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GARFIELD SCHOOL

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# PARENT HANDBOOK

*Revised: August 11, 2022*

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## A. SCHOOL INFORMATION

### MISSION STATEMENT—VALUES, WHO WE ARE

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.*

This mission statement at Elizabeth Academy/Garfield School embodies our deepest beliefs and shared aspirations. We are committed to providing an authentic inclusive Montessori education that emphasizes cooperative learning and nourishes young minds and spirits. We believe in traditional values honoring home, God and family. We are, by definition, a *non-sectarian* school, meaning that although we are founded on Judeo-Christian principles, we do not affiliate with any particular religion or political group.

The word "sect" refers to an extreme group (either a branch off a religious or political mainstream group). Being "non-sectarian," we are neither. That said, Montessori is also a *peace* education, which values "*spiritual transformation*". The word "spiritual" is not to be confused with "religion". We take no stance except our advocacy for children and peace for all humankind.

(To understand more about Montessori philosophy on this subject, read *Nurturing the Spirit in the non-sectarian classroom* by Aline Wolff).

While we value the time-honored tradition of the Montessori method coupled with its spiritual components, we also appreciate the scientific nature of Montessori pedagogy, implementing its rich curriculum and enhancing our inclusive program with classical academic study and critical thinking, exposing students to diverse cultures and offering various points of view while integrating enriching arts as well as innovative therapy services. Every child at our school is seen to possess divine potential. Every child has promise.

We are a school that serves typical and academically advanced students as well as children who are neuro-diverse and/or have intellectual disabilities. Our goal is to create thriving classroom communities which mirror the diverse abilities and disabilities found in the population at large. Every child is seen to possess transcendent potential and bears the right to be given opportunities to become a contributing member of society. Along with academics, our students practice social-cultural skills every day in their small classroom communities. Our multi-age classrooms utilize a wide spectrum of materials designed to meet a wide range of academic levels and developmental needs. By honoring



each student's unique contributions to the classroom, we help to instill self confidence, respect for classmates, and respect for the learning environment. As we nurture individuals, we create a community of caring learners and peer leaders who strengthen each other and enrich the world around them.

## OUR HISTORY

Lauren Elizabeth Williamsen was born with Down syndrome on October 17, 2003. This child was the catalyst for this endeavor, and so the original school bears her middle name. Elizabeth Academy's main mission was to become a "model school for inclusion" and has grown to include two campuses (Elizabeth Academy and Garfield School), serving infants through secondary students. This is our story...

Lauren was the last of seven children. Her parents were incredulous when they discovered that there were no private schools devoted to educating children with Down syndrome in their area. Even more astounding was the lack of experts in the field who could fluidly mainstream students with disabilities into typical public school classrooms. And so they decided to do something about that. Elizabeth Academy/Garfield School is dedicated to this principle. All children are unique. All have gifts. All children deserve respect. Given that, imagine the possibilities.

But first, the imperfect special education in the traditional school system had to be *reimagined*. That's when the Montessori method was discovered. With its multi-sensorial materials and lessons that strategically targeted scientifically proven childhood planes of development, it became a beautiful backbone for curriculum. We also understood the importance of language and communication, recognizing it as the seed and sustenance of all intelligence, and knew that speech therapy, as well as special educators, would need to be included in our program. We implemented the idea of having subtle social communication therapy in a classroom setting. Here, gentle assists could be given among peers – where the desire to communicate would be greatest and the natural incentive of peer interaction and the consequential reward of social engagement would fuel the desire to speak. At the same time, this enriching inclusive classroom environment would be integration into a society where typical peers would have the privilege of truly knowing the beauty of those different from themselves just as those with disabilities would realize an opportunity to know and mingle respectfully in a typical classroom. Together, the initial founders (Lauren's parents and her speech therapist) looked at each other and said: “We need a school. ALL children deserve this.”

Tax-exempt status for this private school was granted in April of 2008 - Elizabeth Academy was born. Immediately following tax-exempt approval, the Sorenson Legacy Foundation provided initial start-up funding for the Elizabeth Academy with a significant grant. The foundation has generously supported the academy ever since.

After researching alternatives, the Montessori Method was the natural choice for curriculum. It is adaptable to various learning types and all levels of need. Typical and gifted children also thrive at their own individual pace. With Montessori's focus on the individual, multiage grouping and peer mentoring, the classroom is a microcosm of the diversity we all find in the real world, a world in which we all strive for personal excellence but share a sense of contribution and belonging. Conflict resolution, naturally a part of the Montessori curriculum, is enhanced with the diversity found in the inclusive environment with all children receiving the benefits of this social development and exposure at an early age.

Initial teacher training began with the Institute for Guided Studies (IGS) in the summer of 2008. Elizabeth Academy began to be. We opened our doors on Myrtle Avenue in Murray to the first class of Early Childhood students in the Fall of 2009. In 2010 we fleshed out our Emerging class (an Early Intervention program serving children ages 2 to 4 that bridged Toddler and Early Childhood curricula) and added our first Lower Elementary class (serving children ages 6 to 9). In 2013, we closed the doors of our Myrtle Avenue location and inaugurated our new 3.5-acre campus on Connor Street in Millcreek. We also added a third Early Childhood class, a second Lower Elementary class, a Toddler class and an Upper Elementary class. In 2014, we added a third Lower Elementary class and a second Upper Elementary class. Our Middle School class opened in August 2015.

In 2016, we opened an Early Intervention program at our original campus on Myrtle Avenue. The Early Intervention program included one Toddler classroom and two Early Childhood classrooms. We expanded our therapy services to include physical and occupational therapy. In 2017, we launched our new Garfield School campus in Sugarhouse, moving our Middle School students to that location and adding a 9<sup>th</sup> grade class. We added an Infant classroom at our Elizabeth Academy campus. We also expanded Early Intervention as a service for children from birth through six years old that would be offered at all of our campus locations. In August 2018, we closed our Myrtle Avenue campus permanently and relocated one Toddler class and one Early Childhood class to the Garfield campus. We continued to expand our Secondary program (Middle/High School) by adding a 10<sup>th</sup> grade, and we expanded our therapy services to include art therapy. In August 2019, we added a third Toddler classroom to the Connor Street campus and Infant and Lower Elementary classes at the Garfield campus. We also extended our Secondary program to 11<sup>th</sup> grade and in 2020, through 12<sup>th</sup> grade.

Our first high school graduating class was a class of two (Spring 2021) and our second graduating class was a class of five (Spring 2022); and we continue to grow! That summer, we enriched our secondary program even further by adding a classical education curriculum, integrated arts with Tanner Dance and theater, multi-media/film studies and college and career prep/transitions.

## 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 first campus retains the same parent company name, Elizabeth Academy, and serves children ages infant through 6th grade. The second campus, Garfield School, serves Secondary students in grades 7th through 12th.

Elizabeth Academy is governed by a Board of Trustees. Family members from the Williamsen Family Foundation comprise majority membership and voting rights in decision making, respecting the mission, vision and values of the Williamsen Foundation and Elizabeth Academy. A minority membership of the board is comprised of non-family members, professionals in finance, business and/or school management, who serve within a term limit and lend professional decision-making support.

An Executive Director, Executive Inclusion Director and Business Director lead both campuses, Elizabeth Academy and Garfield School, aligning them in mission, vision and strategic planning. The Heads of School, Inclusion Directors and Administrative teams of both campuses direct and operate each school on a daily basis, supported by faculty.



## CERTIFICATIONS, MEMBERSHIPS AND STAFF

Elizabeth Academy/Garfield School is an independent, private school accredited by Cognia (formerly AdvancEd). We are a full Member School of the American Montessori Society (AMS), and a Member School of the Utah Montessori Council (UMC). We are certified as an approved intern site for teacher training by Montessori Educational Programs International (MEPI).

We are committed to having qualified and experienced Montessori teachers. All of our classrooms have a Montessori or Inclusion lead teacher with a Bachelor's or Master's Degree and/or MACTE accredited Montessori credentials (where applicable). MACTE (Montessori Accreditation Council for Teacher Education) is the international standard setting and accrediting body for Montessori teacher education. MACTE is recognized by the U.S. Department of Education, the National Council for the Accreditation of Teacher Education (NCATE) and the Teacher Education Accreditation Council (TEAC).

## INCLUSIVE-MONTESSORI EDUCATION

We respect and embrace all kinds of diversity at Elizabeth Academy/Garfield School. However, our inclusive *focus* is on disability, specifically intellectual disability. We are fierce advocates for these people who have traditionally been marginalized by society, most often without a voice of their own. We are committed to what we call quality and representative inclusion, which means that alongside typical and gifted children who comprise the bulk of our enrollment, we include a manageable percentage of children with a documented disability. We strive for a ratio of these students that is reflective of disability in the population at large, which is roughly 15 to 20%.

Disability broadly affects communities, as statistics show that one in three families has a member with a disability. For this reason, we believe that educating and supporting people with disabilities is more than just a worthwhile endeavor, but an utterly essential one, as it benefits all members of society. Still, we recognize our own limits and strive for a reasonable balance of these students in our classrooms, in order to create thriving classroom communities wherein all children (typical, advanced, or delayed) may reach their fullest potential. For more information about inclusive education, refer to the Elizabeth Academy/Garfield School websites ([www.elizabethacademy.com](http://www.elizabethacademy.com), [www.garfieldschool.com](http://www.garfieldschool.com)).

The goal of Montessori education is the development of autonomous and competent, caring and empathic, responsive, and responsible individuals who are lifelong learners and problem-solvers. Children move at their own pace, under the guidance of teachers who repeat activities until a sense of inner mastery moves them to the next level of difficulty. Rich arrays of hands-on materials are provided which engage the child in learning on many levels, from concrete to abstract.

Our websites ([www.elizabethacademy.com](http://www.elizabethacademy.com), [www.garfieldschool.com](http://www.garfieldschool.com)) contain a more comprehensive overview of the Montessori Method. Further suggested research and reading: *The Montessori Way*, *The Essential Montessori*, *Nurturing the Spirit*, *Tomorrow's Child* (a quarterly publication), [www.montessori.org](http://www.montessori.org), and [www.amshq.org](http://www.amshq.org).

## CLASSICAL-LIBERAL ARTS EDUCATION

Along with the Montessori liberal arts curriculum, we have incorporated classical education components. These important fundamentals are being implemented predominately at the secondary level to provide structure, balance, increased rigor and critical thinking. For more information, see our Garfield School website ([www.garfieldschool.com](http://www.garfieldschool.com)).

## CAMPUS LOCATIONS

Elizabeth Academy/Garfield School has two separate campuses aligned in mission and purpose -- a model school for Inclusive Montessori education.

The Elizabeth Academy campus is located at 2870 S. Connor Street in Millcreek. This campus serves children from birth through 6th grade. Our Garfield School campus is located at 1838 S 1500 E in Sugarhouse. This campus serves students in 7<sup>th</sup> through 12<sup>th</sup> grade.

## DONATIONS AND FUNDRAISING

Elizabeth Academy/Garfield School, as a not-for-profit (501c3) corporation, may accept contributions from any source consistent with the values and goals of Elizabeth Academy/Garfield School. Corporate and private donations are always gratefully received. Donations to Elizabeth Academy/Garfield School are tax deductible to the extent allowed by law.

### Ways To Give

#### **General or Designated Donations to our Tuition Assistance Program**

The goal of our tuition assistance program is to maintain economic diversity by offering assistance to families who could otherwise not afford to send their child to Elizabeth Academy/Garfield School. We invite you to make either a general donation to our Tuition Assistance Program or to designate a specific child whose tuition you would like your donation to pay for. Please keep in mind that a designated donation to a family member or relative is not tax deductible.

### **General or Designated Donations to our Therapy Assistance Program**

The goal of our therapy assistance program is to offer assistance to families who could otherwise not afford the cost of on-site therapy services for their child. We invite you to make either a general donation to our Therapy Assistance Program or to designate a specific child whose therapy you would like your donation to pay for. Please keep in mind that a designated donation to a family member or relative is not tax deductible.

### **General Donation to Elizabeth Academy/Garfield School**

General donations assist with our overall vision of becoming a model school for inclusion.

For more information, please contact Lisa Travis, Business Director, via telephone at 801-281-4848 or via email at [lisa@elizabethacademy.com](mailto:lisa@elizabethacademy.com), or mail your donation to:

*Elizabeth Academy  
Attn: Business Office  
2870 S Connor Street  
Salt Lake City, UT 84105*

### **FUNDRAISING**

Tuition does not cover the full cost of educating our children and maintaining operations. Our beautiful facility and highly qualified staff come with exceptional operating costs. Elizabeth Academy/Garfield School does not receive subsidies from state or federal government, churches, etc., and operates as a private non-profit entity dependent on donor subsidies. Therefore, we are grateful for private donations and we must also plan fundraising efforts in order to maintain these costs and offer tuition assistance to families in need. We ask that each family do their best to support our fundraising efforts to assist Elizabeth Academy/Garfield School families, programs and general facility needs.

As a 501c3 nonprofit organization, Elizabeth Academy/Garfield School is eligible for the following great programs, as well as employer matching charitable contributions.

#### Amazon Smile

Amazon.com has a charitable donation program called AmazonSmile. By linking your Amazon.com account with Elizabeth Academy/Garfield School, Amazon will donate .5% of every eligible purchase will be donated to our school. It's really easy to set this up. (It takes about two minutes.)

- Go to [smile.amazon.com](https://smile.amazon.com) and log into you Amazon account (or create an account if you are new to Amazon)

- Do a search for Elizabeth Academy in the “Pick Your Own Charitable Organization Box” and select the school when it comes up (Please note - EA still shows up under the Murray, UT location, but it is the right one!)
- A thank you confirmation will come up saying 0.5% of your purchases will be donated to Elizabeth Academy/Garfield School.

Whenever you're ready to start shopping at Amazon, just be sure to start each website session at the AmazonSmile website ([smile.amazon.com](https://smile.amazon.com)). This is a critical step to make your purchases count. (You may even want to bookmark the site as a reminder to start here with every shopping session.)

### Smith's Inspiring Donations Program

If you haven't already linked your Smith's Rewards Card to Elizabeth Academy/Garfield School, please take a couple of minutes to link it. No need to go into the store! Here are the online steps:

- Go to the following URL  
<https://www.smithsfoodanddrug.com/i/community/smiths-inspiring-donations> and either sign in to your Smith's Rewards account or if you haven't created an online account, click "Create an Account".
- Fill in the information to create an account and click "create account". The system will then send you an email to confirm your account. Check your email and click on the link to confirm.
- On your Account Summary page, scroll down to "Community Rewards" and type in 80233 (our school number) or "Elizabeth" to find Elizabeth Academy. Click on the box to the right to link our school to your rewards card.

## **B. PROGRAMS OFFERED**

We offer inclusive Montessori programs for children from infancy through high school. Beginning with our intensive early intervention services, which include in-class therapy services and parent education in the Infant, Toddler and Early Childhood (preschool-Kindergarten) classes, to our Elementary, Middle and High School programs, Elizabeth Academy/Garfield School offers the highest quality Montessori and inclusive education available.

We embrace educational best practices to guide, inspire and challenge our students. Whether a student is gifted, typical, or in need of extra support, at Elizabeth Academy/Garfield School every student's needs are met. Our MACTE credentialed and experienced Montessori teachers work collaboratively with special educators and therapists to individualize the learning experience for each child. As a model school for inclusion, we adapt the curriculum as needed, utilizing authentic assessment practices to ensure that each child is appropriately challenged and supported.

Each classroom is a community of learners built on a foundation of respect and responsibility. By working with hands-on materials, children develop their fine motor skills, gain problem-solving skills, and learn to concentrate. Project work helps students learn to work in teams and develop strong communication and conflict resolution skills. Through service learning, students develop empathy and a sense of gratitude. Our students learn to question, to find information, and to analyze and integrate what they've learned. At a time when information is available to us at the touch of a button, we emphasize learning how to learn rather than rote memorization of content. Curiosity, resilience, perseverance: these are skills that will serve children throughout their lives.

### **INFANT - EARLY CHILDHOOD**

- Infant (0 to 18 months) - Elizabeth Academy
- Toddler (18 months to 3 years) - Elizabeth Academy
- Early Childhood (3 to 6 years) - Elizabeth Academy

### **ELEMENTARY**

- Lower Elementary (1<sup>st</sup> - 3<sup>rd</sup> grade) - Elizabeth Academy
- Upper Elementary (4<sup>th</sup> - 6<sup>th</sup> grade) - Elizabeth Academy

### **SECONDARY**

- Middle School (7<sup>th</sup> - 8<sup>th</sup> grade) - Garfield School
- High School (9<sup>th</sup> - 12<sup>th</sup> grade) - Garfield School



The following is a brief overview of the programs offered. For a detailed description of each level, please see our website, [www.elizabethacademy.com](http://www.elizabethacademy.com) or [www.garfieldschool.com](http://www.garfieldschool.com).

### INFANT (Birth - 18 Months)

Our Infant classroom imparts the Montessori method and philosophy, respecting the absorbent nature of the infant child's mind and guiding each child toward greater independence. This class is led by an inclusive Montessori teaching team, including support from Early Intervention therapists as appropriate (speech therapy, physical therapy, occupational therapy, music therapy).

### TODDLER (18 Months - 3 Years)

Our Toddler Classroom provides a safe and nurturing environment that encourages exploration and discovery and allows for freedom of movement. Children build speech and language, practical life, and fine and gross motor skills. They learn social skills and how to apply them in their interactions with other children. Toilet learning is also part of the curriculum.

The Montessori curriculum for children in this environment is designed to foster curiosity, self-confidence, respect for self and others, and independence. The “I can do it myself” of children of 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.

