

PROMONTORY

school of expeditionary learning

BOARD OF DIRECTORS MEETING MINUTES

Sept 17, 2026

7:00PM

1051 W 2700 S

Perry, UT 84302

Trustees:

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

Director:

Amber Edelman
Emily Ross
Janni Richards

Officers:

Stephanie Quintero
Wendy Jurgens
Jessica Flinn
Michelle Wilson-Zoom

Visitors:

Glenna Petersen
Darcy Young
Lisa Fonseca
Karen Braithwaite
Teresa Lee
Tammy Stutznegger

7:02 PM – **CALL TO ORDER:** Becca Ashby

· Welcome/Mission Statement and Pledge: Jessica Flinn

7:12 PM – **PUBLIC COMMENT**—No public comment

7:13PM—**Parent Crew Update**—great responses this year for volunteers. Great support for our float. Had the parent crew leadership meeting and had great response to that. We are going to be able to delegate. Had about 18 people there. Have some really great parents who are coming with great ideas. Parents who want to expand our vision of Promontory.

7:15 PM –**Training:** Open Meeting Acts Training/Review—watched OPMA video

7:25 PM– **Faculty/Staff Highlight**—Lisa Fonseca

7:30 PM – **FINANCE REPORT**

7:40 PM – **MINUTES**

· 8-20-2026 Meeting Minutes–Correct spelling of names. Barbie motions to approve. Amber Jenks seconds. Adrienne and Hilary abstains. Motion is carried.

7:34 PM – **ACTION ITEMS**

7:38PM· **Parent Crew Fundraiser Approval**–Product fundraisers. Box Tops and Smiths. Adranne motions to approve. Stephanie Nielsen seconds. Motion is carried.

7:42PM· **3 /4 City of Rocks Fieldwork**–Oct 1st. Alma, Idaho. One day event. About a two hour drive. Ranger is scheduled. Hilary motions to approve. Amber Jenks seconds. Motion is carried.

7:45PM· **Restitution for Damaged, Lost, or Unreturned School Property**–New policy. We can have restitution for damaged, lost or unreturned school property. Employee created items was not included in the policy. Actually called Responsibility and restitution for damaged, lost, or unreturned school property. Stephanie Nielsen motions to approve. Amber Jenks seconds. Motion is carried.

7:47PM· **Fundraising, Employee Relationships and disclosure**–No changes to policy. Reviewed and approved. Amber Jenks motions to approve. Barbie seconds. Motion is carried.

7:50PM· **Least Restrictive Behavior Intervention Policy**–Law was updated recently. Behaviors are managed in a Safe and legally compliant manner. Disengagement strategies, Identified key employees. Discussed time frame. No more than 30 minutes per occurrence. More intense of a policy. Parents need to be notified. 48 hours parents can request to see footage. Adrienne motions to approve. Hilary seconds. Motion is carried.

7:56PM· **Sex Education Policy 2026**–Met as a committee. A lot of updates from the state. Add in that we also discuss the maturation program in it. Create our own curriculum–will need to bring it to the board. Parent Consent. Student opt out was also talked about. Legal instructional requirements. Hoping to do it in December, so have the curriculum voted on in November. Committee meeting turned out great. Had a great discussion and support from parents. Plan to meet again. Calling it the Human Development and Sex Education Policy. Adrienne Murray motions to approve. Amber Jenks seconds. Motion is carried.

8:00PM· **Test Administration Policy 2026** –A lot of updates. Planning grade level course. How admin creates and implements a plan. Require additional trainings. Do testing ethics and security. Discuss student accommodations. Talks about violations. Assessment results and privacy procedures. Amber Jenks motions to approve. Barbie seconds. Motion is carried.

8:10PM· **Governing Board Policy**–Officers changing to advisors. Chair/vice chair will be called Officers. Trustees will remain the same. Clarification on Parent Liaison–not a board member, but invited to be an active participant. Electronic meetings is in the bylaws. Organization of governing body policy. Barbie motions to approve. Hilary seconds. Motion is carried.

8:15PM· **Toilet Training Policy**– Incoming kindergarteners. Personal care and independent toilet training policy. Must be toilet trained prior to enrolling into school. Admin is required to create procedures. Amber Jenks motions to approve. Barbie seconds. Motion is carried.

9:25PM · **Dual Enrollment**– We have lost close to 26 students to home school since the end of last school year. Admin is proposing a dual enrollment policy, still working on kinks. Have students come in during transition times. May not a shall. Opens the door to trying it. Find interest level. Barbie wants an actual plan before she can agree to doing it. Shiree suggested limiting number of dual enrollments students. Stephanie Quintero suggests that we re-evaluate it within a reasonable time frame. Suggested that we review it at our spring retreat. Stephanie Nielsen motions to approve. Hilary seconds. Motion is carried.

9:00 PM --BUSINESS ITEMS

- **Enrollment Discussion**–Current enrollment is at 401. Need to get our enrollment numbers up. Darcy has fliers for board members to hand out. Promontory school still has a stigma in our community. We have a lot of effort going into our social media but the community is still not feeling it. Word of mouth is still important.

Assigned Policies:

- Equal Opportunity in Curriculum Policy - Executive
- Attendance Policy - Executive
- Procedures To Review Complaints - Executive
- After School Activities - Policy
- Promontory School Student Threat Assessment Policy-Safety

9:15 PM DIRECTOR'S REPORT

- **Staffing Update:** Currently hiring for the following positions: RTI Aide/ELL Specialist, SPED Aide, Head Librarian

- **Enrollment/Lottery**–Enrollment is at 401 with 13 on the waitlist and 1 offer out.

- **Public Relations**–Peach Days Parade

- **Marketing & Social Media**–Parent Interviews: Share your Promontory story. Alumni Interviews, share flyers, refer a family. Open house tours

- **School Safety**–Reunification Training: We had a reunification training where all staff were trained on our reunification procedures and expectations. Parents will be notified this week. CPR & First Aid: All staff will receive CPR and First Aid training. Leadership Crew: Members of our Leadership Crew will receive additional AED certification, along with CPR and First Aid training. Starting in October, all staff will be required to wear a lanyard with identification.

- **Charter Goal Agreements**–Reading proficiency: Percentage of 3rd graders reading at grade level. Board Goal is 81%, . 24/26 44% BOY and 25/26 61% BOY. Math proficiency: Percentage of sixth grade students scoring minimum math proficiency. Board Boal is 70%, 24/25 26% BOY and 25/26 31% BOY, Student portfolios-Percentage of students who maintain working portfolios. Board Goal is 98%. 100% of students have portfolios in their classrooms.

- **Attendance**–Monthly Class Winners: Mrs. Harrison's Class 95.6%. Winning a Free Dress Day! Real SLC Ticket Winner: Augi and Degan. 125 Letters went out to businesses for Attendance Prizes and Activities

- **Student Achievement**–

7/8 Kick Off- Aug 21

Kinder Tour by 3/4- Aug 24
3/4: Kick Off- Tea Party- Aug 25
5/6: Kick off- Aug 26 & 27
3/4: Fieldwork- Tracy Aviary- Sept 3
5/6: Fieldwork- Northrop Grumman- Sept 3
Mrs. Sevilla & Ms. Jaci's Class- Mega Crew- Sept 4
1/2: American West Heritage Center- Sept 16
3/4: Antelope Island- Sept 16 & 17
7/8: Overnight Parent Meeting- Sept 17

Coming up...

5/6: Ogden Valley Planet Tour 9/23
7/8: Overnight Green River 9/30-10/2
Kinder: Lee's Marketplace & Smith Family Fun Park 10/1
1/2: Tagge's Farm Stand 10/1
5/6: WSU Ott's Planetarium 10/15

· **School Improvement Plan-Instructional Support-**

ELA Focus

- Essential ELA targets started
- New Vertical Writing Plan in place 4-8
- Individual Reading Plans Identified
- Acadience BOY testing is complete
- Additional Diagnostic reading tests will be administered this year to produce for targeted interventions
- WIN time interventions started this week

Instruction

- BOY data used to rearrange schedule for biggest needs
- WIN schedule adjusted based on data to address highest needs
- WIN time used for teacher-led extensions
- All students offered academic growth
- WIN time is K-8 this year!

· **Behind the Scenes-**

- Working with Celeste Oakes from Catapult Learning - setting action items and goals for progress on our school improvement plan
- Fine-tuning staff development plans, observations, and evaluations to align with school improvement plan
- Sex Education committee met to discuss maturation and sex education requirements and curriculum. We have a plan to meet once more prior to making recommendations to the board for approval.
- Created a procedure for Aide hours and scheduling.
- Morning Aide Crew every Friday morning.

· **Professional Development-**

- Professional Development every Friday!
- Leadership Crew focus will be to support instruction and school improvement
- Weekly Expedition Team Meetings
 - Include Specials Teachers, Admin, and any Staff
- Staff Fieldwork for all salaried staff tomorrow.

8:50 PM **CLOSED MEETING**-No closed meeting.

9:30 PM – **ADJOURN**–Amber Jenks motions to adjourn. Hilary seconds. Motion is carried.

*Next scheduled Board Meeting October 16, 2026

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.

