

# CHALLIS JOINT SCHOOL DISTRICT #181

## Policy and Procedure – 8000 Series Non-Instructional Operations

### TABLE OF CONTENTS

8100	Transportation	Pgs. 3-4
8110	Safety Busing	Pg. 5
8115	Maximum Drive	Pg. 6
8120	Routes, Stops and Non-Transportation	Pgs. 7-9
8130	Transportation of Students w/ Disabilities	Pg. 10
8140	Student Conduct on Buses	Pg. 11
8140p	Bus Rules	Pgs. 12-13
8150	Unauthorized School Bus Entry	Pg. 14
8160	Contracting for Transportation Services	Pg.15
8170	District-Owned Vehicles	Pgs. 16-17
8180	Driver Training & Responsibility	Pg. 18
8185	Use of Wireless Communication Devices by Bus Drivers	Pg. 19
8190	Emergencies Involving Transportation Vehicles	Pg. 20
8195	District Vehicle Idling	Pg. 21
8200	Local Wellness	Pgs. 22-24
8210	District Nutrition Committee	Pgs. 25-26
8220	Food Services	Pgs. 27-28
8230	Nutrition Standards	Pg. 29
8235	Water Consumption	Pg. 30
8240	School Meals	Pgs. 31-32
8245	Unpaid School Meal Charges	Pgs. 33-34
8270	Teacher to Student Incentives	Pg. 35
8300	Emergency & Disaster Preparedness	Pg. 36
8300p1	Emergency & Disaster Preparedness Procedure	Pgs. 37-42
8300p2	Explosion or Fallen Aircraft Procedure	Pg. 43
8300p3	Hazardous Material Spill	Pg. 44
8300p4	Bomb Threat	Pg. 45

8300p4f	Bomb Threat Report Form	Pg. 46
8300p5	Violent or Criminal Behavior	Pg. 47
8300p6	Earthquake	Pg. 48
8300p7	Severe Weather (tornado or lightning) Procedure	Pg. 49
8300p8	Natural Gas/Propane Leak	Pg. 50
8300p9	Broken Water Main	Pg. 51
8310	Automated External Defibrillators	Pg. 52
8310f1	Automated External Defibrillator Certified Users	Pg. 53
8310f2	Automated External Defibrillator Inspection & Inventory	Pgs. 54-55
8310f3	Automated External Defibrillator Incident Report	Pg. 56
8310p	Automated Ext. Defib. Implementation & Procedure	Pgs. 57-59
8320	Fire Drills and Evacuation Plan	Pgs. 60-62
8320p	Fire Drills Rules & Procedures	Pg. 63
8400	Activity Trips	Pgs. 64-65
8400p	Activity Trips Procedures	Pg. 66
8500	Risk Management	Pg. 67
8510	District Safety	Pg. 68
8520	Inspection of School Facilities/Evacuation Plan	Pg. 69
8530	Property Damage	Pg. 70
8600	Records Management	Pg. 71
8605	Retention of District Records	Pgs. 72-81
8610	Health Insurance Portability & Accountability Act	Pgs. 82-83
8700	Computer Software	Pg. 84
8800	Drones	Pg. 85

## **Transportation**

**8100**

The Board's primary concern in providing transportation services to students is the safety and protection of the health of students.

The District shall provide transportation to and from school for a student who:

1. resides at least one and one-half (1½) miles from the nearest appropriate school (determined by the nearest and best route from the junction of the driveway of the student's home<sup>1</sup> and the nearest public road to the nearest door of the school the student attends or to a bus stop, whichever the case may be)
2. is a student with a disability, whose IEP identifies transportation as a related service;  
or
3. in the judgment of the Board of Trustees, has another compelling and legally sufficient reason to receive transportation services, including the age or health or safety of the student.

The type of transportation provided by the District may be by a school bus or other vehicle, or by such individual transportation as paying the parent or guardian for individually transporting the student. The Board of Trustees may pay board and room reimbursements to a parent when a student resides within a non-transportation area (an area of a school district designated by the Board of Trustees as impractical, by reason of sparsity of students, remoteness or condition of roads) but is otherwise eligible for transportation and cannot be transported in any authorized manner.

Only those students residing on existing bus routes and officially enrolled in Challis public schools will be allowed to ride that route bus to and from school. The Board of Trustees may authorize children attending nonpublic schools to ride a school bus provided that space is available and a fee to cover the per-seat cost for such transportation is collected.

Homeless students shall be transported in accordance with the McKinney Homeless Assistance Act and state law.

### **Foster Children**

The Superintendent or designee shall develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care, which procedures shall:

<sup>1</sup> A Day care center, family day care home, or a group day care facility may substitute for the student's residence for student transportation to and from school.

1. Ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner reasonable travel to the child's home for visitation, and reasonable travel for the child to remain in the school in which the child is enrolled at the time of placement
2. Ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the District will provide transportation to the school of origin if:
  - a) The local child welfare agency agrees to reimburse the District for the cost of such transportation
  - b) The District agrees to pay for the cost of such transportation
  - c) The District and the local child welfare agency agree to share the cost of such transportation

## Safety

The District shall provide each new school bus driver with a school bus driver training program before allowing him or her to drive a bus carrying students. The District shall provide all experienced school bus drivers with at least ten hours of refresher school bus driver training each fiscal year. Such training shall meet the requirements described in the *Standards for Idaho School Buses and Operations*. Documented training similar to that required by the District may be used to comply with new school bus driver training hours, unless the driver has a gap of more than four years in their previous driving experience. The Superintendent or designee shall develop written rules establishing the procedures for bus safety and emergency exit drills, and for student conduct while riding on buses, including for students with special needs.

The District shall ensure that transportation personnel have access to a library of resources to assist them in operating safe and efficient transportation services. These resources shall include:

1. Applicable federal, State, and local laws, codes, and regulations
2. Applicable manuals and guidelines
3. Online access to internet and other resources
4. Applicable trade journals and organizations' publications

### Cross Reference:

3060 Education of Homeless Children  
8110 Safety Busing  
8120 Bus Routes, Stops and Non-Transportation Zone

### Legal Reference:

I.C. 33-1501 Transportation Authorized  
I.C. 33-1503 Payments when Transportation Not Furnished IDAPA 08.02.03.109 Special Education  
20 USC 6312(c) Every Student Succeeds Act Standards for Idaho School Buses and Operations  
I.C. 33-1501 Transportation Authorized  
I.C. 33-1503 Payments when transportation not furnished IDAPA 08.02.03.109 Special Education  
No Child Left Behind Act of 2001 (P.L. 107-110)

### Other Reference:

Federal Highway Safety Guideline 17  
Idaho Department of Education, Idaho's School Bus Driver Training Classroom Curriculum

### Policy History:

Adopted on: 12/13/04  
Reviewed on: 9/2018  
Revised on: 12/11/17, 9/2018

## **Safety Busing**

**8110**

Safety busing is the transportation of a student who lives less than one and one-half (1½) miles from school when, in the judgment of the Board of Trustees, the age or health or safety of the students warrants such action.

The Board of Trustees will only consider requests for safety busing for students living less than one and one-half (1½) miles from school when one or more of the following criteria are met:

1. unsupervised crossing of a heavily traveled multi-lane roadway requiring beyond-age-level comprehension of complex traffic hazards
2. walking along an arterial road and highway permitting fifty-mile-per-hour speeds
3. crossing an intersection in competition with a high volume of right turning vehicles without the benefit of adult supervised crossing
4. walking in the traffic lane of an arterial or collector street because of the absence of sidewalks or usable shoulders which are at least three (3) feet wide
5. walking beside or over unprotected waterways
6. walking routes which are temporarily interrupted by major road construction, building construction, or utility construction
7. walking routes interrupted by numerous high traffic volume business driveways
8. other unique circumstances or extraordinary factors

The existence of any of the above criteria does not automatically qualify an area for safety busing. The Board of Trustees may also consider evaluation factors including but not limited to: traffic count, traffic gap times, posted speed, width of roadway, width of walking area, length of time student would be exposed to area of concern, age of pupils, number of pupils, and traffic control signs and markings, as well as written comments from parents, patrons, and school personnel prior to a vote on the issue.

Further, the Board of Trustees shall consider the criteria set out in its measuring and scoring instrument which by this reference is incorporated and attached to this policy as Exhibit 1.

Each year, no later than the regular board meeting in August, the Board of Trustees shall review and vote on all requests for new safety busing locations. The Superintendent or their designee is directed to review all existing safety busing locations at intervals of at least every three years.

Exhibit 1 is the measuring instrument model form used by your district.

### Cross Reference:

8100 Transportation

8120 Bus Routes, Stops and Non-Transportation Zones

### Legal Reference:

33-1501 Transportation Authorized

### Other References

Standards for Idaho School Buses and Operations

### Policy History:

Adopted on: 12/13/04

Reviewed on: 9/2018

Revised on: 12/11/17, 9/2018, 5/2020

## **Maximum Drive Time**

**8115**

To promote the safety of students riding in school buses, it is the policy of the District that bus drivers, or any district employee providing transportation for students, shall adhere to the Federal Motor Carrier Safety Administration regulations. Currently those regulations provide a maximum of 10 hours of actual driving time. Drivers must have eight hours of continuous off duty time before long trips and cannot exceed 60 hours of driving in a week.

Drivers shall use FMCSA over-the-road hours-of-service trip logs, a trip agenda, or other trip documentation validating applicable driving hours on all out-of-district trips in excess of one hundred (100) miles.

### Cross Reference:

8100 Transportation

### Other Reference:

Idaho Department of Education, School Bus Driver Manual Idaho Department of Education, Idaho's School Bus Driver Training Classroom Curriculum

### Legal Reference:

I.C. 33-1501 Transportation Authorized

I.C. 33-1509(7) School Bus Drivers–Definition–Qualification–Duties

### Policy History:

Adopted on: 2/13/08

Reviewed on: 9/2018

Revised on: 12/11/17, 9/2018

## **Bus Routes, Stops and Non-Transportation Zones**

8120

Each year, no later than the regular Board of Trustee's meeting in August, the Superintendent or designee shall present their recommendation for bus routes, school safety busing zones and non-transportation zones to the Board of Trustees. The Board of Trustees shall consider student health and safety in considering the recommendations of the superintendent or designee.

### **Definitions**

- **Safety Busing Zone:** The transportation of a student who lives less than one and one-half (1½) miles from school when, in the judgment of the Board of Trustees, the age or health or safety of the students warrants such action. (See Safety Busing Policy #8101)
- **Non-Transportation Zone:** An area of the District designated by the Board which is not served by District transportation because of sparsity of students, remoteness, or condition of roads makes such service impractical

In order to operate the transportation system as safely and efficiently as possible, the following factors shall be considered in establishing bus routes:

1. School bus routes shall be established with due consideration of the sum total of local conditions affecting the safety, economic soundness and convenience of its operation, including road conditions, condition of bridges and culverts, hazardous crossings, presence of railroad tracks and arterial highways, extreme weather conditions and variations, length of route, number of families and children to be serviced, availability of turn-around points, capacity of bus, and other related factors. Further, the Board of Trustees shall consider the criteria set out in its measuring and scoring instrument. (See Exhibit 1 to Policy 8101— Safety Busing)
2. School bus drivers are encouraged to make recommendations in regard to establishing or changing routes
3. Parents should be referred to the Superintendent for any request of change in routes, stops, or schedules

Challis School District bus routes will utilize only roads that are regularly maintained by a City, County, State or Federal Agency.

The district shall always retain the authority to limit or restrict service on any road whether maintained or not. Further, safety of the school children shall be of primary concern in extending service or approving existing service. Patron convenience and road conditions shall also be considered in the programming of bus routes. Any route extension must not require student(s) to board the bus before 6:00 a.m.

### **Bus Stops**

Buses should stop only at designated places approved by school authorities.

Exceptions should be made only in cases of emergency and inclement weather conditions. Bus stops shall be chosen with safety in mind and protection of the health of the student.

School loading and unloading zones are to be established and marked to provide safe and orderly loading and unloading of students. The principal of each building is responsible for the conduct of students waiting in loading zones.

### **Delay in Schedule**

The driver is to notify the administration of a delay in schedule. The administration will notify parents on routes and radio stations, if necessary.

### Responsibilities – Pupils

Pupils must realize that safety is based on group conduct. Talk should be in conversational tones at all times. There should be no shouting or loud talking which may distract the bus driver.

There should be no shouting at passersby. Pupils should instantly obey any command or suggestions from the driver and/or his/her assistants.

A pupil may be denied transportation upon a showing of good cause. The reason for the denial of transportation services shall be provided to the parent(s)/guardian(s) in writing.

### Responsibilities - Parents

The interest and assistance of each parent is a valued asset to the transportation program.

Parents' efforts towards making each bus trip a safe and pleasant experience are requested and appreciated. The following suggestions are only three of the many ways parents can assist:

1. Ensure that students are at the bus stop in sufficient time to efficiently meet the bus
2. Properly prepare children for weather conditions
3. Encourage school bus safety at home. Caution children regarding safe behavior and conduct while riding on the school bus

### Safety

The Superintendent shall develop written rules establishing the procedures for bus safety and emergency exit drills, and for student conduct while riding on buses. If the bus and driver are present, the driver is responsible for the safety of his/her passengers, particularly for those who must cross a roadway prior to loading or after leaving the bus. Except in emergencies, no bus driver shall order or allow a student to board or disembark at other than his/her assigned stop unless so authorized by the Superintendent. In order to assure the safety of all, the bus driver may hold students accountable for their conduct during the course of transportation and may recommend corrective action against a student. Bus drivers are expressly prohibited from using corporal punishment.

Further, the Board of Trustees shall consider the criteria set out in its measuring and scoring instrument which by this reference is incorporated and attached to this policy as The bus driver is responsible for the use of the warning and stop signaling systems and the consequent protection of his/her passengers. Failure to use the system constitutes negligence on the part of the driver.

### Inclement Weather

The Board recognizes the unpredictability and resulting dangers associated with the weather in Idaho. To achieve the maximum safety for children and efficiency of operation, the Superintendent is empowered to make decisions as to the emergency operation of buses, the cancellation of bus routes and the closing of school in accordance with his/her best judgment.

Drivers should regularly submit information on unsafe road or other conditions.

The Board may develop guidelines in cooperation with the Superintendent to assist him/her in making such decisions.

### Cross Reference:

8110 Safety Busing

### Legal Reference:

I.C. 33-1501 Transportation Authorized

I.C. 33-1502 Bus Routes—Non-transportation zones



Policy History:

Adopted on: 12/13/04

Reviewed on: 9/2018

Revised on: 12/11/17, 9/201

## **Transportation of Students with Disabilities**

**8130**

Transportation shall be provided as a related service when a student with a disability requires special transportation in order to benefit from special education or to have access to an appropriate education placement. Transportation needs may include, but are not limited to, the following:

1. travel to and from school and between schools
2. travel in and around school buildings or to those activities which are a regular part of the student's instructional program
3. specialized equipment (such as special or adapted buses, lifts, and ramps) if required to provide special transportation for a student with disabilities
4. other services that support the student's use of transportation, such as:
  - a) special assistance (e.g., an aide on the bus and assistance getting on and off the bus)
  - b) safety restraints, wheelchair restraints, and child safety seats
  - c) accommodations (e.g., preferential seating, a positive behavioral support plan for the student on the bus, and altering the bus route)
  - d) training for the bus driver regarding the student's disability or special health-related needs

The Child Study Team who develops the disabled student's Individualized Education Program will determine on an individual basis when a student with a disability requires this related service. Such recommendations must be specified on the student's IEP. Only those children with disabilities who qualify for transportation as a related service under the provisions of the IDEA shall be entitled to special transportation. All other children with disabilities in the District have access to the District's regular transportation system under policies and procedures applicable to all students of the District. Utilizing the District's regular transportation service shall be viewed as a "least restrictive environment."

### **Mode of Transportation**

One of the District's special education buses will be the preferred mode of transportation.

Exceptions may be made in situations where buses are prohibited from entering certain subdivisions due to inadequate turning space or distance from school may seriously impact bus scheduling. In such situations, other arrangements such as an individual transportation contract may be arranged with the parents. Such voluntary agreement shall stipulate in writing the terms of reimbursement.

### **Cross Reference:**

3340 Corrective Actions and Punishment

8140 Student Conduct on Buses

### **Legal Reference:**

20 U.S.C. 1400 et seq. Individuals with Disabilities in Education Act (IDEA) IDAPA 08.02.03.109

Special Education Idaho Special Education Manual

### **Policy History:**

Adopted on: 12/13/04

Reviewed on: 9/2018

Revised on: 2/13/08, 12/11/17, 9/2018

## **Student Conduct on Buses**

**8140**

Riding the school bus is a privilege for students, not a right. Students are expected to follow the same behavioral standards while riding school district vehicles as are expected on school property or at school activities, functions or events, and additional specific transportation safety rules. All school rules are in effect while a student is riding a district vehicle or at a school bus stop.

The Superintendent shall establish written rules of conduct for students riding school buses.

Such rules shall be reviewed annually by the Superintendent and revised if necessary. If the rules are substantially revised, they shall be submitted to the Board for approval. A copy of the rules of conduct for students riding buses shall be provided to students at the beginning of the year. The classroom teacher and bus driver shall review the rules with the students at the beginning of each school year. A copy of the rules shall be posted in each bus and shall be available upon request at the District office and in each building principal's office.

The bus driver shall be responsible for enforcing the rules, and shall work closely with the parent and building principal to modify a student's behavior. The rules shall include consistent consequences for student misbehavior.

Recommendations for permanent termination of bus privileges will be referred to the Superintendent for final determination. The termination may be appealed to the Board. No further appeal shall be allowed.

A recommendation to terminate bus privileges shall be accompanied by a written record of the incident(s) that led to the recommendation. Said written record shall be provided to the parent/guardian of the student whose bus privileges are being revoked.