*Early Intervention* services in *both* the Infant and Toddler classrooms are very intensive. They are offered for children with special needs and their parents, within the context of our inclusive classroom model with same age peers. Our highly qualified speech, music, occupational and physical therapists work closely with classroom teams and parents to learn more about the needs of their child. Parent participation and interaction is imperative, as this will help transfer the skills learned in the classroom to the home environment.

### EARLY CHILDHOOD (3 - 6 Years)

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 mastery of concepts and skills in reading, writing and mathematics through their work with the Montessori materials.

Each classroom features carefully selected, esthetically arranged materials where children experience an exciting process of discovery as they engage in activities according to their own developmental needs and interests. Our classrooms feature natural light, contain a full complement of Montessori materials, and have enough space to allow children to work in peace, alone or in small or large groups. Our teachers are trained to observe and respond to the individual needs and interests of the children.

#### LOWER ELEMENTARY (1st - 3rd grade)

The Lower Elementary classroom serves students from first through third grade. The curriculum is holistic and vast; children are first exposed to the big picture, with details filled in through further study and research. Lessons are presented to small groups of students in the areas of language, mathematics, geometry, zoology, botany, history, and geography. Students are given a choice of follow up activities, most often using hands-on materials, to work on independently to practice the concept that has been presented. In addition, children have weekly Enrichment classes in the areas of physical education, dance, visual art, music, Spanish, and nature.

#### UPPER ELEMENTARY (4th - 6th grade)

The Upper Elementary classroom is designed to meet the needs of children in fourth, fifth, and sixth grades. The curriculum builds upon the foundation that the students began in Lower Elementary, with weekly lessons presented to small groups of students in the areas of language, mathematics, geometry, zoology, botany, history, geography, and physical science. Many Upper Elementary concepts are studied through concrete, hands-on materials, but as the student develops the ability to think abstractly, work incorporates increasing levels of books and technology in addition to hands-on materials. Upper Elementary students choose enrichment experiences from a menu of Electives which include Arts, Athletics and Academic options.

#### SECONDARY PROGRAM (9th - 12th grade)

The Montessori Secondary is a place where adolescents can learn, grow, and develop in a safe, intellectually stimulating environment. The Secondary curriculum includes the study of the humanities, mathematics, geometry, and geography, as well as physical and natural sciences. Students learn to be reflective, and articulate their thoughts through math seminars, Socratic Dialogue and literature discussions. Through Service Learning, students learn to live ethical lives, and develop a habit of service. The study of Occupations provides students with experience related to business, marketing, and economics. Field experiences give students the opportunity to take advantage of resources in the larger community to broaden their learning. Secondary students choose Enrichment experiences from a menu of Electives.

The curriculum is infused with rich arts and science experiences, and daily academic exercises to strengthen and augment skills – Garfield Secondary students thrive at their own academic pace, with high school credits available to all students in our accredited program. Beginning with individual post-secondary goals in mind, secondary students are guided with the support of teachers and counselors to complete credits and attain advancements that meet their own determined goals and desires.

Garfield School and Elizabeth Academy have ongoing relationships with multiple universities, including the University of Utah and Salt Lake Community College. One of these partnerships includes Tanner Dance, who works with Garfield instructors in a side-by-side teaching model, a collaborative teaching structure that has resulted in a musical theater performance that is tied to the themes of the general curriculum. This is just one example of how these relationships provide additional resources and opportunities for our teachers and students.

## EARLY INTERVENTION ~ INTEGRATED SERVICES ~ INTEGRATED PROGRAMS

### **Elizabeth Academy**

#### Early Intervention, Integrated Services, and Private Therapies

EARLY INTERVENTION (Early Childhood Intervention Services) and INTEGRATED SERVICES (Elementary Integrated Services)\* are extra support services required for children who have been identified by our educational team through assessment as individuals who would benefit from additional support in our classrooms at Elizabeth Academy. An additional fee is required in order to secure these special services. These services help students find social and academic success in their classroom communities. Both Early Intervention and Integrated Services are comprised of teams of special educators and therapy service providers who work collaboratively with classroom teachers to create a seamlessly enriching social, emotional, and academic experience for all children.

EARLY CHILDHOOD INTERVENTION SERVICES (Infant-Early Childhood) at Elizabeth Academy include comprehensive classroom-based Speech and Language Therapy, Physical Therapy (PT), Occupational Therapy (OT), and Music Therapy. Weekly services include 30 minutes a well of classroom support and consultation from a speech and language pathologist, PT support/consult, OT support/consult, and/or music therapy support/consult, as is needed and determined by a child's assessment and SSP goals. Therapist to teacher consult, collaboration and support are a strong component to the success of this plan, as well as parent communication and involvement. 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 building skills throughout the school day within the classroom, rather than in isolated private/pull-out sessions. For children needing additional support,

Private Therapy Services (pull-out) may be added through therapy providers (for an additional cost) who will also collaborate with classroom teachers.

ELEMENTARY INTEGRATED SERVICES (Lower-Upper Elementary) at Elizabeth Academy include classroom-based intensive and integrated therapy support, academic support, and social/emotional support with consultation services. Speech and Language Therapy supports are combined with Reading Therapy and Academic therapy supports. OT, PT and Music Therapy consultations are also enhanced with extra Social/Emotional and Behavioral supports as needed. Private Therapy Services (pushed into the classroom, as needed and/or pulled-out as such) may also be added through therapy providers for an additional cost.

\*Early Intervention and Integrated Services are required for students who receive the Carson Smith or Children First Education Fund scholarships.

## **Garfield School**

### Integrated Programs

INTEGRATED PROGRAMS (7th-12th grade) are a natural part of our Secondary program at Garfield School and are included with the tuition. Secondary Integrated Services are available for students who need them and operate much the same way as they do in the Elementary programs at Elizabeth Academy with instructors and therapists taking added measures to ensure adherence to core standards which are required for high school graduation. The integration of services at the secondary level is to ensure that students are learning in their least restrictive environment. Our curriculum follows an adaptive model. Providing everything from honors extensions, individualized scaffolds, to adapted and modified curricula based on individual need. Our classrooms adapt to various instructional levels– all following the same central themes and texts, but focusing on individual growth through creative solutions to individual learning needs. Every class is designed to teach and challenge the students ready for the highest college levels while adapting and modifying the curriculum to the student’s present levels and learning targets: Focusing on growth for ALL.

We are able to provide such individualization through small class sizes, the co-teaching model, and our class structures; which all incorporate a mixture of inclusive whole group lessons and individualized small group instruction. The collaborative teaching model and student-driven instructional planning allows the flexibility to accommodate the range of learners in our classrooms.

Private therapies are also available for an additional fee. Integrated Arts are also an emphasis of our whole program at the secondary level (both for instructional and therapeutic purposes, as the arts critical enhance neurodevelopment in all students) and these, combined with Integrated Academic Supports are an essential element of our inclusive Montessori education at Garfield School.

## **PRIVATE THERAPY SERVICES**

For students who need additional support in a particular area, various private therapy services are also available on-site and may be contracted through the therapy providers who are given privileges to work at our school. Private therapists also collaborate with classroom teams.

## **C. ENRICHMENTS (Toddler - Lower Elementary) & ELECTIVES (Upper Elementary - Secondary)**

While all students at Elizabeth Academy/Garfield School are engaged in a strong academic Montessori program during the morning work cycle, afternoons are filled with engaging enrichments and electives. Art concepts have their own scope and sequence beginning in the Toddler program and continuing through adolescence. We offer enrichments in the early years, at the Toddler, Early Childhood and Lower Elementary. Electives are offered from Upper Elementary through Secondary. These electives fall into three major areas – Arts, Athletics, and Academics (many of which overlap) and integrate skills that will culminate in an end-of-year student showcase, projects or performing arts piece.

Integrated learning naturally occurs in a Montessori classroom and is enhanced at Elizabeth Academy/Garfield School 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, Theatre), Media Center (Research and Reading), and Physical Education.

At Elizabeth Academy/Garfield School, we recognize the merit of understanding the core subjects and certain basic core principles within each art discipline. After understanding these, the children are encouraged to creatively apply artistic expression, integrating all areas of the curriculum. We also realize the need for special services. A child can augment what is learned in a classroom through exploration and research, and these enrichments provide places and resources that can facilitate higher learning and help them achieve greater potential.

### **ENRICHMENTS**

#### **Music and Dance**

Our music and dance enrichments offer students an awareness of and an opportunity to participate in the joy, poignancy, depth of expression and community experience these arts can provide. Our Music and Dance curricula include: Montessori Bells and Tone Bars, Dance, Music, and Music Therapy.

Music lessons teach children to recognize various notes, become familiar with the structure of the music staff, find rhythm in both music and everyday sounds, and learn about how music tells stories.

Dance lessons allow the children to explore the physical attributes of their bodies and experiment with a wide variety of gross motor abilities. Students also work on developing skills such as hand-eye coordination, balance, strength, and agility.

### Physical Education

Our Elementary and Kindergarten students participate in Physical Education classes. Self-respect, respect for others, and good sportsmanship are included as goals of every aspect of the program. Students work together to be the best they can be as they refine skills and build strength, endurance, balance, speed, and flexibility. Students develop coordination and ability through cooperative games and sports.

### Visual Art

Art theory and technique are introduced to the students through means of exploration and discovery, building a foundation for artistic expression and aesthetic awareness. Cultural studies on specific geographic regions throughout the year expand the children's knowledge of traditional art forms from around the world and the history of Art as a whole. Art provides children with a natural way to communicate thoughts, feelings and ideas as well as a way to develop an understanding and appreciation of the artistic process.

### Library Services

Our students have access to our school library at each campus. Younger students have the opportunity to listen to stories read aloud while older students can check out books, research a topic of interest or learn about a particular author.

## ELECTIVES

Electives are introduced beginning in Upper Elementary at Elizabeth Academy and continue throughout our Secondary program at Garfield School. Electives allow the students more freedom of choice in the afternoons, yet still align with developmental levels in one or more of three areas: Arts, Athletics and Academics. As the students in Upper Elementary and Secondary have attained a level of mastery in core academic skills, the elective options allow them to creatively integrate those concepts in fun and interesting ways. Nature, life skills, art and community play a part in the design of elective choices at the Upper Elementary level and those themes continue into the Secondary level with even more advanced options. In the Secondary program, vocational skills, and other electives are offered, most of which will count for high school credit. There are also field studies in the Secondary program and intercessions (end of term) that culminate into trips taken in the off-seasons. These are overnight trips where students can study subjects in depth and participate in a cultural experience. Our electives are designed to be courses that strengthen individual skills even as they fulfill requirements in a fun and engaging way, incorporating body, mind and spirit. They also prepare students for LIFE.

## **D. THERAPY SERVICES**

Parents who think their child might benefit from therapy services may request to have an assessment for any of the therapies offered at Elizabeth Academy/Garfield School. Our Inclusion Director coordinates this process and may also make recommendations for assessment to parents if she feels a child might benefit from therapy services.

Music and Reading Therapy are paid in a lump sum amount (which can typically be spread out via monthly FACTS payments) for the academic year. Although parents/guardians are not reimbursed for sessions missed due to student absence, therapists will make up those sessions whenever possible with 48 hours advance notice of the absence.

Any teacher or therapist who suspects a child might benefit from a particular therapy will cue the Inclusion Director to determine if a basic screening would be beneficial. Based on screening results, if further evaluation is needed, parents will be notified and informed of applicable fees prior to initiating any evaluations.

### **PRIVATE THERAPY**

The private therapies offered at Elizabeth Academy/Garfield School are listed below. These are available at an additional cost.

#### **ONE-ON-ONE**

If a student is requiring support above and beyond private therapy, Early Intervention and/or Integrated Services, One-on-one support will be necessary as determined by the educational team. One-on-one support services are an additional cost. The educational team is happy to support parents in finding one-on-one support providers and collaborating with those providers.

#### **SPEECH THERAPY**

Speech therapy at Elizabeth Academy/Garfield School is provided privately and/or as part of our Early Intervention or Integrated Services Program.

The Speech-Language Pathologists (SLP) working with our schools are licensed professionals that provide assessments and treatments in a variety of speech-language disorders in the private setting or early intervention/integrated service plan. As part of the early intervention or integrated service plan, the SLP provides language and communication enrichment in the classroom setting, in order to facilitate growth in social and academic areas.



SLP's can target a variety of Speech Disorders which may include deficits in the following:

- Articulation – the way we say our speech sounds
- Phonology - the speech patterns we use
- Apraxia - difficulty planning and coordinating the movements needed to make speech sounds
- Fluency - stuttering
- Voice - problems with the way the voice sounds, such as hoarseness

SLP's target a variety of Language Disorders which may include deficits in the following:

- Receptive Language - understanding language: reading comprehension, auditory comprehension, answering questions, understanding vocabulary, following directions, phonemic awareness, phonological awareness
- Expressive Language - using language: verbal and written expression, asking questions, formulating sentences, word-finding, vocabulary use, sentence structure, grammar, formulating coherent ideas, verbal organization
- Pragmatic Language - social communication; the way we speak to each other: reading social cues, initiating or maintaining conversation, problem-solving social scenarios, figurative language
- Alternative Augmentative Communication: implement low and high tech assistive technology to facilitate language communication as an alternative means of communication

SLP's target a variety of Other Disorders which may include:

- Deafness/Hearing Loss - loss of hearing; therapy includes developing lip-reading, speech, and/or alternative communication systems
- Oral-Motor Disorders - weak tongue and/or lip muscles
- Swallowing/Feeding Disorders - difficulty chewing and/or swallowing
- Cognitive Disorders- attention, reasoning, problem-solving, and executive functioning disorders
- Traumatic Brain Injury including Aphasia

## PHYSICAL THERAPY

For our students with physical needs, our physical therapist may address gross motor skills such as stability and trunk control, rolling, sitting, crawling and walking. As a child improves coordination and strength, they will become more mobile and experience increased independence. Physical therapy provides a foundation of physical skills and the therapist may also make recommendations for adaptive equipment when needed. Our physical therapist will be available for consultation and individual therapy for students with physical and motor needs.

## OCCUPATIONAL THERAPY

Occupational therapy in early childhood focuses on the development of the skills necessary for a child's occupation of play, self-help and pre-academics. Areas of intervention may include fine motor skill development, visual perceptual skills, sensory integration, social skills, pre-writing and activities of daily living such as dressing and feeding.

## MUSIC THERAPY

Music Therapy is a treatment option that is not always well understood. Where speech therapy addresses speech and communication, and reading therapy addresses reading, the main focus of music therapy is not to address musical skills. Instead, Music Therapy uses music and its unique properties, (such as the fact that it stimulates all parts of the brain), to bring about positive change in everyday areas of functioning. Areas addressed by music therapy may include speech/communication, fine and gross motor development, social skills, cognitive development (such as attention span, academics, and memory), sensory integration, and emotional issues.

Examples of goals addressed in music therapy may include: to attend to an instrument or song for a specified length of time, to take turns on an instrument, to fill in song lyrics to increase speech production, to increase self-confidence by creating an original song or learning an instrument, to improve fine motor skills through playing patterns on the piano, or to use instruments as an outlet for emotional expression.

For many children, these areas are most effectively addressed in the individual setting where the music can be uniquely created and geared toward that child's individual needs. For others, a group setting may be most appropriate if they are with peers who have similar needs. The most appropriate setting is determined by the music therapist after a thorough assessment of needs. As with any therapy, the intent of music therapy is to work toward mastery in the most effective setting and to generalize acquired skills to everyday life.

Music therapy can be used to address academic, intellectual, social, sensory, communicative, physical and emotional issues for individuals both with and without special needs. At Elizabeth Academy/Garfield School, we do assessments and create goals and objectives based on each child's unique needs. We will then design music therapy interventions to address those areas of need. In addition to teacher/parent feedback, these objectives are specifically determined by Music Therapist observation and assessment of the child. Music Therapy services are paid directly to Elizabeth Academy/Garfield School. Music Therapy can be provided one to two times per week.

Music therapy is delivered intrinsically in groups anytime the children gather together to engage with musical instruments and in song. This minimal level of music therapy is offered to all in the classroom and in the afternoon enrichments at Elizabeth Academy/Garfield School. Music therapists are trained professionals who are intuitively aware of the needs that a particular child might have and offer a mild level of therapy to all children in these group settings, paying special attention to those who might need a little more therapy assistance in the group.

## READING SUPPORT

For students who struggle with reading (or dyslexia), we have therapists who will work with them OUTSIDE the classroom. Follow up (mostly directed reading at home and/or with volunteers in the classroom) is essential for success in reading therapy. We encourage parents to volunteer when possible as this is a very important aspect of this program. Please refer to our website to find a list of current reading specialists at your student's level.

## ART INTEGRATION

Art integration can be a wonderful mechanism to support learning disabilities, speech delays, anxiety, depression and other mood disorders, as well as a great complement to achieving academic goals and subject mastery. Our art specialists use creative methods employing multiple senses to provide better social, emotional and academic outcomes. Using a sensorial approach, they integrate academic subjects and stimulate the creative process, motivating students to higher achievement in their class studies.

## E. GARFIELD SCHOOL SECONDARY PROGRAM

### ACADEMIC INTEGRITY

At Garfield School, we hold ourselves (staff and students) to a high standard of academic integrity. For this reason, plagiarism and cheating in any form are not tolerated. Plagiarism is copying the work of another person and presenting it as your own work without noting that the work came from another source. Assignments that have used others' ideas or words, and have not properly attributed intellectual ownership, will then be subject to a zero grade. The student will not have the opportunity to resubmit the work. Teachers will address any instance of suspected plagiarism or cheating, making sure that the student understands expectations regarding academic integrity.

