



PROMONTORY

school of expeditionary learning

Board Meeting Minutes

Thursday, May 19, 2022

At 7:00PM

Trustees:

Mindy Johnson
Michelle Flynn
Dorothy Dobson--Zoom
Amber Edelman
Zach Davis
Michael Engh

Officers:

Amy Rich—Zoom
Karen Braithwaite
Janice Ward
Becca Ashby—Zoom

Visitors:

Brian Cates
Tammy Taylor
Susan Bennett

Director:

Jennifer Blaine

7:05 PM – **CALL TO ORDER**: Welcome/Mission Statement and Pledge: Mindy Johnson

7:05 PM – Training: Amber Edelman—talked about the community that our school has within our four walls.

7:10 PM – MINUTES

- 4-21-2022 Board Meeting Minutes: Mindy motions to approve. Zach seconds. Motion is carried. Lisa abstains.
- 4-26-2022 Board Meeting Retreat Minutes: Michelle motions to approve. Michael seconds. Motion is carried. Lisa abstains.

7:10 PM – **PUBLIC COMMENT**: No public comments.

7:15 PM – FINANCE REPORT

- Budget Review – Brian Cates: Working on next year's budget. Restricted funds. PTIF is performing better each month. Interest earned is about \$3500. We have been conservative in revenue. Forecasted operating margin is just under 9%. Cash position is strong. Revenue and expense are where we need to be. Enrollment is holding steady. Overall things are looking good. Couple of months left in the fiscal year. Audit towards the end of July. Next year's budget—budgeting conservatively. 6.5 -7% forecasting operating margin. Summer projects so far this year is the regular painting, water softener for kitchen, new flooring in the bathroom, cement work outside. Need to make sure we have plenty of budget money. **Fraud risk assessment completed last month.**

7:30 PM – BUSINESS ITEMS

- Expansion Committee Update: Toyed with the idea of putting the \$300K in our budget for next year. Start getting quotes now. Need to meet as a committee to draw up final ideas of what we want to do. Set up a time to meet. June 14th 11:00AM.
- FERPA Use of Student Directory Information: Need to update school policy in the photography section.

- Food Sold on School Grounds Policy: One code that needs to be removed.
- Information Notice –Not needed

7:50 PM **ACTION ITEM**

8:15PM· Dress Code Policy: change to dress code, suggested to have all solid color tops with a collar, and any color or pants, removed girls and boys from list. Need to remove girls can wear dresses to anyone can wear dresses. Solid color pants that aren't jeans. Mindy suggests keeping neutral color pants. Amber is for change but suggests maybe only adding a couple of colors. Black and red are what the student council wants. Original committee wanted neutral colors that represented the earth tones. Michael would like the bottoms to be the same and maybe add a couple of different colors. Janice likes the unity that our uniform policy makes currently. Amy wants all colors. Dorothy wants all colors. Becca said to leave bottoms neutral and allow all colors on top. Karen said the same.

Keep the bottom colors as neutral.

Do we allow all colors for tops? Dorothy motions to vote to have all color solid collared shirt. Zach motions to second. Motion is carried for all colors. Vote is 5 yes, 3 no.

Motion to add black to the bottoms. Zach motions. Lisa seconds. Motion is carried.

Flexible Friday rules: modest, clean and in good repair, no offensive graphics. Fieldwork follows the same requirements. Michael motions to approve flexible Fridays as discussed. Michelle seconds. Motion is carried.

- 8:34PM Fieldwork and Overnight Policy: Changes made. Michael motions to approve. Mindy seconds. Motion is carried.
- 8:35PM Bylaws–Table until Charter is ready.
- 8:36PM Reporting Fraud, Abuse, & Waste Policy–learned we needed it when we had our audit. Lisa motions to approve. Dorothy seconds. Motion is carried.

Mindy and Lisa have resigned after June's board meeting.

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

- Staffing Update–staff agreements almost complete. All aide positions have been filled. Maegyn Ipsen has been hired as our new SPED teacher. Emily Ross will be our full-time social worker.
- Enrollment: Steady at 432. Offers for the 22-23 school year are being sent out.
- Student Achievement: Mega celebration, Rise testing, dibbles testing, a lot of fieldwork, Passages, Mega crew in person about bullying.
- Charter Agreement Goal: 100% complaint
- Professional Development: Staff and crew meetings. Personal reviews for each employee.
- Public Relations: Many new requests to use the west side. Social media posts. Video advertisement with Walker Cinemas.

June 3rd staff party at Jennifer's house.

8:50PM CLOSED MEETING–No closed meeting.

9:00 PM – ADJOURN. Lisa motions to adjourn. Zach seconds. Motion is carried.

*Next scheduled Board Meeting: June 16, 2022

USE OF STUDENT DIRECTORY INFORMATION

The Use of Student Directory Information form is distributed to all parents/guardians at the beginning of each school year or with new student registration paperwork.

The Family Education Rights and Privacy Act (FERPA**), is a Federal law that protects the privacy of student education records. This law authorizes the routine release of directory information on students without written consent, unless a child's parent/guardian has advised the school to withhold the information. Directory information is generally not considered harmful or an invasion of privacy if released.

PromontorySchool has designated the following information as directory information:

- Student name
- Student grade level
- Student date of birth
- Student address
- Student telephone number and email (*this is not printed in school publications*)
- Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user.
- A student ID number or other unique personal identifier that is displayed on a student ID badge, but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user.
- Parent email address, phone number (*this is not printed in school publications*)
- Participation in officially recognized school activities
- Degrees, honors, and awards received
- Most recent educational institution attended by student
- Student photographs/video images (*yearbook, newspaper, social media, school website*) • Student dates of attendance

The primary purpose of directory information is to allow Promontory School to include student information or school work in certain school publications. Some examples of how student directory information will be used may include, but are not limited to:

- School publications, such as the school newsletter/magazine, student fieldwork journals, the school yearbook, school social media pages, and the school website, which may include pictures and written accounts of the activities of our students.
- Classroom activities, presentations, or other events sponsored by the school may be photographed, documented, or displayed.
- Books and other projects compiled by students may contain photographs, classwork, and the names of contributing students.
- Teachers may showcase student projects in their classroom and display cases throughout the school or post student photos and class projects on the school's website.
- Local media, such as TV or newspapers, may report or publish stories on our students and the work they're doing.

Please note that no photograph of a student individually identified by name, or group photo in which students are individually identified by name will be published on the internet.

Your student's directory information will be used by the school as stated above. Please consider very carefully your decision to withhold the release of "directory information." If you would like to **opt-out** of the sharing of directory information, please send a **written** notification to the school director within the first two weeks of school or within

two weeks of a student's enrollment in Promontory School. If you do opt out, please understand that your child will not be included in the yearbook or be recognized in newspapers or school publications.

PATHWAYS TO EARLY LEARNING PROGRAM (ELP) PLAN SUBMISSION AND APPROVAL

PATHWAY 1 - PREAPPROVAL (<i>ends August 1</i>)	PATHWAY 2 - APPROVAL ONLY
<ol style="list-style-type: none"> 1. Complete your internal LEA Longitudinal Data Analysis prior to LIT Training: Longitudinal Composite Data Analysis and Longitudinal Submeasure Performance 2. Attend LIT Training in June. Be sure to bring your LEA Longitudinal Data Analysis. 3. Find the LIT Training 2022 folder in preparation for writing your LEA plan: <ol style="list-style-type: none"> a. Early Learning Plan Template b. Look Fors Document c. Instructions for Entering Goals in Data Gateway d. Instructions to Add Roles in Data Gateway e. Early Learning Program (ELP) Plan Timeline 4. Gather your internal LIT Team and draft your Early Learning Plan using your Longitudinal Data Analysis. 5. Send your Early Learning Plan draft to earlylearning@schools.utah.gov for preapproval no later than August 1st. 	<ol style="list-style-type: none"> 1. Complete your internal LEA Longitudinal Data Analysis prior to LIT Training: Longitudinal Composite Data Analysis and Longitudinal Submeasure Performance 2. Attend LIT Training in June. Be sure to bring your LEA Longitudinal Data Analysis. 3. Find the LIT Training 2022 folder in preparation for writing your LEA plan: <ol style="list-style-type: none"> a. Early Learning Plan Template b. Look Fors Document c. Instructions for Entering Goals in Data Gateway d. Instructions to Add Roles in Data Gateway e. Early Learning Program (ELP) Plan Timeline 4. Gather your internal LIT Team and draft your Early Learning Plan using your Longitudinal Data Analysis. 5. Take your plan to your local board to have it approved in an open, public meeting. This must occur in June, July, or August. <i>You may need to call an emergency local board meeting.</i>

6. USBE staff will review your plan.
 - a. If your plan **does not need any revision**, USBE staff will grant you preapproval and send you the “preapproved” plan attached to that email. Then proceed to step 7.
 - b. If your plan **needs revision**, USBE staff will track changes and add comments to your plan and send it back in an email with the feedback included. This step will be repeated until preapproval is granted by USBE staff.
 - i. Download your plan to see all feedback and comments.
 - ii. Make revisions based on the feedback and send that plan (2.0) back to USBE via earlylearning@schools.utah.gov for preapproval.

*****If your LEA never sends a revised plan back to earlylearning@schools.utah.gov, you are now on Pathway 2-step 5 as your LEA was not granted preapproval.*****

- c. If all revisions are complete, USBE will grant you preapproval and send you the “preapproved” plan attached to the email.
7. Take your preapproved plan, from that email, to your local board to have it approved in an open, public meeting. This must occur in June, July, or August. **You may need to call an emergency local board meeting.**
8. After your local board has approved your preapproved plan, you are ready for submission in [Utah Grants](#). Log in to submit

6. Ensure you have an “LEA ELDP Submitter” role in the Data Gateway.
 - a. If you do not see your LEA in the drop down menu, you do not have that role. Have your LEA Data Gateway Admin. follow these steps: ([Instructions to Add Roles in Data Gateway](#))
 - b. If you still do not have access, contact apphelpdesk@schools.utah.gov. This will connect you with USBE IT.
 - c. Enter your goals into the [Data Gateway](#) no later than September 1 by 5 p.m. Make sure that goals are entered under the correct goal type and that details match your goal narrative: [Instructions for Entering Goals in Data Gateway](#)
7. After your local board has approved your plan, you are ready for submission in [Utah Grants](#). Log in to submit no later than September 1 by 5 p.m. [How to Apply for Grants in Utah Grants](#)
 - a. Enter your budget information including the project abstract and budget narrative (examples in the [Look Fors Document](#)).
 - i. [Allowable expenditures](#) include:
 - Evidence-based intervention curriculum
 - Literacy assessments that identify student learning needs and monitor learning progress
 - Focused literacy interventions that may include: the use of reading specialists or paraprofessionals,

no later than September 1 by 5 p.m. [How to Apply for Grants in Utah Grants](#)

- a. Enter your budget information including the project abstract and budget narrative (examples in the [Look Fors Document](#)).
 - i. [Allowable expenditures](#) include:
 - Evidence-based intervention curriculum
 - Literacy assessments that identify student learning needs and monitor learning progress
 - Focused literacy interventions that may include: the use of reading specialists or paraprofessionals, tutoring, before or after school programs, summer school programs, or the use of interactive computer software programs for literacy instruction and assessments for students.
 - These funds may be used for portable technology devices used to administer literacy assessments.
 - ii. Unallowable expenditures include:
 - Purchasing core curriculum/materials
 - Funding general education/special education teachers
 - Funding educators supporting grades 4 and up

tutoring, before or after school programs, summer school programs, or the use of interactive computer software programs for literacy instruction and assessments for students.

