidentiality in all personnel matters.

School Improvement Plan–

Expeditionary Learning:

- “Back to our Roots” - True to our charter and Expeditionary Learning (EL) model, better integration of our core subjects and standards throughout our EL practices (fieldwork, expeditions, etc.); true EL learning is an all-encompassing model of teaching using a collection of evidence-based practices
- Core Practices -
 - Bookmarks for our Essential Core Practices this year!
 - Provided teachers their own Core Practice manuals

StaProfessional Development

- Swan Valley - Focused on Expeditionary Learning, purposeful schedule & WIN Time, differentiation, SIP goals
- Pineview - Focused on Expeditionary Learning, utilizing an aide effectively, accommodations vs modifications, team building (“Every Piece is Essential”)
- Modeling core Expeditionary Learning practices such as crew meetings, learning targets, and success criteria

Personnel:

- Assistant Director - Emily Ross
- Instructional Coach - Janni Richards
 - o SPED Coach - Jennifer Delaney
 - o Expedition Expert - Dorothy Dobson
- Math Specialist - Sonya Shaw
- SPED Secretary - Missi Conover

Academics:

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- WIN Time
- Intentional School-Wide Scheduling
- Expeditionary Learning Core Practices
- ELL (RTI) Aide - Bryn Cole

• 2025-26 Administrative Vision-

Our school is positioned to have an incredibly successful school year, with highly qualified, licensed educators and expeditionary learning opportunities for our students with increased focus on academics. Our staff will have more support this year than before!

Expeditionary Learning sparks curiosity, nurtures character, and offers students meaningful, real-world learning experiences. At Promontory, the vision is to bring together the best of Expeditionary Learning and a strong focus on academic achievement. Every student deserves BOTH—and that's the heart of our work: creating an engaging, challenging, and supportive environment where all learners can thrive.

9:35 PM – PUBLIC COMMENT

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

Lisa Fonseca—Proposed aligning the school calendar with Box Elder School District calendar and start school after the Box Elder County Fair. Many employees participate in the fair through 4-H.

9:40 PM – ADJOURN-Hillary motions to adjourn. Barbie seconds. Motion is carried.

*Next scheduled Board Meeting Thursday, September 18, 2025

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EMERGENCY BOARD OF DIRECTORS MEETING

September 3, 2025

5:00PM

Via Zoom

Trustees

Becca Ashby
Stephanie Quintero
Barbie Molgard-Wright
Adrianne Murray
Amber Jenks

Officers

Stephanie Nielsen

5:00 PM – **CALL TO ORDER-Becca Ashby**

5:05 PM—Action Item:

- 5/6 Expedition and Overnight Campout—Will have Dorothy fix the form to have the new teachers listed. Teachers are correct on the fieldwork request form.

Barbie motions to approve the 5/6 Expedition and Overnighter. **Who seconded?** Motion is carried.

5:10 PM – PUBLIC COMMENT—NO Public Comment

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

5:15 PM – ADJOURN—Stephanie motions to adjourn. **Who seconded?** Motion is carried.

*Next scheduled Board Meeting: Sept 18, 2025

Attendance Policy

Purpose:

Promontory School of Expeditionary Learning is committed to providing a quality education for every student. Our school firmly believes that consistent attendance teaches students responsibility. Students learn the value of being punctual and prepared. Frequent absences result in a loss of continuity of instruction and prove disruptive for students, teachers, and staff. At Promontory, every hour is filled with learning activities and concepts. In order to truly benefit from these learning experiences, continuous, prompt attendance at school is necessary.

Parent & School Responsibilities:

At Promontory, we believe attendance is a shared effort. When students are present and engaged, learning is stronger and more meaningful.

Parents are expected to take a proactive role in ensuring their children attend school whether that be physically present in class, engaging in fieldwork, or participating from home in the case of distance or blended learning. We recommend that families plan their vacation schedule around the existing school calendar. When possible, medical and dental appointments should take place outside of school hours, and parents should notify the school in advance of any absence. Parents and students are responsible for obtaining homework or assignments for the time period in which the student is absent.

Promontory is committed to supporting students when they return from an absence, communicating clearly with families, and building a positive school culture that students want to be part of.

Promontory will comply with applicable state and federal laws, including, but not limited to, *Utah Code Ann. §§ 53G-9-501 through 53G-9-507* regarding the administration of medication to students by school personnel. Promontory will seek to accurately monitor and record attendance information, annually review attendance data, and consider revisions to the attendance policy and procedures to encourage student attendance. In accordance with state law, school will be held at Promontory School 180 days a year whether that be held at the physical location or through blended or digital learning.

Additionally, Promontory intends for this policy to be consistent with Utah Code R277-419 regarding Pupil Accounting and Continuing Enrollment Measurements. When students participate in Promontory will seek to accurately monitor and record attendance information, document each student's continued enrollment status at least once every ten consecutive school days, annually review attendance data and consider revisions to the attendance policy and procedures to encourage student attendance, whether that be physically at Promontory School or participating digitally from a different location. A student participating in online or blended learning at Promontory School will receive instruction under the direction of a highly qualified, licensed teacher who is subject to the licensure requirements of R277- 301 and fingerprint and background checks consistent with R277-214 and R277-309.

The School Director will develop and maintain attendance procedures that align with this policy and all applicable laws. These procedures will be made available to parents and will include interventions for chronic absenteeism, as well as procedures for truancy (including leaving or hiding on campus).

Absences:

Parents/guardians must notify the front office to excuse a student's absence. Notifications should be made within 24 hours of the absence by calling the front office.

Excused absences include:

- Illness
- Hospitalization
- Home and Hospital services
- Mental or behavioral health
- Death of a family member
- An approved school activity
- An absence permitted by an IEP or Section 504 accommodation
- Competition in a rodeo sanctioned by an international, non-profit organization
- Any pending court investigation or action
- A prior-approved education leave

Students arriving late must check in at the front office. Early departures require parent check-out through the front office.

Notices of Compulsory Education:

After five (5) consecutive days of unexcused absences, the school may send a written Notice of Compulsory Education. In accordance with Utah Administrative Rule R277-419-5, a student must be withdrawn after ten (10) consecutive days of unexcused absences. The school shall send a certified letter notifying the parents of the pending withdrawal and provide adequate time for a response before withdrawing the student from school PRIOR to the actual withdrawal. Excused absences do not fall under this rule, and therefore, do not require withdrawal.

Appeals Process:

Promontory School of Expeditionary Learning is committed to ensuring all attendance-related decisions are fair, consistent, and made in the best interest of students. We also recognize that families may occasionally have concerns or believe a decision was made in error. In such cases, parents/guardians have the right to request a review through the appeals process.

Parents/guardians may appeal decisions including, but not limited to:

- Classification of absences as (un)excused
- Denial of excused absence requests
- Student withdrawal due to excessive unexcused absences
- Attendance interventions or consequences imposed by the school

Appeals must be submitted in writing to the school director within five (5) school days of receiving notification of the attendance-related decision, and must include:

- The student's full name and date of birth
- The date(s) of the attendance decision being appealed
- The reason for the appeal, along with any supporting information or documentation

Upon receipt of the appeal, the School Director or their designee will review relevant attendance records, consult with appropriate staff, and consider any supporting documentation provided. A written response to the appeal will be issued within ten (10) business days.

