



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

August 21, 2025

7:00PM

1051 W 2700 S

Perry, UT 84302

Join Zoom Meeting

<https://us02web.zoom.us/j/7462007176?omn=87419314315>

Meeting ID: 746 200 7176

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

- Welcome/Mission Statement and Pledge: Stephanie Nielsen

7:10 PM – **MINUTES**

- June 19, 2025 Board Meeting Minutes
- July 21, 2025 Emergency Board Meeting Minutes

7:15 PM- **TRAINING:**

7:25 PM – **FINANCE REPORT**

- Budget Review – Brian Cates

7:40PM - **POP Update**

7:50 PM – **BUSINESS ITEMS:**

- Accounting Manual - Finance Committee
- Administration of Medication - Policy Committee
- Admissions Policy - Policy Committee
- After school Activities - POP
- Board make up and committees- discuss and update
- Wellness Policy

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

- Grievance Policy
- Volunteers and Visitor Policy
- TSSA
- Shine Policy
- LEA License Policy
- Head Injury Policy
- LRBI (Least Restrictive Behavioral Interventions)
- Time and Efforts Policy
- Board officers and executive committee

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

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

8:45 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*

9:00 PM CLOSED MEETING

9:15 PM – ADJOURN

*Next scheduled Board Meeting Thursday, September 18, 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.

DRAFT MINUTES



PROMONTORY

school of expeditionary learning

BOARD OF DIRECTORS MEETING

June 19, 2025

7:00PM

1051 W 2700 S

Perry, UT 84302

Trustees:

Michelle Flynn
Adrianne Murray
Stephanie Quintero
Hilary Gerhardt-Zoom
Barbie Molgard-Wright
Riley Riser
Dorothy Dobson
Becca Ashby

Officers:

Amber Jenks
Jessica Flinn
Michelle Wilson

Director:

Amber Edelman
Emily Ross

Visitors:

Tammy Stutznegger
Brian Cates-Zoom
Cameron Anderson
Lilly Auble
Jessica Wolf
Holly Jeppson
Heidi Carlson
Kaelee Miller
Rikki Malone
Donovan Malone
Danielle Laursen
Mindy Adams
Tiffany Wick
Anthony Wick
Wendy Jurgens
Maigan Sorensen
Rob Christensen
Stephanie Nielsen
Lisa Wells
Amanda Lucherini
Shawna Andreasen
Damon Andreasen
Chris Sliger
Janessa Sliger

Visitors Cont Via Zoom

James Noland
BB
Matt Flynn
Michael Wolf
Cory Wilson
Lyndsay Phenex
Tami Hirleman
Becky Cornelius
Nicole
April Stoddart
MW
Mary Carter
Glenna Petersen
Annie

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

· Welcome/Mission Statement and Pledge: Adrianne Murray

7:05PM – **MINUTES**

· May 15, 2025 Board Meeting Minutes–Dorothy motions to approve. Adrianne seconds. Motion is carried.

DRAFT MINUTES

7:06 PM- **TRAINING:** Audit Training–video was sent out for board members to watch. Finance committee are also the finance committee. Sign off on the fraud risk assessment, annual external audit and internal audit.

7:08 PM – FINANCE REPORT

- **BUDGET REVIEW** – Brian Cates. PTIF July through end of May. Not a whole lot of change. Good returns in our investments. Budget summary–Projecting not a lot of change as far as operating goes. 2.4 % forecasted operating margin. Cash balance is good. Enrollment is 429 as of end of May. Tight in most categories. Quite a bump in our overall revenue. Typical across most charter school. Increase of funds coming through the state source. Need for a new roof~ have had extensive conversations with auditors.

Fraud Risk Assessment–Done it for several years. Internal controls within the school. Hasn't changed since last year. Still well within the low risk category.

7:20PM - **POP Update–Amber Jenks:** Raised \$7,454.00 for the library. \$916 for choir, \$72 towards a STEM project. Just under 5,000 hours logged of volunteer hours. About a 4,000 increase from when she first came in as the POP Pres. July 18th (TBA) and 19th (9-11AM) they will hold their used uniform sale. Amber read a farewell letter.

7:28 PM – BUSINESS ITEMS:

- **4-H proposal**–Lillian Auble and Jessica Wolf. STEM, Agricultural, Sports, Archery, Art. Already implementing a lot of these things at our school. Supports our Rise Values. Could combine the 4-H with the expeditions. Looking at grant opportunities as well as grants from private grants. Do we need a minimum number of students? We are already at the minimum. Hopes to foster community within the school. West side of the school is also open to the public.

- **Volunteers and Visitor Policy** - Policy Committee. Last reviewed in 2022. Look over and see if it needs any updates.

- **Travel Policy** - Pop-Last reviewed in 2021. Looking at policy where it talks about a cancellation of a conference.

- **Wellness Policy** - Wellness Committee –Updated last fall. Added more guidelines as far as nutritional standard.

- **Toilet Training Policy**– Question as to when to give to parents. Will be in registration paperwork for kindergarten. Put all toilet things in the same policy.

- **Announcements**–Stephanie Quintero–Gift for Michelle Flynn and Dorothy as goodbye

8:10 PM --ACTION ITEMS

- 8:10PM **Audit Committee Members & Terms**–Approving to have our finance committee act as our audit committee. Stephanie motions to approve. Barbie seconds. Motion is carried.

- 7:18PM **Current Fiscal year Budget:** Stephanie motions to approve. Becca seconds. Motion is carried.

- 7:19PM **Next Fiscal Year Annual Budget:** Becca motions to approve. Adrienne seconds. Motion is carried.

DRAFT MINUTES

- 8:21PM **Next School Year's Fundraisers**—Peach Days, Yearbook, Smiths, Box Tops, Office depot, Shutterfly give back. Stephanie motions to approve our Pop requests. Dorothy seconds. Motion is carried.
- 8:11PM **5/6 Overnight Fieldwork**—Craters of the Moon. Sept 22nd-26th depending on campsite availability. Stephanie motions to approve. Dorothy seconds. Motion is carried.
- 8:12PM **Fee Policy & Fee Waiver Policy**—State had a couple of more required edits. Removed textbook rental, added a qualifier, added a new statement from state. Stephanie motions to approve. Becca seconds. Motion is carried.
- 8:14PM **School Parent & Family Engagement Policy**—POP President works for the parent liaison. Barbie motions to approve. Adrienne seconds. Motion is carried.
- 8:16PM **Transfer & Withdrawal Policy**—Barbie motions to approve. Becca seconds. Motion is carried.
- 8:17PM **Sexual Harassment Policy**—Not ready. Still working on policy. Table to August. Dorothy motions to table. Stephanie seconds. Motion is carried.
- 8:19PM **School Improvement Plan**—Amber sent out to the Board to review. Added communication to parents, staff, and Board members. (Add to business items next month)

8:20 PM DIRECTOR'S REPORT

- **Staffing Update**—still currently filling positions. Hoping to have it done in the next couple of weeks.
- **Enrollment/Lottery**—currently full at 459. Overfilled for fluctuation when school starts. 71 people on waiting list.
- **Charter Agreement Goals**— Student attendance rate: 85%/94%, Within Year Enrollment Rate 91%/87%, Year to Year Reenrollment Rate 94%/80%, Continuous Enrollment Rate 45%/70%, Students Make Connections with Ideas and Community 100%/100%, Study of Great Thinkers 100%/94%, Empower children to embrace challenge and act with humanity 100%/94%.
- **Student Achievement**—Presented data on math and reading scores across grades, highlighting improvements in most grades with significant progress in first and fourth grades. While some areas still need improvement, the school is meeting state benchmarks in several grades. Also discussed the decline in science scores and the challenges of the online RISE test, but expressed optimism about new staff and strategies to improve test scores.
- **Professional Development**— Lots of End of School Year PD at Swan Valley. We had a wonderful training by Dorothy our Expedition Expert! Janni Richards also stepped into her role as Instructional Coach up there, and did a training. Teresa, and Emily and I also helped put together trainings that we packed in to support our school improvement plan, and also our strategic school plan. PCBL assignment and home visits. Upcoming Aide Bootcamp, Blind Mule, CKLA training. Upcoming Pineview Family PD Retreat on August 11 (Board is invited)

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· **Public Relations**— Requests to use the west side/ Neighborhood is asking for assign up sheet, 649th MUNS Air Force Unit came and volunteered on our west side. Social media posts with Enrollhand. We had 3 employees nominated for awards through UAPCS :Melissa Marx- Teacher of the Year, Emily Ross- Social Worker of the Year- (Other), Amber Edelman-Director of the Year, Our school was also nominated for school of the Year- only 4 schools, Presented at the UAPCS in representation of the school, State Charter Board award night.

8:48 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*

Damon Andreasen—Thanks to Dorothy and Michelle. Roots and Wings discussion at the board retreat. Suggested having a Teacher rep on the board. Survey was sent out to teachers.

Rob Christensen— wanted to hear about new policies. But they were not talked about. Teacher improvement and how it is approached. At will school with integrity. Concerned that it hasn't been discussed. A lot of employees working in fear. Need something in place to protect us as people. Needs the board to understand how teachers feel. A lot of fear going around that needs to be addressed.

Donovan Malone—read email he sent to the board. Discussed transparency of board, open communication. Suggested a restorative meeting with teachers.

Tiffany Wick—Left due to no follow through with policy and procedure. Conversations between parents and administration that got back to her from students/parents. 504 meetings where teachers were not included. Stated that Mrs. Edelman helped her with her resume and then was told by her to not tell anyone because she didn't think it would go over well with the staff. Expressed frustrations over contracts not scheduled, but announced at a crew meeting.

8:57PM Becca motions to go into closed session. Stephanie seconds. Motion is carried.

9:00 PM CLOSED MEETING

9:47PM Open session

9:48PM Ratify Director-Amber Edelman. Barbie motions to approve. Becca seconds. Motion is carried.

9:48PM Ratify Board Members & Terms: Amber Jenks, Kaylee Miller, Maigan Sorensen for trustees. Stephanie motions to approve. Riley seconds.

Wendy Jurgens and Stephanie Nielsen as officers. Becca motions to approve. Dorothy seconds. Motion is carried.

Approve Becca Ashby as new board chair. Stephanie motions to approve. Barbie seconds. Motion is carried.

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9:50 PM – ADJOURN–Dorothy moves to adjourn. Becca seconds. Meeting is adjourned.

*Next scheduled Board Meeting Thursday, August 21, 2025.