### OFFICIAL GRADING POLICY

Determining how students will be graded is a common question in the inclusive school. At the secondary level, teachers differentiate grades by assigning students both a letter and a number grade. The number indicates what standards were used in developing the rubric for the assignment(s) for the student.

<b>Code/Number</b>	<b>Meaning</b>
1	Essential Element Standards
2	1st-3rd grade standards
3	4th-6th grade standards
4	7th-8th grade standards
5	9th-10th grade standards
6	11th-12th grade standards
0	N/A

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 students' mastery of that level of instruction.

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

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

Key:

**Blue**=High academic achievement

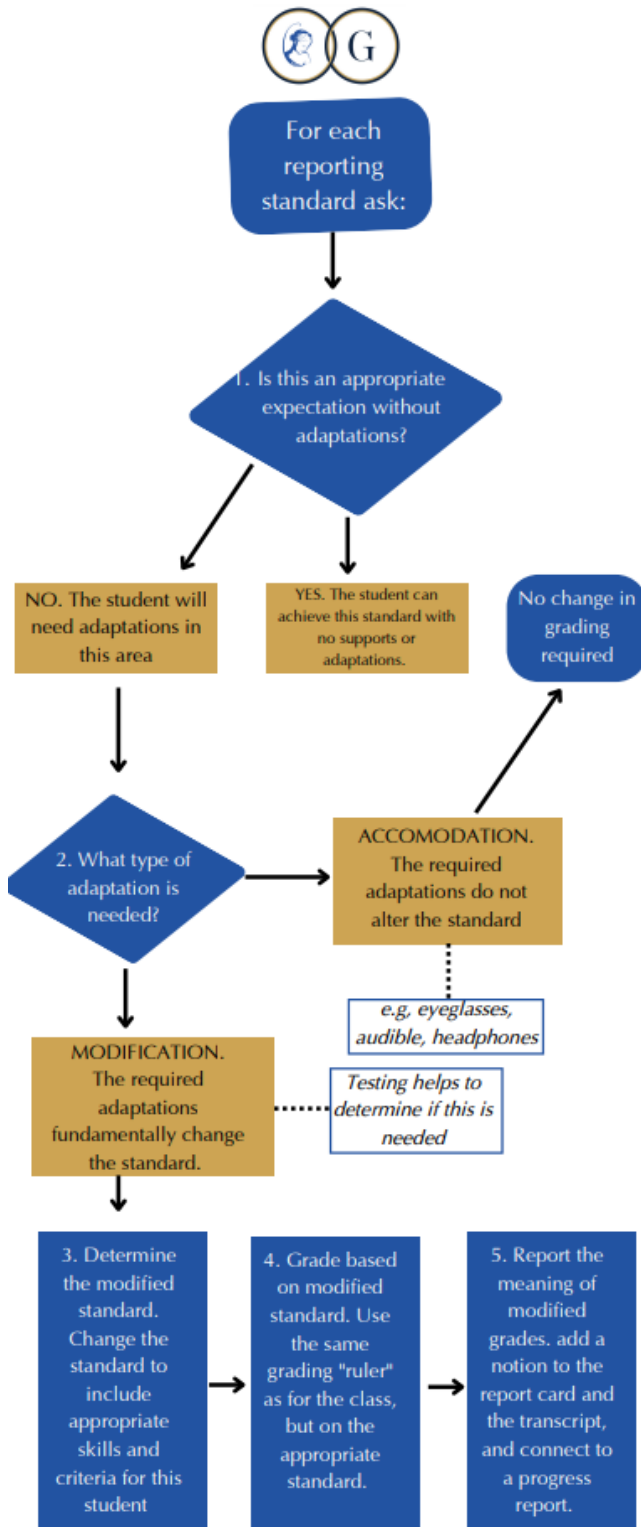
**Green**= Good-Fair academic achievement

**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.

# Inclusive Grading Model



## Citizenship Grades

Citizenship grades are given separately from academic grades. Citizenship grades assess a student’s academic and social behaviors in class. This way, academic report cards truly reflect student present levels and academic mastery, and class participation and behavior is determined separately.

Citizenship grades are given to students during every report card cycle.

The grades include H=Honor, S=Satisfactory, N=Needs Improvement, and U=Unsatisfactory. Students will be assessed on good citizenship in the areas of: Work habits in class, group work, respect, listening skills/following directions and routines, and responsibility as described in the Citizenship Grading Criteria rubric:

Citizenship Rubric

<i>Category</i>	“H” Honors Key Word: “Consistently”	“S” Satisfactory Key Word: “Usually”	“N” Needs Improvement Key Word: “Sometimes”	“U” Unsatisfactory Key Word: “Seldom”
Work Habits in Class	___ Consistently begins work promptly. ___ Completes work on time. ___ Consistently stays on task.	___ Usually begins work promptly. ___ Tries to complete work on time. ___ Usually stays on task.	___ Sometimes needs direction to begin work promptly. ___ Does not usually complete work on time. ___ Stays on task some of the time.	___ Seldom begins work promptly. ___ Seldom completes work on time. ___ Stays on task little of the time.
Group Work	___ Works as a leader in the group. ___ Consistently shares ideas in group discussions. ___ Encourages others to participate.	___ Works well in group activities. ___ Shares some ideas in group discussions. ___ Helps other students in the group.	___ Sometimes needs support to work in group. ___ Sometimes shares ideas. ___ Cooperates with the group.	___ Seldom works well. ___ Seldom shares ideas. ___ Often distracts others or creates problems for the group.
Respect	___ Consistently respectful to peers and teachers in class. ___ Looks for ways to improve atmosphere of respect in classroom.	___ Usually respectful to peers and teachers in class. ___ Usually helps improve atmosphere of respect in classroom.	___ Is learning how to be respectful with peers and teachers in class. ___ Sometimes needs reminders to help improve atmosphere of respect in classroom.	___ Seldom shows respect to peers and teachers in class. ___ Seldom helps improve atmosphere of respect in classroom.

Listening Skills/ Following Directions and Routines	___ Consistently listens to teacher instructions. ___ Consistently listens when other students share ideas. ___ Consistently follows directions and supports classroom routines.	___ Usually listens to teacher instructions. ___ Usually listens when other students share ideas. ___ Usually follows directions and supports classroom routines.	___ Sometimes listens to teacher instructions. ___ Sometimes listens when other students share ideas. ___ Sometimes follows directions and supports classroom routines.	___ Seldom listens to teacher instructions. ___ Seldom listens when other students share ideas. ___ Seldom follows directions and supports classroom routines.
Responsibility	___ Consistently prepared for class. ___ Consistently takes full responsibility for behavior. ___ Consistently takes initiative to solve problems responsibly.	___ Usually prepared for class. ___ Usually takes full responsibility for behavior. ___ Usually takes initiative to solve problems responsibly.	___ Sometimes prepared for class. ___ Sometimes takes full responsibility for behavior. ___ Sometimes takes initiative to solve problems responsibly.	___ Seldom prepared for class. ___ Seldom takes full responsibility for behavior. ___ Seldom takes initiative to solve problems responsibly.

### Grade Reporting

Teachers are to update grades on FACTS on a weekly basis (latest by Thursday at 4:00pm) 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.

### Late/ Missing Work Policy

**School Assignments need to be turned in on time for full credit.**

Work submitted after the due date will only earn up to 80% of the grade value. If after 10 calendar days, the assignment has still not been turned in the student will receive a zero for that assignment. Students who need extended time on an assignment must communicate with their teachers prior to the due date to get an extension on the assignment.

### CREDIT TRANSFER

If a student has credits from another institution they may bring transcripts for administration to review. Administration has the right to accept or decline based on information provided.

If a student would like to be awarded credit for activities outside an educational institution the following need to be turned in to Administration for approval; Description of activity, number of hours



spent participating in the activity per week, start/end date, instructors recommendation and signature. Administration has the right to accept or decline the credits based on information provided.

All credit substitutions must be in line with the Utah Core Curriculum in the area the credit is being applied.

## HIGH SCHOOL GRADING & DIPLOMAS

### High School Diploma

Garfield School will award a High School Diploma to a student who has completed all of the state requirements towards graduation.

## OFF-CAMPUS POLICY

Student safety is at the forefront of our priorities. Middle School students are not allowed to leave campus. High School students must receive parent 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 time of arrival.

## F. ENROLLMENT

### NON-DISCRIMINATION POLICY

Elizabeth Academy/Garfield School admits students of any race, color, national, ethnic or religious origin to all the rights, privileges, programs, and activities available to students at the school. We do not discriminate on the basis of race, color, national or ethnic origin, or gender in the administration of our educational policies, admissions or other school-administered programs.

Elizabeth Academy/Garfield School reserves the right to adjust enrollment and re-enrollment policies at any time. Any changes to enrollment and re-enrollment policies will be communicated to staff, parents of current students, and potential new students in writing prior to the beginning of our yearly enrollment period.

### BALANCE, RATIOS AND CONDITIONAL ENROLLMENT

Elizabeth Academy/Garfield School adds another element by maintaining a delicate ratio for special needs with mandated inclusion. Even as we open our arms to children with special needs, we are determined not to exceed our ratio of 15 to 20% for them. To maintain the quality experience and educational integrity for ALL at the school, this is an imperative. Therefore, it should be noted that this enrollment area fills rapidly and there is typically a larger waiting pool for students with special needs.

Elizabeth Academy/Garfield School must maintain a balance of students in regard to age, gender and ability. This is a delicate process at enrollment time and is sometimes confusing for parents. In our multi-age classrooms, we strive to have an equal number of boys and girls in each age level, and a limited number of children with more challenging special needs that reflects the ratio of special needs in the population at large (15 to 20% or two to four children per classroom, depending on the level of needs and classroom size). This means that, while a class may have a vacancy, because of gender, age and ability ratios, a particular child may not be able to fill that vacancy. **Spots for children with special needs fill very quickly and require extra planning to provide proper staff. Parents should be aware of these constraints when applying for enrollment at Elizabeth Academy/Garfield School and especially during the Continuing Enrollment process.**

Any eligible applicant with special needs will be enrolled if, after careful evaluation of the child's needs, and the school's capabilities to meet those needs, it is felt that the child can participate in and benefit from the program/services the school offers and the school can make reasonable accommodations to provide effective care for this child as well as for other enrolled children.

### Conditional Enrollment

The emotional and physical well-being of all children at all times is the foundation of an inclusive Montessori classroom. All children are enrolled at Elizabeth Academy/Garfield School on a provisional basis. It is possible that our program may not meet a child's particular needs. If this occurs, and if in the judgment of the teacher, director, or the parent/guardian, the child is not benefiting from our program, and/or is interfering with the class function, the parent/guardian may be instructed to withdraw the child. We do our best to support parents in finding another placement that would more fully meet their child's needs.

As children grow and develop, their needs change, presenting new challenges. Both the Elizabeth Academy and Garfield School campuses have a school social worker as well as available on-site and outside resources for private therapy. If a parent desires the services of another outside intervention therapist and would like them to collaborate with teachers and/or therapists at Elizabeth Academy/Garfield School, this must be approved by the Student Support Plan (SSP) team, administration, and be carried out at the family's expense.

### NEW STUDENT ADMISSIONS PROCESS

Steps:

#### 1. Visit Elizabeth Academy/Garfield School and Tour a Campus

Prospective parents/guardians should visit the campus they are interested in. Please contact the Elizabeth Academy (801-281-4848) or Garfield School (801-296-0600) campus to schedule a tour. Parents/guardians will have the opportunity to speak with an administrator and tour our Elizabeth Academy or Garfield School campus to learn about our programs.

#### 2. Submit Application and Schedule Assessment

If enrollment is desired, parents/guardians will need to complete an application form online and pay the application fee. Parents/guardians may also mail or email a letter as part of the application process that explains their goals for their child, how they hope Elizabeth Academy/Garfield School will meet those expectations, and their family plans to be involved with the Elizabeth Academy/Garfield School community. Where applicable, applicants must provide complete records from all previous schools, including contact information for most recent teachers who will submit feedback forms. Applications without this information will not be considered.

#### 2. Assessment

Elizabeth Academy/Garfield School seeks to create and maintain a student body consisting of students with varying capabilities who will flourish and add to the inclusive Montessori environment and community.

After reviewing the application, if a space is available, our admissions specialist will contact the prospective parent/guardian to schedule a student assessment. There is a one-time fee of \$50 due at the time of the assessment (if a future assessment is needed, the fee is waived). This is intended to be a friendly introduction and a time for us to make an informal assessment of the child's needs. Parents should allot the following approximate amount of time based on the child's level:

- Infants and Toddlers can expect their assessment to take about 30 minutes,
- Early Childhood, Lower Elementary and Upper Elementary students may spend several hours or a full day,
- Secondary students typically spend either a half or a full day.

Depending on the age of the child, one or two school visits may be scheduled to observe social attributes and behaviors in the context of the classroom environment. This allows us to become better acquainted with the needs of a new prospective student and make a thoughtful decision as to availability and appropriate classroom placement.

Although a new student application can be turned in at any time, our new student assessments begin in February and continue throughout the month of March. If applications are received outside our normal enrollment window, an assessment day will be scheduled outside of this typical timeframe.

Prospective students will have equal weight given to academic and behavior qualifications. During the assessment, each young child is informally evaluated in the areas of reading, writing, and arithmetic, as appropriate. Upper Elementary and Secondary students are given a dynamic web-based assessment, typically in the areas of math, reading, language arts and science. The visit may also include a parent interview during which parents will have an opportunity to tell us about their child. After this appointment, parents will be contacted within two weeks. Notification as to acceptance will be made in the two-week period after the child's assessment was done as we determine space availability.

#### 4. Acceptance and Enrollment

Priority is given to returning students, then to siblings and transferring Montessori students. After these considerations, children from the applicant pool are accepted based on availability with consideration of age, gender and, where applicable, the level of special needs. A Montessori classroom is designed to encompass a balance of ages, genders and needs.

Open enrollment for new families begins in January. If Elizabeth Academy/Garfield School has an opening for your child, you will receive an acceptance packet, including an enrollment contract. Return the contract and form with the non-refundable commitment fee and materials and activity fee within two weeks to reserve a space for your child.

If enrollment is full, the parent is more than welcome to request that their child be placed in our applicant waiting pool. We will contact parents if a space becomes available. **It is the parent's responsibility to follow up on availability during the next enrollment season and submit a new application, should they desire enrollment at that time.**

Children are enrolled at Elizabeth Academy/Garfield School based on the following criteria: age, readiness, previous records, program demands, needs of the child, behavior within the classroom and school, and the commitment of the parent/guardian to Elizabeth Academy/Garfield School policies and procedures and to supporting your child's academic and social needs as a collaborative partner.

Children are assigned to a classroom in such a way as to produce classes with an even age and gender distribution. Other criteria include, but are not limited to, peer relationships and sibling issues. Once a child has been placed in a classroom, there will be no classroom switches unless a change is necessary and is approved by the parent, Head of School and all classroom teachers involved in the transition.

All children enrolled in our Early Childhood program must be independent or very close to independence with toileting unless a medical condition prohibits or developmental delays are present.

All enrolled children must have the following on file:

- Enrollment Contract
- Up-to-date Immunization form or Utah Dept. of Health Exemption Form
- Authorization for Medical Information and Emergency Medical Treatment
- Parent Handbook Acknowledgment form
- Physical Education Medical Release form (for Kindergarten, Elementary, Secondary students)
- Student Technology Use form (for Upper Elementary, Secondary students)
- Field Trip Permission
- Authorization for Alternate Pick up
- Directory Authorization
- Medicine Dispersal (If needed)
- Any Individualized Educational Plan (IEP) or results from any psychoeducational testing from previous schools.
- Carson Smith documents (when applicable)

**Parents/Guardians who fail to submit required forms affect their child's eligibility to attend Elizabeth Academy/Garfield School.**

## RETURNING STUDENT CONTINUING ENROLLMENT PROCESS

### Continuing Enrollment Window - Form and Fees

Previously enrolled students need not reapply year to year, but must fill out a Continuing Enrollment form (sent home with your child during the continuing enrollment period starting in mid-December) 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 cannot be accepted unless tuition for the current year is paid to date. We cannot hold spots for returning students if current year tuition is delinquent.

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 (the deadline is when "Open Enrollment" begins) then we will assume that you do not have plans to enroll your child the following year and we will plan accordingly, opening up any vacancy to new students. We may offer you a reminder but it is not our responsibility to follow up or initiate communication regarding Continuing Enrollment beyond our formal communication process (newsletter, email, website). **Classroom teachers are not involved in the day-to-day process of enrollment and cannot give accurate information about the status of enrollment capacities.** It is the parent's responsibility to communicate with the Head of School regarding Continuing Enrollment and get forms and fees in on time. When Open Enrollment begins, we will give any available spaces to new students.

It is very important that parents take advantage of this "Continuing Enrollment" period of time and privilege to turn in their form and fee or communicate with the Head of School, Executive Director or Business Director if they desire to continue enrollment but have extenuating circumstances which prevent them from doing so in a timely manner. If you do not intend to enroll your child, we ask that you return the form (included in your Continuing Enrollment Packet) indicating that your child will not be returning.

**If your child will be advancing to the next program level, an assessment will be necessary before continued enrollment and advancement within our program is granted.** This assessment will include determining if your child has met program level benchmarks that will promote success within the classroom at the next level, as well as ensure classrooms are able to support and meet the needs of all students.

## PROGRESSION THROUGH PROGRAM LEVELS AND TRANSITIONS

Although as an inclusive school we are flexible in accepting students with limitations, we do have some expectations for advancement to the next program level.