Administration of Medication Policy

Purpose

The purpose of this policy is to authorize personnel of Promontory School of Expeditionary Learning to administer medication to students consistent with applicable law.

Promontory's Board of Directors acknowledges that medication should typically be administered by a student or the student's parent or guardian. However, the Board recognizes that situations may arise where the health of a student may require administration of medication during the course of a school day by School personnel.

As long as authorized personnel act in a prudent and responsible manner, Utah law provides that school personnel who provide assistance in substantial compliance with a student's licensed health care provider's written statement are not liable civilly or criminally for any adverse reaction suffered by the student as a result of taking the medication or discontinuing the administration of medication. The Board hopes that this policy will help ensure that Promontory personnel act in a prudent and responsible manner in order to protect the health of students and the interests of school personnel.

The Board also desires to set forth policies regarding acceptable self-administration of medication by students.

Additionally, Promontory will comply with statutory provisions regarding other emergency medications, including seizure rescue medications, adrenal crisis medications, and medical cannabis, in accordance with Utah Code Ann. §§ 53G-9-609 through 53G-9-611.

Policy

Administration of Medication by School Personnel

Promontory will comply with applicable state and federal laws, including, but not limited to Utah Code Ann. § 53A-11-601, regarding the administration of medication to students by school personnel. Accordingly, pursuant to this policy, authorized Promontory personnel may provide assistance in the administration of medication to students at the school during periods when the student is under the school's control.

Glucagon is an emergency diabetic medication used to raise blood sugar. Promontory will comply with the requirements of Utah Code Ann. § 53A-11-604 in the event the school receives a glucagon authorization request from the parent or guardian of a student.

Promontory will comply with the requirements of Utah Code Ann. §§ 26-41-101, et seq., regarding emergency injection for anaphylactic reactions, in the event any school personnel seeks to become a "qualified adult" under that provision.

The director will establish administrative procedures that comply with applicable laws in order to set guidelines for when and how this will take place.

The director will consult with the local health department and/or a registered health care professional as needed for assistance in developing procedures and training necessary for effective implementation of this policy. Promontory's director will ensure that school personnel and parents are provided with information about this policy, as needed.

Administration of Medication Procedures

The student's parent or guardian must complete the parent/guardian section of the Student Medication Form requesting that medication be administered to the student during regular school hours. Parents are responsible for updating the Student Medication Form, as necessary.

Authorization forms must be renewed annually to remain valid.

Self-Administration of Medication by Students

Students may possess and self-administer prescription medication at school in compliance with applicable law where the student's maturity level is such that he or she can reasonably be expected to properly administer the medication on his or her own. The director will establish administrative procedures that comply with applicable laws in order to set guidelines for when and how this will take place.

Self-administration shall be consistent with the provisions of Utah Code Ann. § 53G-9-609 through § 53G-9-611 and requires both a health care provider's statement and a parent/guardian authorization. Such authorization must be renewed annually.

Medical Recommendations by School Personnel

The director will ensure that appropriate school personnel receive training on the provisions of Utah Code Ann. § 53A-11-605 regarding medical recommendations by Promontory employees.

Administrative Procedures

Administration of Medication Procedures

These procedures are established in accordance with the Administration of Medication Policy adopted by Promontory's Board of Directors.

Administration of Medication by School Personnel

To ensure safe administration of medication to students, the procedures outlined here must be followed.

1. The director will designate a reasonable number of Promontory employees who will be responsible for administering medication to students in the school.
2. The director will arrange for the director and all designated school employees to receive adequate training from a licensed health care professional prior to administering any medication. Training should include indications for the medication, means of administration, dosage, adverse reactions, contra indications, and side effects.
3. The student's parent or guardian must complete the parent/guardian section of the Student Medication Form

requesting that medication be administered to the student during regular school hours. Parents are responsible for updating the Student Medication Form, as necessary.

4. The student's health care provider must complete the Health Care Provider section of the Student Medication Form indicating the child's name, the name of the medication, the purpose of the medication, the means of administration, the dosage, the time schedule for administration, the anticipated number of days the medication needs to be given at school, and possible side effects. The practitioner must also affirm that giving the medication during school hours is medically necessary.
5. A Student Medication Log must be maintained for any student who has medication administered at school, and all employees authorized to administer medication will be notified regarding each student to whom they are authorized to administer medication.
6. Each time medication is given, the person who gave it must document the administration in ink on the Student Medication Log. If the medication is not administered as scheduled, a notation must be made on the Student Medication Log as to why the medication was not given, and the student's parent or guardian must be notified.
7. The Student Medication Form and Student Medication Log will be retained in the student's records.
8. Teachers of the student receiving medication during school hours will be notified.
9. Medication (other than that carried by a student) must be delivered to the school by the student's parent or guardian or designated adult.
10. Medication should be delivered to the school in a container properly labeled by a pharmacy, manufacturer, or health care provider. Labeling must include the student's name, the name of the prescribing practitioner, date the prescription was filled, name and phone number of the dispensing pharmacy, name of the medication, dose, frequency of administration, and the expiration date.
11. Medication must be stored in a secure, locked cabinet or container in a cool, dry place, except that:
 - a. medications that require refrigeration must be stored appropriately.
 - b. insulin or emergency medications such as EpiPens, Twinject Auto-Injectors, asthma inhalers and glucagon must not be stored in a locked area, so that they are available when needed.
12. Authorization for administration of medication by Promontory personnel may be withdrawn by the school at any time following written or verbal notice to the student's parent or guardian, as long as this action does not conflict with federal laws such as IDEA and/or section 504 of the Rehabilitation Act. The director may withdraw authorization for administration of medication in cases of noncompliance or lack of cooperation by parents or students unless the student's right to receive medication at school is protected by laws such as IDEA or section 504.

Self-Administration of Medication by Students

Students may possess and self-administer prescription medication if:

1. The student's parent or guardian signs a statement:
 - a. Authorizing the student to self-administer the medication; and
 - b. Acknowledging that the student is responsible for, and capable of, self-administering the medication; and
2. The student's health care provider provides a written statement that:
 - a. It is medically appropriate for the student to self-administer the medication and be in possession of the medication at all times; and
 - b. The name of the medication prescribed for the student's use.

Promontory will provide an acceptable form for parents to request that their student be allowed to possess and self-administer prescription medication.



AUTHORIZATION OF SCHOOL PERSONNEL TO ADMINISTER MEDICATIONS

Name of Student: _____ DOB: _____

Address: _____ Home Phone: _____

Parent/Guardian: _____

Cell Phone: _____ Work Phone: _____

Emergency Contact: _____ Phone: _____

School/Teacher: _____

Name of licensed health care provider completing form: *(please print)*

_ Licensed Health Care Provider's Statement:

1. Name/Type of medication: _____

2. Dosage/Amount to be given: _____

3. Frequency/Times to be administered: _____

4. Duration (week, month, indefinite, etc.): _____

5. Anticipated reactions to medication (symptoms and/or side effects for underdose/overdose, etc.):

Signature of Licensed Health Care Provider Date

Parent/Guardian Request/Approval:

I hereby request and give my permission for the above-named student to receive the specified medication as stated in the above instruction from the health care provider. I understand that the school administration will designate specific staff to administer medication, train staff, assure proper identification and safekeeping of medication, and maintain records of such administration of medication.