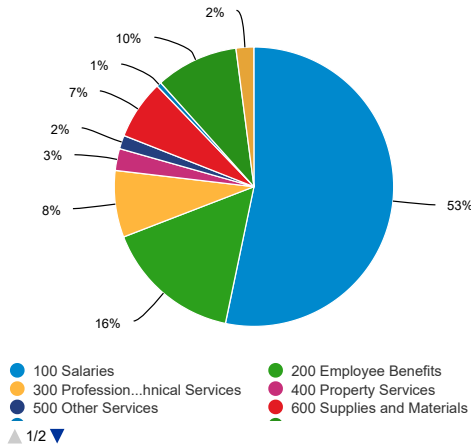
Financial Summary

	Category	YTD Amount	Total Budget	Total Forecast	% Target	% Forecast
Revenue (3 School Category records)						
	1000 Local Revenue	\$32,111	\$164,000	\$164,000	13.7%	19.6%
	3000 State Revenue	\$1,395,803	\$5,429,720	\$5,470,425	25.5%	25.5%
	4000 Federal Revenue	\$52,094	\$394,267	\$386,208	13.5%	13.5%
TOT		\$1,480,008	\$5,987,987	\$6,020,633		
Expense (9 School Category records)						
	100 Salaries	-\$681,569	-\$3,142,100	-\$3,145,701	22.7%	21.7%
	200 Employee Benefits	-\$237,975	-\$937,000	-\$937,180	24.2%	25.4%
	300 Professional and Technical Services	-\$92,231	-\$455,300	-\$455,300	4.5%	20.3%
	400 Property Services	-\$15,732	-\$149,000	-\$149,000	-0.0%	10.6%
	500 Other Services	-\$9,454	-\$93,500	-\$93,500	-0.0%	10.1%
	600 Supplies and Materials	-\$113,083	-\$404,100	-\$404,100	-0.0%	28.0%
	700 Property	-\$25,091	-\$27,000	-\$31,489	-0.0%	79.7%
	800 Debt Service and Misc	-\$112,374	-\$565,633	-\$565,633	24.5%	19.9%
	900 CapEx & Extra Ordinary		-\$122,000	-\$122,000	-0.0%	
TOT		-\$1,287,509	-\$5,895,633	-\$5,903,903		
TOT		\$192,500	\$92,354	\$116,730		

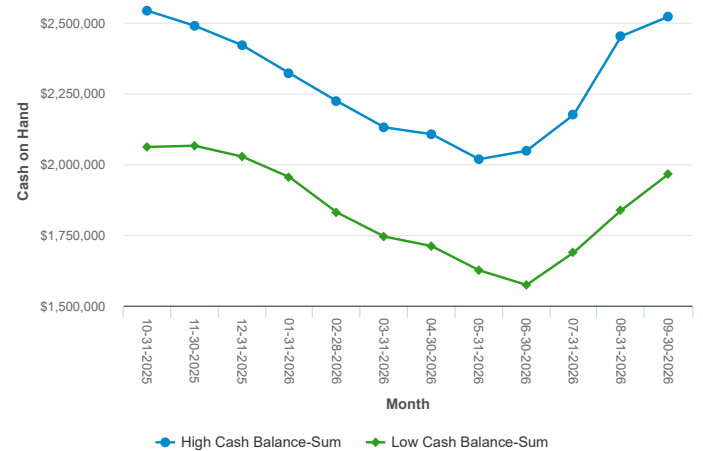
Financial Metrics

	Financial Metric	Covenant	Target	Forecast
	Operating Margin		4.0	3.97
	Debt Service Ratio	1.15	1.30	1.43
	% Building		<16	9.2
	Unrestricted Days Cash	40	100	15

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 - 19.6% (12 School Budget records)							
1510 Interest on Investments	\$90,930	\$17,359	\$90,000	\$0	\$90,000	25.0%	19.3%
1610 Lunch Program	\$56,777	\$13,883	\$56,000	\$0	\$56,000		24.8%
1720 Yearbook Income	\$2,491		\$0	\$0	\$0		
1720 Bookfair Income	\$1,699		\$0	\$0	\$0		
1720 Uniforms	\$329	\$60	\$0	\$0	\$0		
1741 Middle School Fees	\$5,401	\$30	\$5,000	\$0	\$5,000		0.6%
1920 Fieldwork/Expedition Donations	\$1,073		\$1,000	\$0	\$1,000		
1920 Community Donations	\$13,473	\$108	\$3,000	\$0	\$3,000		3.6%
1923 POP Income		\$193	\$3,000	\$0	\$3,000		6.4%
1923 Adventure			\$0	\$0	\$0		
1923 Corporate Donations	\$6,359	\$398	\$3,000	\$0	\$3,000		13.3%
1990 Miscellaneous/Background Checks/Fines	\$60,861	\$80	\$3,000	\$0	\$3,000		2.7%
TOT	\$239,393	\$32,111	\$164,000	\$0	\$164,000		
Promontory School of Expeditionary Learning - Revenue - 3000 State Revenue - 25.5% (36 School Budget records)							
3010 Regular School Prgm K-12	\$1,700,043	\$442,368	\$1,769,471	\$0	\$1,769,471	25.0%	25.0%
3020 Professional Staff			\$0	\$0	\$0		
3105 Special Education -- Add-On	\$442,618	\$136,106	\$544,423	\$0	\$544,423	25.0%	25.0%
3110 Special Education -- Self-Contained	\$14,258	\$5,005	\$20,021	\$0	\$20,021	25.0%	25.0%
3120 Special Education -- Extended Year	\$3,722	\$1,111	\$4,445	\$0	\$4,445	25.0%	25.0%
3125 Special Education -- State Programs	\$8,916	\$2,398	\$9,590	\$0	\$9,590	25.0%	25.0%
3128 Special Education -- Stipends for ESY	\$1,808	\$452	\$0	\$452	\$452	100.0%	100.0%
3153 Students At-Risk Add-on	\$82,940	\$28,209	\$112,838	\$0	\$112,838	25.0%	25.0%
3211 Gifted and Talented	\$8,972		\$3,937	\$0	\$3,937		
3230 Class Size Reduction - K-8	\$175,064	\$45,719	\$182,876	\$0	\$182,876	25.0%	25.0%
3410 Teacher & Classroom Salary Support	\$156,832	\$42,285	\$169,141	\$0	\$169,141	25.0%	25.0%
3520 School Land Trust	\$69,051	\$76,975	\$76,975	\$0	\$76,975	100.0%	100.0%
3566 Professional Learning			\$0	\$0	\$0		
3579 Mental Health Grant	\$71,985		\$35,493	\$0	\$35,493		
3582 Beverly T. Sorenson Elem Arts	\$35,000		\$35,000	\$0	\$35,000		
3596 School Safety Grant	\$317,345		\$122,000	\$0	\$122,000		
3655 Digital Teaching & Learning	\$34,414		\$0	\$0	\$0		
3719 Charter School Local Replacement	\$1,346,290	\$386,886	\$1,547,544	\$0	\$1,547,544	25.0%	25.0%
3725 Charter School Admin Costs	\$77,917	\$20,881	\$83,525	\$0	\$83,525	25.0%	25.0%
3770 School Lunch (Liquor Tax)	\$56,338		\$27,000	\$0	\$27,000		
3800 TSSA Program	\$143,301	\$36,606	\$146,425	\$0	\$146,425	25.0%	25.0%
3800 Suicide Prevention	\$1,000	\$1,018	\$1,000	\$18	\$1,018	100.0%	100.0%
3800 Educator Professional Time	\$16,714	\$50,971	\$63,714	\$0	\$63,714	80.0%	80.0%
3800 CSI Grant			\$36,000	\$0	\$36,000		
3800 Salary Supplement for Highly-Needed Educators	\$17,667	\$4,310	\$17,242	\$0	\$17,242	25.0%	25.0%
3800 School-Based Education Support Professionals Stipends	\$59,670		\$0	\$0	\$0		
3800 Schools Fees PEESRA	\$3,805		\$0	\$0	\$0		
3813 Stipends For Future Educators	\$6,500		\$0	\$0	\$0		
3814 Master Pilot Grant	\$80,470		\$0	\$40,235	\$40,235		
3818 K-3 Reading Software	\$11,052		\$0	\$0	\$0		
3846 Innovation Grant			\$0	\$0	\$0		
3868 Teacher Materials and Supplies	\$1,704	\$9,050	\$11,254	\$0	\$11,254	80.0%	80.4%
3870 PCBL Competency Based Learning	\$142,171		\$0	\$0	\$0		
3872 Substance Prevention	\$4,000	\$4,000	\$4,000	\$0	\$4,000	100.0%	100.0%
3876 Educator Salary Adjustment	\$363,146	\$101,452	\$405,806	\$0	\$405,806	25.0%	25.0%
3878 Special Education- Extended Year			\$0	\$0	\$0		
TOT	\$5,454,714	\$1,395,803	\$5,429,720	\$40,705	\$5,470,425		
Promontory School of Expeditionary Learning - Revenue - 4000 Federal Revenue - 13.5% (10 School Budget records)							
4500 SRSA (REAP) Grant	\$96,040	\$52,094	\$50,583	\$1,511	\$52,094	100.0%	100.0%