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PROMONTORY

school of expeditionary learning

BOARD OF DIRECTORS EMERGENCY MEETING AGENDA

Monday July 21, 2025

7:00 PM

1051 W 2700 S

Perry, UT 84302

Trustees

Becca Ashby
Hilary Gerhardt
Amber Jenks
Adrianne Murray
Barbie Molgard-Wright
Maigan Sorensen
Stephanie Quintero
Kaelee Miller-Zoom

Officers

Stepanie Nielsen
Karen Braithwaite
Jessica Flinn
Michelle Wilson
Wendy Jurgens-Absent

Director

Amber Edelman-Absent

Visitors

Tammy Stutznegger
Grace Burnett
Donovan Malone
Jarom Jenks
Cheryl Archuleta
Rob Christensen
Penny Ferguson
Lindsay Phenes
Aleah Bench
Camille Cheever
Tim Bench
Nathan Young
Kyle Holgreen
Celeste Muhlestein

Cali Trevino
Amanda Lucherini
Shawna Andreasen
Aurellia Saunders
Sam Archuleta
Holly Jeppson
Shasta Peterson
Mindy Adams
Mike Arrington
Hollie Petersen
Trevor Nakae
Benjamin Bevan
Lisa Holgreen
Shiree Case

Jacob Trevino
Rikki Malone
Damon Andreasen
Riley Riser
Darcy Young
David Sommer
Brady Peterson
Kylee Ingram
Rachel Arrington
Chris Petersen
Tara Nakae
Rebekah Bevan
Spring Martin

Visitors Via Zoom

Danette Mahana
April Stoddardt
Glenna Petersen

Tyler Hokanson
Tristan Shinney
Ashley Shinney

Heather Williams
Jessica Riding
Stotts

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Callie
Lydia Munoz
Monaka
LTaylor
Sonya Shaw
Joshua
Lisa Fonseca
Andrew Watson
Meg
Tiffanie Thatcher
Olsen's
BB
Michael Wolf
Abby Davidson
Reagan Hendricks

Kim Meyers
Liza
Jessica
Amanda
Cameron Anderson
Kinzi Jensen
RG
Miriam
Brady Herd
Gabriel
Shelby B
Alexandra Perry
Janessa Sliger
Shawna Ulm
Lynette Crockett

Haley Hemphill
Ruben M
Samantha
Natalie Lewis
Lisa
Michelle Flynn
Brody Wolfe
Heather
Jenni Argyle
Rathbone
Coley
Jenny Hamson
Heather Larsen
Wendy

7:01 PM – **CALL TO ORDER: Becca Ashby**

7:02 - CLOSED SESSION: Barbie motions to go into closed session. Stephanie Quintero seconds. Motion is carried.

7:54 Stephanie Quintero motions to end the closed session. Amber Jenks seconds. Motion is carried.

7:58PM Stephanie Q. motions to come back to open meeting. Barbie seconds. Motion is carried. Administration is not present as per the Board's permission.

7:59PM—Action Item:

Grievance Policy—had some holes in it. Reviewed to protect both parties in a grievance. Stephanie Quintero reviewed and compared ours to other grievance policies. Still changes that we need to change. Amber Jenks has some suggestions as far as wording. Context and nuance that we need to work on. Making sure our processes are correct. Table until August. Amber Jenks motions to table. Stephanie Quintero seconds. Motion is carried.

8:02PM--Business Item:

- Governance Board/Executive Committee discussion—Selected and voted in in our June meeting after having been interviewed. Selected from voting members of the board. Currently don't have a vice chair. If we have multiple people, we vote on one. Executive board is appointed by the chair. Usually made up of senior members which are generally officers. Invited those who might want to move up to ask. Barbie is currently our treasurer. Tammy is our secretary who does not sit on the board, but is objective.
- Town hall discussion—There have been some voices asking for a town hall meeting. Amber Jenks thinks that it would be a good idea. It was in the beginning of the charter. Doesn't say

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a set number of town hall meetings. Could relieve some tensions. Simple way for people to give feedback. Mingling with the board, open house style. Handle it in a casual, positive open manner. Adrienne agrees with Amber-mingle and get to know each other. Have an open conversation without discussing the specifics. Karen Braithwaite- Have forms so people can write down their concerns. Becca -state, third party observations suggest otherwise, Blind Mule-afraid it will turn into a complaint session. How would we facilitate one and be productive? Do a short Q & A at the end. Lets look at how other schools have handled town hall meetings. Barbie-if we do do it, we aren't going to do it in the way everyone feels like they are not being heard. There is transparency, but that doesn't mean we can talk about employees or past employees. She is not going to be a part of an attack on an employee. Ok to do one if we can figure out how to do it without being unethical. Becca-personnel information is confidential. Dorothy suggested doing it in break out sessions. Rotate through concerns. But not interested in not being able to talk about things and then being told that we aren't being transparent. Hilary-If we put out some kind of questionnaire box in the front office. See if we can make a tally of what the biggest concerns are. An hour town hall-put a time frame on it. Make sure its structured so we know what we can talk about and discuss. We know that parents want to feel heard. Reminded that we are volunteers and are willing to work with parents. Maigan Sorensen-Parents need to be aware what a Town Hall meeting is. Agrees with Hilary. Make sure that its productive. And assures parents that things are still being productive. Becca-got a lot of feedback. Still working on putting things in place., but can't do it all right now until we have the chance which would be more like when the school has started back. State suggested that we not do a town hall, blind mule said no, as well as multiple third parties. We have heard enough of it on social media. If we do a town hall, it will not be a place for people to just come to complain. Barbie is not in due to legal council and the states suggestions. If we do it, we will not be doing it in a way that everybody feels like they aren't being heard. It is not that we are not listening, its because we can't break the law and discuss personal issues-employees and former employees, as well as the director. It is not ethical and not in favor of doing it. If we are going to do it I don't feel like people are going to feel heard. Dorothy-our expeditionary expert. Have break out sessions to discuss certain areas of concern and rotate through them. Hilary-would like to think that if we had a questionnaire box for people to write concerns and tally up what is important to discuss. Give us a structure of what we can talk about. Trial and error to figure out how we can feel and be heard. As a board, we are new and trying our best to figure out the best solution. Need to have it before back to school night. Becca discussed the survey results. Brought it back to those who needed to know. Haven't had the change or time to put them into place due to us being in Summer. Haven't been able to implement the things that needed to be done yet. Stephanie Nielsen-we are all parents and we love our school. Some things can be discussed and some things cannot be discussed. But we do want to make sure people are heard. We are in this together. Been a board member for over a month and has put in a lot of time already. We are trying to come up with the best solution. Please be patient. Thank you for coming out here and showing your support.

Becca-discussed our employee retention. Shows graph of retention rate from last 5 years. 2020-21, 27 employees 30%, 2021-2022 24 employees 25.26%, 2022-23 13 employees 13%, 2023-24 6.67% 8 employees, 2024-25 15.83% 19 employees. Numbers are comparable to what is going on across the state. This year we are at 15%, numbers being thrown around on social media are incorrect. Our staffing numbers have increased over the years. Typical numbers.

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Do we want to facilitate a town hall meeting? Hilary Gerhardt, Amber Jenks want to do one. We will discuss when to hold it. We will have it before school starts.

8:32PM – 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*

Riley Riser– Took time to thank the employees and board members for their service and hard work and dedication. Put out fires that nobody has heard about. You work to keep things confidential. Work hard and freely to give of your time. Without your dedicated hours of service, this school would cease to function. Recognize that your service does not come without a price. You weather the storms and steer the ship. You are on the right track. There are loud voices that do not represent all of us. Hundreds of more parents will continue to put their trust in this school. Its an honor to send our students to a school with such high integrity and great character.

Dorothy Dobson–Teacher for 5 years, board member for 6 years and recently hired as the Expeditionary Expert. Has been here through four different directors. Many have left because of the directors who were good teachers and good people. Makes her sad. This isn't the first time this has happened at our school. Hopes we can all be civilized.

Rob Christensen–Most powerful thing in the world is the truth. Has tried to live by that his whole life. Learned a valuable lesson this year. Truth has no power when its buried. When you attempt to control you have wondered from the truth. Hope is that stops. He feels like the truth is being buried. Hope is that its not the narrative. Pieces of the last board meeting that were omitted that were said at the meeting. Disappointed that this has happened. My hope is that from here we can have a truthful narrative.

Jennifer Christensen–Founding parent of Promontory. Discussed vision/values of our school. Was excited for Promontory to open. Felt good to be here. The big part were the values we are starving to live. Respect is a big part of our school. If respect and loyalty are demanded or mandated, it creates fears and resentment. Observed a different environment at Promontory. Where sadly, more and more teachers feel less and less safe. Observed leadership style that is more closely like dictatorship. Time was up. But stated she wanted to end on a positive note.

Donovan Malone–Thank you for having a town hall meeting. Did all board members have the opportunity to look at the survey results? Or just the executive board? Did all the board members have the opportunity to look at the results before Ratifying the director for this year? We believe that only the executive committee was involved in the review. For those non-executive board members, please make it known publicly that you have reviewed the results and still go along with ratifying the director. A lengthy grievance was put in place regarding the director. Was all of the school board members invited to participate in reviewing the grievance? Wants everyone to come forward publicly if they reviewed the grievance and the documents. We believe that only the executive committee was involved. Worked in the business world for 23 years, completed a survey every three years and the employees got to see the results of the surveys. They were not hidden. Action was taken on the results. Some managers were removed if changes were not made. There have been comments about ethical behavior. The survey and the grievance outlines ethical issues. Executive committee has not allowed the full board to review it.

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Rikki Malone— $\frac{3}{4}$ grade teacher. Has worked here for 9 years. Heard words transparency, ethical, keep things personal. Wishes we would. In June one of her co-workers stood up and discussed unethical behavior of our director Amber Edelman. Discussed personal challenges with other staff members. I ran into a former co-worker last week and their first words were “I heard that Donovan beats you”. I know where that came from. March 26th Donovan came to work and had two different teachers ask him if he had ever beat his wife. That is personal information. I feel very upset. I have been in this community for 18 years. She started it, she asked that personal questions. Now turned into a rumor. She was a friend, she was not ethical.

Jacob Trevino—Truck driver that works 60 + hours a week. Gets home late every night. Military service. Does not like lies. Does not like the numbers being discussed. Doesn’t believe them. School needs transparency. Needs transparency within the school—especially with Mrs. Edelman.

Lisa Holgreen—Had kids here for 6 years. Sat on the board for 3 years. Saw a missing link between the board, the director, and the parents. If there are issues with the director, teachers don’t have anyone to go to. I have made friends with many teachers and families here who feel like they can talk to me. Teachers are at the heart of our school. Layers of issues that the school is having that are all related to the director. Teachers are being let go without any explanation. Disturbing to me. A group of teachers have put together a grievance. Felt like it was ignored, shame on you for letting teachers go without showing humility. Communication is a key. Not feeling ignored or lied to. Someone was told by Mrs. Edelman that Mr. and Mrs. A were relocating which is simply not true. Hope corrections and reconciliations are in order. Propose that a teacher liaison is put in place. Board members please spend time in school. Hope there will be serious discussion and consideration.

Kyle Holmgren—Had kids going here for the last 6 years. Has seen how this school can be so amazing. The last two years have been a decline. Stated that 41 staff members have left this year, not 26 like what was stated earlier. Attitude of teachers are a dime a dozen. Promontory Staff needs to have a human resource department. Need to be able to file a grievance without the fear of loosing job. Parents have long had a concern about the future of Promontory. There have been valid reasons for needing a town hall. Concerns on POP page. No reason for page to be censored. Not a school owned Facebook page. Thankful to person who opened POP Facebook page. Calling the executive board to remove Amber as director and put in someone who is qualified.

Tim Bench—Had three kids come to Promontory over the past 5 years. Teachers have made a huge impact. Mrs. A pushed daughter to write an essay which went to state. 11 year old was in Ms. Tami’s class—massive rise in test scores and desire to be in school. Son has lost both of his teachers. Common denominator—please remove Amber and replace with someone who is qualified.

Alliyah Bench—Lack of transparency is here. School is going downhill very quickly. Amber Edelman has had a negative impact on teachers, environment—will see a massive decline in enrollment. Take a look at what the board is doing here. Fact that administration is not here is saying something.