I further understand that school personnel who provide assistance (administration of specified medication so noted) or employer of such staff are not liable, civilly or criminally, for any adverse reaction suffered by my child as a result of taking the medication so indicated and discontinuing the administration of the medication in keeping with the procedure outlined above.

Signature of Parent/Guardian Date

Admissions Policy

Promontory School is a public charter school that will not discriminate on the basis of disability, race, creed, color, gender, national origin, or religion.

In filling the school with students, the Mission of Promontory School of Expeditionary Learning will be considered at every applicable instance. This mission is:

~~to provide a rich educational environment that views learning as an Expedition and uses the study of Great Thinkers to cultivate the value of excellence and the love of knowledge. Using investigation and discovery to make connections to ideas and our community, we empower children to embrace challenges, act with humanity, and become the Great Thinkers of the 21st century.~~

All students have the right to learn in a safe environment. At Promontory School there will be a shared responsibility between students, parents, and teachers in providing a productive learning atmosphere. Suspension and expulsion procedures have been designed with Promontory School's special emphasis of Crew and Teamwork in mind. Enforcement of school rules, including disciplinary action, shall be the responsibility of the Director, except in the case of expulsion, which will require action by the governing board. Discipline and dismissal procedures shall be followed without regard to race, color, religion, sex, national or ethnic origin, disability, **Section 504 status, English Learner status, sexual orientation, gender identity**, or special needs as explained in IDEA 2004.

Promontory School is a public charter school that will not discriminate on the basis of disability, race, creed, color, gender, national origin, **sexual orientation, gender identity, English Language Learner status**, or religion.

Promontory School will fill its student enrollment based on the following priority:

1. Open Enrollment
2. Lottery Selection
3. Preferential Enrollment

Open Enrollment

Once a student has been admitted to the school through an appropriate process, he or she may remain in attendance through subsequent grades. A new applicant for admission to the charter school, however, would be subject to the lottery if, as of the open enrollment closing date, the total number of applicants exceeds the number of spaces available at the school. **Open Enrollment dates and the number of available seats by grade level will be publicly announced and will adhere to Utah Code Ann. § 53G-6-502 and § 53G-6-503.**

Lottery Selection

A lottery is a random selection process by which Promontory School admits applicants. Promontory School will use a lottery if, during the open enrollment period, more students apply for admission to the charter school (in any grade) than can be admitted. During a public meeting, the School Board will vote on the lottery process. Through a random drawing each applicant will be assigned a number identifying the order in which they are drawn. Following the lottery, Preferential Enrollment will be addressed. Afterwards classes will be filled to capacity using the sequence obtained from the lottery drawing.

When a student is admitted to the school through the process, all siblings of that student are admitted immediately, if space is available. If space is not available for a particular grade, that sibling will be placed on the waiting list. Students not selected will remain on a waiting list, preserving the order as determined by the lottery, giving preference to siblings of attending students. Promontory School will notify applicants of the lottery results within 2 weeks. Students placed on the waiting list will be given the opportunity to attend the school if openings become available during the school year. The lottery is run regularly to maximize enrollment. Families will be notified, first via email, then by text messaging, followed by a phone call, and students have 5 school days to accept the opening. Students who apply after the enrollment period may be admitted as space allows or will be added to the waiting list through subsequent lotteries. [The school will maintain auditable records of the lottery process in compliance with R277-553-5](#)

Preferential Enrollment

First preferential enrollment for any grade is given to children and grandchildren of Founding Members and Promontory School of Expeditionary Learning Governing Board. [This preference will only apply if it is explicitly authorized in Promontory's charter agreement, consistent with Utah Code Ann. § 53G-6-503 and R277-553](#)

Members as well as the children of Promontory School of Expeditionary Learning employees. Secondary preferential enrollment will be given to siblings of students already admitted to or attending Promontory School followed by preferential enrollment for military families. [Preferential enrollment will also be extended to children of current Promontory staff and governing board members, consistent with Utah Code Ann. § 53G-6-503.](#)

Promontory Founding Member Policy is as follows:

Promontory School of Expeditionary Learning will offer "preferential enrollment" to children of those who play a significant role in the development of the school. These teachers, staff, parents, and board members will be referred to as "founding members." Promontory has adopted the following policy regarding founding members.

The Promontory Board must approve each founding member. Potential founding members will

Must sign a Memorandum of Understanding (MOU) which outlines their commitment to contribute in a significant and meaningful way to the development of the school as determined by the Governing Board. Founding teachers are exempted from signing the MOU. Persons who fail to meet these requirements can have Founding Member Status revoked. Preferential enrollment shall be extended to no more than 5% of enrolled students. As such, each founding member is allowed to enroll one child in the school using their founding member status. A list of founding members can be located on display in the front office and are listed as followed;

Founding board members: Valerie Neslen, Kassi Capener, Rob Christensen, Sharon Fairbourn, Bridgett Clark, Bryce Passey, Kimberly Jensen, Shanda Parkinson, Shiree Case

Founding members: Laurie Baird, Misty Beisinger, Leanne Brockbank, Kassi & Randy Capener, Shiree & Ben Case, Rob & Jenn Christensen, Bridgett & Paul Clark, JD Clark, Missi Conover, Sharon & Rick Fairbourn, Meg Ferry, Jared Griffith, Susan Hardy, LeAnne & Verlo Hunsaker, Kimberly & Richard Jensen, Mindy

Johnson, Heidi Nelson, Valerie & Cannon Neslen, Claudia Oyler, Shanda & Tom Parkinson, Bryce & Carolyn Passey, Suzie Roberts, Britney Silver, Shallen Sorenson, Susie Witt

Founding teachers: *Rob Christensen, Sherry Christensen, Tiffany Conger, Tia Cornelius, Tracy Davidson, Dorothy Dobson, Dana Durney, Mindy Espinoza, Mary Beth Farrer, Nina Guzzetti, Heidi Heil, Gayle Mansfield, Camille McClurg, Tina McMullin, Glenna Petersen, Megan Quitberg, Lynette Reeder, Janni Richards, Dot Ross, Nancy Smith, Sean Wallis, Lindsay Walter, Cindy Wells*

Grievance Policy

Purpose

Promontory School aims to provide a fair, nondiscriminatory, and productive environment for all members of its community, including employees, board members, volunteers, parents, and students. This policy provides a transparent and consistent framework for addressing concerns and resolving grievances in a respectful and constructive manner.

Negotiated solutions will aim to address the key issues and be acceptable to all individuals or parties involved without ascribing blame, victimization, or discrimination. Complainants will not suffer any disadvantage, victimization, or discrimination as a result of raising a grievance, with minimum stress and maximum protection for all concerned.

Every Promontory School staff member, administrator, and governing board member has a responsibility to comply with this policy and to treat everyone at Promontory School with dignity and respect. Seeking redress of a trivial or frivolous issue through a grievance procedure will not be tolerated and may result in disciplinary action.