Budget Name	PY Amount	YTD Amount	Budget	Variance	Forecast	% Target	% of Forecast
4522 IDEA Preschool	\$4,016		\$2,008	-\$127	\$1,881		
4524 IDEA Part-B	\$86,706		\$86,706	-\$9,443	\$77,263		
4571 National School Lunch Prgm	\$21,965		\$18,000	\$0	\$18,000		
4572 Free & Reduced Reimbursement	\$65,172		\$68,000	\$0	\$68,000		
4573 National School Breakfast	\$21,505		\$22,000	\$0	\$22,000		
4801 Title IA	\$259,111		\$79,086	\$0	\$79,086		
4860 Title IIA	\$22,729		\$7,884	\$0	\$7,884		
4890 Title IVA	\$20,000		\$10,000	\$0	\$10,000		
4893 Stronger Connections Grant			\$50,000	\$0	\$50,000		
TOT	\$597,244	\$52,094	\$394,267	-\$8,059	\$386,208		
Promontory School of Expeditionary Learning - Expense - 100 Salaries - 21.7% (15 School Budget records)							
121.24 Administration	-\$281,409	-\$75,561	-\$226,305	\$0	-\$226,305	25.0%	33.4%
131.1 Teachers	-\$1,328,267	-\$349,566	-\$1,413,000	\$0	-\$1,413,000	25.0%	24.7%
131.1 Merit Pay/Winter Bonus	-\$2,000		-\$43,000	\$0	-\$43,000		
131.1 Special Education Teachers	-\$295,134	-\$69,457	-\$322,000	\$0	-\$322,000	25.0%	21.6%
131.1 Stipends	-\$194,173	-\$2,500	-\$80,000	\$0	-\$80,000		3.1%
132.1 Substitute Teachers	-\$48,733	-\$2,350	-\$40,000	\$0	-\$40,000		5.9%
132.1 PTO Cash Out	-\$4,494	-\$17,601	-\$14,000	-\$3,601	-\$17,601		100.0%
142.21 Counselor	-\$48,572	-\$14,087	-\$58,195	\$0	-\$58,195	25.0%	24.2%
152.24 Office Salaries	-\$155,142	-\$45,126	-\$214,500	\$0	-\$214,500	25.0%	21.0%
161.1 Community Aides/ Literacy Aides	-\$339,725	-\$37,028	-\$269,300	\$0	-\$269,300	25.0%	13.7%
161.1 Special Education Aides	-\$179,293	-\$14,701	-\$149,000	\$0	-\$149,000	25.0%	9.9%
161.1 RTI / Title I	-\$44,868	-\$3,235	-\$115,000	\$0	-\$115,000		2.8%
162.22 Library Aide	-\$42,759	-\$3,490	-\$16,400	\$0	-\$16,400	25.0%	21.3%
182.26 Custodial/Maintenance Salaries	-\$58,504	-\$26,960	-\$70,000	\$0	-\$70,000	25.0%	38.5%
191.31 Kitchen Salaries	-\$117,768	-\$19,907	-\$111,400	\$0	-\$111,400	25.0%	17.9%
TOT	-\$3,140,840	-\$681,569	-\$3,142,100	-\$3,601	-\$3,145,701		
Promontory School of Expeditionary Learning - Expense - 200 Employee Benefits - 25.4% (8 School Budget records)							
220 FICA	-\$230,565	-\$50,776	-\$225,000	\$0	-\$225,000	25.0%	22.6%
230 Retirement	-\$120,268	-\$32,070	-\$127,000	\$0	-\$127,000	25.0%	25.3%
241 Health Insurance	-\$554,139	-\$153,574	-\$555,000	\$0	-\$555,000	25.0%	27.7%
242 Life and Disability Insurance	-\$246	\$2,071	-\$5,000	\$0	-\$5,000		-41.4%
243 HRA/Flex Spending	\$3,968	-\$2,764	-\$10,000	\$0	-\$10,000		27.6%
244 Dental Insurance	-\$302	\$1,180	-\$1,000	-\$180	-\$1,180		-100.0%
270 Worker's Compensation Fund	-\$9,628	-\$2,041	-\$10,000	\$0	-\$10,000		20.4%
280 Unemployment Insurance	-\$4,351		-\$4,000	\$0	-\$4,000		
TOT	-\$915,532	-\$237,975	-\$937,000	-\$180	-\$937,180		
Promontory School of Expeditionary Learning - Expense - 300 Professional and Technical Services - 20.3% (9 School Budget records)							
323.21 SpEd Services OT, Psych, other	-\$184,058	-\$14,511	-\$135,000	\$0	-\$135,000		10.7%
330.22 Expeditionary Learning Contract			\$0	\$0	\$0		
331.22 Professional Development	-\$27,950	-\$3,330	-\$15,000	\$0	-\$15,000		22.2%
345.23 Audit Services	-\$18,352	-\$9,450	-\$18,300	\$0	-\$18,300		51.6%
345.25 Business Services	-\$75,196	-\$21,123	-\$82,000	\$0	-\$82,000	25.0%	25.8%
345.25 Professional Services	-\$10,769	-\$2,000	-\$40,000	\$0	-\$40,000		5.0%
347.21 Speech Therapy Services	-\$86,076	-\$21,725	-\$100,000	\$0	-\$100,000		21.7%
349.23 Legal Services	-\$13,274		-\$10,000	\$0	-\$10,000		
350.25 Technical Services (IT)	-\$61,887	-\$20,092	-\$55,000	\$0	-\$55,000		36.5%
TOT	-\$477,562	-\$92,231	-\$455,300	\$0	-\$455,300		
Promontory School of Expeditionary Learning - Expense - 400 Property Services - 10.6% (6 School Budget records)							
412.26 Water / Sewage / Garbage	-\$12,064	-\$2,397	-\$16,000	\$0	-\$16,000		15.0%
422.26 Lawn Care & Snow Removal	-\$3,010		-\$6,000	\$0	-\$6,000		
423.26 Custodial Services	-\$29,114	-\$6,734	-\$32,000	\$0	-\$32,000		21.0%
430.26 Repairs / Maintenance / Monitoring	-\$29,228	-\$2,796	-\$65,000	\$0	-\$65,000		4.3%
443.25 Lease of Copy Machines	-\$19,875	-\$3,805	-\$20,000	\$0	-\$20,000		19.0%
450.46 Construction Services (West Side)			-\$10,000	\$0	-\$10,000		
TOT	-\$93,291	-\$15,732	-\$149,000	\$0	-\$149,000		
Promontory School of Expeditionary Learning - Expense - 500 Other Services - 10.1% (6 School Budget records)							
518.21 Field Work Travel / Entrance Fees	-\$5,139	-\$561	-\$23,000	\$0	-\$23,000		2.4%
518.21 Adventure	-\$2,161		-\$13,000	\$0	-\$13,000		

Budget Name	PY Amount	YTD Amount	Budget	Variance	Forecast	% Target	% of Forecast
520.23 Liability, Property, D&O Insurance	-\$32,355	-\$6,290	-\$36,000	\$0	-\$36,000		17.5%
530.24 Telephone	-\$4,564	-\$529	-\$6,500	\$0	-\$6,500		8.1%
540.23 Marketing	-\$27,044	-\$902	-\$10,000	\$0	-\$10,000		9.0%
580.22 Travel	-\$13,400	-\$1,172	-\$5,000	\$0	-\$5,000		23.4%
TOT	-\$84,663	-\$9,454	-\$93,500	\$0	-\$93,500		
Promontory School of Expeditionary Learning - Expense - 600 Supplies and Materials - 28.0% (17 School Budget records)							
610.1 Classroom / Expedition	-\$32,421	-\$13,409	-\$75,000	\$0	-\$75,000		17.9%
610.1 Adventure Supplies	-\$13,690	-\$346	-\$4,500	\$0	-\$4,500		7.7%
610.1 Special Education Materials	-\$829	-\$117	-\$3,800	\$0	-\$3,800		3.1%
610.1 Student Activity Supplies	-\$3,980		-\$1,000	\$0	-\$1,000		
610.22 Professional Development Supplies	-\$3,688	-\$6,531	-\$8,000	\$0	-\$8,000		81.6%
610.22 Yearbooks	-\$3,448		-\$3,500	\$0	-\$3,500		
610.23 Board Expenses	-\$2,497		-\$2,000	\$0	-\$2,000		
610.24 Office Supplies	-\$43,510	-\$7,987	-\$33,000	\$0	-\$33,000		24.2%
610.33 POP Expenses	-\$12,021	-\$521	-\$5,000	\$0	-\$5,000		10.4%
622.26 Energy Supplies	-\$50,871	-\$15,053	-\$57,000	\$0	-\$57,000		26.4%
630.31 Food and Kitchen	-\$100,259	-\$24,150	-\$121,000	\$0	-\$121,000		20.0%
641.1 Textbooks & Curriculum	-\$28,321	-\$5,420	-\$10,000	\$0	-\$10,000		54.2%
644.22 Library	-\$5,954	-\$586	-\$5,000	\$0	-\$5,000		11.7%
644.22 Book Fair	-\$1,620		-\$2,300	\$0	-\$2,300		
650.21 Tech-Related Supplies	-\$20,421	-\$1,033	-\$3,000	\$0	-\$3,000		34.4%
670.1 Software	-\$27,921	-\$28,493	-\$35,000	\$0	-\$35,000		81.4%
680.26 Maintenance & Cleaning Supplies	-\$30,557	-\$9,437	-\$35,000	\$0	-\$35,000		27.0%
TOT	-\$382,007	-\$113,083	-\$404,100	\$0	-\$404,100		
Promontory School of Expeditionary Learning - Expense - 700 Property - 79.7% (4 School Budget records)							
733.1 Furniture and Fixtures	-\$8,503	-\$602	-\$3,000	\$0	-\$3,000		20.1%
734.1 Technology-Related Hardware	-\$47,932	-\$24,489	-\$20,000	-\$4,489	-\$24,489		100.0%
739.26 Maintenance Equipment			-\$2,000	\$0	-\$2,000		
739.31 Kitchen Equipment			-\$2,000	\$0	-\$2,000		
TOT	-\$56,435	-\$25,091	-\$27,000	-\$4,489	-\$31,489		
Promontory School of Expeditionary Learning - Expense - 800 Debt Service and Misc - 19.9% (5 School Budget records)							
810.24 Dues and Fees	-\$4,140	-\$1,209	-\$3,500	\$0	-\$3,500		34.5%
810.24 Charter School Association Dues	\$280	-\$3,264	-\$3,264	\$0	-\$3,264		100.0%
810.25 Background Checks	-\$2,915	-\$334	-\$2,100	\$0	-\$2,100		15.9%
830 Facility Mortgage Payment	-\$397,682	-\$107,512	-\$554,769	\$0	-\$554,769	25.0%	19.4%
890.21 Misc. Expenditures	-\$139	-\$55	-\$2,000	\$0	-\$2,000		2.8%
TOT	-\$404,596	-\$112,374	-\$565,633	\$0	-\$565,633		
Promontory School of Expeditionary Learning - Expense - 900 CapEx & Extra Ordinary - (empty) (1 School Budget)							
720.26 Land & Site Improvement	-\$35,082		-\$122,000	\$0	-\$122,000		
TOT	-\$35,082		-\$122,000	\$0	-\$122,000		
TOT	\$701,344	\$192,500	\$92,354	\$24,376	\$116,730		

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, 2026 through September 30, 2026

Summary

Beginning Balance	\$ 1,426,488.71	Average Daily Balance	\$ 1,464,895.53
Deposits	\$ 214,636.19	Interest Earned	\$ 14,636.19
Withdrawals	\$ 0.00	360 Day Rate	3.9096
Ending Balance	\$ 1,641,124.90	365 Day Rate	3.9639

Date	Activity	Deposits	Withdrawals	Balance
07/01/2026	FORWARD BALANCE	\$ 0.00	\$ 0.00	\$ 1,426,488.71
07/31/2026	REINVESTMENT	\$ 4,751.86	\$ 0.00	\$ 1,431,240.57
08/31/2026	REINVESTMENT	\$ 4,785.46	\$ 0.00	\$ 1,436,026.03
09/09/2026	CONTRIBUTION	\$ 100,000.00	\$ 0.00	\$ 1,536,026.03
09/22/2026	CONTRIBUTION	\$ 100,000.00	\$ 0.00	\$ 1,636,026.03
09/30/2026	REINVESTMENT	\$ 5,098.87	\$ 0.00	\$ 1,641,124.90
09/30/2026	ENDING BALANCE	\$ 0.00	\$ 0.00	\$ 1,641,124.90

{Effective: 07/31/2026} The GASB Fair Value factor at June 30, 2026 is 1.00218353

CURRICULUM AND INSTRUCTIONAL MATERIALS APPROVAL POLICY

PURPOSE: Promontory School of Expeditionary Learning (PSEL) is committed to providing high-quality, evidence-based, developmentally appropriate curriculum and instructional materials that align with Utah Core Standards, the school's charter, mission, and instructional model, and applicable state and federal law.

The purpose of this policy is to establish a transparent process for reviewing, recommending, approving, using, and reconsidering curriculum and instructional materials.

DEFINITIONS:

Instructional Materials: For purposes of this policy, "instructional materials" are learning materials adopted and approved by the Governing Board for use within the school. Instructional materials may include textbooks, workbooks, digital resources, integrated instructional programs, student materials, and other resources used as primary sources of instruction.

Primary Instructional Materials: Primary instructional materials are comprehensive materials or integrated instructional programs used as a principal source of instruction for a course, content area, or grade level.