## PRIORITY/CONTINUING ENROLLMENT

Priority enrollment (“Continuing Enrollment”) for current families begins on the Friday before Winter Break in December and ends when Open Enrollment begins. You have until the day that Open Enrollment begins to return your Continuing Enrollment contract and non-refundable commitment fee to secure your child's space. **Open Enrollment is the DEADLINE for the privilege of Priority/Continuing Enrollment.**

**Open enrollment for new families begins in late January and we will begin filling any open spaces with new students at that time.**

## TUITION AND FEES

### Commitment Fee

The Commitment Fee secures your student’s placement. It is non-refundable and due upon submission of the Enrollment Contract.

### Materials and Activity Fee

Montessori materials are specific and of very high quality. To assist in supplying each classroom with materials and with having special activities during the academic year, a non-refundable annual materials and activity fee is charged for each student. Due upon submission of the Enrollment Contract.

### EAPO/GSPO Family Fee

This non-refundable annual fee covers events and other functions sponsored by the parent organization (such as parent teas, teacher appreciation and community events), and is due upon submission of the Enrollment Contract. If more than one child in a family is enrolled, this fee will be applied to the oldest child.

### Technology Fee (Upper Elementary, Middle School & High School students only)

The Technology fee covers the cost of IT hardware (such as Chromebooks) and software used in the classroom and is due upon submission of the Enrollment Contract.

Elizabeth Academy/Garfield School offers Payment in Full, Two Equal Payment, Monthly and Twice Per Month payment options through FACTS Management Company ("FACTS").

## PAYMENT OPTIONS AND DISCOUNTS

### Payment in Full

You will receive a three percent (3.0%) discount as long as your tuition is paid in full by May 20<sup>th</sup>. For **newly enrolled families** who join after May 20th, the pay in full discount will be honored if tuition is paid in full within 10 days of returning the Enrollment Contract. This discount applies only to families

who do not receive a Carson Smith scholarship, Tuition Assistance, or any other scholarship adjustment. Tuition in full is paid via check or credit/debit card (3.5% convenience fee for this option) or through FACTS Management Company (“FACTS”) 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). Payment in full is due by May 20th or (for newly enrolled families) within 10 days of returning the Enrollment Contract or your child’s enrollment may be jeopardized.

#### Two Equal Payments

The first payment is due in May and the second in November (either on the 5<sup>th</sup> or 20<sup>th</sup> of the month, depending on which withdrawal option you choose). These payments are made through FACTS Management Company (“FACTS”) by one of the following payment methods: (1) automatic withdrawal from your bank account; or (2) credit card (FACTS charges a 2.95% fee). FACTS charges an annual fee of \$10 per household for the two equal payment option. You must sign up on FACTS no later than ten business days after returning your enrollment contract, or you will be charged a \$100 fee and your child’s enrollment could be jeopardized.

#### Monthly Payments

Annual tuition is payable in twelve (12) equal monthly installments. The first tuition payment will be due either on May 5<sup>th</sup> or May 20<sup>th</sup> (depending on which withdrawal option you choose). The remaining eleven (11) installments are due on the 5<sup>th</sup> or 20<sup>th</sup> day of each month from June – April. Monthly tuition is paid through FACTS Management Company (“FACTS”) through: (1) automatic withdrawal from your bank account; or (2) credit card (FACTS charges a 2.95% fee). FACTS charges an annual \$45.00 fee per household for the monthly payment option. You must sign up on FACTS no later than ten business days after returning your enrollment contract, or you will be charged a \$100 fee and your child’s enrollment could be jeopardized.

#### Twice Per Month Payments

Annual tuition is payable in twenty-four (24) equal twice per month installments. The first tuition payments will be due on May 5<sup>th</sup> and May 20<sup>th</sup>. The remaining twenty-two (22) installments are due on the 5<sup>th</sup> and 20<sup>th</sup> of each month from June – April. Twice per month tuition is paid through FACTS Management Company (“FACTS”) through: (1) automatic withdrawal from your bank account; or (2) credit card (FACTS charges a 2.95% fee). FACTS charges an annual \$45.00 fee per household for twice per month payment option. You must sign up on FACTS no later than ten business days after returning your enrollment contract, or you will be charged a \$100 fee and your child’s enrollment could be jeopardized.

Returning families who were in the FACTS database during the previous school year do not need to sign up again. However, you must make sure your payment and contact information is accurate on FACTS no later than April 12<sup>th</sup>.



New families must sign up on FACTS no later than April 12<sup>th</sup>, or, if you enroll after that date within 10 days of turning in your Enrollment Contract or you will be charged a \$100 fee and your child's enrollment could be jeopardized.

For all families, FACTS charges a \$45 annual fee per household for the Monthly and Twice per Month plans, and a \$10 annual fee per household for the Two Equal Payments plan. There is no FACTS charge for the Payment in Full option if it is withdrawn from your bank account. For all plans, if paying by credit card, FACTS charges a 2.95% fee. FACTS also charges a \$30 fee for each missed payment. All tuition payment plans run from May through April.

### Sibling Discount

For families enrolling more than one child at Elizabeth Academy and/or Garfield School, the eldest student pays the full tuition price. Additional children receive a 10% discount. This applies only to children living in the same household and to families who do not receive tuition assistance or any other scholarship adjustment (with the exception of Carson Smith Scholarship).

### SIGN UP ON FACTS

To sign-up on FACTS, go to our website ([www.elizabethacademy.com](http://www.elizabethacademy.com) or [www.garfieldschool.com](http://www.garfieldschool.com)) and click on the link in the bottom right hand corner that says "Electronic Payments". This will bring you to the FACTS website.

Log into your FACTS account, there will be a link that says "Setup Payment Plan". This is where you enter your checking account or credit card information.

Once this has been completed, the Business Office will enter in the tuition due from our end of the system and you will receive an email confirmation from FACTS with the amount of your payments. The funds will then be automatically withdrawn on the 5th or 20th of the month, whichever you choose.

You must sign up on FACTS no later than April 12th to meet the May payment deadline; or within 10 days of turning in your enrollment contract (after the April 12th deadline) to begin making payments.

### Late Fee and Returned Check Policy

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 may be terminated at any time during the school year with a payment in check made to the school for the remainder of the full year's tuition. Please contact our administrative office immediately if you are in need of 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.

## NEED-BASED TUITION ASSISTANCE PROGRAM

Elizabeth Academy/Garfield School values socio-economic diversity and has a tuition assistance fund available for currently enrolled families with financial need who have students in or moving into our Elementary and Secondary programs. Families are strongly encouraged to apply for tuition assistance by the end of January, as we start making tuition assistance decisions during the month of February and finish by the end of March. Funds may not be available for those who miss the January deadline. All inquiries, applications, and supporting documentation with regard to tuition assistance are treated confidentially.

### Contributing Family Scholarship

Families who have gone over and above in making significant contributions in the way of EAPO/GSPO parent leadership or in providing substantial classroom support in close coordination with administration may be eligible to receive a Contributing Family Scholarship for their child/ren.

### How to Apply for Tuition Assistance

The application for tuition assistance is separate from the application for admission, but the two application cycles do overlap. Interested families should simultaneously complete admission application materials and tuition assistance application materials every year that you are applying for tuition assistance.

Elizabeth Academy/Garfield School uses FACTS Management Company (“FACTS”), to process tuition assistance applications. Interested families can apply for Tuition Assistance through the following link: [online.factsmgt.com/aid](https://online.factsmgt.com/aid)

Complete the application for financial aid, including uploading supporting documentation by the end of January.

### How Need is Determined

As is common with many independent schools, tuition assistance awards are decided by our Tuition Assistance Committee based on the financial need information provided by FACTS.

## CARSON SMITH & CHILDREN FIRST EDUCATION FUND (CFEF) SCHOLARSHIPS

Students at Elizabeth Academy/Garfield School who would be eligible for an IEP in the public school system, can apply for a Carson Smith scholarship, which is granted by the state of Utah, and a CFEF

Scholarship, which is funded through private donations. These scholarships are available for children with documented special needs who will be three years old before September 2<sup>nd</sup> of the current school year. Carson Smith scholarships are granted quarterly during the year. Both programs are intended to run complementary to one another, but a student may only be awarded a scholarship from one program at a time. The CFEF scholarship is income-based. It may benefit families to apply for both scholarships, as they may be eligible for different award amounts in each program. If a student is awarded a scholarship in both programs, the family will need to decide which scholarship to keep.

To receive financial assistance through the Carson Smith scholarship fund for a full school year, applications must be submitted by August 13th for the upcoming year. For more information on Carson Smith scholarships, please visit the following website:

<https://www.schools.utah.gov/specialeducation/programs/carsonsmithscholarship>

For more information on the CFEF scholarship, please visit the following website:

<https://childrenfirsteducationfund.org/>

### Eligibility Requirements

To be eligible for a scholarship, the student must meet all of the following requirements:

- The student's custodial parent or legal guardian must reside within the State of Utah.
- The student must have one or more of the following disabilities: Autism, Developmental Delay (applicable to children between 3 to 8 years of age), Emotional Disturbance, Hearing Impairment, Intellectual Disability, Multiple Disabilities, Orthopedic Impairment, Other Health Impairment, Specific Learning Disability, Speech/Language Impairment, Traumatic Brain Injury, Visual Impairment (including Blindness)
- For Carson Smith Scholarships, the student must be at least three years of age before September 2<sup>nd</sup> of the current school year and can qualify until they are age 21. For CFEF scholarships, the student must be eligible to participate in public school, in kindergarten or grades 1 through 12.

The student must also meet one of these two conditions:

- The student was enrolled in a Utah public school in the previous school year, had a current IEP during the school year and has been admitted to an eligible private school; or
- The student enrolled in, or has been admitted to an eligible private school designated as a "School that has Previously Served Students with Disabilities," and an assessment team, consisting of representatives from the private school, local education agency, or public schools, and assessment consisting representatives private school, local education agency, or public

schools, and parents (Utah Code Sec 53A-1a 704(7) has determined that the student would qualify to receive special education and related services if enrolled in a public school.

Application and Supporting Documents

Carson Smith applications must be completed and submitted to the appropriate school district as directed in the instructions on the application. Parents must include a copy of the child’s birth certificate, two forms of proof of Utah residency for each parent/guardian, and a letter of acceptance from Elizabeth Academy/Garfield School with their application. CFEF applications must be submitted through the following website: <https://childrenfirsteducationfund.org/parent/>

Attendance Requirements

If a student misses more than ten consecutive days of school during a quarter, a check is not issued and that student is automatically withdrawn from the Carson Smith program. If a student is not able to attend due to illness, the student can continue to receive a Carson Smith scholarship as long as the illness is documented and parents are working closely with teachers to continue the child’s learning at home.

Timeline and Deadlines for 2022-2023 School Year

Action	Responsible Party	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Application to Local Education Agency (LEA)	Parent or Guardian	Aug 15, 2022	Oct 21, 2022	Jan 4, 2023	March 10, 2023
Verification Window Open (CSSCAPES)	Private School	Aug 22 - Sept 2, 2022	Oct 28 - Nov 11, 2022	Jan 11-25, 2023	March 17-31, 2023
Lottery and Check Run	USBE Carson Smith Scholarship Program	Sept 12, 2022	Nov 17, 2022	Jan 31, 2023	April 5, 2023
Checks Received at Schools	USBE Carson Smith Scholarship Program	Sept 22, 2022	Nov 30, 2022	Feb 9, 2023	April 13, 2023
Return Checks or Verification of Receipt & Deposit Forms to USBE	Private School	Oct 6, 2022	Dec 14, 2022	Feb 23, 2023	April 27, 2023

Carson Smith and CFEF scholarship funding can only be used to pay your student’s tuition, technology and materials/activities fees. Funds cannot be used to pay for private therapy services that are not billed through the school. If your student is receiving Tuition Assistance or any other scholarship amount, Carson Smith or CFEF funding is first applied to Tuition Assistance or the scholarship amount and then (if any funding remains) to the remaining tuition balance due/paid, then to materials/activity and/or technology fees.

## Funding Schedule 2022-2023 School Year

### Full Day K-12 Scholarship

Qualifying Minutes	Quarterly Scholarship	Annual Scholarship
1-179 minutes/day service level	\$1,514.25	\$6,057.00
180 or more minutes/day service level	\$2,523.75	\$10,095.00

### Preschool or ½ Day Kindergarten Scholarship

Qualifying Minutes	Quarterly Scholarship	Annual Scholarship
1-89 minutes/day service level	\$832.84	\$3,331.35
90 or more minutes/day service level	\$1,388.06	\$5,552.25

If your student has already received a Carson Smith scholarship check at Elizabeth Academy/Garfield School, we will apply the annual amount of that scholarship to your student's tuition. The Utah legislature typically increases scholarship amounts each year. Once we receive your student's first quarter check (mid-September), we will adjust the scholarship amount and refund any overpayment or existing FACTS payments, if necessary.

If your student has applied for a new Carson Smith or CFEF scholarship, we will not know that the scholarship has been funded until the State of Utah publishes the new funding schedule and the CFEF publishes its scholarship amounts in the summer. You will need to begin paying in May based on the full tuition and therapy services fee amounts. Once the first check is received, we will apply the scholarship amount to tuition and refund any overpayment or adjust FACTS accordingly.

### MERIT SCHOLARSHIPS

Current students can apply for Merit scholarships at the Upper Elementary and Secondary levels. Applications are available in October and scholarship decisions are made in March of each year.

#### Upper Elementary Merit Scholarship

The maximum Upper Elementary scholarship is \$4,500, and is based on the following criteria:

#### 1 - ACADEMIC PERFORMANCE (\$1,000)

- Hard work, Dedication
- Perseverance, Initiative

This could be a student of any ability level, including those with learning challenges. The key is that the student is working to the best of their ability, taking advantage of accommodations available to them and is progressing. Effort is key here.

## 2 - CITIZENSHIP/LEADERSHIP (\$1,000)

- Positive role model
- Independent and able to work effectively on their own. Also cares about the wellbeing of the entire class.
- Helps others without needing to be asked

This is a student who is a positive influence on their peers. Understands how to be a leader with the courage to lead from the front and also humble and willing to be a silent leader/influencer

## 3 - INCLUSIVITY (\$1,000)

- Good listener
- Patient and understanding
- Collaborates and works well with others
- Includes others. Actively seeks those who are not being included and finds ways to include them

## 4 - FINANCIAL NEED (\$1,500)

- To demonstrate financial need, family must apply for tuition assistance via FACTS
- FACTS determines financial needs based on adjusted gross income, and family income after core expenses

### Middle/High School Merit Scholarship

The maximum Middle/High School scholarship is \$9,000, and is based on the following criteria:

## 1 - ACADEMIC PERFORMANCE (\$2,000)

- Hard work, Dedication
- Perseverance, Initiative

This could be a student of any ability level, including those with learning challenges. The key is that the student is working to the best of their ability, taking advantage of accommodations available to them and is progressing. Effort is key here.

## 2 - CITIZENSHIP/LEADERSHIP (\$2,000)

- Positive role model

- Independent and able to work effectively on their own. Also cares about the wellbeing of the entire class.
- Helps others without needing to be asked

This is a student who is a positive influence on their peers. Understands how to be a leader with the courage to lead from the front and also humble and willing to be a silent leader/influencer

### 3 - INCLUSIVITY (\$2,000)

- Good listener
- Patient and understanding
- Collaborates and works well with others
- Includes others. Actively seeks those who are not being included and finds ways to include them

### 4 - FINANCIAL NEED (\$3,000)

- To demonstrate financial need, family must apply for tuition assistance via FACTS
- FACTS determines financial needs based on adjusted gross income, and family income after core expenses

## STUDENT WITHDRAWAL POLICY

Withdrawal of a child(ren) from the School after enrollment is actively discouraged by the School's Staff and Board of Directors. **Such action has unfortunate 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 Head of School 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/Garfield School, whether the Student was actually attending classes during the notice period or not, or (ii) when all pending financial obligations of the parent/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 Head of School to the Parent(s) and to the Elizabeth Academy/Garfield School Business Office.

### Minimum Tuition Liability

Notwithstanding the early termination of the Enrollment Contract, the applicant's financial obligations to the School under this 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 an 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(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, and the parent(s)/guardian(s) is 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/Garfield School'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.
- (c) 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.

#### Student Dismissal

Elizabeth Academy/Garfield School reserves the right to deny enrollment or to require the student's dismissal at any time during the school year if the Head of School and/or Executive Director determine that the School is unable to meet the academic and/or behavioral needs of the student. Barring extreme cases necessitating immediate expulsion, this is usually determined through the RTI/SST process, or if other obligations, such as attendance requirements, tuition payments or other responsibilities are not met by the parents and student. In these cases, the parent(s)/guardian(s) will be liable for all tuition and fees up through the date of dismissal, but they are not liable for the remaining prorated portion of the tuition for the academic year between the date the dismissal takes effect and the end of the academic year.

#### *Release of Academic Records:*

Student records will not be released to other schools or agencies until all financial obligations to Elizabeth Academy/Garfield School are paid in full to the satisfaction of the School's Board of Directors.



## G. PARENT RESPONSIBILITIES

As a parent or guardian of a student enrolled at Elizabeth Academy/Garfield School, you are entitled to certain rights. With those rights come responsibilities. When you sign the Parent Handbook Contract as you enroll your child, you acknowledge that you have read and agree to abide by the policies and procedures at Elizabeth Academy/Garfield School, as well as committing yourself to doing your part to ensure that your student can have optimal success. There is nothing more important than a committed, proactive parent involved in a child's life and well-being to ensure educational success. Below is a list of expectations we have of parents at Elizabeth Academy/Garfield School.