Definitions

Complainant: The individual who has experienced the incident or issue resulting in dissatisfaction and has chosen to file a grievance.

Executive Committee: A sub-committee of the Board of Directors made up of the Board Chair, Vice Chair, and any other board member as appointed by the Board Chair.

Grievance: A formal complaint made by an employee, parent, volunteer, student, or board member—an official reporting of a wrong or hardship suffered (real or perceived), that affects that individual's rights, responsibilities, or conditions of participation—excluding disciplinary actions. Disciplinary action appeals are handled under a separate process.

Victimize: To act or omit to act toward a person in a way intended to cause disadvantage to that person because they have made, may make, or are the subject of a complaint.

Good Faith Efforts: Attempts to resolve a concern through appropriate channels, carried out with respect for all parties. Good faith efforts are free of personal agendas, conflicts of interest, or ulterior motives, and reflect a desire to seek resolution rather than to blame, retaliate, or escalate unnecessarily.

Grievance Procedures

Step 1: Attempt Informal Resolution

Before filing a formal grievance, the complainant must make good faith efforts toward informal resolution through appropriate channels. Individuals are encouraged to resolve issues through direct and respectful communication with the person(s) involved or with an appropriate school administrator before submitting a formal grievance.

Step 2: Submit a Written Grievance

If unresolved, the complainant may file a formal grievance in writing (letter or email) within a reasonable and timely manner of the incident or decision. Employee grievances may not involve representation at this step.

All grievances should be submitted to the appropriate person as directed by school policy:

- Grievances involving school employees, parents, volunteers, and students must be submitted to the School Director.
- Grievances involving the School Director or a School Board Member must be submitted to all members of the Executive Committee of the Board. The Executive Committee reserves the right to assess whether a grievance falls within its purview, and may refer a grievance to school administration as needed.

Written grievances must include:

- A statement that the complainant is filing a formal grievance.
- Name and contact information for the complainant.
- Names of individuals involved in the incident(s).
- Dates, times, and duration of incident(s).
- Specific details of the incident(s) or issue(s).
- How the incident(s) affects the complainant's rights, responsibilities, or conditions of participation.
- Relevant Promontory School policies, if applicable.

- Details of good faith efforts taken to resolve the issue through appropriate channels.
- Submission by the complainant or their legal guardian.
- The resolution or remedy sought.
- The complainant's signature or typed name.

Note: Failure to follow these grievance procedures may result in dismissal of the grievance. Anonymous submissions cannot be fully investigated and will not be accepted as formal grievances.

Step 3: Acknowledgment of Receipt

The School Director or Executive Committee will acknowledge receipt in writing within 10 business days, and advise the complainant of additional proceedings, requests for information, and next steps.

Step 4: Review and Investigation

A timely and impartial investigation will be conducted, which includes the following:

- Respectful, fair treatment of all parties.
- Informing the subject of the grievance of allegations against them and providing them a full opportunity to respond.
- Gathering facts, documentation, and witness statements.
 - All relevant submissions and evidence will be considered.
 - Irrelevant matters will not be taken into account.
- Maintaining confidentiality, except as required for investigation.
- The decision-maker(s) must be impartial, fair, and just.
- All parties to the grievance must have the right to be heard.
- Investigations and proceedings will be conducted without undue delay.
- Any individual(s) subject to a grievance will recuse themselves from participation in the investigation, discussions, and recommendations.

- All communication pertaining to a grievance made to the Executive Committee—including receipt, investigation procedures, and outcomes—will be approved by the Executive Committee and issued in writing.

Investigative Consultation:

- The Executive Committee may provide guidance or recommendations to school administration regarding the handling of grievances as necessary.
- The School Director and/or Executive Committee may consult legal counsel or other professional consultants as needed.

Step 5: Resolution and Response

A formal written response will be provided within 10 business days of acknowledgment, unless more time is required. The response will include:

- A summary of findings.
- Any decision or resolution.
- Corrective actions to be taken (if any).
- A copy of this policy.
- Any options for appeal, if applicable.

While this process will generally be followed, the School Director and/or Executive Committee may adjust steps in unforeseen circumstances.

Commitment to Positive Culture

Promontory School is dedicated to creating and maintaining a positive and dynamic environment and culture. Gossip, rumors, negative discussions, and speculation about employees, volunteers, parents, or students will not be tolerated.

It is the responsibility of all parties involved in a grievance to participate fully in the resolution process in good faith. Confidentiality must be respected and maintained at all times, consistent with the need to investigate thoroughly, legal requirements for disclosure, and the principles of natural justice.

Employee Parental Leave and Breastfeeding Policy

PARENTAL LEAVE

1. Parental leave qualifies for FMLA if all other FMLA stipulations are met.
2. Utah law allows parental leave eligible employee to use up to three (3) work weeks of paid parental leave for:
 - a) The birth of the parental leave eligible employee's child
 - b) The adoption of a child
 - c) The appointment of legal guardianship of a child or incapacitated adult
 - d) The placement of a foster child in the parental leave eligible employee's care
3. A postpartum recovery leave eligible employee may use up to six (6) weeks of paid postpartum recovery leave for recovery from childbirth.
4. Employees must use personal days first while on leave. For any additional days on leave, employees will receive salary minus the sub rate plus payroll taxes paid. If a long-term sub (more than 15 days) is engaged, the sub may be paid at a higher rate. That additional cost will be deducted from the employee's salary. Example:
salary for half a month: \$1,500, sub teaches 11 days
(paid \$100 plus \$7.20 taxes for each day) = \$1179.20, you would receive \$320.8.
5. When returning from parental leave within the same school year as the leave, it is the Director's discretion to provide up to 3 additional personal days.

Promontory School of Expeditionary Learning, in accordance with Utah State Code 34-49-101, recognizes the immediate and long-term health advantages of breastfeeding for infants and mothers and desires to provide a supportive environment for any employee to express milk for her infant child upon her return to work following the birth of the child. Promontory School of Expeditionary Learning prohibits discrimination, harassment, and/or retaliation against any school employee who chooses to express breast milk for her infant child while at work.

Promontory School of Expeditionary Learning will provide for at least one year after the birth of a public employee's child, reasonable breaks for each time the public employee needs to breastfeed or express milk and consult with the public employee to determine the frequency and duration of the breaks. The breaks shall, to the extent possible, run concurrent with any other break period otherwise provided to the public employee.

Promontory School of Expeditionary Learning will provide a clean break room, with a door that closes for privacy, for the lactating public employee. In said break room, there will be a working electrical outlet. A clean working refrigerator and freezer for the storage of expressed breast milk will be available.

Bullying, Cyberbullying, Hazing, and Retaliation Policy

I. Purpose

Bullying, cyberbullying, and hazing of students and employees are against federal, state, and local policy, and are not tolerated by Promontory School of Expeditionary Learning (“PSEL”). PSEL is committed to providing all students with a safe and civil school environment in which all members of the school community are treated with dignity and respect. To that end, PSEL has in place policies, procedures, and practices that are designed to reduce and eliminate bullying, cyberbullying, harassment, and hazing—including civil rights violations or actions based on a student’s or employee’s actual or perceived race, color, national origin, sex, disability, religion, religious clothing, gender identity, sexual orientation, or other physical or mental attributes—as well as processes and procedures to deal with such incidents. Bullying, cyberbullying, and hazing of students and/or employees by students and/or employees will not be tolerated at PSEL.