Supplemental Materials: Supplemental materials are materials selected by an educator for classroom use that have not been adopted, approved, or prohibited by the Governing Board.

Supplemental materials may include articles, excerpts, videos, websites, read-alouds, activities, literature, primary-source documents, teacher-created materials, and similar resources used to enhance approved curriculum.

The Governing Board is not required to individually review or approve every supplemental learning material used by an educator.

POLICY:

CURRICULUM AND INSTRUCTIONAL EXPECTATIONS

Curriculum and instructional materials used at PSEL shall:

- support applicable Utah Core Standards;
- support PSEL's charter, mission, educational model, and approved instructional programs;
- be appropriate for the age, maturity, and developmental level of students;
- be accurate and educationally appropriate;

- support high-quality, evidence-based instruction;
- provide appropriate accessibility for students with disabilities as required by law;
- comply with Utah law and Utah State Board of Education rules; and
- not contain material prohibited by state or federal law.

Instructional materials shall be evaluated for alignment to applicable Utah Core Standards and state requirements before adoption.

CURRICULUM AND INSTRUCTIONAL MATERIALS REVIEW COMMITTEE

PSEL shall establish a Curriculum and Instructional Materials Review Committee to assist in reviewing instructional materials being considered for school-wide or grade/content-area adoption.

The committee shall include:

- PSEL instructional staff;
- school administration; and
- parents of students currently enrolled at PSEL who are reflective of the school community.

Additional individuals with relevant content-area or instructional expertise may be invited to participate when appropriate.

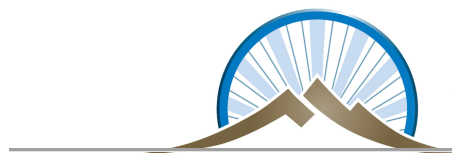
The committee will review proposed instructional materials and make a recommendation to the Governing Board.

The committee does not have final authority to adopt instructional materials. Final adoption or approval rests with the PSEL Governing Board.

REVIEW CRITERIA

When considering instructional materials, the committee and Governing Board may consider:

1. Alignment with applicable Utah Core Standards;
2. Quality and strength of the instructional content;
3. Evidence that the materials are research-based and support student learning;
4. Age and developmental appropriateness;
5. Accuracy and factual reliability;
6. Appropriate rigor and opportunities for differentiation;
7. Accessibility for students with disabilities;
8. Alignment with PSEL's charter, mission, Expeditionary Learning model, and instructional priorities;
9. Teacher usability and required professional development;
10. Student engagement and opportunities for meaningful application of learning;
11. Available assessments, interventions, enrichment, and progress-monitoring resources;
12. Digital privacy, technology, and accessibility requirements when applicable;
13. Cost and long-term sustainability;
14. Compliance with Utah law and USBE administrative rule; and



15. Whether the materials contain content prohibited from use in Utah public schools.

PROCESS FOR ADOPTING INSTRUCTIONAL MATERIALS

Before instructional materials are adopted or approved for school-wide, content-area, course, or grade-level use, PSEL shall use the following process:

1. Identification of Need

- Administration and instructional staff will identify a curricular or instructional need and potential materials for consideration.

2. Initial Review

- Administration and the Curriculum and Instructional Materials Review Committee will review potential materials using the criteria established in this policy.
- Parents of students currently enrolled at PSEL and instructional staff will participate in the review process as required by Utah law and USBE rule.

3. Recommendation

- Following its review, the committee may recommend instructional materials to the Governing Board for consideration.
- A committee recommendation does not constitute final approval.

4. Public Availability of Proposed Materials

- Before the required public meetings, PSEL will make recommended instructional materials available for public review.
- When legally permissible, recommended materials may be posted or made available electronically.
- When copyright or licensing restrictions prevent online posting, the materials will be made reasonably available for review at the school.
- Information explaining how parents and members of the school community may review the proposed materials will be publicly available.

5. Public Meetings

- Before adopting or approving instructional materials, the Governing Board will hold **at least two public meetings** regarding the proposed materials.
- These meetings will provide PSEL educators and parents of currently enrolled students an opportunity to express views and opinions regarding the recommendation.
- Meetings will be conducted in accordance with applicable Utah Open and Public Meetings Act requirements.

6. Governing Board Approval

- Following completion of the required review process and public meetings, the Governing Board may adopt, approve, reject, or return the proposed instructional materials for additional review.
- Final adoption or approval will occur during an open and regular meeting of the Governing Board.

ACCESS AND PARENT NOTIFICATION

PSEL will make adopted instructional materials readily accessible and available for parents to review.

PSEL will:

- provide information on its website explaining how parents may access instructional materials;
- notify parents annually of how instructional materials may be accessed; and
- maintain a transparent and publicly available instructional-material approval and complaint process.

Copyrighted or licensed materials may be made available for review in a manner consistent with applicable copyright and licensing requirements.

SUPPLEMENTAL MATERIALS

PSEL recognizes that effective teaching requires educators to use professional judgment when selecting supplemental materials to support student learning.

Teachers may select supplemental materials without individual Governing Board approval when the materials:

- support applicable standards, approved curriculum, learning targets, or legitimate educational purposes;
- are age and developmentally appropriate;
- comply with Utah law, USBE rules, school policy, and applicable copyright requirements;
- do not constitute sensitive material prohibited by Utah law; and
- are consistent with PSEL's educational mission and expectations.

Administration may establish procedures identifying categories of supplemental materials requiring prior administrative review or parent notification.

Nothing in this policy requires the Governing Board to individually review every learning resource, classroom activity, article, video, book excerpt, website, or other supplemental material selected by an educator.

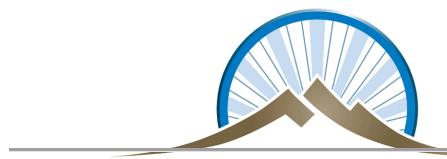
ONLINE AND DIGITAL INSTRUCTIONAL MATERIALS

Online and digital instructional materials are subject to the same applicable review and approval requirements as other instructional materials.

When PSEL contracts with a provider for online or digital instructional materials, the contract shall require the provider to notify PSEL when the provider makes a material change to the content, except for regular informational updates involving current events, as provided by Utah law.

Digital resources must also comply with applicable student data privacy, accessibility, and technology requirements.

SENSITIVE MATERIALS



PROMONTORY

school of expeditionary learning

Instructional and supplemental materials shall comply with Utah Code §53G-10-103 and applicable USBE rules concerning sensitive materials.

Materials prohibited under Utah law shall not be adopted, approved, or used in a school setting.

Questions or complaints concerning potentially sensitive materials will be addressed according to applicable Utah law, USBE rule, and PSEL's sensitive-material review procedures.

HEALTH AND SEX EDUCATION MATERIALS

Curriculum and instructional materials involving maturation or sex education are subject to additional requirements under Utah law and USBE Rule R277-474.

PSEL shall maintain the Curriculum Materials Review Committee required for sex education and maturation instruction.

The committee shall be appointed and reviewed annually by the Governing Board and shall include parents, health professionals, school health educators, and administrators, with at least as many parent members as school employee members.

Materials involving sex education or maturation instruction shall be reviewed and approved according to Utah Code, R277-474, and PSEL's applicable health and sex education policies before being used with students.

Nothing in this general curriculum approval policy replaces those additional requirements.

INSTRUCTIONAL MATERIAL COMPLAINTS AND RECONSIDERATION

A parent of a student currently enrolled at PSEL may raise a concern regarding instructional materials used by the school.

Whenever possible, the parent should first discuss the concern with the teacher or administrator to better understand the instructional purpose and context of the material.

If the concern remains unresolved, the parent may submit a formal instructional-material complaint to the School Director.

PSEL shall include parents reflective of the school community in the review of formal complaints concerning instructional materials as required by USBE Rule R277-468.

The review shall consider:

- the material as a whole and within its instructional context;
- the age and grade level of the students;
- the educational purpose of the material;
- alignment with applicable standards and approved curriculum;
- applicable state and federal law; and

- PSEL policy.

The review committee will provide a recommendation to Administration and, when Board action is required, to the Governing Board.

Materials subject to a separate review procedure under Utah law, including sensitive materials or sex education materials, will be reviewed under the applicable specialized procedure.

ALTERNATIVE INSTRUCTION

Requests for a student's alternative instruction or exclusion from particular instructional activities will be handled in accordance with applicable Utah parental-rights law, USBE rule, and PSEL policy.

Approval of instructional materials for general school use does not eliminate a parent's rights provided under Utah law.

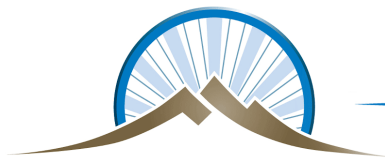
COMPLIANCE AND ADMINISTRATIVE RESPONSIBILITY

The School Director or designee is responsible for administering this policy and developing procedures necessary for implementation.

Administration shall maintain appropriate documentation of:

- curriculum and instructional-material reviews;
- committee recommendations;
- opportunities for public review;
- required public meetings;
- Governing Board approvals;
- instructional-material complaints and reviews; and
- other records required by law.

The Governing Board retains final authority for the adoption and approval of instructional materials when Board approval is required by Utah law.



BOARD MEMBER SCREENING POLICY

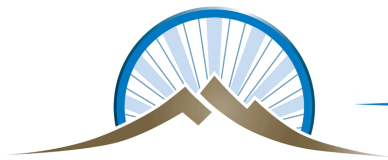
A. Screening and written nomination process for Board of Trustee candidates.

As approved by the Promontory board of trustees, the process for the election of board members for the upcoming school year shall follow the procedure outlined in the Promontory by-laws;

- a. The Board shall publicly announce the number of vacancies available
- b. The Board shall consider any nominations from parents or the community at large, with the following additions:
 - i. ~~1-~~The board chair will appoint a nominating committee to solicit and review nominations. This committee will include the board chair or vice chair plus at least one additional board member.
 - ii. ~~2-~~The nomination committee will discuss with the board of trustees and the director the board recruitment process and clarify the director's role in the process.
 - iii. ~~3-~~The nomination committee will facilitate discussion with the board to define and prioritize the skills, qualities and diversity needed on the board (see section (B) below).
 - iv. ~~4-~~The nomination committee will present a job description (see section (C) below) for a Board of Trustees to the board for approval by majority vote and upon approval post it publicly on the school website.
 - v. ~~5-~~Board candidates will complete a nomination application and/or submit a resume, letter of interest, and references.
 - vi. ~~6-~~Board candidates will agree to submit to a background check.
 - vii. ~~7-~~Board candidates will participate in a personal interview with at least the nominating committee (see section (D) below).
 - viii. ~~8-~~The nomination committee will bring recommendations of potential board members to the board for election at a board meeting (see section (E) below).
 - ix. ~~9-~~The full board shall consider and vote on the recommended candidates.
 - x. ~~10-~~Vacancies shall be filled by the affirmative vote of a majority of the trustees then in office.
 - xi. ~~11-~~Candidates will be notified of the result immediately following the process.
 - xii. ~~12-~~If vacancies are not filled by the affirmative majority vote, the nomination process must start again.