### **Discipline of Students with Disabilities**

1. If a student's IEP team determines that special transportation is required and documents it on the IEP, all procedures under the IDEA 2004 must be followed with regards to the student and transportation. A suspension from bus transportation depends on whether bus transportation is identified on the IEP
2. If bus transportation is on the IEP, a suspension from the bus would be treated as a suspension from school. An exception to this is if the district provides transportation in some other way, such as transportation in lieu of, because transportation is necessary
3. If bus transportation is not on the IEP, a suspension from the bus would not be counted as suspension from school. In this situation, the student and the parent would have the same obligation to get to and from school as a student without a disability who had been suspended from the bus

#### **Cross Reference:**

3330 Student Discipline

8130 Transportation of Students with Disabilities

#### **Legal Reference:**

I.C. 33-1501 Transportation authorized

I.C. 33-205 Denial of school attendance

#### **Policy History:**

Adopted on: 12/13/04

Reviewed on: 9/2018

Revised on: 2/13/08, 12/11/17, 9/2018

## **Bus Rules**

### **PROCEDURE:**

Students must have a strong sense of responsibility for the safety of himself/herself and others. They must be respectful at all times of the Bus Driver and other passengers. Students should follow the driver's suggestions promptly. It is necessary to treat others and equipment with respect and refrain from boisterous activities while on the bus.

The following bus rules and discipline procedure have been established and will be enforced. Additional rules may be included if deemed necessary. Please remember, these Bus Rules are specifically for the health and safety of you, your classmates and others.

1. FOLLOW ALL DIRECTIONS OF THE BUS DRIVER PROMPTLY
2. You may approach the bus only after it has completely stopped and the driver motions you forward
3. You must remain seated while bus is moving
4. No fighting, no loud noise, no profanities, and no obscene gestures. You must be courteous to all persons at all times, and keep your hands, feet, and objects to yourself
5. Keep head, hands, feet, and all other objects inside the bus
6. Throwing any objects within the bus or out of the windows is prohibited
7. Not allowed on buses at any time are: Smoke and flame producing objects or animals (dead or alive), firearms, tobacco products, or other controlled substances
8. Food and drink on the bus by permission only
9. Students who are not assigned on a bus will not be transported without prearranged permission from the Principal
10. Students will not be allowed to exit the bus at any location other than their regular bus stop without prearranged permission from the Principal

### **DISCIPLINE PROCEDURE**

Students who are transported to and from school in district-owned vehicles are charged with the responsibility of conducting themselves in accordance with rules, regulations, and policies adopted by the Challis Joint School District Board of Trustees, Idaho State Board of Education, and State of Idaho. Drivers will verbally warn student and give directions to student for compliance with bus safety rules as a preventative measure when appropriate. When, in the opinion of the bus driver, a student fails to heed verbal warnings and violates these rules, regulations, or policies; the following procedures will be implemented.

#### **STEP 1 (FIRST CITATION)**

In any instance where the bus driver feels that a student has displayed unacceptable behavior while being transported, the driver will prepare a citation. If approved by the Transportation Supervisor, the citation copies are distributed to: the appropriate principal, the parents, bus driver, and Transportation Supervisor, who will notify the student's parents that any further violations will result in immediate suspension of his or her bus privileges.

#### **STEP 2 (SECOND CITATION)**

If, in the driver's opinion, a student violates rules, regulations, and policies governing conduct a second time during the same school year, the driver will issue a second citation. If approved by the Transportation Supervisor, the second citation serves as a revocation of the student's bus privileges for one week. The Transportation Supervisor will contact the parents to confirm the suspension and arrange a meeting with Parent(s), student, bus driver, and principal to establish a student behavior plan before student returns to the bus. During the week-long suspension

period the student's parents will be responsible for transporting their child to and from school. If contact cannot be made with the parents, transportation services will continue until contact is made.

### STEP 3 (THIRD CITATION)

If the student's behavior violates established rules of conduct a third time, the driver will issue a third citation. If approved by the Transportation Supervisor, a third citation will be reported to the Superintendent of Schools, who will investigate and, if confirmed, recommend to the Board of Trustees that the student's transportation privileges be revoked for the remainder of the school year.

### SEVERE CLAUSES:

Behavior that endangers safety and welfare of others will be treated as the second citation.

Some examples are, but not limited to:

- Open defiance of bus driver
- Physical endangerment to others (fighting, shoving, etc.)
- Vandalism or property destruction
- Flame or smoke producing objects

### GUIDELINES:

- As a preventative measure drivers will verbally warn students about behaviors and situations that could result in a citation and solicit the support of parents/guardians.
- Prior to issuing a written citation, the driver will explain the reason for the citation and offer the student an opportunity to explain his/her actions.
- Should the student or the student's parents wish to appeal the bus driver's action at any step, they may request a formal hearing with the principal, the transportation director, and the bus driver. The decision of this hearing may be appealed to the Superintendent of Schools and the Board of Trustees.
- Any absences as a result of denial of transportation due to the above policy will be considered unexcused.
- A student is allowed only three (3) citations on any of the district's transportation in one school year. This includes school buses, field trip buses, activity buses, or any district-owned vehicle.
- A citation received in the final week of school is considered the first citation of the following school year.

A transportation discipline referral sheet will be developed for use by the administration.

### Procedure History:

Reviewed on: 9/2018

Revised on: 12/11/17, 9/2018

## **Unauthorized School Bus Entry**

**8150**

The Board of Trustees hereby instructs the superintendent to place the following notice at the entrance to all school buses which warns against unauthorized school bus entry:

### **NOTICE:**

A person shall be guilty of a misdemeanor if that person:

1. Enters a school bus with intent to commit a crime
2. Enters a school bus and disrupts or interferes with the driver
3. Enters a school bus and refuses to disembark after being ordered to do so by the driver

### **Legal Reference:**

I.C. 33-1522 Unauthorized School Bus Entry—Notice

### **Policy History:**

Adopted on: 12/13/04

Reviewed on: 9/2018

Revised on: 12/11/17

## **Contracting for Transportation Services**

8160

If the Board enters into a contract for transportation services, the contractor shall operate such equipment according to District policy and the rules and regulations of the State Board of Education. All contracts for the transportation of students shall be in writing in the current form developed by the State Department of Education.

The District may attach addenda to the model contract. Such addenda shall be submitted to the State Superintendent for review and approval. If the State Superintendent rejects the addenda or requires that changes be made to them, the Board may appeal to the State Board of Education.

The contract shall be in effect for not more than five (5) years. Prior to entering into a contract for transportation services, the District must advertise and bid for such services. The contract shall be awarded to the lowest responsible bidder. In determining what bid is the lowest responsible bidder, in addition to other enumerated specifications, the District will not only take into consideration the amount of the bid, the District will also consider the skill, ability and integrity of a contract to do faithful and conscientious work and promptly fulfill the contract according to the letter and spirit. References may be contacted.

A copy of the contract for transportation services will be filed with the State Superintendent.

### Legal Reference:

I.C. 33-1501 Transportation authorized  
I.C. 33-1510 Contracts for transportation service  
IDAPA 08.02.02.190.05 Contract for Transportation Services

### Policy History:

Adopted on: 12/13/04  
Reviewed on: 9/2018  
Revised on: 12/11/17, 9/2018, 7/2020

## **District-Owned Vehicles**

The District owns and maintains certain vehicles. Included among them are pickups, school buses and vans. These are for use by properly authorized personnel of the District for District business purposes.

Use of private cars for official school business must be approved in advance by the Superintendent of Schools or designee. District mileage payments are based on the amount designated by the Controller of the State of Idaho for state employees. Employees choosing to use their private vehicle when a district vehicle is available, will be paid one-half the district rate, unless space is available in a district or reimbursed private vehicle going to the same event.

Any driver who receives a citation for a driving violation while operating a District vehicle shall personally pay all fines levied. All citations received while the driver is a District employee, whether operating a District vehicle or not, must be reported and may result in disciplinary action up to and including termination.

### **Bus and Vehicle Maintenance, District**

Buses used in the District's transportation program shall be in safe and legal operating condition. All buses shall conform to standards of construction prescribed by the state board of education and inspections as required by law. The Superintendent shall establish a specific list of tasks that bus drivers shall perform on a daily basis. All other District vehicles shall be maintained following established programs as developed by the Superintendent.

### **District-Owned Vehicles Provided to Employees**

District-owned vehicles shall be assigned to those employees designated by the Superintendent of Schools and approved by the Board of Trustees. Such vehicles shall be used only for official District business.

All operating expenses, except fines for negligent driving, shall be accepted by the District. Fuel, oil, and necessary maintenance shall be obtained from the District service garage or contracted supplier, except when traveling out of the District. In such cases, the traveler should obtain a credit card from the Superintendent of Schools. Any trip out of the District must have prior approval of the Superintendent of Schools or designee.

The District owns vehicles which certain employees use for commuting to and from work and for other district-related travel. Any mileage driven in a district-owned vehicle that is not for official district business will be considered a taxable fringe benefit to the employee driving the vehicle. This taxable fringe benefit will be in addition to the employee's annual salary and will be reported on the individual employee's W-2.

Records of mileage and use other than official district business must be recorded in a diary or log.

Unauthorized personal use of the vehicles or failure to report personal mileage and use may be subject to disciplinary action up to and including termination of employment. No employee, friend, associate or family member of any employee may use a district-owned vehicle for personal use other than de-minimis personal use by the employee.

This policy and taxable fringe benefit will be reviewed annually to verify that the policy is in compliance with IRS regulations.



## Health and Safety Protocols of District-Owned Vehicles

All users of vehicles owned and maintained by the District shall adhere to the cleaning and disinfection protocols outlined by the District.

### Cross-Reference:

7430 Travel Allowances and Expenses

### Legal Reference:

I.C. 33-1506 Inspection of school buses

IDAPA 08.02.02.159 Transportation

IDAPA 08.02.02.160 Maintenance Standards and Inspections

### Policy History:

Adopted on: 12/13/04

Reviewed on: 9/2018

Revised on: 2/13/08, 12/11/17, 9/2018, 9/2020

## **Driver Training and Responsibility**

**8180**

Bus drivers shall observe all state statutes and administrative rules governing traffic safety and school bus operation. The District shall, at the beginning of each school year, provide each driver with a copy of the District's written rules for bus drivers and for student conduct on buses.

Each bus driver shall meet the qualifications established by the state department of education, including, but not limited to the following:

1. Over the age of 18 years of age
2. Be of good moral character
3. Not be addicted to the use of intoxicants or narcotics
4. Possess a valid and appropriate commercial driver's license and other endorsements required by law, and, if applicable, a waiver for insulin- dependent diabetes mellitus issued by the State Department of Education
5. Possess a school bus driver's permit issued by the Board
6. Be medically qualified under the physical examination standards of the federal motor carrier safety regulations provided, however, that individuals with insulin-dependent diabetes mellitus, who are otherwise medically qualified under the physical examination standards of the federal motor carrier safety regulations, may request a waiver for this condition from the state department of education as provided in Idaho Code 33-1509

When a teacher, coach or other certificated staff member is assigned to accompany students on a bus, such person shall be primarily responsible for the behavior of the students in his/her charge.

The bus driver shall have final authority and responsibility for the bus. The Superintendent shall establish written procedures for bus drivers.

Before a bus route is run, it will be the responsibility of each bus driver to judge the road conditions of his bus route to determine if it is safe enough for travel. If the weather is such that he/she questions what the roads will be like he/she should call the sheriff and ask for conditions and recommendations.

When the driver feels that the road is not safe for bus travel, he should contact the Transportation Director or the Superintendent of Schools to arrange for cancellation of the bus route for that day.

At all times during the route the bus driver shall have the responsibility for determining safe travel of his bus and safety of the students.

If in his judgments certain sections of the road are not safe for passage he/she should not drive the bus over that part which in his/her judgment is not safe. In such cases notification should be given to parents on the route as soon as possible.

### **Legal Reference:**

I.C. 33-1508 Operation of School Buses

I.C. 33-1509 School Bus Drivers – Definition – Qualification – Duties IDAPA 08.02.02.170 School Bus Drivers and Vehicle Operation

### **Policy History:**

Adopted on: 12/13/04

Reviewed on: 9/2018

Revised on: 12/12/05, 12/11/17, 9/2018

## **Use of Wireless Communication Devices by Bus Drivers**

8185

While the Board of Trustees believes the use of wireless communication devices by district bus drivers is important to provide instant communication regarding emergencies as well as to convey other important district information, bus drivers shall be subject to the following restrictions to ensure safe use of personal or district wireless communication devices.

For purposes of this policy, wireless communication device is defined as any device intended to facilitate communication, including but not limited to cell phones, two-way radios, walkie-talkies, palm pilots, blackberries, PDA's, beepers, pagers, etc.

Bus drivers shall not place or receive communications on any personally owned wireless communication device while passengers are loading or unloading from the bus or while the bus is in motion.

Under usual circumstances, use of district owned wireless communication devices shall be allowed when used to assist a driver and/or dispatcher in the necessary communications periodically needed to safely deliver children – home to school, school to school, school to home and on activity trips. A school bus driver is prohibited from operating a school bus while using a cellular telephone, except: (1) during an emergency situation, (2) to call for assistance if there is a mechanical breakdown or other mechanical problem, (3) where a cellular telephone is owned by the School District and used as a digital two-way radio, and (4) when the school bus is parked.

Bus drivers may not use hands-free devices, unless there is an emergency situation. Bus drivers shall under no circumstances place or receive communications unrelated to district business while on duty.

Violation of this policy may subject the driver to disciplinary action up to and including termination.

### **Policy History:**

Adopted on: 7/11/05

Reviewed on: 9/2018

Revised on: 12/11/17, 9/2018

## **Emergencies Involving Transportation Vehicles**

**8190**

In the event of an accident or other emergency, the bus driver shall follow the emergency procedures developed by the Superintendent. A copy of the emergency procedures shall be located in each bus. To ensure the success of such emergency procedures, each bus driver shall conduct an emergency evacuation drill within the first six (6) weeks of each school semester.

The District shall conduct such other drills and procedures as may be necessary.

To allow evacuation in the event of an emergency, items belonging to those riding the bus must be safely stowed and secured away from any aisle or emergency exit. To ensure that aisles and emergency exits are kept clear at all times, the Superintendent may issue rules limiting the size or number of items riders may bring with them on the bus.

### Reference:

Federal Highway Safety Guideline 17

### Policy History:

Adopted on: 2/13/08

Reviewed on: 9/2018

Revised on: 12/11/17, 9/2018

## **District Vehicle Idling**

8195

The Board is committed to transporting students on school buses in a safe manner. Further, the Board recognizes that accumulated emissions from school buses can be harmful to students, bus drivers, and others in the area of the idling buses. Unnecessary bus or District vehicle idling emits pollutants, wastes fuel, and wastes financial resources.

### **District Vehicle Idling Times**

1. When school buses arrive at loading and unloading areas to drop off or pick up passengers, the school bus driver should turn off the bus as soon as possible to eliminate idling time and reduce harmful emissions
2. The school bus should not be restarted until it is ready to depart
3. School buses should not idle, on or off of school grounds, for longer than five minutes unless:
  - a) They are waiting in traffic
  - b) They are loading or unloading students with special needs
  - c) There are safety or emergency situations
  - d) The driver is in the process of receiving or discharging passengers on a public highway or public road
  - e) There are maintenance or mechanical situations, inspections, or repair
  - f) There are extreme weather conditions and the purpose is to warm the interior of the bus

\*\*All District vehicles should follow the above guidelines as applicable.

#### **Reference:**

Standards for Idaho School Buses and Operations

#### **Policy History:**

Adopted on:

Reviewed on: 9/2018

Revised on: 12/11/17, 9/2018

## **Local School Wellness**

8200

The Healthy, Hunger-Free Kids Act of 2010 requires that the parents, students, District staff, administrators, Trustees, food services staff, school health professionals, teachers of physical education, and the public be allowed to provide input on the development of this policy. This model policy is intended only as a starting point for this dialogue.

It is the goal of the Challis School District to strive to make a significant contribution to the general well-being, mental and physical capacity, and learning ability of each student and afford them the opportunity to fully participate in the education process.

The Challis School District promotes healthy schools by supporting wellness, good nutrition, and regular physical activity as a part of the total learning environment. The District supports a healthy environment where children learn and participate in positive dietary and lifestyle practices. By facilitating learning through the support and promotion of good nutrition and physical activity, our school contributes to the basic health status of children. Improved health optimizes student performance potential.

Healthy eating is demonstrably linked to reduced morbidity and risk of mortality from many chronic diseases.

The Board directs the Superintendent to inform and update the public, including parents, students, and others in the community, about the content and implementation of the wellness policy. Such information may be provided on the District website, through dissemination of student handbooks, or in any other manner the Superintendent may deem appropriate.

### **Definition**

For the purposes of this policy the school day is defined as midnight before to 30 minutes after the end of the instructional school day.

### **Goals for Wellness Promotion**

The District shall review and consider evidence-based approaches in establishing goals for school-based activities to promote student wellness. This may include review of the “Smarter Lunchroom” tools and strategies.

To ensure the health and well-being of all students, it is the policy of the District to:

1. Ensure that foods sold at school during the school day meet or exceed the nutritional standards required by the USDA’s National School Lunch Program, the National School Breakfast Program, and the Smart Snacks in Schools regulations. Exceptions can be made for infrequent food sales fundraisers that occur no more than the number of times determined appropriate by the Idaho State Department of Education during the school year and are not held during school mealtimes. Fundraisers will be tracked at each school site by a designee of the Superintendent in charge of compliance at that site.
2. Ensure that non-compliant and non-exempt fundraising food sales will not occur on school grounds during the school day. The District operates under United States Department of Agriculture (USDA) program regulations of the National School Lunch Program, National School Breakfast Program, and the Smart Snacks in Schools regulations. These regulations apply to food sold during the school day in school stores, vending machines, and other venues. (Note: There are many healthy fundraising options available to schools including selling books, fresh produce, school spirit merchandise, or other non-food items during the school day. Fundraising activities involving the sale of food consumed outside of school, such as frozen pizza sales, are exempt from the nutrition standards.)

3. Ensure that celebrations that involve food during the school day be limited to no more than one party per class per month and that each party include no more than one food or beverage that does not meet nutrition standards for Smart Snacks in Schools. The District will disseminate a list of healthy party ideas to parents and teachers.

