

ELIZABETH ACADEMY

Inclusive Montessori School

PARENT & STUDENT HANDBOOK

2024-2025

(Rev. 09/26/2024)

Elizabeth Academy
Primary School
2870 Connor St
Salt Lake City, UT 84109
801-281-4848

Elizabeth Academy
Secondary School
1838 S 1500 E
Salt Lake City, UT 84105
801-296-0600

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LETTER FROM THE FOUNDER

Welcome all. I invite you to discover what I have found to be the answer to modern education, fulfilling the needs of the whole child and every child. Incredibly, a little school born of the desire to attend to the educational needs of children with learning differences has become a fertile nesting place for typical and gifted learners. All children discover the wonder of learning at Elizabeth Academy as they are guided through a rich and challenging curriculum. It is pure joy! This discovery brings the skills to succeed in school and life. They become confident, enthusiastic, self-directed learners able to think critically, work collaboratively and act with integrity.

Elizabeth Academy is an inclusive Montessori school. We have the capacity (and opportunity) to effectively serve a wider range of learners than most public and private schools, due to:

- Our very hands-on, activity and project-based curriculum
- The specialized training and experience of our teachers
- The highly personalized nature of our instruction
- Low student-teacher ratios, with greater attunement and attentiveness to the needs and interests of individual children
- Our array of professional services and resources to support students and their families

The intangible qualities of our “little village” learning community are a joy to discover. I am moved by the enthusiasm and affection that our teachers express every day as they greet the children in the morning and bid them goodbye in the afternoon. Seeing how our students respond to this kind of unconditional love and acceptance (with self-confidence and an innate passion for learning) makes me wish I had more teachers who had encouraged me like this when I was a child.

Last but not least, Elizabeth Academy is a collaborative school. We view parents as our partners in the quest to nurture the well-being, happiness, and academic potential of every child entrusted to us. Our doors are always open to parents, for we believe that in sharing ideas and information we enhance the quality of learning and life for everyone involved—adults as well as children.

Again, I thank you for your interest in and support of Elizabeth Academy. I look forward to meeting you on campus in the near future.

On behalf of the Children,

Gail Williamsen

Founder and Executive Director

ABOUT US

SEEING The Child and SEEKING The LIGHT

Elizabeth Academy is a private, non-profit, Montessori school committed to inclusivity and founded on Judeo-Christian principles, embracing a belief in God or a higher power to foster transcendence. While rooted in these values, we are a **non-sectarian** institution dedicated to cultivating strong moral character and upholding high ideals. We do not affiliate with any particular sect, religion, or political philosophy.

We are intentionally inclusive of students with *intellectual disabilities*, targeting a ratio of these individuals that is reflective of the population at large (roughly 15-20%) in our classroom communities. We believe that embracing these individuals warmly and organically into our classrooms not only benefits the disabled but also greatly impacts the growth and development of *everyone* in the community. We've seen it happen. We know it's true. ***We believe in the dignity and divinity of every human being, and truly SEE each individual fully, as worthy and able contributors to society.***

We strive to support students in each stage and in all aspects of their educational and human development, helping them to realize their full potential. First, we guide them to know the thrill of utilizing and mastering their own capabilities, and learning *independence*, as they simultaneously learn to respect and depend upon others and the importance of *interdependence*. Ultimately, this care and striving for self and others is globally transformative, rising to group and societal levels of *transcendence*.

OUR MISSION

Enlightenment for Everyone

We believe that on the child rests the future of humanity. So we must love, value, and respect the children and every child. All children are unique, and we will diligently strive to meet them at their individual need, realizing that this benefits the whole. We will focus on all strengths, overcome weakness, and imagine possibility.

OUR VISION

Enlightenment for Life ~ Innovation Forever

Our vision is to create an innovative and inclusive model school method that consistently evolves, transforming both the educational landscape and perceptual understanding of people with intellectual disabilities. We believe that this model of education will not only advance the lives and provide opportunities for those with disabilities, but will simultaneously and significantly improve the lives of all others involved as well. Ultimately, we would like to be a ***model school for inclusive education***, a program connected with universities advanced and integrated in their educational and therapeutic programs. Always innovating inclusive education, our method will also be easily adapted to various school settings; public, private, or charter.

FOUNDATIONAL VALUES & AGREEMENTS

In order for us to serve our students and their families to the best of our ability and to create a meaningful experience for everyone in the community, it is best if our core values align. We don't need to agree on everything, but we should at least agree on the four values listed below. We have listed these agreements as

ones we would like our families to adhere to when they sign their enrollment contract with Elizabeth Academy.

Our Foundational Values can best be summed up in four words: Inclusivity, Kindness, Honesty, and Commitment. We also align and adhere to the values and Mission Statements of our Founders and Benefactors, The Sorenson Legacy Foundation and The Williamsen Family Foundation, whose support we could not do without and for which we are extremely grateful. [Mission of Sorenson Legacy Foundation](#)

Values

INCLUSIVITY Inclusion is our reason to be. Every aspect of an Elizabeth Academy education is carefully crafted to reflect the diversity of our community, better preparing our students for life after graduation. Our learning environments are models for our communities- accessible spaces that welcome every student, regardless of their physical or mental abilities. We are a caring community, nurturing positive relationships, and we believe in the power of positivity, as well as warm partnerships between parents and staff to support children in their holistic growth. Learning increases exponentially in inviting environments. Our classrooms, learning plans, and activities are all designed to feel like warm, welcoming experiences that allow our students to explore a well-guided educational pathway. We believe that while it is an educator's responsibility to aid the student in academic growth and character development, parents/guardians are primarily responsible for their child's education. We best serve our purpose when partnering with the student's primary caregiver. When parents and educators work in harmony, a child can receive consistent support in their home and school environments.

KINDNESS Every lesson, every experience, and every interaction can be made with compassion. Our students are not only learning life skills, they're learning how to interact with kindness in everything they do. Seeing the "other" from their perspectives and experiences, their hurts, their joys, and their level of understanding helps us to temper our own judgments and frustrations, allowing us to connect in our common humanity. We believe that in life and learning, *conflict is inevitable, but contention is optional*. We choose kindness, tolerance, love and forgiveness. We expect the same from others in return. We set permeable boundaries for protection as we work through conflicts, and we are firm in our commitment to our other values in seeking safety, light and truth. But kindness always rules.

HONESTY Truth is at the core of every real learning experience. We embrace empathy and honesty in everything, whether in the classroom or in our communities. We understand that *perception is reality* and each individual understands what is true through their own life and learning experiences. When we differ in opinion on what is true, we must be patient with others. We believe in the *loving* truth, allowing for it to blossom and take root, enabling others to make the mistakes and amends necessary for true growth. Once that truth is known, we remain firm and steadfast in holding to standards of honesty to instill trust and faith in ourselves and others in continual growth and transcendence.

COMMITMENT Elizabeth Academy places a strong emphasis on commitment to educational growth and excellence. This means doing work at home and at school for yourself and for others in the school community. We are actively committed to supporting your child's educational journey through individual assessment and group involvement, suggesting and providing every lesson, experience, therapy or other tool we think is necessary to ensure they achieve their full potential. We believe in putting forth every effort needed for the educational growth and excellence of each child. We believe in promoting mutual respect and embracing diversity within the school community and actively striving to promote inclusivity, honesty and kindness. We also believe in mutual respect regarding school-wide expectations, which allow all students to focus on their studies without unnecessary or hurtful distractions. Thus, we believe in maintaining healthy

boundaries regarding standards of dress, technology usage, social media, and behavioral expectations. We also believe in collaboration with parents and teachers to ensure that all student's academic and behavioral goals are met.

Agreements

By enrolling in or accepting employment with Elizabeth Academy, you are committing to abide by the following agreements, which reflect our foundational values.

INCLUSIVITY

Appreciate and Embrace Uniqueness- in yourself and others (and don't take things they do personally). Participate cheerfully in a place of acceptance and belonging

- Can you hold space for other students in the classroom who are different than you?
- Will you model inclusivity at home?
- At Elizabeth Academy, we strive to give children what they need to learn and grow. This sometimes means different accommodations or allowances for certain students. "Fair" does not always mean "the same". Can you help your child to understand this concept and to advocate for themselves, as well as others in getting their needs met?
- Will you strive to truly "see" the "other" (whether that be a child's classmate, teacher, leader, or other school community member) in their humanity and communicate in a clear, respectful way? This includes honoring individuals who are "not in the room" when communication is taking place.

KINDNESS

Assume the Best in Others. Let meekness and genuine understanding guide your words and deeds.

- Are you willing to show mutual respect in this diverse and inclusive environment?
- Always assuming the best intentions and ability in others, being willing to stand up for yourself and for others when wronged, disagreeing agreeably, civilly, and putting forth an effort toward social growth with proper apology, tolerance, love, and forgiveness?

HONESTY

Be Impeccable with Your Word. Integrity and truth are central to the learning experience. Seek honor and truth in all the you do.

- Will you support your child, instilling a sense of honesty and empathy, fostering an environment where open communication and understanding of individual needs can thrive?

COMMITMENT

Always Do Your Best. Put forth valiant effort.

- Will you actively support your child’s educational journey, both at home and within the school community, to ensure they achieve their full potential?
- Are you willing to put forth the effort involved to strive for educational growth and excellence?
- Are you willing to engage in promoting mutual respect and embracing diversity within the school community, as outlined in the community agreements related to inclusivity, honesty and kindness?
- Will you support your child in following through with school-wide expectations both in and outside of school, including but not limited to dress code, technology usage, social media, and behavioral expectations?
- Will you collaborate with the school in your child’s academic and behavioral goals to ensure better outcomes?
- Are you willing to trust in the program philosophy and follow school rules?
- Will you collaborate with the school in your child’s academic and behavioral goals to ensure better outcomes?
- Are you willing to trust in the program philosophy and follow school rules?

ADMINISTRATIVE STRUCTURE

Elizabeth Academy is the parent company name of a Utah Not-For-Profit Corporation 501(c)(3), licensed as a Charitable Organization in the form of a private school, which includes two campuses. The primary campus serves children ages infant through 6th grade. The secondary campus serves students in grades 7th through 12th.