B. Desired skills, qualities and diversity considered for the board.

Charter school boards are designed to be self-perpetuating, , Promontory School of Expeditionary Learning Board of Trustees will nominate and recommend new board members as vacancies occur. This will be an ongoing and active process, followed by a thorough plan for



orienting new colleagues to their board responsibilities.

When preparing to fill a vacancy, the board will consider the following:

- Who is currently sitting on the board and what skill set does each individual bring to the table?
- Based on the school's mission, what additional skills would be helpful to continue progress toward the mission?

Skills and attributes to consider include the following:

➤ **IDEAL ATTRIBUTES**

- Passionate about the mission
- Time to commit to this important endeavor
- Ability to bring a concrete skill to the board
- Willingness/ability to serve as a governor (fulfilling governance functions), ambassador (reaching out to community), sponsor (giving time and money) and consultant (using skills and expertise on behalf of the organization)
- Ability to understand the distinctions between governance and management
People Comfortable working in evolving or developing organizational environments
- Ability to ask tough questions

➤ **PRIORITY SKILLS**

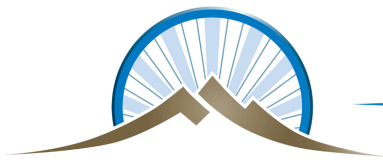
- Financial— both accounting and bigger picture financial management skills
- Real estate— facility identification, negotiation, financing and property management
- Fundraising— especially cultivating individual donors, building a donor base
- Public relations/marketing— especially as it relates to fundraising and community building
- Human resources— personnel policies, salaries, benefits
- Legal expertise— general law as opposed to educational law
- Education— especially accountability, systems, and big-picture administration of educational institutions
- Previous governance experience (non profit or corporate)

C. Job description for Board of Trustee.

Promontory School of Expeditionary Board of Trustees Job Description

The governing board of Promontory School of Expeditionary Learning is seeking board members

Board Member Screening Policy	Created: 06/05/2012	Last Updated: 04/27/2023 01/20/2022
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to participate in the development and on-going success of the charter school, whose experience, knowledge, and drive will help to develop the vision and values outlined in the school's charter and ensure that they are implemented as the school opens its operations. Working closely with other governing board members and the school director, responsibilities include ensuring that the culture, programs, and protocols are all in line with the original vision of Promontory School of Expeditionary Learning. Additionally, it is the responsibility of all board members to ensure that the school is a viable organization.

What are the Qualifications that Make an Effective Promontory School of Expeditionary Learning Board Member?

1. Commitment to the long-term future of the Promontory School of Expeditionary Learning Public Charter School.
2. Support of charter schools as an integral method of education reform
3. Understanding of Expeditionary Learning Core Practice and Benchmarks and Design Principles and support of Expeditionary Learning as an exemplary educational model. The board recommends reading, "An Ethic of Excellence: Building a Culture of Craftsmanship with Students," written by Ron Berger.
4. ~~5~~-Agree with the educational philosophy, discipline policy and administrative structure policy of Promontory School.
5. ~~6~~-Understand the curriculum that has been approved by the board.
6. ~~7~~-Ability to evaluate alternatives and make informed and timely decisions
7. ~~8~~-Strong communication skills and an ability to work in teams
8. ~~9~~-Expertise in education, finance, marketing, community relations, management, or organizational development are preferred, but not required

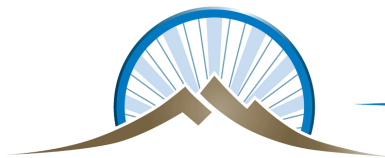
What is the Time Commitment for Serving on a Charter School Board?

This varies from school to school although best practice tells us that the most effective charter school board members give 6-10 hours a month. This generally breaks down as:

- 2 hours per month for board meetings
- 1-2 hours per month for committee meetings
- 1-2 hours for committee work in between meetings
- 2-4 hours per month for ambassador and fundraising tasks
- At a bare minimum monthly board meetings and at least 2 hours of work in between board meetings.

D. Specific questions for candidates on experience, teamwork, commitment, and philosophy as stated below may be used when interviewing candidates.

Board Member Screening Policy	Created: 06/05/2012	Last Updated: 04/27/2023 01/20/2022
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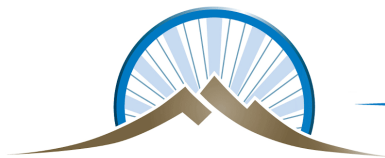
➤ **RELEVANT EXPERIENCE**

- What is your past governance experience? Do you believe the board you served on was effective? Why or why not?
- What work do you do right now? How might this work support the mission of this school?
- What ideas if any do you have to leverage your networks and connections that could benefit the school?
- How might you advocate for the school publicly and privately?
- What would you do if the media or some local groups opposed the school?
- Do you have any past issues or conflict of interests that could potentially interfere with your service on the board?
- Describe a project that you raised money for in the past. What were your goals and what was the outcome?
- I can see many things you would bring to this board, but what do you see yourself bringing to it? What unique contribution will you bring?
- What do you hope to get out of being on this board?

➤ **TEAMWORK**

- What are the characteristics of effective groups?
- What qualities make some boards more effective than others?
- What do you see as the role of the ideal board member?
- When you are in a professional group, do you often change your mind on an issue about which you feel strongly? Can you think of any examples when this did or didn't happen?
- If your personal views were to come into conflict with a decision of the board of the school, what would you do?
- Would you be willing to make a financial contribution that was meaningful to you and the school if you were a member of the board?
- Describe an experience in which you had leadership responsibilities with a group. What worked? What did you learn about yourself?
- Describe your ideal approach to resolving conflict.
- Describe a situation in which you had a conflict with a team member, employee, or manager. What strategies did you use to resolve the conflict?
- Working on a board requires close teamwork among a group that is likely to bring diverse backgrounds and experiences. Can you describe an experience in which you worked with such a team? If not, how does this opportunity strike you?

➤ **COMMITMENT**

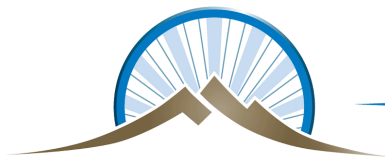


- What projects are you passionately committed to right now?
- What is your current work? How is it going? What do you like and dislike about it?
- Are you willing and able to commit at least ten hours a month to a cause you feel passionately about? Can you think of a recent example where you did just this?
- Do you have any other non-profit commitments that might be a higher priority than your work on the school? If so, what are they?
- How many board positions do you currently hold? What conflicts would your service to this Board present?

➤ **PHILOSOPHICAL ALIGNMENT**

- Where do your children go to school? Are you satisfied? Why or why not?
- What is right/wrong with education right now?
- What would you never want to see in this school?
- What is a charter school?
- What do you like and dislike about the charter school idea?
- What do you believe about charter schools? Do you think they are
- What is the primary purpose of public schools?
- Describe your vision of an excellent public school?
- Tell me about an experience or achievement from your own schooling that was particularly powerful for you?
- For the school we've discussed, 10 years from now, how would we know if it had been successful? What kind of measurable or appreciable results might we see that would let us know we had succeeded?

F. Tool to help "rank" candidates.



BOARD CANDIDATE EVALUATION FORM

PHILOSOPHICAL ALIGNMENT:

Does the candidate believe in the mission and purpose of both our organization and the charter school movement? Will s/he make decisions based on alignment with the organizational mission, rather than based on personal needs and considerations?

Definitely Reject	Probably Reject	Unsure	Probably Invite	Definitely Invite
1	2	3	4	5

COMMITMENT:

Is the candidate willing to devote her/his full energy and talent to the board? Is her/his understanding of her/his responsibilities as a board member aligned with our expectations? Does s/he have the time necessary to be an active board member? Even in the face of organizational challenges and difficulties, will the candidate remain committed to the organization?

Definitely Reject	Probably Reject	Unsure	Probably Invite	Definitely Invite
1	2	3	4	5

TEAMWORK:

Will the candidate make a good team member? Is s/he open to hearing others' opinions and perspectives? Is s/he sensitive to group dynamics? Is s/he willing to put organizational needs before her/his interests & needs in making decisions?

Definitely Reject	Probably Reject	Unsure	Probably Invite	Definitely Invite
1	2	3	4	5

RELEVANT EXPERTISE:

Does the candidate have expertise relevant to a board position? Will her/his expertise fill a need unmet by current board members? Has the candidate had enough experience within his/her field such that s/he can make meaningful contributions? Is s/he willing to share her/his expertise as a board member?

Possible areas of expertise:

Strategic planning____ Senior management/leadership____ Accounting/finance____ Fundraising____ Legal____ Marketing/PR____
Governance____ Facilities/Real Estate____ Education____ Politics/Connections____ Community Representation/Organizing____

Definitely Reject	Probably Reject	Unsure	Probably Invite	Definitely Invite
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PROMONTORY

school of expeditionary learning

1	2	3	4	5
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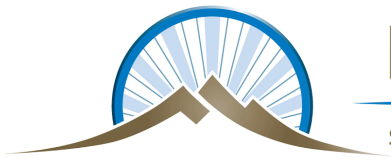
PROMONTORY SCHOOL STUDENT THREAT ASSESSMENT POLICY

PURPOSE AND PHILOSOPHY

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

DEFINITIONS

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



POLICY

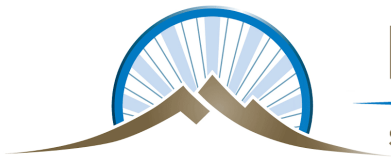
Promontory shall utilize a multi-disciplinary team in conjunction with an evidence-based school threat assessment process consistent with Utah State Board of Education (USB E) Rules R277-400 and R277-736 to identify, assess, and manage threats and prevent behaviors or conflicts from escalating into violence.

Structure of the Multidisciplinary Team

- A. The school administrator will be responsible for establishing a threat ~~assembly~~ **assessment** team, in accordance with all relevant laws and policy.
- B. The Promontory school multi-disciplinary team (who uses an evidence-based threat assessment model) may include:
 1. school administrative personnel;
 2. mental health professionals (i.e., school counselor, school psychologist, school social worker, or contracted mental health professional);
 3. school safety personnel;
 4. special education representatives;
 5. community agencies (as appropriate), such as law enforcement and/or mental/behavioral health crisis teams;
 6. other relevant school personnel (as appropriate), such as an instructional coach, a team lead, and/or general education or special education teacher.

