Finance Manager : School Budget | Current Yr Budget

Current Yr Budget

Budget Name	PY Amount	YTD Amount	Budget	Variance	Forecast	% Target	% of Forecast
Promontory School of Expeditionary Learning - Revenue - 1000 Local Revenue - 79.2% (12 School Budget records)							
1510 Interest on Investments	$56,901	$149,469	$50,000	$140,000	$190,000		78.7%
1610 Lunch Program	$51,329	$45,434	$48,803	$11,197	$60,000		75.7%
1720 Yearbook Income	$2,745	$100		$100	$100		100.0%
1720 Bookfair Income	$2,116	$1,246		$1,246	$1,246		100.0%
1720 Uniforms		$363	$0	$363	$363		99.9%
1741 Middle School Fees	$6,881	$6,142	$7,078	$0	$7,078		86.8%
1920 Fieldwork/Expedition Donations	$7,704	$6,732	$5,000	$1,732	$6,732		100.0%
1920 Community Donations	$6,493	$3,583	$1,000	$2,583	$3,583		100.0%
1921 Marketing Income (T-Shirts)	$170		$0	$0	$0		
1923 POP Income	$8,486		$3,000	$0	$3,000		
1923 Adventure			$0	$0	$0		
1990 Miscellaneous/Background Checks/Fines		$11,910	$1,000	$10,910	$11,910		100.0%
TOT	**$142,825**	**$224,979**	**$115,881**	**$168,131**	**$284,012**		
Promontory School of Expeditionary Learning - Revenue - 3000 State Revenue - 72.9% (37 School Budget records)							
3010 Regular School Prgm K-12	$1,561,499	$1,274,021	$1,655,728	$41,910	$1,697,638	75.0%	75.0%
3020 Professional Staff	$88,683	$69,220	$85,268	$7,025	$92,293	75.0%	75.0%
3105 Special Education -- Add-On	$312,840	$286,928	$353,131	$29,439	$382,570	75.0%	75.0%
3110 Special Education -- Self-Contained	$15,277		$0	$0	$0		
3120 Special Education -- Extended Year	$3,578	$2,819	$3,760	-$1	$3,759	75.0%	75.0%
3125 Special Education -- State Programs	$6,638	$5,640	$7,525	-$5	$7,520	75.0%	75.0%
3128 Special Education -- Stipends for ESY	$2,300	$3,910	$0	$3,910	$3,910		100.0%
3153 Students At-Risk Add-on	$73,494	$64,147	$93,304	-$9,330	$83,974	75.0%	76.4%
3195 Early Intervention/OEK	$60,000		$0	$0	$0		
3211 Gifted and Talented	$4,337	$3,495	$3,252	$1,408	$4,660		75.0%
3230 Class Size Reduction - K-8	$165,685	$132,700	$176,996	-$63	$176,933	75.0%	75.0%
3400 Teacher Salary Supplement	$10,712		$0	$0	$0		
3410 Flexible Allocation		$808	$1,051	$26	$1,077	75.0%	75.0%
3411 EL Software	$980		$1,000	-$155	$845		
3520 School Land Trust	$60,495	$64,964	$65,400	-$436	$64,964	100.0%	100.0%
3566 Professional Learning	$3,613	$2,697	$0	$3,559	$3,559	75.0%	75.8%
3579 Mental Health Grant	$37,258		$38,490	$2,028	$40,518		
3582 Beverly T. Sorenson Elem Arts	$18,240	$15,000	$18,240	$0	$18,240	75.0%	82.2%
3596 School Safety Grant	$4,360			$3,000	$3,000		
3655 Digital Teaching & Learning	$26,799		$25,000	$1,319	$26,319		
3719 Charter School Local Replacement	$1,324,454	$1,059,074	$1,375,000	$37,098	$1,412,098	75.0%	75.0%
3725 Charter School Admin Costs	$42,354	$38,985	$51,635	$345	$51,980	75.0%	75.0%
3770 School Lunch (Liquor Tax)	$26,564	$31,491	$25,000	$10,000	$35,000		90.0%
3800 TSSA Program	$95,650	$82,677	$110,236	$0	$110,236	75.0%	75.0%
3800 Suicide Prevention	$1,000	$1,000	$1,000	$0	$1,000	100.0%	100.0%
3800 Educator Professional Time	$43,664	$49,252	$43,697	$5,555	$49,252	100.0%	100.0%
3800 Public Ed Capital & Tech Fund	$66,968		$0	$0	$0		
3800 Early Interactive Software Program				$12,580	$12,580		
3805 Early Literacy Program	$17,043	$16,269	$21,217	-$34	$21,183	75.0%	76.8%
3810 Library Books & Electronic Res	$574		$0	$0	$0		
3854 Period Products In Schools	$428		$0	$0	$0		
3868 Teacher Materials and Supplies	$3,748	$4,395	$3,755	$640	$4,395	100.0%	100.0%
3870 PCBL Competency Based Learning	$50,000		$100,000	$0	$100,000		
3872 Substance Prevention	$53,202	$4,000	$4,000	$0	$4,000	100.0%	100.0%
3876 Educator Salary Adjustment	$123,043	$223,040	$249,231	$48,155	$297,386	75.0%	75.0%
3878 Special Education- Extended Year			$0	$0	$0		
3897 Early Literacy Outcomes (LETRS)	$2,140		$0	$0	$0		
TOT	**$4,307,619**	**$3,436,529**	**$4,512,916**	**$197,973**	**$4,710,889**		
Promontory School of Expeditionary Learning - Revenue - 4000 Federal Revenue - 29.1% (13 School Budget records)							
4500 ESSER III CARES	$80,463		$100,308	-$5,463	$94,845		

Budget Name	PY Amount	YTD Amount	Budget	Variance	Forecast	% Target	% of Forecast
4500 Outdoor Rec Grant	$10,000		$0	$0	$0		
4500 SRSA (REAP) Grant		$50,583	$38,336	$12,247	$50,583	100.0%	**100.0%**
4522 IDEA Preschool	$1,879		$1,879	$72	$1,951		
4524 IDEA Part-B	$79,121		$77,189	$5,875	$83,064		
4571 National School Lunch Prgm	$28,224	$12,032	$25,000	-$9,000	$16,000	67.0%	**75.2%**
4572 Free & Reduced Reimbursement	$54,067	$40,360	$48,000	$5,000	$53,000	67.0%	**76.2%**
4573 National School Breakfast	$13,932	$12,654	$13,000	$3,800	$16,800	67.0%	**75.3%**
4575 Supply Chain Assistance	$18,828	$13,076	$0	$0	$0		
4801 Title IA	$60,561		$58,902	$0	$58,902		
4860 Title IIA	$7,884		$7,884	$0	$7,884		
4890 Title IVA	$10,000		$10,000	$0	$10,000		
4893 Stronger Connections Grant			$0	$50,000	$50,000		
TOT	**$364,958**	**$128,705**	**$380,498**	**$62,531**	**$443,029**		

Promontory School of Expeditionary Learning - Expense - 100 Salaries - 75.3% (15 School Budget records)