Jarome Jenks—Very concerned about our school. If there is nothing wrong and nothing to hide, what is wrong with transparency. Not listening to people because you are afraid of what they are going to say. It is the job of the board to ensure the best education for the students. Includes working with the teachers to discuss their concerns. It is not the job of the board to only hear what they want to hear. His work they do a survey each year that asks about how management was being

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done—results weren't great so a town hall was scheduled to discuss problems. Why is Promontory so quick to block our eyes or limit access to anything that might be negative. Makes it appear that we have something to hide. So many great teachers being let go. For example, Mr. A—he is the sole of our school about the expedition. Concerned that the people who are steering the ship might be heading in the wrong direction. Apologize and beg for teachers to come back.

Holly Jeppson—Discussed POP page. Removed a post from the POP page. It was her. She doesn't regret her hours that she put into Promontory, but doesn't regret pulling her kids. Loves Promontory and loves all of the teachers. Felt pressured and bullied but it was not by any of the board members. Wants the ship to sail.

Nathan Young—Associated with Promontory since 2013. Third director. Seen good and bad things. Change isn't always positive, but its necessary. Rise Far—reminded of the values. Feels that respect is lacking. Nobody is saying you should have a different opinion, but we should all be respectful. Very few people know about the changes taking place. Change isn't always positive. Nobody is offering solutions to problems that exist. If you see a problem, you should offer a solution.

Tara Nakae—Thanks to our board. Biggest concern is that she doesn't feel qualified to be on an executive board. Our previous experience, the Public board had people who were qualified to sit on the board. Feels like the level of chaos would benefit from getting more qualified people in administration. Does not have solutions. Maybe qualifications are here and she is just not aware of them. Lack of qualifications might be a big part of the problem.

Shallen Sorensen—Helped found this school. First parent liaison—served for five years. Creator of the POP page. Unexpectedly left as the only administrator on the POP page. Was the parent liaison in the beginning—feels like she has really good connections. Has been hearing undertones for over a year. Trying to stay out of it, but things are now coming to the surface. Parents coming to the surface means there is an issue. Instead of assuming, we need to be open to talk and communicate. Do not think anyone in this room is out to get us. Doesn't think a town hall is a negative thing if we work together to create solutions.

Arellia Saunders—Felt the suppression of speech from a distance. Major concern because if we don't address it, it will get worse. Need to be able to be measured, but protect the children first—don't sit around and debate how to protect them.

Camille Cheever— Dishonesty, censorship, retaliation is not in our values or rights. Do not want our children to follow. Why is the board allowing our director to embrace? Unsafe place to work or learn. School used to mean it when they said we were staff not passengers. Director is unqualified. Not normal for long time staff to leave. This year is not normal. Not normal for staff who have been here for so long to leave. Letter to grievance was seemingly ignored.

Spring Martin— Has been at Promontory for 10 years. Has been here since the very beginning. Loves this school, discussed how this school was a special place. Percentage of staff leaving depends on number of employees which has increased each year. Percentages are skewed by the number of employees that we have. Every year you have a lot of turn over in aides. Teachers who are leaving because they feel like no one is listening to them. Pleading for her fellow staff members—please give the staff a voice.

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Damon Andreasen– Success of the school comes from the expeditionary model and the teachers, and families. Not been one educator or one administrator. How the director has tried to take credit for all the great things at the school boggles his mind. Not planning on leaving this school. He was planning on retiring from this school several years from now. Left due to continued lack of trust in Mrs. Edelman. Blind Mule has so much power–not a teacher evaluation program. Grateful for the town hall meeting–school needs a restorative circle. The boards job is to protect the school not the director.

Mike Arrington–Been parents at school for 11 years. Has interacted with many of the teachers. Know the characters of the teachers. They are good teachers. Changes need to happen to bring us up to state levels.. Board needs to bring it up to parents so they are aware and able to help improve education. Parents need to be involved. Parents need to know what challenges they are facing. Concerned about teachers who are not coming back–parents want to give feedback on teachers. Maybe do a survey. Concerning to see those leaving our school. Wants to make sure administration is listening to them fairly.

Dave Sommers–Been at our school for a year. Is aware that he has a fresh perspective. Parents are confused and need more information. We need to find out what is best for our school. Continue discussion.

Monaka Leishman–A parent. Had two kids at our school. Doesn't usually buy into hearsay. When a parent gets on social media–it starts rumors and starts flack. Parents rely on social media comments. However, there is enough proof outside of social media. Parents who are not as involved in the school, do rely on social media. Board needs better way to have some way to communicate to parents. Maybe to reply regarding concerns. Needs a better way to communicate to those who are not always in the school.

Cali Trevino– Jennifer and administrators made her feel like her children were heard after being bullied. Felt that the last two years her children were bullied more. Student was bullying her son, her son got suspended because he hit a student. Daughter was trying to help a student out. He punched her, a week later–she got in trouble for bullying. Told student need to feel safe at school. Asked Mrs. Edelman–always told “I will get back to you” But was never answered. Something needs to be done about the director.

Becky Cornelius–Former teacher not by choice. Sent a very ambiguous letter to parents letting them know she had found another job. One of the essential values at Promontory is Integrity. By not speaking her truths, she was allowing others to believe other things. To be clear– she had only received good reviews on her summaries. Even had recommendations from others to become an instructional coach because they all believed in her teaching. Somehow she got on Amber's bad list. Never put on any kind of probation or given any recommendations on what she could do to improve or things she was doing wrong. Took four months to get her mid year review. By the time she was able to meet with her, six days later was told she would not be returning.

Mindy Adams–She asked Holly to remove the post. I am sorry if you felt I was bullying you. I'm sorry. I love this school. I do believe in freedom of speech. Board works so hard. Not returning next year, but only because she got a job she wanted at a different school.

9:33 PM – ADJOURN-Stephanie Quintero motions to adjourn meeting. Hilaary seconds. Motion is

[Type here]
carried.

DRAFT

[Type here]

*Next scheduled Board Meeting: Aug 21, 2025

After School Activities

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

Promontory School will ensure that all extra-curricular activities will be offered equally and openly to all students without regard to gender, as required by Title IX, Education Amendment of 1972.

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.

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 will be publicly announced and will adhere to Utah State Statute.

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.

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

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Admissions Policy

3/29/2010

4/5/2013

2/23/2017

2/15/2018

1/21/2021

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.

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.

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.

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.

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

Accounting Manual

Accounting Procedures

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Expenditures

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Capitalization.....4 **Records**

.....4



Accounting Procedures

The intent of this manual is to lay out the accounting processes in a clear easy to understand manner. Situations or complexities may arise that are not accounted for in this manual, the school expects that the personnel handling the matters will act in a professional and responsible manner when such situations arise.

All accounting and financial reporting will be the responsibility of the Business Manager, under the direction of the board of trustees and the director. A complete general ledger will be kept and Year-To-Date financial reports submitted to the Board of Trustees each month. All support documents and accounting records shall be available for review at reasonable times by the board of trustees, school administration or others as approved by the Board or Administration.

Deposits

As the school staff receives payments or donations from the public, the receiving staff members will record the purpose of the funds, total and date on an envelope and submit the envelope to the business manager for recording and depositing of the funds. Copies of all checks will be made and attached to the accounting system deposit slip and bank receipt. Deposits will be made in a timely manner.

Expenditures

The school shall maintain a chart of accounts that meets the needs of the organization's expenditures and reporting requirements of the Utah State Office of Education and Federal

Education Department. Each funding program revenue item and expenditure item shall be recorded using the class function in the accounting system.

Accounts Payable & Purchasing

It is the policy of the school to follow a practice of ethical, responsible and reasonable procedures related to purchasing, agreements and contracts, and related forms of commitment.

The school will follow purchasing policies and procurement laws laid out by the State of Utah and by the Utah State Office of Education.

- ✓ Any purchase up to \$5,000 will require the approval of the director of the school. ✓
- Any purchase \$5,000 or more up to \$50,000; at least two bids will be obtained and reviewed by the finance committee and due diligence and prudence will be used in making the decision of which vendor is chosen.
- ✓ Any purchase of \$50,000 or more; will require a sealed bid process at an open board meeting or a RFP (Request for Proposal), with a vote of the board deciding the vendor.



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The school director shall have the authority to initiate purchases needed to operate necessary school programs, within the guidelines described in this policy manual. The director shall be responsible for staying within the major categories of the approved budget.

All checks require two signatures by an authorized signer. All signers are required to furnish a signature card to the schools chosen financial institution. The business manager may not be a check signer.

The director may, as needed, purchase allowable supplies, materials and equipment that fall within the approved budget.

The purchasing requirements laid out apply to discretionary or one-time purchases or new commitments and do not apply to on-going, existing monthly or periodic commitments that have been previously agreed upon.

Ethical Conduct in Purchasing – Ethical conduct in managing the organization’s purchasing activities is required. Staff shall discourage the offer of, and decline individual gifts or gratuities of value in any way that might influence the purchase of supplies, equipment, and/or services. Staff shall notify their immediate supervisor if they are offered such gifts.

Payroll

The school prepares its payroll using the Quickbooks system. The business manager shall be responsible for all payroll tax deposits, State and Federal filings, and any other payroll

related record keeping items. The school does not advance salary or make payroll loans without the director's approval (In the case of advance salary requests or payroll loans for the director, the board of trustee's approval is required).

For all employees; the pay periods run from the 1st – 15th and from the 16th to the end of the month. Paychecks will be dated and distributed on the 20th and the 5th.

If the pay date lands on a weekend or bank holiday paychecks will be dispersed the preceding work day.

Personal and/or sick time will be displayed and updated with each paycheck (for more details on personal time please see the employee benefits handbook).

Budget

The finance committee (consisting of members of the board of trustees, the director, the business manager and others as authorized by the board) will prepare an annual budget. The finance committee will meet at least monthly to go over expenditures, and approve minor budget changes. The full board of trustees will review the budget, make changes as deemed appropriate, and approve the annual budget. From time-to-time, the board of trustees and the administration can elect to amend the budget as needed. Amendments shall be approved in a public board meeting.

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Audit and State Reports

An annual audit will be budgeted for and performed by an outside certified public accountant. The school's business manager will work with the auditor and assist in completing the audit in a timely manner. The business manager will file the audit with the appropriate authorities by the due date.

The business manager will perform all state and federal reporting in a timely manner. The business manager's responsibilities include, but are not limited to the following:

- ✓ Approved budget submission (in AFR format)
- ✓ AFR (Annual Financial Report)
- ✓ APR (Annual Program Report)
- ✓ 990 (IRS annual information return)
- ✓ Negotiation report
- ✓ Year-end web survey
- ✓ Monthly or quarterly financial and enrollment reports

Bank Reconciliation

A board of trustee's member or the director will review all bank statements and initial or sign each statement. The business manager will reconcile all bank statements each month.

Cash Management

The business manager shall monitor and analyze cash balances for each year and update future projections as each month passes and alert the director if it appears that reserves will be low enough to jeopardize the schools capability to meet payroll or outstanding obligations. Before making a major purchase, the director will obtain necessary approvals and coordinate with the business manager to ensure that payment arrangements can be accommodated with the school's current cash position. Also, the business manager will be responsible to keep up on banking requirements (FDIC insured amounts, Utah Money Management Council rules, and any other applicable standards).

Assets & Capitalization

The school will use modified accrual accounting to record all transactions. As such, all purchases of assets shall be expensed and run through the regular operating budget. At fiscal year end, all assets over \$1,000 (could set threshold to \$1,000 to \$5,000) shall be capitalized and depreciated for the schools audited financial statements.