- These funds may be used for portable technology devices used to administer literacy assessments.

ii. Unallowable expenditures include:

- Purchasing core curriculum/materials
- Funding general education/special education teachers
- Funding educators supporting grades 4 and up
- These funds cannot be used to supplant funds for existing programs, but may be used to augment existing programs.

b. Attach your local board approval minutes for this school year (not the agenda). *These minutes can be in draft form and do not have to be approved minutes.*

c. Submit for approval to send it to your LEA internal approver.

d. Contact your LEA internal approver to approve and submit the application to USBE. *If your application is sitting with your LEA internal approver, it has **not** been submitted to USBE.*

8. Within 3 weeks, USBE staff will review your budget, plan, local board approval minutes, and goals. If any of those require

- These funds cannot be used to supplant funds for existing programs, but may be used to augment existing programs.

- Attach your local board approval minutes for this school year (not the agenda). *These minutes can be in draft form and do not have to be approved minutes.*
- Submit for approval to send it to your LEA internal approver.
- Contact your LEA internal approver to approve and submit the application to USBE. *If your application is sitting with your LEA internal approver, it has **not** been submitted to USBE.*

9. Within 3 weeks, **USBE STAFF WILL:**

- Review your budget and local board approval minutes.
 - If revision is needed, the revisions will be completed through [Utah Grants](#). [How to Revise UT Grants Applications](#)
- Attach your preapproved plan in Utah Grants **FOR YOU** and ensure all assurances are checked.
- Enter and approve your goals in the Data Gateway **FOR YOU**.
- Approve your application and your LEA will receive funding.

CONGRATULATIONS! YOU ARE DONE!

revision, USBE staff will send them back to be revised with feedback and instructions. These revisions may be in the Data Gateway for goals or Utah Grants for everything else. [How to Revise UT Grants Applications](#)

- Budget revisions** (potentially due to unallowable expenditures, necessary revision of the project abstract and/or budget narrative)
- Early Learning Plan revisions** (potentially due to an incomplete funding section, unanswered questions, goals needing revision, and/or unchecked assurances)
 - Revisions must be sent to earlylearning@schools.utah.gov for USBE approval **before going back to your local board.**
- Local Board Approval Revisions** (potentially due to attachment of agenda, minutes from a previous year, handwritten notes, no evidence the Early Learning Plan was approved, and/or waiting on the second set of local board approval minutes)
 - **Once plan revisions are complete, you will need to go back to your local board for approval again. See step 5 for local board approval steps.**
*Pre-approval is offered to help LEAs avoid this.
- Goal revisions** in [Data Gateway](#) (potentially due to incorrect goal type chosen, goal details



not matching goal narrative, and/or goals not copied and pasted from your plan (word for word). * *Goal revisions cannot be completed in Data Gateway until USBE staff have given approval of your plan.*

9. Once your local board has approved your final (USBE approved) plan, you will need to **repeat Steps 7a-7d**.
 - a. If more revision is required for your budget, goals, or local board approval minutes, **step 8** will need to be repeated and the entire revision process must be completed no later than October 15 by 5 p.m. This means submission of your Early Literacy Budget with three attachments (Early Learning Plan and Local Board Approval Minutes from your first and second board meeting) are in [Utah Grants](#) and your LEA local goals are entered into the [Data Gateway](#) and no further revisions are required.
 - b. If nothing more requires revision, USBE staff will approve your budget, plan, local board approval minutes, and goals. Your LEA will then receive funds for that school year.

****Note: If an LEA is not applying for Early Literacy funds, they are still required by state code to submit an Early Learning Plan and Local Board Approval minutes.***

****Note: if the following things have not occurred by September 1 at 5 p.m., an LEA is out of compliance with state code and board rule and will be placed on a corrective action plan as per Board Rule R277-114: submission of your Early Literacy Budget with two attachments (Early Learning Plan and Local Board Approval Minutes) in Utah Grants and your LEA local goals entered into the Data Gateway.***



EARLY LEARNING PLAN 2022-2023

LEA Name: Promontory School of Expeditionary Learning

Date of Expected Local Board Approval: August 18, 2022

Directions:

- To support LEAs in successful completion of this plan, a Look Fors Document has been created and can be found here: https://docs.google.com/document/d/1GsmMc88Gnk7-a03K70KGODi5ad_0Y2Ti/edit?usp=sharing&oid=111364743146836537372&rtpof=true&sd=true
Submission of an Early Learning Plan (sections A, B, and C) is required for each LEA regardless of applying for funding.

Funds Being Applied for: Check all that apply. (Estimated Funding and Matching Amounts)

[X] Early Literacy Program Funds

DISTRICT ONLY - Matching Funds:

Table with 3 columns: Program, Amount Matching, Levy. Rows include Low Income Program and Guarantee Program.

Submission of Early Learning Plan: Pathways to Early Learning Program (ELP) Plan Submission and Approval

- Submission on or before August 1st: For ELP preapproval, submit the following to earlylearning@schools.utah.gov by August 1st.
Submission after August 1st: For ELP final approval, submit the following in Utah Grants no later than September 1st by 5 p.m.
Goals must be submitted into the Data Gateway - Early Literacy Page no later than September 1st by 5 p.m.

SECTION A: EARLY LITERACY

1. List your evidence-informed core curriculum program(s) for grades K-3 literacy in the following areas:

**SB 127: Districts and charters are required to provide instructional materials that are evidence-informed for core instruction and evidence-based for intervention and supplemental instruction.*

Core Area	*Evidence-Informed Curriculum(s) (defined in SB 127 as: (i) is developed using high-quality research outside of a controlled setting in the given field, and (ii) includes strategies and activities with a strong scientific basis for use)
Phonological Awareness	Reading Horizons Curriculum and Amira Personalized Interactive Software
Phonics	Reading Horizons, Amira
Fluency	Reading Horizons, Amira, Literature in Expedition Studies
Vocabulary	Reading Horizons, Amira, and Expedition Studies
Comprehension	Reading Horizons, Amira, and Expedition Studies
Oral Language	Reading Horizons, Amira, Expedition
Writing	Writer’s Workshop, and Words They Write

2. List the assessments used in K-3 literacy for each section below.

**SB 127: If Acadience Reading or a supplemental reading assessment indicates a student lacks competency in a reading skill, or is behind other students in the student's grade in acquiring a reading skill, the school district or charter school is required to administer diagnostic assessments to the student to target interventions to meet students’ individual needs.*

 Screener(s): Acadience Reading
 Diagnostic(s): Acadience Reading, PAST, Core phonics, and phonemic awareness <i>*Defined in SB 127: "Diagnostic assessment" means an assessment that measures key literacy skills, including phonemic awareness, sound-symbol recognition, alphabet knowledge, decoding and encoding skills, and comprehension, to determine a student's specific strengths and weaknesses in a skill area.</i>
 Progress Monitoring: Acadience Reading <i>*SB 127: Districts and charters are required to administer formative assessments <u>and progress monitoring at recommended levels for the benchmark assessment</u> to measure the success of the focused intervention;</i>

3. List your K-3 tier 2 and tier 3 evidence-based literacy curriculum programs and/or strategies and answer the question below.

**SB 127: Districts and charters are required to provide instructional materials that are evidence-informed for core instruction and evidence-based for intervention and supplemental instruction.*

**Evidence-based is defined in SB 127 as: means that a strategy demonstrates a statistically significant effect, of at least a 0.40 effect size, on improving student outcomes based on: (i) strong evidence from at least one well-designed and well-implemented experimental study or (ii) moderate evidence from at least one well-designed and well-implemented quasi-experimental study.*

Tier 2 Evidence-based Curriculum Program(s) and/or strategies:	Reading Horizons, Amira Explicit phonics and fluency instruction in small groups with the classroom teacher daily for 30 minutes and progress monitor every 2-4 weeks
Tier 3 Evidence-based Curriculum Program(s) and/or strategies:	Phonics for Reading, Amira Explicit phonemic awareness and phonics instruction in small groups and individual intervention sessions with a reading specialist daily for 45 minutes and progress monitor every 1-2 weeks
Briefly describe how you ensure intervention is aligned to students' needs?	Based on the outcomes of the diagnostic assessment given for each student, we assign an intervention program that meets the specific skill deficits.

SECTION B: EARLY MATHEMATICS

1. What evidence-based curriculum is being used in tier 1 core instruction for K-3 mathematics?

Eureka Math is used as a tier 1 curriculum, supplemented by ST Math software. The state standards are taught with manipulatives and hands-on real-world problems along with the other programs.

2. Describe how the following mathematical components are incorporated in tier 1 instruction in grades K-3.

Mathematical Components	Evidence-based Strategies
Conceptual Understanding: the comprehension and connection of concepts, operations, and relations.	Teachers implement tasks that promote reasoning and problem solving, Facilitate meaningful mathematical discourse through Number Talks
Procedural Fluency: the meaningful, flexible, accurate, and efficient use of procedures to solve problems.	Teachers give students regular opportunities to apply procedures to solve real-world problems (measure playground equipment), play games that give students practice solving problems, and give students time to practice procedures using the ST Math software program.
Strategic and Adaptive Mathematical Thinking: the ability to formulate, represent, and solve mathematical problems with the capacity to justify the logic used to arrive at the solution.	Mathematical Practices in the Utah Core State Standards, mathematical tasks from Eureka math with a high level of cognitive demand, and practice with the ST Math individualized math software program
Productive Disposition: the ability to see mathematics as useful and worthwhile while exercising a steady effort to learn mathematics.	Teachers will implement evidence-based strategies, setting goals with students while focusing on a growth mindset while providing positive experiences in math instruction for students.

3. Briefly discuss how mathematics assessments (screeners, diagnostics, and progress monitoring) are used to make instructional decisions and how they are used to ensure that instruction and interventions are aligned to students' learning needs.

Acadience Math Screeners, KEEP, and RISE assessments will be used. Regular diagnostic and progress monitoring assessments will be given in the Eureka math curriculum. As this data is collected it will be used to determine what whole group and small group instruction will be given. Interventions for students in small groups and one-one will be directed by the data from the assessments mentioned above to ensure that individual needs are met.

4. List your K-3 tier 2 and tier 3 mathematics intervention programs/strategies and answer the question below.

Tier 2 Intervention Program(s)/strategies: Bridges Interventions, small group instruction aligning with the students' gaps and needs

Tier 3 Intervention Program(s)/strategies: Bridges Interventions found on The Math Learning Center's website along with math apps

Briefly describe how you ensure intervention is aligned to students' needs? The data collected from the Acadience screener and Eureka-math assessments will determine the subjects covered during the intervention activities.

SECTION C: LOCAL GOALS

Goals must be measurable, address current performance gaps in student literacy and math data, and include specific strategies for improving outcomes.

Videos to support goal writing: [Analyzing Data and Identifying Areas of Need](#) and [Writing Goals](#)

Goal Sentence Frame:

By [date], [who is responsible] will [what will change and by how much--measurable] by [how--which evidence-based strategy(ies) will be used] to [why—for what purpose].

1. Early Literacy Goal (required)

By **June 1, 2023**, **Promontory School** will increase the percentage of second graders scoring at/above benchmark on Acadience Reading composite from BOY to EOY by 3% by providing ongoing professional learning and job-embedded instructional coaching with all second-grade teachers including LETRS training, as well as including classroom observations and feedback on the implementation of the new reading curriculum to reduce the percentage of students who did not master ORF and who are not scoring benchmark by the end of second grade. These students will also receive 30 minutes a week using Amira as supplemental instruction to support their literacy needs.

2. Early Mathematics Goal (required)

By **June 1, 2023**, **Promontory School** will reduce the percentage of third-grade students who are scoring

well-below benchmark on Acadience Math composite from BOY to EOY by 22% by providing targeted, evidence-based interventions that align with student's diagnostic needs as measured by the Acadience Math Screener, as well as the Eureka Math assessments to attend to specific gaps and to improve the percentage of students moving out of the well-below benchmark status.