Budget Name	PY Amount	YTD Amount	Budget	Variance	Forecast	% Target	% of Forecast
121 Administration	-$162,875	-$144,968	-$167,000	-$20,000	-$187,000	75.0%	**77.5%**
131 Teachers	-$1,019,485	-$949,972	-$1,284,700	$30,000	-$1,254,700	75.0%	**75.7%**
132 Substitute Teachers	-$27,482	-$35,152	-$25,000	-$12,000	-$37,000		**95.0%**
132 PTO Cash Out	-$8,820	-$10,550	-$10,000	-$550	-$10,550		**100.0%**
134 Merit Pay/Winter Bonus	-$39,051	-$50,307	-$30,000	-$20,307	-$50,307		**100.0%**
135 Stipends	-$118,055	-$50,078	-$100,000	-$50,000	-$150,000		**33.4%**
140 Special Education Teachers	-$159,874	-$116,399	-$201,000	$41,000	-$160,000	75.0%	**72.7%**
142 Counselor	-$40,688	-$37,062	-$50,000	$0	-$50,000	75.0%	**74.1%**
152 Office Salaries	-$104,794	-$81,587	-$106,900	$0	-$106,900	75.0%	**76.3%**
161 Community Aides/ Literacy Aides	-$278,206	-$248,095	-$270,000	-$30,000	-$300,000	75.0%	**82.7%**
162 Special Education Aides	-$111,121	-$131,230	-$120,000	-$40,000	-$160,000	75.0%	**82.0%**
163 RTI / Title 1	-$29,704	-$25,628	-$30,000	$0	-$30,000	75.0%	**85.4%**
164 Library Aide	-$29,496	-$28,046	-$30,200	-$2,800	-$33,000	75.0%	**85.0%**
180 Custodial/Maintenance Salaries	-$51,064	-$87,543	-$106,000	-$14,000	-$120,000	75.0%	**73.0%**
190 Kitchen Salaries	-$95,504	-$85,645	-$114,000	$0	-$114,000	75.0%	**75.1%**
TOT	**-$2,276,219**	**-$2,082,263**	**-$2,644,800**	**-$118,657**	**-$2,763,457**		

Promontory School of Expeditionary Learning - Expense - 200 Employee Benefits - 75.2% (8 School Budget records)

Budget Name	PY Amount	YTD Amount	Budget	Variance	Forecast	% Target	% of Forecast
220 FICA	-$169,301	-$155,323	-$190,000	-$10,000	-$200,000	75.0%	**77.7%**
230 Retirement	-$95,547	-$83,815	-$103,000	-$7,000	-$110,000	75.0%	**76.2%**
241 Health Insurance	-$375,971	-$292,903	-$380,000	-$20,000	-$400,000	75.0%	**73.2%**
242 Life and Disability Insurance	-$0	-$3,895	-$2,400	-$2,600	-$5,000		**77.9%**
243 HRA/Flex Spending	-$11,889	-$12,704	-$14,400	-$1,600	-$16,000		**79.4%**
244 Dental Insurance	$0	-$17,059	-$22,000	$0	-$22,000		**77.5%**
270 Worker's Compensation Fund	-$5,656	-$7,262	-$8,500	$0	-$8,500		**85.4%**
280 Unemployment Insurance	-$5,809	-$3,002	-$4,200	$0	-$4,200		**71.5%**
TOT	**-$664,172**	**-$575,963**	**-$724,500**	**-$41,200**	**-$765,700**		

Promontory School of Expeditionary Learning - Expense - 300 Professional and Technical Services - 75.8% (9 School Budget records)

Budget Name	PY Amount	YTD Amount	Budget	Variance	Forecast	% Target	% of Forecast
330 Expeditionary Learning Contract			$0	$0	$0		
330 Professional Development	-$15,754	-$14,553	-$10,000	-$4,553	-$14,553		**100.0%**
340 Legal Services	-$320		-$10,000	$0	-$10,000		
344 Professional Services	-$5,946	-$1,456	-$7,200	$0	-$7,200		**20.2%**
350 Business Services	-$75,816	-$57,996	-$77,328	$0	-$77,328	75.0%	**75.0%**
352 Audit Services	-$23,773	-$16,540	-$24,500	$7,960	-$16,540		**100.0%**
355 Technical Services (IT)	-$37,995	-$45,114	-$45,000	-$10,000	-$55,000		**82.0%**
361 SpEd Services OT, Psych, other	-$113,410	-$68,332	-$105,000	$15,000	-$90,000		**75.9%**
362 Speech Therapy Services	-$73,739	-$55,665	-$72,000	$0	-$72,000		**77.3%**
TOT	**-$346,752**	**-$259,656**	**-$351,028**	**$8,407**	**-$342,621**		

Promontory School of Expeditionary Learning - Expense - 400 Property Services - 59.1% (6 School Budget records)

Budget Name	PY Amount	YTD Amount	Budget	Variance	Forecast	% Target	% of Forecast
410 Water / Sewage / Garbage	-$10,073	-$9,239	-$12,500	$0	-$12,500		**73.9%**
420 Custodial Services	-$49,992	-$37,494	-$50,000	$0	-$50,000	75.0%	**75.0%**
430 Repairs / Maintenance / Monitoring	-$30,925	-$14,320	-$35,000	$0	-$35,000		**40.9%**
435 Lawn Care & Snow Removal	-$14,099	-$8,199	-$20,000	$0	-$20,000		**41.0%**
443 Lease of Copy Machines	-$19,315	-$13,484	-$21,000	$0	-$21,000	75.0%	**64.2%**
450 Construction Services (West Side)	-$15,785	-$16,783	-$30,000	$0	-$30,000		**55.9%**
TOT	**-$140,189**	**-$99,519**	**-$168,500**	**$0**	**-$168,500**		

Budget Name	PY Amount	YTD Amount	Budget	Variance	Forecast	% Target	% of Forecast
Promontory School of Expeditionary Learning - Expense - 500 Other Services - 73.8% (8 School Budget records)							
520 Liability, Property, D&O Insurance	-$25,682	-$39,048	-$35,000	-$10,000	-$45,000		86.8%
531 Telephone	-$5,807	-$7,038	-$6,000	-$2,000	-$8,000		88.0%
540 Marketing	-$15,856	-$18,083	-$15,000	-$3,083	-$18,083		100.0%
580 Travel	-$4,518	-$2,503	-$8,000	$0	-$8,000		31.3%
581 Board Expenses	-$1,654	-$2,881	-$2,200	-$800	-$3,000		96.0%
582 Board EL Attendance / Travel			-$2,000	$0	-$2,000		
590 Field Work Travel / Entrance Fees	-$2,882	-$5,042	-$18,000	$0	-$18,000		28.0%
590 Adventure	-$9,181	-$6,270	-$7,500	$0	-$7,500		83.6%
TOT	**-$65,580**	**-$80,865**	**-$93,700**	**-$15,883**	**-$109,583**		
Promontory School of Expeditionary Learning - Expense - 600 Supplies and Materials - 75.7% (15 School Budget records)							
611 Classroom / Expedition	-$81,731	-$75,106	-$90,000	$0	-$90,000		83.5%
611 Adventure Supplies	-$3,388	-$1,229	-$4,500	$0	-$4,500		27.3%
611 Special Education Materials	-$738	-$937	-$4,500	$0	-$4,500		20.8%
612 Office Supplies	-$19,613	-$23,521	-$22,000	-$8,000	-$30,000		78.4%
613 Professional Development Supplies	-$4,641	-$636	-$5,000	$0	-$5,000		12.7%
614 POP Expenses	-$2,440	-$6,233	-$2,500	-$7,500	-$10,000		62.3%
620 Energy Supplies	-$44,535	-$37,199	-$44,000	-$5,000	-$49,000		75.9%
630 Food and Kitchen	-$85,004	-$83,678	-$90,000	-$20,000	-$110,000		76.1%
641 Textbooks & Curriculum	-$5,300	-$10,271	-$6,000	-$4,271	-$10,271		100.0%
644 Library	-$6,674	-$5,171	-$7,000	$0	-$7,000		73.9%
644 Yearbooks	-$5,980		-$3,754	$0	-$3,754		
644 Book Fair	-$1,768	-$1,299	-$2,000	$0	-$2,000		65.0%
650 Tech-Related Supplies	-$194	-$5,674	-$500	-$5,500	-$6,000		94.6%
670 Software	-$21,106	-$38,234	-$22,000	-$23,000	-$45,000		85.0%
680 Maintenance & Cleaning Supplies	-$31,836	-$26,537	-$25,000	-$15,000	-$40,000		66.3%
TOT	**-$314,947**	**-$315,726**	**-$328,754**	**-$88,271**	**-$417,025**		
Promontory School of Expeditionary Learning - Expense - 700 Property - 1322.7% (4 School Budget records)							
710 Land & Site Improvement	-$5,772,932	-$3,103,913	$0	-$55,662	-$55,662		5576.4%
733 Furniture and Fixtures	-$5,837	-$68,541	-$10,000	-$58,541	-$68,541		100.0%
734 Technology-Related Hardware	-$60,446	-$119,685	-$40,000	-$79,685	-$119,685		100.0%
739 Equipment			-$5,000	$0	-$5,000		
TOT	**-$5,839,215**	**-$3,292,139**	**-$55,000**	**-$193,888**	**-$248,888**		
Promontory School of Expeditionary Learning - Expense - 800 Debt Service and Misc - 30.9% (5 School Budget records)							
810 Dues and Fees	-$3,336	-$2,453	-$4,200	$0	-$4,200		58.4%
810 Background Checks	-$1,311	-$1,780	-$2,300	$0	-$2,300		77.4%
811 Charter School Association Dues	-$2,034	-$3,616	-$3,520	-$96	-$3,616		100.0%
820 Facility Mortgage Payment	-$377,518	-$128,500	-$434,000	$0	-$434,000		29.6%
890 Misc. Expenditures	-$32	-$1,204	-$1,000	-$204	-$1,204		100.0%
TOT	**-$384,232**	**-$137,554**	**-$445,020**	**-$300**	**-$445,320**		
TOT	**-$5,215,904**	**-$3,053,471**	**$197,993**	**-$21,157**	**$176,836**		