Elizabeth Academy is governed by a Board of Trustees. Our board members include professionals with significant experience in education, finance, business, and school management, including the former president and chief financial officer of Westminster College, the senior vice president of the Arbinger Institute, the president of a commercial real estate company, and the director of the Tanner Dance Program and Children's Dance Theatre at the University of Utah.

ADMISSIONS

Enrollment

RETURNING STUDENT ENROLLMENT

Current students must complete a Continuing Enrollment form each year and pay an annual commitment fee. This form and fee will hold the student's space until the first tuition payment is due in May. Continuing Enrollment forms can only be accepted if tuition for the current year is paid to date. We cannot hold spots for returning students if the current year tuition is delinquent.

Priority enrollment for current families will begin on the Friday before Winter Break and end when open enrollment begins.

NOTE: If we do not receive a continuing enrollment form and fee or a communication related to extenuating circumstances by the end of the continuing enrollment period, then it is assumed that you will NOT be enrolling your child the following school year.

Siblings not currently enrolled are new students to Elizabeth Academy. Families will need to go through the application process for the new student by applying when open enrollment starts. We do give priority to these siblings if we have spaces available.

Withdrawal Policy

Withdrawal of student(s) from the school after enrollment is actively discouraged by the school's staff and board of directors. **Such action has negative consequences not only for the child(ren) in question, but for their classmates, their teachers, and for the financial stability of the school.**

Withdrawal Notification in Writing

In cases where withdrawal after enrollment is unavoidable, a parent or guardian must provide the Principal and Admissions Director with written notice of the intent to withdraw their child. In such event, a termination of the Enrollment Contract will come into effect (i) thirty (30) days after the notice is received by Elizabeth Academy, whether the student was actually attending classes during the notice period or not, or (ii) when all pending financial obligations of the parent(s)/guardian(s), including installment payments, are paid in full, whichever occurs last ("Effective Early Termination Date"). The termination and its effective early termination date will be acknowledged in writing by the Principal to the parent(s)/guardian(s) and the Elizabeth Academy Business Office.

Minimum Tuition Liability

Notwithstanding the early termination of the enrollment contract, the applicant's financial obligations to the school under the enrollment contract continue until terminated as explained in the following three paragraphs

- a. In the event of an early termination in which the notice is received by the school prior to the start of the academic year, the parent(s)/guardian(s) are responsible for and forfeit all fees and the tuition applicable to the period between May and the effective early termination date.
- b. In the event that the parent/guardian who is the chief income earner of the student's family has incurred and involuntary job loss, or in the event of a family move (whether voluntary or involuntary) out of Salt Lake County during the academic year, the parent/guardian is responsible for and forfeit all fees and the tuition applicable to the period between May and the effective early termination date, and are also responsible for paying 50% of the remaining tuition applicable to the period between the effective early termination date and the end of the academic year. In such cases, a formal request must be made in writing to Elizabeth Academy's Board of Directors and amendments to the minimum tuition liability will be made solely at the discretion of the Board, whose decisions in these matters are final.

In the event of early termination for any other reason on the part of the parent(s)/ guardian(s) during the academic year, the parent(s)/guardian(s) are liable for the entire academic year's tuition and fees.

Trial Admission Period

New students are admitted under a 60-day trial period. During this period, both the school and the family will assess if the school is the right fit for the student. Parents may choose to withdraw their child from the school during the trial period if they feel it is not the right fit.

The school also reserves the right to determine if the school is not the right fit for the student during the trial period. Determination will be based on the student's academic effort, behavior, and overall fit with the school's culture and values.

If parents or the school decide to terminate a student's enrollment, parents will receive a prorated refund of tuition based on the number of days attended. Commitment and materials/activity fees are non-refundable.

PRIVATE THERAPY SERVICES

Private Therapy Services

Provided by individual therapists who will schedule and coordinate their services with individual families (contact our front desk for therapist contact details). Therapies are billed in a lump sum amount (which can typically be spread out via monthly FACTS payments) for the academic year or to individual private practices depending on the therapist. If services are paid through the school, parents are not reimbursed for sessions due to student absences; however, therapists will make up those sessions whenever possible with 48 hours advance notice of the absence. If services are paid through the private therapy providers, each therapist has their own contract that outlines their payment information, cancellation policies, and make up policies.

SCHOLARSHIPS & DISCOUNTS

Merit Scholarships

Elizabeth Academy's Merit Scholarship program is designed to recognize and reward exceptional achievement for upper elementary, middle school, and high school students in three categories: academic effort, citizenship/leadership, and inclusivity. Scholarship awards are applied as a discount to tuition for the upcoming school year.

Utah Fits All Scholarship

<https://www.utaheducationfitsall.org/>

This scholarship provides up to \$8,000 per eligible student per year. Parents are given the flexibility to spend scholarship funds in the best interests of their student(s), including on private school tuition and fees, transportation, educational software and hardware, tutoring, physical, occupational, and speech therapy, and after-school programs.

We encourage ALL of our families with children who are not already receiving a Carson Smith or Carson Smith Opportunity scholarship to apply for this scholarship. Elizabeth Academy families who are applying for tuition assistance are expected to apply for this scholarship, as this opens up our tuition assistance funds to more families. Funds are disbursed in August, in time to be used for the upcoming school year, and a separate digital wallet is established for each scholarship student.

Carson Smith Scholarship/Carson Smith Opportunity Scholarship

<https://cfe-fund.org/parent/>

The Carson Smith Scholarships Program was created to award scholarships to students with disabilities to attend an eligible private school. The scholarship is designed for students in preschool through twelfth grades who would qualify for special education and related services in public schools whose parents choose an eligible private school. The process to determine special education eligibility is guided by the Individuals with Disabilities Education Act; the same requirements are in place for special education services in public schools.

The Carson Smith Opportunity Scholarship is an education choice model for Utah residents that provides tuition assistance for eligible students with disabilities not enrolled in a public school. It is designed for students who would qualify for special education and related services in public schools, Preschool through 12th grade (3-21 years of age). The requirements for eligibility for the scholarship are the same as the eligibility requirements for special education services in public schools.

Sibling Discount

For families enrolling more than one child at Elizabeth Academy, the eldest student pays the full tuition price. Additional children receive a 10% discount. This discount is only available to children living in the same household and to families who do not receive tuition assistance.

Pay-in-full Discount

Families will receive a three percent (3.0%) discount as long as tuition is paid in full by May 20th. This discount is only available to families who do not receive a Carson Smith scholarship or tuition assistance.

GENERAL POLICIES

DRESS CODE

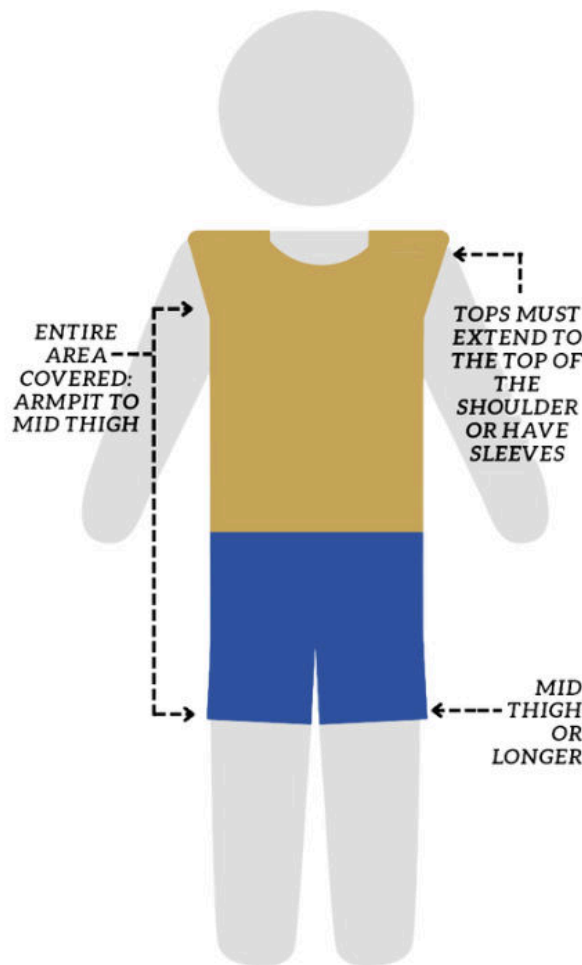
Students should take pride in their education and dress appropriately, coming to school ready to learn. *Appropriate dress is attire that does not offend others or cause a distraction from learning (either for oneself or others) and does not present a safety hazard or disruption to the learning environment.*

Guidelines for appropriate dress include:

- As illustrated, all clothing must cover the entire torso, including armpits and shoulders
- Tops should cover the mid-section and backside
- Bottoms should come to mid-thigh or below
- All tops and bottoms must be opaque (not sheer) and cover all undergarments or undergarment areas
- Stockings may be sheer but fishnet stockings are not allowed
- Clothing should be clean and neat
- Clothing must be free from profanity, culturally insensitive images, political statements, or any other words, images and designs which might be considered offensive

- Hair should not obscure students' vision and bright, unnatural hair colors are not allowed
- Sunglasses and hats should be worn only outside (exceptions may be made for special needs or circumstances)
- Body piercings and excessive or distracting jewelry are prohibited
- All students should wear shoes that are appropriate for the weather, and allow them to move safely and comfortably in the classroom and during indoor/outdoor activities. Children in Primary School must be able to put their shoes on independently or with minimal assistance and wear "Quiet Shoes" in the classroom.

**A student whose clothing or appearance disregards the Dress Code will be asked in private by a teacher to change their clothing using the extra set sent to school (Primary School). If extra clothing is not available the parent/guardian will be called to pick up the student or arrange to have a change of clothing brought to school.



LGBTQ POLICY

As stated in our mission, Elizabeth Academy stands firm in the need to love, value, and respect every child. Inclusivity and diversity are at the very core of who we are. This is accomplished as we let go of stereotypes and become deeply curious so that we can understand others by seeing the humanity in and uniqueness of each individual. Thus, inviting them to grow in a way that best helps them realize their potential.

We believe that while it is an educator's responsibility to aid the student in academic growth and character development, parents/guardians are primarily responsible for their child's education. We best serve our purpose when partnering with the student's primary caregiver. When parents and educators work in harmony, a child can receive consistent support in their home and school environments.