**Note:** The USDA has no role in regulating foods brought from home, but school districts are required to set nutrition guidelines for foods served at school other than those that are sold. The Smart Snacks in Schools regulations only affect foods that are sold on school grounds during the school day. Time honored traditions like treats for birthdays, or foods at an afterschool sporting event, are not subject to those standards.

The District shall also take measures to promote nutrition and physical activity, engage in nutrition education, and conduct wellness activities. For this purpose, the District may:

1. Ensure that all District schools become certified as a Healthier US Schools Challenge schools and/or enroll as a Team Nutrition schools
2. Host at least one health fair each year
3. Draft and regularly distribute a wellness newsletter for students and parents
4. Review Smarter Lunchroom Movement best practices and evaluate each school's ability to implement them
5. Promote healthy eating patterns through classroom nutrition education coordinated with the comprehensive health education program including education, health, and food services
6. Provide 30 minutes of physical education per week to elementary students and 120 minutes per week to middle school students
7. Offer a recognition or reward program for students who exhibit healthy behaviors
8. Start a walking or physical activity club at each school
9. Offer at least 6 after school physical activity programs
10. Ensure student have access to hand-washing facilities prior to meals
11. Annually evaluate the marketing and promotion of the school meal program
12. Share school meal nutrition information with students and families
13. Offer students taste-testing or menu planning opportunities
14. Participate in Farm to School activities and/or have a school garden
15. Advertise and promote nutritious foods and beverages on school grounds
16. Offer nutritious foods and beverages at lower prices than other foods and beverages
17. Offer fruits or non-fried vegetables everywhere foods are sold
18. Use student feedback to improve the quality of the school meal programs;
19. Offer a staff wellness program;
20. Provide District staff with adequate pre-service and ongoing in-service training that focuses on program administration, nutrition, physical activity, safety, the importance of modeling healthy behaviors, and strategies for behavioral change; and
21. Participate in community partnerships to support wellness programs, projects, events, or activities

### Nutrition Standards

To promote student health and reduce childhood obesity, the District requires all schools within the District to comply with the nutrition standards established by the USDA with respect to all food that is available on school grounds during the school day.

### Community Participation

The District shall invite parents, students, representative of food service staff of the school food authority, teachers of physical education, school health professionals, the Board, school

administrators, and the general public to participate in the development, implementation, and periodic review of this policy.

The Superintendent shall annually make available to the public the content of the policy and an assessment of the implementation of this policy including:

1. The extent to which schools under the jurisdiction of the District are in compliance with the wellness policy
2. The extent to which the District's wellness policy compares to model local school wellness policies
3. A description of the progress made in attaining the goals of the wellness policy

Methods of providing this information to the public may include developing or disseminating printed or electronic materials to families of school children and other members of the school community at the beginning of the school year, or posting the local wellness policies and an assessment of their implementation on the District or school website. The assessment of the implementation of the policy shall be conducted at least once every three years.

#### Record Retention

The District shall retain the following records relating to the wellness policy:

1. The written local school wellness policy
2. Documentation demonstrating the community was involved in the development, implementation, and periodic review of the wellness policy
3. Documentation of the assessment of the wellness policy
4. Documentation to demonstrate the public was notified annually as required by this policy

#### Monitoring Compliance

The Superintendent shall designate one or more District officials or school officials to ensure that each school complies with this policy.

#### Cross Reference:

2310 Nutrition Education  
2315 Physical Activity Opportunities and Education  
4175 Required Annual Notices  
8230 Nutrition Standards

#### Legal Reference:

P.L. 108-265 The Child Nutrition and WIC Reauthorization Act of 2004  
42 USC § 1758b Local School Wellness Policy  
42 USC § 1771 et seq. Child Nutrition Act of 1966  
42 USC § 1751 et seq. National School Lunch Act  
7 CFR §§ 210 & 220 Nutrition School Lunch and School Breakfast Programs: Final Rule  
7 CFR § 210.30 School Nutrition Professional Standards

#### Other References:

Idaho Wellness Policy Progress Report, Idaho State Department of Education  
Implementation and Monitoring Plan, Idaho State Department of Education  
Wellness Policy Guidelines - Elements of Implementation for Final Rule,  
Idaho State Department of Education  
<http://www.sde.idaho.gov/cnp/sch-mp/snacks.html>

#### Policy History:

Adopted on:  
Reviewed on: 9/2018  
Revised on: 12/11/2017, 9/2018, 5/2020, 7/2020



## **District Nutrition Committee**

8210

With the purposes of monitoring the implementation of the District's wellness policies, evaluating policy progress, serving as a resource to school sites, and revising the policies as necessary, a District-wide nutrition committee is hereby established to develop, implement, monitor, and review District-wide nutrition and physical activity policies. The Board specifically acknowledges that community participation is essential to the development and implementation of successful school wellness policies.

Following initial development, the committee will meet a minimum of 2 times annually for continued assessment.

Committee membership will consist of:

1. A Board Member
2. The District food service coordinator
3. A school health professional, such as a dietician or school nurse
4. A parent representative from each school level
5. A student representative from each school level
6. A member of the general public
7. A staff member representative from each school level
8. An administrative representative as committee co-chair
9. The physical education and health program leader as committee co-chair

Appointments to the committee will be made by the Board Chair.

### **Development**

To help with the initial development of the District's wellness policies, each school in the District will conduct a baseline assessment of the school's existing nutrition and physical activity environments and policies. The results of those school-by-school assessments will be compiled at the District level to identify and prioritize needs.

### **Monitoring**

The Superintendent or designee will ensure compliance with established District-wide nutrition and physical activity wellness policies. In each school, the principal or designee with authority will ensure compliance with those policies in his or her school and will report on the school's compliance with the District Superintendent or designee.

School food service staff, at the school or District level, will also ensure compliance with nutrition policies within school food service areas and will report on this matter to the Superintendent (or, if done at the school level, to the school principal).

The Superintendent or designee will develop a summary report every three years on District-wide compliance with the District's established nutrition and physical activity wellness policies based on input from schools within the District. That report will be provided to the school board and may also be distributed to school health councils, parent/teacher organizations, school principals, and school health services personnel in the District.

### **Legal Reference:**

P.L. 108-265, The Child Nutrition and WIC Reauthorization Act of 2004  
42 USC 1758b, Local School Wellness Policy  
42 USC 1771 et seq. Child Nutrition Act of 1966  
42 USC 1751 et seq. National School Lunch Act

Other References:

Idaho Wellness Policy Progress Report, Idaho State Department of Education  
Implementation and Monitoring Plan, Idaho State Department of Education  
Wellness Policy Guidelines - Elements of Implementation for Final Rule  
Idaho State Department of Education

Policy History:

Adopted on:

Reviewed on: 9/2018

Revised on: 12/11/17, 9/2018, 5/2020

## **Food Services**

**8220**

The District supports the philosophy of the National School Lunch and Breakfast Programs and shall provide wholesome, appetizing, and nutritious meals for children in the District's schools. Because of potential liability to the District, the food services program shall not accept donations of food without the approval of the Board and the appropriate agency, such as the local public health district and/or the United States Department of Agriculture (USDA). Should the Board approve a food donation, the Superintendent shall establish inspection and handling procedures for the food and determine that the provisions of all State and local laws have been met and consult with local public health districts before selling the food as part of the school meals.

### **Community Involvement**

The District shall promote activities to involve students and parents in the school lunch and breakfast programs. Such activities may include teaching students about good nutrition practices and involving the school faculty and the general community in activities to enhance the program.

To the maximum extent practical, the District shall inform families about the availability of breakfast for students. Information shall be distributed just prior to or at the beginning of the school year. Additional reminders may be sent throughout the school year and/or posted to the District's website.

### **United States Department of Agriculture Foods**

The District shall use USDA foods made available under the Federal Food Distribution Program for school meals.

### **Qualifications of School Food Service Staff**

Qualified nutrition professionals will administer the school meal programs. As part of the District's responsibility to operate a food service program, continuing professional development opportunities may be provided to select District nutrition professionals. These development programs should include appropriate certification and/or training programs for child nutrition directors, school nutrition managers, and cafeteria workers, according to their levels of responsibility. The District may work with the School Nutrition Association for such professional development offerings.

### **Free and Reduced-Price Food Services**

The District shall provide free and reduced-price meals to students according to the terms of the National School Lunch Program (NSLP) and the National School Breakfast Program (SBP). The District shall inform parents of the eligibility standards for free or reduced-price meals. The identity of students receiving free or reduced-price meals will be confidential in accordance with the guidelines for the NSLP and SBP. A parent has the right to appeal any decision with respect to his or her application for free or reduced-price food services to a designated hearing official.

The amount charged for such meals shall be sufficient to cover all costs of the meals, including preparation labor, food costs, handling costs, utility costs, and equipment depreciation costs.

Every effort is to be made to eliminate any social stigma attached to, and prevent the overt identification of, students who are eligible for free and reduced-price school meals. Toward this end, the availability of school meals to all students will be promoted and electronic identification of students and payment systems utilized where feasible.

### Summer Food Service Program

If more than 50 percent of a school's students are eligible for free or reduced-price school meals, that school may sponsor the Summer Food Service Program.

#### Legal Reference:

42 U.S.C. 1751 et seq. National School Lunch Act

7 CFR Parts 210.12 Student, Parent, and Community Involvement

#### Policy History:

Adopted on:

Reviewed on: 9/2018

Revised on: 12/11/2017, 9/2018

## **Nutrition Standards**

The District shall provide school meals which meet or exceed the nutritional standards required by United States Department of Agriculture (USDA) program regulations of the National School Lunch Program (NSLP) and the National School Breakfast Program (SBP). Additionally, the District shall comply with requirements of the Healthy and Hunger Free Kids Act of 2010 and the Smart Snacks in Schools standards with regard to the nutritional content of all food sold or provided by the school, including school meals, a la carte items, foods sold from vending machines, and foods sold for fundraisers. The District permits the sale or distribution of nutrient dense, Smart Snack compliant foods for all school functions and activities as well as non-food items.

Nutrient dense foods are those foods that provide students with calories rich in the nutrient content needed to be healthy. In an effort to support the consumption of nutrient dense foods in the school setting the District has adopted the federal nutrition standards cited above for the sale of foods and beverages on school grounds.

The standards focus on reducing sugar, sodium, and high-fat foods and increasing healthy food items like whole grains, fruits, and vegetables.

**Calorie Range:** Schools shall ensure the meals offered to children comply with USDA calorie levels

**Trans Fat:** Schools shall eliminate foods containing trans-fat on the nutrition label

**Whole Grains:** All grain offerings shall be whole grain rich

**Fruits and Vegetables:** Schools shall offer, at a minimum, one fruit on all points of service for breakfast. Schools shall offer at least one fruit and one non-fried vegetable at all points of lunch service each day. Schools shall offer a variety of fresh fruits and vegetables when possible

**Milk:** Schools shall offer fat-free and low-fat (1%) unflavored milk at all points of service. School may not sell 2% and whole milk. Flavored milk offerings must be low-fat or fat-free milk

**Water:** Schools shall make water available to students during meal service free of charge

**Legumes:** Schools shall offer legumes (dry beans and peas) at least one time per week along with other required vegetable subgroups

**Sodium:** Schools shall limit sodium to meet NSLP and SBP standards

**Condiments:** Schools shall not have salt shakers or packets available. Schools shall not have sugar dispensers or packets available. Schools shall accurately reflect condiment usage in nutrient analysis and on production records. Schools are encouraged to use low-fat condiments and/or control portions of high-fat condiments

### Cross Reference:

2305 Nutrition Services

8250 Guidelines for Food and Beverages Sales

### Legal Reference:

42 U.S.C. 1751 et seq. National School Lunch Act

7 CFR Parts 210 & 220 Nutrition School Lunch and School Breakfast Programs: Final Rule

### Policy History:

Adopted on:

Reviewed on: 9/2018, 6/19

Revised on: 12/11/17, 9/2018, 6/19, 5/2020

## **Water Consumption/Water Bottle Policy**

**8235**

The Board of Trustees recognizes the importance of water consumption and encourages increased consumption of water throughout the day. Staff members should be particularly sensitive to student needs for water during periods of hot weather.

Students shall be encouraged to carry water bottles during the school day using the water bottle policy shown below. Teachers may need to call for extra water breaks too. Even during periods of moderate temperature, staff members should remind students of the value of consuming water.

In addition, water sales should be a significant option through school vending and concession services. Water should be available during mealtimes at no cost, through low-contact water sources.

### **Water Bottle Policy**

When students bring water bottles for use during school:

1. Water bottles must be clear and have secure caps
2. Students may not share water bottles
3. Empty bottles should, on a regular basis, be recycled (if appropriate), discarded, or taken home for sanitized reuse
4. Students misusing water bottles will be subject to disciplinary actions
5. Teachers have discretion in determining classroom use
6. Water bottles may not be used in computer labs, science labs, or the library
7. Water bottles may not be re-filled during classroom instruction, unless directed by the supervising teacher.

### **Legal Reference**

7 CFR § 210.10 Meal Requirements for Lunches and Requirements for Afterschool Snacks

### **Policy History:**

Adopted on:

Reviewed on: 9/2018

Revised on: 12/11/17, 9/2018, 5/2020, 9/2020

## **School Meals**

**8240**

This policy supports the mission of the District, including providing an environment that cultivates maximum student potential. Nutrition influences a child's development, health, well-being, and potential for learning. To afford students the opportunity to fully participate in the educational process, students must attend school with minds and bodies ready to take advantage of their learning environment. This policy encourages all members of the school community to create an environment that supports lifelong healthy eating habits. Decisions made in all school programming need to reflect and encourage positive nutrition messages and healthy food choices.

### **National School Lunch Program and the National School Breakfast Program**

1. The full meal program will follow the United States Department of Agriculture (USDA)'s National School Lunch Program (NSLP) and the National School Breakfast Program (SBP) Nutrition Standards as well as Smart Snacks in Schools regulations, and offer a variety of fruits and vegetables. All of the grains served shall be whole grain rich
2. The meals served will be appealing and attractive to children
3. The NSLP and SBP provider shall follow the Nutrition Standards for these programs when determining the items in a la carte sales

### **Breakfast**

To ensure that all children have breakfast, either at home or at school, and in order to meet their nutritional needs and enhance their ability to learn, District schools will:

1. To the extent possible, operate the School Breakfast Program
2. To the extent possible, arrange bus schedules and utilize methods to serve school breakfasts that encourage participation, including serving breakfast in the classroom, "grab-and-go" breakfast, or breakfast during morning break or recess;
3. Notify parents and students of the availability of the School Breakfast Program; and
4. Encourage parents to provide a healthy breakfast for their children through newsletter articles, take-home materials, or other means.

### **Lunchroom Climate**

1. A lunchroom environment that provides students with a relaxed, enjoyable climate should be developed
2. The Board encourages schools to make the lunchroom environment a place where students have adequate space to eat and pleasant surroundings

### **Mealtimes and Scheduling Recommendations**

District schools, to the greatest extent possible, should:

1. Provide students with at least ten minutes to eat after sitting down for breakfast and 20 minutes after sitting down for lunch
2. Schedule meal periods at appropriate times, e.g., lunch should be scheduled between 10:00 AM and 2:00 P
3. Not schedule tutoring, club or organizational meetings, or activities during mealtimes unless students may eat during such activities
4. Schedule lunch periods in elementary schools to follow recess periods
5. Provide students access to hand washing or hand sanitizing before they eat meals or snacks
6. Take reasonable steps to accommodate the tooth-brushing regimens of students with special oral health needs such as orthodontia or high tooth decay risk

Legal Reference:

42 U.S.C. 1751 et seq. National School Lunch Act  
7 CFR Parts 210 Nutrition School Lunch and School Breakfast Programs: Final Rule  
Smart Snacks in School Regulations by the United States Department of Agriculture

Policy History:

Adopted on:

Reviewed on: 9/2018

Revised on: 12/11/2017, 9/2018



## **Unpaid School Meal Charges**

The District adopts the following policy to ensure District employees, families, and students have a shared understanding of expectations regarding meal charges. The policy seeks to allow students to receive the nutrition they need to stay focused during the school day, avoid identifying to other students or bystanders' students with insufficient funds to pay for school meals, and maintain the financial integrity of the school nutrition program.

Students will only be allowed to have six (6) meal charges on their account at a time unless other arrangements have been made with the food services director. Parents will receive written notice and verbal notice when possible after two (2) charges). If a sixth charge is made before payment is received, or if arrangements have not been made, the student will be served a simple sandwich and white milk, instead of the full, regular meal, until payment is received, or arrangements have been made. No changes to school lunch offering will be made until parents have been contacted via certified mail, or personal contact by district personnel.

If past charges, exceeding fifty dollars (\$50) are not paid in full within three (3) months of charges being made, all charges will be turned over to a licensed collection agency. The food service director will outline specific processes for this procedure.

### **Notification**

The District will provide a copy of this policy to all households at the start of school each year and to families and students that transfer into the District at the time of transfer. All District staff responsible for enforcing any aspect of the policy shall also receive a copy of this policy. It may also be communicated to school social workers, school nurses, the homeless liaison, or other staff members who may assist students in need. The District may also make this policy available in student handbooks, on the District website, or by other means deemed appropriate.

### **Records**

Records of how and when this policy is communicated to households and staff will be retained.

The District shall also retain documentation of the handling of bad debt, including:

1. Evidence of efforts to collect unpaid meal charges in accordance with this policy
2. Evidence the collection efforts fell within the timeframe and methods established by this policy
3. Financial documentation showing when the unpaid meal charge(s) became an operating loss
4. Evidence any funds written off as bad debt were restored to the nonprofit school food service account using non-Federal sources

If the District chooses to establish an unpaid meal charges fund, the Superintendent or his or her designee shall establish procedures for the use of such funds.