Records

All canceled checks, voided checks, bank statements, and disbursement invoices are filed and maintained in order and are available for review by the board of trustees and the administration. The director or board must first approve any other entity or individual requesting a review of these documents. Deposits shall be filed by bank account and from oldest to newest and expenditures by the appropriate vendor.

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 is designed to provide a transparent and consistent framework for addressing concerns and resolving grievances in a respectful and constructive manner. ~~seeks to support the achievement of this goal by providing a transparent and consistent process for resolving grievances.~~

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 who is 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: The Executive Committee is 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. which is the grounds of a formal complaint which has been filed according to the procedure outlined in this policy. A~~ ~~complaint~~ Disciplinary action appeals shall be handled under XXXXXXXX

Victimize: To act or omit to act towards a person in a way which is intended to cause disadvantage to that person because they have made a complaint, or may make a complaint, or

may be or are the subject of a complaint.

Procedure for filing a formal grievance:

~~1) All grievances should be submitted to the appropriate person as dictated by school administration.~~

~~-2) All grievances involving the School Director or a Board Member must be sent to all members of the Executive Committee of the Board.~~

~~-3) All grievances must be submitted in writing, either by formal letter or email, and include the following information:~~

~~a) Document/report must specify that the complainant is filing an official grievance~~

~~b) Dates, times, and duration of incident or issues pertaining to grievance~~

~~c) Names of individuals involved~~

~~d) Specific details of incident or issues relating to grievance~~

~~e) Promontory School policies pertaining to grievance~~

~~f) Must be submitted by the complainant or their legal guardian on their behalf~~

~~g) Anonymous submissions cannot be fully investigated and will therefore not be accepted as a grievance under this policy.~~

~~Failure to follow the procedures outlined may result in the dismissal of the grievance.~~

Response to formal grievance:

~~1) School administration and Executive Committee will respond to formal grievances with procedures that adhere to the following~~

~~———— a) All parties are treated with respect and impartiality and provided with support throughout the process~~

~~b) The person who is the subject of the grievance must be informed of all the allegations in relation to his/her behavior~~

~~c) The person who is the subject of the grievance must have a full opportunity to put forward their case~~

~~d) All parties to the grievance must have the right to be heard~~

~~e) All relevant submissions and evidence must be considered~~

~~f) Irrelevant matters must not be taken into account~~

~~g) The decision maker(s) must be impartial, fair, and just~~

~~h) No undue delay in investigations and proceedings~~

- ~~2) All communication pertaining to the filing of a grievance made to the Executive Committee, including the receipt of the grievance, investigation procedure, etc. will be approved by the Executive Committee in its entirety and issued in writing.~~
- ~~3) The recipient of the grievance, as indicated by school procedure, or the Executive Committee will acknowledge the submission of the grievance and advise the complainant of any additional proceedings, requests for information, and investigative proceedings within one week of submission.~~
- ~~4) Any Board Member subject to a grievance will recuse themselves from participation on the Executive Committee, from discussions regarding the grievance, and any role as a recommender.~~
- ~~5) The School Director will establish a procedure for addressing grievances that is made readily available to employees, volunteers, parents and students.~~
- ~~6) The Executive Committee will decide on the appropriate procedure for resolving a grievance made toward the School Director.~~
- ~~7) Upon resolution of a grievance the Executive Committee will approve an official recommendation that will be issued in writing.~~
- ~~8) The Executive Committee may confer with legal counsel if necessary.~~

Grievance procedure steps process

Any employee, parent, volunteer, student, or Board member may file a grievance if they believe they have been negatively impacted by a decision, action, or omission by Promontory School or its representatives. The following steps outline the formal grievance process:

Step 1: Attempt Informal Resolution

Before submitting a formal grievance, individuals are encouraged to resolve the issue through direct and respectful communication with the person(s) involved or an appropriate school administrator. Many concerns can be resolved quickly and effectively in this way.

Step 2: Submit a Written Grievance

If the concern cannot be resolved informally, or not satisfied with the response, the complainant may file a formal grievance. The grievance must be submitted **in writing** (by letter or email) within a **reasonable and timely manner** of the incident or decision. In incidents concerning employee grievances, the employee may not be represented at this step.

Written grievances must include:

- A clear statement that the submission is a formal grievance.
- The name and role/relationship of the complainant.
- Dates, times, and a detailed description of the issue or incident.
- Names of individuals involved.
- Specific actions or decisions being challenged.

- Any related school policies or procedures (if known).
- The resolution or remedy sought by the complainant.
- The complainant's signature or typed name.
(Anonymous submissions cannot be formally accepted due to the inability to be fully investigated.)

Grievances must be directed as follows:

- If related to an **employee or school operations**, the grievance should be submitted to the **School Director**.
- If related to the **School Director or a Board member**, the grievance must be submitted to the **Executive Committee** of the Board.
- If related to an **executive committee** member they will recuse themselves, and another board member will be assigned accordingly.

Failure to follow the procedures outlined may result in the dismissal of the grievance.

Step 3: Acknowledgment of Receipt

The recipient of the grievance (School Director or Executive Committee) will provide a written acknowledgment to the complainant within **10 business days** of receiving the grievance. This acknowledgment will confirm receipt, a copy of the grievance policy and an outline of the next steps.

Step 4: Review and Investigation

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

- Treating all parties with respect, dignity, and fairness.
- Informing the person(s) named in the grievance and providing an opportunity to respond.
- Gathering all relevant facts, documentation, and witness statements (if applicable).
- Ensuring confidentiality throughout the process, except as necessary for a thorough investigation.

If a Board member is named in the grievance, they must recuse themselves from participation in the process, including any related discussions or decisions.

Step 5: Resolution and Response

A written response will be provided to the complainant within **10 business days** of acknowledgment, unless circumstances require additional time. The response will include:

- A summary of the findings.
- Any decision or resolution made.
- Any corrective actions to be taken.
- A copy of this policy.
- Any options for appeal, if applicable.

The Executive Committee may confer with legal counsel as needed during the investigation or resolution process. It's the intent that this process is followed, but in unforeseen circumstances, at the discretion of the executive committee, this process may be adjusted accordingly.

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. Should we add in rise far values here?

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 between all parties at all times within the constraints of the need to fully investigate the matter, subject to any legal requirements for disclosure and consistent with the principles of natural justice.

HEAD INJURY POLICY

In accordance with Utah Administrative Code R277-614, to protect Promontory School's students while participating in any and all physical activities sponsored by and through the school, including but not limited to recess, P.E. class, fieldwork, games or other extra-curricular activities, Promontory School seeks to provide a safe return to activity for any student after a concussion.

In order to effectively and consistently manage these injuries, procedures have been developed to aid in ensuring that concussed students are identified, treated and referred appropriately, receive appropriate follow-up medical care during the school day, and are fully recovered prior to returning to activity.

All appropriate staff shall attend a yearly in-service meeting in which procedures for managing physical activity-related concussions are discussed.

Policy Availability

This policy shall be made publicly available by posting it on the Promontory School website so that parents, students, and community members have ready access to the information, as required by R277-614.

Recognition of Concussion A concussion is a type of traumatic brain injury that interferes with normal function of the brain. It occurs when the brain is rocked back and forth or twisted inside the skull as a result of a blow to the head or body. Even a mild jolt or blow to the head or body can result in a concussion. A concussion can occur even if a player or student in an activity does not lose consciousness.

The following are common signs and symptoms of physical activity-related concussion:

Signs (observed by others):

- Student appears dazed or stunned
- Confusion
- Forgets plays

- Unsure about game, score, opponent
- Moves clumsily (altered coordination)
- Balance problems
- Personality change
- Responds slowly to questions
- Forgets events prior to hit
- Forgets events after the hit
- Loss of consciousness (any duration)

Symptoms (reported by student):

- Headache
- Fatigue
- Nausea or vomiting
- Double vision, blurry vision
- Sensitive to light or noise
- Feels sluggish
- Feels "foggy"
- Problems concentrating
- Problems remembering

These signs and symptoms following a witnessed or suspected blow to the head or body are indicative of probable concussion. Any student who exhibits these signs, symptoms, or behaviors shall be immediately removed from the contest, game, or practice, and shall not return to play until cleared by a written statement from a licensed medical provider.

Management and Referral Guidelines for All Staff

1. The following situations indicate a medical emergency and require activation of the Emergency Medical System:
 - Any student with a witnessed loss of consciousness (LOC) of any duration should be spine boarded and transported immediately to the nearest emergency department via emergency

vehicle.

- Any student who has symptoms of a concussion, and who is not stable (i.e., condition is worsening), is to be transported immediately to the nearest emergency department via emergency vehicle.
- A student who exhibits any of the following symptoms should be transported immediately to the nearest emergency department, via emergency vehicle:
 - o Deterioration of neurological function
 - o Decreasing level of consciousness
 - o Decrease or irregularity in respirations
 - o Any signs or symptoms of associated injuries, spine or skull fracture, or bleeding
 - o Mental status changes: lethargy, difficulty maintaining arousal, confusion or agitation
 - o Seizure activity

2. A student who is symptomatic but stable, may be transported by his or her parents. The parents should be advised to contact the student's primary care provider, or seek care at the nearest emergency department on the day of the injury.

3. Parents will be notified of a "head knock" type of injury even if the child is asymptomatic of a concussion. The parents should be advised to monitor their child of signs of concussion that may appear hours after the incident.

Guidelines and Procedures for Teachers, Staff & Volunteers Supervising Contests and Games:

Recognize concussion

1. All teachers and staff of Promontory School should become familiar with the signs and symptoms of concussion that are described above.
2. Promontory School staff shall have appropriate training about recognizing and responding to traumatic head injuries, consistent with the employees' responsibilities for supervising students.

Remove from activity Any student who exhibits signs, symptoms, or behaviors consistent with a concussion shall be immediately removed from the sporting event and shall not return to play until cleared by a written statement from a licensed medical provider. "When in doubt, sit 'em out."

Refer the athlete/student for medical evaluation

1. Promontory School is responsible for notifying the student's parent(s) of the injury.
 - a. Contact the parent(s) to inform a parent of the injury. Depending on the injury, either an emergency vehicle will transport or parent(s) will pick the student up at the event for transport.
 - b. A medical evaluation is required before returning to play.
2. In the event that a student's parent(s) cannot be reached, and the student is able to be sent home (rather than directly to MD):
 - Promontory School staff should insure that the student will be with a responsible individual, who is capable of monitoring the student and understanding the home care instructions, before allowing the student to go home.
 - Promontory School staff should continue efforts to reach a parent.
 - If there is any question about the status of the student, or if the student cannot be monitored appropriately, the student should be referred to an Emergency Department for evaluation. A Promontory School staff member should accompany the student and remain with the student until a parent arrives.
 - Promontory School administration shall provide for supervision of other students for whom he or she is responsible when accompanying the injured student.
3. Promontory School should seek assistance from coaches, teachers, administration, or other appropriate individuals, if available, at a host school or other site during an away contest if the injury occurs during a formal athletic contest.

Return to Play (RTP) Procedures After Concussion

1. Return to activity and play is a medical decision. The student must meet all of the following criteria in order to progress to activity:
 - a. Be asymptomatic at rest and with exertion (including mental exertion in school), AND
 - b. Have written clearance from the student's primary care provider or concussion specialist (student must be cleared for progression to activity by a physician other than an

Emergency Room physician, if diagnosed with a concussion).