Financial Summary

Category	YTD Amount	Total Budget	Total Forecast	% Target	% Forecast
Revenue (3 School Category records)					
1000 Local Revenue	$224,979	$115,881	$284,012	0.0%	79.2%
3000 State Revenue	$3,436,529	$4,512,916	$4,710,889	72.0%	72.9%
4000 Federal Revenue	$128,705	$380,498	$443,029	24.4%	29.1%
TOT	**$3,790,213**	**$5,009,295**	**$5,437,930**		
Expense (8 School Category records)					
100 Salaries	-$2,082,263	-$2,644,800	-$2,763,457	68.3%	75.3%
200 Employee Benefits	-$575,963	-$724,500	-$765,700	69.5%	75.2%
300 Professional and Technical Services	-$259,656	-$351,028	-$342,621	16.9%	75.8%
400 Property Services	-$99,519	-$168,500	-$168,500	31.6%	59.1%
500 Other Services	-$80,865	-$93,700	-$109,583	-0.0%	73.8%
600 Supplies and Materials	-$315,726	-$328,754	-$417,025	-0.0%	75.7%
700 Property	-$3,292,139	-$55,000	-$248,888	-0.0%	1322.7%
800 Debt Service and Misc	-$137,554	-$445,020	-$445,320	-0.0%	30.9%
TOT	**-$6,843,684**	**-$4,811,302**	**-$5,261,094**		
TOT	**-$3,053,471**	**$197,993**	**$176,836**		

Financial Metrics

Financial Metric	Covenant	Target	Forecast
Operating Margin		4.0	3.25
Debt Service Ratio	1.15	1.30	1.41
% Building		<16	8
Unrestricted Days Cash	40	100	137

Expense Distribution

8%, 5%, 8%, 2%, 3%, 7%, 15%, 53%

- 100 Salaries
- 200 Employee Benefits
- 300 Profession...hnical Services
- 400 Property Services
- 500 Other Services
- 600 Supplies and Materials
- 700 Property
- 800 Debt Service and Misc

Cash Balance

High Cash Balance-Sum — Low Cash Balance-Sum

Revenue vs Expenses

Credit-Sum — Debit-Sum

Enrollment Trend

04-30-2023	433
05-31-2023	432
06-30-2023	432
07-31-2023	432
08-31-2023	449
09-30-2023	452
10-31-2023	449
11-30-2023	451
12-31-2023	448
01-31-2024	445
02-29-2024	442
03-31-2024	438

Total Enrollment-Sum

Promontory Dress Code Cheat Sheet

Tops: Bottoms:

Tops can be any solid color and must have a collar or be a polo or button down, plain, with no printing or graphics (small brand name logo, no larger than 1.5" square is acceptable).

Tops must:

- be long enough to tuck.

- have sleeves that cover the shoulder/under arm.

- not be sheer or otherwise revealing.

- not be torn or purposely frayed.

- not be denim.

- not have embellishments (lace, etc.) unless same color.

- be clean and in good repair.

- all dresses must follow dress code top rules (collar or collared shirt underneath, no bare shoulders, no denim, etc) and have clothing worn under them (tights/leggings/shorts).

Undershirts: Shirts under collared top must be solid color consistent with dress code colors with no graphics showing.

Sweaters, Vests, & Jackets:

- Must have collared shirt underneath. If worn inside the classroom, they must be a solid color and must be plain, with no printing or graphics.

- SOLID color and must be plain, with no printing or graphics. (Small brand name logo, no larger than 1.5" square is acceptable.)

- Hoods are acceptable but may not be worn in the building. Any size Promontory Logo is acceptable.

Bottoms must:

- be neutral colors (white, brown, grey, blue, black, and green)

- be no shorter than 2" above the kneecap.

- be worn around the waist.

- be clean and in good repair (no holes).

- may wear skirts, dresses, jumpers, skorts, shorts, capris, overalls or pants.

- clothing (tights/leggings/shorts) must be worn under skirts.

- leggings/tights must be opaque (not sheer) and SOLID (no prints or stripes) and consistent with dress code colors.

- leggings/tights not allowed unless under a skirt/dress.

Bottoms must **NOT**: be traditional blue wash jeans, sweats, knit or sweater-like fabric, workout clothing, basketball-style or athletic pants/shorts.

Other Information:

Passages: must follow dress code or best dress.

Flexible Fridays: Free choice of modest, clean, and in good repair (no holes) clothing. No offensive graphics are allowed.

Fieldwork: Unless notified differently, students should wear an official Promontory Fieldwork T-shirt or a solid blue collared shirt and any neutral colored bottoms.

PROMONTORY
school of expeditionary learning

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
Amber Edelman- Director and Media
Spokesperson: 435-740-0852

Shawna Ulm- Building Manager: 801-721-0633
Dalene Baxter- Admin Assistant: 435-720-2116
Tami Hirleman- Safety Specialist: 385-244-8611
Amanda Walker- Food Services: 435-730-0565
Perry City Offices: 435-723-6461
Sucide Prevention line: 988

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: each classroom, office and storage room by kitchen

AED: left of library doors

Fire extinguisher: 1/2 & 3/4 community walls; 5/6 & 7/8 science rooms; office and kitchen

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

HOLD	SECURE	LOCKDOWN	EVACUATE	SHELTER
Condition: HOLD In your room or area. Clear the halls.	Condition: SECURE Get inside. Lock outside doors.	Condition: LOCKDOWN Locks, lights, out of sight.	Condition: EVACUATE To the announced location	Condition: SHELTER Using the announced hazard and strategy.

CARDS: To be used in fire alarms or drills outside to show the following. Do not use it in windows or under doors.

Green: Everyone is accounted for

Red: A student is missing or unaccounted for

Xxxx

SEQUENCING
The Actions

HOLD   SECURE   LOCKDOWN   EVACUATE   SHELTER

The five actions of the Standard Response Protocol can work together as situations evolve and information is gathered. Here are some examples of how this can, and has, been done.