### **Other Reference:**

2017 Edition: Overcoming the Unpaid Meal Challenge: Proven Strategies from Our Nation's Schools, United States Department of Agriculture

Unpaid Meal Charges: Guidance Q&As, March 23, 2017, United States Department of Agriculture

SP 46-2016, Unpaid Meal Charges: Local Meal Charge Policies, United States Department of Agriculture

### **Legal Reference:**

SP 46-2016 Unpaid Meal Charges: Local Meal Charge Policies, United States Department of Agriculture

Cross Reference:

4175 Required Annual Notices

Policy History:

Adopted on:

Reviewed on: 9/2018

Revised on: 12/11/2017, 9/2018, 7/2020

## **Teacher to Student Incentive**

Children learn preferences for foods made available to them, including those that are unhealthy. There are many disadvantages to using food as a reward:

1. It undermines nutrition education being taught in the school environment
2. It encourages over-consumption of foods high in added sugar and fat
3. It teaches children to eat when they're not hungry as a reward to themselves

Teachers are encouraged to consider non-food items as teacher to student incentives. Should teachers decide to use food items as an incentive, they are encouraged to adhere to the District Nutritional Standards.

The following are zero-cost alternatives to using food as a reward:

1. Sit by friends
2. Watch a video
3. Read outdoors
4. Teach the class
5. Have extra art time
6. Enjoy class outdoors
7. Have an extra recess
8. Play a computer game
9. Read to a younger class
10. Get a no homework pass
11. Make deliveries to the office
12. Listen to music while working
13. Play a favorite game or puzzle
14. Earn play money for privileges
15. Walk with a teacher during lunch
16. Eat lunch outdoors with the class
17. Be a helper in another classroom
18. Eat lunch with a teacher or principal
19. Dance to favorite music in the classroom
20. Get "free choice" time at the end of the day
21. Listen with a headset to a book on audiotape
22. Have a teacher read a special book to the class

The following are low-cost alternatives to using food as a reward:

1. Select a paperback book
2. Enter a drawing for donated prizes
3. Take a trip to the treasure box stocked with non-food items
4. Get stickers, pencils, and other school supplies
5. Receive a video store or movie theater coupon
6. Get a set of flash cards printed from a computer
7. Receive a "mystery pack" including items such as a notepad, folder, sports card, etc.

### Policy History:

Adopted on:

Reviewed on: 9/2018

Revised on: 12/11/17, 9/2018

## **Emergency and Disaster Preparedness**

**8300**

The Board recognizes the importance of being prepared for various types of emergencies, both natural and human, that could occur while school is in session. This necessitates the development of appropriate plans and procedures to deal with such emergencies at school facilities or involving school transport. It is important that students, employees, and parents be knowledgeable about the various emergency plans and procedures and be prepared should such an emergency occur.

### **Development of Crisis Management Plan**

The District will develop and maintain a Crisis Management Plan to act as a guide for District Trustees, administration, staff, students, parents, and community members to address potential crises in the District.

The Crisis Management Plan will provide procedures for the District and for each site, and will be used prior to, during, or after any emergency situation.

The Superintendent or designee shall be responsible for directing the development of a comprehensive Crisis Management Plan. This plan will be shared with representatives of local municipalities and appropriate emergency personnel. The Crisis Management Plan will be reviewed annually by the Crisis Management Committee, which shall include representatives of principals and site managers. The Crisis Management Plan will be maintained by the Superintendent working in conjunction with the Board of Trustees and the Safety Committee.

Each principal and site manager shall receive a copy of the Crisis Management Plan and shall provide in-service training on plan implementation.

The District Crisis Management Plan serves as the foundation for the development, training, and implementation of individual site and program plans.

### **Legal Reference:**

IDAPA 08.02.03.160 Safe Environment and Discipline

### **Policy History:**

Adopted on:

Reviewed on: 9/2018

Revised on: 12/11/17, 9/2018, 5/2020

## **Emergency and Disaster Preparedness Procedure**

**8300P<sub>1</sub>**

**Disclaimer: the emergency and disaster policies contained herein are for informational purposes only. The policies are a sample of the policies that a district can incorporate. Contact your local law enforcement, medical providers, and/or county offices for particular policies that are applicable for your district.**

Challis School District has developed procedures for dealing with existing and potential student and school crises. The Crisis Management Plan should include Crisis Response Procedures and Critical Incident Procedures. An important component of the Plan is a set of interagency guidelines with various city and county agencies to aid timely communication and help coordinate services between the agencies and individual schools or the entire District. Crisis Response Procedures guide staff in responding to more frequently occurring crises, such as deaths of students or teachers and other traumatic events, which can affect the school community for days. These procedures are intended to be time-limited, problem-focused interventions designed to identify and resolve the crisis, restore equilibrium, and support productive responses.

The crisis team uses crisis response procedures to help administrators:

1. Gather information
2. Establish communication with families
3. Disseminate accurate information to faculty and students
4. Intervene directly with students most likely to be affected
5. Increase the available supportive counseling for students and staff
6. Guide students in helpful ways to remember the deceased

Critical Incident Procedures help school personnel handle potentially dangerous events such as an armed intruder in a school and other life-threatening events. The District has developed a Plan which emphasizes a coordinated interagency approach. A Code Blue has been established in all school buildings to provide a uniform method of warning staff and students of high risk situations involving imminent danger to life or limb.

Challis School District's Crisis Management Plan procedures provide benefits for students, parents, and the District. The procedures provide an organized, systematic method for helping students. Staff members know under what circumstances and how to refer a student for help. Crisis Team members operate within specific guidelines to make collaborative decisions and share the responsibility for these often difficult, stressful situations. Parents and other members of the community are assured that the District has established procedures which better prepare schools to respond to crisis.

In the event of an emergency, employees are expected to remain at their worksite to ensure the safety and security of students under their care and/or the school's care until otherwise directed by the school administrator or person in charge. Those employees who have a child in another school should have arrangements in place for the care of their child by others until they can be released from their duties. Employees are strongly encouraged to take all steps necessary to provide for the well-being of their family in advance of any major disaster. This will hopefully moderate fears and concerns sufficiently to permit rapid and effective completion of assigned tasks to ensure the well-being of students and staff.

### **Possible Hazards in Idaho**

An emergency is a sudden, unexpected occurrence requiring immediate action to stabilize a situation. Emergencies may affect school facilities and/or school transportation and may prevent use for an

unspecified period of time.

The Crisis Management Plan should address a range of events and hazards caused by nature or humans, such as:

1. Severe weather
2. Bus crashes
3. Bomb threats
4. Student or staff deaths
5. Chemical or hazardous material spills
6. Fire
7. School shootings
8. Medical emergencies
9. Acts of terror or war
10. Natural disasters such as earthquakes, tornados, floods, and volcanic eruptions

Direct responsibility for what may occur immediately following a response to a 911 call will lie with the first responders, such as police or fire department. The District's first responsibility is to ensure the immediate safety of students and staff by activating the appropriate Crisis Management Plan.

To assist and expedite setup, the Board directs that emergency plans and procedures be developed, implemented, and maintained for all schools, District facilities, and school buses, and that:

1. All employees be informed about the emergency plans and procedures to be followed at their work site to ensure their safety and the safety of others
2. Students and employees practice the emergency procedures implemented at their school or work site
3. Parents be advised of the emergency procedures developed at the school their child attends by September 30
4. If materials and supplies beyond those normally provided by the School District are to be kept on hand to augment the school emergency procedures, then it shall be the responsibility of each school to obtain and maintain such supplies in good order
5. This policy be reviewed annually

### Sequence of Crisis Management

The Crisis Management Plan should include the sequences of managing a disaster. Those sequences are as follows:

1. Mitigation and Prevention addresses what schools and Districts can do to reduce or eliminate risk to life and property
2. Preparedness focuses on the process of planning for the worst-case scenario
3. Response is devoted to the steps to take during a crisis
4. Recovery deals with how to restore the learning and teaching environment after a crisis

Crisis management is a continuous process in which all phases of the plan should be reviewed and revised. Additional sequence steps to analyze in preparing the Crisis Management Plan are described below.

### Mitigation and Prevention

The goal of mitigation is to decrease the need for response as opposed to simply increasing response

### capability:

1. Connect with community emergency responders to identify local hazards
2. Review the last safety audit to examine school buildings and grounds
3. Determine who is responsible for overseeing violence prevention strategies in each school
4. Encourage staff to provide input and feedback during the crisis planning process;
5. Review incident data
6. Determine major problems in your school with regard to student crime and violence
7. Assess how the school addresses these problems
8. Conduct an assessment to determine how these problems, as well as others, may impact your vulnerability to certain crises

### Preparedness

Good planning will facilitate a rapid, coordinated, effective response when a crisis occurs.

1. Determine what crisis plans exist in the District, school, and community;
2. Identify all stakeholders involved in crisis planning
3. Develop procedures for communicating with staff, students, families, and the media
4. Establish procedures to account for students during a crisis
5. Gather information about the school facility, such as maps and the location of utility shutoffs
6. Identify the equipment that needs to be assembled to assist staff in a crisis

### Response

A crisis is the time to follow the crisis plan and make use of your preparations.

1. Determine if a crisis is occurring
2. Identify the type of crisis that is occurring and determine the appropriate response
3. Activate the incident management system
4. Ascertain whether an evacuation, reverse evacuation, lockdown, or shelter-in-place needs to be implemented
5. Maintain communication among all relevant staff at officially designated locations
6. Establish what information needs to be communicated to staff, students, families, and the community
7. Monitor how emergency first aid is being administered to the injured
8. Decide if more equipment and supplies are needed

### Recovery

During recovery, return to learning and restore the infrastructure as quickly as possible.

1. Strive to return to learning as quickly as possible
2. Restore the physical plant as well as the school community
3. Monitor how staff are assessing students for the emotional impact of the crisis
4. Identify what follow up interventions are available to students, staff, and first responders
5. Conduct debriefings with staff and first responders
6. Assess curricular activities that address the crisis
7. Allocate appropriate time for recovery
8. Plan how anniversaries of events will be commemorated
9. Capture “lessons learned” and incorporate them into revisions and trainings

### Prepare for Immediate Response

When a crisis occurs, quickly determine whether students and staff need to be evacuated from the

building, returned to the building, or locked down in the building. Plan action steps for each of these scenarios.

**Evacuation** requires all students and staff to leave the building. The evacuation plan should include backup buildings and other locations. Evacuation plans should include contingencies for weather conditions. Additionally, plans should include transportation options for students with disabilities.

**Reverse Evacuation** requires all students and staff to leave the outdoors and return to the building quickly. Once staff and students are safely in the building, you may find the situation calls for a lockdown.

**Lockdowns** are called for when a crisis occurs outside of the school and an evacuation would be dangerous. A lockdown may also be called for when there is a crisis inside and movement within the school will put students in jeopardy.

### Define Roles and Responsibilities

How will the school operate during a crisis? Define what should happen, when, and at whose direction; that is, create an organizational system. This should involve many of the school staff. Important tasks will be neglected if each person is responsible for more than one function. School staff should be assigned to the following roles:

1. School commander
2. Liaison to emergency responders
3. Student caregivers
4. Security officers
5. Medical staff
6. Spokesperson

The District will work with law enforcement officers and emergency responders to identify crises that require an outside agency to manage the scene, such as fires, bomb threats, and hostage situations.

### Assigned Roles for School District Staff During a School Emergency

#### **Superintendent:**

1. Direct all operations of the District in the management of the emergency
2. Gather information on all aspects of the emergency for use in making appropriate decisions about the management of the emergency
3. Assess the emergency situation and assign tasks based on the overall needs for managing the emergency
4. Direct all activities of District and school staff in the management of the emergency
5. Stay in contact with the leaders of the emergency service agencies and the law enforcement agencies working with the emergency
6. Authorize the release of information to the public
7. Keep the Board informed of emergency status
8. The Assistant Superintendent for Instruction will assist the Superintendent and serve in this capacity in the absence of the Superintendent

#### **Executive Assistant to Superintendent:**

1. From the District offices, direct all District office staff
2. Establish and maintain lines of communication between the District and the emergency site. For off campus emergencies, lines of communication must be established for the involved school, as well. Such lines of communication may also include couriers
3. Manage the teachers and classified staff from the District office
4. Assign resources (persons and materials) to various sites for specific needs



5. Communicate with other schools in the District during the emergency period
6. Arrange for the delivery of outside services and materials needed for the management of the emergency

**Administrator:** \_\_\_\_\_

1. Establish and implement a plan for the crisis. Form and coordinate crisis teams with the Lead Psychologist
2. Maintain an active file of helping agencies within the community. The names of contact persons will be included
3. Maintain an active file of community persons, such as counselors, doctors, psychologists, and ministers. Information regarding services and follow-up services will be included
4. Create letters to notify parents of continuing care that is available to students. Available care will include local and State agencies, as well as school-based care
5. Develop an information sheet for parents, teachers, and others. Information will include topics such as talking with students, signs of depression, and others relating to crisis stress
6. Develop a schedule for activities for the first day of school following the crisis with support services
7. Maintain follow-up activities such as referrals for help outside the school services
8. Report immediately to the local hospital if students or adults are being sent to that hospital for treatment. If more than one hospital is admitting students or adults, coordinate communication among those hospitals and the District. Assign and direct other District staff to assist in those hospitals
9. Coordinate communication between the hospital and the District office
10. Meet and talk with the parents of students and spouses of adults who have been admitted to the hospital
11. Be aware of the requirements of the Health Insurance Portability and Accountability Act and provide all appropriate information based on those requirements

**Administrator:** \_\_\_\_\_

1. Develop plans and scenarios in which District technological resources can be dispersed effectively to emergency sites
2. Handle overflow telephone calls at the emergency site
3. Make recommendations regarding the restarting of school activities from support services
4. Serve as a liaison between the emergency school site and the emergency support teams that may be needed
5. Coordinate and direct communication between the emergency site and county and State agencies
6. Obtain and direct the placement of generators when power must be restored for a temporary period
7. Coordinate and direct the acquisition of water when there is a disruption of water and sewer services
8. Coordinate and direct contact with emergency medical services, local police and sheriff's departments, fire departments, and the highway patrol
9. Coordinate and direct search-and-rescue operations when needed
10. Supervise the use of the school computer system for communication with the District office and electronic bulletin board system
11. As needed, report various sites involved in the communication system if there are problems in that system
12. Provide technical support for all communications hardware and software

**Administrator:** \_\_\_\_\_

1. Plan and initiate arrangements for food for building personnel
2. Notify risk management of the emergency
3. Coordinate with director of transportation as needed
4. Arrange for the payment of monies needed to respond to emergency situations. Authorize purchases and payments for such resource

**Director of Community Relations:**

1. Collect and disseminate information to the media. Be aware of deadlines, the need for information accuracy, and other issues related to the media and the performance of their jobs
2. Plan and coordinate press interviews to help the news media meet deadlines;
3. Create and disseminate press releases
4. Respond to rumors through the dissemination of accurate information
5. Organize a network of key people, such as police, fire, and health authorities, within the community through which accurate information can be disseminated
6. Be aware of the requirements of the Freedom of Information Act and provide all appropriate information based on those requirements
7. Plan and coordinate live and taped presentations. Press conferences can go out live. Updates for the public can be taped and aired as needed
8. Coordinate information to be shared with school and District personnel during and after the crisis
9. Act as a liaison between the media and District personnel whose attention must be focused on the immediate problems of managing the crisis without constant interruption
10. Arrange interviews for the media with key school and District staff who are involved in the emergency or who act as spokespersons for the District
11. Establish and maintain a clearinghouse for calls and requests from schools, the community, parents, and the media and refer those to the appropriate person or place

**Principals:**

- In the event of a school crisis:
  1. Be familiar with central office support available to principals
  2. Make a school crisis plan, crisis management handbook, and emergency management kit readily available to appropriate staff
- In the event of District crisis:
  1. Remain at your respective school until the end of the school day
  2. When all students and staff members have left campus for the day, be prepared to report to the assistant superintendent
  3. Perform tasks assigned by the assistant superintendent

Procedure History:

Promulgated on:

Reviewed on: 9/2018

Revised on: 12/11/2017, 9/2018

## **Explosion or Fallen Aircraft Procedure**

**8300P<sub>2</sub>**

In the event a mishap occurs, such as an explosion or a downed aircraft (crash) near a school or District building, take the following actions:

1. Immediately take cover under tables, desks, and other objects which will give protection against falling glass or debris.
2. After the effects of the explosion and/or fire have subsided, notify the District Office. Give your name and describe the location and nature of the emergency.
3. If necessary, or when directed to do so, activate the building alarm.
4. When the building evacuation alarm is sounded or when told to leave by District or building officials, walk quickly to the nearest marked exit and ask others to do the same.
5. Assist people with handicaps in exiting the building. Do not use elevators in case of fire. Do not panic or create panic in others.
6. Once outside, move to a clear area that is at least 500 feet away from the affected building. Keep streets and walkways clear for emergency vehicles and crew. Know your assembly points.
7. If requested, assist emergency crews as necessary.
8. Do not return to an evacuated building unless told to do so by a District or building official.

### Procedure History:

Promulgated on:

Reviewed on: 9/2018

Revised on:

12/11/17, 9/2018

## **Hazardous Material Spill**

**8300P<sub>3</sub>**

Hazardous chemicals may be utilized within the District in various locations. Tractor trailers or contractors traveling on District property may have hazardous chemicals that may threaten the environment of the District property in the event of a spill. The following steps will be followed in the event of a chemical or radiation spill:

1. Any spill of hazardous chemicals or radioactive materials will be reported immediately to the building principal and District office
2. When reporting, be specific about the material involved and approximate quantities. The building principal will initiate the appropriate hazardous material response teams to effectively clean up the spill
3. The Emergency Coordinator on site should vacate the affected areas at once and seal it off to prevent further contamination of other areas until the arrival of the Building Principal. At no time should someone re-enter an area that has already been evacuated
4. If the evacuation is required, the person on site should activate the building alarm and follow standard evacuation routes that do not cross the area where the spill is located

### Procedure History:

Promulgated on:

Reviewed on: 9/2018

Revised on: 12/11/17, 9/2018

## **Bomb Threat**

8300P<sub>4</sub>

1. If you observe a suspicious object or potential bomb on District property, DO NOT HANDLE THE OBJECT! Clear the area immediately and call the building principal
2. Any person receiving a phone call bomb threat should attempt to ask the caller:
  - a) When is the bomb going to explode?
  - b) Where is the bomb located?
  - c) What kind of bomb is it?
  - d) What does it look like?
  - e) Why did you place the bomb?
  - f) What is your name?