2. Once the above criteria are met, the student will be progressed back to full activity following the step-wise process detailed below. (This progression must be closely supervised by the student's teacher as well as administrative staff, who must have a very specific plan to follow as directed by the student's physician)

3. Progression is individualized, and will be determined on a case-by-case basis. Factors that may affect the rate of progression include: previous history of concussion, duration and type of symptoms, age of the student, and sport/activity in which the student participates. An athlete/student with a prior history of concussion, one who has had an extended duration of symptoms, or one who is participating in a collision or contact sport may be progressed more slowly.

4. Stepwise progression as described below:

- **Step 1.** Complete cognitive rest. This may include staying home from school or limiting school hours (and studying) for several days. Activities requiring concentration and attention may worsen symptoms and delay recovery.
- **Step 2.** Return to school full-time.
- **Step 3.** Light exercise. This step cannot begin until the student is no longer having concussion symptoms and is cleared by a physician for further activity. At this point the student may begin walking or riding an exercise bike. No weight lifting.
- **Step 4.** Running in the gym or on the field. No helmet or other equipment.
- **Step 5.** Non-contact training drills in full equipment. Weight training can begin.
- **Step 6.** Full contact practice or training. Participation in regular P.E. and recess activities.
- **Step 7.** Play in game (intramural students). Must be cleared by a physician before returning to play.

5. The student should spend 1 to 2 days at each step before advancing to the next. If post-concussion symptoms occur at any step, students must stop the activity and the treating physician must be contacted. Depending

upon the specific type and severity of the symptoms, the student may be told to rest for 24 hours and then resume activity at a level one step below where he or she was at when the symptoms occurred. This resumption of activity could be considerably simplified for a student injured during recess compared to a student injured at a game or formal practice.

In compliance with R277-614, all parents or legal guardians of students at Promontory School must annually review and sign a Concussion & Head Injury Information Acknowledgment Form, regardless of whether the student participates in sports, PE, recess, or fieldwork activities. A signed acknowledgment form must be on file with the school before the student participates in any physical activity sponsored by the school.

Parents or Legal Guardians of Promontory School students ARE REQUIRED to complete a Concussion & Head Injury Information Release Form and turn it into the school prior to the student participating in any intramural sports activity or PE class.

This requirement also applies to general school physical activities such as recess and fieldwork to ensure universal awareness and compliance.

<http://www.cdc.gov/concussion/HeadsUp/youth.html>

Educator Licensing Requirements

Rule/Law: [USB E Board Rule R277-301 \(7\)](#); [USB E Board Rule R277-301 \(4\)](#)
[USB E Board Rule R277-301 \(5\)](#); [Utah Code 53E-6-307](#); [USB E Board Rule R277-214](#);
[USB E Board Rule R277-500](#); [USB E Board Rule R277-530](#)

Purpose:

The Promontory School of Expeditionary Learning Governing Board is committed to compliance with Utah State Board of Education (USB E) rules outlining requirements and procedures for obtaining educator licenses required for employment as a licensed educator.

The Promontory School of Expeditionary Learning Governing Board also supports the license structure of an LEA-specific educator license to allow local districts to determine specific license areas of concentration and endorsement in accordance with R277-301 (7).

The Promontory School of Expeditionary Learning Governing Board is committed to the importance of content knowledge and pedagogical requirements for licensed educators, including required criminal background checks and ethics review.

The Promontory School of Expeditionary Learning Governing Board authorizes the School Director and Administration to establish administrative regulations consistent with this policy, subject to review and approval by the Board.

[USB E Board Rule R277-301 \(7\)](#)

Definitions:

Associate Educator License (USB E): An individual completing the requirements to receive a Professional License, e.g. intern, enrolled in a university program, CTE, Non-traditional Path. An educator license, license area, or endorsement that is valid for two years. The requirements of an associate educator license are outlined in R277-301-4.

The general requirements include:

- completion of a criminal background check;
- completion of an ethics review within one calendar year of application; and
- one of the following:
 - a bachelor's degree or higher from a regionally accredited institution;
 - current enrollment in a university board-approved educator program that will result in a bachelor's degree or higher from a regionally accredited institution; or

- skill certification in a specific CTE area.

An educator with an associate educator license may upgrade to a professional educator license at any time prior to expiration of the associate educator license if the educator meets all the requirements of R277-301-5.

Professional Educator License (USBE): An individual who has demonstrated all of the State established competencies to be an educator. An educator license, license area, or endorsement that is valid for five (5) years. The requirements for a professional educator license are outlined in R277-301-5.

The general requirements for a professional educator license include:

- all general requirements for an associate educator license under R277-301-4
- completion of a bachelor's degree or higher from a regionally accredited institution; or skill certification in a specific CTE area in one of the following;
- a recommendation from a USBE Board-approved educator preparation program
- a standard educator license in the area issued by a licensing jurisdiction outside of Utah that is currently valid or is renewable consistent with Section 53E-6-307

Local Education Agency (LEA)-Specific Educator License: An individual, approved by the PSEL Governing Board who has met locally defined competencies to be an educator, and approved by LEA application to USBE.

License Areas of Concentration: means a designation on a license of the specific educational setting or role for which the individual is qualified, to include the following:

- Early Childhood
- Elementary
- Secondary
- Career and Technical Education or "CTE"
- School Counselor
- Special Education
- School Social Worker

Endorsement: means a designation on a License Area of Concentration earned through demonstrating required competencies established by the State

[USBE Board Rule R277-301 \(4\)](#)

[USBE Board Rule R277-301 \(5\)](#)

[Utah Code 53E-6-307](#)

Policy

Education Agency (LEA)-specific Educator License:

The general requirements for an LEA-specific Educator License include:

- completion of a criminal background check and clearance in accordance with R277-214
- completion of an educator ethics review as described in R277-500 within one calendar year of the application
- completion of a bachelor's degree or higher from a regionally accredited college or university
- demonstrated content pedagogical knowledge by:
- successfully passing an assessment; or by demonstrated experience.

[USBE Board Rule R277-214](#)

[USBE Board Rule R277-500](#)

An application for an LEA-specific Educator License must receive approval by the PSEL Governing Board in a public meeting.

The request for approval must include the rationale for the appointment of an LEA-specific license.

License and Endorsement Areas:

In accordance with R277-301, an LEA-specific Educator License may not be offered in the areas of Special Education or Preschool Special Education.

An LEA-specific Educator License, is limited to the following license areas:

- Early Childhood
- Elementary
- Secondary
- Career and Technical Education or “CTE”
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An LEA-specific Educator License is valid for three years in accordance with the LEA application to the USBE.

In accordance with R277-301(7) an LEA-specific Educator License is valid only within the Promontory School of Expeditionary Learning Governing Board and expires immediately upon employment separation.

[USBE Board Rule R277-301](#)

[USBE Board Rule R277-301 \(7\)](#)

LEA- specific Educator Training, Mentoring, and Support:

Within the first year of employment, the educator must complete the following training:

- educator ethics
- classroom management and instruction
- basic special education law and instruction
- Utah Effective Teaching Standards described in R277-530

The educator must participate in the School's Mentoring Program.

The school shall provide at least a three-year mentoring program by a trained mentor educator who:

- holds a professional educator license and where possible
- performs substantially the same duties as the educator with release time to work as a mentor; or
- is assigned as an instructional coach or equivalent position

The assigned mentor shall assist the educator to meet the Utah Effective Educator Standards established in Rule R277-530, but may not serve as an evaluator of the educator.

The mentoring program shall include:

- A formal Professional Learning Plan, which consists of:
 - Mentor observation and feedback
 - PSEL Teacher Evaluation
 - Pedagogical Performance Assessment (PPAT) support
- Support in meeting the requirements of a professional license area
- On-going training on educator ethics and special education

[USBE Board Rule R277-530](#)

In addition- This below needs to be put on our website.

License Designations

The following designations or levels apply to educator licenses, license areas (i.e.-elementary, secondary, special education), and content endorsements (i.e.-mathematics, music, social studies):

Professional: The educator has completed an educator preparation program that includes content and pedagogical knowledge. This program may have been completed at a

university or in an alternate pathway that was supported by school districts/charters and the Utah State Board of Education.

Associate: The educator is currently completing an educator preparation program, but has not yet completed all requirements for a Professional Educator License, license area, or endorsement. The educator is enrolled in a university-based or Local Education Agency (LEA)-based program. When the educator completes the program, they will have a professional level.

LEA-Specific: The educator has not completed an educator preparation and is not currently enrolled in one. The LEA Specific is available for all License Areas. Only SPED (Special Education and Preschool Special Education) have the one-year only restriction, otherwise, the LEA can specify their educator for up to three years.

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[USBE Board Rule R277-530](#)

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License Designations

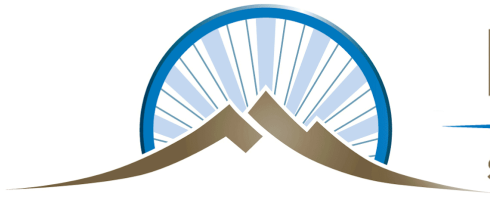
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PROMONTORY

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Framework for Teacher and Student Success Plan:

Pursuant to UCA 53G-7-1304, Promontory School of Expeditionary Learning (PSEL) hereby adopts the following framework within which the administration may develop a Teacher and Student Success Plan.

Allowable Expenditures

In accordance with statute and USBE rule, the school may spend TSSA monies on the following:

- 1) PSEL plans to use the TSSA funds to pay the salary of a full-time instructional coach Janni Richards and Jennifer Delaney Sped Instructional Coach to provide specific and targeted professional development to the teachers and staff during collaborative team planning meetings.
- 2) PSEL plans to use any additional funds left over to pay for Carissa Dominy salary for IT services.

The administration and Instructional Leadership Crew (ILC) will create, review, and make adjustments to a Teacher and Student Success Plan according to the following framework at least annually.

1. Needs Assessment

- a. The administration shall gather and analyze data to determine school improvement needs. The following methods may be used.
 - a) Staff surveys
 - b) Parent surveys
 - c) Student surveys
 - d) Assessment results
 - e) Administrative structures of observation and evaluation
- b. Data shall be gathered in key areas including:
 - a) Collaborative Leadership and Staff Development
 - b) Curriculum, Instruction, and Assessment
 - c) School Environment

2. Goal Setting

- a. PSEL Administration shall prioritize school improvement needs and identify goals to address needs.
- b. The administration shall present and discuss goals with the Board at least once annually.

3. Implementation.

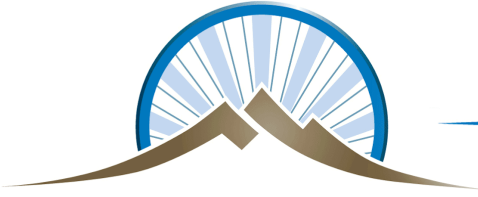
- a. The SIP shall be reviewed with PSEL employees.
- b. All employees will share responsibilities for progress on SIP goals.

4. Monitor and Review.

- a. PSEL Administration and staff shall review the school improvement goals at least annually to determine progress and make adjustments as necessary.
- b. PSEL Administration shall report progress to the PSEL Board annually.