HOLD ESCALATES TO LOCKDOWN

The school receives a vague or anonymous report, through social media, of a student carrying a weapon. There is neither an immediate confirmation of it nor a substantiated threat. School personnel need time to locate the student and send security/SRO to locate and confront the student in a very low-key way. They initiate the Hold Action during the search. Additional information and evidence may lead to a Lockdown because an imminent threat is detected.

LOCKDOWN MISTAKE SHIFTS TO SECURE

The Police Department received reports from passers-by of a person with a rifle on the bike path adjacent to an elementary school. They called the school directly and directed them to put the school in Lockdown, which was incorrect but this can happen when there are many unknown factors. Officers and District Security Teams were on the scene within 2-5 minutes and a suspect was taken into custody within that time. Personnel on-site were able to quickly confirm the building wasn't breached. The Lockdown was shifted to a Secure Action, with each classroom being released by school and security personnel. Releasing each classroom instead of using a public address is to retain continuity for releasing any Lockdown.

SECURE ESCALATES TO LOCKDOWN

Recently there was a shooting in a park adjacent to a high school. The school was immediately placed in Secure, however, several victims and witness students ran back inside before the doors could be secured. In this case, it was unknown exactly who entered the building. The Secure Action shifted to Lockdown as a precaution while officers searched the building. It was determined to be safe within about 30 minutes, but the Lockdown was not immediately lifted. Moving to Hold at that point may have been a better choice in order to manage the situation and maintain tactical control of the building while allowing some monitored movement inside.

HOLD TO EVACUATE

Utilize a Hold Action for a brief time during an unexpected fire alarm that is not accompanied by immediate signs of smoke or fire. This allows safety/security teams to scan for actual signs of fire, or other ambush type threats before Evacuating the building. An Evacuation would still occur per fire department requirements, but the tactical pause to gather information before evacuating allows for more situational awareness.

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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

"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.)

Altercation/Assault/Fights

Purpose: These procedures are intended to guide staff in responding to an assault/fight taking place at or on the school premises/function.

- 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.

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
- Nasal
- Angry
- Stutter
- Excited
- Lisp
- Slow
- Male

- Female
- Raspy
- Rapid
- Deep
- Soft
- Ragged
- Loud
- Clearing throat

- Laughter
- Deep breathing
- Crying
- Cracked voice
- Normal
- Disguised
- Slurred
- Distinct accent

Background sounds: (circle as applicable)

- Machinery
- Street Noises
- Voices
- Animals
- Clear
- House noises

- Static
- Music
- Long distance
- Local
- Motor
- Office Machinery

- Other:_____
- 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 _____

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.

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 buildings 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

Evacuate Protocol

Evacuate is called when there is a need to move people from one location to another for safety reasons. An on-site evacuation is conducted usually because of a mechanical failure that would disrupt the school day, such as a power outage. If it can't be resolved quickly, the school may have to plan for early dismissal. An offsite evacuation may be necessary when it's no longer safe to stay in the building such as a gas leak or bomb threat. In this case, people will be allowed to bring their personal items with them.

If there has been a violent event at the school, an off-site evacuation will almost always be necessary since the school will be deemed a crime scene. People may or may not be able to bring their personal items with them.

REUNIFICATION AFTER AN EVACUATION

When the students and staff are evacuated off-site, they may be walking to a different location or being transported to the location and there will be an organized reunification of students and parents/guardians at that site.

PUBLIC ADDRESS

The public address for Evacuate is: "Evacuate! To a Location" and is repeated twice each time the public address is performed. For instance, "Evacuate! To the West Field." "Evacuate! To a location. Evacuate! To a location."

ACTIONS

The Evacuate Action demands students and staff move in an orderly fashion to a safe area.

INCIDENT COMMAND SYSTEM

The School Incident Command System should be initiated.

RESPONSIBILITY

The classroom teacher or administrator is usually responsible for initiating an Evacuation. The directives or actions may vary for fire, bomb threat, or other emergencies. Other directions may be invoked during an evacuation, and students and staff should be prepared to follow specific instructions given by staff or first responders.

PREPARATION

Evacuation preparation involves the identification of facility evacuation routes, evacuation assembly points and evacuation sites, as well as student, teacher, and administrator training. An evacuation site usually becomes the reunification site, so plan accordingly. Ideally, plan to have an off site evacuation facility that's within walking distance and another father away from the school in case the hazard is in the immediate area. Have an MOU in place with each site to outline expectations and responsibilities

in advance. An Evacuation plan must include having all supplies that people with disabilities may need such as medications, supplementary mobility devices and accessible routes for mobility-impaired people.

DRILLS

Evacuation drills should be performed at least twice a year or as mandated by state law. An Evacuation drill is very similar to a fire drill. Fire drills are often required regularly and constitute a valid Evacuation drill. Drills are also a good opportunity to talk about and practice alternate exit routes to use in case a certain area is not safe to walk through.

CONTINGENCIES

Students are trained that if they are separated from their class during an Evacuation, then joining another group is acceptable. They should be instructed to identify themselves to the teacher in their group after arriving at the

EVACUATION SITE ASSEMBLY

After taking roll, the Red/Green/Med Card system is employed for administrators or first responders to quickly visually identify the status of the teachers' classes. Hold up the Green card if they have all their students and are good to go. Hold up the Red card if they are missing students, have extra students or another problem, and use the Med card to indicate their need for some sort of medical attention.

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

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.

Reunification Commander:
- 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.
- Notify the contact person at the relocation site to prepare for the arrival of students and initiate Reunification Site Protocol.
- Contact Perry City Police, Fire, Victim Services and EMS to send personnel to staff the Family Reunification Center.
- Establish a command post and distribute Job Action Sheets with badges.
- Organize teams according to Job Action Sheets.
- Assign a radio channel on school radios.
- Brief Reunification Team
  - Logistics Chief
  - Admin/FInance Officer
  - Liaison Officer
  - Operations Chief
  - Safety Officer
  - Planning Chief
  - Public Information Officer

Operations Chief:
- Brief the following Managers/Directors
  - Staging Manager
  - Interior Operations Director
  - Exterior Operations Director
- 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 a student release area where students will be escorted to meet their parents/guardian after going through the Parent Check In Area.
- Set up a mental health area

Logistics Chief:
- Brief the following:
  - Check-In Setup Director
  - Nutrition Services Director
  - Parking and Traffic Setup
  - Technology Director

Interior Operations Director:
- Brief the following:
  - Accountability Supervisor
  - Victim Services Supervisor
  - Student Assembly Supervisor

- Reunification Runners - Support Staff/Aides

Exterior Operations Director:
- Brief the following:
    - Greeter Supervisor
    - Reunification Area Supervisor
    - Parent Check-In Supervisor
    - Greeters - Support Staff/Aides

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.
- Keep the crew in control and calm.

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

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

Hold Protocol

HOLD IN YOUR ROOM OR AREA.

There are situations that require students and staff to remain in their classrooms or stay out of access areas. For example, an altercation in the hallway may require keeping students out of the halls until it is resolved. A medical issue may require only one area to be cleared, with halls still open in case outside medical assistance is required. There may be a need for students who are not in a classroom to proceed to an area where they can be supervised and remain safe.

PUBLIC ADDRESS

The public address for Hold is: "Hold in your room or area. Clear the Halls." and is repeated twice each time the public address is performed. There may be a need to add directives for students that are not in a classroom, at lunch, or some other location where they should remain until the Hold is lifted.
"Hold in your room or area. Clear the Halls.
Hold in your room or area. Clear the Halls."
An example of a medical emergency would be:
"Students and staff, please Hold in the cafeteria or your room. We're attending to a medical situation near the office."
When it's been resolved:
"Students and staff, the Hold is released. All clear. Thank you for your assistance in making this Hold work smoothly."