School officials have the authority to discipline students on and off-campus speech that causes or threatens a substantial disruption on campus or school activities, including violent altercations, or significant interference with a student’s educational performance and involvement in school activities. If after an investigation, a student is found to be in violation of this policy, the student shall be disciplined by appropriate measures up to, and including, suspension and expulsion, pursuant to Utah Code § 53G-8-205 and, loss of participation in extracurricular activities, and/or probation. If after an investigation, a school employee is found to have violated this policy, the employee shall be disciplined by appropriate measures up to and including termination.

II. Definitions

A. “Abusive conduct” means verbal, nonverbal, or physical conduct of an employee, a parent, a guardian or student directed toward a school employee or board member that, based on its severity, nature, and frequency of occurrence, a reasonable person would determine:

1. is intended to cause intimidation, humiliation, or unwarranted distress;
 2. results in substantial physical or psychological harm as a result of intimidation, humiliation, or unwarranted distress; or
 3. exploits an employee’s known physical or psychological disability
 - a. a single act does not constitute abusive conduct, unless it is an especially severe and egregious act that meets the standard under Subsection (A)(1), (2), or (3).
- 2 Approved October 2022

B. “Bullying” means a school employee or student intentionally committing a written, verbal, or physical act against a school employee or student that a reasonable person under the circumstances should know or reasonably foresee will have the effect of:

1. causing physical or emotional harm to the school employee or student;

2. causing damage to the school employee's or student's property;
3. placing the school employee or student in reasonable fear of:
 - a. harm to the school employee's or student's physical or emotional wellbeing; or
 - b. damage to the school employee's or student's property
4. creating a hostile, threatening, humiliating, or abusive educational environment due to:
 - a. the pervasiveness, persistence, or severity of the actions; or
 - b. a power differential between the bully and the victim; or
5. substantially interfering with a student having a safe school environment that is necessary to facilitate educational performance, opportunities, or benefits.
6. The conduct described above constitutes bullying, regardless of whether the person against whom the conduct is committed directed, consented to, or acquiesced in, the conduct.
7. "bullying" includes relational aggression or indirect, covert, or social aggression, including rumor spreading, intimidation, enlisting a friend to assault a child, and social isolation

C. "Civil rights violation" means bullying, cyberbullying, or hazing that is targeted at a student or employee upon the students' or employees' identification as part of any group protected from discrimination under the following federal laws:

1. Title VI of the Civil Rights Act of 1964, including discrimination on the basis of race, color, or national origin;
2. Title IX of the Education Amendments of 1972, including discrimination on the basis of sex; or
3. Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990, including discrimination on the basis of disability;

D. "Cyberbullying" means using the Internet, a cell phone, or another device to send or post text, video, or an image with the intent or knowledge, or with reckless disregard, that the text, video, or image will hurt, embarrass, or threaten an individual, regardless of whether the individual directed, consented to, or acquiesced in the conduct, or voluntarily accessed the electronic communication.

E. "Disruptive student behavior" means the same as that term is defined in Utah Code Subsection 53G-8-210(1)(a).

1. disruptive student behavior includes:
 - a. the grounds for suspension or expulsion described in Utah Code Section 53G-8-205 (and listed in PSEL Suspension and Expulsion Policy); and
 - b. the following conduct described in Utah Code Subsection 53G-8- 209 (2)(b): use of foul, abusive, or profane language while engaged in school-related activities; illicit use, possession, or distribution of controlled substances or drug paraphernalia, and the use, possession, or distribution of an electronic cigarette as defined in Utah Code Section 76-10-101, tobacco, or alcoholic beverages contrary to law; and hazing, demeaning, or assaultive behavior, whether consensual or not, including behavior involving physical violence, restraint,

improper touching, or inappropriate exposure of body parts not exposed in public settings, forced ingestion of any, or any act which would constitute a crime against a person or public order under Utah law

F. "Hazing" means a school employee or student intentionally, knowingly, or recklessly committing an act or causing another individual to commit an act toward a school employee or student that:

1. endangers the physical health or safety of a school employee or student;
 - a. involves any brutality of a physical nature such as whipping, beating, branding, calisthenics, bruising, electric shocking, placing of a harmful substance on the body, or exposure to the elements;
 - b. involves consumption of any food, liquor, drug, or other substance or other physical activity that endangers the physical health and safety of a school employee or student; or
 - c. involves any activity that would subject a school employee or student to extreme mental stress, such as sleep deprivation, extended isolation from social contact, or conduct that subjects a school employee or student to extreme embarrassment, shame, or humiliation; and
1. is committed for the purpose of initiation into, admission into, affiliation with, holding office in, or as a condition for membership or acceptance in any school or school-sponsored team, organization, program, club, or event; or
2. the individual who commits the act knows, at the time the act is committed, is a member of, or candidate for, membership in, a school or school-sponsored team, organization, program, club, or event in which the individual who commits the act also participates.

The conduct described in Subsection "F" constitutes hazing, regardless of whether the person against whom the conduct is committed directed, consented to, or acquiesced in, the conduct.

G. "Parent" means a student's parent or guardian.

H. "Restorative justice practice" means a discipline practice designed to enhance school safety, reduce school suspensions, and limit referrals to court, and is designed to help minors take responsibility for and repair the harm of behavior that occurs in school.

I. "Retaliation" means an act of communication intended:

1. as retribution against a person for reporting bullying, cyberbullying, harassment, or hazing; or
2. to improperly influence the investigation of, or the response to, a report of bullying or hazing.

J. "School" means a public elementary or secondary school, including a charter school.

K. "School board" means:

1. a local school board; or
2. a local charter board.

L. "School employee" means an individual working in the individual's official capacity as

1. school teachers
2. school staff;
3. school administrators; and
4. all others employed, directly or indirectly, by the school, school board, or school district.

M. "Trauma-Informed Care" means a strengths-based service delivery approach grounded in an understanding of and responsiveness to the impact of trauma, emphasizing physical, psychological, and emotional safety for both offenders and victims, and creating opportunities for victims to rebuild a sense of control and empowerment.