	Forecast	Actual	Difference
Income			
Roll Over	\$ -	\$ -	\$ -
Funding FY25	\$ 143,301.23	\$	\$ 0.00
Expense			
100 - Salaries	143,301.23	\$	\$0
200 - Benefits	\$ -	\$ -	\$ -
300 - Professional Service	\$-	\$	\$ -0
400 - Property Services	\$ -	\$ -	\$ -
500 - Professional Development / Travel	\$ -	\$ -	\$ -
600 - Supplies	\$ -	\$ -	\$ -
700 - Equipment	\$ -	\$ -	\$ -
800 - Other	\$ -	\$ -	\$ -
Totals	\$ 0	\$ -	

Grant funds will be used for Janni Richards, the instructional guide's salary, Jennifer Delaney Special Education Instructional Coach, and any remaining funds will be used to pay Carissa Dominy salary for IT services.



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SCHOOL POLICY AND PROCEDURE FOR EMERGENCY SAFETY INTERVENTIONS (ESIs)

Purpose

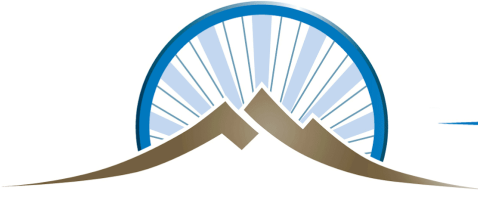
To establish clear guidelines and procedures for the implementation of foundational behavior support training for all school employees and to govern the use of Emergency Safety Interventions (ESIs) at Promontory School of Expeditionary Learning. This policy ensures that all interactions involving student behavior are handled in a safe, supportive, and legally compliant manner, prioritizing prevention and de-escalation, and only utilizing ESIs as a last resort in strict adherence to Utah Code Section 53G-8-301 and Utah State Board of Education (USBE) Rule R277-608.

Policy Statement

Promontory School of Expeditionary Learning is committed to fostering a positive and safe learning environment where student behavioral and emotional needs are addressed proactively and with evidence-based strategies. All school employees who supervise students or may be involved in managing student behavior are required to complete foundational behavior support training focusing on prevention and de-escalation techniques. It is critical to understand that this foundational training **does not authorize the use of Emergency Safety Interventions (ESIs)**. ESIs, defined as physical restraint or seclusion, are extreme measures reserved only for situations where a student poses an immediate danger to self or others, and they may only be implemented by employees who have completed comprehensive ESI training, under strict conditions and prohibitions mandated by state law.

Definitions

- **Behavioral/Emotional Crisis Cycle:** Refers to the phases of a crisis and the behaviors associated with each phase.
- **Corporal Punishment:** The intentional infliction of physical pain upon the body of a student as a disciplinary measure.
- **Emergency Safety Intervention (ESI):** The use of seclusion or physical restraint when a student presents an immediate danger to self or others.
- **Key Identified School Employee:** A definition required by Board Rule R277-608-3(1)(c), which Promontory School of Expeditionary Learning defines as _____.
- **Least Restrictive Behavioral Interventions (LRBI):** Refers to the Utah State Board of Education (USBE)'s Technical Assistance Manual, with which de-escalation strategies should align. School employees shall first use the least restrictive intervention available.
- **Physical Escort:** A temporary touching or holding of the hand, wrist, arm, shoulder, or back for the purpose of guiding a student to another location.
- **Physical Restraint:** A personal restriction that immobilizes or significantly reduces the ability of a student to move the student's arms, legs, body, or head freely.
- **Seclusion:** Seclusionary time out is the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving, including placing a student in a locked room or a room where the door is blocked by furniture or held closed by staff.



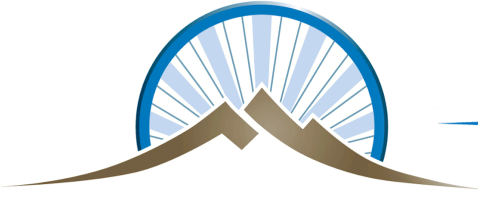
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Procedures

1. Foundational Behavior Support Training Requirements:

- **Mandatory Training:** Starting in the 2025-2026 school year, foundational behavior support training is required for all school employees who supervise students, or who may be asked to assist in managing a student's behavior. This includes, but is not limited to:
 - Administrators
 - General Education Teachers
 - Special Education Teachers
 - Paraprofessionals/paraeducators/aides
 - Behavior Specialists
 - School-based Mental Health Specialists
 - Related Service Providers
 - Bus Drivers
 - Secretaries
 - District/School coaches
- **Training Frequency:** This training must be provided within two months of employment, or 30 days if working directly with a student with disabilities, and bi-annually thereafter.
- **Training Content:** This training will include information regarding behavioral/emotional crisis prevention, preparedness, response, and recovery, with de-escalation strategies aligning with USBE's Least Restrictive Behavioral Interventions (LRBI) Technical Assistance Manual. Key content areas include:
 - **Behavioral/Emotional Crisis Prevention:** Understanding the brain's response to traumatic events, behaviors associated with crises, the behavioral/emotional crisis cycle, proactive and preventative behavior supports, strategies for a safe/positive school climate, and considerations for students with disabilities.
 - **Behavioral/Emotional Crisis Preparedness:** Team roles, environmental considerations, principles for safe de-escalation, and adult responses aligned with the crisis cycle.
 - **Behavioral/Emotional Crisis Response:** Research- and evidence-based de-escalation strategies, communication skills (problem solving, conflict resolution), effective/evidence-based interventions matched to student needs, balancing physical and emotional safety, and emphasis on ESIs as a last resort (only if appropriately trained).
 - **Behavioral/Emotional Crisis Recovery:** Post-crisis debriefing and supporting student recovery.
- **Important ESI Disclaimer:** Completing the Foundational Behavior Support training does not qualify an employee to use an emergency safety intervention (physical restraint or seclusion). This training does not include training on the implementation of ESIs. ESIs can only be used by a school employee who has completed comprehensive ESI training.
- **School-Specific Policy Training:** Promontory School of Expeditionary Learning will ensure that all employees are trained on the school's specific policies related to ESIs.

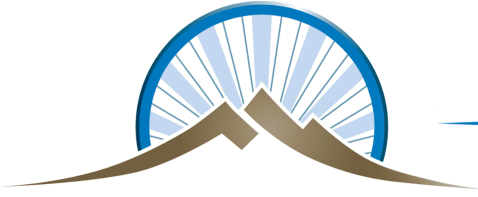


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2. Emergency Safety Interventions (ESIs) – Guidelines and Prohibitions:

- **Least Restrictive Interventions:** A school employee shall first use the least restrictive intervention available, including a physical escort, to address dangerous circumstances. Less restrictive interventions may be used subsequently.
- **Appropriate Use of Physical Restraint:** Reasonable and necessary physical restraint may *only* be used by appropriately trained staff in the following circumstances:
 - In self-defense.
 - To obtain possession of a weapon or other dangerous object in a student's control.
 - To protect a student or another individual from physical injury.
 - To remove a violent student from a situation.
 - To protect property from being damaged, when physical safety is at risk.
- **Prohibitions:**
 - **Corporal punishment** is strictly prohibited.
 - Promontory School of Expeditionary Learning will not enforce any rule, policy, or directive that permits acts prohibited by Utah Code Section 53G-8-301.
 - Promontory School of Expeditionary Learning will not sanction an employee who refuses to commit a prohibited act.
 - Seclusion is prohibited for students below Grade 1.
 - For students in Grade 1 or higher, seclusion may not be used as an intervention or disciplinary practice, for coercion, retaliation, or humiliation, or due to inadequate staffing or for the staff member's convenience.
- **Conditions for Using Seclusion (Grade 1 or Higher):** Seclusion may only be used as an emergency safety intervention for a student in Grade 1 or higher when *all* the following conditions are met:
 - The student poses an **immediate and significant threat** to themselves or others.
 - **Less restrictive interventions have failed.**
 - A staff member who is familiar to the student is **actively supervising** the student for the duration of the seclusion.
 - Promontory School of Expeditionary Learning has developed and implemented written policies and procedures that describe:
 - The circumstances under which a staff member may use seclusion.
 - Which staff members are authorized to use seclusion.
 - Procedures for monitoring a student in seclusion.
 - Time limitations on the use of seclusion.
 - Requirements for immediate and continuous review of the decision to use seclusion.
 - Documentation of the use of seclusion.
 - Record keeping requirements related to seclusion.
 - Requirements for debriefing of all witnesses, involved staff, the secluded student, and their parent.
- **Designated Seclusion Areas:** Promontory School of Expeditionary Learning has not designated an enclosed area solely for seclusion.



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- *If allowed:* Any designated enclosed area must comply with Board Rules R392-200 and R710-4. A written procedure outlining the approval process for such areas will be maintained.
 - **Consistency with Practices:** Procedures for ESI use must be consistent with evidence- and research-based practices, including all outlined prohibitions.
 - **Students with Disabilities:** Criteria and steps for using ESI with students with disabilities will be consistent with federal and state law, as part of Promontory School of Expeditionary Learning's special education policies, procedures, and practices.
3. **Documentation and Notification:**
- **Documentation:** If seclusion was used, the school shall document the reason for its use, its duration, and any alternative strategies attempted.
 - **Parent Notification:** Promontory School of Expeditionary Learning shall notify parents **immediately**, and **not to exceed 15 minutes** after the use, of any emergency safety intervention (including seclusion or physical restraint) used on their child.
4. **Data Collection and Reporting:**
- **Promontory School of Expeditionary Learning shall collect and report data** to the Utah State Board of Education (USBE) annually regarding:
 - Each incident of ESI.
 - For each incident, the:
 - Duration of the intervention.
 - Stated purpose for the intervention.
 - Alternative interventions attempted.
 - Student demographic information (sex, gender, age, grade, applicable disability status).
 - If the staff involved received the relevant training, without revealing staff identity.
5. **Violations**
- Any violations of Utah Code Section 53G-8-301, including violations of any state board standards for seclusion or physical restraint, shall constitute an act of unlawful detention and are subject to penalty. Such violations will also result in a referral to local law enforcement and the Utah Professional Practices Advisory Commission.
6. **Exemptions**
- This policy and Utah Code Section 53G-8-301 do **not** apply to:
 - A law enforcement officer as defined in Section 53-13-103.
 - A parochial or private school that does not receive state funds, adopts a policy of exemption, and notifies the parents of students of the exemption.
 - Behavior support intervention which is in compliance with Section 76-2-401 and state and local rules adopted under Section 53E-7-204.