PUBLIC ADDRESS - RELEASE

A Hold Action can be released by Public address. "The Hold is released. All Clear. The Hold is released. All Clear."

INCIDENT COMMAND SYSTEM

The School Incident Command System should be initiated.

ACTIONS

Students and teachers are to remain in their classroom or area, even if there is a scheduled class change until the all-clear is announced. Students and staff in common areas, like a cafeteria or a gym, may be asked to remain in those areas or move to adjoining areas like a locker room. Students and staff outside of the building should remain outside unless the administration directs otherwise. It is suggested that prior to closing the classroom door, teachers should sweep the hallway for nearby students. Additionally, teachers should take attendance, note the time, and conduct classroom activities as usual. In a high school with an open campus policy, communicate as much detail as possible to students who are temporarily off-campus.

RESPONSIBILITY

Typically an administrator is responsible for initiating a Hold. However, anyone should be able to call for a Hold if they observe something happening that would require this action.

PREPARATION

Student, teacher, and administrator training.

DRILLS

Hold should be drilled at least once a year, or as mandated by state requirements.

CONTINGENCIES

Students are trained that if they are not in a classroom they may be asked to identify the nearest classroom and join that class for the duration of the Hold.

EXAMPLES OF HOLD CONDITIONS

The following are some examples of when a school might initiate a Hold:
- An altercation in a hallway;
- A medical issue that needs attention;

Intruder/Hostage

Purpose: These procedures are intended to guide staff in responding to an intruder/hostage situation at the school premises. The following procedures should be followed depending on the situation/status of the intruder/hostage situation.

Intruder- When an unauthorized person enters school property:
- Notify Administration (to include Office Staff and Director)
- Ask another staff person to accompany you before approaching the guest/intruder.
- Politely greet the 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 the 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).

If taken hostage/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. (activation of Alarm-panic button)
- 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.
- Follow instructions of the hostage taker and treat them as normally as possible.
- Try not to panic. Calm students if they are present.

- Ask permission to speak, be respectful and do not argue or make suggestions.
- Everyone should remain in lockdown until directed in person by a uniformed law enforcement officer or administration.

Lockdown Protocol

Lockdown is called when there is a threat or hazard inside the school building. From parental custody disputes to intruders to an active assailant, Lockdown uses classroom and school security actions to protect students and staff from the threat.

PUBLIC ADDRESS

The public address for Lockdown is: "Lockdown! Locks, Lights, Out of Sight!" and is repeated twice each time the public address is performed.

"Lockdown! Locks, Lights, Out of Sight!
Lockdown! Locks, Lights, Out of Sight!"

ACTIONS

The Lockdown Action demands locking individual classroom doors, offices and other securable areas, moving occupants out of the line of sight of corridor windows, turning off lights to make the room seem unoccupied, and having occupants maintain silence. There is no call to action to lock the building's exterior access points. Rather, the protocol advises leaving the perimeter as is. The reasoning is simple - sending staff to lock outside doors exposes them to unnecessary risk and inhibits first responders' entry into the building. If the exterior doors are already locked, leave them locked but do have a conversation with your local responders so they understand and can gain access during a Lockdown. The best option is to have the ability to lock and unlock doors remotely. Training reinforces the practice of not opening the classroom door once in Lockdown. No indication of occupancy should be revealed until first responders open the door. If the location of the threat is apparent and people do not have the option to get behind a door, it is appropriate to self-evacuate away from the threat.

INCIDENT COMMAND SYSTEM

The School Incident Command System should be initiated.

RESPONSIBILITY

The classroom teacher is responsible for implementing their classroom Lockdown. If it is safe to do so, the teacher should gather students into the classroom prior to locking the door. The teacher should lock all classroom access points and facilitate moving occupants out of sight.

REPORTED BY

When there is a life safety threat on campus, a Lockdown should be immediately initiated by any student or staff member. Initiating the Lockdown may happen through various methods, or a combination of methods, depending on the procedures and alert systems utilized by each school and district. Lockdown alerts may be made by word of mouth, phone, radio systems, intercom, panic buttons, or more advanced forms of technology. Plan the communication method in advance to set expectations for students and staff. Regardless of the method(s) of notification, the initiation of a Lockdown should be consistent, simple and swift, and include immediate notification of school administration and local law enforcement agencies.

PREPARATION

Identification of classroom access points that must be locked in the event of a Lockdown is essential preparation. These may include doorways, windows, loading docks, and fire escape ladder access points. A "safe zone" should also be identified within the classroom that is out of sight of interior windows. Teachers and students should be trained to not open the classroom door, leaving a first responder, school safety team member or school administrator to unlock it.

DRILLS

Lockdown drills should be performed at least twice a year, or as mandated by state requirements. If possible one of these drills should be performed with local law enforcement personnel participation. At a minimum, law enforcement participation in the drill should occur no less than once every two years. A drill should always be announced as a drill. For more information, see the "SRP Lockdown Drill" section of this book.

LOCKDOWN Locks, Lights, Out of Sight CONTINGENCIES

Students and staff who are outside of classrooms when a Lockdown is announced should try to get into the closest available classroom, or room with a door that can be secured. In the event someone cannot get into a room before doors are locked, they should be instructed about other options. In this situation, students and staff should be trained to hide or even evacuate themselves away from the building or area. Students and staff should receive training on where to go if they self-evacuate so they can be safe and accounted for. If during a Lockdown an additional hazard manifests inside the school such as a fire, flood, or hazmat incident, then situational decisions must be made. There should be discussions about reacting to a fire alarm if it is activated during a Lockdown. This may require following additional directives of the SRP.

EXAMPLES OF LOCKDOWN CONDITIONS

The following are a few examples of when a school or emergency dispatch might call for a Lockdown.

- Dangerous animal within a school building
- Intruder
- An angry or violent parent or student
- Report of a weapon
- Active assailant

THE DURATION OF A LOCKDOWN

A question that occasionally arises is "How long does it take to release a Lockdown?" The answer is, "That depends, but probably longer than you want to hear." The Foundation has heard accounts of a Lockdown lasting for hours. In one case - a weapon report - the school was in Lockdown for over three hours. In another - an active assailant in the building - it took about an hour after the issue was resolved for law enforcement to clear the classrooms. RED CARD/GREEN CARD Red Card/Green Cards should NOT be used for a Lockdown. Based on a number of tactical assessments, the overwhelming consensus is that this practice provides information to an intruder that there are potential targets in that room.

CELL PHONES DURING A LOCKDOWN

It is not uncommon for school administrators to ban cell phone use during a Lockdown. Parent instincts may be at odds with that ban. Often, one of the first things a parent will do when there is a crisis

in the school is text or call their child. In evaluating actual Lockdown events, the initial crisis may only take minutes. After the threat is mitigated, Law Enforcement typically clears the school one classroom at a time. This process may take significant time. During this time, both parents and students can reduce stress through text communications. This also provides a classroom management strategy. Selecting three or four students at a time, a teacher may ask students to text their parents with a message like this: "We're in Lockdown. I'm okay and I'll update you every 5 minutes." Certainly, if a threat is imminent, texting would be discouraged. There is also an opportunity to ask the students to text their parents with crafted messages as an event unfolds. For example, "Pick me up at Lincoln Elementary in one hour. Bring your ID," might be recommended for student parent reunification. It may also be beneficial to have students turn off both Wi-Fi and cellular data services in order to free up bandwidth for first responders, while still allowing SMS text messaging.