Normally the caller will not answer these questions, but may make comments. During this time the person answering the phone should attempt to listen to background noises, qualities of the voice of the caller, or any information that may be gathered from noises or sounds heard during the conversation.

1. Keep talking to the caller as long as possible and record the following:
  - a) Time of call
  - b) Age and sex of caller
  - c) Speech pattern, accent, possible nationality, etc.
  - d) Emotional state of caller
  - e) Background noise
2. AFTER THE CALL, IMMEDIATELY DIAL \*69. IF THE CALLER'S NUMBER IS AVAILABLE, YOU WILL NEED TO NOTE THE NUMBER AND REPORT IT TO THE BUILDING PRINCIPAL.
3. Report the incident immediately to the building principal. The building principal will notify the Emergency Coordinator. A decision will be made as to whether the building or area will be evacuated.
4. **Building or Buildings Not Evacuated:** The Emergency Coordinator may lead a search of the area. Employees in the affected area may be asked to assist in identifying items or conducting a brief search under the direction of the building principal.
5. **Building or Buildings Evacuated:** Once a decision is made by a building or District official to evacuate the building, relay information directing others to evacuate the building. After your responsibilities are complete, calmly evacuate the building. Once outside, stay away from buildings, vehicles, and trash containers.

### Procedure History:

Promulgated on:

Reviewed on: 9/2018

Revised on: 12/11/17, 9/2018

**Bomb Threat Report Form**

8300P<sub>4F</sub>

Time call received: \_\_\_\_\_ Date: \_\_\_\_\_

Exact words of person making the call: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Questions to Ask

When is the bomb going to explode? \_\_\_\_\_

Where is the bomb right now? \_\_\_\_\_

What kind of bomb is it? \_\_\_\_\_

What does it look like: \_\_\_\_\_

Why did you place the bomb? \_\_\_\_\_

What is your name? \_\_\_\_\_

Are you a student? \_\_\_\_\_

Location where call was received: \_\_\_\_\_

Telephone number where call was received: \_\_\_\_\_

Description of Caller's Voice:  Male  Female  Tone/accent: \_\_\_\_\_

Background noise: \_\_\_\_\_

## **Violent or Criminal Behavior**

**8300P<sub>5</sub>**

Immediately contact the building principal if hostile or violent behavior, actual or potential, is witnessed.

1. Initiate immediate contact with security to ensure that a timely response is begun before a situation becomes uncontrollable
2. Leave the immediate area whenever possible and direct others to do so
3. Should gunfire or explosives threaten the campus, you should take cover immediately using all available concealment. Close and lock doors when possible to separate yourself and others from the armed suspect

## **Hostage Situation**

If taken hostage:

1. Be patient. Time is on your side. Avoid drastic action
2. The initial 45 minutes are the most dangerous. Follow instructions and be alert. Captors could be emotionally unbalanced. Don't make mistakes which could harm your well-being
3. Don't speak unless spoken to, and then only when necessary. Don't talk down to or attempt to rationalize with the captor. Avoid appearing hostile. Maintain eye contact with the captor at all times if possible but do not stare
4. Try to rest. Avoid speculating. Comply with instructions as best you can. Avoid arguments. Expect the unexpected, including severe mood swings, irrational actions, etc. Displaying a certain amount of fear may work to your advantage
5. Do not make quick or sudden moves. If you must go to the bathroom or need medications or first aid, ask your captors

Be observant when you are released or if you escape. The personal safety of others may depend on what you remember about the situation.

## **Procedure History:**

Promulgated on:

Reviewed on: 9/2018

Revised on: 12/11/2017, 9/2018

## **Earthquake**

**8300P6**

During an earthquake, remain calm and quickly follow the steps outlined below:

1. If indoors, seek refuge in a doorway or under a desk or table. Stay away from glass windows, shelves, and heavy equipment
2. If outdoors, move quickly away from buildings, utility poles, and other structures. Always avoid power or utility lines as they may be electrified
3. If in a motor vehicle, stop in the safest place available, preferably away from power lines and trees. Stop as quickly as safety permits but stay in the vehicle for the shelter it offers
4. After the initial shock, evaluate the situation and if emergency help is necessary, call the building principal. Protect yourself at all times and be prepared for aftershocks
5. Damaged facilities should be reported to Plant Operations. Note: Gas leaks and power failures create specific hazards
6. If an emergency exists, activate the building alarm

### Procedure History:

Promulgated on:

Reviewed on: 9/2018

Revised on: 12/11/2017, 9/2018



## **Severe Weather Emergency: Tornado or Lightning Procedure**

**8300P7**

The District secretary will monitor the National Weather Service and will initiate notifications when severe weather bulletins are issued for the immediate area.

A Tornado/Thunderstorm/Wind Watch indicates that atmospheric conditions are conducive to the development of the stated warning. Normal operations will continue. Employees should keep a close eye on changing weather conditions and be prepared to take action if necessary.

A Tornado/Thunderstorm/Wind Warning indicates that the hazardous condition stated has been spotted or identified on radar. When these conditions immediately threaten the campus, the District secretary will issue notification through fax messages or telephone communications to the building principals.

Hazardous weather conditions can develop in seconds and may not allow for formal means of communication. In the event an employee feels that weather is immediately threatening, they will take cover. They will also instruct students, employees, and others in the immediate area to find a wall near the interior of the building away from windows and exterior doors. Individuals will curl up in a “ball” or fetal position near the wall, place their hands over their heads, and remain in that position until the severe weather passes.

Do not leave the building or initiate a building evacuation during these circumstances. When severe weather strikes, power may be disrupted causing alarms to sound. If fire is not immediately present and a clear exit is maintained, everyone should remain until severe weather passes.

### Procedure History:

Promulgated on:

Reviewed on: 9/2018

Revised on: 12/11/2017, 9/2018

## **Natural Gas/Propane Leak**

**8300P8**

In the event a natural gas/propane leak is discovered or suspected:

1. Turn off the gas valve serving the building or area
2. Open windows and doors to dissipate the fumes
3. The building principal should evacuate the building by the most appropriate means

The public utilities company and local fire department shall be notified by the secretary, principal, or any person aware of the emergency.

**Note:** *Do not assume that these public utilities and the local fire department have been notified. It is preferred that several people notify them rather than run the risk of complete omission.*

### **Procedure History:**

Promulgated on:

Reviewed on: 9/2018

Revised on: 12/11/2017, 9/2018

## **Broken Water Main**

**8300P<sub>9</sub>**

In the event of a broken water main in the building, or on the grounds:

1. The water main shall be turned off
2. Notify the building principal
3. Water in the building shall be removed immediately to prevent damage to floors and floor coverings
4. The building principal shall notify the local water department to coordinate any activities necessary to correct the emergency

### Procedure History:

Promulgated on:

Reviewed on: 9/2018

Revised on: 12/11/2017, 9/2018

**DISCLAIMER:**

**The Automated External Defibrillator policies and procedures contained herein are for informational purposes only. The policies are a sample of the policies that a District can incorporate. If your District is contemplating implementation of an AED, it is recommended that prior to implementation, a policy and procedure is in place.**

**Automated External Defibrillators**

**8310**

The Challis School District Board of Trustees recognizes the need to make Automatic External Defibrillators (AEDs) available in its buildings. Early access defibrillation has been recognized as a significant factor in the survival of incidents of sudden cardiac arrest. Therefore, it is the policy of the District that the implementation and use of AEDs is authorized in the buildings of the District in accordance with Idaho Code §5-337.

The Superintendent shall assign an AED Team Coordinator. The Superintendent and AED Team Coordinator will request individuals to be part of the AED Team. The AED Team shall work with the District to implement and maintain the AED program.

The Superintendent shall work with the AED Team to develop a program with procedures governing the use of the AEDs within the District. The program procedures shall be incorporated into the District's Emergency Preparedness Plan.

The Superintendent shall designate a school physician to serve as an emergency health care provider to monitor the program and ensure that all designated responders are properly trained and that AEDs are properly maintained. The District and Emergency Health Care Provider shall develop a written collaborative agreement which contains all the provisions for administration and use of this equipment, including training requirements, location of AED units, the maintenance and inspection of AEDs, and the identification of local emergency response providers.

Employees will be authorized to utilize an AED only after successfully completing initial and recurrent training courses approved by the American Heart Association for AEDs and CPR. The District will provide American Heart Association AED training for employees deemed to require such training by the AED Team or Superintendent.

Employees who are certified will be designated as authorized users after a review of their credentials and approval by the school physician.

Requirements for the frequency of recurrent training will be as specified by the issuing organization of the individual employees' certification. Acceptable certification will consist of completion of an American Heart Association AED and CPR course.

Legal Reference:

I.C. 5-337 Immunity for Use of Automated External Defibrillator (AED)

Policy History:

Adopted on:

Reviewed on: 9/2018

Revised on: 12/11/2017, 9/2018

**Automated External Defibrillators**

- ❖ CHALLIS SCHOOL DISTRICT #181
- ❖ AUTOMATED EXTERNAL DEFIBRILLATOR (AED) CERTIFIED USERS

Building: \_\_\_\_\_

Name	Room No.	Certifying Agency	Certificate Number	Expiration Date

**Automated External Defibrillators**

- ❖ CHALLIS SCHOOL DISTRICT #181
- ❖ AUTOMATED EXTERNAL DEFIBRILLATOR (AED)
- ❖ INSPECTION AND INVENTORY

Building: \_\_\_\_\_

Device Location: \_\_\_\_\_

DATE TIME r-Routine p-Post Use											
<b>Inventory Items:</b>											
Storage cabinet intact											
AED exterior intact											
Battery installed & functional											
Spare battery available											
AED self-test											
AED user guide available											
CPR guide available											
Two sets of electrodes											
Two incident report forms											
Pen											
Two mouth barrier devices											
Razor											
Scissors											
Two pairs of non-latex gloves											
Gauze pads or towel											
<b>Initials of Inspector:</b>											

**Corrective Action Required and Completed:**

Date	Details	Reported to Superintendent?	Initials

**Automated External Defibrillators Incident Report**

**8310F3**

Date of Incident: \_\_\_\_\_ Time of Incident: \_\_\_\_\_

Location of Incident (which building, where in building, etc.):  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Patient's Age: \_\_\_\_\_ Patient's Sex: Male \_\_\_\_\_ **OR** Female \_\_\_\_\_

CPR prior to defibrillation: \_\_\_\_\_ Attempted **OR** \_\_\_\_\_ Not Attempted

Cardiac Arrest: \_\_\_\_\_ Not Witnessed, \_\_\_\_\_ Witnessed by Bystander **OR**,  
\_\_\_\_\_ Witnessed by AED team member

Estimated time (in minutes) from arrest to CPR: \_\_\_\_\_ Shock: \_\_\_\_\_ Indicated:  
\_\_\_\_\_ Not Indicated: \_\_\_\_\_

Estimated time (in minutes) from arrest to 1<sup>st</sup> AED shock: \_\_\_\_\_  
Number of shocks: \_\_\_\_\_ Additional Comments: \_\_\_\_\_  
\_\_\_\_\_

Patient Outcome at Incident Site:

\_\_\_\_\_ No return of pulse \_\_\_\_\_ Return of pulse and breathing \_\_\_\_\_

\_\_\_\_\_ Return of pulse with no breathing \_\_\_\_\_ Became responsive

\_\_\_\_\_ Return of pulse, then loss of pulse \_\_\_\_\_ Remained unresponsive

Name of AED Operator: \_\_\_\_\_

Transporting Ambulance: \_\_\_\_\_

Name of Facility Patient was transported to: \_\_\_\_\_

Name of Emergency Health Care Provider: \_\_\_\_\_

\_\_\_\_\_  
Signature of Health Care Provider      Date of Report

**\*\*This report is to be completed by the Emergency Health Care Provider or AED User within *business days* of use of an AED.**

**5**

The completed report must be mailed/returned to: \_\_\_\_\_



## **Automated External Defibrillators Implementation and Procedure**

8310p

### **AED Program Implementation and Procedures**

In implementing the AED Program, the AED Team shall prepare a written plan that must specify:

1. Where the AED will be placed
2. The individuals who are authorized to operate the AED
3. How AED use will be coordinated with an emergency medical service providing services in the area where the AED is located
4. The medical supervision that will be provided
5. The maintenance that will be performed on the AED
6. Records that will be kept by the program
7. Reports that will be made of AED use
8. The name, location, and telephone number of a physician, or other individual designated by the physician, to provide medical supervision of the AED program

### **Identify the AED Team**

The Superintendent and AED Team coordinator will request individuals to be part of the AED Team. The Superintendent and AED Team coordinator will consider many factors in choosing the number and members of the AED Team. The size and layout of each school and its operating hours should be considered. Staff members who already provide medical services and those present when students are exercising, such as coaches, trainers, lifeguards, and physical education teachers, should be considered members of the AED Team. Additionally, when selecting team members consider possible staff turnover and who will be present even after school hours, such as administrators, custodians, coaches, etc.

### **Coordinate with Local Emergency Medical Services (EMS)**

The AED Team shall work with the local EMS to coordinate clear procedures for smooth victim “hand-off” to EMS when EMS arrives. Additionally, EMS may provide guidance on equipment choice and placement, training and medical direction, and may check the equipment each year as part of the District’s annual fire inspection.

### **Prescription from Physician/Medical Direction**

A collaborative agreement must be established between the District and a physician to oversee the administration of the District’s AED program. This collaborative agreement will be renewed on a biannual basis starting from the date of the original agreement. The physician will review the District plan and suggest modifications at least annually.

The physician will approve the “standing orders” rescuers should follow when using an AED in a medical emergency. The physician may sign off on training plans, policies, and procedures; update them to take into account new treatment recommendations; evaluate data recorded on an AED during a medical emergency; and help assess each use of an AED to suggest any improvements.

### **AED Equipment and Vendor Selection**

When choosing an AED vendor, the AED Team shall inquire as to the reputation of the vendor for reliability, durability, and ongoing support. The vendor may provide expertise in training, site assessment, and policies and procedures. When selecting AED equipment and a vendor, important considerations include:

1. How many AEDs can be purchased or are being donated and where to locate each AED. Locations should be reevaluated when and if additional units are purchased or donated
2. Reputation of the AED manufacturer for product quality, reliability, and customer service

3. Compatibility with the equipment of the local EMS
4. Easy operation with clear voice prompts
5. Biphasic technology and ability to adjust shocks and energy levels to match the victim's needs
6. Defibrillation electrodes that are pre-connected to the AED
7. Maintenance-free batteries
8. Direct field service team for on-site download of AED data
9. Validated computer-based refresher training
10. Availability of reduced energy defibrillation electrode for victims younger than eight years of age
11. Vendor ability to provide a complete implementation solution

#### Additional Development of Procedures

The AED Team shall develop additional procedures and incorporate them into the District's Emergency Preparedness Plan and this AED Plan. Points to include in the additional procedures include:

1. Actions those who witness a cardiac emergency should take, such as one person starting CPR while others rush for the AED, notify the main office, and make sure local EMS is called
2. How to notify internal trained responders using walk-talkies, cell phones, radios, or the building public address system, for example
3. Who is responsible for bringing the AED to a victim
4. Who will notify the community's EMS team, such as by using a phone near the AED or alerting the main office to call local EMS
5. How EMS will be directed to the exact location within the school, perhaps by having someone meet paramedics at the front door and escort them to the victim
6. Standing orders stating when the AED should be used (only on victims who are unconscious, without a pulse, and who show no signs of circulation nor normal breathing)
7. Procedures to follow if an AED is moved from the building to a playing field, such as notifying the main office about its location and how to contact the person who has it (via cell phone or radio for example)
8. How to handle data the AED records during use, including the patient's heart rhythm, AED analysis, and any shock delivered
9. What to do after an event, such as downloading and transferring data from an AED, notifying the medical director, reviewing the event to determine how procedures might be improved, replenishing supplies, returning the AED to service, and stress debriefing to help responders handle their emotions after a rescue effort

#### Responsibility for Operation, Maintenance, and Record-Keeping

The administrator or their designee at each building in which an AED is installed shall be responsible for the following:

1. Check the defibrillator(s) in the building on a regular basis;
2. Verify that the unit is in the proper location
3. Verify that the unit has all of the appropriate equipment, including battery, mask, case, emergency pack, gloves, etc.
4. Verify that the unit is ready for use, and that it has performed its self-diagnostic evaluation
5. The replacement of equipment and supplies for the AED
6. The repair and service of the AED
7. Assist the District with proper in-house training for other individuals
8. Report the need for revising the AED policy and procedures

If the administrator or their designee notes any problems, or the AED's self-diagnostic test has

identified any problems, or the unit is placed “out-of-service”, the nurse must contact the Superintendent and all members of the AED Team immediately.

After performing an AED check, the administrator or their designees shall make note on an AED service log indicating that the unit has been inspected and that it was found to be “In-Service” or “Out-of-Service.”

The AED Team coordinator shall be responsible for the following:

1. In the absence of the school nurse, the AED Team Coordinator shall complete the school nurse’s responsibilities stated above. In the event the AED Team coordinator is not available weekly to perform these responsibilities (such as during spring, winter, or summer break), the AED Team coordinator shall designate an individual who will be available during these times. The designated individual shall be on the AED Team and be trained on the school nurse responsibilities stated above
2. Maintain on file all specifications and technical information sheets for each approved AED model assigned or donated to the District or school
3. Maintain copies of the certifications and training records of the AED Team, including CPR and AED certification
4. Provide and schedule opportunities for training certification and refresher training
5. Assist the District with proper in-house training for other individuals
6. Report the need for revising the AED policy and procedures

#### Refresher Training

Refresher training shall occur at least annually or sooner if the equipment, policies, or procedures change. Only those individuals who complete refresher training can be members of the AED Team.