Training

- A. The multi-disciplinary team will receive training from qualified professionals (e.g., a Comprehensive School Threat Assessment Guidelines (CSTAG) trainer, or other professionals trained in school threat assessment approved by a local school board) regarding the threat assessment process.
- B. This training will address:
 1. the function of a multidisciplinary team;
 2. the violence prevention plan and strategies;
 3. the evidence-based threat assessment processes;
 4. the reporting process for threats;
 5. the documentation and notification of threats;
 6. the Family Educational Rights and Privacy Act, [20 USC. Sec. 1232g](#);
 7. the steps to cultivate a safe school climate; and
 8. student Privacy and Data Protection.
- C. The multi-disciplinary team members will receive the training outlined above prior to beginning work with the team.



Actions Required if Threats Are Reported

- A. The school administrator, in collaboration with the threat assessment team, shall develop procedures, in alignment with school policy, for reporting, assessing, and intervening in response to threats.
- B. All stakeholders (including students, teachers, administrators, parents, support staff, and community members) will be trained in relevant policies and procedures, and understand the importance of reporting threats and know the following:
 1. individual roles and responsibilities to report concerns;
 2. what critical information to report;
 3. where and how to report it.
- C. Each reported threat should include (to the best of the reporter's ability):
 1. the name of the alleged offender(s);
 2. the name of potential victim(s);
 3. the date and location of the threat(s); and
 4. a statement describing the threat(s), including names of witnesses (if known).
- D. Each reported threat will be promptly investigated by a school administrator, in coordination with the multidisciplinary team, and the seriousness of the threat(s) will be determined.
- E. The multi-disciplinary team shall develop, implement, and monitor an individualized plan to intervene with, address, and mitigate the risk.
 1. The team shall assess for any impacted staff or students, and support them in accessing appropriate school and community-based resources for support and/or further intervention.
- F. Verified threats shall result in interventions and/or consequences that may include, but are not limited to:
 1. implementation of best-practices that:
 - a. de-escalate, contain, control, and redirect the student away from plans and preparation for violence;
 - b. support the student with skills to engage with others, problem-solve, adapt, and improve coping skills and well-being;
 2. application of steps in a discipline plan consistent with USBE Rule [R277-609](#);
 3. implementation of restorative justice practices consistent with USBE Rule [R277-613](#);
 4. obtaining consent from the involved student(s) and when possible their parent(s)/guardian(s) before including the victim(s) in the process;
 5. notification of the involved students' parent(s)/guardian(s) of restorative justice practices;
 6. support for involved students using trauma-informed practice
 7. suspension or removal of a student from a school-sponsored team or activity; including school-sponsored transportation;

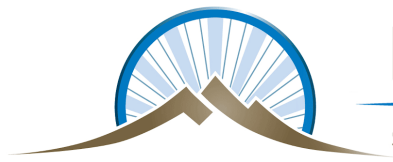


8. suspension or expulsion of a student from school or lesser disciplinary action as outlined in school policy; and
 9. suspension or termination of an employee for cause or lesser disciplinary action consistent with Utah Code Annotated
- G. Promontory will notify the student's parent(s)/guardian(s) if the student poses a threat of violence or physical harm to self or others or if the student is a potential victim.
1. Promontory school will produce and maintain a record that verifies the parent(s)/guardian(s) were notified of the threat.
 2. Promontory school will not disclose the record previously described to anyone unauthorized to receive it and will not use the record for purposes not allowed under the law.
- H. The multi-disciplinary team shall maintain thorough documentation, including information gathered during incident management and ongoing monitoring.
1. The documentation shall comply with the LEA's policies, federal and state laws.
 2. The documentation shall demonstrate the team's reasonable faith efforts to identify, investigate, assess, and manage threatening situations.

Additional Reporting Activities

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

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



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.~~

PURPOSE

The purpose of this policy is to establish guidelines for extracurricular activities offered or sponsored by Promontory School of Expeditionary Learning. Extracurricular activities provide students with opportunities to develop interests, skills, leadership, teamwork, character, and a sense of belonging beyond the regular school day. Activities should support the mission and values of Promontory School while providing safe, meaningful opportunities for student participation.

EXTRACURRICULAR ACTIVITIES

Promontory School of Expeditionary Learning may offer school-sponsored extracurricular activities as resources, staffing, student interest, and budget allow.

All school-sponsored extracurricular activities must receive Board approval prior to implementation, support the mission and values of the School, and operate under the direction of Administration and within Board-approved budgets and policies.

Participation in extracurricular activities may be subject to reasonable eligibility requirements appropriate to the activity, including grade level, academic or behavioral expectations, attendance, tryouts, available space, safety requirements, or other established criteria.

Promontory School shall administer extracurricular activities in accordance with applicable state and federal nondiscrimination and equal opportunity requirements.

Any fees, fundraising, or other costs associated with extracurricular activities shall comply with applicable Utah law and Utah State Board of Education rules, including applicable fee-waiver requirements.

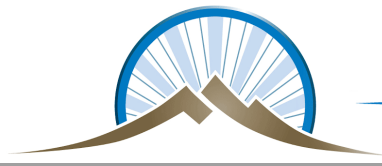
School employees, advisors, coaches, volunteers, and other individuals participating in extracurricular activities shall comply with applicable School policies, training requirements, safety requirements, and state and federal law.



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Tab 1



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PARENT COMPLAINT POLICY

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

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

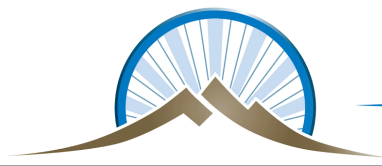
Parents will have access to the Parent Liaison, a non-voting member of the Governing Board, who is nominated yearly by the POP Crew to represent parents at Board meetings. The Parent Liaison will have the dual role of communicating to parent crews the needs and desires of the Governing Board, as well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

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

1. Unresolved concerns should be made known to the Director first. This may be done by appointment in person or in writing. The Director will be able to address most concerns. The Director may defer to the Board if changes are required in policy. In cases where the safety or health of students or staff is involved, immediate action will be taken. The Director and Board Chair will determine an appropriate course of action in these cases.
2. If the concern remains unresolved, the parent may contact the Board Chair or Parent Liaison either in writing or in person. The issue may then be put on the agenda of the next board meeting at the discretion of the Board.
3. The Board will determine whether any action should be taken on the item and report back to the concerned party. Promontory School will make every effort to resolve concerns within two regularly scheduled Board meetings.

Promontory School follows all State laws and Federal law regarding complaints of parents of students served under Section 504 of Federal law or IDEA 2004 and seeks to align all school procedures to the

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mission of the school. Parents who have concerns regarding the treatment of a student with disabilities or a student suspected of having a disability may contact the school director.

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

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

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

1. Problem Solving Facilitation
 - a. State early dispute resolution procedure available at any time, before a State Complaint, Mediation, or Due Process Hearing request is filed.
 - b. Both parties must agree.
 - c. Issues of disagreement must be specified, and how they violate IDEA described.
 - d. No timeline.
2. Formal State Complaint
 - a. Filed with School Director and copied to Utah State Office of Education, and State Director of Special Education.
 - b. State Complaint Form on website or may be a letter with required elements • Describe alleged violations of IDEA with respect to individual students. • Describe proposed solutions to the problems.
 - c. Charter School has 30 days to investigate and write a decision.
 - d. Parent may appeal decision to USOE within 10 days of Charter School decision if disagree.
 - e. USOE completed an independent investigation before a total of 60 days unless parties agree to extend for some significant reason.
3. Mediation
 - a. Any party may request at any time during the IDEA process.
 - b. Both parties must agree to mediate, or mediation will not occur.
 - c. Filed with Charter School Director and copied to Utah State Office of Education, and State Director of Special Education.
 - d. Describe the problem.
 - e. Describe alleged violations of IDEA with respect to individual students.
 - f. Describe proposed solutions to the problems.



- g. USOE assigns mediators and absorbs costs of the mediation sessions.
 - h. Attorneys not usually present.
 - i. Discussions during mediation are confidential.
 - j. Mediation agreement is binding and may be enforced in court of law.
 - k. No timeline.
4. Due Process Hearing Request
- a. Filed with Charter School Director and copied to Utah State Office of Education and State Director of Special Education.
 - b. Describe problems.
 - c. Describe alleged violations of IDEA with respect to individual student.
 - d. Describe proposed solutions to the problems.
 - e. Mandatory Resolution Session initiated within 15 days; resolution completed within 30 days if resolution is possible.
 - f. Hearing completed within 45 days; timeline starts after resolution session time is completed. Due Process Hearing is like court; rules of evidence, witnesses sworn in, procedures during hearing.
 - g. It is advisable for both parties to have attorneys.
 - h. Hearing Officer Decision binding upon both parties.

Receiving and Processing Civil Rights Complaints about School Meals

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

- National School Lunch Program
- School Breakfast Program

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

Civil Rights Overview - What is Discrimination?

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

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

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1. Discrimination complaints from individuals will be handled by the Director.
2. Complaints of discrimination will contain the following information.
 - a. Name, address, telephone number, and any other means to contact the complainant (person issuing the complaint).
 - b. Specific name, location, and telephone number of the location where the alleged discrimination took place that caused the discrimination complaint.
 - c. Nature of the incident or action that led the complainant to feel discriminated against.
 - d. A list of which of the six listed protected classes were discriminated against with a description of the complaint. The six protected classes are race, color, national origin, sex, age, or disability.
 - e. Name(s), title(s), and addresses of people who may know of the alleged discrimination or action that caused the complaint (for example, teacher, cook, or director).
 - f. The date(s) the action(s) causing the discrimination complaint occurred and how long or how often it occurred.

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

3. The person filing the complaint must do so within 180 days of the alleged discrimination. If submitted to the institution, it will be immediately forwarded to USBE Child Nutrition Programs or the USDA Office of the Assistant Secretary for Civil Rights. The sponsor or institution will handle anonymous complaints in the same manner as other non-anonymous complaints.

Utah State Board of Education, Director of Child Nutrition Programs 250 East 500 South PO Box 144200 Salt Lake City, Utah 84114-4200	USDA Office of the Assistant Secretary for Civil Rights 1400 Independence Ave, SW, Stop 9410 Washington, D.C. 20250-9410
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Civil Rights requirements for Child Nutrition Programs can be found in FNS Instruction 113.1

How are citizens' rights protected?