Our priority is to provide a safe and comfortable environment conducive to learning. Elizabeth Academy upholds conservative policies that not only support LGBTQ students but all students in the classroom. These policies serve to ensure their safety, respect their dignity, and provide a supportive environment while upholding traditional values. However, behaviors, attitudes, and actions that distract or detract from the learning environment will not be tolerated.

Classroom Policies

Conversations, lectures, and activities that take place within the classroom must be within the purview of the school. Teachers are responsible for ensuring that subjects discussed with students are developmentally and situationally appropriate.

At times, subject matters surrounding LGBTQ topics will arise. In these instances, parental consent is required before any instruction can occur. Teachers must maintain professionalism and neutrality when discussing LGBTQ topics, avoiding personal opinions or advocacy. Discussion or materials related to LGBTQ topics are limited to what is necessary and age-appropriate.

Teachers must respect the privacy and confidentiality of a student's beliefs and experiences regarding LGBTQ topics.

Procedure for Changing a Given Pronoun

- An initial request must be made to the school by the individual desiring the change or, in the case of a minor, by the parent or guardian
- Required documentation with the request for the change must be turned in to the school (see document *Steps to Support Students Who request a Name and/or Pronoun Change*)
- The school will document the requested pronoun change in the individual's records
- Teachers, staff, and relevant school personnel will be notified of the pronoun change and instructed to use the preferred pronouns
- The school will implement the pronoun change across all relevant documents, systems, and interactions
- The school will promote a culture of respect by discouraging any discrimination or harassment based on gender identity
- The school will maintain the confidentiality of the student's gender identity and pronoun change request, sharing information only with those who need to know

- The school will periodically review and update its policies and procedures regarding pronoun changes to ensure they align with best practices and legal requirements

Dress Code Policy

See the “Dress Code” section of the handbook for full details

Elizabeth Academy’s dress code policy is designed to maintain a respectful and professional learning environment that promotes healthy socialization. This is achieved by requiring staff and students to dress in a manner consistent with one’s gender.

Exceptions to this policy may be granted case-by-case for religious or cultural reasons. Request for exceptions must be submitted in writing to the school administration for approval.

School staff will enforce the dress code policy. When dress does not comply, staff may request that those in violation of the policy change clothing. Persistent violations may result in disciplinary action.

Elizabeth Academy will respect the privacy and dignity of all students. Matters related to the dress code will be handled with sensitivity and discretion.

STUDENT TECHNOLOGY and CELL PHONE USE

Technology

The exponential growth of technology and its role in education for 21st Century students has been exciting but challenging. Students face more distractions than ever before and struggle to maintain focus and concentration, manage impulsivity and avoid distraction. It is our role to help support them to develop as successful learners. Technology has a place in our classrooms and can be a valuable support. Each program level will create guidelines appropriate for their students and share these guidelines with parents.

Classroom teachers and support staff educate our students about appropriate online behavior, and NetSmartz representatives provide online safety training to our Upper Elementary and Secondary students each year. This training includes awareness of potential online risks and empowering students to help prevent victimization by making safer choices on- and offline.

Students’ use of electronic information resources must be in support of education and research and must be consistent with the educational objectives of Elizabeth Academy. This policy governs students’ use of these resources at school whether they are accessed through devices provided by EA or students’ own devices. While access to all content on the Internet cannot be controlled, Internet access using EA wi-fi is controlled by a strict Internet filter.

Acceptable Use

- a. Students will use the Internet and other electronic information resources in an appropriate manner, abiding by the rules and regulations described in this policy.

b. Students who formally publish school-related information on the Internet must have proper approval and abide by school publishing guidelines and procedures.

c. Students are expected to abide by generally accepted rules of digital citizenship. These rules include, but are not limited to, a requirement for politeness and courtesy, the prohibition of the sending or encouragement of abusive messages, inappropriate language, and obscene or offensive content (defined at the discretion of the administration).

Unacceptable Use

a. Students may not intentionally transmit or receive content in violation of law or school policy. This includes but is not limited to, pornographic, indecent, or sexually suggestive materials. Users are prohibited from posting or sending content that contains threats or contains hateful, discriminatory, harassing, or otherwise objectionable material.

b. Students may not participate in or promote any illegal or inappropriate activities, disrupt the use of the local EA network, or engage in activities of any kind that do not conform to the rules, regulations and policies of EA.

c. Students may not use the network for product advertisement or political lobbying.

d. Students may not reveal personal information such as names, addresses, telephone numbers, passwords, credit card numbers, or social security numbers. Releasing the personal information of others or that of organizations associated with the school is also prohibited.

e. Students may not intentionally harm or destroy school data, the network, or network performance. This includes but is not limited to, the creation and introduction of computer viruses, the gaining of unauthorized access to restricted systems or programs, including so-called "hacking," or the use of the school network to access other systems illegally.

f. Students may not download any software on EA devices except as allowed by the classroom teacher or school administrator.

g. Students may not save sensitive, personal, or confidential information on school devices.

h. Students may not use their school email to sign up for any personal accounts (i.e. Facebook, Instagram).

Cell Phones

Student cell phone use is prohibited in classrooms, restrooms, and school offices unless otherwise stated by a teacher

- a. Cell phones must remain out of sight and in silent mode unless a staff member has explicitly permitted the use of a cell phone for class purpose
- b. Cell phones must be placed in lockers, backpacks, or another location away from students and their desks during instructional time.
- c. If a student needs to place an emergency phone call during the day, they should request to go to the main office to use the office phone.
- d. Students are subject to disciplinary action if their cell phone use disrupts the school's educational environment.

Failure to adhere to the cell phone policy will result in the seizure of the phone for the rest of the day. On the first offense, the student must review the cell phone policy before picking up their cell phone from the office at the end of the day. If there is a second offense, the phone will be sent to the front office and parents will be notified. On the third offense, a parent must pick up the phone from the front office. For the following two weeks, the student must check their cell phone in and out of the front office at the beginning and end of the day.

ENCOUNTERS AND INCIDENTS

As children engage with one another, negative interactions are sometimes a natural result, ranging from mild encounters to more severe incidents. Mildly negative social encounters and incidents are great opportunities for social and emotional development if handled appropriately.

ENCOUNTERS AND INCIDENTS WITHOUT PHYSICAL INJURY

Encounters and incidents without physical injury will be handled with gentle guidance from teachers who will communicate with the student to determine the cause of the incident and make a written observation of the encounter to track progress in this area. Parents will be made aware of the situation based on necessity (if the encounter might be deemed aggressive, provokes an extreme reaction, is recurrent, and/or is an escalating behavior). Elizabeth Academy will strive to promote sensitivity and confidentiality in all encounters and incidents.

INCIDENTS WITH PHYSICAL INJURY

Sometimes an incident may result in injury to another. If this is the case, it is treated as an incident with injury and documented as such. Taking care of the medical injury will be our top priority, followed by determining behavioral intentions as we gather context about the situation.

IMPROPER AND ILLEGAL BEHAVIORS

Although we assume it will never happen, we must be clear about our position on drugs and alcohol. We expect our students to avoid all contact with drugs or alcohol. This includes using, possessing, or selling any controlled substance (drug) or alcoholic beverage. The use, possession, or sale of any alcohol or controlled substance during the school day or any school-sponsored trip, party, or function is immediate grounds for dismissal from the school.

Elizabeth Academy campuses are smoke-free areas. No one may smoke or vape on campus or at any school-sponsored trip, party, or other activity.

Elizabeth Academy will not tolerate irresponsible and dangerous behavior, acts of violence, threats of violence, emotional or sexual harassment, or verbal abuse directed toward anyone. It is illegal and forbidden to bring or carry any weapon to school or to use any object as a weapon. Any theft, vandalism, or damage to property, whether deliberate or accidental, must be repaired or repaid.

BEHAVIOR AND DISCIPLINE

General Overview

Our school-wide discipline approach is preventative and rooted in our Foundational Values: Inclusivity, Kindness, Honesty, and Commitment. When students exhibit behaviors that don't align with these values, we view it as a teaching opportunity. We implement restorative practices to help students learn from their mistakes and make amends. Our goal is to ensure every student feels safe and ready to learn, fostering prosocial behaviors that contribute to a positive learning environment.

Elizabeth Academy’s school-wide expectations are: Be Respectful, Be Responsible, Be Safe. Teachers are trained to implement a variety of preventative strategies to support a positive learning environment; however, in the case that students do not follow the school-wide expectations or the individual classroom expectations, the following behavior sequence is followed for minor behaviors:

Step 1: Class Reminder

Step 2: Individual Reminder

Step 3: Natural Consequence

Step 4: Time-In *Documented in FACTS and parent contact*

Step 4: Office Referral *Documented in FACTS and parent contact*

Defining Behaviors:

Minor Behaviors	Reflection Sheet and Parent Contact	Major Behavior/ “Safe School” Violation: Immediate Office Referral
<ul style="list-style-type: none"> ★Minor disrespect ★Mild disruptions ★Mistreating materials or property ★Refusal to work (first time) ★Horseplay ★Off-task use of technology (appropriate website) ★First time swear*, if not directed at a person ★Cheating ★Lying ★Off-task behavior 	<ul style="list-style-type: none"> ★Chronic minor behaviors ★Continued defiance ★Profane Language ★Major disruptions or chronic minor disruptions ★Mild property damage ★Continued disrespect ★Chronic refusal to work ★Walking out of class without permission 	<ul style="list-style-type: none"> ★Assault/Mutual fight ★Intentional injury of others ★Threat or intimidation ★Illegal substances and/or weapons ★Vandalism ★Sexual harassment ★Arson ★Bullying and harassment ★Racial slurs (>one occasion) ★Abusive/Profane language (>one occasion) ★Major property damage ★Walking out of class (chronic)

Behavior Glossary:

Swear: Use of any word or phrase that is generally considered vulgar or offensive but does not target a person directly. For example, using mild expletives or curse words that are not meant to insult or provoke.

Profane Language: Use of language that is vulgar, obscene, or offensive, and generally deemed inappropriate in formal or respectful settings. This includes terms or expressions that are considered crude or impolite.