#### HIPPA

No member of the AED Team shall disclose health-related information or student information regarding any person upon whom an AED is used unless it is to a local emergency medical service or licensed physician or nurse.

#### Policy History:

Adopted on:

Reviewed on: 9/2018

Revised on: 12/11/2017, 9/2018

## **Fire Drills and Evacuation Plans**

8320

### Goal

The Board recognizes the importance of being prepared for emergencies and the role fire drills play in being prepared. The emergency evacuation drill trains staff and students and evaluates their efficiency and effectiveness in carrying out emergency evacuation procedures.

### Frequency

Monthly fire drills are required for all occupants. The frequency shall be allowed to be modified in severe climates and the fire code official shall have the authority to modify the frequency.

### First Evacuation Drill

The first evacuation drill of the school year must be completed within ten days of the beginning of classes.

### Time

Fire drills shall be held at unexpected times and under varying conditions to simulate the unusual conditions that occur in case of fire. Emergency evacuation drills shall be conducted at different hours of the day or evening, during the changes of classes, when the school is at assembly, during the recess or gymnastic periods, or during other times to avoid distinction between drills and actual fires.

### Assembly Points

Outdoor assembly areas shall be designated and shall be located a safe distance from the building being evacuated so as to avoid interference with fire department operations. The assembly areas shall be arranged to keep each class separate to provide accountability of all individuals.

### Record Keeping

Records shall be maintained of emergency evacuation drills and include:

1. Identity of the person conducting the drill
2. Date and time of the drill
3. Notification method used
4. Staff members on duty and participating
5. Number of occupants evacuated
6. Special conditions simulated
7. Problems encountered
8. Weather conditions when occupants were evacuated
9. Time required to accomplish a complete evacuation

### Fire Safety and Fire Evacuation Plans

Fire safety and evacuation plans, emergency procedures, and employee training programs shall be approved by the fire code official and be prepared and maintained by the school.

### Fire Evacuation Plan

The fire evacuation plan must include:

1. Emergency egress or escape routes and whether evacuation of the building is to be complete or, where approved, by selected floors or areas only;
2. Procedures for employees who must remain to operate critical equipment before evacuating;
3. Procedures for accounting for employees and occupants after the evacuation has been completed;
4. Identification and assignment of personnel responsible for rescue or emergency medical aid;

5. The preferred and any alternative means of notifying occupants of a fire or emergency;
6. The preferred and any alternative means of reporting fires and other emergencies to the fire department or designated emergency response organization;
7. Identification and assignment of personnel who can be contacted for further information or explanation of duties under the plan; and
8. A description of the emergency voice or alarm communication system alert tone and preprogrammed voice messages, where provided.

### Fire Safety Plans

The fire safety plan must include:

The procedures for reporting a fire or other emergency;

1. The life safety strategy and procedures for notifying, relocating, or evacuating occupants
2. Site plans indicating the following:
  - a) The occupancy assembly point
  - b) The location of fire hydrants
  - c) The normal routes of fire department vehicle access
3. Floor plans identifying the locations of the following:
  - a) Exits
  - b) Primary evacuation routes
  - c) Secondary evacuation routes
  - d) Accessible egress routes
  - e) Areas of refuge
  - f) Manual fire alarm boxes
  - g) Portable fire extinguishers
  - h) Occupant-use hose stations
  - i) Fire alarm annunciators and controls
4. A list of major fire hazards associated with the normal use and occupancy of the premises, including maintenance and housekeeping procedures;
5. Identification and assignment of personnel responsible for maintenance of systems and equipment installed to prevent or control fires; and
6. Identification and assignment of personnel responsible for maintenance, housekeeping, and controlling fuel hazard sources.

### In the Event of a Fire

All incidents of unintentional fires will be reported to the building principal whether or not fire department response is required. All department heads, supervisors, etc. will ensure that their employees are aware of the location of fire extinguishers and fire alarm pull boxes in their work area(s). All employees should be made aware of the location of the fire extinguishers and fire alarm pull boxes in their work area(s). All employees should be made aware of emergency evacuation routes for their work area, the location of the fire exit windows, etc.

Do not use the elevators in the event of a fire. In the event of a fire:

1. Promptly direct the charge of the fire extinguisher toward the base of the flame. If an emergency exists, activate the building alarm and contact the building principal.
  - a) If a minor fire appears controllable, immediately contact, or direct someone in the area to contact, the building principal
  - b) For large fires that do not appear controllable, immediately activate the building

alarm and contact, or direct someone to contact the building principal. Close all doors while exiting the building to reduce oxygen and slow the spread of fire.

Do not lock the doors!

2. Assist in the evacuation of the building. Smoke is the greatest danger in a fire, so be prepared to stay near the floor where the air will be less toxic.
3. If trapped on a second story or higher, hang an article of clothing out of the window to signal security officers. Anyone trapped in the room should remain close to the floor to avoid smoke

During an evacuation, direct crowds away from fire hydrants and roadways, and clear sidewalks immediately adjacent to the building. Ask bystanders to assist in watching windows, doorways, etc. for persons who may be trapped inside. Do not attempt to rescue them. Notify fire department personnel.

Legal Reference:

I.C. 41-253 Adoption of International Fire Code

IDAPA 08.02.03.160 Safe Environment and Discipline

IDAPA 18.01.50 Rules of the Idaho Department of Insurance, Title 01, Chapter 50, "Adoption of the 2006 *International Fire Code*." 2006 Idaho Fire Code

Policy History:

Adopted on:

Reviewed on: 9/2018

Revised on: 12/11/17, 9/2018

## **Emergency Drills, Rules, and Procedures**

**8320P**

The purpose of a drill is to train students, under staff direction, to move safely, quickly, and quietly from any location within the building to an assigned evacuation area outside.

The following rules and procedures will be complied with in the school:

1. Evacuation routes will be posted in each room. These routes will indicate the primary and alternate exits and evacuation area to which the student should proceed upon leaving the building. During the first week of the school year, rules for emergency evacuation will be discussed with each class using the room
2. A distinct alarm signal will be used for emergency drills only; another signal will be established by District Administration for return to class. Building evacuations will also occur upon notification by District officials or public safety officers
3. If the District implements the emergency call tree, persons with calling responsibilities are encouraged to use the following verbiage:  
    **“This is \_\_\_\_\_ calling from the Challis School District Office.  
    The Emergency Call procedure has been activated.”**  
    \*\*This will be followed by a script containing information relative to the  
    emergency and specific actions to be taken\*\*
4. No student or staff member is to remain in the building during emergency drills
5. Staff should assist people with handicaps in exiting the building. The elevators shall not be used in case of fire and/or potential power loss
6. All persons should exit according to their posted evacuation routes and proceed to assigned locations a safe distance from the building. If the exit is blocked, persons should use the nearest marked exit and alert others to do the same
7. It is each student’s responsibility to move quickly, quietly, and in an orderly manner through the assigned exit to the assigned evacuation area. This should be a clear area that is at least 500 feet away from the affected building. All persons shall keep out of streets, fire lanes, hydrant areas, and walkways for emergency vehicles and personnel. Students, staff, and volunteers should know their assembly points.
8. The teacher will be responsible for:
  - a) Seeing that windows and doors are secured appropriately
  - b) Assuring that electrical equipment and gas jets are turned off
  - c) Maintaining order during the evacuation
  - d) Taking the grade book and checking roll when the class is in the assigned evacuation area. The name of any student not accounted for will be reported immediately to the Building Administrator

No staff or students may return to an evacuated building unless told to do so by a District or building official.

A report stating the date and time that the drill was conducted, and the time required to complete the evacuation will be made.

### Procedure History:

Promulgated on:

Reviewed on: 9/2018

Revised on: 12/11/17, 9/2018

## **Activity Trips**

**8400**

The use of school buses is strictly limited to school activities. Buses may not be loaned or leased to non-school groups unless permission is specifically granted by the Board.

All activity transportation must be approved by the Superintendent of Schools.

On all activity runs, buses will be operated by a qualified bus driver, and only authorized activity participants, professional staff and chaperones assigned by the administration may ride the bus. All bus trips shall have one (1) faculty member or approved sponsor on the bus in addition to the bus driver.

All groups are to travel by school bus or by commercial carrier except when the number going is fewer than fifteen (15). These groups may, with the approval of the principal and superintendent, travel by car under the following conditions:

1. Each student must provide a parent release slip for non-conforming school transportation
2. A certificated teacher/advisor or parent of a participant must drive

Each car used must have insurance coverage and a copy of such must be on file at the school district office. Special trip insurance may be required.

### **Student Travel to/from Extracurricular or Co-Curricular Activity**

Students participating in extra-curricular activities outside the district must travel in school-owned vehicles or they will not be allowed to participate. Following the event, students may be released only to the parent or legal guardian. Such release will require a signed, dated note from the parent. Any exceptions must be previously approved by the Principal.

Unless other travel arrangements are authorized, students will board the bus at the school designated as point of origin for the trip and will return to the point of origin in the bus. There will be no stops along the designated route to pick up or discharge students.

The only variation allowed in this regulation is the release of students to parents in a face-to-face situation at the close of the activity before buses begin the return trip.

Upon approval of school administration, activity buses may carry non-team members as passengers subject to the following conditions:

1. Registration and fee payment must be completed at school office during office hours prior to event
2. Students may ride only when accompanied by parent or faculty advisor

Only children Kindergarten through Grade 12 may be transported.

The activity must provide at least one instructor, coach or adult sponsor for each bus on a special trip who shall be familiar with or provide a copy of this policy. The bus driver will be responsible for the safe operation of the bus. The sponsor will be responsible for supervision of students and enforcement of bus rules. Any adult designated by the principal as a sponsor will have such authority.

Students must follow all school bus rules with this exception: Food and drink not in glass containers will be allowed on the bus with permission of the principal. However, any debris must be cleaned up at the end of the trip and before students leave the bus.

If a student causes a disruption or hazard on the bus, a hearing will be held with the principal, driver, instructor, coach or adult sponsor, parent/guardian and student. The driver, instructor, coach or adult sponsor, parent/guardian and the student will have the opportunity to share with the principal their



perceptions of the problem. If the principal finds that there has been an infraction of bus rules, he/she will take the following action:

1. On the first infraction, the student will be warned that following any further infraction he/she will be declared ineligible for transportation to the extracurricular or co-curricular activities for one event.
2. On the second infraction during a semester, the student will be declared ineligible for transportation to the extracurricular or co-curricular activity for two events.
3. On the third infraction during a semester, the student will be declared ineligible for transportation to the extracurricular or co-curricular activities for the remainder of the semester.

Based on the severity of the problem as it relates to respect and safety for others, the principal may bypass step #1 and/or step #2 above and immediately declare the student ineligible for transportation for two weeks or for the remainder of the semester.

Cross-Reference:

3380 Extracurricular and Co-Curricular Participation Policy

Legal Reference:

IDAPA 08.02.02.190 Program Operations

Policy History:

Adopted on: 12/13/04

Reviewed on: 9/2018

Revised on: 7/11/08, 12/11/17

## **Activity Trips**

**8400P**

### **PROCEDURE:**

Pahsimeroi Valley students traveling with parents out through Howe to save time and distance or getting off the bus at Dickey and traveling home through Double Springs. These exceptions, however, should be handled as follows:

1. Pahsimeroi Valley students wishing to go home with parents or wishing to disembark at Dickey, should notify the high school principal before the activity bus leaves Challis
2. If the principal agrees he/she should in turn, notify the faculty advisor and the bus driver as to which students will be allowed off the bus prior to the bus leaving Challis

### **Procedure History:**

Promulgated on:

Reviewed on: 9/2018

Revised on: 12/11/17

## **Risk Management**

**8500**

The Board believes the District must identify and measure risks of loss due to the damage or destruction of District property or to claims against the District by others claiming to have been harmed by the action or inaction of the District, its offices or staff.

A risk management program shall be implemented to reduce or eliminate risks where possible, and to determine which risks the District can afford to assume. Such a program shall consider the benefits, if any, of joining with other units of local government for joint purchasing of insurance, joint self-insuring or joint employment of a risk manager. The trustees shall assign the primary responsibility for the administration and supervision of the risk management program to a single person. The Board shall review the status of the risk management program each year.

The District shall purchase and pay for surety bonds for the Superintendent, Clerk and such other staff and in such amounts as the Board shall from time to time determine to be necessary for honest performance of the staff in the conduct of the District's financial operations.

The school district carries liability insurance covering pupils riding in school vehicles. All vehicles owned, leased or rented by the district are covered for liability and the district's policy is the primary insurance policy.

However, if the vehicle belongs to an employee, the employee's policy is the primary policy and the district policy would provide additional limits to both the district and the employee.

If the vehicle belongs to a volunteer such as a parent, the volunteer's policy is the primary policy and the district's policy would provide additional limits to the volunteer ONLY if the volunteer's policy has at least a \$300,000 limit.

The Challis School District consistently recommends that students always be transported in approved school buses.

### Cross Reference:

8520 Inspection of School Facilities

### Legal Reference:

I.C. 33-701 Fiscal year – Payment and accounting of funds

I.C. 3-1613 Safe public school facilities required

### Policy History:

Adopted on: 12/13/04

Reviewed on: 9/2018

Revised on: 2/14/05, 12/11/17, 9/2018

## **District Safety**

**8510**

The Board recognizes that safety and health standards should be incorporated into all aspects of the operation of the District. Rules for safety and prevention of accidents shall be posted in compliance with Occupational Safety and Health Act (OSHA) requirements. Injuries and accidents shall be reported to the District office.

### Cross-Reference:

8300 Emergency & Disaster Preparedness

9400 Safety Program

### Legal Reference:

Occupational Safety and Health Act

### Policy History:

Adopted on: 12/13/04

Reviewed on: 9/2018

Revised on: 2/14/05, 3/11/08, 12/11/17, 9/2018

## **Inspection of School Facilities**

**8520**

To ensure the safety and health of children and staff, the District shall, at least once a year subject the facilities of the district to an independent or state Division of Building Safety inspection for the purposes of determining whether such facilities comply with safety and health standards and other codes and requirements of Idaho law. The safety inspection will be conducted by a professionally qualified independent inspector or done pursuant to Title 39, Chapter 80, Idaho Code. The safety inspection report shall be provided to the Board of Trustees and to the administrator of the division of building safety for review.

After having the opportunity to review the inspection report, the Board shall identify any unsafe or unhealthy conditions and take the necessary steps to abate such conditions.

Should any unsafe and unhealthy conditions remain beyond the school year in which such conditions were reported, the Board shall identify such conditions as not having been abated and take all necessary steps as soon as is practical to abate such conditions.

For purposes of this policy, the term “facilities” means school buildings, administration buildings, playgrounds, athletic fields or any other facilities or property used by schoolchildren or school personnel in the normal course of educational services.

### **Emergency Evacuation Plan:**

The District shall ensure the safety and health of students and staff by having in place at all times an Emergency Evacuation Plan. The District will cooperate and coordinate with city, county, and state emergency personnel. The District shall review its emergency evacuation plan annually to determine whether the procedures in place require modification. The Plan will be posted in the District office as well as in every school building in the District. The Plan will be provided to each staff member at the beginning of the school year. In addition, the District will educate parents and patrons in the District by providing periodic information regarding the Plan.

### **Cross Reference:**

8300 Emergency & Disaster Preparedness  
8510 District Safety  
9400 Safety Program

### **Legal Reference:**

I.C. 33-1613 Safe public school facilities required IDAPA 08.02.03.106  
Safe environment and discipline

### **Policy History:**

Adopted on: 12/13/04  
Reviewed on: 9/2018  
Revised on: 3/11/08, 12/11/17, 9/2018

## **Property Damage**

**8530**

The District shall maintain a comprehensive insurance program which shall provide adequate coverage, as determined by the Board, in the event of loss or damage to school buildings, equipment, or other school property, including motor vehicles.

The comprehensive insurance program shall maximize the District's protection and coverage while minimizing the costs for insurance. This program may include alternatives for sharing the risk between the District and the insurance carrier, and through self-insurance plans.

If, as result of loss on real property, the District receives less than five thousand dollars (\$5,000), such proceeds may be credited to the general fund.

### **Privately-Owned Property:**

The District shall not assume responsibility for the maintenance, repair or replacement of any privately-owned property brought to a school or District function unless the use or presence of such property has been specifically requested in writing by the administration.

### **Legal Reference:**

I.C. 33-701 Fiscal year – Payment and accounting of funds

### **Policy History:**

Adopted on: 12/13/04

Reviewed on: 9/2018

Revised on: 12/11/17, 9/2018

## **Records Management**

**8600**

A fireproof, waterproof vault will be provided for the retention of public records, including but not limited to minutes, annual audit reports, etc. and for employment and student records.

The Clerk [and others designated by the Superintendent] shall be the Public Records Custodian(s) under the supervision of the Superintendent, and the [ONE OR MORE POSITIONS] shall be the alternate custodian(s) of records.

Personnel files and student files are confidential and are to be disclosed only as provided in policy and/or by law. A record of persons examining/copying personnel files or student files, other than administrative staff, shall be kept for each employment file and student file.

All public records will be provided to the public in accordance with the laws of the State of Idaho and District Policy 4260.

### **Record Safety**

The Superintendent or designee shall create and enforce a procedure in an effort to keep the District's data and vital records safe and secure in the event of a possible disaster. Examples of vital records include: personnel files, student records, fiscal documents (financial and insurance, etc.)

In creating the procedure, the Superintendent or designee shall consider the following:

1. Physical security
2. Backup storage security
3. Backup schedule
4. Rotate backups
5. Remote access
6. Personnel authentication
7. Backup infrastructure security
8. Duplicating records for off-site storage
9. Storing computer tapes and disks in fireproof, waterproof safes

The procedures should provide for a written comprehensive disaster recovery plan. Such a plan ensures that vital records are backed up daily and that the District will be able to recover operations quickly. In the event of a disaster, the identification and protection of vital records is of great importance.