N. "Volunteer" means a person working under the direct supervision of a licensed educator. III
Training

A. All students, staff, and volunteers at PSEL will receive annual training from a qualified professional regarding bullying, cyberbullying, hazing and retaliation. This training will address:

1. overt aggression that may include physical fighting such as punching, shoving, kicking, and verbal threatening behavior, such as name-calling, or both physical and verbal aggression or threatening behavior
2. relational aggression or indirect, covert, or social aggression, including rumor spreading, intimidation, enlisting a friend to assault a child, and social isolation;
3. bullying, cyberbullying, harassment, or hazing of a sexual nature or with sexual overtones;
4. cyberbullying, including use of email, web pages, text messaging, instant messaging, three-way calling or messaging or any other electronic means for aggression inside or outside of school
5. bullying, cyber-bullying, hazing and retaliation based upon the students' or employees' identification as part of any group protected from discrimination under the following federal laws:

- a. Title VI of the Civil Rights Act of 1964, including discrimination on the basis of race, color, or national origin;

b. Title IX of the Education Amendments of 1972, including discrimination on the basis of sex; or

c. Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990, including discrimination on the basis of disability; and

6. training on civil-rights violations will include compliance when civil rights violations are reported;

7. bullying, cyber-bullying, hazing and retaliation including training and education specific to bullying based upon students' or employees' actual or perceived, characteristics, including race, color, national origin, sex, disability, religion, religious clothing, gender identity, sexual orientation, or other physical or mental attributes or and conformance or failure to conform to stereotypes; and

8. awareness and intervention skills such as social skills training

B. A licensed educator shall supervise volunteers and is responsible for ensuring the volunteer is trained in the above areas. Volunteers shall report to their supervisor if the volunteer witnesses or is notified of a bullying, cyberbullying, hazing, or retaliation incident among students or if the volunteer has reason to suspect such an incident. Volunteers shall not engage in bullying activities themselves and must follow policy requirements or may be asked to leave PSEL if in violation of this policy.

C. All licensed educators must complete 2 hours of professional development in youth suicide prevention training once every license renewal cycle.

D. In addition, all school employees, students, employees, and volunteer coaches involved in any extra-curricular activity shall:

1. participate in initial bullying and hazing prevention training prior to participation in the extracurricular activity;

2. participate in initial bullying, cyber-bullying, and hazing prevention training to be completed by every employee within 60 days of being hired-and repeated at least every three years thereafter;

3. receive information annually of the prohibited activities list provided in this Policy and the potential consequences for violation of this Policy.

“Bullying” is NOT:

a. “Rude” actions that are:

i. spontaneous, unplanned inconsideration, based on thoughtlessness, poor manners or narcissism

- li. an action that is not meant to cause emotional or physical pain
- b. “Mean” behavior that:
 - i. aims to hurt someone once (or perhaps twice)
 - ii. is often meant to give someone “the upper hand” in reputation or power

IV Prohibitions

A. A school employee or student shall not engage in bullying a school employee or student:

- 1. on school property;
- 2. at a school-related or sponsored event;
- 3. on a school bus;
- 4. at a school bus stop; or
- 5. while the school employee or student is traveling to or from a location or event described above in Subsection A(1) – (4)

B. A school employee or student shall not engage in hazing or cyberbullying a school employee or student at any time or in any location.

C. A school employee or student shall not engage in retaliation against:

- 1. a school employee;
- 2. a student; or
- 3. an investigator for, or witness of, an alleged incident of bullying, cyberbullying, hazing, or retaliation

D. A school employee or student shall not make a false allegation of bullying, cyber-bullying, hazing, or retaliation against a school employee or student.

E. Any bullying, cyber-bullying, or hazing that is found to be targeted at a federally protected class is further prohibited under federal anti-discrimination laws and is subject to compliance regulations from the Office for Civil Rights.

V. Investigations

PSEL will promptly and reasonably investigate allegations of bullying, cyberbullying, and/or hazing. PSEL Investigators, as may be designated by PSEL administration, which may include PSEL administrative personnel and/or school staff familiar with the allegations, will be responsible for handling all complaints by students and employees alleging bullying, cyberbullying, or hazing as outlined in the procedures below.

A. Action upon receiving a complaint:

- 1. Gather written reports from all parties involved including witnesses if warranted.
- 2. Determine if a violation of this policy has occurred.

3. If violations have occurred determine appropriate consequences with the goal of:

- a. ensuring all students are able to have access to the most appropriate setting possible
- b. ensuring all students are safe and able to attend school
- c. Preventing future inappropriate behaviors related to bullying, hazing, etc.

B. PSEL administration will investigate allegations described in (A)(1) by interviewing at least the alleged victim and the individual who is alleged to have engaged in prohibited conduct.

1. PSEL may also interview the following as part of an investigation:

- a. parents of the alleged victim and the individual who is alleged to have engaged in prohibited conduct;
- b. any witnesses;
- c. school staff; and
- d. other individuals who may provide additional information.

2. An individual who investigates an allegation of an incident shall inform an individual being interviewed that:

- a. to the extent allowed by law, the individual is required to keep all details of the interview confidential; and
- b. further reports of bullying may become part of the investigation. 8

Approved October 2022

C. The confidentiality requirement in Subsection (B)(2) does not apply to:

- 1. Conversations and information shared with law enforcement professionals, including but not limited, to police officers and officers of the court provided the parents and/or guardians of the alleged victim and the individual who is alleged to have engaged in prohibited conduct are notified of the same;
- 2. requests for information pursuant to a legal request, warrant or subpoena provided the parents and/or guardians of the alleged victim and the individual who is alleged to have engaged in prohibited conduct are notified of the same;
- 3. a state or federal reporting requirement;
- 4. Conversations and information shared with parents and/or guardians of individuals involved in the allegations provided the parents and/or guardians of the alleged victim and individual who is alleged to have engaged in prohibited conduct are notified of the same; or
- 5. other reporting required by law.

D. In conducting an investigation under this section, PSEL may:

1. review disciplinary reports of involved students; and
2. review physical evidence, consistent with search and seizure law in schools, which may include:
 - a. video or audio;
 - b. notes;
 - c. email;
 - d. text messages;
 - e. social media; or
 - f. Graffiti.

It is PSEL's policy, in compliance with state and federal law, that students have a limited expectation of privacy on the school's Internet system, and routine monitoring or maintenance may lead to discovery that a user has violated PSEL policy or law. Also, individual targeted searches will be conducted if there is reasonable suspicion that a user has violated policy or law. Personal electronic devices of any student suspected of violation of the above policy will be confiscated for investigation and may be turned over to law enforcement.

VI. Actions Required if Prohibited Acts are Verified

A. Each reported complaint will include:

1. name of complaining party;
2. name of offender (if known);
3. date and location of incident(s);
4. a statement describing the incident(s), including names of witnesses (if known).

B. Each reported violation of the prohibitions noted previously will be promptly investigated by a school administrator or an individual designated by a school administrator. A report of bullying, cyberbullying, hazing, and retaliation may be made anonymously, but PSEL will not take formal disciplinary action based solely on an anonymous report.

C. Verified violations of the prohibitions noted previously shall result in consequences or penalties. Consequences or penalties may include but are not limited to:

1. use a written discipline plan consistent with State Board of Education Administrative Rule R277-609;
2. use restorative justice practices consistent with State Board of Education Rule R277-613;
3. notify the involved students' parents of the restorative justice practice and obtain consent from the involved student(s)'s parent(s) before including victim in the process;
4. support involved students through trauma-informed practices;
5. student suspension or removal from a school-sponsored team or activity including school sponsored transportation;
6. use student suspension or expulsion from school or lesser disciplinary action;

7. use employee decision tree cause or lesser disciplinary action consistent with Utah Code Section 53G-11-512;
8. use employee reassignment;
9. take other actions against student or employee as appropriate; and
10. use a grievance process required under Subsection 53E-9-605(3)(f) consistent with the PSEL's established grievance process.

D. Individualized Action Plan

For each verified incident of bullying, cyberbullying, hazing, abusive conduct, or retaliation, school administration shall develop and implement a written, individualized action plan. The plan will outline:

1. Consequences for the offender;
2. Supports and protections for the victim; and
3. Steps for follow-up with students, parents, and staff to monitor implementation and prevent recurrence.