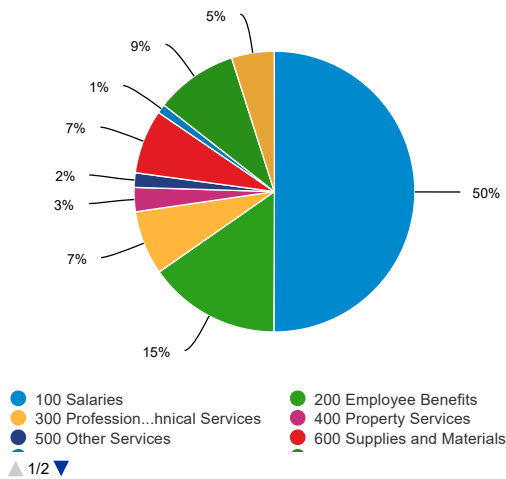
Financial Summary

	Category	YTD Amount	Total Budget	Total Forecast	% Target	% Forecast
Revenue (3 School Category records)						
	1000 Local Revenue	\$9,145	\$189,000	\$189,000	4.8%	4.8%
	3000 State Revenue	\$476,584	\$5,721,545	\$5,721,545	8.3%	8.3%
	4000 Federal Revenue		\$390,718	\$390,718	0.0%	
TOT		\$485,729	\$6,301,263	\$6,301,263		
Expense (9 School Category records)						
	100 Salaries	-\$202,454	-\$3,147,500	-\$3,147,500	7.2%	6.4%
	200 Employee Benefits	-\$69,459	-\$958,300	-\$958,300	7.8%	7.2%
	300 Professional and Technical Services	-\$10,174	-\$464,300	-\$464,300	1.5%	2.2%
	400 Property Services	-\$10,192	-\$175,000	-\$175,000	2.5%	5.8%
	500 Other Services	-\$6,282	-\$104,500	-\$104,500	-0.0%	6.0%
	600 Supplies and Materials	-\$37,392	-\$465,100	-\$465,100	-0.0%	8.0%
	700 Property	-\$12,296	-\$65,000	-\$65,000	-0.0%	18.9%
	800 Debt Service and Misc	-\$70,062	-\$566,289	-\$596,421	-0.0%	11.7%
	900 CapEx & Extra Ordinary	-\$11,337	-\$310,000	-\$310,000	-0.0%	3.7%
TOT		-\$429,649	-\$6,255,989	-\$6,286,121		
TOT		\$56,080	\$45,274	\$15,142		

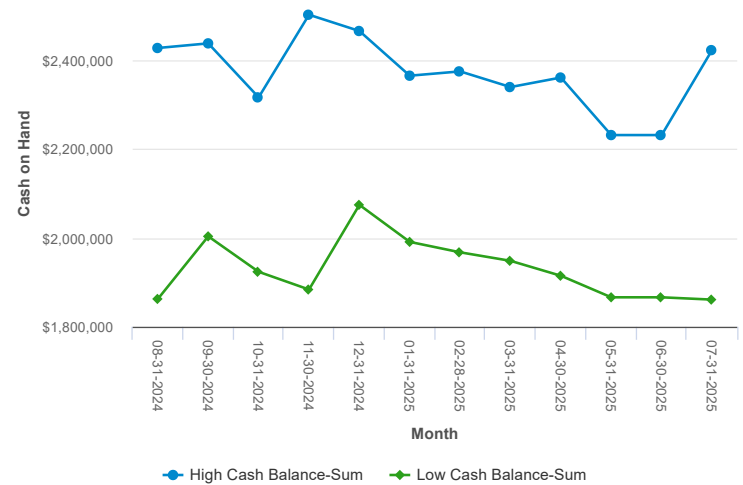
Financial Metrics

	Financial Metric	Covenant	Target	Forecast
	Operating Margin		4.0	5.16
	Debt Service Ratio	1.15	1.30	1.59
	% Building		<16	8.8
	Unrestricted Days Cash	40	100	19

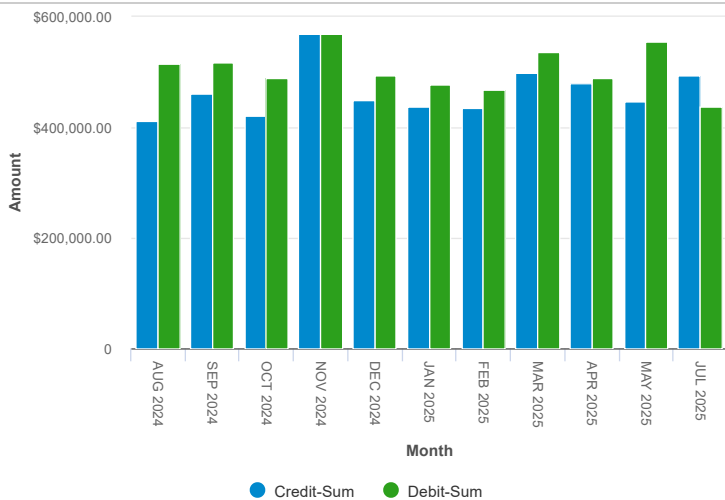
Expense Distribution



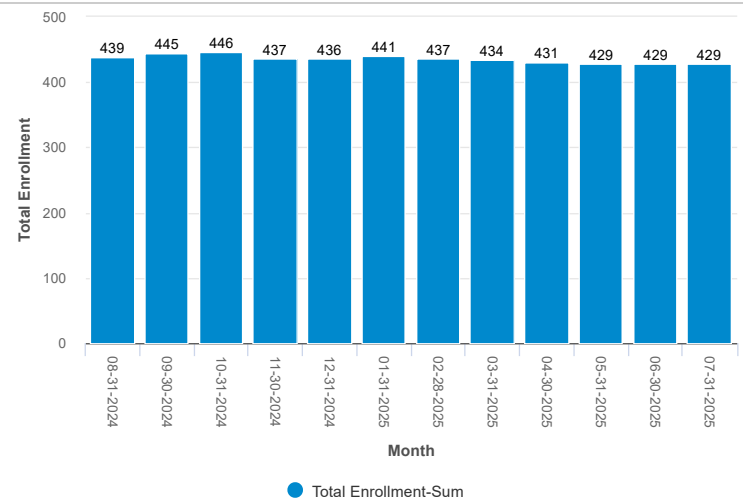
Cash Balance



Revenue vs Expenses



Enrollment Trend



Finance Manager : School Budget | Current Yr Budget

Current Yr Budget

Budget Name	PY Amount	YTD Amount	Budget	Variance	Forecast	% Target	% of Forecast
Promontory School of Expeditionary Learning - Revenue - 1000 Local Revenue - 4.8% (12 School Budget records)							
1510 Interest on Investments	\$109,597	\$9,009	\$110,000	\$0	\$110,000	8.3%	8.2%
1610 Lunch Program	\$58,413	\$135	\$56,000	\$0	\$56,000		0.2%
1720 Yearbook Income	\$2,408		\$0	\$0	\$0		
1720 Bookfair Income	\$2,338		\$0	\$0	\$0		
1720 Uniforms	\$189		\$0	\$0	\$0		
1741 Middle School Fees	\$6,489		\$5,000	\$0	\$5,000		
1920 Fieldwork/Expedition Donations	\$7,422		\$6,000	\$0	\$6,000		
1920 Community Donations	\$9,575		\$3,000	\$0	\$3,000		
1923 POP Income	\$2,585		\$3,000	\$0	\$3,000		
1923 Adventure			\$0	\$0	\$0		
1923 Corporate Donations	\$5,885		\$3,000	\$0	\$3,000		
1990 Miscellaneous/Background Checks/Fines	\$4,375		\$3,000	\$0	\$3,000		
TOT	\$209,276	\$9,145	\$189,000	\$0	\$189,000		
Promontory School of Expeditionary Learning - Revenue - 3000 State Revenue - 8.3% (34 School Budget records)							
3010 Regular School Prgm K-12	\$1,644,505	\$152,214	\$1,826,562	\$0	\$1,826,562	8.3%	8.3%
3020 Professional Staff	\$96,835		\$0	\$0	\$0		
3105 Special Education -- Add-On	\$395,313	\$37,891	\$454,696	\$0	\$454,696	8.3%	8.3%
3110 Special Education -- Self-Contained	\$10,894	\$1,296	\$15,554	\$0	\$15,554	8.3%	8.3%
3120 Special Education -- Extended Year	\$3,640	\$338	\$4,061	\$0	\$4,061	8.3%	8.3%
3125 Special Education -- State Programs	\$7,883	\$811	\$9,726	\$0	\$9,726	8.3%	8.3%
3128 Special Education -- Stipends for ESY	\$3,390		\$0	\$0	\$0		
3153 Students At-Risk Add-on	\$119,630	\$11,311	\$135,733	\$0	\$135,733	8.3%	8.3%
3211 Gifted and Talented	\$3,846		\$0	\$0	\$0		
3230 Class Size Reduction - K-8	\$171,162	\$15,966	\$191,465	\$0	\$191,465	8.3%	8.3%
3410 Flexible Allocation	\$1,017	\$14,243	\$170,856	\$0	\$170,856	8.3%	8.3%
3520 School Land Trust	\$67,210	\$69,051	\$69,051	\$0	\$69,051	100.0%	100.0%
3566 Professional Learning	\$3,623		\$0	\$0	\$0		
3579 Mental Health Grant			\$37,137	\$0	\$37,137		
3582 Beverly T. Sorenson Elem Arts	\$33,000		\$36,000	\$0	\$36,000		
3596 School Safety Grant			\$200,000	\$0	\$200,000		
3655 Digital Teaching & Learning	\$22,537		\$26,000	\$0	\$26,000		
3719 Charter School Local Replacement	\$1,353,060	\$133,934	\$1,607,204	\$0	\$1,607,204	8.3%	8.3%
3725 Charter School Admin Costs	\$76,314	\$7,083	\$85,000	\$0	\$85,000	8.3%	8.3%
3770 School Lunch (Liquor Tax)	\$25,303		\$27,000	\$0	\$27,000		
3800 TSSA Program	\$110,250		\$143,301	\$0	\$143,301		
3800 Suicide Prevention	\$1,000		\$1,000	\$0	\$1,000		
3800 Educator Professional Time	\$55,447		\$58,193	\$0	\$58,193		
3800 CSI Grant			\$49,988	\$0	\$49,988		
3800 Salary Supplement for Highly-Needed Educators		\$1,606	\$19,273	\$0	\$19,273	8.3%	8.3%
3800 School-Based Education Support Professionals Stipends			\$62,493	\$0	\$62,493		
3814 Master Pilot Grant			\$40,235	\$0	\$40,235		
3846 Innovation Grant	\$50,000		\$0	\$0	\$0		
3868 Teacher Materials and Supplies	\$11,935		\$11,935	\$0	\$11,935		
3870 PCBL Competency Based Learning			\$65,000	\$0	\$65,000		
3872 Substance Prevention	\$4,000		\$4,000	\$0	\$4,000		
3876 Educator Salary Adjustment	\$294,575	\$30,840	\$370,082	\$0	\$370,082	8.3%	8.3%
3878 Special Education- Extended Year			\$0	\$0	\$0		
3880 Enhancement of School Meal Pgm	\$7,648		\$0	\$0	\$0		
TOT	\$4,574,015	\$476,584	\$5,721,545	\$0	\$5,721,545		
Promontory School of Expeditionary Learning - Revenue - 4000 Federal Revenue - (empty) (12 School Budget records)							
4079 Foods for Local Schools Co-op			\$0	\$0	\$0		
4500 SRSA (REAP) Grant	\$54,892		\$50,583	\$0	\$50,583		
4522 IDEA Preschool			\$1,951	\$0	\$1,951		