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

- Title VI of the Civil Rights Act of 1964 - Race, Color, National origin
- Title IX of Education Amendments of 1972 – Sex

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- Section 504 of Rehab. Act of 1973 – Disability
- Age Discrimination Act of 1975 – Age

Civil Rights Laws provide regulation that no person in the United States shall on the grounds of race, color, national origin, sex, or disability be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.

Civil Rights Areas of Compliance

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

Collecting and Reporting Participant Data

Schools participating in the USDA Child Nutrition Program receive federal funding and must have a system to collect racial and ethnic data of program participants in order to comply with FNS Instruction 113.1 and Federal Civil Rights Laws. Information collected

is strictly for statistical reporting requirements and has no effect on determining eligibility for the free and reduced meal program or benefits. Any data collected is self-reported and kept on file for 3 years, plus the current year. Information is restricted to authorized school personnel on a need-to-know basis and will only be released to authorized state and federal personnel when requested.

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

- Hispanic or Latino
- Not Hispanic or Latino

Applicants may then check one or more boxes regarding race:

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

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

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Public Notification Systems

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

Public Release.

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

What must be included in the nondiscrimination statement?

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

Are there any additional requirements for providing public notification?

Institutions have two additional responsibilities, as follows:

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

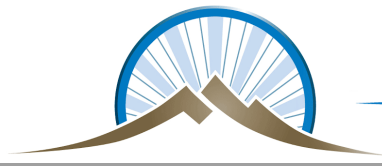
Preventing Overt Identification

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

Accommodations for those with Disabilities and Allergies

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

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

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

The school food authority (SFA) is not required to make food substitutions for children with non-severe food allergies or food intolerances who do not have a disability. The SFA may choose to make reasonable food substitutions at their discretion for students who are medically certified. Determinations are made on a case-by-case basis. Such accommodations must meet the mandated meal pattern.

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

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

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

Tab 2

PARENT CONCERNS AND COMPLAINTS POLICY

PURPOSE

Promontory School of Expeditionary Learning values open and respectful communication with parents and guardians. The School encourages parents to share questions, concerns, suggestions, and complaints so that issues can be addressed promptly and at the appropriate level.

The purpose of this policy is to provide parents and guardians with a clear process for communicating concerns with the School.

This policy is intended to address general parent concerns and complaints. **Formal grievances are governed by Promontory School's Grievance Policy.**

ADDRESSING PARENT CONCERNS

Whenever appropriate, parents and guardians are encouraged to first communicate directly with the teacher, staff member, or administrator most closely connected to the concern.

The School encourages respectful communication and collaborative problem-solving between families and School personnel.

If the concern is not resolved through direct communication, or if direct communication is not appropriate given the nature of the concern, the parent or guardian may contact the School Administration.

Concerns involving allegations of discrimination, harassment, retaliation, abuse, threats, serious misconduct, or immediate health or safety concerns may be reported directly to Administration without first contacting the individual involved.

FORMAL GRIEVANCES

If a parent or guardian believes a concern has not been resolved and wishes to file a formal grievance, the individual shall follow Promontory School's **Grievance Policy**.

The Grievance Policy establishes the requirements for submitting a formal grievance, the appropriate person to whom the grievance must be submitted, review and investigation procedures, response timelines, and other applicable requirements.

STUDENTS WITH DISABILITIES

Parents and guardians of students with disabilities, or students suspected of having a disability, retain all rights and procedural safeguards available under **Section 504 of the Rehabilitation Act and the Individuals with Disabilities Education Act (IDEA)**.

Concerns involving Section 504 may be addressed through the School's applicable Section 504 procedures and grievance process.

Parents and guardians of students receiving or suspected of needing special education services may also access dispute-resolution options available under IDEA and the Utah Special Education Rules, including facilitated IEP meetings, mediation, IDEA State Complaints, and due process hearing procedures.

Nothing in this policy limits a parent's or guardian's right to use a complaint, appeal, or dispute-resolution process provided by state or federal law.

CIVIL RIGHTS AND DISCRIMINATION COMPLAINTS

Parents or guardians who believe their student has experienced unlawful discrimination may report the concern directly to School Administration.

Promontory School will address discrimination complaints in accordance with applicable state and federal law and School policy.

Nothing in this policy prevents a parent or guardian from filing a complaint with an appropriate state or federal agency when permitted by law.

CHILD NUTRITION PROGRAM COMPLAINTS

Promontory School accepts complaints regarding discrimination in federally funded Child Nutrition Programs, including the National School Lunch Program and School Breakfast Program.

Civil rights complaints relating to Child Nutrition Programs will be received, documented, and forwarded or addressed in accordance with current U.S. Department of Agriculture (USDA) and Utah State Board of Education Child Nutrition Program requirements.

A complaint will not be refused solely because it is verbal or because all requested information is not available.

PUBLIC EDUCATION HOTLINE

Concerns involving alleged improper governmental activities may be reported through the Utah State Board of Education Public Education Hotline. **Hotline complaints are governed by Promontory School's LEA Hotline Policy and applicable Utah law and Utah State Board of Education rules.**

The Public Education Hotline is not intended to replace Promontory School's normal communication or grievance procedures for routine parent concerns or school disagreements.

This keeps the **Parent Concerns and Complaints Policy** focused on parents while pointing them to the correct separate policy when a concern falls under the hotline process.

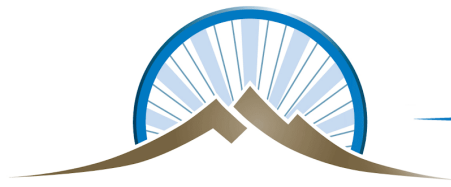
CONFIDENTIALITY AND STUDENT PRIVACY

Promontory School will protect student education records and other confidential information in accordance with applicable state and federal law.

Parents should avoid discussing personally identifiable information regarding other students or confidential personnel matters during public Board meetings or other public forums. Concerns involving confidential information should be communicated directly to School Administration or through the appropriate complaint or grievance process.

NON-RETALIATION

Promontory School prohibits retaliation against a parent, guardian, student, or other individual for raising a good-faith concern, filing a complaint or grievance, participating in an investigation, or exercising a right protected by law.



ATTENDANCE POLICY

Purpose:

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

Definitions:

Excused Absence: An absence supported by a valid excuse under applicable Utah law and Board Rule R277-607, including qualifying absences outlined by law, approved school activities or suspension, and absences permitted under an Individualized Education Program (IEP) or Section 504 plan. Other reasons may qualify when permitted by applicable law or school policy.

Unexcused Absence: An absence that does not meet the requirements for a valid excuse under applicable Utah law and school policy.

Truancy: A school-age child is truant when the child is absent without a valid excuse for at least half of the school day. A student may not be counted as truant more than once on the same day.

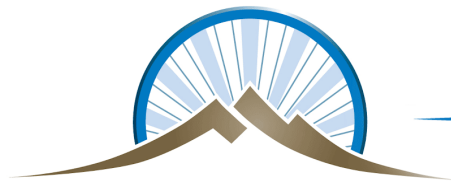
Chronic Absenteeism: A student who has been enrolled for at least 60 calendar days and has been absent for at least 10% of instructional days, whether the absences are excused or unexcused, is considered chronically absent under state rule.

Parent & School Responsibilities:

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

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

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

Promontory will comply with applicable state and federal laws regarding attendance. ~~Promontory will seek to accurately monitor and record attendance information.~~ The school will monitor student attendance and maintain accurate records of excused absences and unexcused absences. School leadership will annually review attendance data, and consider revisions to the attendance policy and procedures to encourage student attendance. In accordance with state law, school will be held at Promontory School 180 days a year whether that be held at the physical location or by engaging in fieldwork.

Additionally, Promontory intends for this policy to be consistent with Utah Code R277-419 regarding Pupil Accounting and Continuing Enrollment Measurements. Promontory will seek to accurately monitor and record attendance information, document each student's continued enrollment status at least once every ten consecutive school days, annually review attendance data, and consider revisions to the attendance policy and procedures to encourage student attendance.

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

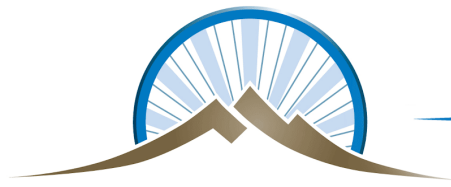
Excused Absences:

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

Excused absences include:

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

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- A prior-approved education leave

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

Fieldwork Attendance

Fieldwork is a central component of our Expeditionary Learning model. Fieldwork experiences are not optional extensions of classroom learning; they are part of the required instructional days outlined in Utah Code R277-419. Students are expected to attend and participate fully in fieldwork as part of their continued enrollment at Promontory.

Because fieldwork is instructional time, an absence during fieldwork will be recorded as an unexcused absence, unless it meets the criteria for an excused absence as defined in this policy.

Parents/guardians are expected to support fieldwork attendance by:

- Planning vacations, appointments, and other activities around the published school calendar and fieldwork dates.
- Communicating promptly with the school if an emergency or excused reason prevents attendance.
- Helping students complete any missed assignments in the case of an absence from fieldwork, as per the Adventure Fieldwork Agreement.

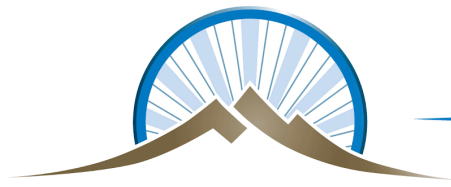
Fieldwork is a unique and essential learning experience that cannot be fully replicated through make-up work. For this reason, absences should be rare and only for approved, excused reasons. Families who anticipate challenges with fieldwork attendance should contact the teacher in advance to discuss possible supports or accommodations.

Notices of Compulsory Education & Truancy:

~~After five (5) [truancies](#) consecutive days of unexcused absences, the school may send a written Notice of Compulsory Education.~~

[For students in 1st-6th grade, the school official may issue a Notice of Compulsory Education Violation after five \(5\) truancies during the school year. Notices of Truancy for students in 7th-](#)

Attendance Policy	Created: 08/21/2012	Last Updated: 09/18/2025 06/20/2024 09/21/2023
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8th grade will follow Utah Code § 53G-6-203 and Promontory's attendance and appeals procedures. Truancies do not need to be consecutive to meet this threshold. These notices will meet the requirements of Utah Code § 53G-6-202 and will be delivered through personal service or certified mail.

If school personnel have reason to believe that, after a notice is issued, the parent has failed to make a good faith effort to ensure that the student receives an appropriate education, school personnel shall report to the Division of Child and Family Services, according to Utah Code § 53G-6-202.