E. Parent Notification and Resources

School administration or designee of administration will notify a parent if the parent's student threatens to commit suicide, or if the student is involved in an incident of bullying, cyberbullying, hazing, or retaliation.

1. PSEL will produce and maintain a record that verifies that the parent was notified of the incident or threat.
2. As part of this notification, parents will also be provided with resources, which may include:
 - a. Suicide prevention materials and crisis support information;
 - b. Guidance on restricting access to means of self-harm (means restriction practices); and
 - c. Safe technology and social media use practices.
3. PSEL will not disclose the record described in D1 to anyone unauthorized to receive it and will not use the record for purposes not allowed under the law.
4. Retention of records will be kept for three years after promotion or withdrawal from school, at which time records will be shredded.

F. Student Recordings

If a student provides a recording (including audio, video, screenshot, or other digital evidence) of bullying, cyberbullying, hazing, abusive conduct, or retaliation:

1. Receipt and Review – The recording will be accepted by a designated administrator or investigator and reviewed as part of the school's official investigation process.
2. Confidential Handling – Recordings will be treated as confidential evidence and stored securely in accordance with student records laws and school policy.
3. Parent Notification – Parents or guardians of involved students will be informed that a recording was provided and reviewed during the investigation.
4. Appropriate Response – The content of the recording will be considered alongside other evidence (interviews, reports, witness statements) to determine findings and consequences.
5. Misuse of Recordings – If a recording is created or shared in a way that escalates, encourages, or further promotes bullying, cyberbullying, hazing, abusive conduct, or retaliation, the student responsible for the misuse will face disciplinary action consistent with this policy.

G. Compliance with the Office for Civil Rights when Civil Rights Violations Occur:

1. the school is responsible for identifying bullying, cyber-bullying, and hazing incidents about which it knows or reasonably should have known when it involves a protected class. The school must take immediate and appropriate action to investigate or otherwise determine what occurred.
2. these duties are the school's responsibility to investigate regardless of whether a person makes a complaint, a person requests the school to take action, or a person identifies the bullying, cyber-bullying or hazing as a form of discrimination
3. If it is determined that the bullying, cyberbullying, or hazing occurred as a result of the student victim's membership in a protected class, PSEL shall take prompt and effective steps reasonably calculated to:
 - a. end the bullying, cyberbullying, or hazing
 - b. eliminate any hostile environment, and
 - c. assess prevalence in school culture, physical facilities, and systemic practices to prevent its recurrence

H. Actions must also include, as appropriate:

1. procedures for protecting the victim and other involved individuals from being subjected to:

- a. further bullying, cyberbullying, or hazing, and
- b. retaliation for reporting bullying, cyberbullying, or hazing.

2. prompt reporting to law enforcement of all acts of bullying, cyberbullying, hazing, or retaliation that constitute suspected criminal activity.
3. procedures for a fair and timely opportunity for the accused to explain the accusations and defend his/her actions prior to student or employee discipline; and
4. procedures for providing due process rights under Utah Code § 53G-11- 501 (licensed staff) and local employee discipline policies prior to employee discipline or Utah Code § 53G-8-202 and local policies (students) prior to long-term (more than 10 days) student discipline.
5. Confirmed reports of a bullying, cyberbullying or hazing incident will be recorded in the school SIS system by a school administrator

VII. Actions Required to Create or Update Bullying Policies

A. In addition to the requirements of Utah Code Subsection 53G-9-605 (3), PSEL is required to:

1. develop, update, and implement policies as required by Utah Code Section 53G-9-605 and this rule;
2. develop policy with the input from students, parents, teachers, school administrators, school staff, or law enforcement agencies;
3. post a copy of PSEL's policy on the PSEL website;
4. develop an action plan to address a reported incident of bullying, cyberbullying, hazing, or retaliation, or abusive conduct;
5. provide a requirement for a signed statement that meets the requirements of Utah Code Subsection 53G-9-605 (3)(g)h) annually

VIII. Annual Reporting of Allegations of Bullying, Cyber-bullying, Hazing, and Retaliation

A. PSEL is required by Utah Code Subsection 53E-3-401 (3) and State Board of Education Administrative Rule R277-613 to report the following annually, on or before June 30, to the Superintendent in accordance with the Superintendent's submission requirements:

1. a copy of PSEL's policy is required in Section R277-613-4;
2. implementation of the signed statement requirement described in Utah Code Subsection 53G-9-605 (3)(g);
3. verification of PSEL's training of school employees relating to bullying, cyberbullying, hazing, and retaliation [, and abusive conduct] described in Utah Code Section 53G-9-607;
4. incidents of bullying, cyber-bullying, hazing, and retaliation;
5. the number of incidents described in Subsection (4) required to be reported separately under federal law, including the reporting requirements in:
 - a. Title VI of the Civil Rights Act of 1964;

- b. IX of the Education Amendments of 1972; or \
 - c. Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990; and
 - d. the number of incidents described in Subsection (4) that include a student who was bullied, cyber-bullied, hazed, or retaliated against due to or based on the student's actual or perceived characteristics, including disability, race, national origin, religion, [or] sex, gender identity, or sexual orientation.
- 12 Approved October 2022

IX. Grievance Process for Incident of Abusive Conduct

A. For purposes of this policy, “abusive conduct” means verbal, nonverbal, or physical conduct of a parent or student-directed toward a school employee that, based on its severity, nature, and frequency of occurrence, a reasonable person would determine is intended to cause intimidation, humiliation, or unwarranted distress.

1. a school employee who has experienced an incident of abusive conduct and is not satisfied with initial efforts to resolve the issue, may submit a written grievance with the school employee’s Director within thirty (30) calendar days of the incident.
2. the written grievance described in Subsection (1) shall include:
 - a. the date of the incident;
 - b. circumstances of the incident; and
 - c. the signature of the school employee submitting the grievance to the Director.
3. within ten (10) business days of receiving the written grievance, the Director shall meet with the school employee to discuss the grievance and possible resolutions.
4. within ten (10) business days after the meeting described in Subsection (3), the Director shall respond to the school employee in writing explaining the Director’s position and offer options for substantive resolution of the complaint.
5. if the response by the Director described in Subsection (4) does not satisfactorily resolve the issue, the school employee may appeal the Director’s response in writing within ten (10) business days after receipt of the response to the chair of the PSEL School Executive Committee.
6. within ten (10) business days after receipt of the grievance appeal described in Subsection (5), the chair of the PSEL Executive Committee shall meet with the school employee to discuss the grievance and possible resolutions.
7. within fifteen (15) business days after the meeting, the chair of the PSEL Executive Committee shall respond in writing with a final resolution of the grievance.
8. the chair of the PSEL Executive Committee’s written response shall be the final administrative action in the matter

X. Additional Notes

A. This policy does not prohibit expressive activity protected by the First Amendment of the United States Constitution. However, if off-campus speech that may constitute bullying, cyberbullying, hazing, or harassment incident creates a substantial disruption to the school environment, under *Tinker v. Des Moines*, PSEL may take disciplinary action against the student who initiated the speech. Factors that PSEL may consider in determining whether a substantial disruption has occurred are:

1. whether there is a verbal or physical confrontation over the incident at school;
2. whether there is likely to be a verbal or physical confrontation based on evidence of a prior relationship between the victim and the student who initiated the speech;
3. whether any part of the speech that gave rise to the incident was repeated at school;
4. whether students are discussing the incident during class or if it otherwise is disrupting school work;
5. whether there is a widespread whispering campaign sparked by the off campus incident that disrupts the school environment and students' abilities to focus on school;
6. whether administrators who dealt with the incident were pulled from their ordinary tasks to address the incident and how much time it took out of an administrator's day to do so;
7. whether speech similar to the off-campus speech in this incident has occurred in the past and has resulted in violence or near violence at school;
8. whether there is a negative effect on classroom activities as a result of the off-campus incident;
9. whether the speech was violent or whether there is a history of violence from the student/s who initiated the speech; (Note: true threats are not protected by the First Amendment if it advocates "imminent" violence or unlawful conduct. Thus, a message that threatens physical harm, even if it isn't meant to be serious, may not be protected by the First Amendment and the person who utters such a message may be disciplined by PSEL).

Training Frequency & Content

All school employees, including administrators, teachers, and support staff, will receive training on the prevention, identification, and response to bullying, cyberbullying, harassment, and hazing as required by Utah law. Training shall be provided yearly. This training will include information on recognizing prohibited conduct, appropriate intervention strategies, and reporting procedures to ensure a safe and supportive learning environment for all students.

As part of required training, instruction will also include the civil rights context of bullying and harassment. Employees will be taught how bullying and cyberbullying differ from general conflict, rudeness, or mean behavior, with an emphasis on the repeated and targeted nature of bullying conduct. Training will further address the intersection between bullying and unlawful discrimination or harassment, including behaviors that target a student's race, color, national

origin, sex, disability, religion, sexual orientation, or other protected classification. Staff will learn how to recognize when an incident may rise to the level of a civil rights violation, the appropriate steps for intervention, and the reporting procedures that ensure compliance with both school policy and state and federal law.

In accordance with Utah law, Promontory School requires that all parents/guardians, students, and staff review the school's bullying, cyberbullying, harassment, and hazing policy each year. An acknowledgment statement confirming that the policy has been read and understood must be signed annually by parents/guardians, students, and staff. Signed acknowledgements are maintained on file by the school and serve as verification that all members of the school community are aware of the standards, expectations, and procedures outlined in this policy.



PROMONTORY
school of expeditionary learning

Written:
4/27/2023

Mental Health Policy

Mental health is defined as a person's emotional, psychological, and social well-being which can affect how a person thinks, feels, and acts including how a person handles stress, relates to others, and makes healthy choices (R277-625).

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

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

Prevention

Prevention efforts at Promontory School involve a variety of proactive strategies with the goal of increasing student well-being and reducing future mental health challenges in our school community. The goal of our prevention efforts is to decrease risk factors and increase key protective factors in students, such as resilience, feelings of safety and connectedness to school, appropriate social connections with both adults and peers, social emotional competence, and a knowledge of development. These protective factors mitigate the effects of risks

to students, build students' strengths, and promote healthy development of students.

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

Promontory School's universal, Tier 1 prevention efforts include the following policies found on the school's web page:

- Absenteeism, truancy, and dropout prevention as found in Promontory Attendance Policy
- Bullying prevention
- Child abuse and human trafficking prevention
- Gang prevention
- Substance use prevention
- Suicide prevention

Education

Promontory School commits to teaching the mental and emotional health standards as part of the Health Education Core Standards in grades K-8. Promontory School utilizes vetted resources provided by the USBE. The school actively pursues social and emotional learning as education for students in need or at risk. Funding is sought out to employ and contract with mental health professionals.

Identification

Mental Health Screening

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

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

According to Utah Administrative Rule R277-625, mental health screenings may only screen for depression, anxiety, and suicidal ideation. At this time, no other mental health conditions may be screened. While behavioral screenings are not equivalent to mental health screenings, a screener that includes questions regarding depression, anxiety, or suicidal ideation does fall under the mental health screening program and must adhere to the same policies. USBE approved mental health screening tools are utilized by school professionals (53F-2-522 and R277-625).

Intervention

Promontory School utilizes a tiered system of support to structure and deliver mental health interventions to students. Universal, school-wide programs which include mental health literacy and efforts to reduce stigma surrounding mental health issues are provided within Promontory School. Additionally, Promontory School provides targeted and individualized interventions to students who have been identified as needing additional support through identification and assessment efforts. Targeted and individualized mental health interventions include individual and/or group counseling and/or therapy provided by Promontory School professionals working within the scope of practice of their licensure. Intervention may also be provided through contracted services from community mental health professionals, such as the Bear River Mental Health Department.

Promontory School only provides these services to students upon written parental consent in accordance with state code 53E-9-203. Parental consent is not required when Promontory School staff believes a student is at-risk of attempting suicide, physical self-harm, or harming others. Promontory School

staff may intervene to ask the student questions about the student's suicidal thoughts, physically self-harming behavior, or thoughts of harming others for the purposes of referring the student to appropriate prevention services. The student's parents are to be immediately informed as referenced in Promontory School Medical Recommendation Policy.

Recovery

Return to Learn

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

Student Return to Learn Safety Plan

Student Name:	Grade:
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What warning signs can you spot? (<i>Places, emotions, thoughts, behaviors, physical signs</i>)
What ways of coping have you used in the past that could help you now?
Who will you reach out to for help and support? <i>Counselor or Trusted School Adult:</i> <i>Friend:</i> <i>Family Member:</i> <i>Health Professional:</i> <i>SafeUT App:</i> <i>Other:</i> What is the best way for these people to support you?

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

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

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

Additional Information:

Useful Supports	Online Supports
<p>SafeUT App: Find in App Store or Google Play</p> <ul style="list-style-type: none">• <i>Free access to professionals 24/7 for intervention or emotional support</i> <p>Safe Fam: 1-(833) 723-3326</p> <ul style="list-style-type: none">• <i>For anyone, with any problem, at any time</i> <p>National Suicide Lifeline: 1 (800) 273-8255</p> <ul style="list-style-type: none">• <i>Available 24/7</i> <p>Bear River Mental Health Crisis: (435) 752-0750</p> <ul style="list-style-type: none">• <i>Locally available 24/7</i>	<p>National Alliance on Mental Illness</p> <p>https://www.nami.org/</p> <ul style="list-style-type: none">• <i>Crisis Assistance, Education, and Information</i> <p>Suicide Prevention Lifeline</p> <p>https://suicidepreventionlifeline.org/</p> <ul style="list-style-type: none">• 988• <i>Crisis Assistance, Education, and Information</i> <p>The Trevor Project / LGBTQ</p> <p>https://www.thetrevorproject.org</p> <ul style="list-style-type: none">• <i>24/7 Crisis Line 1-866-488-7386</i>

Student Signature:	Date:
Parent Signature	
School Representative Signature	

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

Student was given the option to take a picture of this Safety Plan.

ADA Compliant December 2022

ADA Compliant December 2022