Budget Name	PY Amount	YTD Amount	Budget	Variance	Forecast	% Target	% of Forecast
4524 IDEA Part-B			\$83,214	\$0	\$83,214		
4571 National School Lunch Prgm	\$17,206		\$18,000	\$0	\$18,000		
4572 Free & Reduced Reimbursement	\$64,142		\$68,000	\$0	\$68,000		
4573 National School Breakfast	\$20,826		\$22,000	\$0	\$22,000		
4575 Supply Chain Assistance			\$0	\$0	\$0		
4801 Title IA			\$79,086	\$0	\$79,086		
4860 Title IIA	\$8,530		\$7,884	\$0	\$7,884		
4890 Title IVA			\$10,000	\$0	\$10,000		
4893 Stronger Connections Grant	\$46,517		\$50,000	\$0	\$50,000		
TOT	\$212,112		\$390,718	\$0	\$390,718		
Promontory School of Expeditionary Learning - Expense - 100 Salaries - 6.4% (15 School Budget records)							
121.24 Administration	-\$180,531	-\$17,227	-\$282,000	\$0	-\$282,000	8.3%	6.1%
131.1 Teachers	-\$1,173,652	-\$125,535	-\$1,343,000	\$0	-\$1,343,000	8.3%	9.3%
131.1 Merit Pay/Winter Bonus	-\$30,602	-\$2,000	-\$43,000	\$0	-\$43,000		4.7%
131.1 Special Education Teachers	-\$204,110	-\$20,814	-\$235,000	\$0	-\$235,000	8.3%	8.9%
131.1 Stipends	-\$62,836	-\$2,000	-\$150,000	\$0	-\$150,000		1.3%
132.1 Substitute Teachers	-\$48,425		-\$51,000	\$0	-\$51,000		
132.1 PTO Cash Out	-\$10,000		-\$10,000	\$0	-\$10,000		
142.21 Counselor	-\$53,629	-\$5,426	-\$56,500	\$0	-\$56,500	8.3%	9.6%
152.24 Office Salaries	-\$113,537	-\$13,065	-\$170,000	\$0	-\$170,000	8.3%	7.7%
161.1 Community Aides/ Literacy Aides	-\$294,362	-\$171	-\$316,000	\$0	-\$316,000	8.3%	0.1%
161.1 Special Education Aides	-\$135,479	-\$412	-\$120,000	\$0	-\$120,000	8.3%	0.3%
161.1 RTI / Title I	-\$77,048		-\$121,000	\$0	-\$121,000		
162.22 Library Aide	-\$43,607		-\$40,000	\$0	-\$40,000		
182.26 Custodial/Maintenance Salaries	-\$107,348	-\$11,731	-\$94,000	\$0	-\$94,000	8.3%	12.5%
191.31 Kitchen Salaries	-\$105,454	-\$4,073	-\$116,000	\$0	-\$116,000	8.3%	3.5%
TOT	-\$2,640,619	-\$202,454	-\$3,147,500	\$0	-\$3,147,500		
Promontory School of Expeditionary Learning - Expense - 200 Employee Benefits - 7.2% (8 School Budget records)							
220 FICA	-\$195,977	-\$14,966	-\$230,000	\$0	-\$230,000	8.3%	6.5%
230 Retirement	-\$104,111	-\$10,314	-\$130,000	\$0	-\$130,000	8.3%	7.9%
241 Health Insurance	-\$467,992	-\$41,774	-\$545,000	\$0	-\$545,000	8.3%	7.7%
242 Life and Disability Insurance	-\$4,335	\$313	-\$5,300	\$0	-\$5,300		-5.9%
243 HRA/Flex Spending	-\$10,527	-\$636	-\$17,000	\$0	-\$17,000		3.7%
244 Dental Insurance	\$3,508	-\$2,084	-\$10,000	\$0	-\$10,000		20.8%
270 Worker's Compensation Fund	-\$15,545		-\$16,000	\$0	-\$16,000		
280 Unemployment Insurance	-\$4,606		-\$5,000	\$0	-\$5,000		
TOT	-\$799,585	-\$69,459	-\$958,300	\$0	-\$958,300		
Promontory School of Expeditionary Learning - Expense - 300 Professional and Technical Services - 2.2% (9 School Budget records)							
323.21 SpEd Services OT, Psych, other	-\$143,495		-\$190,000	\$0	-\$190,000		
330.22 Expeditionary Learning Contract			\$0	\$0	\$0		
331.22 Professional Development	-\$8,924		-\$14,000	\$0	-\$14,000		
345.23 Audit Services	-\$17,599		-\$18,300	\$0	-\$18,300		
345.25 Business Services	-\$73,007	-\$6,836	-\$82,000	\$0	-\$82,000	8.3%	8.3%
345.25 Professional Services	-\$12,951	-\$9	-\$5,000	\$0	-\$5,000		0.2%
347.21 Speech Therapy Services	-\$94,811		-\$103,000	\$0	-\$103,000		
349.23 Legal Services	-\$840		-\$10,000	\$0	-\$10,000		
350.25 Technical Services (IT)	-\$32,134	-\$3,329	-\$42,000	\$0	-\$42,000		7.9%
TOT	-\$383,761	-\$10,174	-\$464,300	\$0	-\$464,300		
Promontory School of Expeditionary Learning - Expense - 400 Property Services - 5.8% (6 School Budget records)							
412.26 Water / Sewage / Garbage	-\$12,740	-\$2,906	-\$16,000	\$0	-\$16,000		18.2%
422.26 Lawn Care & Snow Removal	-\$2,825		-\$20,000	\$0	-\$20,000		
423.26 Custodial Services	-\$45,826	-\$4,166	-\$52,000	\$0	-\$52,000	8.3%	8.0%
430.26 Repairs / Maintenance / Monitoring	-\$10,868	-\$65	-\$35,000	\$0	-\$35,000		0.2%
443.25 Lease of Copy Machines	-\$18,261	-\$3,055	-\$22,000	\$0	-\$22,000		13.9%
450.46 Construction Services (West Side)	-\$16,459		-\$30,000	\$0	-\$30,000		
TOT	-\$106,980	-\$10,192	-\$175,000	\$0	-\$175,000		
Promontory School of Expeditionary Learning - Expense - 500 Other Services - 6.0% (7 School Budget records)							
518.21 Field Work Travel / Entrance Fees	-\$16,355		-\$23,000	\$0	-\$23,000		
518.21 Adventure	-\$9,954		-\$13,000	\$0	-\$13,000		

Budget Name	PY Amount	YTD Amount	Budget	Variance	Forecast	% Target	% of Forecast
520.23 Liability, Property, D&O Insurance	-\$28,551	-\$5,364	-\$36,000	\$0	-\$36,000		14.9%
530.24 Telephone	-\$5,555	-\$502	-\$6,500	\$0	-\$6,500		7.7%
540.23 Marketing	-\$10,439	-\$22	-\$20,000	\$0	-\$20,000		0.1%
580.22 Travel	-\$5,812	-\$395	-\$6,000	\$0	-\$6,000		6.6%
581 Board Expenses	-\$2,066		\$0	\$0	\$0		
TOT	-\$78,732	-\$6,282	-\$104,500	\$0	-\$104,500		
Promontory School of Expeditionary Learning - Expense - 600 Supplies and Materials - 8.0% (17 School Budget records)							
610.1 Classroom / Expedition	-\$91,291		-\$95,000	\$0	-\$95,000		
610.1 Adventure Supplies	-\$2,845		-\$4,500	\$0	-\$4,500		
610.1 Special Education Materials	-\$3,361		-\$3,800	\$0	-\$3,800		
610.1 Student Activity Supplies	-\$840		-\$1,000	\$0	-\$1,000		
610.22 Professional Development Supplies	-\$13,568		-\$12,000	\$0	-\$12,000		
610.22 Yearbooks	-\$3,446		-\$3,500	\$0	-\$3,500		
610.23 Board Expenses			-\$2,000	\$0	-\$2,000		
610.24 Office Supplies	-\$26,443	-\$3,681	-\$33,000	\$0	-\$33,000		11.2%
610.33 POP Expenses	-\$3,145	-\$3,853	-\$5,000	\$0	-\$5,000		77.1%
622.26 Energy Supplies	-\$47,644	-\$4,618	-\$61,000	\$0	-\$61,000		7.6%
630.31 Food and Kitchen	-\$107,671	-\$1,259	-\$118,000	\$0	-\$118,000		1.1%
641.1 Textbooks & Curriculum	-\$26,034		-\$40,000	\$0	-\$40,000		
644.22 Library	-\$7,113	-\$35	-\$8,000	\$0	-\$8,000		0.4%
644.22 Book Fair	-\$2,328		-\$2,300	\$0	-\$2,300		
650.21 Tech-Related Supplies	-\$2,822		-\$5,000	\$0	-\$5,000		
670.1 Software	-\$31,234	-\$23,132	-\$40,000	\$0	-\$40,000		57.8%
680.26 Maintenance & Cleaning Supplies	-\$27,340	-\$815	-\$31,000	\$0	-\$31,000		2.6%
TOT	-\$397,124	-\$37,392	-\$465,100	\$0	-\$465,100		
Promontory School of Expeditionary Learning - Expense - 700 Property - 18.9% (4 School Budget records)							
733.1 Furniture and Fixtures	-\$4,288		-\$10,000	\$0	-\$10,000		
734.1 Technology-Related Hardware	-\$78,506	-\$12,296	-\$50,000	\$0	-\$50,000		24.6%
739.26 Maintenance Equipment			-\$3,000	\$0	-\$3,000		
739.31 Kitchen Equipment			-\$2,000	\$0	-\$2,000		
TOT	-\$82,794	-\$12,296	-\$65,000	\$0	-\$65,000		
Promontory School of Expeditionary Learning - Expense - 800 Debt Service and Misc - 11.7% (5 School Budget records)							
810.24 Dues and Fees	-\$2,425	-\$632	-\$3,500	\$0	-\$3,500		18.1%
810.24 Charter School Association Dues	-\$3,611		-\$3,700	\$0	-\$3,700		
810.25 Background Checks	-\$1,689		-\$2,100	\$0	-\$2,100		
830 Facility Mortgage Payment	-\$399,464	-\$37,298	-\$554,989	\$0	-\$554,989		6.7%
890.21 Misc. Expenditures	-\$7,223	-\$32,132	-\$2,000	-\$30,132	-\$32,132		100.0%
TOT	-\$414,411	-\$70,062	-\$566,289	-\$30,132	-\$596,421		
Promontory School of Expeditionary Learning - Expense - 900 CapEx & Extra Ordinary - 3.7% (1 School Budget)							
720.26 Land & Site Improvement	-\$192,007	-\$11,337	-\$310,000	\$0	-\$310,000		3.7%
TOT	-\$192,007	-\$11,337	-\$310,000	\$0	-\$310,000		
TOT	-\$100,610	\$56,080	\$45,274	-\$30,132	\$15,142		

STATEMENT OF ACCOUNT
PTIF
UTAH PUBLIC TREASURERS' INVESTMENT FUND

Marlo M. Oaks, Utah State Treasurer, Fund Manager
PO Box 142315
350 N State Street, Suite 180
Salt Lake City, Utah 84114-2315
Local Call (801) 538-1042 Toll Free (800) 395-7665
www.treasurer.utah.gov

PROMONTORY SCH OF EXPEDITIONARY
BRIAN CATES
1051 WEST 2700 SOUTH
PERRY, UTAH 84302

Account	Account Period
8282	July 01, 2025 through July 31, 2025

Summary

Beginning Balance	\$ 1,656,950.41	Average Daily Balance	\$ 1,656,950.41
Deposits	\$ 6,289.41	Interest Earned	\$ 6,289.41
Withdrawals	\$ 0.00	360 Day Rate	4.4080
Ending Balance	\$ 1,663,239.82	365 Day Rate	4.4692

Date	Activity	Deposits	Withdrawals	Balance
07/01/2025	FORWARD BALANCE	\$ 0.00	\$ 0.00	\$ 1,656,950.41
07/31/2025	REINVESTMENT	\$ 6,289.41	\$ 0.00	\$ 1,663,239.82
07/31/2025	ENDING BALANCE	\$ 0.00	\$ 0.00	\$ 1,663,239.82

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