EVACUATION

If an actual violent incident occurred, expect that the building will be evacuated by Law Enforcement since it has become a crime scene.

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/Administration:
 ● The Incident Commander or designee will make the following announcement:

"YOUR ATTENTION, PLEASE. WE ARE EXPERIENCING AN EMERGENCY SITUATION AND GOING INTO LOCKDOWN. LOCKS, LIGHTS, OUT OF SIGHT! LOCKDOWN. LOCKS, LIGHTS, OUT OF SIGHT!
 ● Call 9-1-1, identify the name and address of the school, describe the emergency, state the school that 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.
 ● When Law Enforcement comes, let them control the scene. Assist in any way necessary.

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 get out of sight.
 ● Move students and staff away from the doors and windows.
 ● Have all persons sit down against an interior wall.
 ● If a closet is available, teachers and students should be in there with the lights off, doors locked and quiet.
 ● If a life threatening situation exists, exit immediately to a place of safety.
 ● Do NOT open the door to anyone. Administration and police have a key and will open the doors.
 ● 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)

Media

Purpose: These procedures are intended to guide staff in responding to any Media personnel. That can be a new reporter, newspaper investigator, camera operator, TV new crew, etc…

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 logs 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 a brief statement consisting only of the facts.

- Respect the privacy of victim(s) and family of victim(s). Do not release names to the media.
- Refrain from exaggerating or sensationalizing crises.

Medical Emergency

Purpose: These procedures are intended to guide staff in responding to a Medical Emergency situation.

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 front office staff.
- 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 and **NEVER LEAVE THEM ALONE.**
- 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.

Mental Health/Crisis Procedures

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 (PIO) 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.

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:

Evacuation to an off-site location

Email
Subject Line: Safety Notification - Promontory School Has Been Evacuated
Dear Parent or Guardian,
Promontory School was Evacuated at [state evacuation time] due to [state reason for evacuation]. The safety and security of your child is our top priority. We are actively responding to the situation and collaborating with emergency responders. At this time, we ask that parents stay where they are and remain available to receive updates and instructions as needed. You will receive communications as soon as we have additional details and information on when and where to pick your child up. Please bring your ID and your patience when you are picking up your child. Watch for updates here [link to the platform you'll be updating] What is the Evacuate Action? *

Text Message/Parent Square
Promontory School has been Evacuated due to [state reason for evacuation] which renders the building unsafe at this time. Students can be picked up at [alternate location] after [time]. Please check your email and voicemail for details. Please bring your ID and your patience when you are picking up your child.

Phone Call
Promontory School was Evacuated at [state evacuation time] due to [state reason for evacuation]. At this time, we ask that parents stay where they are and remain available to receive updates and instructions as needed. We will update you with further communications as soon as we have additional details and information on when and where to pick your child up. Please check your email for details and information.

* Evacuate is called when there is a need to move people from one location to another. During an evacuation, students and staff are asked to move from one location to another in an orderly fashion.

- 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

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.

Police Led Evacuation Protocols

POLICE LED EVACUATION

In the rare situations where law enforcement is clearing classrooms and escorting students and staff out of the classroom and through the building, it is important to have provided advance instruction on what to expect.

PUBLIC ADDRESS

There may or may not be any public address notifying students and staff that law enforcement is performing these actions.

ACTIONS

As officers enter the classroom, students and staff must keep their hands visible and empty. It is unlikely they will be able to bring backpacks, purses or any personal items with them during a Police Led Evacuation. Students may be instructed to form a single file line and hold hands front and back, or students and staff may be asked to put their hands on their heads while evacuating.

WHAT TO EXPECT

Prepare students and staff that during a Police Led Evacuation, officers may be loud, direct and commanding. Students and staff may also be searched both in the classroom and again after exiting the building.

EMOTIONAL RESPONSIBILITY

There is a conversation occurring with law enforcement regarding their role in post-event recovery. This is a growing concern, and warrants conversations between schools, districts, and agencies about how to keep students safe, and reduce trauma that might be associated with a Police Led Evacuation.

PREPARATION

Student, teacher, and administrator training. In the event of a police led evacuation, policies should be in place on how to give key access to law enforcement officers evacuating all rooms in the school building.

MEDIA MESSAGING

To the media/community after an event. Example Situation: Violent Event "On (date) at (time of day), (agency name) responded to (school name) in reference to (event type). Officers assisted with safely escorting students and staff out of the school and to the Evacuation and Reunification site where the (School District) was able to initiate the Reunification process."

LAW ENFORCEMENT GUIDANCE

Once the threat has been neutralized, it is recommended that first responders re-group and slowly move to the evacuation phase. Identify the location of the evacuation area or bus staging area prior to releasing classrooms. Take this time to discuss emotional responsibility when releasing classrooms. Begin releasing people from classrooms and offices to the designated area. Law enforcement officers may also be needed to assist with directing traffic and ensuring the evacuation process is being done safely.

CONTINGENCIES

In an off-site evacuation to a reunification site, Incident Commanders should consider leaving students and staff in their rooms until transportation arrives. Your team can also discuss communicating to classrooms that the threat has been minimized enough that they may relax and wait for evacuation. When it's time, each room can be cleared directly to the buses in order to minimize trauma. It is recommended to avoid the scene of the incident when exiting. Transport directly to the Reunification Site.

Secure Protocol

SECURE Get inside Lock Outside Doors

SECURE GET INSIDE, LOCK OUTSIDE DOORS.

The Secure Action is called when there is a threat or hazard outside of the school building. Whether it's due to violence or criminal activity in the immediate neighborhood, or a dangerous animal in the playground, Secure uses the security of the physical facility to act as protection.

PUBLIC ADDRESS

The public address for Secure is: "Secure! Get Inside. Lock outside doors" and is repeated twice each time the public address is performed.

> "Secure! Get Inside, Lock outside doors.
> Secure! Get Inside, Lock outside doors."
> "Students and staff, the school is currently in the Secure Action due to [cause] in the neighborhood. No one is allowed in or out of the building at this time. Stay inside and continue with your day."

PUBLIC ADDRESS - RELEASE

A Secure Action can be released by Public Address.

> "The Secure is released. All Clear.
> The Secure is released. All Clear."
> "Students and staff, the Secure is released. All clear. Thank you for your assistance with making this Secure work smoothly."

ACTIONS

The Secure Action demands bringing people into a secure building and locking all outside access points.

Where possible, classroom activities would continue uninterrupted. Classes being held outside would return to the building and, if possible, continue inside the building. There may be occasions when students expect to be able to leave the building - end of classes, job commitment, etc. Depending on the condition, this may have to be delayed until the area is safe. During the training period, it should be emphasized to students as well as their parents that they may be inconvenienced by these directives, but their cooperation is important to ensure their safety.

ADDING A LIFECYCLE TO THE SECURE PROTOCOL

As a situation evolves there may be more information available to guide decision making. With the Secure Protocol, there is the option to transition from the initial response of "No one in or out" to some access control.

NO ONE IN OR OUT

The initial directive and practice during the Secure Action is to retain students and staff within the building and prevent entry into the building.

CONTROLLED RELEASE

An unresolved, but not directly evident, situation at the end of the school day may warrant a Controlled Release. During a Controlled Release, parents or guardians may be asked to pick up students rather than have them walk home. Buses may run as normal, but increased monitoring of the bus area should occur. There may be additional law enforcement presence.

MONITORED ENTRY

When there is a perceived threat but it's not immediate, entrances may be attended by security or law enforcement and anyone entering the building is more closely monitored. Students and staff walking between buildings or going to the parking lot might be escorted with heightened awareness.

INCIDENT COMMAND SYSTEM

The School Incident Command System should be initiated.