### ATTENDANCE POLICIES AND PROCEDURES

Regular attendance at school is a major key to student success and is required by law in the state of Utah. Frequent absence of students from day-to-day classroom instruction disrupts the learning process. A quality education requires continuity of instruction, class participation, learning experience, and study. Activities, discussions, projects, and presentations take place every day and cannot be duplicated even by after-school instruction or make-up work. All students, even our youngest, are expected to attend school on a daily basis, arriving before the start of the school day. Consistent attendance and prompt arrival are essential.

Attendance is taken daily. Staff members record the times children arrive and depart. Attendance records kept by teachers will be available to parents/guardians on progress reports or upon request.

If your student is going to be absent from school even for a day, please notify the office as soon as possible by calling the front office or clicking on the "Report an Absence" button on our website. Secondary students who miss more than ten days in any given semester may lose credit for the semester at the discretion of the school administration. When a student has been absent ten (10) or more days without contact between the school and a parent, that student is truant. In the case of truancy, Elizabeth Academy/Garfield School is required to make a report to the State.

Students are expected to be in class **by 8:45 a.m. at the Elizabeth Academy campus and by 8:30 a.m. at the Garfield School campus**, to be 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 after 8:50 am (at the Elizabeth campus) and after 8:35 am (at the Garfield campus) without prior notification from parents of an appointment (i.e. doctor or dentist ) are marked absent.

Tardiness and irregular attendance create a disruption to the class and limits your child's opportunities to develop social and academic skills. Missing even a half-hour of school a day deprives a child of several days of work a month.

### Absences

We ask that all parents/guardians click the Report an Absence button on our website or contact the front office before 8:45 a.m. at the Elizabeth campus (801-281-4848) and before 8:30 a.m. at the Garfield campus (801-296-0600) if your child is to be absent for any reason. This will prevent unnecessary calls from the school staff. On the day following your child's absence, please call the front office or send an email to their teacher to let us know why he or she missed school if it was not explained yet.

If your child is tardy due to an excusable reason (medical appt, therapy appt, etc.) the tardy will be marked and staff will add comments so that the reason is clear.

If your child is going to be absent from school for an extended period of time (3 or more consecutive school days), please notify the office as soon as possible. Secondary students who miss more than ten days in any given semester may lose credit for the semester at the discretion of school administration. When a student has been absent ten (10) or more days without contact between the school and a parent, that student is truant. In the case of truancy, Elizabeth Academy/Garfield School is required to make a report to the State.

### Excused and Unexcused Absences

Students may be legitimately absent from class for an "excused absence." An absence is designated as "excused" for illness, medical and dental appointments that cannot be reasonably scheduled after school, unusual opportunities for educational experiences beyond the classroom, religious practice, and family events such as reunions, weddings, and the like.

Parents or guardians must notify classroom teachers in advance of legitimate absences so that the absence is not designated "unexcused" (absences due to illness and emergency are an exception). An "unexcused absence" is a student's absence from school for reasons other than those mentioned above.

Whenever possible, a student anticipating an excused absence should contact classroom teachers in advance of the absence in order to acquire guidance for study and work while absent. If a student has been legitimately absent from class due to an unanticipated absence, he/she must contact the teacher regarding make-up work when he/she returns (a younger student may utilize the help of a parent or guardian in this process).

Classroom teachers are required to record and verify daily student attendance. Classroom teachers will notify the Administration if a student's attendance is irregular or absences are excessive, if the absence

seems to fall into the category of an “unexcused” absence, or if it occurs without explanation.

Classroom teachers will record tardiness and report the excessive tardiness of any student to the Administration. If a student has excessive absences and/or tardiness, the head of school will contact the student’s parents/guardians to schedule a conference to discuss solutions. Students who have missed excessive amounts of school may not be developmentally or academically ready to move to the next program level, and thus, will not be eligible for transition. Habitual absenteeism and/or tardiness may jeopardize a student’s continuing enrollment.

## ACADEMIC, PHYSICAL HEALTH & SOCIAL/EMOTIONAL SUPPORT

While most of a student’s academic work is done during school hours (particularly during the morning “work cycle”), occasionally there are projects and research done after those hours. Daily reading is also encouraged. We expect your support in helping your child achieve academically by guiding these endeavors.

It is also in a child’s best interest to instill habits of good health by establishing consistent routines and paying attention to eating nutritious meals, regular fitness and getting a good night’s sleep. In addition, your child’s emotional health is important to us. For more information about our own “parenting style” at Elizabeth Academy/Garfield School and guidelines regarding these topics, see the “Student Life” and “Health Protocols” sections of this handbook.

## COMMUNICATION AT ELIZABETH ACADEMY/GARFIELD SCHOOL

Formal communication at Elizabeth Academy/Garfield School consists of our website, monthly newsletters, FACTS (academic tracking system for infant through sixth grade) and Buzz (academic tracking system for middle and high school) and email (for interaction between parents and staff).

### 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 group emails (and sometimes individual emails) and emergency text messages to parents. As a parent, the emails will come directly to your personal email. If you are not receiving email correspondence from the school or your child’s teachers, please email Aimee Sill (aimee@elizabethacademy.com) and we will check to make sure that you are connected to your classroom and to the all school group.

## WEEKLY SECONDARY PARENT UPDATES

These are sent to Secondary parents at the end of every week from the curriculum director. Secondary parents, if you are not receiving a Friday email, please email the office staff.

## CLASSROOM EMAILS

For two-way communication, 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.

### *Elizabeth Academy Campus*

Infant Classroom: [infant@elizabethacademy.com](mailto:infant@elizabethacademy.com)

Toddler Classroom 1: [toddler1@elizabethacademy.com](mailto:toddler1@elizabethacademy.com)

Toddler Classroom 2: [toddler2@elizabethacademy.com](mailto:toddler2@elizabethacademy.com)

Toddler Classroom 3: [toddler3@elizabethacademy.com](mailto:toddler3@elizabethacademy.com)

Toddler Classroom 4: [toddler4@elizabethacademy.com](mailto:toddler4@elizabethacademy.com)

Early Childhood Classroom 1: [ec1@elizabethacademy.com](mailto:ec1@elizabethacademy.com)

Early Childhood Classroom 2: [ec2@elizabethacademy.com](mailto:ec2@elizabethacademy.com)

Early Childhood Classroom 3: [ec3@elizabethacademy.com](mailto:ec3@elizabethacademy.com)

Early Childhood Classroom 4: [ec4@elizabethacademy.com](mailto:ec4@elizabethacademy.com)

Lower Elementary Classroom 1: [le1@elizabethacademy.com](mailto:le1@elizabethacademy.com)

Lower Elementary Classroom 2: [le2@elizabethacademy.com](mailto:le2@elizabethacademy.com)

Lower Elementary Classroom 3: [le3@elizabethacademy.com](mailto:le3@elizabethacademy.com)

Upper Elementary Classroom 1: [ue1@elizabethacademy.com](mailto:ue1@elizabethacademy.com)

Upper Elementary Classroom 2: [ue2@elizabethacademy.com](mailto:ue2@elizabethacademy.com)

### *Garfield School Campus*

Middle School/High School: [secondary@garfieldschool.com](mailto:secondary@garfieldschool.com)

## PARENT/TEACHER CONFERENCES, PROGRESS REPORTS, SSPS

Parent/Teacher Conferences are held twice a year (in October and February). Your attendance shows us that you support your child and your feedback regarding Progress Reports and/or involvement in Student Support Plans meetings (if needed) show your commitment to your child AND to the school.

We diligently strive to help your child achieve success and appreciate your commitment in doing the same, working together in a spirit of collaboration.

## SPECIAL CONSIDERATIONS AND CONCERNS

At Elizabeth Academy/Garfield School, relationships are of utmost importance to us and we strive for a feeling of family within our community. If there is ever a personal concern or a special consideration that you would like to discuss with us privately, we will honor the confidentiality and do our best to address the situation and/or meet your needs. Communication leads to understanding, so even as we “diligently strive” to meet the needs of the children at Elizabeth Academy/Garfield School (as stated in our mission statement), we feel the same way about our parents and community, too. You have a voice. We will listen.

## PARENT VOLUNTEER HOURS, PARENT ORGANIZATIONS, SPECIAL INTEREST GROUPS

As part of your contribution to Elizabeth Academy/Garfield School (and your child), **we ask that parents provide a minimum of 20 volunteer hours per year. Attendance at Parent Education events, workshops and classes counts double.** For tracking purposes, we use an honor system and ask that parents track their own hours. All parents who volunteer to work with students at Elizabeth Academy/Garfield School must complete a background check via LiveScan.

We encourage you to get involved and network with other parents at Elizabeth Academy/Garfield School. Many parents have the same interests and concerns that you do about issues involving their children. Join the Elizabeth Academy Parent Organization (EAPO) – at our Elizabeth Academy campus – or our Garfield Parent Organization (GPO) – at our Garfield School campus - and contribute through volunteer work or by organizing into special interest group meetings and discussions. We value your expertise as a parent. The input you give us is invaluable. For more information about our parent organization and other ways you can contribute, see the last section of this handbook entitled School Events and Fundraising.

## SCHOOL TOURS AND CLASSROOM OBSERVATIONS

If you haven't been on a tour of Elizabeth Academy/Garfield School since you were a prospective parent looking for a school for your child, it's probably time to sign up again. Taking a tour is beneficial for current parents. Now that your child is a Montessori student, you will hear the information in a new way, and get a better understanding of your child's school experience. Beginning in October, weekly tours are generally held in the morning at each campus and last for approximately one hour. To register, simply sign up with the receptionist at the front desk.

Elizabeth Academy/Garfield School was designed to allow for classroom observation without disrupting the work of our students and teachers. Large observation windows and in-room cameras at both campuses allow visitors to view the students at work without entering the classroom. Observations may be scheduled with the front desk beginning in mid-October.

## 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, the Head of School and/or the Inclusion Director, as applicable. Keeping everyone in the loop on all communications is the most effective way to address a concern. We work together as a collaborative team and consider the parent/guardian voice as vital input. You are your child's best advocate.

In the event that the teachers and parents are not able to solve the problem to the satisfaction of both parties, then the issue should be brought to the Head of School and Inclusion Director.

If either party is not satisfied with the Head of School's solution to the problem, then they may bring the grievance to the attention of the Executive Director for review. Please help us by following these steps, as they help to resolve disparities with good grace.

## STUDENT RECORDS

Each student's record contains all of the following that apply:

- Basic identifying information
- Academic records, including progress reports and test scores, if applicable
- Citizenship or character development – social/emotional progress, if applicable
- Attendance records
- Special Education records, including Student Support Plan, if applicable
- Staff/Parent or Guardian communications
- Health records
- Family background information

All student records are confidential and may be reviewed only by the student's parent or guardian, teachers, special educators, program coordinators, the Head of School and Executive Director. Elizabeth Academy/Garfield School follows federal guidelines for releasing information to other organizations or obtaining information from other organizations (i.e. transfer of records to or from other schools or school systems). Upon request, Elizabeth Academy/Garfield School will forward educational records within a reasonable amount of time to a school in which a student intends to enroll.

### Family Education Records Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) is a federal law that affords parents the right to have access to their children's education records, the right to seek to have the records amended, and the right to have some control over the disclosure of personally identifiable information from the education records.

Under this act, families have the following rights:

Parent/guardians have the right to inspect and review the education records of their child(ren). When a request is made, the school is required to make the student's records available (or give copies of records if circumstances make an appointment difficult). Parent/guardians may request an appointment by contacting the office.

Limitations: Parents or guardians may only review information related to their child(ren). Documents containing information related to other children must have any identifying information edited out of the document. Students, no matter how old, do not have the right to inspect the financial records of their parents or guardians.

## H. STUDENT LIFE

### POLICIES AND PROTOCOLS

Along with the parents and staff at Elizabeth Academy/Garfield School, students have rights and responsibilities. This section examines the school day, with its policies, protocols and programs and highlights the expectations that we have of students at Elizabeth Academy/Garfield School.

#### Attendance

Consistent attendance is required of every student at Elizabeth Academy/Garfield School. Please refer to our attendance policies in the “Parent Responsibilities” section of this handbook and support your child by getting him or her to school regularly and on time.

#### Schedules

##### Elizabeth Academy

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

##### Garfield School

Monday - Thursday	8:30 am to 3:30 pm
Friday Schedule	8:30 am to 12:15 pm

#### Drop-off and Pick-up

To protect the safety of all children, please wait until the teacher or crossing guard directs you to pull forward from the line to the drop off/pick-up area. Use of cell phones in the drop-off/pick-up line is prohibited and your careful, respectful attention is requested while we load and unload your children. These procedures were implemented for the safety of all children. Please follow them carefully. Drop-off is from 8:30-8:45 a.m. for Elizabeth Academy campus and from 8:15-8:30 am for the Garfield School campus. Teachers will be ready to greet children and assist them from their cars during this time. Please stay in your car and wait for a teacher to assist your child.



If you feel the need to communicate with one of your child’s teachers, you are invited to park your car, bring your child into the school, and talk briefly with the teacher. If a longer discussion is needed, please schedule an appointment with your child’s teacher.

Children are welcomed to their assigned classroom starting at 8:30 a.m. for the Elizabeth Academy campus and 8:15 am for the Garfield School campus. They are marked tardy after 8:50 a.m. at the Elizabeth Academy campus and after 8:35 a.m. at the Garfield School campus. If you and your child arrive after those times, please bring him/her to the office and sign your child in. A member of the office staff will escort your child to the classroom.

**Half Day Students Pick-up:**

- Monday - Thursday:
  - Elizabeth Academy: 12:15-12:30 pm

**Full Day Students Pick-up:**

- Monday - Thursday:
  - Elizabeth Academy: 3:30-3:45pm
  - Garfield School: 3:15-3:30 pm

**Friday Pickup (all students):**

- Elizabeth Academy: 12:45-1:00pm
- Garfield School: 12:15-12:30 pm

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 his or her 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 cellphone anytime that you are driving in one of our parking lots or waiting in a drop-off or pick-up line.**

Due to the importance of cleaning and disinfecting the environment, it is vital that parents pick up their students on time. If you have not picked your student up by 12:30 pm for Elizabeth Academy campus for the morning session (Mon -Thurs) and by 3:45 pm for Elizabeth Academy campus or 3:30 pm for Garfield School campus for the full-day session (Mon-Thurs) or 1:00 pm at Elizabeth Academy campus or 12:30 pm for the Garfield School campus for the full-day session (Fridays), you will be assessed a \$25 fee and will continue to be charged an additional \$5.00 for every 5 minutes thereafter.

Parents/guardians of late pick-ups MUST sign their child out, including time, prior to leaving the school grounds. Each child's safety and behavior is the responsibility of the parent/guardian until such time as the child is dropped off or walked to their classroom and/or dismissed to a parent/guardian.

Children cannot be left unsupervised in the halls, classrooms, or anywhere on school grounds. It is also imperative that no child under the age of seven is left unattended in a vehicle. This is strictly prohibited. Children are not allowed in classrooms outside of regularly scheduled hours.

Elementary and Secondary students are permitted to walk or bike to and from school, and High School students are permitted to leave campus during the lunch period with the signed permission from their parents/guardians via the official school form which can be requested through the front desk and is available electronically via FACTS. These students are allowed to arrive or leave campus unsupervised once the form is signed and on file.

### Student Release

If your child is going home with anyone other than a parent/guardian or her/his 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 and/or is not on the release list, the child will not be released to them. No exceptions. Elizabeth Academy/Garfield School staff reserves the right to request picture identification and refuse release without such proof.

### Service Animals

Parents of any child needing a service animal at school need to have approval from the Head of School prior to bringing the service animal on campus.

### Dress Code

#### *Elizabeth Academy*

Students are often working at work rugs on the floor. Therefore, students should wear tights or shorts under dresses and skirts. Tops should cover the whole trunk. Flat, rubber-soled shoes (NO boots or heels IN the classroom) are the most practical and comfortable during the work day. Tennis shoes are the safest for outdoor play, weather permitting. Outdoor play is also part of the Montessori experience every day. Please dress your child appropriately for the weather and outdoor play.

At Elizabeth Academy, we ask that each family is asked to provide their child(ren) with a pair of quiet shoes for the classroom. Quiet shoes should be plain shoes without any cartoon characters or lights on

them that the child can put on and take off independently. If you have any questions about quiet shoes, please contact your child's teacher.

Children learn self-respect through self-mastery. Gross motor development is critical to the Montessori curriculum. Children need to be free to run, jump, climb, and work with success. Children must wear rubber-soled shoes to school each day. If sandals are worn, they must be rubber soled and strapped in the back. They must encourage, by design, safety and freedom when running and climbing. If a child comes to school wearing improper school shoes, a parent/guardian will be called to bring an appropriate/safe pair. Flip-flops are not appropriate footwear for school.

You can assist younger children by purchasing comfortable loose clothing with large buttons, big zippers, and large boots that slip on or close with Velcro, and hats and gloves that your child can easily put on and take off. Bib overalls are particularly difficult for younger children to fasten on their own. Remember that our goal is independent dressing. Simple, inexpensive and comfortable styles are preferable for daily wear. Children work with water, paint (washable, non-toxic tempera), and a variety of foods. Aprons are worn but stains still happen. Clothes that you do not want stained must remain at home.

Jewelry can create dangers for small children (i.e. swallowing, abrasions, etc.). Rings, necklaces, and bracelets are prohibited for children 6 years of age and younger.

Elizabeth Academy/Garfield School promotes peace education along with positive (non-violent) discipline. Consequently, clothing that displays violent characters or language is prohibited. If you have any questions regarding the appropriateness of a clothing article, please contact the Head of School.

Make-up is not appropriate in the classroom for elementary-age children or younger.