In accordance with Utah Administrative Rule R277-419-5, a student ~~must~~ **may** be withdrawn after ten (10) consecutive days of unexcused absences, **subject to applicable exceptions**. The school shall send a certified letter notifying the parents of the pending withdrawal and provide adequate time for a response before withdrawing the student from school, ~~PRIOR~~ **prior** to the actual withdrawal.

Excused absences do not ~~fall under this rule and, therefore, do not~~ **count toward these truancy or enrollment thresholds. require withdrawal. Though, Promontory may partner with families to address frequent excused absences and support consistent attendance.**

Appeals Process:

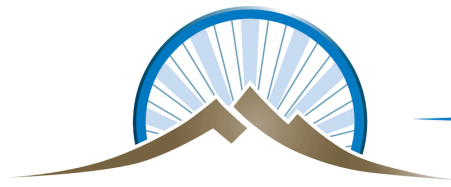
Promontory School of Expeditionary Learning is committed to ensuring all attendance-related decisions are fair, consistent, and made in the best interest of students. We also recognize that families may occasionally have concerns or believe a decision was made in error. In such cases, parents/guardians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

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

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

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

- The student's full name and date of birth



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- The date(s) of the attendance decision being appealed
 - The reason for the appeal, along with any supporting information or documentation

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

CURRICULUM AND INSTRUCTIONAL MATERIALS APPROVAL POLICY

PURPOSE: Promontory School of Expeditionary Learning (PSEL) is committed to providing high-quality, evidence-based, developmentally appropriate curriculum and instructional materials that align with Utah Core Standards, the school's charter, mission, and instructional model, and applicable state and federal law.

The purpose of this policy is to establish a transparent process for reviewing, recommending, approving, using, and reconsidering curriculum and instructional materials.

DEFINITIONS:

Instructional Materials: For purposes of this policy, "instructional materials" are learning materials adopted and approved by the Governing Board for use within the school. Instructional materials may include textbooks, workbooks, digital resources, integrated instructional programs, student materials, and other resources used as primary sources of instruction.

Primary Instructional Materials: Primary instructional materials are comprehensive materials or integrated instructional programs used as a principal source of instruction for a course, content area, or grade level.

Supplemental Materials: Supplemental materials are materials selected by an educator for classroom use that have not been adopted, approved, or prohibited by the Governing Board.

Supplemental materials may include articles, excerpts, videos, websites, read-alouds, activities, literature, primary-source documents, teacher-created materials, and similar resources used to enhance approved curriculum.

The Governing Board is not required to individually review or approve every supplemental learning material used by an educator.

POLICY:

CURRICULUM AND INSTRUCTIONAL EXPECTATIONS

Curriculum and instructional materials used at PSEL shall:

- support applicable Utah Core Standards;
- support PSEL's charter, mission, educational model, and approved instructional programs;
- be appropriate for the age, maturity, and developmental level of students;
- be accurate and educationally appropriate;

- support high-quality, evidence-based instruction;
- provide appropriate accessibility for students with disabilities as required by law;
- comply with Utah law and Utah State Board of Education rules; and
- not contain material prohibited by state or federal law.

Instructional materials shall be evaluated for alignment to applicable Utah Core Standards and state requirements before adoption.

CURRICULUM AND INSTRUCTIONAL MATERIALS REVIEW COMMITTEE

PSEL shall establish a Curriculum and Instructional Materials Review Committee to assist in reviewing instructional materials being considered for school-wide or grade/content-area adoption.

The committee shall include:

- PSEL instructional staff;
- school administration; and
- parents of students currently enrolled at PSEL who are reflective of the school community.

Additional individuals with relevant content-area or instructional expertise may be invited to participate when appropriate.

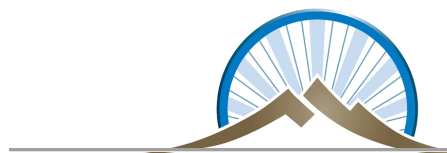
The committee will review proposed instructional materials and make a recommendation to the Governing Board.

The committee does not have final authority to adopt instructional materials. Final adoption or approval rests with the PSEL Governing Board.

REVIEW CRITERIA

When considering instructional materials, the committee and Governing Board may consider:

1. Alignment with applicable Utah Core Standards;
2. Quality and strength of the instructional content;
3. Evidence that the materials are research-based and support student learning;
4. Age and developmental appropriateness;
5. Accuracy and factual reliability;
6. Appropriate rigor and opportunities for differentiation;
7. Accessibility for students with disabilities;
8. Alignment with PSEL's charter, mission, Expeditionary Learning model, and instructional priorities;
9. Teacher usability and required professional development;
10. Student engagement and opportunities for meaningful application of learning;
11. Available assessments, interventions, enrichment, and progress-monitoring resources;
12. Digital privacy, technology, and accessibility requirements when applicable;
13. Cost and long-term sustainability;
14. Compliance with Utah law and USBE administrative rule; and



15. Whether the materials contain content prohibited from use in Utah public schools.

PROCESS FOR ADOPTING INSTRUCTIONAL MATERIALS

Before instructional materials are adopted or approved for school-wide, content-area, course, or grade-level use, PSEL shall use the following process:

1. Identification of Need

- Administration and instructional staff will identify a curricular or instructional need and potential materials for consideration.

2. Initial Review

- Administration and the Curriculum and Instructional Materials Review Committee will review potential materials using the criteria established in this policy.
- Parents of students currently enrolled at PSEL and instructional staff will participate in the review process as required by Utah law and USBE rule.

3. Recommendation

- Following its review, the committee may recommend instructional materials to the Governing Board for consideration.
- A committee recommendation does not constitute final approval.

4. Public Availability of Proposed Materials

- Before the required public meetings, PSEL will make recommended instructional materials available for public review.
- When legally permissible, recommended materials may be posted or made available electronically.
- When copyright or licensing restrictions prevent online posting, the materials will be made reasonably available for review at the school.
- Information explaining how parents and members of the school community may review the proposed materials will be publicly available.

5. Public Meetings

- Before adopting or approving instructional materials, the Governing Board will hold **at least two public meetings** regarding the proposed materials.
- These meetings will provide PSEL educators and parents of currently enrolled students an opportunity to express views and opinions regarding the recommendation.
- Meetings will be conducted in accordance with applicable Utah Open and Public Meetings Act requirements.

6. Governing Board Approval

- Following completion of the required review process and public meetings, the Governing Board may adopt, approve, reject, or return the proposed instructional materials for additional review.
- Final adoption or approval will occur during an open and regular meeting of the Governing Board.

ACCESS AND PARENT NOTIFICATION

PSEL will make adopted instructional materials readily accessible and available for parents to review.

PSEL will:

- provide information on its website explaining how parents may access instructional materials;
- notify parents annually of how instructional materials may be accessed; and
- maintain a transparent and publicly available instructional-material approval and complaint process.

Copyrighted or licensed materials may be made available for review in a manner consistent with applicable copyright and licensing requirements.

SUPPLEMENTAL MATERIALS

PSEL recognizes that effective teaching requires educators to use professional judgment when selecting supplemental materials to support student learning.

Teachers may select supplemental materials without individual Governing Board approval when the materials:

- support applicable standards, approved curriculum, learning targets, or legitimate educational purposes;
- are age and developmentally appropriate;
- comply with Utah law, USBE rules, school policy, and applicable copyright requirements;
- do not constitute sensitive material prohibited by Utah law; and
- are consistent with PSEL's educational mission and expectations.

Administration may establish procedures identifying categories of supplemental materials requiring prior administrative review or parent notification.

Nothing in this policy requires the Governing Board to individually review every learning resource, classroom activity, article, video, book excerpt, website, or other supplemental material selected by an educator.

ONLINE AND DIGITAL INSTRUCTIONAL MATERIALS

Online and digital instructional materials are subject to the same applicable review and approval requirements as other instructional materials.

When PSEL contracts with a provider for online or digital instructional materials, the contract shall require the provider to notify PSEL when the provider makes a material change to the content, except for regular informational updates involving current events, as provided by Utah law.

Digital resources must also comply with applicable student data privacy, accessibility, and technology requirements.

SENSITIVE MATERIALS

Instructional and supplemental materials shall comply with Utah Code §53G-10-103 and applicable USBE rules concerning sensitive materials.

Materials prohibited under Utah law shall not be adopted, approved, or used in a school setting.

Questions or complaints concerning potentially sensitive materials will be addressed according to applicable Utah law, USBE rule, and PSEL's sensitive-material review procedures.

HEALTH AND SEX EDUCATION MATERIALS

Curriculum and instructional materials involving maturation or sex education are subject to additional requirements under Utah law and USBE Rule R277-474.

PSEL shall maintain the Curriculum Materials Review Committee required for sex education and maturation instruction.

The committee shall be appointed and reviewed annually by the Governing Board and shall include parents, health professionals, school health educators, and administrators, with at least as many parent members as school employee members.

Materials involving sex education or maturation instruction shall be reviewed and approved according to Utah Code, R277-474, and PSEL's applicable health and sex education policies before being used with students.

Nothing in this general curriculum approval policy replaces those additional requirements.

INSTRUCTIONAL MATERIAL COMPLAINTS AND RECONSIDERATION

A parent of a student currently enrolled at PSEL may raise a concern regarding instructional materials used by the school.

Whenever possible, the parent should first discuss the concern with the teacher or administrator to better understand the instructional purpose and context of the material.

If the concern remains unresolved, the parent may submit a formal instructional-material complaint to the School Director.

PSEL shall include parents reflective of the school community in the review of formal complaints concerning instructional materials as required by USBE Rule R277-468.

The review shall consider:

- the material as a whole and within its instructional context;
- the age and grade level of the students;
- the educational purpose of the material;
- alignment with applicable standards and approved curriculum;
- applicable state and federal law; and

- PSEL policy.

The review committee will provide a recommendation to Administration and, when Board action is required, to the Governing Board.

Materials subject to a separate review procedure under Utah law, including sensitive materials or sex education materials, will be reviewed under the applicable specialized procedure.

ALTERNATIVE INSTRUCTION

Requests for a student's alternative instruction or exclusion from particular instructional activities will be handled in accordance with applicable Utah parental-rights law, USBE rule, and PSEL policy.

Approval of instructional materials for general school use does not eliminate a parent's rights provided under Utah law.

COMPLIANCE AND ADMINISTRATIVE RESPONSIBILITY

The School Director or designee is responsible for administering this policy and developing procedures necessary for implementation.

Administration shall maintain appropriate documentation of:

- curriculum and instructional-material reviews;
- committee recommendations;
- opportunities for public review;
- required public meetings;
- Governing Board approvals;
- instructional-material complaints and reviews; and
- other records required by law.

The Governing Board retains final authority for the adoption and approval of instructional materials when Board approval is required by Utah law.