Abusive/ Profane Language: Language that is intended to insult, demean, or belittle someone. This includes direct insults, threats, or language meant to humiliate another person. This includes vulgar or obscene language aimed at degrading or attacking an individual or group.

Disrespect: Behavior that shows a lack of regard or consideration for others. This includes, but is not limited to, rude gestures, dismissive comments, and behaviors that undermine another person's dignity or authority.

Minor Disrespect: Actions like eye rolling or speaking in a condescending tone that may show disregard but are not overtly aggressive or harmful.

Chronic Minor Behaviors: Repeated occurrences of minor misbehaviors that may indicate a pattern or persistent disregard for rules.

Major Disruptions: Behaviors that significantly interfere with the learning environment or classroom management, such as loud outbursts or persistent interruptions.

Threat: A direct or implied declaration of intent to cause harm or danger to someone. This can include verbal threats, written threats, or threatening gestures. The intent is to create fear or apprehension in the target.

Intimidation: Actions or behavior designed to instill fear or control someone through coercion, bullying, or harassment. This can involve making someone feel threatened or unsafe through aggressive behavior or verbal remarks.

Bullying: Repeated aggressive behavior intended to hurt or intimidate another person, often targeting someone perceived as weaker or vulnerable. This can be physical (e.g., hitting), verbal (e.g., name-calling), or relational (e.g., spreading rumors). The key aspect of bullying is the repeated nature and power imbalance.

Harassment: Any unwelcome or inappropriate behavior that creates a hostile or intimidating environment for someone. This can include unwanted comments, gestures, or actions that cause distress or discomfort. Harassment can be based on various factors such as race, gender, religion, or other personal characteristics.

Sexual Harassment: Any unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature that creates a hostile or intimidating environment. This includes:

- **Quid Pro Quo Harassment:** Implied or explicit demands for sexual favors in exchange for something beneficial (e.g., grades, privileges).
- **Hostile Environment Harassment:** Behavior that creates an environment where an individual feels uncomfortable or threatened due to sexually suggestive comments, inappropriate touching, or other forms of sexual misconduct.

Time-In: A time-in is designed to calm rather than punish. A time-in will require an adult to either implement a behavior de-escalation plan that is designed for a particular student, or more generally, may provide a student with an opportunity to reflect on their behavior, understand the impact of their actions, and learn alternative ways of handling similar situations in the future. During a time-in, a student is usually taken to a quiet, calming space within the classroom or a designated area that is free from distractions and stimulating activities. This environment should be comforting and conducive to reflection and discussion.

Natural Consequences: The consequence must be directly related to the behavior. For example, if a student forgets to bring their homework, the natural consequence is that they do not have it to turn in and may receive a lower grade. Students must be able to see the connection between their behavior and the consequence. This requires that the consequence is logical and foreseeable. The consequence should follow the behavior as soon as possible to reinforce the connection between the action and the result. Natural consequences must never put the student's well-being at risk. They should be safe and not overly punitive, fitting within the educational goals of teaching responsibility and improving behavior. For example: If a student continues to speak to a peer when the teacher is providing instructions and the teacher has already reminded the class, and the specific student of the expectation, the student may be asked to relocate.

Office Referral: Office Referrals may result in further consequences for the student- this may include participation in restorative practices, community service, enrollment review, or immediate suspension or expulsion.

Safe School Violation

A Safe School Violation may include, but is not limited to, actions such as bringing a weapon, alcohol, or drugs, threatening others, or creating an environment deemed unsafe by a "reasonable person." Factors taken into account include the student's age, level of understanding, disability, frequency, intensity, and duration of the behavior.

Bullying

Bullying is unwanted, aggressive behavior among school-aged children that involves a real or perceived power imbalance. This behavior is often repeated or has the potential to occur multiple times. Both the individuals who are bullied and those who engage in bullying may experience long-term effects.

In order to be considered bullying, the incident must include:

- **An Aggressive Behavior:** One or more people are directing aggression to another person who is unable to stand up for him/herself. The aggressive behavior is unwanted and unprovoked. The only person feeling emotionally upset is the person who is targeted. Whereas the aggressor appears to get some kind of pleasure out of his/her behavior and often feels no regret or remorse.
- **An Imbalance of Power:** A key determining factor in bullying involves the imbalance of power. This could be physical size and power, relation to social status, multiple students "ganging up" on an

individual, or sheer volume of information used against someone in a cyberbullying scenario. It could also be when a student is just vulnerable in some way making it difficult to defend him/herself.

- **Repetition:** Bullying behaviors happen more than once or have the potential to happen more than once.

Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose.

Bully is absolutely not tolerated at Elizabeth Academy. When given a complaint of bullying, the administration will investigate the situation. If they find evidence to support the complaint, then the Enrollment Review process will be enacted.

Bullying	Conflict
<ul style="list-style-type: none"> ● Aggression is one sided. ● No disagreement ● Imbalance of power ● One side enjoys the interaction and the other does not. ● Not angry at the person 	<ul style="list-style-type: none"> ● Both sides are aggressive. ● There is a disagreement. ● No obvious imbalance of power. ● Neither side usually enjoys the interaction. ● Often angry or frustrated with the person.

Cyberbullying: While as a school, students may not use cell phones or technology for interpersonal communication on campus, we understand that interactions off-site and online do impact the school environment. The school will investigate as much as is reasonable and possible for cases of cyberbullying. If they find evidence to support the complaint, then the Enrollment Review process will be enacted.

Enrollment Review

The Enrollment Review process is initiated by a school administrator. The process may begin if there has been behavior that is severely disruptive, ongoing, has not been remediated by school interventions or is considered to be a safe school violation.

An Enrollment Review consists of a school team composed of a teacher, administrator, special education director, and Executive Director. Parents will be notified when this process has been initiated, and will be given the opportunity to provide input via conversation with the administrator or in writing. The school team will review:

- The student behavior
- Student factors (i.e. age, disability, frequency, intensity, and duration of the behavior)
- Previous school interventions

The committee will determine if the student’s behavior aligns with the school’s Foundational Values. If the team determines that the student’s behavior is not caused by another factor and that the student chooses not to follow the school expectations and Foundational Values, or that the interventions required to support the child in meeting the behavioral expectations and Foundational Values go beyond the resources or the responsibility of the school, their enrollment will be revoked immediately. Refunds of tuition do not apply in these cases.

Policy Review

After a Suspension or an Enrollment Review, a meeting must be scheduled with the student, their guardians, and an administrator. The administrator will review the Foundational Agreements with the student and the family. Students and parents will need to sign a document agreeing to the Foundational Agreements- confirming that they have reviewed the policy again before re-entering the school environment after a suspension or an Enrollment Review.

Behaviors Meriting Suspension: Suspension should be considered a serious consequence for significant but generally non-recurring behavior issues that do not necessarily warrant removal from the school but do require immediate and impactful intervention.

1. **Physical Aggression:** Fighting, hitting, or causing physical harm to another student or staff member.
2. **Safety Violations:** Actions that pose a direct threat to the safety of others, such as setting off fireworks on school grounds or serious violations of safety protocols.
3. **Vandalism:** Deliberate destruction or significant damage to school property or the property of others.
4. **Theft:** Stealing school or personal property belonging to another student, staff member, or the school itself.
5. **Substance Abuse:** Possession or use of illegal drugs or alcohol on school premises.
6. **Severe Disruption:** Actions severely disrupting school operations or learning environments, such as pulling a fire alarm or hacking into school systems.

Behaviors Meriting Enrollment Review: The enrollment review process is triggered by chronic or extremely severe behaviors that suggest a student's continued presence at the school may not be appropriate. These behaviors generally reflect deep-rooted issues that require a thorough review to determine the most suitable educational setting or interventions.

1. **Repeated Offenses:** Continuous engagement in behaviors that have previously led to multiple suspensions or lesser disciplinary actions, indicating that prior interventions have not been effective.
2. **Endangerment:** Behaviors that pose a serious threat to the safety or well-being of the school community, including repeated threats of violence or detailed plans to endanger others.
3. **Non-compliance with Major School Policies:** Chronic refusal to adhere to major school policies or values, especially after interventions, counseling, and parental involvement have failed to effect change.
4. **Illegal Activities:** Engagement in illegal activities on school grounds that could have criminal implications, such as selling drugs or assault.
5. **Discriminatory Actions:** Repeated incidents of bullying, harassment, or any form of discrimination based on race, gender, disability, or other protected characteristics that severely impact the school environment.

Teachers and staff at Elizabeth Academy are trained in basic first aid and CPR. Although we take safety very seriously and do our best to ensure the safety of the children in our care, accidents and injuries do occur.

INJURY

When children suffer from an injury, an Accident Report is completed and is sent home to parents describing the situation and injury. In cases of injury to the student's head or other more serious injury, our protocol is to inform you as soon as possible. If a parent is not available, we will contact your designated emergency contact. Elizabeth Academy will call 911 if an injury is life threatening.

In cases where a child needs to go home or requires the attention of a doctor, the child will wait in the health room, located in the office, for their parent or guardian to pick them up.

HEALTH

IMMUNIZATIONS

An up-to-date immunization record or a completed and signed Utah Department of Health Medical (available from your child's physician), Religious (available from Utah Department of Health) or Personal Exemption form (available from the Utah Department of Health) **must be on file for each student by the student's first day of attendance at the school.** A local health department representative must witness and sign the Religious and Personal Exemption Forms. Your child will not be able to attend school until we receive this form.

VISION

At the beginning of each year, our students participate in vision and hearing screenings. In order for a student to participate, parents or guardians must sign a consent form for screening and evaluation form.

ALLERGIES

Parents/Guardians must make Elizabeth Academy aware of any known allergies on the Medical Information and Authorization for Emergency Medical Treatment Form on FACTS. If your child has a life-threatening allergy, please notify the Elizabeth Academy administration in writing before enrollment and/or upon discovering the allergy.

If your child's allergy requires an EpiPen to be kept at school, parents/guardians are responsible for ensuring that Elizabeth Academy has a current prescription-based EpiPen for their child at all times during the school year.

Elizabeth Academy requires the following medical documents:

- Physician identification of allergen(s)
- Physician-prescribed treatment that can be administered by a non-medical professional
- Physician identification of allergen(s)
- Physician prescribed treatment that can be administered by a non-medical professional

ILLNESS

To ensure the health and safety of students and staff, children who are ill should be kept home until fully recovered according to the following:

- Fever: A fever over 100.4°F or chills, and they should be fever-free for at least 24 hours before returning to school
- Vomiting or diarrhea: They should stay home for at least 48 hours after the last episode
- Any child with an unexplained rash must have a doctor's release to return to school.
- If your child develops a contagious illness such as chicken pox, pinworms, strep throat or scarlet fever, or COVID-19, please call the office so that exposure notices can be sent out and other parents/guardians may be warned to look for symptoms. Elizabeth Academy will notify families by email when a contagious condition or disease is reported, but will not release the names of children who have the illness.
- Other symptoms: They should stay home if they are not well enough to participate in class, or if they have other symptoms like trouble breathing, unusually tired appearance, sore throat, or persistent nasal drainage

If a student is unable to attend school due to illness, they are not permitted to attend any school events after school hours.

LUNCH AND NUTRITION

We advocate for children's health and well-being, promoting balanced meals including at least three food groups: protein, vegetables, fruit, whole grains, and low-sugar dairy or alternatives. When needed, please remember to pack lunches with an ice pack. Students have limited microwave access; pack foods that heat in under three minutes or use a thermos for warm items. To aid student success, please ensure sack lunches are nutritious. Beverages should be water, natural juice, or low-sugar milk.

SERVICE DOGS

Parents of any child needing a service dog at school must submit the request to the Principal in writing prior to bringing the service animal on campus, explaining that the accommodation is needed because of the student's disability by answering the following two questions: 1) Is the animal required because of a disability? 2) What work or task has the animal been trained to perform?

Any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability, is defined as a "service animal" under Title II of the Americans with Disabilities Act (ADA). Other species of animals, whether wild or domestic, trained or untrained (except in some cases, miniature horses) are not service animals for the purposes of this definition. The work or tasks performed by a service animal must be directly related to the handler's disability.

The removal or exclusion of a service animal is allowable under ADA Title II if:

1. The animal is out of control and the animal's handler does not take effective action to control it; or
2. The animal is not housebroken.

The service animal must be under the handler's control at all times. In order to qualify as under control, a service animal must have a harness, leash, or other tether, unless either the handler is unable because of a disability to use a harness, leash, or other tether, or the use of a harness, leash, or other tether would interfere with the service animal's safe, effective performance of work or tasks, in which case the service animal must be otherwise under the handler's control (e.g., voice control, signals, or other effective means).

Care or supervision: The handler is responsible for the care and supervision of the animal (food, water, shade, etc).

Liability: The parents of the child with a service animal on campus are responsible for assuming liability due to any damage or injury caused by the service animal.

EMERGENCIES & SCHOOL CLOSURES

Elizabeth Academy has an Emergency Preparedness Plan in each classroom with specific instructions for all staff in case of fire, earthquake, lockdown, shelter-in-place, power failure, blizzard, flood, and other disasters. If an evacuation is needed, parents will be called and will have the option of picking up their children from the evacuation location.

EMERGENCY TEXT MESSAGES

Elizabeth Academy would use the schoolwide texting notification system to contact all parents in the event of a natural disaster, weather-related delay, or a campus-wide emergency.

FIRE AND EARTHQUAKE DRILLS

During the academic year, we practice fire drills each month and earthquake drills twice a year. We are mindful that young students may want to discuss these drills, so our teachers carefully prepare for them. Emergency evacuation routes are posted in all rooms.

In the event of an emergency, children with special needs are given special consideration for their safety given their cognitive and physical challenges, i.e., children who may have difficulties walking.

LOCKDOWN DRILLS

We have developed schoolwide lockdown procedures in conjunction with the Unified and Salt Lake Police departments. This drill is practiced with our staff each year. According to these police departments, our facility has excellent built-in preventative design features to support a safe and secure environment.

SEVERE WEATHER

In the event of a winter storm, the safety of our students and staff is our top priority. School administration will notify Elizabeth Academy families and staff via text and email on whether or not school will be closed by 7:00 a.m. on the day of the storm.

If school is in session when severe weather occurs, the school administration will make decisions based on the safety of our students and staff. Families will be notified via text and email if an early pickup is necessary.

FIELD TRIP POLICY

The goal of inclusion at Elizabeth Academy extends to field trips and extracurricular activities that are school sponsored. These types of learning experiences are an extension of the curriculum that all students access. However, student levels of independence may create conditions in which a student needs a higher level of support in order to safely access those experiences.

Tier 1 students:

- Participates independently with low levels of support.

Tier 2 students:

- Participates with accommodations (i.e. adjusted schedule, smaller group)
- Support is needed for short periods of time.
- Students are able to participate at least 80% of the day with little to no support.

Tier 3 students:

- Participates with high levels of support (i.e. consistent verbal or physical prompts, redirection, additional personnel).
- Support is needed for long periods of time.
- Engages in behavior that may cause a safety concern (elopement, patterns of non-compliance, patterns of not maintaining physical boundaries, aggressive behavior)

Based on observation in the school setting, student levels of independence, how often support is needed, and for how long will determine what level of support each student needs in order to safely participate. It is the goal of Elizabeth Academy that all students are able to participate and will work to provide all the support needed for a student. However, sometimes due to limited resources (i.e. personnel, transportation, etc) parent support may be needed.

Additional Supports may include (but not limited to):

- Providing additional staff support
- Providing additional transportation
- Parents attending or providing a designee
- An alternative activity provided at the school

ELIZABETH ACADEMY PARENT ORGANIZATION

The purpose of the EAPO is to provide the Elizabeth Academy parent community with the opportunity to contribute in the following ways:

Building Community:

- Support school-wide events as well as organize inclusive events within the school community.
 - Primary: Gratitude and Grandfriends and Hello Summer Fair
 - Secondary: Collaboration with the Student Council to support student events
- Provide support and orientation for new families to help them integrate smoothly into the school environment.
- Arrange school-wide service projects such as food drives, clothing drives, and toy drives.

- Arrange social gatherings such as family picnics or sports days to foster a sense of belonging.

Increasing Engagement:

- Hold monthly meetings (called “Campus Conversations”) where parents can discuss school issues, share ideas, and collaborate with teachers and administrators, as well as organize and plan school events.
- Create opportunities for parents to volunteer in classrooms, school events, or special projects for families to complete their family service hours.*
- Increase opportunities for Parent Learning about topics of interest and relevance for the community.

Raising Funds:

- Plan fundraising events like silent auctions, fun runs, or bake sales to support specific school needs or projects.
- Establish partnerships with local businesses for sponsorship opportunities.
- Implement donation drives for specific purposes like library books, technology upgrades, or extracurricular activities.

Improving Communication:

- Collaborating with school administrators to ensure the website, social media, and other communication channels are relaying EAPO information to the broader community.
- Providing regular and consistent feedback on how to improve communication.

PARENT VOLUNTEER HOURS

Home-to-school partnership is an essential component of our educational program at Elizabeth Academy. We ask families to commit to our program by being active participants in our community. Families are asked to provide a minimum of 20 volunteer hours per academic year. At the primary level, Family Service hours must be conducted by the parents. In the Secondary School, in addition to parent volunteer hours, students receive service hours for volunteering, attending school events and more.

Some examples of ways to get parent volunteer hours are:

- Attend EAPO meetings
- Volunteer at school-wide events
- Volunteer for field trips or in-class activities
- Attend parent education events (count x2 per hour of attendance)
- Organize out of school social gatherings/meet-ups for classes/cohorts
- Donate additional supplies and/or funds (\$10= 1 hour)

For tracking purposes, we ask that you log your service hours under “Service Hours” in your FACTS Family log-in.

EAPO LEADERSHIP SCHOLARSHIP

The EAPO President at each campus receives a Contributing Family Scholarship representing a 70% discount off of Elizabeth Academy tuition for one child and 20% for any additional children. The EAPO Vice

President receives a Contributing Family Scholarship representing a 30% discount off of Elizabeth Academy tuition for one child and a 10% sibling discount for any additional children. These Contributing Family Scholarships are awarded for each school year in which the EAPO leaders serve in these positions.

PRIMARY SCHOOL (INFANT -6TH GRADE)

GENERAL POLICIES

DAILY SCHEDULE

Full Day Schedule (Monday-Thursday)	8:45-3:30
Half Day Schedule (Monday-Thursday)	8:45-12:15
Friday Schedule (for Half Day and Full Day)	8:45-12:45
4 Days a Week Schedule will be Monday-Thursday	

DROP-OFF

To protect the safety of all children, please wait until the teacher or crossing guard directs you to pull forward into the drop-off/pick up area. Use of cell phones in the drop-off/pick up line is prohibited. Your careful, respectful attention is requested while we load and unload your children.

Drop-off is from 8:30-8:45 a.m. Teachers will be ready to greet and assist children from their cars during this time. Please stay in your car and wait for a teacher to help your child.

If your child arrives after 8:50 a.m., please bring them to the office and sign them in. A member of the office staff will escort your child to the classroom.

Half-Day Student Pick-up (Monday-Thursday)	12:15-12:30
Full-Day Student Pick-up (Monday-Thursday)	3:30-3:45
Friday Pickup (all students)	12:45-1:00

PICK-UP

Please stay in your car and wait for your child. Teachers will assist younger children in getting into cars. Once your child is seated in your car, please pull forward into the *Buckle Zone* of the parking lot so that you can buckle your child into their car seat (for children unable to buckle themselves). **For the safety of our children, the parking lot is a cell phone-free area. Please refrain from using your cell phone when driving in one of our parking lots or waiting in a drop-off or pick-up line.**

Due to the importance of respecting our staff's schedules and other work duties, parents must pick up their students on time. If you have not picked your student up by 12:30 pm for the morning session (Mon -Thurs), by 3:45 pm (Mon -Thurs), or by 1:00 pm on Fridays, you will be assessed a \$25 fee and will continue to be charged an additional \$5.00 for every 5 minutes after that.

Parents/guardians of late pick-ups MUST sign a form, including the time the child was picked up, before leaving the school grounds. The student's safety is our top priority. Each child's safety and behavior is the responsibility of the parent/guardian until the child is dropped off or walked to their classroom in the morning and after they are dismissed to a parent/guardian.

STUDENT RELEASE

If your child is going home with anyone other than a parent/guardian or their regular carpool, the office must have a note from the parent/guardian with the date and name of the person picking up your child. If you carpool, remember to notify your carpool driver. All families must have a list of adults authorized to pick up their child on file in the office.

An approved adult must sign out all children departing early from the school. If an adult does not have written permission from the parent/guardian or is not on the release list, the child will not be released to them. No exceptions. Elizabeth Academy staff reserves the right to request picture identification and refuse release without proof.

ATTENDANCE POLICY

Regular school attendance is not only a key factor in a student's academic success, but also plays a vital role in enhancing their connection to the school community, and fostering valuable social interactions with peers and adults.

All students in **1st grade through 12th** grade are expected to attend school regularly and to arrive on time. Adherence to the attendance policy is an expectation for all students. If your student has a disability or medical concern that requires attendance accommodations, school administration should be notified. Accommodations are individualized and decided upon by the student's educational team, and will be laid out in the student's Student Support Plan.

Occasionally, a student may need to be absent from school due to unforeseen or acceptable reasons, including illness, medical appointments, family emergencies, or the death of a family member or close friend. These absences will be considered excused. Parents/guardians must notify the school of the excused absence as soon as possible. To report an absence, please visit www.elizabethacademy.com > School Life > Report an Absence. Absences can be reported through the [website](#) or by calling the front office.

Seven or more excused absences within a school year are considered excessive. If a student reaches this threshold, subsequent absences may require a doctor's note to excuse them. Communication about absences is key. We understand that family vacations are sometimes necessary. However, we ask that families work with

their teachers to develop a plan to make up missed work and ensure minimal disruption to the student's academic progress. It is essential to communicate vacation plans in advance to the school, providing details of the absence and the intended duration.

Five or more unexcused absences within a school year will trigger intervention from Elizabeth Academy. The school will reach out to the guardian(s) to request their assistance in addressing the attendance concern. We will work together to identify any barriers hindering your child's attendance.

If a student accumulates **ten or more unexcused** absences within a school year, Elizabeth Academy will hand deliver or mail a Compulsory Education Letter to the guardian(s). This letter will require a meeting with school administration to discuss the attendance concerns and develop a plan for improvement.

COMMUNICATION

Formal communication at Elizabeth Academy consists of our [website](#), monthly newsletters, [FACTS](#), and email. All communications are easily accessible through the Elizabeth Academy app.

ACADEMY NEWS

Monthly newsletters providing whole school community information are sent out electronically via email.

FACTS

We use FACTS as a recordkeeping tool and as a way of sending emails and emergency text messages to parents. The emails will come directly to the parent's personal email. If you are not receiving email correspondence from the school or your child's teachers, please email Aimee Sill (aimee.sill@elizabethacademy.com) We will check to ensure that you are connected to your classroom and the all-school group.

CLASSROOM EMAILS

For two-way communication with your student's teaching team, please use email and unless the email is personal, please copy all members of the teaching team. This can be done by using the classroom email address.

Infant Classroom: poppy@elizabethacademy.com
Toddler Classroom 1: iris@elizabethacademy.com
Toddler Classroom 2: aster@elizabethacademy.com
Toddler Classroom 3: sunflowers@elizabethacademy.com
Toddler Classroom 4: bluebell@elizabethacademy.com

Early Childhood Classroom 1: willow@elizabethacademy.com
Early Childhood Classroom 2: sequoia@elizabethacademy.com
Early Childhood Classroom 3: juniper@elizabethacademy.com
Early Childhood Classroom 4: aspen@elizabethacademy.com

Lower Elementary Classroom 1: redbutte@elizabethacademy.com

Lower Elementary Classroom 2: bellcanyon@elizabethacademy.com

Upper Elementary Classroom 1: bigcottonwood@elizabethacademy.com

Upper Elementary Classroom 2: threecreeks@elizabethacademy.com

PARENT/TEACHER CONFERENCES, PROGRESS REPORTS, SSPS

Parent/Teacher Conferences are held twice a year (in October and February). Attendance at the parent-teacher conferences and any other parent meetings are vital to the success of each student and the success of the program. Therefore, attendance at parent-teacher conferences and other parent meetings is required.

Progress reports for Primary Campus students are provided during every parent-teacher conference. The secondary campus operates on a quarter system- providing report cards 4 times a year.

SSPs (Student Support Plans) serve the purpose of showing the progress of individualized goals. These plans are reviewed each trimester during parent-teacher conferences.

SPECIAL CONSIDERATIONS AND CONCERNS

Please direct any concerns to the leadership specific to your campus. You can reach Primary Campus leadership via email at primaryadmin@elizabethacademy.com, and Secondary Campus leadership at secondaryadmin@elizabethacademy.com.

SCHOOL TOURS AND CLASSROOM OBSERVATIONS

Beginning in October, tours for prospective families are held at each campus and last approximately one hour. To register, sign up with the receptionist at the front desk.

Observation is an essential element of Montessori education. Parents are welcome to observe their student(s) in their classroom several times a year during our Parent Peek In events. These are valuable opportunities to see your child engage in learning, social situations, observe the teachers in action, and become more familiar with the function of an inclusive Montessori classroom. You will receive information about this event along with an invitation to sign up for a classroom visit.

COMMUNICATING QUESTIONS AND CONCERNS

If you have a question or concern regarding your student or your student's classroom, please bring this to the attention of your student's classroom team. If you have questions about school-wide practices or need additional assistance after speaking with your child's teaching team, the campus' principal can help you. We work as a collaborative team and consider parent/guardian input vital. You are your child's best advocate.

If a situation arises where neither party is satisfied with the director's solution to a problem, then they may bring the grievance to the attention of the executive team for review. Please help us by following these steps, as they help resolve disparities with grace.

GRADING

At our primary campus, our holistic approach to education integrates observation and assessment as fundamental pillars shaping each child's educational journey. Through consistent observation and thoughtful

assessment, we meticulously track student progress, ensuring that every developmental milestone is recognized and acknowledged within our grading system. This comprehensive approach allows us to tailor our teaching methods, meeting the unique needs of each student and fostering an environment where every child can flourish academically and emotionally.

For Infants, Toddlers, and Early Childhood:

- **Developmental Focus:** Report cards show the natural skill progression at the child's developmental stage.
- **Progress Tracking:** Non traditional grading; teachers observe and document daily skills in six areas: Cognitive, Language, Gross Motor, Fine Motor, Social, and Self-Help.
- **Dynamic Growth:** The report card evolves over a 3-year cycle, mirroring the child's development.
- **Assessment Metrics:** Metrics are A (Always Observed), S (Sometimes Observed), R (Rarely Observed), N (Not Observed).
- **Understanding the Report Card:** Reach out to your teaching team for any clarifications about your child's progress.

For Lower and Upper Elementary:

- **Developmental Growth:** Similar to earlier levels, report cards reflect natural growth and skills at the student's developmental level.
- **Assessment Approach:** Non traditional grading; teachers assess skills based on observations, standardized assessments, and student work, to identify individual strengths and needs.
- **Progressive Representation:** Report cards evolve over the 3-year cycle to capture the student's progress accurately.
- **Learning Areas:** Skills are categorized into Mathematics, Language Arts, Cultural Subjects, and Social & Emotional aspects.
- **Assessment Metrics:** E (Exceeding Goal), M (Meets Expectations), W+ (Working Towards Without Support), W (Working Towards With Support), N (Not Meeting Goal), NA (Not Assessed).
- **Clarifications:** If there are any questions about your child's report card, feel free to contact your teaching team.

Tuition and Fees

	Infant/Toddler	Early Childhood	Lower Elementary	Upper Elementary
Tuition	4 Days-\$19, 100/ student	4 Days-\$13,500/ student	\$13,000/ student	\$13,300/ student

	5 Days-\$20,400/ student	5 Days-\$14,100/ student		
Commitment Fee	\$250/ student	\$250/student	\$250/ student	\$250/ student
Materials & Activities Fee	\$200/ student	\$200/ student	\$275/ student	\$350/ student
Parent Organization (EAPO) Fee	\$50/ family	\$50/ family	\$50/ family	\$50/ family
Technology Fee	\$50/ student	\$50/ student	\$50/ student	\$100/ student

FACTS Management Services charges a \$30 fee for each failed attempt to withdraw payment. If late fees are becoming a concern, we would be glad to try to help you work out a more viable financial solution. Monthly collection services through FACTS can be discontinued at any point during the school year by providing a check to the school for the remaining balance of the full year's tuition. Please contact our administrative office immediately if you need tuition assistance.

If FACTS is unable to collect tuition after several attempts and no contact has been made to the Elizabeth Academy/Garfield School in attempt to resolve the debt either through full payment or a mutually decided upon payment plan, then the account will go to collections and enrollment will be terminated. The school will charge a \$12 fee for all returned checks.

PROGRAM LEVELS

The Montessori curriculum and method for young children is designed to foster curiosity, begin gaining skills for independence, and build self-confidence and respect for self and others. The "I can do it myself" of children this age is supported by giving them the guidance and encouragement to accomplish tasks on their own. When children can manipulate materials and discover on their own, they feel a great sense of mastery and positive satisfaction. This helps build self-esteem.

Infant

The infant classroom at Elizabeth Academy is a welcoming, home-like space, designed to promote physical, cognitive, and social development. Infants of all ages will be provided with rich language, opportunities for movement, and gentle guidance toward increased independence as they explore the world around them. Students in the Infant classroom develop social relationships and learn to try new things with teacher support and through peer observation.

Toddler

The Toddler classroom provides a nurturing environment that encourages exploration and discovery, allowing for freedom of movement. Children build speech and language skills, learn to care for themselves and their environment, and build fine and gross motor skills. Teachers facilitate opportunities for student interaction and cooperation, gently modeling and guiding. Gaining the ability to dress themselves, prepare a snack, and care for their environment helps build confidence and independence. Toilet learning is a part of the curriculum in the Toddler classroom.

Early Childhood

Our Early Childhood classroom provides an environment that is carefully prepared to meet the needs of three- to six-year-old children. Our classrooms are equipped with engaging materials for the students to work with, in a beautiful and peaceful setting. Dr. Montessori observed that three to six-year-old children effortlessly absorb information and form impressions and habits that become the basis for all future learning and behavior. They achieve early exposure to a broad range of concepts and begin to build skills in reading, writing and mathematics through their work with the Montessori materials.

Elementary

Our Elementary classrooms are designed to feed and satisfy the immense appetite for knowledge and stimulate the natural intellectual curiosity of this age group. Students are active participants in their learning and the curriculum is personalized to address the needs, abilities, and interests of every individual. Social development and deep learning occur as the older children model and mentor the younger students in rich, collaborative learning experiences.

The Montessori Elementary curriculum utilizes an integrated thematic approach where students learn about the physical universe, the world of nature, and the human experience through hands-on investigation. Academic skills in math, reading, and language arts are mastered within this meaningful context. Peace education and problem solving play an integral role and facilitate development of conflict resolution and critical thinking skills.

INDIVIDUALIZED PROGRAMS

ENRICHMENT & ELECTIVES

Integrated learning naturally occurs in a Montessori classroom and is enhanced at Elizabeth Academy with the assistance of Enrichment specialists. They facilitate what is a unique and vibrant component of our educational program. We have the resources to accommodate individual development, expression, and need. Montessori teachers integrate art into the curriculum and, as there is much emphasis on sensorial learning in the Montessori curriculum, this lends to artistic learning. The Montessori classroom ignites a fire for further development. Our Enrichment program includes: the Arts (Visual Art, Music, Dance, Theater), Spanish language, Media Center (Research and Reading) and Physical Education.

EARLY INTERVENTION AND INTEGRATED SERVICES

EARLY INTERVENTION (Early Childhood Intervention Services) and INTEGRATED SERVICES (Elementary Integrated Services)* are extra support services required for children who would benefit from additional support in our classrooms at the primary campus. The student's educational team, made up of the student's parents, teachers, therapists, and administrators, collaborate to create a Student Success Plan (SSP). The SSP outlines specific goals and service areas that help students find social and academic success in their classroom communities. An additional fee is required to secure these special services.

To support consistency in the classrooms and predictability for students, therapists strive to provide their respective therapy services at the same time each week. Parents/ guardians are billed in a lump sum amount (which can typically be spread out via monthly FACTS payments) for the academic year and are not reimbursed for early intervention or inclusion service sessions missed due to student absences, school field trips, or tardiness. Therapists will do their best to make up the sessions whenever possible with 48-hour advance notice of the absence; however, make-up sessions for arriving late, illness, or field trips are not guaranteed to be made up.

Early Childhood intervention services include comprehensive classroom-based Speech and Language Therapy (SLP), Physical Therapy (PT), Occupational therapy (OT), and Music Therapy. Student goals are targeted in the classroom as much as possible in a naturalistic way that promotes growth and a sense of community. Goals are targeted to build skills throughout the school day within the classroom to the greatest extent possible.

Elementary integrated services include classroom-based comprehensive and integrated therapy support, academic support, and social/emotional support with consultation services as needed. Speech and language therapy supports are combined with reading therapy and evidence-based academic interventions. The student's educational team utilizes occupational, physical, and music therapists as needed. Social, emotional, and behavioral supports are provided weekly to support emotional regulation and set students up for success in their learning environment.

SECONDARY SCHOOL (7TH-12TH GRADES)

GENERAL INFORMATION

DAILY SCHEDULE

Middle School Daily Schedule:

The secondary schedule operates on an A day/ B day schedule- where A days are Mondays/Wednesdays and B days are Tuesday/Thursdays.

Full Day Schedule (Monday-Thursday) 8:30am-3:30pm	Friday/Half Day Schedule 8:30am-12:30pm
Period 1 8:30am-9:20am	Community Meeting 8:30am-9:00am
Period 2 9:20am-10:10am	Experiential Elective 1 9:00am-10:15am
Period 3 10:10am-11:50am	Experiential Elective 2 10:15am-11:30am
LUNCH 11:50am-12:35pm	Restore the Environment 11:35am-11:45am
Period 4 12:35pm-1:45pm	LUNCH 11:45am-12:50pm
ADVISORY 1:45pm-2:10pm	
Period 5 2:10pm-3:20pm	
Restore the environment/ Dismissal 3:20pm-3:30pm	

High School Daily Schedule:

The secondary schedule operates on an A day/ B day schedule- where A days are Mondays/Wednesdays and B days are Tuesday/Thursdays.

Full Day Schedule (Monday-Thursday) 8:30am-3:30pm	Friday/Half Day Schedule 8:30am-12:30pm
Period 1 8:30am-10:10am	Community Meeting 8:30am-9:00am
Period 2 10:10am-11:00am	Experiential Elective 1 9:00am-10:15am
Period 3 11:00am-11:50am	Experiential Elective 2 10:15am-11:30am

LUNCH 11:50am-12:35pm	Restore the Environment 11:35am-11:45am
Period 4 12:35pm-1:45pm	LUNCH 11:45am-12:50pm
ADVISORY 1:45pm-2:10pm	
Period 5 2:10pm-3:20pm	
Restore the environment/ Dismissal 3:20pm-3:30pm	

ATTENDANCE POLICIES

The primary goal of Elizabeth Academy's attendance policy is to foster a culture of regular attendance, recognizing its fundamental role in academic success and personal development. This policy aims to support students facing challenges while maintaining accountability for consistent school attendance.

Students are expected to be in class by 8:30 am. in order to be counted as present in class for the full school day (or for the full morning session in the case of younger students enrolled for the half-day option); and at other required school activities. Students who arrive after these times are marked tardy. Students who arrive more than 5 minutes late without prior notification from parents of an appointment (i.e. doctor or dentist) are marked as absent.

Students at Elizabeth Academy are expected to attend school regularly and punctually. Parents/Guardians are encouraged to notify the school as soon as possible in case of a student's absence. Excessive tardiness may be treated similarly to absences, as it disrupts the learning environment.

Consequences for Absences:

1. After 5 Days of Missed School:

- Parents/Guardians will receive a notification regarding their child's attendance.
- A meeting may be scheduled with school staff to discuss the reasons for the absences and explore possible solutions.

2. After 7 Days of Missed School:

- A second notification will be sent to parents/guardians, emphasizing the importance of regular attendance.
- A mandatory meeting will be scheduled with school staff to create a plan for improvement.

3. After 9 Days of Missed School:

- The school administration may implement additional interventions, such as involving a school counselor or social worker to address potential underlying issues affecting attendance.
- Parents/Guardians may be required to attend a meeting with school administration to develop a comprehensive plan for improving attendance.

If absences persist beyond the 9-day mark, the school may involve external agencies, such as truancy officers or social services, to address the situation. Students and parents/guardians will be informed about available resources, support services, and interventions to address barriers to attendance. Elizabeth Academy will also consider ending enrollment.

Students who miss more than 15% of a semester's classes will not receive credit for those courses. It is essential for students to attend classes regularly to meet academic requirements and maintain eligibility for course credit.

If there are extenuating circumstances affecting a student's attendance, parents/guardians may appeal to the school administration for a reconsideration of the consequences.

OFF-CAMPUS POLICY

Student safety is at the forefront of our priorities. Middle School students are not allowed to leave campus except for school-sanctioned activities. High School students must receive parental permission to go off campus. If parent permission is granted, students must still check in and check out at the front office, indicating the time of departure, intended location, and arrival time.

COMMUNICATION

Formal communication at Elizabeth Academy consists of our website, monthly newsletters, FACTS, and email. All communications are easily accessible through the Elizabeth Academy app.

ACADEMY NEWS

Monthly newsletters providing whole school community information are sent out electronically via email and be available in the school app.

FACTS

We use FACTS as a recordkeeping tool and as a way of sending emails and emergency text messages to parents. The emails will come directly to the parent's personal email. If you are not receiving email correspondence from the school or your child's teachers, please email Aimee Sill (aimee.sill@elizabethacademy.com) We will check to ensure that you are connected to your classroom and the all-school group.

PARENT/TEACHER CONFERENCES, PROGRESS REPORTS, SSPS

Parent/Teacher Conferences are held twice a year (in October and February). Attendance at the parent-teacher conferences and any other parent meetings are vital to the success of each student and the success of the program. Therefore, attendance at parent-teacher conferences and other parent meetings is required.

Your feedback in these conferences helps us to help your child achieve success. We appreciate the opportunity to collaborate with you to help them reach their full potential.

The Secondary campus operates on a quarter system- providing report cards 4 times a year.

SSPs (Student Support Plans) serve the purpose of showing the progress of individualized goals. These plans are reviewed each trimester during parent-teacher conferences.

GRADING

ACADEMIC INTEGRITY

Plagiarism and cheating in any form are not tolerated. Assignments that have used others' ideas or words, and have not properly attributed intellectual ownership, will be subject to a zero grade. The student will not have the opportunity to resubmit the work. Teachers will address any suspected plagiarism or cheating, ensuring that the student understands expectations regarding academic integrity.

OFFICIAL GRADING POLICY

For summative grades (over the course of a quarter, for example) the report will provide the code for the average standard used to instruct and evaluate the student over the course of that time period.

Letter grades, in turn, show the degree of mastery of concepts a student demonstrates, and reflect how we traditionally assign grades. Using the combined system allows for report cards to reflect the level of instruction and the student's mastery of that level of instruction.

Student work is measured on a percentage basis. Here is the scale.

A: 100-93	B+: 89.9-87.0	C+: 79.9-77.0	D+: 69.9-67.9	F: 59.9-0
A-: 92.9-90.0	B: 86.9-83.0	C: 76.9-73.0	D: 66.9-63.0	
	B-: 82.9-80.0	C-: 72.9-70.0	D-: 62.9-60.0	

Key:

Blue=High academic achievement

Green= Good-Fair academic achievement

Yellow= Developing proficiency toward academic achievement

Red= Unsatisfactory development toward academic achievement

In this model, we are able to separate student achievement from student ability. Student grades can reflect hard work, understanding, and mastery of standards while reflecting the student's present academic levels. The purpose of this policy is to ensure equity for students with disabilities. Therefore, the following protocol must be followed to determine how to grade students in order to ensure that all students are provided with the opportunity to learn grade-level material and content no matter their ability or disability status.

Grading Categories:

Grading/Achievement Rubrics:

Percentage of Grade	Category	Expectation
40	Assessment (Tests, Quizzes, Exams)	Minimum of 2x a month (assessment schedules are due with unit plans)
40	Assignments/HW	Minimum of 1x a week (due every Thursday by 4 pm)
20	Projects	(soft skills- rubrics must be approved by administration)

Grade Reporting:

Teachers are to update grades on FACTS weekly (latest by Thursday at 4:00 pm) to ensure that grades are updated for students to view on Fridays during their advisory period.

Teachers will provide grades for report cards every academic quarter and will provide additional comments twice a year (at the second and fourth quarter reporting periods). In addition, teachers are expected to provide present levels of performance during Parent Teacher Conferences twice a year.

Credit Recovery

To recover credit, students have the option to retake a class or collaborate with the guidance counselor and school principal to create a plan to meet credit recovery requirements through alternative assignments, projects, or assessments.

Tuition and Fees

Tuition and fees are approved by the Elizabeth Academy Board of Directors and sent to parents in December of each year during continuing enrollment. The updated rates are published on the school website (www.elizabethacademy.com) each January.

For new families, the Commitment, Materials and Activities, and Technology fees are due at Enrollment. The EAPO fee is charged with tuition payments. For current families, the Commitment fee is due at Continuing Enrollment all remaining fees are due in February.

Tuition payments begin in May of each year, and payment options include:

Payment in Full:

You will receive a three percent (3.0%) discount for tuition paid in full. This discount does not apply to families who do receive a Carson Smith Opportunity Scholarship or Tuition Assistance. Tuition in full is paid via check, debit or credit card (3.5% convenience fee for credit card option) or through FACTS Management

Company (FACTS)*. Payment in full is due May 20th of each year, or within 10 days of turning in the Enrollment Contract, or your student's enrollment may be jeopardized.

Two Equal Payments:

The first payment is due in May and the second in November of the same year (either on the 5th or 20th of the month, depending on which withdrawal option you choose). These payments are made through FACTS Management Company (FACTS)*.

Monthly or Bi Monthly Payments:

Annual tuition is payable in twelve (12) or twenty-four (24) equal monthly installments, starting in May. The payments are due either on the 5th or the 20th of each month, depending on which withdrawal option is chosen. If a student enrolls after May, the installments are prorated. Monthly tuition is paid through FACTS Management Company (FACTS)*.

*Payments through Facts Management Company (FACTS) are made by one of the following methods: (1) automatic withdrawal from your bank account (FACTS does not charge a fee for this option); or (2) credit card (FACTS charges a 2.95% fee). FACTS charges an annual fee, per household for each payment option.

Missed Payments

FACTS Management Services charges a \$30 fee for each failed attempt to withdraw payment. If late fees are becoming a concern, we would be glad to try to help you work out a more viable financial solution.

Monthly collection services through FACTS can be discontinued at any point during the school year by providing a check to the school for the remaining balance of the full year's tuition.

Please contact our business office immediately if you have difficulty making payments.

If FACTS is unable to collect tuition after several attempts and no contact has been made to Elizabeth Academy in an attempt to resolve the debt either through full payment or a mutually decided upon payment plan, then the account will go to collections, and enrollment will be terminated. The school charges a \$12 fee for all returned checks.

PROGRAM LEVELS

Middle School

Hallmarks of the program:

- Valorization: supporting students in developing their identities within a classroom and society
- Peer mentorship and leadership opportunities
- High-quality curriculum and instruction
- Experiential learning, Service learning, Hands-on Experiences
- Social Responsibility and Respect
- Individualized education: Meeting multiple levels within the same classroom
- Executive Functioning skill development
- College and career readiness
- Developing independence (with post-secondary goals in mind)

High School

Hallmarks of the program:

- Valorization: supporting students in developing their identities within a classroom and society
- Peer mentorship and leadership opportunities
- Experiential learning, Service learning, Hands-on Experiences aligned with career exploration and college and career readiness
- Social Responsibility and Respect
- Individualized education: Meeting multiple levels within the same classroom
- High-quality curriculum and instruction
- Executive Functioning with post-secondary goals in mind
- Active college and career exploration
- Providing opportunities for personal, academic, and professional growth

INDIVIDUALIZED EDUCATION & ELECTIVES

Enrichments: At Elizabeth Academy, we recognize the merit of understanding the core subjects and certain basic core principles within each art discipline. “Enrichments”- provided to all students at the primary school. Student enrichments integrate core curriculum- providing an opportunity for students to further “enrich”

their studies. This integrated arts curriculum invites students to creatively apply artistic expression in all areas of the curriculum.

Enrichments offered at the primary level include: visual art, library studies, music, dance, and world language (Spanish).

Electives: “Electives” are introduced beginning in Upper Elementary and continue throughout the secondary program. Electives are classes where students “elect”, or choose to explore certain arts and subjects in further detail. While there is a general structure for elective classes, there is flexibility for teachers and students to be guided by student interest and individualized needs. Some examples of electives found at Elizabeth Academy include:

- Microeconomy
- The Science of Farm-To-Table
- Theater
- Film/Photography
- Journalism/Yearbook
- Integrated Art
- Drawing/Painting
- Sculpture
- Music Studies
- Rockband

These classes provide deeper conceptual understanding and application of artistic concepts introduced at the primary level- but allow students to explore their interests and begin imagining how to apply these foundational skills and explore different vocational possibilities through academics and art.

Students have the opportunity to take four electives Monday through Thursday (generally receiving one full credit for each course- as most of them run for a full year), with an additional two electives that occur just on Fridays (counting for .25 of a credit, running for just a semester). Friday electives are shortened courses that emulate a “workshop” format- where students can expect to meet once a week over the semester. These are consolidated workshops providing students with continued opportunities for extensions that capture

Arts Integration: At Elizabeth Academy, “enrichments” and “electives” do not exist in isolation. These courses provide reinforcement of the foundations of core curriculum- and reciprocally, creative thinking and arts play an important role in the core curriculum in our integrated arts model. Our qualified teaching staff and therapists collaborate on integrated units of study- where art skills become part of teaching concepts and/or practical skills that align with the general curriculum. Arts integration continues to provide outlets for demonstrating learning and understanding. This speaks to our mission and vision of realizing inclusion in recognizing different talents and strengths- and

utilizing every moment of the day as an opportunity to reinforce learning and celebrate each student's unique contributions and talents.

Field Studies: Reinforcing learning through multiple means, particularly through experience, is yet another way Elizabeth Academy strives to meet the needs of all students, and also expand the possibilities for individual students by sparking intrigue, joy, and genuine interest in the world around them.

As students progress through the program, students participate in curriculum-aligned experiences that are designed to expand student learning. Students will spend a significant amount of time experiencing the phenomenon they study- again, offering them an opportunity to apply the concepts and skills they learn in the core classes and electives.

Additionally, students will participate in optional overnight trips starting in Upper Elementary through Secondary. These experiences encourage students to break out of their comfort zone and continue developing their independence.

Students must see themselves as an integral part of the world they live in by providing opportunities to explore concepts and ideas they study, as well as an opportunity to explore vocational opportunities and options through field studies, students begin to see their transcendence beyond their role as an Elizabeth Academy student.

INTEGRATED SERVICES & PRIVATE THERAPY

Integrated Services at the secondary level are delivered as needed. They are a natural part of the program for all students. The fees for these services are incorporated into the price of tuition.

Integrated Services at the secondary level may include Speech/Language, Academic, and Social/Emotional support and consultation services.

These services are not private one-on-one services but a combination of classroom-based, individual, small group, and teacher consultation support. These services are provided as needed on an individualized basis.

STUDENT ORGANIZATIONS, LEADERSHIP, and GOVERNMENT

Peer Mentoring & Leadership

Some of us are born to be leaders, but all of us are born to be contributors. Peer mentoring is something we all can do, especially at Elizabeth Academy, and leadership is strengthened intentionally through our Peer Mentoring program and Student Government at Elizabeth Academy. Advanced students are encouraged to receive honors credits by serving as classroom guides in our Peer Mentoring program. This hands-on experience sets our students apart— not only from other candidates applying for competitive colleges but as true contributors to society. As acumen is sharpened and refined when we are tasked to “teach,” this is a great opportunity to further advance skills in leadership, as well as social-emotional intelligence. The greatest leaders are those who can help others to see the light within themselves and pass that light on to others.

Community Service

We strive to provide meaningful experiences for students, engaging them in community service. On Fridays, students have the opportunity to participate in ongoing service projects. Students do volunteer work, partnering with local organizations such as; Idle Free Utah, Tiny Tim Toys, Best Friends, the Humanitarian Center, the Utah Food Bank, and the Department of Natural Resources. Students have organized food drives and adopted storm drains to protect Utah’s water sources. Our students are actively involved in our community and are learning about how they can make a difference.

Student Service

Students learn by observing the world around them and they also learn through meaningful hands-on experiences. Service learning provides students with an opportunity to feel a sense of belonging and contribution, as well as learn practical skills. All students participate in a week-long “Service Week” in December, in addition to many electives and projects where they can give back to the community alongside their peers. Service gives all students a sense of contribution, as they learn practical skills while building their resumes. This aspect of our program is key to our leadership model, and to creating a sense of responsibility in the community.

Student Council

Student Council is an important part of providing students with hands-on leadership experience. The Student Council at Elizabeth Academy Secondary focuses on service, promoting unity, supporting school events, and increasing school spirit in collaboration with students, parent leaders, teachers, and administration. The Student Council members meet with a faculty advisor weekly, and they serve as student role models, who lead the community in upholding the values of our school— academics, inclusion, and leadership.

Inclusion Council

Students act as liaisons to support inclusive events and activities. Students work in conjunction with Sammy's Buddy Program to make connections between students: those with and without intellectual disabilities. The purpose of the Inclusion Council is to create opportunities for connection for students and to build a sense of community around the school's mission and vision of not only academic inclusion, but also social inclusion.