RESPONSIBILITY

During a Secure Action, administration or staff may be required to lock exterior access points. Staff members assigned "Primary Responsibility" for a "Secure Zone" would follow the designated protocol during a drill as well. These areas may include doorways, windows, loading docks, and fire escape ladder access points. The assigned staff is designated as having "Secure Duty." A person should also be assigned "Secondary Responsibility" for Secure Duty in the event the person with Primary Responsibility is absent or unable to perform the protocol. Assign someone to attach the Secure posters outfacing to building entry doors, alerting potential visitors of the Secure condition.

REPORTED BY

Secure is typically reported by local emergency dispatch to the school office. The office staff then invokes the public address and informs the administration. It may also be reported by students, staff or teachers if a threat is directly observed outside of the building.

PREPARATION

Identification of perimeter access points that must be locked in a Secure Action defines the Perimeter. In the event a perimeter cannot be secured, identify areas within each building that can be secured. Secure Zones - areas of a school or campus with exterior access points - should be established and protocols developed to ensure that those on "Secure Duty" attend to all areas in their zone. Preparation includes identification of staff with Primary and Secondary responsibility and assignment of these duties.

DRILLS

Secure drills should be performed at least twice a year, or as mandated by state requirements. At least one should be performed while outdoor activities are in progress.

CONTINGENCIES

There may be physical attributes to the campus that mandate special handling of a Secure Action. An example would be a campus where modular buildings are present. If the modular building cannot be secured, it may be best for students to Evacuate to the main building rather than going to Secure in the modular building. Listen for specific additional directives. If the school is a distributed campus (multiple permanent buildings), they will have to consider what their perimeter is. In a perceived and indirect threat, they may decide that extra supervision for class changes between buildings is

sufficient and appropriate. If during a Secure Action, an additional hazard manifests (i.e.: fire, flood, hazmat), then additional directives will be given for the appropriate response.

EXAMPLES OF SECURE CONDITIONS

The following are some examples of when a school or emergency dispatch might call for a Secure Action.

- An unknown or unauthorized person on the grounds
- Dangerous animal on or near the grounds
- Criminal activity in the area
- Planned police activity in the neighborhood

SECURE AND HOLD

Sometimes people become confused about the difference between "Secure" and "Hold." During a Hold, the halls are cleared, students remain in their classrooms with their teachers and business continues as usual. If people are outside, they remain outside. During a Secure, people are brought inside, and all activities inside the school continue as usual but no one will move in or out of the building. The main difference is that during a Secure the halls are open and may be utilized by students and staff as needed. People inside the school may not notice any difference in their daily routines during a Secure. Remember, the main difference between the two is that a Secure is enacted when a threat or hazard is outside of the school. A Hold is used when there is a need for the halls to remain empty, meaning the issue is inside the building. During both instances, classroom instruction should continue as normal.

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 the 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.

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 hallways 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.

Shelter Protocols

SHELTER
State the Hazard and Safety Strategy

Shelter is called when specific protective actions are needed based on a threat or hazard. Training should include response to threats such as tornadoes, earthquakes, hazardous materials situations or other local threats.

PUBLIC ADDRESS

The public address for Shelter should include the hazard and the safety strategy. The public address is repeated twice each time the public address is performed. "Shelter! For a hazard. Using a safety strategy.
Shelter! For a hazard. Using a safety strategy." For a tornado, an example would be: "Shelter for a tornado. Go to the tornado shelter. Shelter for a tornado. Go to the tornado shelter." After the danger has passed: "Students and staff, the Shelter is released. All clear. Thank you for your assistance and patience during the Shelter."

HAZARDS MAY INCLUDE:

- Tornado
- Severe weather
- Wildfires
- Flooding
- Hazmat spill or release
- Earthquake

SAFETY STRATEGIES MAY INCLUDE

- Evacuate to Shelter area
- Seal the room
- Drop, cover and hold
- Get to high ground

ACTIONS

Collaboration with local responders, the National Weather Service, and other local, regional and state resources will help in developing specific actions for your district response.

INCIDENT COMMAND SYSTEM

The School Incident Command System should be initiated.

RESPONSIBILITY

Sheltering requires that all students and staff follow response directives. Districts should have procedures for all foreseeable local hazards and threats which include provisions for those individuals with access and functional needs.

PREPARATION

Identification and marking of facility Shelter areas.

DRILLS

Shelter safety strategies should be drilled at least twice a year, or as mandated by the state.

STATE THE HAZARD AND SAFETY STRATEGY

Using the Shelter Protocol and stating the hazard allows for an understanding of the threat and the associated protective actions. Most often, the Shelter Protocol is utilized for tornadoes and other severe weather, in which case it would include the Shelter location for students and staff, and what protective posture or action they should take. Sheltering for a hazardous materials spill or release is very different. In the case of a hazmat situation, students and staff would be directed to close their windows, shut down their heating and air conditioning units and seal windows and doors to preserve the good inside air while restricting the entry of any contaminated outside air. Listening to specific directives is critical to successful emergency response.

PLAIN LANGUAGE

NIMS and ICS require the use of plain language. Codes and specific language that are not readily understood by the general public are no longer to be used. The SRP uses shared, plain, natural language between students, staff and first responders.

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

Suicide Ideation Intervention

Purpose: These procedures are intended to guide staff in responding to students' risk level for suicidal ideation.

If a school employee believes a student is exhibiting suicidal ideation/behaviors, physical self-harm, or harming others, the school employee will immediately make an oral report to the school director or their designee, such as the school counselor and/or school social worker. The director and/or their designee may intervene and ask a student questions regarding the student's suicidal thoughts, physically self-harming behavior, or thoughts of harming others for the purposes of referring the student to appropriate prevention services and informing the student's parent or legal guardian. Queries should be conducted under the philosophy of "minimal intrusion" to the student, that is, only to the extent necessary to gather enough information to accomplish appropriate referral and parental notification.

Assessing suicidal ideation risk levels:

Student's risk level will be assessed using the teacher/school edition of the Columbia-Suicide Severity Rating Scale (C-SSRS). Staff response will be determined based on the student's answers to Questions 1-6 on the scale. Staff always ask Questions 1, 2 & 6, but will only continue to Questions 3-5 if the student answers "Yes" to previous questions.

Questions:
1. Have you wished you were dead or wished you could go to sleep and not wake up?
2. Have you actually had any thoughts about killing yourself?
3. Have you been thinking about how you might do this?
4. Have you had these thoughts and had some intention of acting on them?
5. Have you started to work out or worked out the details of how to kill yourself? Did you intend to carry out this plan?
6. Have you done anything, started to do anything, or prepared to do anything to end your life?

Staff response to the answer is "Yes" to the following questions:
- Yellow (Q1, Q2): Parent/Guardian contact, provided mental/behavioral health resources, discussion of healthy coping tools and supports.
- Orange (Q3 or Q6): Parent/Guardian contact (including means counsel and other precautions), provide mental/behavioral health resources, discussion of healthy coping tools and supports
  - Consider evaluation by crisis response team (see below)
- Red (Q4, Q5, Q6b): Parent/Guardian contact (including counseling and other precautions), provide mental/behavioral health resources, discussion of health coping tools and supports.
  - Attempt to obtain permission for evaluation by crisis response team (see below)
  - Contact the emergency department if there is an imminent situation.

Crisis response for an at-risk student:

- Staff who believe a student is at-risk for suicidal behavior, physical self-harm, or harming other will contact with school director, or their designee, and/or school counselor or social worker.
- The director, or their designee, and/or school counselor or social worker will meet with the student to determine their risk level (suicidal ideation will be determiened by using the C-SSRS screening tool).
- If the student is determined to be "High Risk" (i.e., ?????), then staff will attempt to obtain permission for evaluation by the crisis response team. This will be done via phone call with parent/guardian.
  - Parent/Guardian DECLINES crisis response evaluation:
    - Provide recommendations (including mean counseling and other precautions), and provide mental/behavioral health resources.
    - Discussion with students on healthy coping tools and supports, including mental/behavioral health resources.
    - Document refusal of crisis response to the director and parent/guardian.
    - Any credible signs of wanting to harm self or others will follow with a referral to DCFS if precautions are not being taken by parent/guardian(s) or a safe environment does not seem available to the student.
    - If "High Risk"
      - Develop a school safety plan with the director, or their designee, school counselor, or social worker.
  - Parent/Guardian APPROVES crisis response evaluation:
    - Crisis response team meets at school with parents to assess risk and develop a safety plan.
    - Director is contacted accordingly, and a school safety plan created if necessary.

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

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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.

Employee Breastfeeding Policy

Promontory School of Expeditionary Learning, in accordance with Utah State Code 34-49-101, recognizes the immediate and long-term health advantages of breastfeeding for infants and mothers and desires to provide a supportive environment for any employee to express milk for her infant child upon her return to work following the birth of the child. Promontory School of Expeditionary Learning prohibits discrimination, harassment, and/or retaliation against any school employee who chooses to express breast milk for her infant child while at work.

Promontory School of Expeditionary Learning will provide for at least one year after the birth of a public employee's child, reasonable breaks for each time the public employee needs to breast feed or express milk and consult with the public employee to determine the frequency and duration of the breaks. The breaks shall, to the extent possible, run concurrent with any other break period otherwise provided to the public employee.

Promontory School of Expeditionary Learning will provide a clean break room, with a door that closes for privacy, for the lactating public employee. In said break room, there will be a working electrical outlet. A clean working refrigerator and freezer for the storage of expressed breast milk will be available.

Employment of Relatives

Definitions

"Relative" means a father, mother, husband, wife, son, daughter, sister, brother, mother-in law, father-in-law, brother-in-law, sister-in-law, son-in-law, or daughter-in-law.

"Appointee" means an employee whose salary, wages, pay, or compensation is paid from school funds.

"School officer" means a person who holds a position that is compensated by school funds; or who holds a position on the Promontory School of Expeditionary Learning Board of Trustees.

Policy

No school officer may employ, appoint, vote for or recommend the appointment of a relative in or to any position of employment, when the appointee will be directly supervised by a relative, except as follows:

1. the appointee will be employed for a period of 12 weeks or less;
2. the appointee is a volunteer;
3. the appointee is the only person available, qualified, or eligible for the position; or 4. the Promontory School of Expeditionary Learning Board of Trustees determines that the school officer is the only person available or best qualified to perform supervisory functions for the appointee.

No school officer may directly supervise an appointee who is a relative, except as follows:

1. the relative was appointed or employed before the school officer assumed his position, if the relative's appointment did not violate the provisions of this policy in effect at the time of his appointment;
2. the appointee will be employed for a period of 12 weeks or less;
3. the appointee is a volunteer;
4. the appointee is the only person available, qualified, or eligible for the position; or 5. the Promontory School of Expeditionary Learning Board of Trustees determines that the public officer is the only person available or best qualified to perform supervisory functions for the appointee.

No appointee may accept or retain employment if he is under the direct supervision of a relative, except as follows:

1. the relative was appointed or employed before the school officer assumed his position, if the relative's appointment did not violate the provisions of this policy in effect at the time of his appointment;
2. the appointee is the only person available, qualified, or eligible for the position;
3. the appointee is employed for a period of 12 weeks or less;

4. the appointee is a volunteer; or
5. the Promontory School of Expeditionary Learning Board of Trustees determines that the appointee's relative is the only person available or best qualified to supervise the appointee.

PROMONTORY
school of expeditionary learning

Official School Policies – Title of Policy

3/29/2010

When a school officer supervises a relative as allowed above, the officer shall make a complete written disclosure of the relationship to the Promontory School of Expeditionary Learning Board of Trustees and the school officer who exercises authority over a relative may not evaluate the relative's job performance or recommend salary increases for the relative.

The school board of Promontory School of Expeditionary Learning reserves the right to consider other employees within this policy based on personal relationships (friend, roommate, boyfriend, girlfriend, etc.)

Governing Board Conflict of Interest Policy
As per the Promontory School of Expeditionary Learning Board of Trustees Bylaws:

Section 6.5 Conflicts of Interest. If any person who is a trustee or officer of the corporation is aware that the corporation is about to enter into any business transaction directly or indirectly with himself, any member of his family, or any entity in which he has any legal, equitable or fiduciary interest or position, including without limitation as a trustee, officer, shareholder, partner, beneficiary or trustee, such person shall (a) immediately inform those charged with approving the transaction on behalf of the corporation of his interest or position, (b) aid the persons charged with making the decision by disclosing any material facts within his knowledge that bear on the advisability of such transaction from the standpoint of the corporation, and (c) not be entitled to vote on the decision to enter into such transaction.

STATEMENT OF ACCOUNT

P T I F

UTAH PUBLIC TREASURERS' INVESTMENT FUND

Marlo M. Oaks, Utah State Treasurer, Fund Manager

PO Box 142315

350 N State Street, Suite 180

Salt Lake City, Utah 84114-2315

Local Call (801) 538-1042 Toll Free (800) 395-7665

www.treasurer.utah.gov

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

Account			Account Period	
8282			July 01, 2023 through March 31, 2024	

Summary

Beginning Balance	$ 1,155,742.40	Average Daily Balance	$ 1,355,265.16
Deposits	$ 305,336.49	Interest Earned	$ 55,336.49
Withdrawals	$ 0.00	360 Day Rate	5.3451
Ending Balance	$ 1,461,078.89	365 Day Rate	5.4194

Date	Activity	Deposits	Withdrawals	Balance
07/01/2023	FORWARD BALANCE	$ 0.00	$ 0.00	$ 1,155,742.40
07/31/2023	REINVESTMENT	$ 5,080.88	$ 0.00	$ 1,160,823.28
08/31/2023	REINVESTMENT	$ 5,226.70	$ 0.00	$ 1,166,049.98
09/20/2023	per Ambe	$ 250,000.00	$ 0.00	$ 1,416,049.98
09/30/2023	REINVESTMENT	$ 5,614.01	$ 0.00	$ 1,421,663.99
10/31/2023	REINVESTMENT	$ 6,560.52	$ 0.00	$ 1,428,224.51
11/30/2023	REINVESTMENT	$ 6,441.60	$ 0.00	$ 1,434,666.11
12/31/2023	REINVESTMENT	$ 6,672.53	$ 0.00	$ 1,441,338.64
01/31/2024	REINVESTMENT	$ 6,710.40	$ 0.00	$ 1,448,049.04
02/29/2024	REINVESTMENT	$ 6,305.64	$ 0.00	$ 1,454,354.68
03/31/2024	REINVESTMENT	$ 6,724.21	$ 0.00	$ 1,461,078.89
03/31/2024	ENDING BALANCE	$ 0.00	$ 0.00	$ 1,461,078.89

{Effective: 07/31/2023}   The GASB Fair Value factor at June 30, 2023 is 1.00007516

P T I F

U T A H   P U B L I C   T R E A S U R E R S '   I N V E S T M E N T   F U N D

Marlo M. Oaks, Utah State Treasurer, Fund Manager

PO Box 142315

350 N State Street, Suite 180

Salt Lake City, Utah 84114-2315

Local Call (801) 538-1042 Toll Free (800) 395-7665

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Date	Activity	Deposits	Withdrawals	Balance
{Effective: 01/31/2024}	*The GASB Fair Value factor at December 31, 2023 is 1.00152190*			