### *Garfield School - Secondary Students*

Garfield School respects the need for secondary students to express themselves in the way they dress. At the same time, all students who attend Garfield School are expected to respect the school community by dressing appropriately for a K-12 educational environment. Student attire should facilitate participation in learning as well as the health and safety of students and the adults who supervise them. Cleanliness, neatness, majority coverage (unrevealing), and non-distracting and comfort are the guidelines for appropriate dress for students. Students should wear appropriate underwear and underwear should be covered.

- *Shirts*: All shirts must have straps; no halter tops, tube tops, or backless shirts. Sheer or lacy shirts must have a suitable undershirt so undergarments are not visible. Shirts must provide majority coverage of the torso. No shirts with profanity, suggestive sexual connotations, drugs, tobacco, alcohol, gang affiliation, political slogans or depictions of illegal acts.
- *Shorts, skirts, dresses*: Must be at least mid-thigh length. Shorts or leggings should be worn with skirts or dresses.
- *Pants*: “No gaping holes or tears, which might be cause for catching. No sagging pants or holes/tears which would expose underwear.”
- *Shoes*: No slippers. Shoes must be worn. Wear shoes that are comfortable for a seven-hour school day and do not serve as a distraction.
- *Accessories*: Hats can be worn so long that they are not a distraction or interfere with a student's vision. Students should not wear sunglasses in class. Any other accessories must be conducive to the learning environment.
- *Other*: No pajamas or blankets. Coats should be kept in student lockers, as they are too bulky for classrooms.

### Student Technology Use Policy

The exponential growth of technology and its role in education for the 21st Century Student, has been very exciting but also very challenging. Students are faced with more distractions than ever before and are struggling 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 very valuable as a support. Each program level will create guidelines appropriate for their students and share these guidelines with parents.

#### *Children’s Internet Protection Act (CIPA)*

As approved by the Elizabeth Academy Board of Trustees, EA/GS and its Administration provide technology protection measures that monitor the online activities of our students and block or filter Internet access to content considered harmful to minors. The school uses web filtering software to protect against access by adults and minors of content or visual depictions that are obscene, pornographic, and otherwise harmful to minors.

EA/GS classroom teachers and support staff educate our students on an ongoing basis about appropriate online behavior, including interacting with other individuals on social networking sites and in chat rooms, and cyberbullying awareness and response.

EA/GS, its Administration, and Board of Trustees reserve the right to utilize additional technology that blocks, filters, or monitors Internet access by adults and minors on the EA/GS network at any point in the year at which they feel this technology becomes necessary.

## Secondary Student Technology and Cell Phone Policy

Garfield School provides students with a chromebook for school purposes. This chromebook stays on campus and is meant for instructional purposes only. The chromebook is automatically connected to the school internet with the proper filters in place. Students are supplied with headphones if needed.

1. Personal computers are NOT permitted on campus under any circumstances. If a student requires different technology besides a chromebook, they must request this accommodation through the Administrative Team. We will work with individual students on an as needed basis to support alternate technology needs.
2. No personal student devices (laptop, cellphone, etc) should be connected to the school internet (Elizabeth network). This slows the network down and enables students to avoid GoGuardian filters. If they are accessing the EA network, they have access to any sites a teacher can access. They also have access to school printers and potentially to our server if they are savvy enough at hacking. Bottom line - do not give them the EA network password. The EA network is for STAFF ONLY.
3. Student cell phone use is prohibited in classrooms, restrooms, and school offices, unless otherwise stated by a teacher.
  - a. During the school day, cellphones must remain out of sight and in silent mode– unless phones are being used for a class purpose and a staff member has explicitly permitted the use of a cellphone.
  - b. Unless explicitly allowed by a staff member, headphones and other listening devices may only be used before and after school hours.
  - c. Cellphones must be placed in lockers, backpacks, or another location away from students and their desks during instructional time.
  - d. If students need to place an emergency phone call during the day, they should request to go to the main office to use an office phone.
  - e. Students may be subject to disciplinary action if their use of their cellphone disrupts the school’s educational environment. Examples of this include, but are not limited to: cheating, bullying, harassment, unlawful recording or photographing, violating other school rules.
    - i. If students violate the school’s cell phone policy after a verbal warning, the following may occur:
      - Failure to adhere to the cell phone policy will result in the seizure of the cellphone for the rest of the day.
        - **FIRST OFFENSE:** The cell phone must go to the office. The student may pick it up at the end of the day after reviewing the cell phone policy.

- **SECOND OFFENSE:** The cell phone is sent to the front office. Parents will be notified.
- **THIRD OFFENSE:** The cell phone is sent to the front office. The parent must pick up the cell phone. The cell phone must be checked-in and out of the office at the beginning and end of school for the next two weeks; or the cell phone can remain at home during that period.

### Lost and Found

We keep “Lost & Found” items in the Administrative area. Items that are not claimed are then discarded or donated to charity. We encourage everyone to track his/her personal possessions. Please label your children’s clothing clearly with your child’s name.

### Personal Care - Bathroom Procedures

Our campuses are designed to have restrooms readily available inside every classroom from Infant through Elementary so that children may use the facilities at will and remain in close proximity for teacher supervision.

### Toilet Learning

*Young children* (ages 2-4) who are still in the process of toilet learning, or who occasionally need assistance, are given only the physical attention they need and are usually assisted by a teacher.

*In the Toddler* classrooms, toileting is part of the curriculum and children are sometimes led in small groups to take turns using the facilities or a child may be paired off with a peer to encourage toileting independence. Doors to the restrooms are left open for accessibility to the young children and remain open while a child is using the facilities so that teachers can have visibility and lend proper assistance as needed.

### Bathroom Privacy and Assistance

*In the Early Childhood* classrooms, children learn to shut the door for privacy while using the facilities but blinds are left open for younger children so that a teacher may lend assistance as needed.

*Older children* (5 years and up) are allowed more privacy, as it is respectful and appropriate for their age. Shades inside the bathroom doors are drawn shut and doors are closed. Older students who need daily toileting or other personal assistance have a teacher formally assigned by the parents to perform this task. This assignment is written into the child’s student support plan. Parents sign a release allowing this teacher to assist the child privately in the restroom on a daily basis and to appoint another teacher or staff member to assist the student in the event of that teacher’s absence.

### Birthday Celebrations

Students have an opportunity to celebrate their birthdays with their classmates. This simple ceremony, called *Celebration of Life*, is based on reflections and is a highlight for each child. Teachers will communicate with parents/guardians about this special event. Parents of children whose birthdays are in the summer months can schedule their child's celebration during the regular school year.

Students may bring a healthy treat to share for snack on their birthday (banana bread, muffins, rolls, fruit tray, etc.). Teachers will initiate the scheduling of your child's Celebration of Life. Please do not send cake, cupcakes, donuts, or other sweets.

If your child wishes to celebrate a birthday with classmates outside of school, please contact parents using the school directory. Please do not pass out their party invitations at school unless everyone in the class is invited, as this can result in hurt feelings for those who are not invited.

## ACADEMICS & ENRICHMENTS

### Academics and the Morning "Work Cycle"

One of the most important aspects of an authentic Montessori program is the morning work cycle. Children are well rested and fresh during the morning, and best able to concentrate and focus on academic work. For this reason, Montessori schools work hard to preserve the morning work cycle. (For more detail, see section B. "Programs Offered" or Montessori Programs on the Elizabeth Academy/Garfield School website.)

### Afternoon Enrichments and Electives

The main Enrichment activities provided at Elizabeth Academy/Garfield School include art, music, physical education and dance. For Upper Elementary and Secondary students, "Elective courses" are added to the list of enrichments and include on and off campus activities that support the academic learning for this level. Therapy services are also part of our afternoon enrichments. (For more detail, see section C. "Enrichments, Electives and Therapy Services".)

## SOCIAL EMOTIONAL DEVELOPMENT

At Elizabeth Academy/Garfield School, we believe that a child's social and emotional health is critical to success. It is an essential element in his or her educational journey and just as important as academic development. So, we pay close attention to a child's emotional health and peer interactions, making a deliberate effort to guide the children in their social and emotional growth.

At Elizabeth Academy/Garfield School, we believe behavior is an indicator of a lagging skill, a need that is unmet, or a skill or performance deficit. Behavior presents staff with an opportunity to teach to an individual need. Teachers have the responsibility to help students learn to follow school norms and

expectations in order to create a safe and peaceful environment in which students can learn, work, and grow.

Teachers make use of minor behavior incidents as teaching moments to restate expectations and provide students with appropriate replacement behaviors that still get the student's need(s) met. The teacher will act as a model of respect and courtesy at all times. The teacher uses positive language, such as "use walking feet" instead of "don't run" or encourages the student to engage in the expected behavior (ex: let's see if you can put your toes behind the line like this). The teacher helps students appreciate and acknowledge their success and progress in the development of self-discipline and self-regulation (e.g. good job using deep breaths, thank you for listening to my direction, great job keeping your hands to yourself).

Below are our school's expectations of staff to promote positive behavioral practices:

**Staff Will:**

- Set clear, positively stated school-wide behavioral expectations (be safe, be responsible, be respectful)
- Provide positive feedback to students "following the expectations".
- Set up the classroom to provide engaging and interesting experiences for the student.
- Focus on utilizing more "start" requests than "stop" requests: redirect the student toward more acceptable behavior options and outcomes
- Utilize natural and logical consequences (e.g. if you throw a toy, you need to pick it up).
- Follow the level consequence hierarchy consistently and with fidelity
- Use concise and clear language.
- Be respectful. Show unconditional love and acceptance.
- ALWAYS model the behavior you expect from your students
- Adapt and modify work, materials, lessons and assessments to allow for students to find success in the classroom.
- Take data to track academic progress and behavior
- Be open to viewing behavior as a lagging skill that needs to be taught rather than expected.
- Set up a meeting with the school's Student Support Team (SST) to discuss chronic or dangerous behavior.

In the case of persistent disruptive behavior by a student, teachers are expected to contact parents/guardians and document behaviors of concern. The teacher will collaborate with the Student Support Team (SST) to develop strategies for addressing the challenging behavior(s). If it is determined that a student requires a behavior intervention plan, parents/guardians will be notified and asked to sign the plan, and will be provided a copy. Failure of the student and/or parents/guardians to follow through with the plan may result in the disenrollment of the student. If disenrollment becomes



necessary, parents will receive written notification stating the reason for disenrollment.

## SST

Teachers, therapists, and staff have a responsibility to support students through our SST process. The SST process is utilized by teachers, therapists, and/or parents/family members who have identified a student that may need additional academic or behavioral support.

The SST consists of the head of school, inclusion director, school social worker, the level inclusion coordinator, and the student's teaching team.

The SST works collaboratively as a team to identify individualized needed academic and/or behavioral goals and interventions, and track progress and growth through data collection. SST is a data driven and solution focused process. Parents/guardians will be notified in writing when the SST process is going to be utilized to support their student. If a Tier 2 or Tier 3 academic or behavioral intervention is identified as being needed, parents will be asked to sign permission prior to implementation of the academic and/or behavioral intervention, and will be given weekly/monthly progress reports.

## INTERACTIONS – ENCOUNTERS AND INCIDENTS

Interactions with others build character. These interactions can be positive or negative, subtle or harsh, accidental or purposeful. Any time we talk, bump, nod, shrug, laugh, or stare, we are interacting with one another in either a positive or negative manner. As children engage with one another, negative interactions are sometimes a natural result. These range from mild “encounters,” to more serious “incidents.” Mildly negative social encounters and incidents are actually great opportunities for social and emotional development.

### Encounters and Incidents WITHOUT Physical Injury

Encounters and incidents without physical injury will be handled with gentle guidance from teachers who will usually make a written observation of the encounter to track progress in this area and at the same time make parents aware of the situation IF NECESSARY with a phone call or brief conversation (especially if the encounter might be deemed aggressive, provokes an extreme reaction, is recurrent, and/or is an escalating behavior). Elizabeth Academy/Garfield School will strive to promote sensitivity and confidentiality with all encounters and incidents.

### Incidents WITH Physical Injury

Sometimes an accident may involve an interaction with another person, most often another student. If this is the case, it is treated as an Incident with injury and documented as such. We will first direct our

attention to the medical injury and determine behavioral intentions as we gather context about the situation. Attention to the injury is our first priority.

*(Protocols for handling accidents and injuries are reviewed in detail in Section G of this handbook.)*

## SELF DISCIPLINE AND THE PEACE TABLE

Guiding a child toward independence is a driving tenant of the Montessori philosophy. Self-regulation and self-discipline are important goals. When there are conflicts between students, they are often encouraged to work their differences out at the “Peace Table,” taking turns listening to each other’s perspective, verbally expressing their grievances, and coming to a compromise or resolution of the conflict. When this does not resolve the situation, teachers will step in with more intervention and facilitate the discussion as needed. “Letting children witness not just the argument, but the resolution of the argument...” is vital in learning conflict resolution (Bronson & Merryman, 2009, pg. 184).

Please make note of the general “Four Steps to Conflict Resolution” below.

All behaviors that respect others, oneself and the school environment and materials, are acceptable in a Montessori environment. Our emphasis is on the preparation of an environment, both physical and psychological, which promotes the development of self-discipline in children. Concentration, focus, and independent learning are our values. Children must always be respected. Physical harm to oneself, others, or the materials is not acceptable.

Parent/guardians and staff work together to be consistent at home and at school with child guidance methods and limit setting.

General school rules are as follows:

- Be Safe
- Be Respectful
- Be Responsible

## CHARACTER DEVELOPMENT

### Confidence, Respect, Honesty, and Forgiveness

We feel that character development is a critical part of education. The staff at Elizabeth Academy/Garfield School is trained to teach students to find academic success while developing positive personal characteristics. Teaching the “whole” child is our focus so that our students can find success in both their social and academic lives. As our students navigate their social world, they have moments of success and failure. Our teaching teams observe and guide students to find self-confidence and respect for both their elders and peers. They also tell stories and give life lessons about the

importance of being honest in all our dealings with others, thus earning and maintaining respect from others. As mistakes are made, we teach the important attribute of *forgiveness*. Each of us is at a different stage of character development and as others make mistakes, we find ways to forgive, fostering relationships, and moving onward and upward together.

### THREE TYPES OF AGGRESSION

In order to help children at Elizabeth Academy/Garfield School develop socially and emotionally, we monitor three types of aggression. Verbal and physical aggression may be documented in a written report. Relational aggression is harder to track, but is often an antecedent to further verbal or physical aggression. All three types must be monitored carefully for social and emotional growth and character development.

#### Verbal Aggression

Involves using words that hurt the feelings of another. This can include name-calling, put downs, shouting and saying things like, “Shut up!” Verbal aggression is often accompanied by physical aggression.

#### Physical Aggression

Includes grabbing, pushing, pulling and hitting of any sort. Anytime a student uses a closed fist or uses their legs or arms to communicate disapproval of another peer, we consider this physical aggression.

#### Relational Aggression

Any interaction that erodes or destroys a human relationship. Most often, relational aggression is very subtle and can even seem witty or charming, but these are jibing comments and/or actions that wound the soul and exclude a child from a relationship or the community of peers. In younger children, “Relational aggression involves saying things like, ‘You can’t play with us,’ or just ignoring a child who wants to play, and withdrawing friendship or telling lies about another child – all of which attacks a relationship at its core.” (Bronson & Merryman, 2009, pgs. 179-180) These interactions can also include even more subtle communications such as sarcasm. Often, these subtle gestures and words can be the most powerful and hurtful interactions.

### FOUR STEPS TO CONFLICT RESOLUTION:

#### 1. If you can ignore it, do so.

Teaching children to identify times when a peer is purposefully teasing to gain a reaction can be very beneficial. Teaching them to ignore the behavior can be the most effective way to stop the undesired behavior from continuing.

2. If you can't ignore it, say so.

If any teasing or disruptive behavior is severe enough that ignoring is not an option, we teach the students appropriate words, phrases and volume for communication with peers to stop undesired behavior from continuing.

3. If it continues, remove yourself.

If teasing or any other undesired behavior continues, even with the above steps taken, we teach our students to remove themselves from the situation either to calm themselves down or to help a peer calm down. During this step, parents, administration and inclusion support staff are made aware of the situation so they can help the students work through the situation.

4. If it follows you, appeal to a higher power.

By this point, if a peer continues to disrupt another peer after steps 1-3 have been taken, we ask the children to find an adult to help remedy the situation. This can be through a private discussion between the students involved and/or formulating a plan to put in place for the future, if different from the steps above. We also communicate the results of this meeting or, depending on the type of conflict, ask the parents to be involved in developing the solution.

## IMPROPER AND ILLEGAL BEHAVIORS

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

Garfield School and 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 absolutely illegal and forbidden to bring or carry any weapon to school or to use any common object as a weapon. Any theft, vandalism, or damage to property, whether deliberate or accidental, must be repaired or repaid.

Garfield School and 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. Garfield School and Elizabeth Academy will do everything in its power to discourage students from ever starting to smoke or vape.

## STUDENT RIGHTS AND RESPONSIBILITIES

### *Rights*

We recognize and respect the rights of each child. These include the following:

- The child has the right to be treated with dignity and respect at all times. In regard to any disability, this includes “people first” language. Adults who are not versed in “people first” language will be gently advised (i.e., Not “a Down syndrome boy” but “a boy **with** Down syndrome”).
- The child has the right to be spoken to and spoken about with respect at all times.
- The child has the right to confidentiality of records.
- The child has the opportunity to engage in any play or learning activity that does not interfere with the safety and rights of others. This activity will be observed and channeled so that it complements the philosophy of the program.
- Adults must not discuss the child in his/her presence unless specifically planned for therapeutic and educational purposes.
- All children are allowed to participate in all aspects of the curriculum provided by the school.
- “Fairness” is relative, as diversity is constant. All children will be regarded with kindness and, to the best of our ability, given what they NEED.

### *Responsibilities*

Students have the responsibility to learn how to respect their elders (teachers, parents) and peers by following all of the above. We recognize that all children are at different stages of development in taking on these responsibilities.

## LUNCH AND NUTRITION

### Sack Lunches

Please keep in mind that lunches are not placed in a refrigerator. Please use an ice pack for lunches if needed. Students have limited supervised access to microwaves; please pack foods that do not require long heat times. Please use a thermos for foods that need to remain warm. Parents/guardians are encouraged to ensure that the sack lunches provide half of the child's daily nutritional requirements. Candy and soda are prohibited.

Sack lunches should be healthy and consist of at least three of the following food groups: protein (such as meat, poultry, fish, eggs, peas or beans, cheese or peanut butter), vegetables, fruits, whole grains, low sugar dairy (or milk alternative). Beverages should be limited to water, natural fruit juice or low-sugar milk (or milk substitute).

## OUTSIDE THE CLASSROOM

### Outdoor Play

Students will go outdoors for recess on a daily basis as long as weather and air quality permits. If your child requires sunscreen, please apply it at home. Most sunscreen products have at least a six-hour life, so home application is sufficient. Most mosquito repellents have a four-hour life, and this too can be applied at home. However, if you would like sunscreen and/or mosquito repellent applied again, please send a bottle of sunscreen/repellent labeled with your child's name and a note requesting and giving permission for a teacher to apply it.

Children must always have appropriate clothes for outdoors. During cold months, please be sure your child has a hat, warm coat, mittens or gloves, boots, and snow pants, so that they can enjoy outdoor time.

Some weather conditions prohibit outdoor activities. Our students do not go outdoors when the wind-chill factor is below 13 degrees Fahrenheit, when the heat index is above 98 degrees Fahrenheit, or in conditions that the classroom lead teacher determines to be too severe.

Our teachers use a "Child Care Weather Watch" to determine whether or not it is safe to play outdoors based on temperature, wind-chill and heat index. School administrators monitor current air conditions using the Utah Department of Environmental Quality (DEQ) website (<https://air.utah.gov/>).

Teachers will instruct and assist children in wearing outdoors the clothing they have come to school wearing. Children **MUST** have long pants and/or snow pants, mittens/gloves, hat or hood, each school day when the weather is 30 degrees Fahrenheit or below. Parent/guardians will be notified if their children frequently refuse to wear outdoor clothing.

### Playground Policies & Rules

Teachers will be actively watching and observing children at all times. They will be walking around, assisting where necessary. Elizabeth Academy/Garfield School have the following playground rules:

- Stay within the boundaries and within eyesight of a teacher.
- Respect ourselves, others, and our playground.
- Get a teacher's help if someone is hurt.
- Wear shoes at all times.
- Clean up the playground and put recess equipment away before going inside.
- Sand stays in the sandbox.

### Field Trips

Field trips are considered part of the educational curriculum. Consequently, if you choose for your student not to attend, you will need to make other arrangements for your student for that school day.

All drivers must complete a background check via LiveScan and be covered by passenger liability insurance. A copy of the driver's insurance policy must be on file in the office before taking children on a school sponsored field trip. Teachers will give each chaperone an information packet of policies and procedures for their field trip.

Field trip drivers are not allowed to use their cell phones while driving.

### Holidays

Elizabeth Academy/Garfield School honors a variety of cultures and traditions as part of our educational philosophy. We invite parents/guardians to present traditions from their families and backgrounds to the children. Please make arrangements with your child's teacher first.

We find that the excessive commercialism in our culture surrounding many holidays distracts and often confuses children. For example, Halloween costumes that include masks are prohibited at school because they can be frightening to many young children. Instead, we discuss the origins of customs, show artifacts relating to celebrations, share a meal or a song, etc.

## STUDENT PUBLICATIONS

### Student Directory

The school publishes an annual student directory with periodic updates during the school year. The information includes the student's first and last name, parent/guardians' names, and address and home phone number. Families have the right to refuse to have their directory information released and can indicate this on the directory form sent via FACTS prior to the start of each school year.

The student directory is to be used for scheduling playdates, birthday parties, or other individual communication of a personal nature among Elizabeth Academy/Garfield School families. Use of the directory for any other purpose, including, but not limited to, reproducing and storing the information in a retrieval system by any means, electronic or mechanical, photocopying or using the addresses (electronic or otherwise) or other information contained in the directory for any private commercial, political, classroom-wide or school-wide communications is strictly prohibited and constitutes misappropriation of school property. Such unauthorized use may also violate the rights of privacy and/or publicity of individuals listed in the directory.

If a parent/guardian would like to contact all of the parents in a particular class or in a school-wide communication, the email text must be sent to our Head of School for review and approval. Once the communication is reviewed and approved, the Head of School will distribute the email to the appropriate recipients via our administrative email system. We ask that all Elizabeth Academy/Garfield School families observe this protocol.

#### Individual and Class Photos

Elizabeth Academy/Garfield School has contracted with a professional who offers quality photos to purchase. Individual and class photos are scheduled each fall.

#### Yearbooks

Yearbooks are available for purchase via an order form at the beginning of the school year. They are typically handed out during the last week of school.

#### Photo/Video Release

All parents of children enrolled at Elizabeth Academy/Garfield School give implicit permission and authorization to use any still photograph or video of their child and/or that child's student work product that is taken or is authorized by an Elizabeth Academy/Garfield School staff member or authorized representative for instruction or promotional purposes. This may include, but may not be limited to, posting on the school website, advertising in periodicals/magazines, teacher training purposes, postcard mailing for an Open House, etc.

As a model school for inclusive Montessori, we have partnerships with organizations such as the University of Utah, Salt Lake Community College, international Montessori organizations and teacher training programs, etc. By enrolling children at Elizabeth Academy or Garfield School, you grant the school, its employees and authorized representatives permission to use the above listed media that may include photographs and/or videos of your child(ren) and/or their student work. Parents/guardians release any and all claims for damages for libel, slander, invasion of right of privacy or other claims related to the images.



# I. INJURY, HEALTH AND ILLNESS PROTOCOLS

Teachers and staff at Elizabeth Academy/Garfield School 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.

## INJURIES

When children suffer from an injury, an Accident Report is completed and available to parents on FACTS describing the situation and injury. Our protocol is to inform you verbally as soon as possible. If a parent is not available, we will contact your designated emergency contact. Elizabeth Academy/Garfield School 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.

Classroom teaching teams keep records of any injuries in the form of an injury report and copies are given to the parent or guardians as well as filed at Elizabeth Academy/Garfield School. Information concerning how the injury was treated and information on any recommendations for further treatment (if necessary) will be described. Elizabeth Academy/Garfield School will complete this form within 24 hours of the time of the injury.

## ABUSE/NEGLECT

Teachers or the Head of School must report any suspected abuse or neglect to the nearest police officer, law enforcement agency, or office of the Utah Division of Child and Family Services according to Section 62A-4a-403 of the Utah Code.

In the event of an abuse allegation, we have a detailed procedure in our Crisis Management Plan that would be followed to guide the investigation, including developing safety plans and ensuring effective communication with parents and staff.

### Prevention Strategies

- All of our employees and any volunteers who may have access to children without staff supervision have a background check through LiveScan connected to our school. Any prior convictions related to crimes against children disqualify a candidate from working or volunteering at EA/GS.
- Staff who work with children under five years of age have a second background check through the Division of Childcare Licensing.

- All staff participate in annual child physical and sexual abuse prevention training.
- Our campuses have cameras in each classroom, in hallways, outdoors and in common spaces.
- Our outdoor spaces are fully fenced and locked during school hours. Visitors can only enter the building and must be buzzed in through the reception area. All staff have key cards that track when they enter and exit the building.
- We have a Facilities Director onsite with a background in security who is highly trained in and monitors the cameras of each campus 24/7, with automatic alerts on motion sensors.
- We have three person teaching teams and policies/protocols in place to minimize unsupervised interactions between teachers and students.
- Students from infancy through 6th grade have access to supervised bathrooms within their own classrooms during class time. Hallway bathrooms have cameras at the entrance to monitor who enters and exits the bathroom and length of time in the bathroom.
- From infancy onward, children in our school are actively taught that they have autonomy over their own bodies, and that they have choice over who touches them and what happens to them. The children are taught good touch vs. bad touch. Starting in 4th grade and continuing through 6th grade, we have a puberty curriculum that addresses topics including consent, sexual abuse and healthy relationships.
- We have a full time social worker onsite at each campus as well as a school psychologist who works at both campuses. We have a social-emotional team comprised of the school psychologist, school social workers, a Behavior Director, special educators, therapists, classroom teachers and administration.
- The majority of our classrooms and therapy spaces have large windows, allowing for observation.
- Our policy is that we do not touch a child unless necessary. This applies to toileting and redirection/discipline. We always narrate our touch. If it becomes necessary to touch a child, we talk about what we are going to do and why.

## HEALTH

### Allergies

Parents/Guardians are required to make Elizabeth Academy/Garfield School aware of any and all 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/Garfield School Administration in writing prior to enrollment and/or upon discovery of allergy.

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

Elizabeth Academy/Garfield School requires the following medical documents:

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

### Physical Examinations

Each child must have an initial physical examination not more than one year prior to admission to the school. Each child between the ages of two and six must have a subsequent physical examination by a physician at least once every two years.

### 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 child by the child'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 And Hearing Testing

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 for Screening and Evaluation form.

### Communicable Disease

Any child who is suspected of having a communicable disease is taken to the office immediately and must be kept at home until they are no longer contagious. The Head of School or office staff will discharge the child to the care of his/her parent/guardians or to the person who has been designated by the parent/guardian to pick up the child.

When a child is suspected of having chickenpox, German measles, infectious hepatitis, measles, mumps, poliomyelitis, scarlet fever, whooping cough, diphtheria, meningitis or another reportable communicable disease, the local public health officer will be notified. Contact your physician or the school for details regarding symptoms of communicable diseases. In the event that your child is confirmed to have a communicable disease by a physician, parents must notify the school so that proper protocols can be taken to avoid the spread of the disease to other children and adults in our schools.

A child may be re-admitted without a statement from a physician after having had a communicable disease only if the child has been absent for a period of time equal to the longest usual incubation period of the disease as specified by the Health Department.

### Oral Medications, Vitamins And Supplements

No oral medication, vitamins, or fluoride supplements are administered by Elizabeth Academy/Garfield School staff unless instructions to administer such items are written, signed and dated by a licensed physician and are prescribed for a specific child. In addition, prescribed

medications can only be administered by Elizabeth Academy/Garfield School staff twice to a specific child during a school day. To administer over-the-counter medication (i.e. Benadryl, Ibuprofen), Elizabeth Academy/Garfield School must have a Medication Form signed by a parent and the medication must be provided by the parent.

If topical or drop medication(s) is required, the parent/guardian or pre-authorized adult must schedule a time to come to school to administer the medication. These types of medication cannot be administered by Elizabeth Academy/Garfield School staff.

Requirements for administration of oral medications:

- Bring signed prescription from prescribing medical professional.
- Bring original bottle only.
- Fill out medication administration form (located in the office).
- Talk to the office staff.

Stored medications will be reviewed on a quarterly basis. If a medication is close to expiring, an attempt will be made to contact the parent/guardian(s) to verbally advise. The medication will be maintained for two weeks from the date of this contact before discarding.

If a child requires a medication longer than 30 days, an updated evaluation/examination is required. Neither prescription nor non-prescription medications may be taken by children on their own.

#### Head Lice Protocol and Recommendations

In the event that a child appears to have head lice, a letter will be sent home to parents/guardians of that child with treatment instructions.

Head lice are often a fact of life for school-aged children. While inconvenient, head lice cause no medical harm and can be effectively treated. Personal hygiene and cleanliness at home or school have nothing to do with getting head lice. In fact, head lice like clean heads the most. You can get lice from being near another's head with head lice, using infested earphones, hats, combs, or brushes.

Lice do not jump or fly. They can live only on a person, never on pets. They do not transmit any disease. Lice live about 30 days and lay about six eggs per day and cement these eggs (nits) on hair shafts. It takes 8-10 days for nits to hatch, and then another 8-10 days for nits to mature to lice.

To check for signs of head lice, look for small, brownish, flat, wingless insects with six legs. The eggs, or nits, are small (the size of a sesame seed), tear shaped, and range from grayish-white to light brown in color. The nits are firmly attached to the hair shaft and found within ½ inch from the scalp. If you can blow or flick a nit off, it is not a nit. The most common symptom of a head lice infestation is itching, primarily at the base of the neck, behind the ears, and at the crown of the head. The itching is

caused by an allergic reaction to the saliva that head lice inject into the scalp to keep the bite from closing. People who are not allergic to the saliva do not itch at all. Other people continue to itch even after the lice have been eliminated.

#### Instructions to eliminate Head Lice:

- Check all members of the family and treat those that show evidence of head lice.
- Pick out all nits using a fine-toothed comb, and continue to use a fine-toothed comb daily for the next two weeks to remove any remaining nits.
- Wash all clothes, bed linens, towels, scarves, hats, coats, and other items that your child used during the two days before treatment in hot water (130° F) and dry on the highest setting. Put on clean clothes after treatment. Soak all brushes and combs in hot water (at least 130° F) for 5-10 minutes.
- Non-washable Items should be dry cleaned or placed in a sealed plastic bag for two weeks.
- Vacuum all carpets and upholstered furniture to remove hairs that may have eggs attached. Vacuum the car and your child's car seat as well. Head lice survive less than 1-2 days if they fall off a person and cannot feed. Nits cannot hatch and usually die within a week if they are not kept at the same temperature as that found close to the human scalp.
- Spending much time and money on house-cleaning is not necessary to avoid reinfestation of lice or nits that may have fallen off the head or crawled onto furniture or clothing.
- Instruct your child not to share combs, hats, or play with another child's hair.

#### Treatment options if the live head lice remain or return:

- Bring your child to a professional lice removal service for a chemical-free alternative.
- Buy head lice medication at the pharmacy, grocery store, or through a store that carries natural lice removal products and follow the directions on the package. The treatment must be repeated in 7-10 days. Thirty percent of eggs remain viable after treatment, which necessitates a second treatment. Use only ONE medication for two treatments only, 7-10 days apart.

## ILLNESS

Children who have been out due to illness will need to stay out of school until fully recovered. 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, 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/Garfield School 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. If a student is unable to attend school due to illness, they are not permitted to attend any school events after school hours.

A child with any of the following signs or symptoms of illness or another illness or condition having the potential to affect the health of other persons will be sent home with a parent/guardian or brought to the Health Room to await parent/guardian pickup.

- Diarrhea (more than one abnormally loose stool within a 24 hour period).
- Vomiting (A child must have ceased vomiting for 24 hours before returning to school.)
- Persistent coughing, causing the child to have difficulty breathing, wheezing or making a whooping sound.
- Yellowish skin or eyes.
- Suspicion of conjunctivitis.
- Temperature above 99.5° F and/or with any other sign of illness. A child must be fever free for 24 hours without the use of a fever reducer before returning to school.
- Untreated infected skin patch(es).
- Evidence of scabies, ringworm, or other parasitic infection.
- Unusual spots or rash.
- Severe sore throat and/or difficulty swallowing.

## MORNING WELLNESS CHECKS

1. It is important for students to remain at home if they are ill. If a child appears to be ill while at school, we will check their temperature. If the student's temperature is 100.4 or higher, the child will be sent home with the parent for a 24-hour Wellness Observation period. (Please alert a member of our team if your child has had a fever and is on medication as they would need to proceed home for a wellness observation.)
2. By dropping your student/students off at either campus, you demonstrate that you and your family meet all the requirements to attend school.
3. If a child exhibits any contagious symptoms such as a cough, shortness of breath, fever, diarrhea or vomiting, the child will be sent home for a 24-hour Wellness Observation period.

## COVID-19

Elizabeth Academy/Garfield School is committed to implementing best practices in an effort to keep our community healthy. As a community, we can work together to help minimize the risk or spread of COVID-19 to other families and at-risk individuals. This family code of conduct lays out a set of guidelines to establish clear expectations for family behavior to help protect our school and community.

### SECTION A - PERSONAL COMMITMENT

1. Students attending school are asked to follow the restrictions and guidelines outlined in this document at all times. Parents and students acknowledge that these policies will be updated as we gain new recommendations from health care professionals.
2. Families will strive to follow the recommended guidelines for health and safety including maintaining excellent hygiene to keep themselves healthy, physical distancing, wearing face coverings when required and setting an appropriate example for their child(ren) of this self-care and consideration for others.
3. Any exceptions or alternatives to our COVID-19 Protocols and Guidelines must be discussed with school administration to establish safe alternatives where required.
4. Parents/Guardians commit to open communication with the school regarding the policies outlined above.
5. Parents/Guardians agree to disclose any suspected or confirmed COVID-19 cases or illnesses that members of their household may have been exposed to.
6. Families commit to show kindness, consideration and respect for one another, as well as to all staff and members of our community, including and especially in the event of a disagreement or concern. Our school social workers are available to be contacted to help resolve any issues or concerns with dignity and sensitivity to all circumstances.
7. By attempting to drop your student/students off at either campus, you are demonstrating that you and your family meet all the requirements to attend school.

### SECTION B - SCHOOL ADMINISTRATIVE DISCRETION

1. We will do all we can to avoid a whole school closure, but if it happens, we will communicate with families about next steps for student learning and any other pertinent information.

### SECTION C - GUIDELINES FOR ISOLATION AND QUARANTINE

1. See the below flowcharts for guidelines for isolation and quarantine.

*Elizabeth Academy and Garfield School Administration's first priority is the health and safety of children and adults. We are referring to the guidelines posted for K-12 schools and child care centers from the Utah Department of Health and the CDC to assist us in developing and adapting our policies and procedures. Procedures related to COVID-19 are subject to change.*

# QUICK GUIDE: ISOLATION | COVID-19 |

What to do when your child might have covid

DAY 0

Child is sick or has a positive COVID-19 test

## Isolation

DAY 1-5

Child stays home and **isolates** away from other people to the extent possible.

DAY 6

Is the child **fever-free** for 24 hours without the use of fever-reducing medication?

AND

is the child **free of symptoms** or **symptoms improved**?

AND

is the child 2 years of age or older and **able to consistently wear a mask**?



YES



NO

DAY 6-10

It is **safest** to continue isolation until the end of day 10<sup>1</sup>.

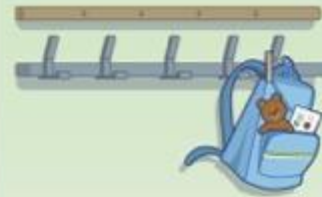
For children who have symptoms, continue isolation until the child is **fever-free** for 24 hours without the use of fever-reducing medication and other symptoms have improved.

For children who were severely ill, or whose fever persists past day 10, consult a healthcare professional before returning to school.



YES

(After day 10)



## Return To School

Whenever possible, keep children who are returning from isolation or quarantine before day 11 away from people who are at high risk, and 6 feet apart when masks are not worn.

### <sup>1</sup>For program administrators:

When you determine isolation policies, you should consider multiple factors: The impact of the loss of access to education and care on the well-being of children and families, the level of community transmission of COVID-19, presence of other people who are at high risk for severe illness, and the ability to use additional prevention strategies.



[cdc.gov/coronavirus](https://www.cdc.gov/coronavirus)

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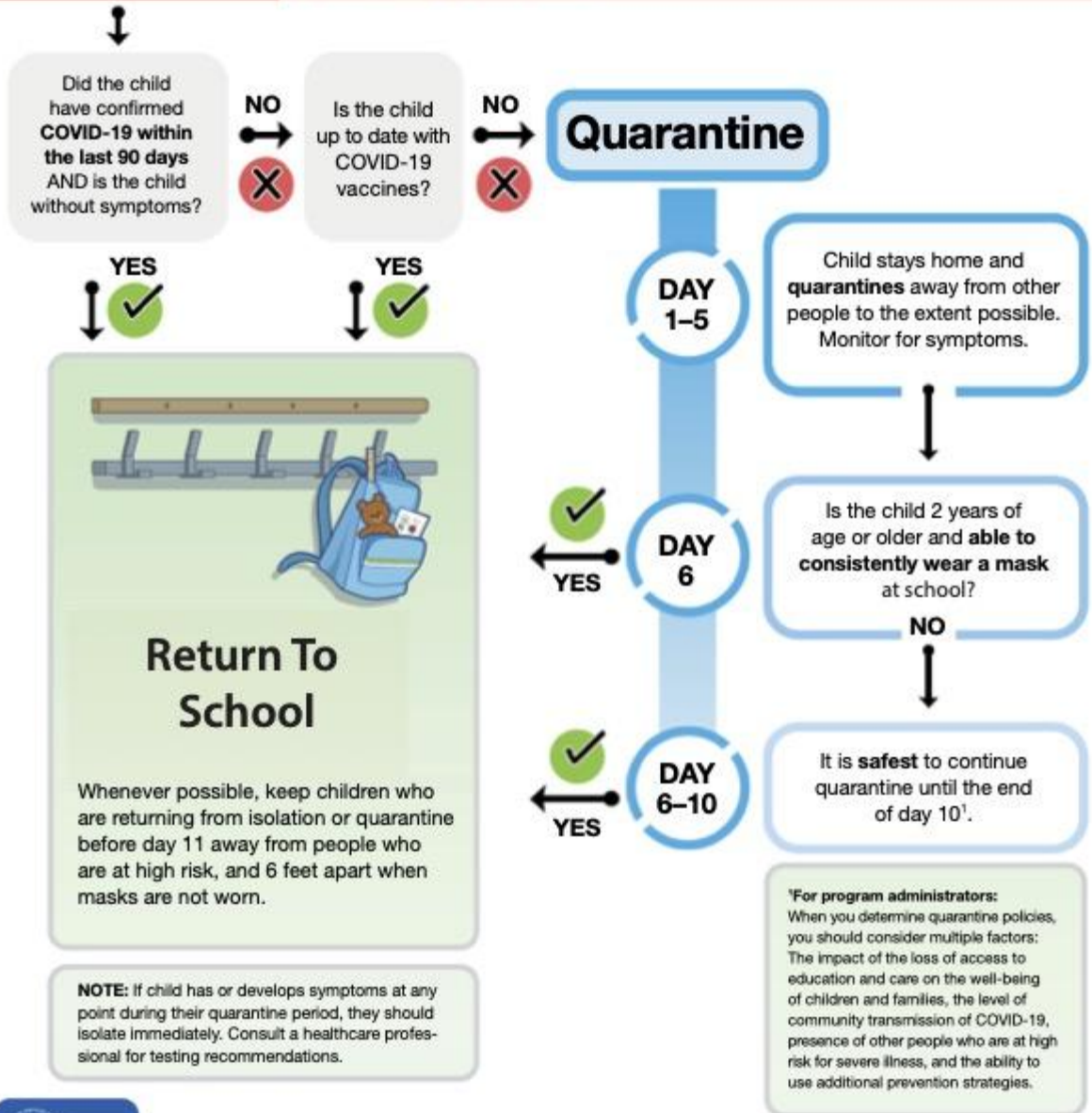


# QUICK GUIDE: QUARANTINE | COVID-19 |

## What to do when your child might have covid

**DAY 0**

Child has been in **close contact** with **someone** who has **COVID-19**



## **J. EMERGENCY PREPAREDNESS PLAN**

Elizabeth Academy/Garfield School 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/Garfield School 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 situation.

### **FIRE AND EARTHQUAKE DRILLS**

During the academic year, we practice fire drills each month and earthquake drills twice a year. Young children may want to talk about these drills and are carefully prepared for them by the teachers. Emergency evacuation routes are posted in all rooms.

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

### **LOCKDOWN DRILLS**

We have developed school-wide lockdown procedures in conjunction with the Unified and Salt Lake Police departments and practice this drill 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 and Garfield School 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, school administration will make decisions based on the safety of our students and staff. If an early pickup is necessary, families will be notified via text and email.

## **K. PARENT ORGANIZATIONS – EAPO and GSPO**

Elizabeth Academy/Garfield School recognizes the tremendous value of our parents and we welcome and encourage your involvement! In addition to opportunities to volunteer that may come up throughout the school year, there are formal ways in which Elizabeth Academy/Garfield School parents can be involved in the school:

### **EAPO AND GSPO LEADERS**

Similar to a PTA President, the Elizabeth Academy Parent Organization - EAPO (at the Elizabeth campus) and Garfield School Parent Organization - GSPO (at the Garfield campus) Leader is a volunteer position at the school-wide level. EAPO/GSPO Leaders will be appointed by the administration from a list of candidates nominated by the EA/GS parent body. These two individuals will coordinate communication for all EAPO/GSPO activities through Parent to Parent News, EAPO/GSPO email, and agendas for Parent Tea meetings. They will also oversee all EAPO/GSPO activities with room parents, Teacher Appreciation Week, school events, and discuss suggestions and/or concerns that arise within the parent community with our administrative team. Along with the administration, these leaders will facilitate the monthly Parent Tea meeting (a forum to hear the voices of our parents, which will be held monthly.) Leaders will lead and work closely with EAPO/GSPO committee members to support EAPO/GSPO actions.

### **EAPO/GSPO COMMITTEE CHAIRS**

The committee is a group of parent volunteers that support the EAPO/GSPO through several specific positions such as: Fundraiser Chair, Room Parent Chair, Community Chair, Teacher Appreciation Chair, and Family Care Coordinator. Committee member positions may be changed or added each year as needed. These parent volunteers will work with the leaders and administration to support EAPO/GSPO actions, as well as participate in monthly Parent Tea meetings as a parent representative.

Committee chairs nominate themselves by notifying EAPO/GSPO leaders of their interest in this role. EAPO/GSPO leaders meet with administration before the school year begins to appoint specific chairs for school events and assignments.

## ROOM PARENTS & PARENT VOLUNTEERS

Each classroom may have one or two room parents who will work with the classroom teachers to coordinate activities such as parent helpers in the classroom, field trips, class parties, etc.

We think of our Elizabeth Academy/Garfield School community as family and value the contribution of all parents, students, and staff. We welcome your participation in field trips, enrichments and events as well as in contributing to the school in areas that you feel you might have particular expertise. An investment in our school is a direct investment in your child.

We would appreciate each family giving 20 hours of unpaid service each school year. Tasks vary depending on school needs and your skills. We ask that you contact our Parent Organization and attend our parent orientation at the beginning of the year to learn about happenings already planned, and to stay involved as the year progresses by attending parent education events, workshops and classes count double toward family volunteer hours.

### Background Check & Fingerprinting Requirement

We require that anyone left alone with students must pass a background check and register on LiveScan. Background check/LiveScan instructions can be requested from the front desk staff. Instructions include hours, requirements, fees, address (this location must be used), and code necessary to link our school.

Fingerprints are taken digitally (LiveScan) at the Sheriff's Administration Building or at the Bureau of Criminal Identification (BCI). Parents/Guardians are responsible for the initial portion of the LiveScan fee, which is \$15 - \$21 depending on location. Elizabeth Academy/Garfield School covers the remaining cost to connect and maintain volunteers in LiveScan. Once your fingerprints are connected to our school in LiveScan, they remain connected as long as you are a volunteer (year to year). If you leave the school for a period of time and come back at a future date, you will need to be reconnected to LiveScan.

You have the opportunity to challenge the accuracy and completeness of your Criminal History Record Information (CHRI) by submitting a formal written request to the Bureau of Criminal Identification (BCI) and providing a copy of that request to the Elizabeth Academy/Garfield School Business Office. You will be responsible for keeping the Business Office up-to-date on this process and any subsequent changes to your CHRI.

### Reading Volunteers

Our Reading Therapist is always in need of volunteers who can assist in specific reading therapy goals. This is usually one-on-one reading with students engaged in reading therapy. Parents who are interested may contact our reading therapist at [readingtherapy@elizabethacademy.com](mailto:readingtherapy@elizabethacademy.com).

## PARENT EVENTS

### Parent Orientation

At the start of every school year, a parent orientation event is held. Please check our school calendar (available on our website [www.elizabethacademy.com](http://www.elizabethacademy.com) or [www.garfieldschool.com](http://www.garfieldschool.com) under About Us/School Calendar) for dates and times and be sure to attend.

### Parent Tea

Once a month throughout the school year, our EAPO/GSPO leaders host a Parent Tea at each campus. We invite all parents to join us for the teas as a forum to voice your needs, questions, or concerns. The teas are a place to discuss school interests and support the efforts of our Elizabeth Academy/Garfield School administration, staff, student and parent community. We encourage all families to join the teas; if you are unavailable to attend the Parent Tea, you are welcome to request Parent Tea notes or to voice your comments, concerns or suggestions via email to our EAPO/GSPO Leaders:

[eapo@elizabethacademy.com](mailto:eapo@elizabethacademy.com) or [gspo@garfieldschool.com](mailto:gspo@garfieldschool.com).

### Parent Education Events

Elizabeth Academy/Garfield School holds Parent Education Events on topics such as child development, the Montessori method, inclusion, and specific curriculum areas such as math, reading and science. We encourage all parents/guardians to attend these events whenever possible as they will help you to support your child's educational experience.

### Parent/Teacher Conferences

All teachers utilize the following schedule for reporting and communicating with parents/guardians:

- Parent/Teacher Conferences are scheduled twice a year by the school – typically in October and February. Conference times are listed on the school calendar.
- Teachers provide progress reports at each conference and a final progress report in May, which become part of the permanent school record.
- Informal conferences will be held at the parent/guardian and lead teacher's discretion.

### Book Fairs

Book fairs are typically held at Elizabeth Academy in the fall and spring of each year. A variety of books are available to purchase for all age groups. Volunteers help to run the book fairs, and a portion of total sales contributes to the purchase of additional books and materials for our media center.

### Teacher Appreciation

The EAPO/GPO supports teacher and staff appreciation efforts throughout the year, giving them a small “thank you” token each month and dedicating a special week of gratitude during the month of May. These efforts give us the opportunity to honor and acknowledge the efforts of these special individuals who enrich the lives of our children. Great teachers build nations. They inspire, awaken

and raise our children's expectations. They coax imaginations and lead students to discovery, and they shape the next generation of decision-makers.

### Fundraising

EAPO/GPO assists Elizabeth Academy/Garfield School fundraising efforts to support tuition assistance, enrichments and programming, as well as to provide funds for our annual events budget.

### End of School Celebration

EAPO/GPO hosts an annual end-of-school celebration on the last day of school. This is always a favorite event for our families and a great way to end the school year!

## **L. SCHOOL EVENTS**

### **WELCOME BACK PICNICS**

Our Welcome Back Picnics are a great way to meet or reunite with other families and staff. This event is held in September.

### **HALLOWEEN FESTIVITIES**

We celebrate Halloween by allowing Toddler - Upper Elementary students to come to school dressed up in costumes. We ask Secondary (Middle School/High School) students not to wear costumes to school, but halloween themed clothing is certainly okay! We will have events for the non-Secondary students such as Spook Alley, themed games, themed crafts, class parties and a costume parade. This is a daytime event and typically will have early release.

### **MONSTER MASH**

This is a Halloween themed dance/party for the Secondary students. It will take place in the evening, outside of school hours.

### **GRATITUDE FEAST/GRAND FRIENDS & HARVEST FESTIVAL**

Our Gratitude Feast, held just before Thanksgiving break, is a daytime event for our students and their grandparents and/or grand friends to join together in gratitude and share a delicious feast. During this time students at Garfield participate in Harvest Sharing events.

### **HOLIDAY CLASS PARTIES**

Our Holiday Class Parties, held in December just before the Winter Recess, are a fun way for the students to celebrate the winter season.

### **SILENT JOURNEY**

The Montessori Silent Journey is designed to show adults exactly what it feels like to experience a Montessori education. Participants work with Montessori materials in the classrooms and follow actual lessons. This event provides an overview of the whole scope and sequence of a Montessori education.

### **CELEBRATION OF SPRING/SPRING SHOWCASE**

This springtime event, held just before Spring Recess, gives our school community the opportunity to celebrate the coming of spring. Younger children typically sing songs and release butterflies. Older children have a Spring Showcase to show their academic work usually through a science fair, cultural display, or some other event format such as these.

### **MAYPOLE FOUNDERS FESTIVAL**

Each year, we celebrate our Elizabeth Academy/Garfield School founders with a May Pole dance at Elizabeth Academy. Students in our Elementary program learn the dance and perform it for our community. All parents are invited to celebrate the Maypole dance festival with us.

## ARTS WEEK

At the end of the year in May, students from Elementary through Secondary showcase their artistic studies in art displays and performing art works. This is a cumulative showcase event, embodying all of the arts; visual art, music, dance and theater highlighting individual and collective achievement in the spirit of inclusion and community.

## FILM FESTIVAL

Garfield School believes that creativity, exploration, and performance are crucial components for a well rounded education. Utilizing all three elements, Secondary Students work throughout the school year to direct and produce short films, showcasing their wide ranging talents for our annual Film Festival. This is a fun, dressy affair!

## HELLO SUMMER FAIR

We hold a school-wide fair to celebrate the end of the school year. This is a fun time to get together as a larger community as we welcome summer.



## **M. STUDENT CLUBS, ACTIVITIES & EVENTS**

All clubs and activities need to have events and meetings scheduled outside of the student's school time. Transportation needs are the responsibility of the parents.

### **CLUBS**

School clubs are encouraged, sponsored by the school and can be held on or off campus. Clubs need a school staff sponsor to help ensure that they are appropriate, uphold the school's values and are inclusive, open to all students. Clubs can be anything that is academic, sport, or arts related (i.e. chess club, book club, yoga club, dance club, etc.).

In order for a new club to be formed, students must fill out a New Club/Activity Proposal, which should include the following information:

- Name of student(s) presenting the proposal
- Name of the proposed club
- A General description of the club (be sure to include how the club is academic, sport, or arts related)
- Name and signature of the staff sponsor
- Goal(s) of the proposed club
- List of activities/events students will participate in, with proposed times and locations
- Proposed frequency of meetings
- List and signature of students interested in participating in this club
- Outline any costs or fees necessary for the club to operate

In order to be eligible for consideration, the club must meet the following criteria:

- Evidence of sufficient interest (more than 10 students)
- Availability of an appropriate staff sponsor
- Inclusiveness (i.e., the degree to which the club is designed to appeal to and include students regardless of race, sex, religion, national origin, disability, etc.); and
- Is academic, sports or arts related

The student should submit the proposal to the Head of School and/or Inclusion Director of their campus. The form will be reviewed by the Senior and Executive Leadership, and receive final approval from the Executive Director.

Please note that approval for clubs may take some additional time for approval to ensure proper alignment and quality of programming. Timelines for approval may vary depending on the proposition. The school is happy to help advertise the clubs and club events in parent communications - monthly newsletters, email, and Facebook.

## ACTIVITIES & EVENTS

Student activities can be planned, managed and led by parents on or off campus. They are not sponsored by the school and do not require a staff sponsor, but are encouraged and will be supported by the school if possible. We appreciate parental and student involvement in planning and carrying out fun and engaging social activities and events. The school is happy to help advertise the clubs and club events in parent communications - monthly newsletters, email, and Facebook.