**Legal Reference:** Title 74 Chapter 1 Public Records Act

**Policy History:**

Adopted on: 12/13/04

Reviewed on: 9/2018

Revised on: 3/11/08, 12/11/17, 8/1/(ISBA Up-date), 9/2018

## **Retention of District Records**

8605

In compliance with Idaho Code, the Board of Trustees establishes the following guidelines to provide administrative direction pertaining to the retention and/or disposal of District records. This schedule likewise identifies the anticipated physical location where such records may be kept or maintained by the District, in addition to the possible document retention of all categories of records on the school's servers and computer systems.

The District's Public Records Custodian(s), in conjunction with the Superintendent, or designee, is responsible for the maintenance, safeguarding, and destruction of the District's records. Performance of such duties shall be in cooperation with the District's Business Office, Directors of Maintenance and Transportation, Technology Coordinator, the Principals at the school's buildings, and other administrative personnel employed by the District. However, each school employee is likewise responsible for having knowledge of this policy and the requirement to safeguard the District's records, electronic or otherwise, consistent with the chart below.

The District's Public Records Custodian(s) shall work in conjunction with the District's Technology department to assure that the school's staff is aware of the routine destruction of electronic District records, including emails, such that they are able to assure that the District's public records are retained consistent with this schedule, regardless of whether they are maintained in a hard copy or an electronic copy. In such a process, the District's employees need to retain District records included on the schedule below, particularly student educational records, personnel records, and investigative records, in a format that is not part of the District's routine electronic records destruction and/or notify the technology personnel of the District that a particular document is not to be destroyed as part of the routine destruction of electronic records.

Unless otherwise prohibited by applicable law, all District records may be maintained electronically and/or in hard physical copy.

### **Method of Destroying Official Records**

The District's official records, and any copy thereof that may be deemed to be confidential and/or not intended to be disseminated to the public, will be shredded before disposal.

### **Destruction of Electronic Mail/e-mail**

The District will store electronic mail/e-mails for a maximum period of one year. All email will be automatically deleted from the District's system at the end of this retention period. It is the responsibility of every district employee to assure that District documents that need to be retained for a longer period of time due to federal law, State law, or the provisions of this policy are retained accordingly and in a different format than electronic mail. An employee's failure to retain District documents accordingly could serve as a basis for discipline, up to and including possible termination.

### **Suspending of Destroying Official Records**

The District will immediately cease the destruction of all relevant records, including electronic records, even if destruction is authorized by an approved Retention Schedule, for the following reasons:

1. If the District receives a public records request;
2. If the District believes that an investigation or litigation is imminent; or
3. If the District is notified that an investigation or litigation has commenced.

The Public Records Custodian(s) and Superintendent are responsible for carrying out this policy.



If relevant records exist in electronic formats (such as email, digital images, word processed documents, databases, backup tapes, etc.) the District’s Administrative personnel shall notify its information technology staff to cease the destruction of records relating to the subject matter of the suit/potential suit or investigation. Failure to cease the destruction of relevant records could result in penalties against the District.

District records shall be retained and/or disposed of as follows:

## **DISTRICT RECORDS RETENTION SCHEDULE**

<b>Retention Codes</b>		
<b>AC</b> —After closed, terminated, completed, expired, settled, or last date of contact <b>FE</b> —Fiscal Year End (June 30 <sup>th</sup> )	<b>LA</b> —Life of Asset <b>PM</b> —Permanent <b>US</b> —Until Superseded	<b>DO</b> – District Office <b>SB</b> – School Buildings <b>DM</b> – District Maintenance <b>DT</b> – District Transportation
<b>RECORDS DESCRIPTION</b>	<b>RETENTION PERIOD</b>	
<b>ADMINISTRATION—ATTENDANCE--ANNUAL ATTENDANCE SUMMARIES BY BUILDING</b>	<b>PM</b>	<b>DO, SB</b>
<b>ADMINISTRATION—ATTENDANCE—Enrollment attendance data</b>	<b>3 yr</b>	<b>DO, SB</b>
<b>ADMINISTRATION—BALLOTS AND OATHS OF ELECTION—until canvassed and recorded in the minutes</b>	<b>Not less than 8 months following election</b>	<b>DO</b>
<b>ADMINISTRATION—BALLOTS FOR BOND ELECTIONS</b>	<b>a. Not less than 60 days after bonds have been delivered to purchaser</b> <b>b. Not less than 8 months following bond election</b>	<b>DO</b>
<b>ADMINISTRATION—CONTRACTS AND LEASES</b>	<b>AC +6 yr</b>	<b>DO</b>
<b>ADMINISTRATION—GENERAL CORRESPONDENCE</b>	<b>3 yr</b>	<b>DO, SB</b>
<b>ADMINISTRATION—DONATION/GIFT RECORDS</b>	<b>PM</b>	<b>DO, SB</b>
<b>ADMINISTRATION—BOARD MEETINGS—AGENDA AND MINUTES: Official minutes and agenda of open meetings</b>	<b>PM</b>	<b>DO</b>
<b>ADMINISTRATION—BOARD MEETINGS—CLOSED: Certified agendas or tape recordings of closed meetings</b>	<b>PM—Restricted Access</b>	<b>DO</b>
<b>ADMINISTRATION—ORGANIZATION CHARTS: Any documentation that shows program accountability</b>	<b>PM</b>	<b>DO, SB, DM, DT</b>
<b>ADMINISTRATION—EDUCATION PROGRAM REVIEW RECORDS</b>	<b>AC+3 yr</b>	<b>DO, SB</b>
<b>ADMINISTRATION—OFFICIAL STATE DEPARTMENT REPORTS</b>	<b>PM</b>	<b>DO</b>
<b>ADMINISTRATION—SCHOOL CERTIFICATION REPORTS</b>	<b>PM</b>	<b>DO</b>
<b>ANNUAL REPORTS</b>	<b>PM</b>	<b>DO</b>
<b>APPEAL AND REVIEW RECORDS—Records may include but are not limited to narrative history or description of appeal; minutes and testimony; exhibits; reports and findings of fact; final orders, opinions,</b>	<b>PM</b>	<b>DO</b>

## DISTRICT RECORDS RETENTION SCHEDULE

Retention Codes		
<p><b>AC</b>—After closed, terminated, completed, expired, settled, or last date of contact</p> <p><b>FE</b>—Fiscal Year End (June 30<sup>th</sup>)</p>	<p><b>LA</b>—Life of Asset</p> <p><b>PM</b>—Permanent</p> <p><b>US</b>—Until Superseded</p>	<p><b>DO</b> – District Office</p> <p><b>SB</b> – School Buildings</p> <p><b>DM</b> – District Maintenance</p> <p><b>DT</b> – District Transportation</p>
RECORDS DESCRIPTION	RETENTION PERIOD	
conclusions, or decisions; audio recordings; hearing schedules and lists of participants; and related correspondence and documentation.		
<b>BOARD MEMBER RECORDS</b> —Series documents board activities and serves as a reference source for board members. Records may include but are not limited to correspondence, plans, statements of goals and objectives, minutes, committee reports, budgets, financial statements, reports, and other reference material. Records are often compiled in a notebook for each member.	<b>AC+3 yr</b> NOTE: Some materials may warrant long-term retention. These materials should be reviewed for archival materials.	<b>DO</b>
<b>BOARD RECORDS</b> —Series documents the official proceedings of the board meetings. Records may include agendas; minutes; meeting notices; items for Board action; contested case hearings schedules; committee reports; exhibits; and related correspondence and documentation. Records may also include audio recordings of meetings used to prepare summaries.	<b>PM</b>	<b>DO</b>
<b>COMPUTER SYSTEMS-BACKUPS</b> —Backups on tape, disk, CD, DVD, etc. CAUTION: Records stored in this format can be subpoenaed during litigation.	<b>US or 1 year</b>	<b>DO</b>
<b>EQUIPMENT-HISTORY FILE</b> —Equipment service agreements, includes maintenance agreements, installation, and repair logs, etc.	<b>LA+3 yr</b>	<b>DO, DM, DT</b>
<b>EQUIPMENT MANUALS</b> —Instruction and operating manuals	<b>LA</b>	<b>DO, SB, DM, DT</b>
<b>EQUIPMENT WARRANTIES</b>	<b>AC+1 yr</b>	<b>DO, SB, DM, DT</b>
<b>FACILITIES OPERATIONS-APPRAISALS</b> —Building or property	<b>3 yr</b>	<b>DO</b>
<b>FACILITIES OPERATIONS-BUILDINGS PLANS AND SPECIFICATIONS</b> —Includes architectural and engineering drawings, etc.	<b>PM</b> For leased structures retain AC+2	<b>DO, DM</b>
<b>FACILITIES OPERATIONS-BUILDINGS, CONSTRUCTION CONTRACT, INSPECTION RECORDS AND PROJECT FILES</b> —Building construction contracts, surety bonds and inspection records, Planning, design, construction records, and all bids, etc.	<b>LA</b>	<b>DO, SB, DM</b>
<b>FACILITY OPERATIONS—DAMAGE REPORTS; LOST AND STOLEN PROPERTY REPORTS</b>	<b>FE+3 yr</b>	<b>DO, SB, DM, DT</b>
<b>FACILITY OPERATIONS-PROPERTY DISPOSAL RECORDS</b> —Documenting disposal of inventoried property	<b>PM</b>	<b>DO</b>
<b>FACILITY OPERATIONS-PROPERTY MANAGEMENT SEQUENTIAL NUMBER LOGS</b> —Property logs	<b>US+3 yr</b>	<b>DO, SB, DM</b>

## DISTRICT RECORDS RETENTION SCHEDULE

Retention Codes		
<b>AC</b> —After closed, terminated, completed, expired, settled, or last date of contact <b>FE</b> —Fiscal Year End (June 30 <sup>th</sup> )	<b>LA</b> —Life of Asset <b>PM</b> —Permanent <b>US</b> —Until Superseded	<b>DO</b> – District Office <b>SB</b> – School Buildings <b>DM</b> – District Maintenance <b>DT</b> – District Transportation
RECORDS DESCRIPTION	RETENTION PERIOD	
<b>FACILITY OPERATIONS-SECURITY ACCESS RECORDS</b> —Documents the issuance of keys, identification cards, passes, passwords, etc.	<b>AC+2 yr</b> AC=Until superseded, date of expiration, or date of termination, whichever is sooner	<b>DO, SB, DM</b>
<b>FACILITY OPERATIONS-SURPLUS PROPERTY SALE REPORTS</b>	<b>PM</b>	<b>DO, DM</b>
<b>FACILITY OPERATIONS-UTILITY USAGE REPORTS</b>	<b>1 yr</b>	<b>DO, DM</b>
<b>FACILITY OPERATIONS-VEHICLE OPERATION LOGS</b>	<b>1 yr</b>	<b>DO, DT</b>
<b>FISCAL-ACCOUNTS PAYABLE/RECEIVABLE LEDGERS</b>	<b>FE+3 yr</b>	<b>DO, SB</b>
<b>FISCAL-ANNUAL FINANCIAL REPORTS</b>	<b>PM</b>	<b>DO, SB, DM, DT</b>
<b>FISCAL-ANNUAL OPERATING BUDGETS</b>	<b>FE+3 yr</b>	<b>DO, SB, DM, DT</b>
<b>FISCAL-APPROPRIATION REQUESTS</b> —Includes any supporting documentation in the appropriation request	<b>FE+3 yr</b>	<b>DO, SB, DM, DT</b>
<b>FISCAL-FINAL AUDIT REPORTS</b>	<b>PM</b>	<b>DO, SB</b>
<b>FISCAL-BANK STATEMENTS</b>	<b>FE+3 yr</b>	<b>DO, SB</b>
<b>FISCAL-CANCELLED CHECKS</b> — Stubs/Warrants/Drafts	<b>FE+3 yr</b>	<b>DO, SB</b>
<b>FISCAL-CAPITAL ASSET RECORDS</b>	<b>LA+3 yr</b>	<b>DO, SB, DM, DT</b>
<b>FISCAL-CASH RECORDS</b> —Cash deposit slips; cash receipts log	<b>FE+3 yr</b>	<b>DO, SB</b>
<b>FISCAL-DEEDS AND EASEMENTS</b> —Proof of ownership and right-of-way on property	<b>PM</b>	<b>DO</b>
<b>FISCAL-detail chart of accounts</b> —One for all accounts in use for a fiscal year	<b>FE+3 yr</b>	<b>DO, SB</b>
<b>FISCAL-EXPENDITURE JOURNAL OR REGISTER</b>	<b>FE+3 yr</b>	<b>DO, SB</b>
<b>FISCAL-EXPENDITURE VOUCHERS</b> —Travel, payroll, etc.	<b>FE+3 yr</b>	<b>DO, SB, DM, DT</b>
<b>FISCAL-EXTERNAL REPORTS</b> —Special purpose, i.e. federal financial reports, salary reports, etc.	<b>FE+3 yr</b>	<b>DO, SB, DM, DT</b>
<b>FISCAL-FEDERAL TAX RECORDS</b> —Includes FICA records	<b>AC+4 yr</b> AC=Tax due date, date the claim is filed, or date tax is paid whichever is later	<b>DO</b>
<b>FISCAL-FEDERAL FUNDING RECORDS</b> —Title I; Chapter 2; IDEA Part B	<b>FE+5 yr</b> Or until all pending audits or reviews are completed	<b>DO</b>
<b>FISCAL—FEDERAL—USDA</b>	<b>AC+3 yr</b> AC=submission of final expenditure	<b>DO</b>
<b>FISCAL-GENERAL LEDGERS; GENERAL JOURNAL VOUCHERS</b>	<b>FE+3 yr</b>	<b>DO, SB</b>

## DISTRICT RECORDS RETENTION SCHEDULE

Retention Codes		
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RECORDS DESCRIPTION	RETENTION PERIOD	
<b>FISCAL-GRANTS</b> —State and Federal	<b>AC+3 yr</b> AC=End of grant or satisfaction of all uniform administrative requirements for the grant CAUTION: Retention requirements may vary depending on the specific federal funding agency	<b>DO, SB</b>
<b>FISCAL-INSURANCE CLAIM FILES</b>	<b>AC+3 yr</b> AC=Resolution of claim	<b>DO</b>
<b>FISCAL-INSURANCE POLICIES</b> —all types	<b>AC+5 yr</b> AC=expiration or termination of policy according to its terms	<b>DO</b>
<b>FISCAL-LONG-TERM LIABILITY RECORDS</b> —Bonds, etc	<b>AC+4 yr</b> AC=retirement of debt	<b>DO</b>
<b>FISCAL-RECEIPTS JOURNAL OR REGISTER</b>	<b>FE+3 yr</b>	<b>DO, SB, DM, DT</b>
<b>FISCAL-RECONCILIATIONS</b>	<b>FE+3 yr</b>	<b>DO, SB</b>
<b>FISCAL-REIMBURSABLE ACTIVITIES</b> —Requests and approval for reimbursed expenses for travel, training, etc.	<b>FE+3 yr</b>	<b>DO, SB</b>
<b>FISCAL-RETURNED CHECKS</b> —Uncollectable warrants or drafts	<b>AC+3 yr</b> AC=After deemed uncollectible	<b>DO, SB</b>
<b>FISCAL-SIGNATURE AUTHORIZATIONS</b> —Records authorizing an employee to initiate financial transactions for agency. Also, spending authority limits	<b>US+FE+3 yr</b>	<b>DO</b>
<b>LEGAL-LITIGATION FILES--</b>	<b>PM</b> CAUTION: May contain attorney-client privileged information	<b>DO, SB, DM, DT</b>
<b>LEGAL-OPEN RECORDS REQUESTS</b> —documentation relating to approved or denied requests for records under Idaho Public Records Law	<b>PM</b>	<b>DO</b>
<b>LEGAL-OPINIONS AND ADVICE</b> —Does not include legal opinions or advice rendered on a matter in litigation or with regard to pending litigation	<b>PM</b> CAUTION: May contain attorney-client privileged information	<b>DO, SB</b>
<b>INSTRUCTIONAL</b> —Distance learning instruction that is recorded by the District. Such recording is not required by this policy.	<b>Until the end of the semester</b>	<b>Electronic</b>
<b>NEWS OR PRESS RELEASES</b>	<b>PM</b>	<b>DO, SB</b>
<b>PERSONNEL-ACCUMULATED LEAVE ADJUSTMENT REQUEST</b> —Used to create and adjust employee leave balances	<b>FE+5 yr</b>	<b>DO, SB, DM, DT</b>
<b>PERSONNEL-APPLICATIONS FOR EMPLOYMENT</b> —HIRED—Applications, etc. required by employment advertisement	<b>AC+5 yr</b> AC=Termination of employment	<b>DO, SB, DM, DT</b>