3. Early Literacy or Mathematics Goal (required)

Literacy Goal

Mathematics Goal

By **June 1, 2023**, **Promontory School** will reduce the percentage of first-grade students who are scoring well-below benchmark on Acadience Reading composite from BOY to EOY by 34% by providing targeted, evidence-based interventions that align to student's diagnostic needs as measured by the Core Phonics Survey to attend to specific literacy gaps and to improve the percentage of students moving out of the well-below benchmark status.

General Assurances: Check the box below.

The LEA assures that it is in compliance with State Code [53F-2-503](#), [53E-4-307.5](#), [53G-7-218](#), [53E-3-521](#) and Utah Board Rule [R277-406](#) applicable to this program.

By submitting this form, I certify the information I provided on and in connection to this application is true, accurate and complete. I also understand that any false statements on this application I file with the Utah State Board of Education may be grounds for disqualification for Early Literacy Program funds.

Electronic Device Policy

Purpose

Promontory School of Expeditionary Learning (the "School") recognizes that various forms of electronic devices have become a common means of communication and information access. The School seeks to ensure that the use of electronic devices, both privately-owned devices and devices owned by the School, does not cause harm or otherwise interfere with the learning, safety, or security of students or employees. The following policy has therefore been established by Promontory School regarding the use of electronic devices on School premises and at School-sponsored activities and is in compliance with Utah Administrative Rule R277-495 and other applicable laws.

I. Definitions

"Electronic device" means electronic media, communication devices, transmitters, receivers or players, including but not limited to mobile phones (with or without video or picture-taking capability), electronic music or video players, iPods, tablets, iPads, and electronic gaming devices. Device also include any current or emerging wireless handheld technologies or portable information technology systems that can be used for word processing, wireless Internet access, image capture/recording, sound recording and information transmitting/receiving/storing.

"School day" means the hours that make up the School day according to the School's schedule.

"School-sponsored activities" means fieldwork, curricular and extracurricular activities, and extended School-sponsored trips or activities, including School-provided transportation to and from such activities.

II. Student Use of Electronic Devices

Possession & Use: Electronic devices may only be possessed and used by students during the School day and during School-sponsored activities in accordance with the following standards:

1. Students may carry and possess privately-owned electronic devices to and from school.
2. Privately-owned electronic devices must be turned off and kept in backpacks or lockers during school hours except under the supervision of the teacher in the classroom.
3. At no time may electronic devices be used on the playground, in the lunchroom, or in the field, except at the discretion of the teacher.

Prohibitions:

1. Electronic devices may not be used to threaten, bully, humiliate, harass, and intimidate, students, employees, volunteers, visitors, or guests.
2. Electronic devices may not be used to violate local, state or federal law.
3. Electronic devices may not be used to view, access, download, store, or transmit pornography or other obscene or inappropriate material.
4. Electronic devices may not be used during quizzes, tests, or standardized assessments unless specifically allowed by law, student Individual Education Plan, or assessment directions, or in connection with other legitimate circumstances determined by the director.

Exceptions:

With prior approval of the director, the above prohibitions may be relaxed under the following circumstances:

1. The use is specifically required to implement a student's current and valid IEP.
2. The use is at the direction of a teacher for educational purposes.
3. The use is determined by the director to be necessary for other special circumstances, health-related reasons, or emergency.

Disciplinary Action: If a student violates this policy, the electronic device may be confiscated by an employee. When an employee confiscates a privately-owned electronic device, reasonable measures will be taken by him/her to label and secure the device and turn it over to a school administrator as soon as the employee's duties permit. A confiscated, privately-owned electronic device will be released/returned to the student on the first confiscation. On subsequent confiscations, electronic devices will be released/returned to the student's parents/guardians after the student has complied with any other disciplinary consequence that is imposed.

The School may contact law enforcement if School employees believe that a student has used an electronic device in connection with a violation of criminal law, and criminal penalties may arise from inappropriate use of electronic devices.

III. Other Provisions

Picture taking or sound or video recording by students is prohibited in School unless authorized by a teacher or the director. Picture taking or sound or video recording by students is prohibited in private areas of the School such as washrooms, counseling sessions, and dressing areas.

Students shall be personally and solely responsible for the security of electronic devices brought to school. The School shall not assume responsibility for theft, loss, damage, or unauthorized calls made with an electronic device. If devices are loaned to or borrowed and misused by non-owners, device owners are jointly responsible for the misuse or policy violation(s).

Parents, guests and visitors to the School may use electronic devices at School and at School-sponsored activities only in accordance with rules established by the director. Such individuals who use the School's electronic resources may not use such resources to access inappropriate material or information.



EMERGENCY PLAN

This basic plan outlines Promontory School's approach to emergency management and operations. It has been developed to assist Promontory and protect its staff and students during an emergency situation. A copy of this condensed plan should be kept by the door or every classroom at all times.

STAY CALM

Police/Fire: 911
School number: 435-919-1900
Sheriff: 435-734-3818
Poison Control: 800-222-1222
Red Cross: 800-328-9272
Jennifer Blaine- Director and Media
Spokesperson: 435-740-0852

Shawna Ulm- Building Manager: 801-721-0633
Nancy Moyle- Admin Assistant: 435-730-8623
Amanda Walker- Food Services: 435-730-0565
Perry City Offices: 435-723-6461

Main water shut-off: utility room to right front of building

Secondary water shut-off: in curb strip at center front of building

Main electric panels: utility room to left front of building and behind kitchen

First aid supplies: office and storage room by kitchen

Fire extinguisher: office and kitchen areas

Gas shut-off: right front of building (Authorized dealer only to restart gas)

NOTE: Follow procedures in this booklet BEFORE dialing 911 unless otherwise instructed

CODE WORDS Warning: Alert will be given by intercom, phone or by runner

Condition: **Green**

1. Evacuate Immediately
2. Remain calm/Take roll book
3. Shut off lights and close door
4. Lead students safely outside to assembly area
5. Account for all students
6. Stay in area until other instruction is given

Condition: **Yellow**

1. Stay in Room
2. Search area for unusual objects or packages
3. Contact office immediately to report findings
4. Remain calm
5. Stay until other instructions are given

Condition: **Red**

1. Stay in Room
2. Lock doors and windows
3. If in hall, report to nearest room
4. Remain calm
5. Account for each student
6. Stay until other instructions are given

CARDS used in all situations and are placed in windows or held out when in an evacuation

Green: Everyone is okay and accounted for

Yellow: Minor injuries to report but everyone is accounted for

Red: In need of emergency medical help or a student is missing

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Evacuation

Purpose: Whenever it is determined that it is safer outside than inside the building (I.E., fire, explosion, hazardous material spill inside, structural failure, etc.)

Incident Commander:

- Designate someone to Call 9-1-1, identify the name of the school, describe the emergency, state the school is evacuating, and identify the location of the school command post.
- The Incident Commander or designee will make the following announcement:

“YOUR ATTENTION, PLEASE. WE NEED TO INSTITUTE AN EVACUATION OF THE BUILDING. TEACHERS ARE TO TAKE THEIR STUDENTS TO THEIR DESIGNATED ASSEMBLY AREA. TEACHERS TAKE YOUR CLASS ROSTER AND TAKE A HEADCOUNT AT THE ASSEMBLY AREA.”

- Notify Perry City Police of the school evacuation.
- Designate someone to oversee the removal of staff and students to the alternate off-campus relocation site.

Office staff:

- Take visitor log and student sign out sheet to the assembly area.
- Gather headcount information from teachers and inform the Director or incident commander of any missing student(s) or staff.

Teachers:

- Teachers will instruct students to evacuate the building, using designated routes, and report to their assigned Assembly Area. Designate a student leader to help move your class to the assembly area
- Close your door, turn off your lights
- If the exit route is blocked, follow an alternate exit route.
- Bring your class lists, phone lists, and classroom Go Kit materials
- All office staff will sweep the bathrooms, hallways and common areas for visitors, staff and students while exiting.
- Take attendance, specially noting any students in other activities or services such as orchestra, choir, speech, chess, etc. that are missing. Display GREEN status card to indicate all students accounted for, use RED status card to indicate someone is missing or severely injured, and yellow for minor emergencies. Report any missing students or staff to the area coordinators
- At the assembly area, teachers and students will stay in place until further instructions are given.

Support Staff:

- Return all of your students to their classroom designated assembly areas or a buddy teacher, avoiding area(s) of hazard
- Return to the Unassigned Staff Area. You may be needed in another capacity as the incident unfolds

Reverse Evacuation

Purpose: When conditions are safer inside the building than outside such as: severe weather, community emergency, gang activity, hazardous material release outside, etc.

Incident Commander:

- Order a REVERSE EVACUATION for students and staff outside to move inside the building.

Teachers:

- Immediately move back to classrooms or safe areas (if it is safe to do so) using the closest entry.
- If movement into the building would present a danger to persons outside, teachers and staff outside will direct students to the designated assembly areas or off- campus assembly site.
- Teachers will take attendance and account for all students. Report any missing students to administration
- No students or staff are allowed outside the building.
- Close and lock all exterior doors and windows. Monitor the main entries until the "All Clear" is given.

Lockdown

Purpose: Used when there is a threat of violence or serious incident that could jeopardize the safety of students/staff (i.e., Intruder, shooting, hostage incident, gang fights, civil disturbance, etc.)

Incident Commander:

- The Incident Commander or designee will make the following announcement:

“YOUR ATTENTION, PLEASE. WE ARE EXPERIENCING AN EMERGENCY SITUATION AND NEED TO LOCKDOWN THE SCHOOL IMMEDIATELY. TEACHERS LOCK YOUR DOORS AND KEEP STUDENTS INSIDE UNTIL FURTHER NOTICE: STUDENTS OR STAFF ARE TO RETURN TO THE NEAREST CLASSROOM OR OFFICE. IGNORE ALL ALARMS AND BELLS UNLESS ADVISED OTHERWISE.”

- Designate someone to Call 9-1-1, identify the name and address of the school, describe the emergency, state the school is locking down, provide intruder description and weapon(s) if known, and identify the location of the school command post. Direct staff to stay on the phone to provide updates and additional information.
- Notify staff and classes outside to immediately move to the off-campus assembly area(s), account for the students and be prepared to evacuate off-campus to a relocation site.

Office Staff:

- Stay by the phones to wait for additional procedures from the incident commander.
- Remotely check status of classrooms via PA., telephone, computer or other methods
- Assist the Director or Incident Commander to establish the school command post.
- Direct any contractors, delivery drivers, or vendor repairmen located inside the building into a safe area and lock the door.

Teachers:

- Clear the hallway and bathrooms by your room moving everyone into the classroom.
- Lock your doors, turn off your lights, and shut your blinds and windows
- Move students and staff away from the doors and windows.
- Have all persons sit down against an interior wall.
- Place a GREEN or RED status card on/under your door and window. (Green signifies everything is ok, Red means emergency assistance is need)
- If a life threatening situation exists, exit immediately to a place of safety.
- Ignore all bells and alarms unless otherwise instructed
- Take attendance and be prepared to notify the Incident Commander of missing students or additional students, staff or guests sheltered in your classroom.
- Allow no one outside of the classroom until the Incident Commander gives the “All Clear” signal.
- If outside, teachers will move students to the designated off-campus assembly area and wait for further instructions

Consider using a duress code to authenticate any all-clear signal

(This is a specific word or phrase that is used prior to giving the all clear signal that indicates to all staff that the person signaling the all clear is not being forced to do so by an intruder)

Shelter-in-Place

Purpose: Provides a refuge for students, staff and the public inside the school building during an emergency such as severe weather or hazardous material release outdoors. Shelters are located in areas of the building that maximize the safety of occupants. Shelter-in-place is used when evacuation would place people at risk. Shelters may change depending on the emergency

Incident Commander:

- The Incident Commander or designee will make the following announcement:

“YOUR ATTENTION, PLEASE. WE ARE EXPERIENCING AN EMERGENCY SITUATION AND NEED TO IMPLEMENT SHELTER-IN-PLACE PROCEDURES. STUDENTS AND STAFF ARE DIRECTED TO MOVE TO THE DESIGNATE SHELTER LOCATIONS AND SAFE AREAS. ALL STAFF AND STUDENTS OUTSIDE ARE TO IMMEDIATELY MOVE TO THE PROTECTION OF AN INSIDE ROOM.”

- Order a REVERSE EVACUATION for students and staff outside to move inside the building.
- Direct staff to close all windows and doors.
- If warranted, order the shut-off of heating, ventilation and air conditioning system to stop the inflow of outside air into the building.
- Cover windows, air vents, doors, etc... with plastic sheathing when appropriate.
- Notify Perry City that the school is SHELTERING-IN-PLACE.
- Monitor the NOAA weather radio
- Be prepared to announce change in status (“DROP, COVER AND HOLD” or “All Clear”)

Office:

- Shut off utilities (if necessary).
- Turn off ventilation systems (Heating, ventilation and air conditioning) as appropriate.
- Post Shelter in Place cards at the primary entrances to the building(s).

Teachers:

- Move students into designated safe areas such as inside rooms with no windows, bathrooms, utility closets, and hallway without large windows or doors.
- Close classroom doors and windows when leaving.
- Turn off ventilation systems (Heating, ventilation and air conditioning) as appropriate.
- Cover windows, air vents, doors, etc... with plastic sheathing when appropriate.
- Have everyone kneel down and be ready to cover their heads to protect from debris.
- If outside, teachers will direct students into the nearest school building interior safe area or other appropriate shelter.
 - a. For severe weather, if there is no time to get into a building or shelter, attempt to squat or lie low in the nearest (ravine or open ditch) or low spot away from trees and power poles.
 - b. If movement into the building would expose persons to hazardous chemical plume, teachers should move to designated outdoor assembly areas upwind or cross-wind from the spill.
 - c. All persons must remain in shelter until notified by the Incident Commander or emergency responders.

Drop, Cover and Hold

Purpose: Drop, Cover and Hold is used when an incident occurs with little or no warning. This action is taken to protect students and staff from flying or falling debris resulting from explosions, structural failures, severe weather or earthquakes.

- Inside, teachers will instruct students to duck under their desks and cover their heads with their arms and hands.
- All students and staff who have moved to shelter or safe areas in the building in response to severe weather, should kneel down against the wall and cover their head with their arms and hands.
- Outside, teachers will instruct students to drop to the ground, place their heads between their knees and cover their head and eyes with their arms and hands.
- Instruct everyone to move away from windows.
- Teachers should account for their students and report any student missing to the administration and place the appropriate card color in their windows.
- The Incident Commander may order an evacuation if the situation warrants and it is safe to do so.

Off-Campus Evacuation

Purpose: This protocol is used when circumstances require the off-site evacuation and relocation of students and staff to a remote site where students will be accounted for and released to their parents or guardians. During emergencies, parents, relatives, and friends often rush to the school incident site to check on the safety of students and staff. The resulting blockage of streets and large numbers of people can severely hamper response actions by emergency agencies. The most effective way to prevent this chaos is to redirect those concerned individuals to a site that is remote from the school and to evacuate students and staff to that site.

Incident Commander:

- Determine the appropriate pre-designated relocation site and evacuation route. Decide if it is safe for the students/staff to walk to the relocation or if transportation is required.
- Request law enforcement to provide security at the evacuation staging area, along the evacuation route and for traffic control/security at the relocation site during Family Reunification.
- The Incident Commander or designee will order an OFF-CAMPUS EVACUATION and FAMILY REUNIFICATION at a pre-designated relocation site with the following announcement:

“YOUR ATTENTION PLEASE. FOR SAFETY REASONS, WE ARE EVACUATING OFF SITE TO LOCATED AT (announce location). WE WILL BE IMPLEMENTING THE FAMILY REUNIFICATION FROM THAT LOCATION.”

- Direct staff to move students to the evacuation staging area for relocation.
- Notify the district office and Director of the evacuation and relocation. Request assistance in preparing the site for arrival. Provide an update on the situation, identify the primary relocation site, the evacuation route and if needed, request alternate means of transportation.
- Provide the school media/public information representative with detailed instructions via fax or prepared information release to read to the public in order to direct concerned relatives to the Family Reunification Site.
- Designate someone as the Reunification Site Commander.

Teachers and staff

- Take your class roster, phone lists and emergency Go Kit as you exit to the designated assembly area.
- After evacuating, take roll and account for all students. Report any missing students to school administration. Hold up the RED status card to indicate you have missing or injured students. Use the GREEN status card if everything is ok.
- Maintain control of your class. After receiving the alert for OFF CAMPUS EVACUATION, guide students to the designated evacuation staging area for movement to the relocation site.
- Ensure special needs students and staff are assisted. Request help if needed.
- Teachers will prepare a list of all evacuees, which will be delivered to the reunification site commander upon arrival.
- Follow the instructions of the Family Reunification site staff when you arrive. You may be asked to assist in staffing the site.

Family Reunification

Purpose: The Family Reunification Protocol is used to ensure a safe and secure means of accounting for students and reuniting parents/guardians with their children whenever the school facility or grounds is rendered unsafe and a remote site is needed.

Incident Commander:

- The Incident Commander will determine the appropriate pre-designated relocation site and safe evacuation route. The pre designated off campus sites are Perry Park and Perry Stake Center. Other sites will be added as the situation may require. The Incident Commander will notify the contact person at the relocation site to prepare for arrival of students.
- Designate a Reunification Site Commander.
- Request Perry City to send personnel to staff the Family Reunification Center.

Reunification Site Commander:

- Establish a command post
- Organize public safety and mental health/crisis response staff who will be reporting to the site. Use them to calm waiting parents/guardians and explain that an orderly process is required for the safety of the students.
- Check identification of all non-uniformed personnel who arrive to assist.
- Secure a holding area for arriving students and staff away from waiting family members
- Set up an adult report area for parents/guardians to sign-in and to check identification.
- Set up a student release area where students will be escorted to meet their parents/guardian and sign out.
- Set up a mental health area and direct staff to escort the parent/guardian of any injured, missing or deceased student to the area for staff to provide notification in private away from other parents.
- Set up a media staging area and notify the school media liaison of the location.
- Keep evacuees on buses or in a holding area separate from parents until they can be signed out to waiting parents/guardians.
- Only release students to authorized persons after checking proof of identity and signing a student release form.
- Instruct parents/guardians to leave the site to make room for others once they have signed out their student.

Teachers

- Provide a list of evacuees to the reunification site staff upon arrival.
- Ensure special needs students and staff are assisted. Request help if needed.
- Follow the instructions of the Family Reunification Center staff when you arrive. You may be asked to assist in staffing the site.

Mental Health/Crisis Intervention

Purpose: These procedures are intended to guide staff in responding to more frequently occurring crises such as deaths, injuries, emergencies or other traumatic events impacting the school community. As a result of such incidents, students and staff may exhibit a variety of psychological reactions. As soon as the safety of those involved have been insured, attention must turn to meeting the emotional and psychological needs of students and staff. Knowing what to do if such a crisis occurs will minimize the chaos, rumors and the impact of the event on other students and staff.

Incident Commander:

- Notify the Director of the incident or emergency.
- Ensure the designated media or public information officer is notified and briefed on the circumstances and actions taken.
- Request the PIO to prepare formal announcement and media release.
- Request additional support from other schools or community-based mental health professionals. Convene an emergency staff meeting. Invite outside professionals to join the meeting to help staff members process their own reactions to the situation.
- Determine if additional community resources are needed—or are needed to “stand by”—to effectively manage the crisis, and notify them if appropriate.
- Assign staff to monitor the grounds for students leaving the building without permission. Redirect them to support services. If unable to intercept, make parent notification and inform them of the situation.
- Make an initial announcement over the PA system to the entire school. Include minimum details and note that additional information will be forthcoming. Prepare statements for telephone inquiries.
- Immediately following resolution of the crisis, convene for a debriefing to discuss successes and problems and allow staff an opportunity to discuss feelings and reactions.

Teachers and staff:

- Seek crisis intervention services or counseling if you are experiencing difficulty coping with the event.
- Provide stress management during class time. Allow students to talk about what they felt or experienced in response to or during the event.
- Be prepared for some outbursts and disruptive behaviors. Refer students experiencing stress to counseling.
- Allow for changes in normal routines or test schedules.
- Anticipate a recurrence of emotions and trauma on the anniversary date of the incident.

Bomb Threat

Purpose: These procedures are intended to guide staff in responding to a situation in which a bomb threat has been called into the school. The included checklist will help in guiding reactions to the call.

Call Taker:

- Upon receiving a message that a bomb has been placed in school:
 - Use a bomb threat checklist, which can be found two pages further along in this booklet.
 - Ask where the bomb is located, when the bomb will go off, what materials are in the bomb, who is calling, why the caller is doing this. (See Bomb Threat Checklist)
 - Listen closely to the caller's voice and speech patterns and to noises in the background.
 - Notify the Director/Incident Commander or designee.

Incident Commander:

- Incident Commander or designee notifies law enforcement by calling 9-1-1.
- Assign staff to meet and brief emergency responder agencies outside.
- Notify staff with the following message:

“YOUR ATTENTION PLEASE. A BUILDING EMERGENCY IS IN EFFECT. ALL STAFF AND STUDENTS SHOULD REMAIN IN THEIR ROOMS UNTIL ADVISED OTHERWISE. SEARCH TEAM MEMBERS PLEASE REPORT TO (insert name here). ALL TWO-WAY RADIOS AND CELL PHONES SHOULD BE TURNED OFF.”

The Incident Commander and law enforcement agency will make a decision to:

- Evacuate Immediately
- Search the building and Evacuate if warranted.
- Ensure staff who received the call completes the Bomb Threat Checklist and gives it to law enforcement officials.
- Assemble and brief the Search Team members at the interior command post. Assign search areas within the building, the emergency exit routes and the outside assembly areas.
- If a suspicious item is located, notify law enforcement officials, order an EVACUATION selecting routes and assembly areas away from the suspicious item.
- Direct students and staff, “DO NOT take personal belongings, coats or backpacks.” “Teachers and staff will leave their windows and doors open when exiting.”
- Students and staff must be evacuated to a safe distance outside of school building(s) MINIMUM 1000 Feet. is the general rule. Consult with Fire and Police officials.
- Arrange for a person who found a suspicious item to talk with law enforcement officials.
- No one may re-enter the building(s) until fire or police personnel declare them safe.
- After consulting with the Director, and the Incident Commander, the Incident Commander may move students to Perry Park if weather is good or Perry Stake Center if the building is damaged or weather is poor.
- The Incident Commander will notify staff and students of the termination of the emergency and when to resume normal operations.

Teachers and staff:

- Teachers and staff will check their classrooms, offices and work area for suspicious items and report any findings to the Incident Commander or Search Team members.
- If a suspicious item is found-DO NOT TOUCH IT. Secure the area where the item is located, but do not guard it.
- Teachers will account for their students and be prepared to evacuate if ordered.
- Teachers and staff will evacuate using standard procedures and exit routes to the assembly area.
- Teachers will open classroom windows and leave classroom doors open when exiting.
- Teachers take roll after being evacuated. Hold up the GREEN status card to indicate everyone is accounted for. Use a RED status card to indicate a student or staff is missing or you need immediate assistance. Be prepared to report the names of any missing persons to school administration.
- Keep your class together at the assembly area until given further instructions. Be prepared for Off-Site Evacuation if ordered.
- If given the “All Clear” signal, return to the building and resume normal operations.

BOMB THREAT CHECKLIST

(to be completed by the call-taker)

Call received at _____

The number the threat was called into _____

Exact wording of original threat:

Is the caller's voice familiar? If so, who does it sound like? _____

Approximate age of caller _____

Is the caller's voice... (circle as applicable)

- | | | |
|-----------|-------------------|-------------------|
| • Calm | • Female | • Laughter |
| • Nasal | • Raspy | • Deep breathing |
| • Angry | • Rapid | • Crying |
| • Stutter | • Deep | • Cracked voice |
| • Excited | • Soft | • Normal |
| • Lisp | • Ragged | • Disguised |
| • Slow | • Loud | • Slurred |
| • Male | • Clearing throat | • Distinct accent |

Background sounds: (circle as applicable)

- | | | |
|-----------------|----------------|--------------------|
| • Machinery | • Clear | • Long distance |
| • Street Noises | • House noises | • Local |
| • Voices | • Static | • Motor |
| • Animals | • Music | • Office Machinery |

- Other: _____
- Other: _____

Threat Language: (circle as applicable)

- Well Spoken/Educated
- Incoherent
- Taped
- Foul
- Seemed to be read
- Irrational
- Incoherent
- Taped
- Other: _____

Questions to ask if the opportunity arises.

When is the bomb set to explode? _____

Where is the bomb right now? _____

What does the bomb look like? _____

What kind of bomb is it? _____

What will cause it to explode? _____

Did YOU place the bomb? _____

Why? _____

What is your address? _____

What is your name? _____

Additional comments

Call ended at: _____

Signed _____

Assault/Fights

- Put staff and student safety as the first priority.
- Defuse and de-escalate the situation when possible.
- Notify Administration.
- Document all actions and witnesses and report this to the administration.

Fire

Purpose: These procedures are intended to guide staff in responding to a fire at the school.

In the event a fire or smoke from a fire has been detected:

- Any staff discovering fire or smoke will signal the fire alarm, and report the fire to the School Administrator.

Incident Commander:

- Incident Commander or designee calls 911 to confirm the alarm is active, identify the school name and location, provide the exact location of the fire or smoke, state the building is being evacuated and identify the location of the school command post.
- School office staff will take the visitor log, student sign-out sheet and the Critical Incident Response Kit and evacuate to the designated school command post.
- Office staff will obtain student roll from teachers and inform the Director or incident commander of any missing students
- After consulting with the Director, fire department and law enforcement officials, the Incident Commander may direct an off-site evacuation to Perry Park if the building is damaged or Perry Stake Center if weather is inclement and the building is damaged.
- Incident Commander notifies students and staff of termination of emergency, returns to the building and resumes normal operations.
- After consulting with the Director, fire department and law enforcement officials, the Incident Commander may direct an off-site evacuation to Perry Park if the building is damaged or Perry Stake Center if weather is inclement and the building is damaged.
- Incident Commander notifies students and staff of termination of emergency, returns to the building and resumes normal operations.

Teachers and staff

- Take the class roster located in the emergency "Go Kit" and lead students out of the building to the designated assembly area(s). Use alternate escape routes if the regular route is blocked or there is a safety hazard.
- Close the classroom door and turn out the lights upon exiting confirming all students and personnel are out of the classroom.
- Take attendance at the assembly area after being evacuated. Hold up the GREEN status card to indicate all students are accounted for. Use the RED status card to indicate a student or staff is missing or you need immediate assistance.
- Be prepared to move students if an OFF-CAMPUS EVACUATION is ordered.
- Keep your class together and wait for further instruction

Intruder/Hostage

Intruder- When an unauthorized person enters school property:

- Notify Incident Commander.
- Ask another staff person to accompany you before approaching the guest/intruder.
- Politely greet guest/intruder and identify yourself.
- Ask guest/intruder the purpose of his/her visit.
- Inform guest/intruder that all visitors must register at the main office.
- If the intruder's purpose is not legitimate, ask him/her to leave. Accompany intruder to exit.

If intruder refuses to leave:

- Warn intruder of consequences for staying on school property.
 - Notify security or police and Administration if the intruder still refuses to leave. Give the police a full description of the intruder. (Keep intruder unaware of call for help if possible)
 - Walk away from intruder if he/she indicates a potential for violence. Be aware of intruder's actions at this time (where he/she is located in school, whether he/she is carrying a weapon or package, etc).
 - Maintain visual contact with intruder from a safe distance.
 - Incident Commander notifies Perry Police and may issue Lockdown procedures (see Lockdown Procedures section).
- Hostage Situation:**
- If the hostage taker is unaware of your presence, do not intervene.
 - Notify the Director or main office.
 - Incident Commander or designee will announce LOCKDOWN action.
 - The IC or designee will ensure staff outside are notified of the LOCKDOWN and to move students away from the building to the outside assembly areas.
 - The IC or designee will call 9-1-1 immediately (insert the actual sequence to call 9-1-1 from your phone system). Give the dispatcher details of the situation; description and number of intruders, exact location in the building and that the school is in LOCKDOWN. Ask for assistance from the hostage negotiation team.
 - The IC will give control of the scene to the police and hostage negotiation team.
 - The IC will ensure detailed notes of events are taken.
 - Teachers and staff will implement LOCKDOWN procedures upon hearing the alert. If outside, move to campus assembly areas and wait for further instructions.
 - Everyone should remain in lockdown until given the "All Clear" or if directed in person by a uniformed law enforcement officer.

If taken hostage:

- Follow instructions of the hostage taker.
- Try not to panic. Calm students if they are present.
- Treat the hostage taker as normally as possible.
- Be respectful to hostage taker.
- Ask permission to speak and do not argue or make suggestions.

Severe/Weather

Purpose: These procedures are intended to guide staff in responding to a Severe Weather Watch or Warning has been issued in the area near the school.

Severe Weather Watch has been issued:

- Monitor NOAA Weather Stations (National Weather Service, Weather Channel, or television).
- Bring all persons inside building(s).
- Be prepared to move students from mobile classrooms into the building.
- Close windows and blinds.
- Review severe weather drill procedures and location of safe areas. Severe weather safe areas are under desks, in hallways and interior rooms away from windows.
- Avoid gymnasiums and cafeterias with wide free-span roofs and large areas of glass windows.
- Review “DROP COVER and HOLD” procedures with students.
- Assign support staff to monitor all entrances and weather conditions.

Severe Weather Warning has been issued in an area near school or severe weather has been spotted near school

- The Incident Commander will announce a SHELTER-IN-PLACE alert signal.
- The IC will direct students and staff inside the building to immediately move to interior safe areas, closing classroom doors after exiting.
- Ensure that students are in “DROP, COVER and HOLD” positions until the danger passes.
- The IC will direct students and staff outside to REVERSE EVACUATE into the building.
- If outside, students and staff should move to the nearest interior safe area. If time does not permit, have students get down in the nearest ravine or open ditch or low spot away from trees or power poles.
- Evacuate students and staff from any mobile classrooms into the building.
- Remain in a safe area until warning expires or until emergency personnel have issued an all-clear signal.

Hazardous Material Release

Purpose: These procedures are intended to guide staff in responding to a Hazardous Material Release. A hazardous material (haz-mat) release is defined as an incident involving the discharge or spill of a biological or chemical substance including release of radioactive materials. Internal haz- mat incidents may occur from activities in a school laboratory, vocational technical area, or maintenance shop. External haz-mat exposure often results from an accident involving a train or truck carrying hazardous materials or an explosion or spill at an industrial site.

Substance Released Inside A Room or Building

- The Incident Commander (IC) will initiate an EVACUATION alert. Direct staff to use designated routes or other alternate safe routes to assigned Assembly Area(s) upwind or cross wind from the affected room or building.
- The IC directs staff to call 9-1-1, provide the name and location of the school, state the emergency and describe actions to safeguard students and staff and identify the location of the school command post.
- The IC or staff will notify the City offices and request activation of media and parent notification protocol.
- The IC will direct staff to secure the area around the chemical spill and ensure the air handling ventilation system is shut down.
- The IC will establish a school command post outside the school and brief officials when they arrive.
- Refer media to:

Telephone Numbers (home, work, mobile)

Teachers should take attendance at their outside Assembly Area and report any missing or injured students to administration.

- After evacuation, persons who have come into direct contact with haz-mat substances should be taken to a decontamination area.
- The IC will determine if an off-campus evacuation to a relocation site is necessary. If so, alert staff to move students to designated site.
- Request law enforcement officials to assist with evacuation and assign officers to the relocation site.

Substance Release Outdoors:

- The Incident Commander (IC) will immediately announce a SHELTER-IN- PLACE alert and a REVERSE EVACUATION into the building for all students and staff outside the building.

- The IC or designee will call 9-1-1 identify the name/exact location of the school, describe the emergency, state what actions are being taken to safeguard students/staff and remain on the line until told otherwise.
- The IC will direct staff to turn off air handling/ventilation systems, close all windows and doors and turn off fans and air conditioners.
- The IC will notify Perry City and request activation of media and parent notification protocol.
- Refer media to:

Telephone Numbers (home, work, mobile)

- Teachers and staff outside will immediately move into the building using the nearest entrance and proceed to the designated safe areas. If movement into the building would expose persons to hazardous chemical plume, teachers should move to designated outdoor assembly areas upwind or cross-wind from the spill.
- The IC will turn on a radio or television to monitor information concerning the incident.
- The school will remain in SHELTER-IN-PLACE until the appropriate agency provides clearance.
- When emergency responders determine it is safe to do so, the IC will give the “All Clear” signal to staff and students and announce whether school will resume normal activities, dismiss early or complete a non-emergency evacuation and movement to an off-campus relocation site for parent reunification

Earthquake

Purpose: These procedures are intended to guide staff in responding to a situation in which an earthquake has occurred. Earthquakes generally occur without warning and may cause minor to serious ground shaking, damage to building and injuries. The following steps are suggested in order to maintain the safety of the students and staff.

Incident Commander:

- The Incident Commander (IC) or designee will call 9-1-1(if necessary).
- After the shaking stops, the IC will initiate an EVACUATE BUILDING alert. Staff and students will evacuate using designated routes or alternate routes to the outside Assembly Area(s).
- The IC will contact Perry City and activate the media and parent notification protocol.
- The IC will establish a school command post and medical triage site on campus.
- The IC will direct staff to shut off utilities as needed and notify the appropriate utility company of damages (e.g., gas, power, water or sewer).
- The IC will consult with emergency management and public safety officials to determine if the buildings are safe for reoccupancy.
- The IC will decide whether to announce dismissal of students from the school or EVACUATE student's off-campus to an alternate relocation site for Parent Reunification.
- If an off-campus EVACUATION is ordered, activate the parent notification procedures and notify Perry City to request assistance at the relocation site.

Teachers and staff:

- Upon the first indication of an earthquake, teachers should direct students to DROP, COVER and HOLD, seek shelter under desks and move away from windows and overhead hazards.
- If outdoors, teachers should direct students to move away from buildings, gas and electrical lines.
- If EVACUATION is ordered, teachers will bring their student roster and emergency Go Kit, take attendance at the Assembly Area, use green, yellow, and red cards and then report any missing or injured students.
- Designated staff will check for injuries and provide appropriate first aid.
- Be prepared to relocate to a remote site if an off-campus evacuation is ordered.

Active Shooter / Armed Intruder

Purpose: These procedures are intended to guide staff in responding to a situation in which an active shooter or armed intruder has entered the school property. An active shooter or armed assault on campus involves one or more individual's intent on causing physical harm to students and staff. Intruders may possess a gun, a knife, a bomb or other harmful device. The following steps are to be taken in order to ensure student and staff safety.

Incident Commander

- The Incident Commander (IC)/Administration will direct staff to call 9-1-1, give the name and exact location of the school, the nature of the emergency, number and description of intruders (if known), type of weapon(s), area of the school where last seen, and actions taken by the school. Caller will remain on the line to provide updates.
- The IC will announce a building-wide LOCKDOWN alert. Direct staff and students outside the building to move immediately to the campus Assembly Area(s) and be prepared to EVACUATE off-campus if necessary.
- The IC will direct any support staff outside to stop pedestrians from entering school grounds and stop all vehicles from entering the campus until police arrive.
- The IC will secure the administration office as a command post and retrieve the Critical Incident Response Kit. If the incident is occurring at the administration office, the IC will designate an alternate command post.
- The IC will assign someone to meet and brief arriving law enforcement officers.
- The IC or designee will disarm the fire alarm.
- The IC will direct office staff to contact the classrooms via intercom or alternate means of communication to check status.
- The IC will request activation of media and parent notification protocols
- Refer media to:

Teachers and staff:

- Upon first indication of an armed intruder, staff should immediately notify the School Administrator and go to LOCKDOWN.
- Clear students from the hallway and bathrooms outside the classroom immediately.
- Close and lock all doors and windows, pull down the shades and turn off the lights.
- Tell the students to get down on the floor up against an interior solid wall and remain quiet
- Account for all students and report any additional non-class students sheltered in the room and any missing students
- Place a RED or GREEN card on an outside window, on the inside door window or under the door to communicate with first responders. A GREEN card means
“Everything is OK in the classroom”;
a RED card means,
“Emergency assistance is needed.”

- Teachers, staff and students will remain in LOCKDOWN until given the “All Clear” by the Incident Commander or a law enforcement officer in uniform.
- If an intruder enters the classroom use a predetermined code to communicate when the office calls for a status check.
- If an intruder enters and begins shooting, tell the students to “GET OUT ANY WAY POSSIBLE”, indicating that they are to exit the building or run to another location that can be locked.

Recovery

- After the intruder(s) have been subdued, the Incident Commander will announce an EVACUATION and OFF-CAMPUS RELOCATION to an alternate site for FAMILY REUNIFICATION.
- The IC will notify officials at the relocation site of the EVACUATION and to activate FAMILY REUNIFICATION protocols.
- The IC will request bus transportation or alternate transportation to the relocation site.
- The IC will request the district activate media and parent notification protocols and direct parents to go to the relocation site.
- Teachers will EVACUATE the building using the designated exit routes and alternate routes to the assigned Assembly Areas, take attendance and move to the relocation site.
- The IC will notify the area mental health agency to provide counseling and mental health services at the relocation site.
- The IC will debrief the school Emergency Management Team.
- The Director, in consultation with law enforcement officials, will determine when the school can resume normal activities and communicate the information to parents and the public. (Note: The school is a crime scene and will require a thorough search and processing.)

Utility Loss or Failure

Purpose: These procedures are intended to guide staff in responding to a situation in which there is a loss of utilities on the property. Utility failure includes the loss or interruption of electric power, natural gas, water or sewage services to the school. The most common utility failure results from power outages throughout the year. In certain situations, students may need to be relocated until the power is restored. The following steps are to be taken in order to ensure student and staff safety.

- Upon notice of loss of utilities, the Incident Commander (IC) will initiate appropriate immediate response actions, which may include SHELTER-IN- PLACE or EVACUATION. The IC may direct staff to shut off utilities, as deemed necessary.
- The Incident Commander will contact the local utility company (see emergency contact section) and determine the anticipated duration of the outage.
- The Incident Commander will confer with the Director and determine whether school should be closed and classes temporarily suspended. If so, activate parent and media notification protocols.
- In the event of a gas leak, the Incident Commander will direct staff to call 9-1-1, give name and exact location of the school, state the emergency, identify affected area(s) of the building, announce the school is EVACUATING and provide the location of the school command post outside.
- For gas leaks, the Incident Commander will order an EVACUATION and open doors and available windows. Direct staff to shut off all utilities.
- If evacuating, teachers and staff should follow evacuation procedures avoiding areas of hazard, assemble at designated assembly area, take attendance and report any missing students to administration. Teachers should be prepared to evacuate students off campus to a relocation site for parent reunification, if directed.
- Refer media to:

-
- Do not allow anyone to reenter the building until the facility has been deemed safe.
 - The Incident Commander will complete a detailed incident report at the earliest opportunity.

Media

All staff must refer media to the school site spokesperson.

- The School, Law Enforcement and City Officers assume responsibility for issuing public statements during an emergency.
- The Director serves as district spokesperson unless he/she designates a spokesperson. If a spokesperson is unavailable, an alternate assumes responsibilities.

Refer media to:

Spokesperson

Telephone Numbers (home, work, mobile)

Alternate spokesperson

Telephone Numbers (home, work, mobile)

- School Public Information person acts as contact for emergency responders and assists district spokesperson with coordinating media communications. If a Public Information person is unavailable, an alternate assumes responsibilities.

School Public Information person: _____

Alternate Public Information person: _____

During an emergency, adhere to the following procedures:

- Incident Commander or designee relays all factual information to the City.
- Director may ask the school Public Information designee to prepare a written statement to the media.
- Establish a media information center away from school.
- Update media regularly. Do not say "No comment".
- Do not argue with the media.
- Maintain log of all telephone inquiries. Use scripted responses to respond to inquiries.

Media statement

- Create a general statement before an incident occurs. Adapt statement during crisis.
- Emphasize safety of students and staff first.
- Briefly describe the school's plan for responding to emergency.
- Issue brief statement consisting only of the facts.
- Respect privacy of victim(s) and family of victim(s). Do not release names to the media.
- Refrain from exaggerating or sensationalizing crises

Structural Failure

Purpose: These procedures are intended to guide staff in responding to a situation in which there is a structural failure on the property. Structural failure of a building may result from an earthquake, ground settling, heavy snow and ice accumulation on roofs, or broken water or sewer lines. The structural failure may be catastrophic with a sudden collapse severely injuring occupants. Some structural failures may cause large cracks in walls or foundations, flooding, and loss of utilities which present a hazard to the safety of students and staff. The following procedures have been developed to mitigate that hazard.

Structural failure with collapse or partial collapse:

- Upon the first indication of a structural failure the Incident Commander may implement DROP, COVER and HOLD, an EVACUATION and an OFF-SITE EVACUATION.
- If the roof, ceiling, or wall collapses, students and staff should immediately DROP, COVER and HOLD, seek shelter under desks and tables, and move away from windows or glass.
- Teachers and staff will immediately attend to the injured and evacuate the building moving to their assigned assembly area(s).
- The Incident Commander will initiate an EVACUATION of the building
- The Incident Commander (IC) or designee will call 9-1-1(if necessary), identify the name and exact location of the school, state the emergency, describe response actions taken, and remain on the line to provide updates.
- The IC will direct staff to turn off utilities and seal off the high risk area, if necessary
- The IC will notify CPR/first aid certified persons in school building of medical emergencies, if necessary.(Names of CPR/first aid certified persons are listed in Critical Incident Response Team Members section.). The team will check for injuries and provide appropriate first aid.
- No one will be allowed to reenter the building until declared safe by emergency management and public safety officials.

Structural failure without collapse

- For structural failure without collapse, the IC will ensure the affected area is vacated immediately and determine if an EVACUATION is warranted. Staff will be directed to seal off the affected area and turn off utilities to that area, if necessary.
- The IC will notify the Director and determine whether to dismiss school early, order an evacuation, or off site evacuation for parent reunification.
- The Director and Incident Commander will confer with emergency management and public safety officials regarding the structural integrity of the building.
- The IC will notify the insurance carrier to document and assess the damage.
- The affected areas will not be reopened until the structural integrity of the building is deemed safe.

Medical Emergency

School Staff Response:

- Quickly assess the situation. Make sure the situation is safe for you to approach. Examples of danger include but are not limited to:
 - a. Live electric wires
 - b. Gas leak
 - c. Building damage
 - d. Animal threat
- Immediately notify the building's emergency responder(s).
- Assess the seriousness of the injury or illness.
- Under life and death circumstances call or have someone call 9-1-1 immediately. Be prepared to provide the school name and address, exact location (room number); describe illness or type of injury; and age of the victim(s).
- Immediately inform the Building Director or main office.
- Protect yourself against contact with body fluids (blood borne pathogens).
- Administer appropriate first aid according to your level of training until help arrives.
- Comfort and reassure the victim. **DO NOT MOVE** the sick or injured unless the scene is unsafe.
- Complete an Incident Report. If appropriate, a supervising staff member will complete the report.

Administration:

- Direct staff to call 9-1-1, if necessary, and provide appropriate information to responders.
- Send school staff with first responder/first aid/ training to the scene.
- Assign a staff member to meet emergency medical service responders and lead them to the injured/sick person.
- Assign a staff member to remain with the victim if they are transported to the hospital
- Notify the parent or guardian of the situation, include type of injury or illness, medical care given and location where the victim has been transported.
- Ensure student/staff medical information from administrative records is sent to the hospital.
- Advise faculty and staff of the situation (when appropriate).
- Develop and maintain written documentation of the incident. Follow-up with the parents or guardian.

Emergency Response Plan Policy

Promontory School will practice the Emergency Plan on each school level, present it to teachers and administrators, students, parents, local law enforcement and any other necessary public safety representatives.

The Emergency Plan will be reviewed by the Safety Committee (assigned by the Promontory School Board) and updated at least once every three years in order to have updated information and to be in compliance with R277-400.

Teachers and staff will have access to the Emergency Plan.

At the beginning of each school year, Promontory School shall provide a written notice to parents and staff of our Plan.

Promontory School shall designate a school Emergency Response/Emergency Preparedness week each year prior to April 30th.

The Plan shall include procedures to ensure that students receive reasonable, adequate educational services and supervision during school hours during an emergency and for education services in an extended emergency situation.

Evacuation procedures that provide reasonable care and supervision of students until students are released to a responsible party shall be included in the plan. Promontory shall not release students under 15 years old unless a parent or other responsible person has been notified and assumed responsibility for students.

The Emergency Plan shall include procedures regarding access to public school buildings by students, community members and others. The Plan shall also include procedures regarding access during identified time periods and possession and use of school keys by designated administrators and employees.

The Plan shall identify resources and materials available for emergency training for employees. The Plan shall also include procedures for a student to receive age-appropriate emergency preparedness training including rescue techniques, first aid, safety measures appropriate for specific emergencies, and other emergency skills.

Promontory School shall establish a parent and student reunification plan and annually provide parents a summary of parental expectations and notification procedures related to the reunification plan. The reunification plan shall be published on the school's website.

Fire drills and other emergency drills shall be conducted as outlined in R277-400. Promontory school shall develop student assistance programs such as care teams, school intervention programs, and interagency case management teams.

Promontory School may enter into cooperative agreements with other governmental entities to establish proper coordination and support during emergencies. Promontory School shall cooperate with other governmental entities to provide emergency relief services and the Plan shall contain procedures for assessing and providing the following for public emergency needs: school facilities, equipment, and personnel.

The plan shall delineate communication channels and lines of authority with the Promontory School, city, county, and state. A local governing board, through its director, is the chief officer for a school emergency.

Promontory School shall provide an annual training for school building staff regarding an employee's roles, responsibilities, and priorities as outlined in the Emergency Response Plan.

Promontory School shall develop standards and protections for participants and attendees at school-related activities, especially school-related activities off school property.

Promontory School shall review existing security measures and procedures within the school and make necessary adjustments as funding permits.

Promontory School shall provide comprehensive violence prevention and intervention strategies as part of a school's regular curriculum, including anger management, conflict resolution, respect for diversity and other cultures, and may provide age-appropriate instruction on firearm safety.

The plan shall address procedures for recording funds expected for emergencies, assessing and repairing damage, and seeking reimbursement for emergency expenditures.

Promontory School shall ensure that a carbon monoxide detection system has been installed and maintained in the school, consistent with International Fire Code. The school shall replace a carbon monoxide detection system that becomes inoperable or begins to produce end-of-life signals.

Food Sold on School Grounds Policy

I. Definitions

- A. "Competitive foods" as provided in 7 CFR 210, means all food and beverages, other than meals reimbursed under programs authorized by the Richard B. Russell National School Lunch Act, 42 U.S.C., and the Child Nutrition Act of 1966, available for sale to students on the school campus during the school day.
- B. "Nutrition Standards" are defined in 7 CFR 210.11 and are hereby incorporated by reference.
- C. "Reimbursable meal" means a meal, which meets the requirements of 7 CFR 210, 211, 215, 220 or 225, which are incorporated by reference and can be claimed for payment.
- D. "School day" means the period from the midnight before to 30 minutes after the end of the official school day.
- E. "School grounds" means all areas of the property under the jurisdiction of the school that are accessible to students during the school day.
- F. "Vending machine" means a self-service device that upon insertion of a coin, paper currency, token, card or key, dispenses unit servings of food in bulk or in packages.

II. Purpose

- A. The purpose of this policy is to outline requirements for Promontory School of Expeditionary learning regarding foods sold outside of the reimbursable meal service.

III. Vending Machine/Competitive Food Sales on Promontory School Grounds

A. Promontory School does not provide vending machines to the students in order to encourage and promote healthy eating and participation in the school lunch program and to support the family in encouraging healthy eating through home lunch.

B. Promontory School does not allow the sale of competitive foods during the school day for the reasons listed in III. A.

- C. Food Sales for fundraising purposes and special events may be sold using the following criteria:
 - a. Food sales are encouraged to meet the nutrient standards as outlined in 7 CFR 210.1 as well as the standards defined in the Promontory Health and Wellness Policy. According to R277-719-5, foods that do not meet the nutrient standards outlined can be used for fundraising if they are used infrequently, not more than three times a year and each individual fundraiser must not exceed five days.
 - b. The school director shall designate an individual to maintain records of fundraisers at which foods and beverages that do not meet competitive food standards are sold.
 - c. Career and Technical Education programs (CTE) may make written requests for fundraisers, in addition to the three allowed in R277-719-5(i), to the USBE Child Nutrition Program Director with director and board approval.

IV. Promontory intends for this policy to be consistent with Board Rule R277-407.

Fundraising and Employee Relationships and Disclosure Policy

A. PURPOSE

The purpose of this policy is to establish Promontory School of Expeditionary Learning policy governing the initiation, authorization, and review of all fundraising activities of the school. This policy is intended to create practices that adequately safeguard public funds, provide for accountability, and ensure compliance with state and federal laws.

Promontory School encourages community and business partnerships that enhance and supplement the public education system. The school also desires to protect students, parents, teachers, and school administrators from over-commercialization and fundraising efforts that are coercive and disruptive to the education processes, threatening to the health and welfare of students, or lacking in educational merit.

Promontory School encourages school staff, board members, and parent volunteers to organize and execute efforts to enhance and supplement the public education system through fundraising efforts. The school also desires to protect students from fundraising efforts that burden the students with fundraising for public education. The school does not encourage or support fundraising events that rely on student solicitation to raise funds. However, the school does recognize the value of students raising funds when connected to expeditions, fieldwork, and/or intensives and supports such fundraising activities as they comply with the outlined policy.

Promontory School believes in acting with humanity and contributing to the community. Fundraisers for charity may also be considered and will comply with the procedures of the outlined policy.

B. SCOPE

This policy applies to all school administrators, licensed educators, staff members, students, organizations, volunteers and individuals who initiate, authorize, or participate in fundraising events or activities for school-sponsored events.

It is expected that in all dealings, school employees will act ethically and consistent with the school's ethics training, the Utah Educators Standards, the Public Officers' and Employees' Ethics Act, and State procurement law.

C. GENERAL POLICY STATEMENTS FOR SCHOOL-SPONSORED ACTIVITIES

1. "Public funds" are money, funds, and accounts, regardless of the source from which the funds are derived, that are owned, held, or administered by the state or any of its political subdivisions, including Promontory school or other public bodies (Utah Code 51-7-3[26]).
2. Fundraising is permitted within the school to allow the school to raise additional funds to supplement school-sponsored academic and co-curricular programs.
3. "School-sponsored" means activities, fundraising events, clubs, camps, clinics, programs, sports, etc., or events, or activities that are authorized by the school and support the school or

authorized curricular school clubs, activities, sports, classes or programs that also satisfy one or more of the following criteria. The activity:

- a. Is managed or supervised by a school employee.
 - b. Uses the school's facilities, equipment, or other school resources.
 - c. Is supported or subsidized, more than inconsequently, by public funds, including the public school's activity funds or minimum school program dollars.
 - d. Does not include non-curricular clubs specifically authorized and meeting all criteria of Utah Code 53A-11-1205 through 1208.
4. The school is committed to principles of gender equity and compliance with Title IX guidance. The school commits to use all facilities, unrestricted gifts and other available funds in harmony with these principles. The school reserves the right to decline or restrict donations, gifts, and fundraising proceeds, including those that might result in gender inequity or a violation of Title IX. Fundraising opportunities should be equitable for all students, comply with Title IX, and be in harmony with Article X of the Utah Constitution.
 5. All fees for school-sponsored activities must be properly noticed and approved by the director and board and are subject to fee waiver provisions in R277-407.
 6. The director, consistent with school policy, has the responsibility to waive fees, if appropriate. Individual teachers, coaches, advisors, etc. do not have the authority to waive board-approved fees.
 7. Annually, the school will review all planned camps, clinics, activities, and fundraisers and determine those designated as school-sponsored.
 8. All monies raised through fundraisers for school-sponsored activities are considered public funds. The school is ultimately responsible for the expenditure and allocation of all monies collected and expended through student, school organized fundraising.
 9. The collection of money associated with fundraisers for school-sponsored activities will comply with the school cash receipting policies.
 10. The expenditure of any public funds associated with fundraisers for school-sponsored activities will comply with the school cash disbursement policies.
 11. Properly approved school-sponsored activities may:
 - a. Use the school's name, facilities, and equipment.
 - b. Utilize school employees and other resources to supervise, promote, and otherwise staff the activity or fundraiser.
 - c. Be insured under the school's risk management policy (pending approval by the school risk manager) or general liability insurance policy.
 - d. Provide additional compensation or stipends for school employees with the approval of the director, or immediate supervisor, and under school payroll policies.
 12. School-sponsored activities must comply with all fee approval and fee waiver provisions established in Utah Code and Utah State Board of Education rules. Schools may be responsible for providing student transportation for these activities.
 13. Authorization and supervision of fundraising for school-sponsored activities:
 - a. **Fundraising shall be approved in writing, prior to the activity, by the director and board and supervised by school employee(s) designated by the director. The**

approvers shall ensure that the activity is appropriately classified as a school-sponsored activity.

- i. All revenue producing activities, including fundraising projects, must support the school vision and educational philosophy.**
- ii. Proposals for fundraising projects should answer the following questions:**
 - 1. For what purpose do we need additional funds?**
 - 2. How much revenue do we intend to generate?**
 - 3. How does this fundraiser align with Promontory School’s mission statement, values, policies, philosophies and educational beliefs?**
- b. Donations from individuals or organizations will follow the school’s gift and donation policy.
- c. The sale of banners, advertising, signs, or other promotional material that will be displayed on school property must be approved by the director before the items are initiated or printed, and must meet community standards. Partisan or political advertising and advertising for products that are prohibited by law for sale or use by minors, such as alcohol, tobacco, or other substances that are known to endanger the health and well-being of students, are prohibited.
- d. All fundraising projects for construction, maintenance, facilities renovation or improvement and other capital equipment purchases must be approved in writing by the director and the board. (See capital fundraising section below.)

D. GENERAL FUNDRAISING STANDARDS FOR SCHOOL SPONSORED ACTIVITIES

1. The school reserves the right to prohibit, restrict or limit any fundraising activities.
2. Faculty and student participation in fundraisers is typically voluntary. However, employees may be directed to supervise specific activities as an employment assignment. Students, including fee-waiver-eligible students, may be required to participate fully in school, team, or group-wide fundraisers in order to benefit from fundraisers.
3. Participation in fundraising shall not affect a student’s grade. Students shall not be required to participate in fundraising activities as a condition of belonging to a team, club or group, nor shall a student’s fundraising effort affect his/her participation time or standing on any team, club or group, except as to fee waiver requirements.
4. Competitive enticements for participation in fundraisers are discouraged. If prizes or rewards are offered by a selected fundraising vendor, they should only be awarded to groups, classes or students, and must be disclosed and approved prior to the fundraiser. Rewards, prizes, commissions, or other direct or indirect compensation shall not be received by any teacher, activity, club or group director, or any other school employee or volunteer.
5. Schools may not impose a sales quota (or the like) as part of fundraising efforts, and students or parents shall not be required to pay for any unsold items, or pay for goals not met.
6. Door-to-door sales are prohibited.
7. Approval may be denied for fundraising activities that would expose the school to risk of financial loss or liability if the activity is not successful.

8. Fundraising activities shall be age appropriate, and shall maintain the highest standards of ethical responsibility and integrity.
9. Fundraising revenues should be accounted for at an individual contribution level or participation level. Participation logs should be retained and turned into the business manager to be included with the deposit detail.
10. Employees who approve, manage, or oversee fundraising activities are required to disclose if they have a financial or controlling interest or access to bank accounts in a fundraising organization or company.
11. Records of all fundraising efforts shall be open to the parents, students and donors, including accurate reporting on participation levels and financial outcomes. This policy does not require the release of students' personally identifiable information protected by FERPA.

F. EMPLOYEE RELATIONSHIPS & DISCLOSURE

1. Participation in Private or Non-School-Sponsored Events
 - a. School employees:
 - (1) May participate in a private but public education-related activity, such as LDS seminary graduation and firesides, extracurricular travel, etc.
 - (2) Must ensure that personal participation in activities is separate and distinguishable from the employee's public employment, official job title, or job duties.
 - (3) May not contact students in the school using education records or information obtained through public employment unless the records or information are available to the general public.
 - (4) May not use school time to discuss, promote, or prepare for a private or non-school-sponsored activity.
 - (5) May offer public education-related services, programs or activities to students, provided they are not advertised or promoted during school time or using any type or amount of school resources.
 - (6) May use school or student publications available to the general public to advertise and promote the private or non-school-sponsored activity.
 - (7) May not require private or non-school-sponsored activities for credit or participation in school programs.
 - (8) Must satisfy all requirements of Utah Code 53A-1-402.5, regarding ethical conduct standards, and R277-107, regarding educational services outside of the educator's regular employment.
2. School employees may purchase advertising space to promote private or non-school sponsored events in the same manner as the general public. The school employee's employment and experience can be used to demonstrate qualifications. The advertisement must specifically state that the activity is not school-sponsored. (See R277-107-5 through 6.)
3. School employees may engage in outside employment with a private entity or other separate organizations that does not interfere with school duties or job functions. Employees must complete the school disclosure agreement annually when engaging in outside employment that is similar to the employee's official job duties or functions.

4. Parental notification is required if school students are recruited to participate in these activities.
5. School employees may not set up bank accounts for activities or fundraisers associated with school responsibilities or job functions.
6. School employees may not direct fees or fundraiser proceeds from school-sponsored activities to outside entities.
7. School employees may not direct operating expenditures to outside funding sources or groups to avoid school procurement rules (such as equipment, uniforms, salaries or stipends, improvements, maintenance for facilities, etc.).
8. School employees must comply with school procurement policies and procedures, including complying with competitive quotes; bid splitting; and not accepting gifts, gratuities, or kickbacks from vendors or other interested parties.

G. Capital Fundraising/Large Fundraising Projects

1. **All** fundraising projects for construction, maintenance, facilities renovation or improvement, and other capital equipment purchases must be approved in writing by the director and the board. Prior to the initiation of a large capital drive or specific fundraising drive, the following will be provided to the business manager for evaluation and recommendation to the director and board:
 - a. Prospective construction, maintenance or renovation plans and estimated costs
 - b. Proposed naming opportunities
 - c. Proposed fundraising timeline
 - d. Loans or financing agreements
 - e. Maintenance or upkeep requirements and costs
 - f. Assurances of compliance with Title IX (e.g., available for use by both male and female students and/or for several purposes or activities)
2. The director will make a recommendation to the board. The board reserves the right to tentatively approve plans, pending fundraising, donations, equity, or other conditions.



Dear Peach Days Parade Participant:

Thank you for participating in this year's Peach Days Parade. The Peach Days parade is one of the largest in Utah and has thousands of spectators lining Main Street to enjoy a good old-fashioned fun parade. Because of the many people especially children that are there to enjoy the parade, rules for participants are in place especially those distributing items to the crowd. This is for the safety of the spectators and for your organization. Official parade route goes from 300 South to 600 North. If you are distributing items please plan accordingly.

The rules for distributing are:

Any distribution entries SHALL provide three (3) "spotters", one per each side of entry and one at the rear of the entry. Spotters shall do nothing but ensure that no one comes within five (5) feet of the entry, float, truck, trailer, or other moving vehicle.

SPOTTERS SHALL NOT DISTRIBUTE! Spotters must be at least 18 years old. Distribution entries without spotters will not be allowed to distribute during the parade. Distributions shall not be made from vehicles or floats, but shall only be made from persons walking alongside the entry, excluding the spotters. Entries must provide reflective vests for spotters to wear. There are no exceptions to this Rule.

The theme for the Sept 10, 2022 Peach Days Parade is "Home Sweet Home" we would like to encourage all entries to be creative in their design. The more creative the entry – the more attention your entry will receive from spectators. Because this is one of the longest parades in Utah our space and time are limited, so this year the Committee is limiting commercial entries to one motorized unit per entry.

Decorated floats will be judged at 9:00 a.m. Please have your float parked in its assigned location by that time. Five awards will be given, Sweepstakes, Most *Peachy* (*Float that best describes the theme*), Best Commercial, Chairman's Choice, and Most Creative/Imaginative. Plaque or Trophy awards will be given at the Parade. A cash award will be mailed to the winning entries within two weeks after Peach Days.

Please register EARLY! No late registrations will be accepted. The parade line up is printed by the local newspaper and they have a deadline that must be met. ***To be included in the printed line up we must have your registration by Friday, July 29, 2022.***

The parade committee determines placement of entries. Once a placement assignment has been made, changes cannot be made. Please make copies of the rules/guidelines and application for your own records and make sure all participants understand and follow rules. No application will be accepted without a signed release and waiver.

There are two pages to our application. You must sign and initial in all spots. Please return both pages or you will not be able to have an entry in the parade.

Sincerely,

Monica Holdaway

Executive Director

Brigham City Peach Days Parade - Saturday September 10, 2022 @ 10:00 a.m.

Name of entry: _____

Please describe your entry: (What is the length of the float, vehicle(s), uniqueness, etc.)

Antique Car/Tractor _____ Horses (# participating) _____ Band _____
Walkers/Dancers _____ Float _____ (floats consist of fully decorated trailer bed)
Other (truck and trailer, boat, semi): _____

Does your entry have noise? (Music, loud engine sounds, sirens, etc.) _____

HOW MANY VEHICLES ARE IN YOUR ENTRY _____

Distributing Entry (Required please circle) YES NO

What Are you Distributing _____

Contact Person _____ **Phone** _____

Address _____

City _____ **State** _____ **Zip code** _____

E-Mail Address _____ **(required)**

Announcement: Please print or type in 50 words or less what you would like said about your entry. This announcement will be read by our parade announcers at 4 areas during the parade route!

PLEASE READ RULES AND WAIVER AND SIGN FORM!

I agree that I have read and understand the entire application for entry as a participant in the 2022 Peach Days parade, including the set forth rules and guidelines for the parade. I agree that as a participant, I will fully comply with the rules for the parade. I understand that the Brigham City Police Department and the Parade officials will monitor compliance with said rules. I understand that any violation of such rules may cause my participation in the parade to be immediately terminated and that I may not be eligible for participation in future Peach Days Parades. I agree that should I be notified of the termination of my participation by the Police Department or the Parade officials, I will follow their directions immediately and peacefully. I agree to assume all liability and to hold Brigham City Corporation, the Box Elder Chamber of Commerce, State of Utah, the Utah Department of Transportation, The Utah Transportation Commission, and the Utah Highway Patrol and their officers, agents and employees harmless from all claims arising and resulting from any injuries or damage from my actions or inactions, whether from my negligence or intentional conduct, and whether such actions constitute violations of said rules or not. I understand that I am solely responsible and liable for injuries and damage to others who are injured or damaged by personnel, equipment, vehicles, floats, or animals, or distributions that are a part of my entry and I hold Brigham City Corporation and The Box Elder Chamber of Commerce harmless for said injuries and damages. I understand that notwithstanding the efforts of the organizers of the 2022 Peach Days parade, hazards to my safety and to the safety of my property may exist. I agree to waive any and all claims against Brigham City Corporation and The Box Elder Chamber of Commerce resulting from any injuries or accidents that may occur to me, including serious injury, death, and/or any damage to my property. I further agree to abide by all the rules and regulations pertaining to these events set forth in these documents and any other written or verbal directions from the directors of this event.

I, the undersigned also agree to indemnify and release all parties contemplated herein for the cancellation of Peach Days, due to an act of a foreign enemy, riot, civil commotion or disorder, mob violence, act of civil disobedience, act of terrorism, plague, epidemic, pandemic, outbreaks of infectious disease or any other public health crisis, including quarantine or other employee restrictions, act of authority whether lawful or unlawful, compliance with any law or governmental order, rule, regulation or direction, curfew restriction, act of God or natural disaster such as but not limited to violent storm, cyclone, typhoon, hurricane, tornado, blizzard, earthquake, volcanic activity, landslide, tidal wave, tsunami, flood, damage or destruction by lightning, drought; explosion, fire, or any other unforeseen event outside the control of those parties contemplated herein ("Force Majeure Event").

Signature of person responsible for entry _____ **Date** _____

To Be Included in Printed Line Up Applications are due by July 29, 2022

Please check the fee that applies to you.

_____ Commercial Entries Parade Fee \$25.00 _____ Non-Profit – No Charge _____ 501c tax #

_____ Box Elder Chamber Member \$15.00

Please send all applications to: Box Elder Chamber of Commerce - 6 North Main Street - Brigham City, UT 84302
435-723-5761 (fax) monica@boxelderchamber.com (email)

Please make your checks payable to: Box Elder Chamber of Commerce - No cash please!

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Please initial that you understand the Distribution Policy:

Any distribution entries SHALL provide three (3) “spotters”, one per side of entry and one at the rear of the entry. Spotters shall do nothing but ensure that no one comes within five (5) feet of the entry, float, truck, trailer, or other moving vehicle. **SPOTTERS SHALL NOT DISTRIBUTE!** Spotters must be at least 18 years old. Distribution entries without spotters will not be allowed to distribute during the parade. Distributions shall not be made from vehicles or floats, but shall only be made from persons walking alongside the entry, excluding the spotters. Entries must provide reflective vests for spotters to wear. There are no exceptions to this Rule.

Peach Days Parade Rules and Guidelines!

- 1) If you are not registered as a distribution entry NO DISTRIBUTING WILL BE ALLOWED.
Distributions shall not include any beverages, bouncy balls, and other items that cause disruption to the parade. Distribution entries shall provide three (3) spotters per entry, one for each side of the entry and one for the rear of the entry, who will do nothing but ensure that nobody comes within five (5) feet of the entry. **Entries also need to provide three reflective vests to be worn by spotters during parade.** **SPOTTERS SHALL NOT DISTRIBUTE!** Spotters must be at least 18 years old. Distributions shall NOT be made from the entry, floats, motorized vehicles or trailers. In other words, distributions shall only be made from persons, other than spotters, walking along side the entry. If you violate this rule, your organization may be removed from the parade and will not be allowed to participate in future Peach Days Parades.

Initial
- 2) If you are a distribution entry and your entry does not have spotters, you will be asked to throw away your items, or be removed from the parade. Volunteers will be checking all entries prior to start of parade.

Initial
- 3) The Peach Days Parade committee will not allow any entry to participate that does not have a signed application/rules forms and has been given an official number from the committee.

Initial
- 4) Conduct of any nature, which would encourage or entice members of the crowd or other spectators to come into the street, is prohibited. Distribution shall be made towards the gutters.

Initial
- 5) We ask that you keep no more than 2 car lengths between you and the entry in front of you. This will keep things moving smoothly, avoiding “GAPS” and “SQUISHERS”. Try to be aware of this on your own.

Initial
- 6) Entries with performing groups **MAY NOT STOP** to perform. However we encourage dance groups to perform all the way down the parade route while moving forward.

Initial
- 7) Every entry and participant must be covered by adequate liability insurance. Neither Brigham City nor the Box Elder Chamber of Commerce provides insurance for parade participants. You participate at your own risk and are liable for any injuries and damage which you, your entry, or participants in your entry cause.

Initial
- 8) All motorized vehicles must have the necessary insurance and licensing to be used on public roads and highways. **Drivers MUST be 16 years of age and have a valid driver’s license. Please be sure you have qualified drivers.**

Initial
- 9) Any and all horses, livestock, vehicles, motorcycles, four-wheelers, floats, bicycles, scooters, skateboards, and any other moving devices (both motorized and non-motorized) shall be operated only in the street and only in a reasonable and safe manner so as not to endanger the health or safety of any person. Safety is our primary concern. **Drivers will obey all laws, regulations, and City ordinances. Drivers MUST be capable of properly operating the vehicle or machine they are driving.**

Initial
- 10) The Parade Chairman may impose any additional rules and guidelines, which he/she may deem necessary for the safe, peaceful, and successful conduct of the parade.

Initial
- 11) Once on a float, motorized vehicle, or trailer persons MUST remain on and once off a float, motorized vehicle, or trailer persons MUST remain off.

Initial
- 12) These parade rules and guidelines will be strictly monitored and enforced by the Brigham City Police Department and other assigned parade officials. Violation of any of these parade rules may result in immediate removal from the parade and potential civil and/or criminal liability. Furthermore, your organization may not be allowed to participate in future Peach Days Parades for violations of these rules and guidelines.

Initial

Please distribute a copy of these rules and guidelines to those who will be the actual participants in the parade.

Please help us to keep everyone safe and to have an enjoyable parade.

Your parade line up number and instructions will be mailed to you approximately August 12th.