## DISTRICT RECORDS RETENTION SCHEDULE

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RECORDS DESCRIPTION	RETENTION PERIOD	
<b>PERSONNEL-APPLICATIONS FOR EMPLOYMENT—NOT HIRED</b> —Applications, resumes, etc. required by employment advertisement	<b>AC+2 yr</b> AC=Date position is filled	<b>DO, SB, DM,DT</b>
<b>PERSONNEL-BENEFIT PLANS</b>	<b>US+5 yr</b>	<b>DO</b>
<b>PERSONNEL-COMPLAINT RECORDS</b> —Complaints received and records documenting their resolution	<b>FE+3 yr</b> CAUTION: If a complaint becomes the subject of litigation, it is subject to a longer retention period	<b>DO, SB, DM, DT</b>
<b>PERSONNEL-CORRECTIVE ACTION</b> —those actions which do not affect pay, status, or tenure and are imposed to correct or improve job performance	<b>PM</b> CAUTION: If during the retention period these records are used to support personnel disciplinary action, the records should be retained according to Personnel Disciplinary Action series.	<b>DO, SB, DM, DT</b>
<b>PERSONNEL-DISCIPLINARY ACTION DOCUMENTATION</b> —those actions that affect pay or status. They include demotion, dismissal, etc.	<b>PM</b>	<b>DO, SB, DM, DT</b>
<b>PERSONNEL-EMPLOYEE STATEMENTS</b> (Affidavits)—for insurance, personnel or other uses for which administration has sought such statements	<b>PM</b>	<b>DO, SB, DM, DT</b>
<b>PERSONNEL-EMPLOYEE BENEFITS</b> —documents relating to selection of benefits other than insurance	<b>US+5 yr</b>	<b>DO,</b>
<b>PERSONNEL-EMPLOYEE COUNSELING RECORDS</b> —Notes, etc. relating to job-specific counseling	<b>PM</b>	<b>DO, SB, DM, DT</b>
<b>PERSONNEL-EMPLOYEE DEDUCTION AUTHORIZATIONS</b> —documents relating to all deductions of pay	<b>AC+5 yr</b> AC=After termination of employee or after amendment, expiration, or termination of authorization, whichever is sooner.	<b>DO</b>
<b>PERSONNEL-EMPLOYEE EARNINGS RECORDS</b>	<b>PM</b>	<b>DO</b>
<b>PERSONNEL-EMPLOYEE INSURANCE RECORDS</b> —District copy of selection records by employees of insurance offered by the District	<b>US+ 5 yr</b>	<b>DO</b>
<b>PERSONNEL-EMPLOYEE RECOGNITION RECORDS</b> —Awards, incentives, etc.	<b>PM</b>	<b>DO, SB, DM, DT</b>
<b>PERSONNEL-EMPLOYMENT ANNOUNCEMENT</b>	<b>2 yr</b>	<b>DO</b>
<b>PERSONNEL-EMPLOYMENT CONTRACTS</b>	<b>Original dates of hire +50 yr</b>	<b>DO</b>
<b>PERSONNEL-EMPLOYMENT ELIGIBILITY</b> —Documentation or verification of Federal report form INS I-9	<b>PM</b>	<b>DO</b>
<b>PERSONNEL-EMPLOYMENT SELECTION RECORDS</b> —all records that document the selection process: i.e. polygraph, physicals, interview notes, etc.	<b>2 yr</b> CAUTION: Does not include criminal history checks	<b>DO, SB, DM, DT</b>

## DISTRICT RECORDS RETENTION SCHEDULE

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<b>RECORDS DESCRIPTION</b>	<b>RETENTION PERIOD</b>	
<b>PERSONNEL-FORMER EMPLOYEE VERIFICATION RECORDS</b> —minimum information includes name, social security number, exact dates of employment and last known address	<b>PM</b>	<b>DO</b>
<b>PERSONNEL-GRIEVANCE RECORDS</b> —review of employee grievances against policies and working conditions, etc. Includes record of actions taken.	<b>PM</b>	<b>DO, SB, DM, DT</b>
<b>PERSONNEL-HIRING PROCESS—CRIMINAL HISTORY CHECKS</b> —criminal history record information on job applications	<b>PM</b>	<b>DO</b>
<b>PERSONNEL-JOB PROCEDURE RECORD/JOB DESCRIPTION</b> —any document detailing duties of positions on position-by-position basis	<b>US+8 yr</b>	<b>DO, SB, DM, DT</b>
<b>PERSONNEL-LEAVE STATUS REPORT</b> —cumulative report for each pay cycle showing leave status	<b>FE+3 yr</b>	<b>DO</b>
<b>PERSONNEL-LIABILITY RELEASE FORM</b> —statements of employees, patrons, etc. who have released the District from liability	<b>PM</b>	<b>DO</b>
<b>PERSONNEL-LICENSE AND DRIVING RECORD CHECK</b>	<b>PM</b>	<b>DO, DT</b>
<b>PERSONNEL-OVERTIME AUTHORIZATION &amp; SCHEDULE</b>	<b>5 yr</b>	<b>DO, SB, DM, DT</b>
<b>PERSONNEL-PAYROLL-DIRECT DEPOSIT APPLICATION/AUTHORIZATION</b>	<b>US+3 yr</b>	<b>DO</b>
<b>PERSONNEL-PAYROLL-INCOME ADJUSTMENT AUTHORIZATION</b> ---used to adjust gross pay, FICA, retirement or compute taxes	<b>US+3 yr</b>	<b>DO</b>
<b>PERSONNEL-PERFORMANCE EVALUATION</b>	<b>PM</b>	<b>DO, SB, DM, DT</b>
<b>PERSONNEL-PERSI ENROLLMENT FILE</b>	<b>PM</b>	<b>DO</b>
<b>PERSONNEL-PERSI RECORD OF HOURS WORKED</b> —Irregular help, half-time or greater	<b>Date of hire +50 yr</b>	<b>DO</b>
<b>PERSONNEL-PERSI TERMINATION RECORD</b>	<b>PM</b>	<b>DO</b>
<b>PERSONNEL-PERSONNEL INFORMATION</b> —documents that officially change pay, titles, benefits, etc.	<b>PM</b>	<b>DO</b>
<b>PERSONNEL-POLICY AND PROCEDURES MANUAL</b> —any manual, etc. that establishes standard employment procedures	<b>PM</b>	<b>DO, SB, DM, DT</b>
<b>PERSONNEL-RESUME-UNSOLICITED</b>	<b>1 yr</b>	<b>DO, SB, DM, DT</b>
<b>PERSONNEL-SICK LEAVE POOL DOCUMENTATION</b> —requests submitted, approvals, number of hours transferred in an out, etc.	<b>LA+3 yr</b>	<b>DO</b>
<b>PERSONNEL-TIME CARD AND TIME SHEET</b>	<b>PM</b>	<b>DO, SB, DM, DT</b>
<b>PERSONNEL-TIME OFF AND/OR SICK LEAVE REQUEST</b>	<b>FE+3 yr</b>	<b>DO, SB, DM, DT</b>

## DISTRICT RECORDS RETENTION SCHEDULE

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RECORDS DESCRIPTION	RETENTION PERIOD	
<b>PERSONNEL-TRAINING AND EDUCATIONAL ACHIEVEMENT RECORD-INDIVIDUAL</b> —records documenting training, testing, or continued education	<b>PM</b>	<b>DO, SB, DM, DT</b>
<b>PERSONNEL-UNEMPLOYMENT CLAIM RECORD</b>	<b>5 yr</b>	<b>DO</b>
<b>PERSONNEL-UNEMPLOYMENT COMPENSATION RECORDS</b>	<b>AC+5 yr</b>	<b>DO</b>
<b>PERSONNEL-W-2 &amp; W-4 FORMS</b>	<b>5 yr from date of termination</b>	<b>DO</b>
<b>PERSONNEL—WORKER’S COMPENSATION POLICIES</b>	<b>AC+10 yr</b> AC=expiration of policy	<b>DO</b>
<b>PROCUREMENT-PERFORMANCE BOND</b> —bonds posted by individuals or entities under contract with District	<b>PM</b>	<b>DO</b>
<b>PROCUREMENT-PURCHASING LOG</b> —Log, etc. providing a record of purchase orders issued, orders received, etc.	<b>FE+3 yr</b>	<b>DO, SB, DM, DT</b>
<b>PROCUREMENT-BID DOCUMENTATION</b> —includes bid requisition/authorizations, invitation to bid, bid specifications, and evaluations	<b>FE+3 yr</b> CAUTION: If a formal written contract is the result of a bid, etc., the bid and its supporting documentation must be retained for the same period as the contract.	<b>DO, DM, DT</b>
<b>RECORDS MANAGEMENT—RECORDS RETENTION SCHEDULE; DISPOSITION LOG</b> (listing records destroyed or transferred); <b>CONTROL MATERIALS</b> (indexes, card files, etc.); <b>DESTRUCTION APPROVAL SIGN-OFFS</b>	<b>PM</b>	<b>DO, SB, DM, DT</b>
<b>SAFETY-ACCIDENT REPORTS</b>	<b>8 yrs*</b> For Minors, 8 yrs after minor reaches age of 18	<b>DO, SB, DM, DT</b>
<b>SAFETY-DISASTER PREPAREDNESS AND RECOVERY PLANS</b>	<b>PM</b>	<b>DO, SB, DM, DT</b>
<b>SAFETY-EVACUATION PLANS</b>	<b>PM</b>	<b>DO, SB</b>
<b>SAFETY-FIRE ORDERS</b> —issued by fire marshal to correct deficiencies in compliance with the fire code	<b>AC+3 yr</b> AC=deficiency corrected	<b>DO, SB, DM</b>
<b>SAFETY-HAZARDOUS MATERIALS DISPOSAL RECORDS</b> —Material safety data sheets must be kept for those chemicals currently in use that are affected by the Hazard Communication Standard in accordance with 29 CFR § 1910.1200(g).	<b>PM</b>	<b>DO, DM</b>
<b>SAFETY-INCIDENT REPORTS</b> —Reports concerning incidents which, upon investigation, were of a non-criminal nature	<b>3 yr (or 30 yr*)</b> *Exposure records require 30 year retention per 29 CFR § 1910.1020(d)(ii)(B)Footnote(1)	<b>DO, SB, DM, DT</b>

## **DISTRICT RECORDS RETENTION SCHEDULE**

<b>Retention Codes</b>		
<b>AC</b> —After closed, terminated, completed, expired, settled, or last date of contact <b>FE</b> —Fiscal Year End (June 30 <sup>th</sup> )	<b>LA</b> —Life of Asset <b>PM</b> —Permanent <b>US</b> —Until Superseded	<b>DO</b> – District Office <b>SB</b> – School Buildings <b>DM</b> – District Maintenance <b>DT</b> – District Transportation
<b>RECORDS DESCRIPTION</b>	<b>RETENTION PERIOD</b>	<b>RETENTION CODES</b>
<b>SAFETY-INSPECTION RECORDS</b> —Fire, safety, and other inspection records of facilities and equipment	<b>AC+3 yr</b> AC=Date of the correction of the deficiency, if the inspection report reveals a deficiency.	<b>DO, SB, DM</b>
<b>SAFETY-MATERIAL DATA SAFETY SHEETS</b>	<b>30 yrs after the end of use of the substance</b>	<b>DO, DM</b>
<b>SAFETY-WORKPLACE CHEMICAL LISTS</b>	<b>30 yrs</b>	<b>DO, SB, DM</b>
<b>STUDENTS-EDUCATION RECORDS</b> —Student’s name, birth date, last address, dates of attendance, graduation date and grades earned	<b>40 yrs after the student graduates or permanently leaves the District.</b>	<b>DO, SB</b>
<b>STUDENTS-SPECIAL EDUCATION RECORDS</b> —educational records, including eligibility documentation and IEPs	<b>FE+6 yr except as specified in policy 3570p</b>	<b>DO, SB</b>
<b>STUDENTS-MEDICAID RECORDS</b> -claims, reimbursements, and supporting documentation	<b>FE +5 yr</b>	<b>DO, SB</b>
<b>VEHICLE-INSPECTION, REPAIR AND MAINTENANCE RECORDS</b>	<b>LA+1 yr</b>	<b>DO, DT</b>
<b>VEHICLE-TITLE AND REGISTRATION</b>	<b>1 yr</b>	<b>DO, DT</b>
<b>VOLUNTEER RECORDS</b> —records may include recruitment and selection records, volunteer personnel and intern personnel information forms, intern agreements, volunteer and intern time records, emergency notification forms, insurance documentation and correspondence	<b>AC+3 yr</b> AC=End of term of volunteer or intern	<b>DO, SB</b>
<b>WEBSITE/WEB PAGES</b> —INTERNET/INTRANET—system development documentation for initial setup; subsequent changes and content of pages	<b>PM</b>	<b>DO, SB</b>

In the event that District records do not correspond to any of the above listed categories, the Superintendent will determine the period of retention for a particular record.

Cross References:

- 3570 Student Records
- 3570P Student Records

Legal References:

- I.C. 33-508 Duties of Clerk
- I.C. 33-701(8) Fiscal Year—Payment and Accounting of Funds
- I.C. 56-209h Administrative Remedies
- I.C. 67-4131 Records Management Services—Rules, Guidelines, Procedures
- I.C. 74-101 Definitions
- I.C. 74-119 Agency Guidelines

Other References:

- State Board of Education - Agency Specific Records Retention Schedule of the Records Management Guide, Idaho Records Center



SDE Idaho Special Education Manual, current edition

Policy History:

Adopted on:

Reviewed on: 9/2018

Revised on: 9/2018, 11/2020, 3/2021, 8/2021

## **Health Insurance Portability and Accountability Act**

**8610**

The Board has determined that it meets the definition of a hybrid of covered entities under the Health Insurance Portability and Accountability Act (HIPAA) since the district offers health-care provider programs and services that include electronic billing for the reimbursement of services under Idaho Medicaid programs, or contracts with another entity to provide such services, it is subject to HIPAA. In all electronic transactions involving student education records information, the district will adhere to the transaction requirements of HIPAA and the confidentiality requirements of the Family Education Rights and Privacy Act (FERPA).

Additionally, because the district self-insures a health plan and self-administers an Internal Revenue Service Section 125 plan it also meets the health plan definition under HIPAA. Accordingly, the district will safeguard the protected health information of employees from use or disclosure that may violate standards and implementation specifications to the extent required by law.

As a covered entity, the district will meet the national electronic transaction standards and applicable requirements of federal law designed to ensure the security of projected health information of employees and student education record information created or received by the district.

In order to meet the notice requirements under the health-care provider provisions of the law, information will be provided to students and parents of their rights under FERPA in accordance with established procedures.

The Superintendent will designate an individual responsible for responding to HIPAA inquires, complaints and for providing adequate notice of employee rights and district duties under the health plan provisions of the Act. Notice will include the privacy provisions of the law, and uses of employee protected health information and disclosures that may be made by the district.

Training will be provided to all current staff and new employees determined by the district to have access to the protected health information of employees and student education records. Training will be provided within a reasonable period of time after the individual's hiring, and to those employees when their duties may be impacted by a change in the district's policy and/or procedures.

Individuals who believe their privacy rights have been violated may file a complaint in accordance with established district procedures. Employee complaints may also be filed directly with the U.S. Secretary of Health and Human Services. There shall be no retaliation by the district against any person who files a complaint or otherwise participates in an investigation or inquiry into an alleged violation of an individual's protected privacy rights. All complaints received will be promptly investigated and documented, including their final disposition.

The Superintendent will ensure that satisfactory assurance has been obtained from any business associate performing HIPAA-covered activities or functions on behalf of the district that the protected health information it receives from the district will be protected. Such assurance will be in the form of a written agreement, or may be included as a part of the district's contract with the business associate.

Employees in violation of this policy or procedures established to safeguard student education records information and the projected health information of employees will be subject to discipline up to and including dismissal.

The Superintendent is directed to ensure an assessment of district operations is conducted to determine the extent of the district's responsibilities as a covered entity under HIPAA and to develop internal controls and procedures necessary to implement this policy and meet the requirements of the law. The procedures shall include provisions for record keeping, documentation of the district's compliance efforts and appropriate administrative, technical and physical safeguards to protect the privacy of student education records and employee protected health information and to ensure that any request is limited to information reasonably necessary to accomplish the purpose for which the request is made.

In the event of a change in the law that may impact this policy or established district procedures, the superintendent shall ensure appropriate revisions are recommended for Board approval, necessary changes are implemented and notification is made to staff and others, as appropriate.

Legal Reference:

Health Insurance Portability and Accountability Act of 1996, P.L. 104-191, 42

U.S.C. 1320d-1320d-8; 45 CFR Parts 160 and 164.

Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g; 34 CFR Part 99 (2000).

Policy History

Adopted on: 7/11/05

Reviewed on: 9/2018

Revised on:9/2018

## **Computer Software**

**8700**

The unauthorized copying of any computer software which is licensed or protected by copyright is theft. Failure to observe software copyrights and/or license agreements may result in disciplinary action by the District and/or legal action by the copyright owner.

No District-owned computing resources, photocopy machines, facsimile machines, or other School District machines should be used for unauthorized personal or commercial purposes. Any personal use must be approved by office personnel and a fee will be charged. Fees will be set administratively.

Illegal copies of copyrighted programs may not be made or used on school equipment. The legal or insurance protection of the District will not be extended to employees who violate copyright laws.

The Principal of the school and the Superintendent are the only individuals who may sign license agreements for software for the school.

### Cross-Reference:

2150 Copyright

### Policy History:

Adopted on: 12/13/04

Reviewed on: 9/2018

Revised on: 3/11/08, 9/2018

## **Drones**

8800

It is the policy of the Challis School District to maintain a safe learning environment. The District has determined that unapproved use of drones poses a safety hazard. The use or possession of unmanned aircraft or aerial systems (UAS), also known as drones, is prohibited for any purpose by any person or entity at any District-sponsored event; game; match; tournament; or anywhere in, on, or directly above or upon property or premises owned, maintained or used by the District for any purpose, unless otherwise preempted by applicable State or federal law. The District reserves the right to remove or refuse admission to any individual who violates this policy. The District further reserves the right to exclude any individual who violates this policy from future District events. Violators may also be reported to appropriate authorities, including the Federal Aviation Administration (FAA). Students or employees violating this policy shall be subject to formal disciplinary action pursuant to District policies.

### **Use of Unmanned Aircraft (Drones)**

An unmanned aircraft, or drone (hereinafter “drone”), is an aircraft that is:

1. Capable of sustained flight in the atmosphere;
2. Flown within visual line of sight of the person operating the aircraft; and
3. Flown for hobby or recreational purposes.

In an effort to maintain the safety, security, and privacy of students, staff, and visitors, the Board has determined that the operation of unmanned aircraft, also known as drones, other than use as part of a pre-approved school program, is prohibited by any persons on or over District property and at District sponsored events.

An exception to this policy may be made in specific cases but must be approved in advance by the Superintendent or designee.

### **Legal Reference:**

Memorandum: Educational Use of Unmanned Aircraft Systems (UAS), Federal Aviation Administration  
The FAA Modernization and Reform Act of 2012, Section 336. Special Rule for Model Aircraft  
I.C. 21-213 Restrictions on Use of Unmanned Aircraft Systems

### **Other References:**

Unmanned Aircraft Systems, Federal Aviation Administration, [https://www.faa.gov/uas/getting\\_started/](https://www.faa.gov/uas/getting_started/)

### **Policy History:**

Adopted on: 10/17/18

Reviewed on:

Revised on: