

AGENDA - AMENDED
SCHOOL DISTRICT OF MANAWA
POLICY & HUMAN RESOURCES COMMITTEE MEETING

Date: March 28, 2019

Time: 6:00 p.m.

**MES Board Room @
800 Beech St., Manawa**

Board Committee Members: Pethke (C), Forbes, J. Johnson

In Attendance:

Timer: _____ **Recorder:** _____

1. AG7540.04 - Staff Education Technology Acceptable Use and Safety (Action)
2. Policy 8451 - Pediculosis (Head Lice) (Action)
3. 8000 Series Administrative Guidelines without 8500A- Procedure for Charged Meals (Action)
4. Pepper Spray (Informational)
5. ag5880 Public Performances by Students (Information / Action)
6. Procedure for Opening of Bids / RFPs (Information / Action)
7. **Endorse Professional Educator Handbook Correction (Action)**
8. Policy & Human Resources Committee Planning Guide (Information / Action)
9. Set Next Meeting Date: Tuesday, April 2, 2019 - 5:00 p.m.
10. Next Meeting Items:
 - a. Updates with Mr. LaVallee
 - b. AG8500A - Procedure for Charged Meals
7. Adjourn

Chair: _____ Date: _____ Time: _____
Signature



Book	Administrative Guideline Manual
Section	7000 Property
Title	Copy of STAFF EDUCATION TECHNOLOGY ACCEPTABLE USE AND SAFETY
Code	ag7540.04
Status	Proposed to Policy & Human Resources Committee

7540.04 - **STAFF EDUCATION TECHNOLOGY ACCEPTABLE USE AND SAFETY**

Staff members are authorized to use the Board of Education's computers, laptops, tablets, personal communication devices (as defined by Policy 7530.02), network, and Internet connection and online educational services ("Education Technology" or "Ed-Tech") for educational and professional purposes. Use of Education Technology is a privilege, not a right. Staff members must conduct themselves in a responsible, efficient, ethical, and legal manner. Unauthorized or inappropriate use, including any violation of these guidelines, may result in cancellation of the privilege, disciplinary action and/or civil criminal liability (see Sec. 943.70, Wis. Stat. (Computer Crimes), Sec. 947.0125, Wis. Stat. (Unlawful Use of Computerized Communication Systems)). Prior to accessing the Education Technology, staff members must sign the Staff Education Technology Acceptable Use and Safety Agreement. Staff members must complete mandatory annual training.

Smooth operation of the Board's Education Technology relies upon users adhering to the following guidelines. The guidelines outlined below are provided so that users are aware of their responsibilities.

- A. Staff members are responsible for their behavior and communication using the Ed-Tech. All use of the Education Technology must be consistent with the educational mission and goals of the District.
- B. Staff members may only access and use the Education Technology by using their assigned account and may only send school-related electronic communications using their District-assigned email addresses. Use of another person's account/e-mail address/password is prohibited. Staff members may not allow other users to utilize their passwords. Staff members may not go beyond their authorized access. Staff members are responsible for taking steps to prevent unauthorized access to their accounts by logging off or "locking" their computers/laptops/tablets/personal communication devices when leaving them unattended.
- C. Staff members may not intentionally seek information on, obtain copies of, or modify files, data, or passwords belonging to other users, or misrepresent other users on the District's network. Staff members may not intentionally disable any security features of the Ed-Tech.
- D. Staff members may not use the Education Technology to engage in "hacking" or other illegal activities (e.g., software piracy, intellectual property violations; engaging in slander, libel or harassment; threatening the life or safety of another; stalking; transmission of obscene materials or child pornography, including sexting; fraud; sale of illegal substances or goods.
 1. Slander and libel are terms defined specifically in law. Generally, slander is "oral communication of false statements injurious to a person's reputation," and libel is "a false publication in writing, printing, or typewriting or in signs or pictures that maliciously damages a person's reputation or the act or an instance of presenting such a statement to the public." (The American Heritage Dictionary of the English Language Third Edition is licensed from Houghton Mifflin Company. Copyright © 1992 by Houghton Mifflin Company. All rights reserved.) Staff members shall not knowingly or recklessly post false or defamatory information about a person or organization. Staff members are reminded that material distributed over the Internet is "public" to a degree no other school publication or utterance is. As such, any remark may be seen by literally millions of people and harmful and false statements will be viewed in that light.
 2. Staff members shall not use the Education Technology to transmit material that is threatening, obscene, disruptive, or sexually explicit or that can be construed as harassment or disparagement of others based upon their race, national origin, sex, sexual orientation or transgender identity, age, disability, religion or political beliefs. Sending, sharing, viewing or possessing pictures, text messages, e-mails or other materials of a sexual nature (i.e., sexting) in electronic or any other form, including the contents of a personal communication device or other electronic equipment, is grounds for discipline, up to and including termination. Such actions will be reported to local law enforcement and child services as required by law.

- E. Transmission of any material in violation of any State or Federal law or regulation, or Board policy is prohibited.
- F. Any use of the Ed-Tech for commercial purposes, advertising, or political lobbying is prohibited.
- G. Staff members are expected to abide by the following generally accepted rules of online etiquette:
1. Be polite, courteous, and respectful in your messages to others. Use language appropriate to school situations in any communications made through the Board's Education Technology. Refrain from using obscene, profane, vulgar, sexually explicit, defamatory, or abusive language in your messages.
 2. Do not engage in personal attacks, including prejudicial or discriminatory attacks.
 3. Do not harass another person. Harassment is persistently acting in a manner that distresses or annoys another person. If a staff member is told by a person to stop sending him/her messages, the staff member must stop.
 4. Do not post information that, if acted upon, could cause damage or danger of disruption.
 5. Never reveal names, addresses, phone numbers, or passwords of students while communicating on the Education Technology, unless there is prior written parental approval or it is otherwise permitted by Federal and/or State law.
 6. Check e-mail, at least daily per employee handbooks. Nothing herein alters the staff member's responsibility to preserve e-mail and other electronically stored information that constitutes a public record, student education record and/or a record subject to a Litigation Hold.
- H. Use of the Education Technology to access, process, distribute, display, or print child pornography and other material which is obscene, objectionable, inappropriate or harmful to minors are prohibited. For example, the following material is prohibited: material that appeals to a prurient interest in nudity, sex, and excretion; material that depicts, describes, or represents in a patently offensive way with respect to what is suitable for minors an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals, and material that lacks serious literary, artistic, political, or scientific value as to minors. Offensive messages and pictures, inappropriate text files, or files dangerous to the integrity of the Board's computers/network (e.g., viruses) are also prohibited.

To ensure that the Board's computer resources are not used for inappropriate purposes and consistent with the Children's Internet Protection Act, the Board has implemented technology protection measures on all computers with Internet access that protect against access to visual depictions that are obscene, child pornography, and/or harmful to minors. These measures are operating at all times, and enable the Board to monitor and protect against access to the aforementioned visual depictions. We have additional and extensive systems and security mechanisms in place to ensure the security, integrity, and appropriateness of the data on our networks. We also rely on and respect each family's right to decide whether to allow their children access to the Internet.

- I. Malicious use of the Board's Education Technology to develop programs that harass other users or infiltrate a computer/laptop/tablet or computer system and/or damage the software components of a computer or computing system is prohibited. Staff members may not engage in vandalism or use the Ed-Tech in such a way that would disrupt its use by others. Vandalism is defined as any malicious or intentional attempt to harm, steal or destroy data of another user, school networks, or technology hardware. This includes but is not limited to uploading or creation of computer viruses, installing unapproved software, changing equipment configurations, deliberately destroying or stealing hardware and its components, or seeking to circumvent or bypass Network security and/or the Board's technology protection measures. Staff members may not use the Board's Ed-Tech in such a way that would disrupt their use by others. Staff members should refrain from intentionally wasting limited resources.
- J. All communications and information accessible online should be assumed to be private property (i.e., copyrighted and/or trademarked). All copyright issues regarding software, information, and attributions of authorship must be respected.
- K. Downloading of information onto school-owned equipment or contracted online education services is prohibited, without prior approval from Technology Director. If a staff member transfers files from information services and electronic bulletin board services, the staff member must check the file with a virus-detection program before opening the file for use. Only public domain software may be downloaded. If a staff member transfers a file or software program that infects the District's Ed-Tech with a virus and causes damage, the staff member will be liable for any and all repair costs to make the Education Technology once again fully operational.
- L. Staff members have no right or expectation to privacy when using the Education Technology. The District reserves the right to access and inspect any facet of the Ed-Tech, including, but not limited to, computers, laptops, tablets, personal communication devices, networks or Internet connections or online education services, e-mail or other messaging or communication systems or any other electronic media within its technology systems or that otherwise constitutes its property and any data, information, e-mail, communication, transmission, upload, download, message or material of any nature or medium that may be contained therein. A staff member's use of the Ed-Tech constitutes his/her waiver of any right to privacy in anything s/he creates, stores, sends, transmits, uploads, downloads or receives on or through the Ed-Tech and related storage medium and equipment. Routine maintenance and monitoring, utilizing both technical monitoring systems and staff monitoring, may lead to a discovery that a

staff member has violated Board policy and/or the law. An individual search will be conducted if there is reasonable suspicion that a staff member has violated Board policy and/or law, or if requested by local, State or Federal law enforcement officials. Staff is reminded that their communication is subject to Wisconsin's public records laws and FERPA (See Policy 8330). The use of passwords does not guarantee confidentiality, and the Board retains the right to access information in spite of a password.

- M. Use of the Internet and any information procured from the Internet is at the staff member's own risk. The Board is not responsible for any damage a user suffers, including loss of data resulting from delays, non-deliveries, misdeliveries, or service interruptions. The Board is not responsible for the accuracy or quality of information obtained through its services. Information (including text, graphics, audio, video, etc.) from Internet sources used in class should be cited the same as references to printed materials. The Board is not responsible for financial obligations arising through the unauthorized use of the Ed-Tech. Staff members will indemnify and hold the Board harmless from any losses sustained as the result of misuse of the Ed-Tech by the staff member.
- N. Disclosure, use and/or dissemination of personally identifiable information of minors via the Internet is prohibited, except as expressly authorized by the minor student's parent on the "Student Education Technology Acceptable Use and Safety Agreement Form."
- O. Proprietary rights in the design of websites hosted on the Board-owned District-affiliated or leased servers remains at all times with the Board without prior written authorization.

Staff members are required to limit student exposure to commercial advertising and product promotion when developing the District or classroom websites or giving other assignments that utilize the Internet. Under all circumstances, staff members must comply with COPPA.

Staff members are reminded that personally identifiable student information is confidential and may not be disclosed without prior written parental permission.

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Legal 943.70, Wis. Stat.
 947.0125, Wis. Stat.
 Family Educational Rights and Privacy Act of 1974, as amended
 H.R. 4577, P.L. 106-554, Children's Internet Protection Act of 2000
 47 U.S.C. 254(h), (1), Communications Act of 1934, as amended
 20 U.S.C. 6801 et seq., Part F, Elementary and Secondary Education Act of 1965, as amended
 18 U.S.C. 2256
 18 U.S.C. 1460
 18 U.S.C. 2246

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Book	Policy Manual
Section	8000 Operations
Title	Copy of PEDICULOSIS (HEAD LICE)
Code	po8451
Status	Proposed to Policy & Human Resources Committee
Adopted	November 21, 2016

8451 - PEDICULOSIS (HEAD LICE)

Head lice is a universal problem and is particularly prevalent among elementary school-age children. Control of lice infestation is best handled by adequate treatment of the infested person and his/her immediate household and other close personal contacts.

Communication from the school to parents directly and through parent and classroom education to the students will help increase the awareness for both parents and child. Parents need to continually observe their child for this potential problem and treat adequately and appropriately as necessary.

If a child in the District is found to have lice, the child's parent will be contacted to have the child treated and to pick him/her up at the end of the school day~~immediately~~. After treatment and upon returning to school, the child will be examined by the school health staff or principal. ~~The District practices a policy of "no live lice" or no nits as a criteria for return to school.~~ The District practices a policy of (X) "no live lice" -no nits [end-of-options] as a criteria for return to school.~~.)~~

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Book AG 1st Draft Clean
Section 8000 Operations
Title VOLUNTEERS
Code ag8120
Status Proposed to Policy & Human Resources Committee

8120 - VOLUNTEERS

~~[NOTE: This guideline is appropriate for those Districts choosing background checks for volunteers in Policy 8120.]~~

While the District acknowledges the importance of volunteerism in its school, serving as a volunteer in the District is a privilege. The District shall conduct background checks on all persons who request to serve as a volunteer with the District. Background checks will be conducted through appropriate State agencies or other applicable means. The results of the background checks will be reviewed by the **(X) District Administrator** ~~()~~ _____.

The **(X) District Administrator** ~~()~~ _____ shall have sole discretion to determine whether information obtained through the background check process disqualifies an individual from serving as a volunteer within the District, or may place restrictions on the type of volunteer service the individual may provide.

[X] No individual that has been convicted of any crime involving children may serve as a volunteer in the District.

Parents of students enrolled in the District shall be subject to the same requirements to qualify as volunteers; however, parents deemed not qualified to serve as volunteers will not be prevented from otherwise actively participating in their children's education. The ~~()~~ **District Administrator** **(X) Building Principal** _____ shall meet with the affected parents to discuss their scope of participation in the programs and events of the District.

Unpaid volunteer aides may be used throughout the school system for:

- A. **(X)** one (1) day resource service projects such as a lecture, a demonstration, or assistance on a field trip;
- B. **(X)** short term resource service projects ~~not exceeding a _____ day period;~~
- C. **(X)** continuing service projects extending over long periods or for the entire school year such as library aides, teacher aides, and office aides;
- D. **(X)** S.T.E.P. Program _____ **[other]**.

Procedures to be Followed

- A. ~~() Volunteers for one (1) day and short term resource service projects may be contacted and scheduled by the individual school or department desiring the service without involving the District Office in the arrangements and without any special conditions.~~
- B. ~~() Volunteers for continuing projects are required to complete Form 8120-F1.~~
- C. **(X)** Volunteers will be required to submit to a criminal history background check in accordance with the procedures in AG 4121.
- D. **(X)** All volunteers shall be under the direct supervision of the school or department administrator and/or the teacher to whom they are assigned. They may not be used in an administrative or supervisory capacity.
- E. ~~(X)~~ Volunteer aides may not be used to replace paid employees.



Book AG 1st Draft Clean
Section 8000 Operations
Title SCHOOL DAY
Code ag8220
Status Proposed to Policy & Human Resources Committee

8220 - **SCHOOL DAY**

A. Opening Exercises

1. Each school day and special program ~~(shall) (may)~~ begin with the Pledge of Allegiance to the Flag.
2. Only those students who have conscientious scruples against such a pledge or salute, or are children of accredited representatives of foreign governments to whom the United States extends diplomatic immunity will be excused from repeating the Pledge of Allegiance. Such students should show respect by remaining silent.
3. If a student or teacher is in the hall or office during the Pledge of Allegiance, s/he must stand and remain silent
4. Religious readings or exercises shall not be a part of opening, closing, or any other exercise for any school day.

B. Announcements

Principals may allow notices of general interest to be broadcast over the school loudspeaker at designated times in accordance with the following rules:

1. ~~(-) No announcement shall be read which has not been approved and initialed by the principal.~~
2. Announcements may be made for the following:
 - a. any school-sponsored activity;
 - b. organizations using District facilities for student activities;
 - c. nonreligious, noncommercial, nonpolitical community groups.
 - d. Notices which constitute advertising are not allowed.
 - e. No announcements, other than emergencies, are to be made during any class period.
 - f. ~~(-)~~ _____

C. Flag Display

1. The American Flag ~~(-) and the Wisconsin State Flag (is) (are)~~ to be flown at all schools on days when schools are in session.
2. The school custodian is responsible for raising and lowering the ~~(flag) (flags)~~ and for maintaining ~~(it) (them)~~ in proper condition.
3. The ~~(flag) (flags) (is) (are)~~ flown at half-staff on order of the President or the Governor. ~~(It) (They)~~ may not be flown at half- staff as a form of political or other dissent.

D. School Assemblies

The principal is responsible for the scheduling and operation of all assemblies in his/her building. Each assembly should be directly related to accomplishing one or more of the District's goals for students and should interfere as little as possible with the academic program.

E. School Closings

Whenever a school is closed due to a calamity such as hazardous weather, utility failure, and the like, all school-sponsored activities are to be considered canceled until further notice or the resumption of school. ~~No consideration shall be given to resuming an activity for students at the _____ level(s).~~

1. Staff, students, and/or parents can be notified effectively and without unbudgeted costs about the necessary details related to attendance requirements, location, schedule, and conduct of the activity.
2. The staff needed to conduct the activity properly is available and there are no unscheduled or unapproved costs to the District.
3. Students have been informed that their participation is not required and they will not be penalized for nonparticipation.
4. Any necessary transportation is readily available and the road conditions have been deemed to be safe ~~by the local police, sheriff's department, or the State police.~~

F. ~~At the _____ level(s), if conditions improve later in the day, the _____ will be responsible for recommending to the District Administrator which, if any, school sponsored activities may take place. The determination is to be made using the following criteria:~~

~~If the activity has been scheduled to take place at a nondistrict location, particularly at another school district, the _____ should determine whether or not the activity is still scheduled and the weather and other conditions between the District and the location and at the location.~~

~~If the activity is to take place within the District, it can be scheduled providing the above criteria have been met. However, regardless of the location of the activity, the _____ should have determined how many of the District's students who would normally participate will not be participating and what will be the effect of their absence.~~

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Book AG 1st Draft Clean
Section 8000 Operations
Title PUBLIC RECORDS
Code ag8310A
Status Proposed to Policy & Human Resources Committee

8310A - PUBLIC RECORDS

The District shall allow persons to have access to public records of the District in accordance with this guideline, which is intended to conform with the Wisconsin Public Records Law. To the extent that this guideline is ambiguous or conflicts with applicable law, the law shall govern.

District Records Officer

The District Administrator, or in his/her absence, the Business Manager, are designated as the District Records Officer ("DRO") and shall be the legal custodians of records for the District. The DRO shall safely keep and preserve the public records of the District and shall have the authority to render decisions and carry out duties related to those public records. The DRO may deny access to records only in accordance with the law. The DRO is authorized and encouraged to consult with the District's legal counsel to determine whether to deny access to a records request in whole or in part.

Requests for Public Records

Public records of the District will be made available for inspection at the District office during normal, regular business hours upon request. No original public records of the District shall be removed from the possession of the DRO. The DRO shall be responsible for administering the District's Public Records Policy including, but not limited to, designating where, when and how the public records of the District may be inspected and copied.

Requests for records of the District may be submitted orally or in writing to the DRO. It is not necessary that any person requesting access to the public records of the District identify himself/herself in order to obtain a record, nor need any person requesting access to the public records of the District state any reason for his/her request.

Any request for a public record must reasonably describe the record or information sought. If the DRO cannot reasonably determine what records or information are being requested, the request shall be denied and the reason for the denial shall be stated. Any denial of a written request must be in writing and any denial of an oral request may be given orally or in writing.

General Procedures for Release, Inspection and/or Reproduction of Public Records

The DRO will respond to a public records request as soon as practicable and without delay. If a written request is denied, it will be denied in writing and contain a statement of all of the reasons for denying the request. The denial must also notify the requester of his/her right to have the determination reviewed by mandamus or upon application to the attorney general or a district attorney.

If any records of the District are requested that are necessary for the day-to-day operation of the District, then the DRO may arrange for the records to be inspected after normal working hours.

If the DRO determines that portions of any records requested contain information that should not be released, the custodian will redact portions or remove material not to be released and thereafter release the balance of the document. The DRO shall inform the requestor of the nature of the material or portions withheld and the authority under which access has been denied.

The DRO will refer any requests for electronically stored records of the District to the individual in charge of the equipment involved to determine the estimated cost to locate the requested records and to reproduce them to fulfill the request.

Time and Location to Review Records

Public records may be inspected, copied, and/or abstracted at the District Office's office during the following established District Office hours: 8:30 a.m. to 4:30 p.m.

Step-by-Step Procedure for Review and Release of Personnel Records

A. Step 1

Determine that Request is For a "Record" that the District maintains.

"Record" means any material on which written, drawn, printed, spoken, visual or electromagnetic information is recorded or preserved, regardless of physical form or characteristics, which has been created or is being kept by an authority.

"Record" does not include the following:

1. Drafts, notes, preliminary computations and like materials prepared for the originator's personal use or prepared by the originator or in the name of a person for whom the originator is working;
2. Materials which are purely the personal property of the custodian and have no relation to his/her office;
3. Materials to which access is limited by copyright, patent, or bequest;
4. Published materials that are available for sale or which are available for inspection at a public library.

The District need not create a record that does not exist, such as a compilation of data or statistics that the District has not compiled but for which the raw data is in the possession of the District. If no record exists, then the DRO shall inform the requestor. **STOP.**

If the request relates to a "record" of the District that it is in possession of, the DRO must continue to Step 2.

B. Step 2

Determine if the "Record" is exempt from disclosure under any applicable statutory basis. Such basis include:

1. Student records; Refer to Policy 8330;
2. Privileged communications, such as communications to District personnel from District legal counsel;
3. Identities for applicants of certain positions that are not final candidates;
4. Certain employee personnel records;
5. Personal financial identifying information;
6. Purely personal content of employee e-mail communications;
7. Any record exempt from disclosure under any provision of Wisconsin or Federal law.

Upon receipt of a public records request for employee personnel records, determine whether the personnel records being sought are of an "employee" or of someone in a "local public office".

"Employee" means any individual who is employed by the District, other than an individual holding local public office or any individual who is employed by an employer other than an authority.

"Local public office" has the meaning given in s. 19.42 (7w), and also includes any appointive office or position of a local governmental unit in which an individual serves as the head of a department, agency, or division of the local governmental unit, but does not include any office or position filled by a municipal employee, as defined in s. 111.70(1)(i).

Option 1: If the request is for personnel records regarding an "employee", skip to **Step 6**.

Option 2: If the request is for personnel records regarding someone in "**local public office**", go to **Step 3**.

~~**Option 3:** If the request is not statutorily exempt from disclosure and does not relate to employee personnel records, the DRO shall determine whether release of the records would result in harm to the public interest that outweighs the legislative policy recognizing the public interest in being informed about the affairs of government. If not, the records shall be released, if yes, then the request shall be denied.~~

C. Step 3

Determine if the request is for a local public official's personnel records that may not be released either in whole or in part.

Records of a person in local public office that may not be released in whole are those that contain information maintained,

prepared, or provided by the school district concerning:

1. Home address;
2. Home electronic mail address;
3. Home telephone number;
4. Social security number;
5. Content of purely personal email communications that are not part of an investigatory file;
6. Genetic information.

This does not apply if the individual authorizes the authority to provide access to such information.

This does not apply to the home address of an individual who holds an elective public office or to the home address of an individual who, as a condition of employment, is required to reside in a specified location.

Option 1- If the requested records are not precluded from release, go to **Step 4**.

Option 2- If the records are precluded from release, deny the request in writing citing reasons for denial and following denial process. **STOP-**

D. Step 4

Conduct the balancing test for local public official personnel records requested.

Conduct a balancing test to determine if release of the records would result in harm to the public interest such that it outweighs the legislative policy recognizing the public interest in being informed about the affairs of government.

Also, determine if there are statutory or common law reasons to deny access to the requested records. If so, the DRO may deny the request in accordance with the requirements of the Public Records Law by stating every statutory and/or common law principle upon which the decision is based.

Option 1- If the DRO decision is to release the requested records, go to **Step 5**.

Option 2- If the DRO decision is not to release the requested records, deny the request in writing citing reasons for denial and following denial process. **STOP-**

E. Step 5

Notification of local public official of impending release.

Provide the local public official with notice that satisfies the requirements of the Public Records law within three (3) business days of the decision to release. The notice must be either personally served (document this) or sent certified mail with a return receipt requested (to confirm date of receipt).

Upon receipt of the notification, the local public office holder has five (5) business days to "augment the record to be released with written comments and documentation selected by the record subject."

Five (5) business days after receipt of the notice by the local public official, release the records in accordance with the public records process, including any augmented records such as comments or documentation by the local public official. If any portion of the record is exempt from disclosure the DRO must perform the necessary redactions. **This completes the process for release of records regarding local public office holders.**

F. Step 6

Determine if the request is for employee records that may not be released.

Records of an employee that may not be released are the following:

1. Information maintained, prepared, or provided by the District concerning:
 - a. Home address

- b. Home electronic mail address
- c. Home telephone number
- d. Social security number of an employee
- e. Genetic information

(Note: This does not apply if the employee authorizes the District to provide access to such information.)

2. Information relating to the current investigation of a possible criminal offense or possible misconduct connected with employment by an employee prior to disposition of the investigation.
3. Information pertaining to an employee's employment examination, except an examination score if access to that score is not otherwise prohibited.
4. Information relating to one or more specific employees that is used by an authority or by the employer of the employees for:
 - a. Staff management planning, including performance evaluation, judgments, or recommendations concerning future salary adjustments or other wage treatments;
 - b. Management bonus plans;
 - c. Promotions;
 - d. Job assignments;
 - e. Letters of reference, or other comments of reference, or other comments or ratings relating to employees.
5. Content of purely personal e-mail communications that are not part of an investigatory file.

Option 1: If the requested records are not precluded from release, go to **Step 7**.

Option 2: If the records are precluded from release, deny the request in writing citing reasons for denial and following denial process. **STOP.**

G. Step 7

Conduct the balancing test for employee personnel records requested.

Conduct a balancing test to determine if release of the records would result in harm to the public interest that outweighs the legislative policy recognizing the public interest in being informed about the affairs of government.

Option 1: If the DRO decision is to release the requested records go to **Step 8**.

Option 2: If the DRO decision is not to release the requested records, deny the request in writing citing reasons for denial and following denial process. **STOP.**

H. Step 8

Determine if the subject of the records is entitled to notice regarding the request. The DRO must provide notice to the subject if the request calls for the release of the following documents:

1. A record containing information relating to an employee that is created or kept by the authority and that is the result of an investigation into a disciplinary matter involving the employee or possible employment-related violation by the employee of a statute, ordinance, rule, regulation, or policy of the employee's employer.
2. A record obtained by the authority through a subpoena or search warrant.
3. A record prepared by an employer other than an authority, if that record contains information relating to an employee of that employer, unless the employee authorizes the authority to provide access to that information.

This does not apply to a school district who provides access to a record pertaining to an employee to the employee who is the subject of the record or to his/her representative to the extent required under Sec. 103.13 Wis. Stats. or to a recognized or certified collective bargaining representative to the extent required to fulfill a duty to bargain or pursuant to a collective bargaining agreement under Ch. 111.

This does not apply to releases to the Equal Rights Division or the Personnel Commission for discrimination claim investigation

purposes.

Option 1: If the DRO determines that the requested records do not fall into one (1) of the categories above, no notice to the employee is required. The records may be released in accordance with the normal public records process. ~~STOP.~~

Option 2: If the DRO determines that the requested records do fall into one (1) of the categories above, go to **Step 9.**

I. Step 9

Notice to employees that are the subject of a records request.

Provide the employee with a notice that satisfies the requirements of the Public Records law within three (3) business days of the decision to release. This notification must be either personally served (document this) or sent certified mail with a return receipt requested (to confirm date of receipt).

Twelve (12) business days after sending of the notice to the employee, the District may release the records in accordance with the normal public records process, UNLESS the employee provided the District with written notification within five (5) business days of receipt of the notice of his/her intent to seek a court order restraining the District from releasing the record. If the employee provides the District with timely written notice, the DRO should not release the records. In addition, records may not be released during pendency of any legal action, including any appeals.

The employee has ten (10) business days after receipt of the notice to commence legal action seeking a court order restraining the District from releasing the records.

Fees and Costs

Individuals may receive a reproduction of a public record of the District. Individuals will be informed in advance of the fees and costs of locating and reproducing public records. Fees and costs for responding to a public record request shall be as follows:

A. Costs of Locating Documents

There will be no fee imposed upon any person who requests a record if the costs of locating that record does not exceed \$50.00.

Some of the records of the District are in off-site storage, archived, not on- line on the District's computer or otherwise not immediately available. In those cases where it appears that the costs of locating a record will exceed \$50.00, the legal custodian will seek the prior written approval of the requestor before proceeding. In addition, the custodian will endeavor, but will not be required to provide an estimate of the total anticipated costs for locating the record.

The District will determine the costs of locating a record by using the hourly rate of employees involved in attempting to locate the record. The DRO shall determine this charge based upon the employee's salary and fringe benefits. The requester shall be charged for each quarter-hour of time or portion thereof.

B. Reproduction Expenses

1. Costs of reproducing records where equipment is available:

a. The per page costs for reproduction as established per the district's copier lease will be \$_____.

b. The actual costs to the District or the tapes or other medium used for reproduction shall also be paid by the person making the request.

2. Costs of reproducing where equipment is not available within the District.

3. If equipment necessary for any reproduction is not available within the District, then the District will rent whatever equipment is necessary to perform the function and will require the person to make payment in advance before proceeding.

4. The actual cost to the District of the equipment used for reproduction shall be paid by the person making the request.

C. Disputes

The DRO shall report any disputes that arise under this fee schedule to the Board.

D. Payment of Fees

1. The DRO may require the payment of fees and costs provided herein in advance if the total estimated cost exceeds \$50.00. In any case in which payment is required, the District will maintain a record of actual expenses incurred in

fulfilling the request, including staff time, reproduction costs, or other expenses described herein. If advance payment is made based on an estimated cost, the District will either invoice the requestor for the balance due based on actual cost or refund any overpayment.

2. The DRO may, in his/her sole discretion, elect to waive the imposition of the costs provided for herein.

Notice

The District will display in a prominent location in each school building and office a Public Records Notice conforming to the Public Records Law.

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19.21, et seq., Wis. Stat.

29 C.F.R. Part 1635

42 U.S.C. 2000ff et seq., The Genetic Information Nondiscrimination Act

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Book AG 1st Draft Clean
Section 8000 Operations
Title LITIGATION HOLD PROCEDURE
Code ag8315
Status Proposed to Policy & Human Resources Committee

8315 - LITIGATION HOLD PROCEDURE

Any Board member or employee who receives specific information and/or written notification regarding one of the following instances shall immediately provide that information and/or written notification to the District Administrator:

- A. An individual, parent or student intends to appeal a student discipline to State court;
- B. Litigation is imminent even though the litigation has not yet been filed in Federal or State court;
- C. The Board is served with litigation, including, but not limited to, notice of a lawsuit in Federal or State court, or notice of a student disciplinary appeal to State court;
- D. An employee, labor union or other person intends to file a claim against the Board, its member, employees or agents at an administrative agency such as the Equal Employment Opportunity Commission, Wisconsin Employment Relations Commission, U.S. Department of Education Office for Civil Rights, State Personnel Board of Review, or a Civil Service Commission;
- E. An administrative agency, such as the Equal Employment Opportunity Commission, Wisconsin Employment Relations Commission, U.S. Department of Education Office for Civil Rights, State Personnel Board of Review, or a Civil Service Commission, intends to investigate a claim against the Board, its members, employees or agents;
- F. A third party requests that a Board member or employee maintain information that could be at issue in litigation or potential litigation against that third party;
- G. The District Administrator recommends the termination of an employee to the Board pursuant to a labor contract;
- H. The Board is exploring, contemplating or initiating litigation.

Upon receipt, the District Administrator shall review the specific information and/or written notification to determine whether Policy 8315 - Information Management - applies. If it does, the District Administrator shall initiate a Litigation Hold applicable to all relevant information. The District Administrator also will (**X**) **notify the Board** (~~- direct the Board's legal counsel to notify the Board of the scope of and reason for implementation of the Litigation Hold.~~

To initiate a "Litigation Hold," the District Administrator or designee shall immediately notify the School District Records Commission to suspend all records disposal procedures until the matter under the "Litigation Hold" is fully defined and information falling under the "Litigation Hold" identified. The notification to the School District Records Commission shall be documented.

A "Litigation Hold" is a procedure that identifies and preserves information relevant to a matter by identifying individuals in possession or custody of paper documents, electronically stored information ("ESI") and electronic media storing ESI, and informing them of their obligation to preserve such information outside the "Records Retention Schedule" in AG 8310A. Third parties with control or custody of paper documents, ESI or electronic media storing ESI also are notified of the "Litigation Hold" and requested to preserve that information until notified otherwise. All information covered by a "Litigation Hold" must be prospectively preserved and cannot be disposed of under the "Records Retention and Disposal" requirements of AG 8310E until the "Litigation Hold" is removed.

Definitions

"Information" includes all paper documents and ESI.

"Documents" includes, but is not limited to, writings, drawings, graphs, charts, photographs, blueprints, sound recordings, images and other data or data compilations stored in any medium from which information can be obtained or translated if necessary.

"ESI" includes, but is not limited to, writings, drawings, graphs, charts, photographs, blueprints, sound recordings, images and other data or data compilations stored in any electronic media from which information can be obtained or translated if necessary. It includes, but is not limited to, e-mails, e-mail attachments, instant messages, word processing files, spreadsheets, pictures, application program and data files, databases, data files, metadata, system files, electronic calendar appointments, scheduling program files, TIFF files, PDF files, MPG files, JPG files, GIF files, network share files, internal websites, external websites, newsgroups, directories, security and access information, legacy data, audio recordings, voice mails, phone logs, faxes, internet histories, caches, cookies or logs of activity on computer systems that may have been used to process or store electronic data.

"Electronic Media" includes, but is not limited to, hard drives (including portable hard disk drives "HDD's"), floppy drives, disaster recovery media, and storage media (including DVD's CD's, floppy discs, Zip discs/drives, Jazz discs/drives, USB memory drives, jump discs/drives, flash discs/drives, keychain discs/drives, thumb discs/drives, smart cards, micro-film, backup tapes, cassette tapes, cartridges, etc.), accessed, used and/or stored on/in/through the following locations: networks and servers; laptop and desktop work computers; home and personal computers; other computer systems; backup computers or servers; archives; personal digital assistants ("PDAs" – including Palm, Blackberry, cellular phone, tablet PC, etc.); pagers; firewalls; audit trails and logs, printers; copiers; scanners; digital cameras; photographic devices; or video cameras and devices. Electronic media shall also include any item containing or maintaining ESI that is obtained by the District for Board member or employee usage or that Board member or employee uses for such purpose (even if privately owned by the Board member or employee) from the date this policy is adopted into the future.

ESI Team

The District Administrator ~~(X-)~~ ~~may (-) will~~ utilize an Electronically Stored Information Team ("ESI Team") to implement a "Litigation Hold." The ESI Team shall be responsible for recommending to the District Administrator actions necessary to implement the "Litigation Hold" and for any other action(s) designated to it by the District Administrator. The ESI Team shall be comprised of the District Record Custodian, the primary District Information Technology administrator, a District Operations Administrator, and any other individual the District Administrator designates. If the District is utilizing an attorney to handle the matter that is the cause of the "Litigation Hold," the attorney will also be a member of the ESI Team or attend key ESI Team meetings as directed by the District Administrator. The ESI Team shall document any meetings held and recommended actions.

~~CHOOSE EITHER OPTION #1 OR OPTION #2~~

~~OPTION #1~~

~~Choose Option #1 if the Board elected "the District Administrator MAY utilize an ESI Team"~~

~~[X]~~ The District Administrator or designee, or the ESI Team (if the District Administrator determines to utilize one), will (a) define the matter under the "Litigation Hold"; (b) identify information falling under the "Litigation Hold"; (c) identify all individuals and third party entities who have custody of documents, ESI or electronic media containing ESI regarding the matter under the "Litigation Hold"; and (d) identify all individuals responsible for records disposal under AG 8310E – "Records Retention and Disposal". If the ESI Team completed the above actions, it will report the above information to the District Administrator. The District Administrator or designee will notify all identified individuals, third party entities and the School District Records Commission of the "Litigation Hold" and their responsibility to preserve all information regarding the "Litigation Hold" matter in their custody or control in a readily accessible form. After distribution of the "Litigation Hold" notifications, the ESI Team (if one is used) or the District Administrator or designee shall be responsible for regularly verifying that all documents, ESI and electronic media containing ESI regarding the "Litigation Hold" matter are properly preserved. The ESI Team (if one is used) or the District Administrator or designee will review the "Litigation Hold" as necessary, and at least on a quarterly basis, the District Administrator or designee will reissue the Litigation Hold notice to the affected individuals and third party entities to remind them of their ongoing duty to properly preserve all information covered by the "Litigation Hold." The District Administrator or designee, in conjunction with the ESI Team (if one is used), will document all steps taken to implement the "Litigation Hold."

~~{END OF OPTION #1}~~

~~OPTION #2~~

~~Choose Option #2 if the Board chose "the District Administrator WILL utilize an ESI Team"~~

~~[-]~~ The ESI Team will (a) define the matter under the "Litigation Hold"; (b) identify information falling under the "Litigation Hold"; (c) identify all individuals and third party entities who have custody of documents, ESI or electronic media containing ESI regarding the matter under the "Litigation Hold"; and (d) identify all individuals responsible for records disposal under AG 8310E – "Records Retention and Disposal". The ESI Team will report the above information to the District Administrator. The District Administrator or designee will notify all identified individuals, third party entities and the School District Records Commission of the "Litigation Hold" and their responsibility to preserve all information regarding the "Litigation Hold" matter in their custody or control in a readily accessible form. After distribution of the "Litigation Hold" notifications, the ESI Team shall be responsible for regularly verifying that all documents, ESI and electronic media containing ESI regarding the "Litigation Hold" matter are properly preserved. The ESI Team will review the "Litigation Hold" as necessary, and at least on a quarterly basis, the District Administrator or designee will reissue the "Litigation Hold" notice to affected individuals and third party entities to remind them of their ongoing duty to properly preserve all information covered by the "Litigation Hold". The ESI Team, in conjunction with the District Administrator or designee, will document all steps taken to implement the "Litigation Hold".

~~{END OF OPTION #2}~~

A "Litigation Hold" shall remain in place until removed by the Board. A "Litigation Hold" may be removed when the litigation or administrative agency matter has been resolved or can no longer be initiated. The District Administrator or designee shall notify the School District Records Commission and all individuals and third party entities notified of a "Litigation Hold" when the "Litigation Hold" for a matter is removed.

This administrative guideline, along with Policy 8315, shall be posted and distributed in a manner that places all Board members and employees on notice of their responsibilities under Policy 8315 - "Information Management" – and this administrative guideline.

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F.R.C.P. 34, 37(f)

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Section 8000 Operations
Title PERSONNEL RECORDS
Code ag8320
Status Proposed to Policy & Human Resources Committee

8320 - PERSONNEL RECORDS

Maintaining accurate personnel records is critical to effective human resource management and to the District satisfying its legal obligations. In addition, such records frequently contain confidential information that must be managed appropriately. Accordingly, the District has developed the following administrative guideline relating to personnel records.

Location and Maintenance – Personnel File, Payroll File, I-9 File, and Medical File

The District Records Officer (DRO) will maintain a personnel file, a payroll file, an I-9 file, and a medical file for each employee. The files will be maintained in separate, secure locations. Supervisors and other administrators should forward all personnel records, I-9 records, payroll records, and medical records to the DRO to ensure that they are properly filed and maintained. Supervisors and other administrators should not maintain files containing an employee's personnel records, payroll records, I-9 records, or medical records. Further, neither the Board nor any individual employed by the Board shall access an employee's personnel records except for legitimate business purposes. Any individual who reviews personnel records will sign and date a log, which shall be kept in a secure location.

Personnel File Records

An employee's personnel file will contain the following records (if applicable):

- A. Completed employment records
- B. Offer letter
- C. Acceptance letter
- D. Emergency contact information
- E. Written requests to review the personnel file
- F. Letters of commendation
- G. Academic or other achievement records
- H. Training records
- I. Records relating to final disciplinary actions (e.g., written warning for excessive absenteeism)
- J. Leave request forms and supporting documentation; provided, however, that all such documents should have all medical information removed
- K. Written requests to review the personnel file
- L. Grade transcript(s)
- M. Current name, address, and telephone number
- N. An accurate record of work experience

- O. Proof of fulfillment of requirements for change in salary classification
- P. Current information pertaining to certificates required by the State
- Q. Record of assignments
- R. Proof of discharge from military service
- S. Rate of compensation
- T. Completed evaluations
- U. Special awards or distinctions
- V. ~~Other~~ _____

Payroll File Records

An employee's payroll file will contain the following records (if applicable):

- A. W-4 forms
- B. Direct deposit authorization
- C. Consent to payroll deductions
- D. Beneficiary designation forms
- E. Retirement registration
- F. Life and disability insurance forms, without medical information
- G. Completed annuity forms
- H. ~~Other~~ _____

Medical File Records

An employee's medical file will contain the following records (if applicable):

- A. Medical records, notes, or other documents containing medical information including, but not limited to, records containing physical limitations.
- B. Medical records relating to leaves of absence for medical reasons, including, but not limited to, Family and Medical Leave Act leave and sick leave, (e.g., medical certification forms, requests for leave, and fitness for duty statements).
- C. Workers' compensation records and supporting documentation including, without limitation, physician notes relating to an employee's ability to return-to-work and an employee's physical limitations.
- D. All occupational exposure and medical records that the District is required to maintain under the Occupational Safety and Health Act.
- E. Requests to review the medical file.

I-9 File Records

The I-9 file will contain records required by the Immigration Reform and Control Act of 1986 including, but not limited to, the form I-9 and supporting documentation.

Other Personnel Records

The District will maintain the following personnel records (if applicable) in separate, secure files:

- A. Criminal conviction history requests and reports
- B. Employee assistance program records
- C. Employee relations complaints including, for example, discrimination complaints
- D. Investigative and deliberative records relating to employee relations matters

E. Privileged and confidential communications including, but not limited to, attorney-client communications

Third-Party Access to Personnel Records – Confidentiality

It is the District's policy to respect individual privacy and to maintain in confidence all information and records pertaining to employees to the extent practicable in keeping with the District's interest. Information in an employee's personnel file, medical file, I-9 file, and all other employment-related files will not be disclosed to any third party without an employee's written consent, except to meet the legitimate business needs of the District or as required by law (e.g., subpoena or public record request).

Access to Personnel Documents, Employee and Designated Representative

A. Covered Documents

Upon the written request of an employee or former employee (the "employee"), the District shall permit the employee to inspect any personnel documents which are used or which have been used in determining that employee's qualifications for employment, promotion, transfer, additional compensation, termination or other disciplinary action, and medical records. Provided, however, that the employee has no right to inspect the following:

1. Records relating to the investigation of possible criminal offenses committed by that employee
2. Letters of reference for that employee
3. Any portion of a test document, except that the employee may see a cumulative total test score for either a section of the test document or for the entire test document
4. Materials used by the District for staff management planning, including judgments or recommendations concerning future salary increases and other wage treatments, management bonus plans, promotions and job assignments, or other comments or ratings used for the District's planning purposes
5. Information of a personal nature about a person other than the employee if disclosure of the information would constitute a clearly unwarranted invasion of the other person's privacy
6. Records relevant to any other pending claim between the District and the employee which may be discovered in a judicial proceeding
7. Medical records that the District believes would have a detrimental effect on the employee

In this instance, the District may release the medical records to the employee's physician or through a physician designated by the employee, in which case the physician may release the medical records to the employee or to the employee's immediate family.

B. Request and Review Procedure

The District shall grant at least two (2) requests by an employee in a calendar year, ~~unless otherwise provided in a collective bargaining agreement,~~ to inspect the employee's records as provided in this guideline.

The District shall provide the employee with the opportunity to inspect the employee's records within seven (7) working days after the employee makes the request for inspection. The inspection shall take place at a location reasonably near the employee's place of employment and during normal working hours. If the inspection during normal working hours would require an employee to take time off from work, the District may provide some other reasonable time for the inspection. In any case, the District may allow the inspection to take place at a time other than working hours or at a place other than where the records are maintained if that time or place would be more convenient for the employee. The records will be reviewed in the presence of the DRO or a designee.

The employee shall not make any alterations or additions to the record nor remove any material from the record. A copy of the employee's request to review personnel records shall be filed in the employee's personnel file.

C. Designated Representative

An employee may designate a representative to inspect the employee's personnel records. The designation shall be in writing. The District shall allow such a designated representative to inspect that employee's personnel records in the same manner as the employee is permitted to inspect them under this guideline.

D. Copy Charges

~~(-) The District will charge employees who wish to copy or receive a copy of records at a reasonable fee for providing copies, which may not exceed the actual cost or reproduction.~~

(X) The District will not charge employees who wish to copy or receive a copy of records.

Personnel Record Correction

If an employee disagrees with any information contained in the personnel records, a removal or correction of that information may be mutually agreed upon by the District and employee. If an agreement cannot be reached, the employee may submit a written statement explaining the employee's position. The District shall attach the employee's statement to the disputed portion of the personnel record. The employee's statement shall be included whenever that disputed portion of the personnel record is released to a third party as long as the disputed record is a part of the file.

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Legal 103.13, Wis. Stats.
 The Americans with Disabilities Act of 1990

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Book AG 1st Draft Clean
Section 8000 Operations
Title RECEIPT OF LEGAL DOCUMENTS
Code ag8325
Status Proposed to Policy & Human Resources Committee

8325 - RECEIPT OF LEGAL DOCUMENTS

All legal documents, such as Notices of Claim, Information Subpoenas, Wage Attachments, or other documents served against the District, should be received and processed with extreme care and immediate attention. The manner in which legal documents are to be handled and processed is described below.

Legal documents shall be delivered to the District Administrator or designee and recorded.

District personnel receiving legal documents should note, in writing, the following information regarding delivery of the documents:

manner of delivery - in person, by certified mail, other

time and date of delivery

name of receiving party

other pertinent information regarding the delivery, such as condition

District personnel shall transmit all legal documents to the District Administrator.

The District Administrator shall forward copies of legal documents to the appropriate insurance or legal advisor.

Duplicates shall be filed in the District office.

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Book	AG 1st Draft Clean
Section	8000 Operations
Title	STUDENT RECORDS
Code	ag8330
Status	Proposed to Policy & Human Resources Committee

8330 - STUDENT RECORDS

Student records shall be maintained in accordance with Board of Education Policy 8330 and State/Federal laws and regulations.

The student record is the legal record for each student who is or has attended schools within the District. All information contained in the student record must be factual, verifiable, and of a constructive nature. The Board shall collect, maintain, and use only information necessary for legally mandated functions.

Education Records, as defined in 34 C.F.R. 99.3 (Family Educational Rights and Privacy Act), means those records, files, documents and other materials that are: 1) directly related to a student; and 2) maintained by Board or by a party acting for the Board. "Record" means any information recorded in any way, including, but not limited to: handwriting; print; computer media; tape; film; microfilm and microfiche.

Student "personally identifiable information" includes, but is not limited to: the student's name; the name of the student's parent(s) or other family members; the address of the student or student's family; a personal identifier, such as the student's social security number, student number, or biometric record; other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name; other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or information requested by a person who the District reasonably believes knows the identity of the student to whom the education record relates.

Definitions

- A. "Record" means any material on which written, drawn, printed, spoken, visual, or electromagnetic information is recorded or preserved, regardless of physical form or characteristics.
- B. "Student records" include all records relating to an individual student, regardless of format, other than: 1) notes or records maintained for personal use by teachers or other personnel required to hold certification by the Department, provided those notes or records are not available to others; 2) records necessary for and available only to persons involved in the psychological treatment of a student; and 3) law enforcement unit records. The District is required, however, to maintain the confidentiality of law enforcement unit records in the same manner as a law enforcement agency is required to treat the records of juveniles under Section 938.396(1) to (1x) and (5).
- C. "Progress records" are student records that include a statement of courses taken by the student, the student's grades, the student's immunization records, the student's attendance record, any lead screening records required under 254.162, Wis. Stats. and records of the student's extra-curricular activities.
- D. "Behavioral records" include student record other than progress records and directory data. Examples include: standardized achievement tests, psychological tests, personality evaluations, records of conversations, written statements relating specifically to an individual student's behavior, tests relating specifically to achievement or measurement of ability, student physical health records other than his/her immunization records, and law enforcement records.
- E. "Student physical health records" include basic health information about a student, including the student's immunization records, an emergency medical card, a log of first aid and medicine administered to the student, an athletic permit card, a record concerning the student's ability to participate in an education program, the results of any routine screening test such as for hearing, vision, or scoliosis, and any follow-up to such test, and any other basic health information as determined by the State Superintendent of Public Instruction.

F. "Law enforcement unit" means any individual, office, department, division, or other component of a School District that is authorized or designated by the school board to do any of the following:

1. Enforce any law or ordinance, or refer to the appropriate authorities a matter for enforcement of any law or ordinance, against any person other than the school district.
2. Maintain the physical security and safety of a public school.

G. "Law enforcement unit records" means records maintained by a law enforcement unit that were created by that law enforcement unit for the purpose of law enforcement.

H. "Court records" include those records received from a court clerk concerning a juvenile enrolled in the District who: 1) has had a petition filed with the court alleging that s/he has committed a delinquent act that would be a felony if committed by an adult; 2) has been adjudged delinquent; 3) has school attendance as a condition of his/her court dispositional order; or 4) has been found to have committed a delinquent act, at the request of or for the benefit of a criminal gang, that would be a felony if committed by an adult and has been adjudged delinquent on that basis.

I. "Student patient records" include all those records relating to a student's physical health except those included in the "student physical health records" definition above.

J. "Directory Information" includes those student records which identify a student's:

1. name;
2. ~~address;~~
3. ~~telephone number;~~
4. ~~date of and place of birth;~~
5. ~~major field of study;~~
6. participation in officially recognized activities and sports;
7. height and weight if a members of an athletic team;
8. ~~dates of attendance;~~
9. date of graduation;
10. photographs;
11. ~~name of school most recently previously attended; and~~
12. degrees or awards received.

~~[NOTE: Categories selected above must correspond to choices made in Policy 8330—Student Records.]~~

Directory information may also include a student ID number, user ID, or other unique personal identifier used by the student when accessing or communicating in a District's electronic systems, if, standing alone, it cannot be used to access student education records (i.e. a pin number, password, or other factor is also needed).

K. "Law enforcement officers' records" includes those records and other information obtained from a law enforcement agency relating to: 1) the use, possession, or distribution of alcohol or a controlled substance by a student enrolled in the District; 2) the illegal possession of a dangerous weapon by a child; 3) an act for which a District student was taken into custody based on the law enforcement officer's belief that the student violated or was violating certain specified laws; and 4) the act for which a juvenile enrolled in the District was adjudged delinquent. The law enforcement agency may provide such record information to the District on its own initiative or on the request of the District Administrator or designee, subject to the agency's official policy. Once the record information is received, the student named in the records and the parent of any minor student named in the records shall be notified on the information.

The term, Education Records, does not include:

A. Records of instructional, supervisory, and administrative personnel and educational personnel ancillary thereto that are:

1. Kept in the sole possession of the maker thereof; and

2. Used only as a personal memory aid; and
3. Not accessible or revealed to any other person except a temporary substitute for the maker of the record;

For the purpose of this definition, a "substitute" means an individual who performs on a temporary basis the duties of the individual who made the record, and does not refer to an individual who permanently succeeds the maker of the record in his/her position.

B. Records maintained by a law enforcement unit (e.g., School Resource Officer) of the School District that were created by that law enforcement unit for the purpose of law enforcement;

C. Records relating to an individual who is employed by the Board, that:

1. Are made and maintained in the normal course of business;
2. Relate exclusively to the individual in that individual's capacity as an employee; and
3. Are not available for use for any other purpose;

Records, however, relating to an individual at the District who is employed as a result of his/her status as a student are education records.

D. Records on a student who is eighteen (18) years of age or older, that are:

1. Made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his/her professional capacity, or assisting in a paraprofessional capacity; and
2. Made, maintained, or used only in connection with treatment of the student; and
3. Disclosed only to individuals providing the treatment (except, that the records can be personally reviewed by a physician or other appropriate professional of the student's choice). For the purpose of this definition, "treatment" does not include remedial educational activities or activities that are part of the program of instruction at the educational agency or institution;

E. Records created or received by the Board after an individual is no longer a student in attendance and that are not directly related to the individual's attendance as a student (e.g. information pertaining to the accomplishments of alumni);

F. Grades on peer-graded papers before they are collected and recorded by a teacher.

The District maintains or may establish video surveillance for security reasons at various areas around its facilities and on its buses. Video recordings that show students may constitute a student record, under certain circumstances. This is generally where the record is maintained to document student conduct or misconduct, unless it is maintained for law enforcement purposes as described above. Generally video taken of athletic events or other student performances that are open to the public will not be considered student records. The District Administrator or designee will determine whether the video constitutes a student record prior to the release of any video surveillance containing students, other than to authorized individuals.

The student's school record shall contain the following information that shall be retained permanently or for one hundred years:

- A. Name, address and telephone listing of parent (~~see Form 8330 F1~~)
- B. Enrollment data to include validated birth record, proof of residency, immunization records, and social security number or computer number
- C. Attendance records
- D. Grades and/or transcripts
- E. Standardized and/or mandated achievement test data, including proficiency/achievement test records that include the date each student meets the proficient level for the test administered; and
- F. Date of graduation and/or transfer or withdrawal

The student's education records shall contain, if applicable to the individual, the following information, to be retained for a period not less than two (2) years beyond the date of high school graduation:

- A. Health and medical information; emergency medical authorization forms may be destroyed upon the annual receipt of the forms as required by law;

- B. Court order on parental rights and responsibilities and/or custodial or guardianship arrangements, including any court orders regulating access of a parent to school records;
- C. Awards and recognitions;
- D. Information and/or data relevant to the identification, evaluation and/or placement of students in accordance with the Individuals with Disabilities Education Act, Section 504 of the 1973 Rehabilitation Act or other applicable State laws and regulations;
- E. Reports and such other confidential information generated by professionals or agencies outside the District relevant to the student's educational program;
- F. Such other verifiable, factual and relevant information to be used in making decisions regarding the student's educational program, including disciplinary records

Disciplinary records are not to be removed from the permanent record when the student leaves the school.

- G. Disciplinary records including any suspension and expulsion action must be included in records transferred to a receiving school

Responsibility

The Custodian of Records (COR) shall be the principal who may delegate certain responsibilities to the school secretary. The COR is responsible for maintaining the confidentiality of directory information, if the parents or eligible student have so requested, and other personally identifiable information in the education records. The COR is responsible for the implementation of this Board's policies and procedures regarding confidentiality, including informing all personnel in this District who collect, maintain, use, or otherwise have access to student records of this Board's policies and procedures on confidentiality.

The District's Records Officer (DRO) shall prepare an annual notice to parents/eligible students that informs them of their rights to ~~(see Form 8330-F9)~~:

- A. Inspect and review the student's education records;
- B. Request an amendment to the records if the parent or eligible student believes the information to be inaccurate, misleading, or otherwise in violation of the student's privacy rights;
- C. Limit the disclosure of personally-identifiable information defined as directory information within Policy 8330 or to such other disclosures not required by law;
- D. Request a hearing if the Board refuses to amend records believed by the parent or eligible student to be misleading or inaccurate and to file a complaint with the United States Department of Education if the parent/eligible student is dissatisfied with the results of the hearing;
- E. Obtain a copy of the Board's policy on student records.

The notice may be in the form of a section of the local newspaper, District's newsletter, and/or the student handbooks ~~(see Form 8330-F9)~~.

Ongoing Maintenance of Records

- A. Public Listing of Authorized Employees ~~(see Form 8330-F2)~~
 1. Each COR shall maintain a current listing of those employees and other persons, approved by the DRO, authorized to access personally-identifiable information housed at the location specified.
 2. Each COR shall post and maintain the listing for public inspection at his/her respective location.

B. Types and Location of Records

1. The DRO shall prepare a listing of the types and locations of records collected, maintained, or used by the District, and the name of the COR at each location.

The list shall be provided to parents/eligible students upon request.

2. Education records shall be stored in secured facilities and/or equipment, and shall be available only to those specified in policy or these guidelines. Reasonable and appropriate methods (including but not limited to physical and/or technological access controls) shall be utilized to control access to student records and to make certain that school officials obtain access to only those education records in which they have legitimate educational interest. The COR is directed to utilize reasonable methods to identify and authenticate the identity of parents, students, school officials and any other parties to whom the District discloses personally identifiable information from education records.

C. Consent to Disclose Information (~~see Form 8330-F4 and Form 8330-F8~~)

1. Whenever there is a request for a copy of information from a student's record, the COR shall obtain written and dated consent, prior to disclosure of records, from parents/eligible students, which includes:

- a. The records that may be disclosed;
- b. The purpose for which the disclosure may be made;
- c. The party or class of parties to whom the disclosure may be made;
- d. ~~W~~hether the parents/eligible students wish to have a copy of the records disclosed and/or, if the student is not an eligible student, whether the Board should provide that student with a copy of the disclosed record.

Signed permission should be obtained from eligible students prior to allowing their parents access to the records, provided the student is not considered a dependent under Section 152 of the Internal Revenue Code.

2. Prior consent will not be needed if:

- a. The disclosure is to school officials, including teachers, who have a legitimate educational interest (as defined by Board policy) in the information;

In order for a contractor, consultant, volunteer or other party to whom the Board has outsourced institutional services or functions to be considered a school official, the outside party must:

1. Perform an institutional service or function for which the Board would otherwise use employees;
2. Be under the direct control of the Board with respect to the use and maintenance of education records; and
3. Be subject to applicable provisions governing the use and re-disclosure of personally identifiable information from education records;

- b. The disclosure is to another school, School District, or postsecondary institution, as stated in Board policy;
- c. The disclosure is, subject to the conditions set forth in applicable Federal and/or State statutes and/or regulations, to authorized representatives of the Comptroller General of the United States, the Attorney General of the United States, the United States Secretary of Education, or State and local educational authorities;
- d. The disclosure is in connections with a student's application for or receipt of financial aid; (See section below entitled: "Disclosure for Student Financial Aid");
- e. The disclosure is to organizations conducting studies for, or on behalf of, educational agencies or institutions for the purpose of developing, validating, or administering predictive tests, administering student aid programs, or improving instruction;

Disclosures pursuant to this paragraph are limited to circumstances when the study is conducted in a manner that does not permit personal identification of parents and students by individuals other than representatives of the organization that have legitimate interests in the information; the information is destroyed when no longer needed for the purposes for which the study was conducted; and the Board enters into a written agreement with the organization that contains all the content required by applicable Federal regulations.

This written agreement will include: 1) specification of the purpose, scope, duration of the study, and the information to be disclosed; 2) a statement requiring the organization to use the personally identifiable information only to meet the purpose of the study; 3) a statement requiring the organization to prohibit personal identification of parents and students by anyone other than a representative of the organization with legitimate interests; and 4) a requirement that the organization destroy all personally identifiable information when it is no longer needed for the study, along with a specific time period in which the information must be destroyed.

- f. The disclosure is to authorized representatives of the Comptroller General, the Attorney General, the Secretary of Education, or State and local authorities, and is made for the purpose of conducting an audit or evaluation of a Federal or state supported education program, or to enforce or comply with Federal requirements relating to those programs;

A written agreement between the parties is also required under this exception. Mandatory elements of this written agreement include: 1) designation of the receiving entity as an authorized representative; 2) specification of the

information to be disclosed; 3) specification that the purpose of the disclosure is to carry out an audit or evaluation of a government supported educational program or to enforce or comply with the program's legal requirements; 4) a summary of the activity that includes a description of methodology and an explanation of why personally identifiable information is necessary to accomplish the activity; 5) a statement requiring the organization to destroy all personally identifiable information when it is no longer needed for the study, along with a specific time period in which the information must be destroyed; and 6) a statement of policies and procedures that will protect personally identifiable information from further disclosure or unauthorized use.

Pursuant to the audit exception, the District will use "reasonable methods" to verify that the authorized representative complies with FERPA regulations. Specifically, the District will verify, to the greatest extent practical, that the personally identifiable information is used only for the audit, evaluation or enforcement of a government-supported educational program. The District will also ascertain the legitimacy of the audit or evaluation and will only disclose the specific records that the authorized representative needs. Further, the District will require the authorized representative to use the records only for the specified purpose and not to disclose the information any further, such as for another audit or evaluation. Finally, the District will verify that the information is destroyed when no longer needed for the audit, evaluation or compliance activity.

- g. The disclosure is to accrediting organizations to carry out their accrediting functions;
- h. The disclosure is to parents of a dependent student, as defined in Section 152 of the Internal Revenue Code of 1986;
- i. The disclosure is to comply with a judicial order or lawfully issued subpoena;

Disclosures permitted by this paragraph may only occur after the Board makes a reasonable effort to notify the parent or eligible student of the order or subpoena, so the parent or eligible student may seek protective action, unless the disclosure is authorized by applicable Federal regulations. The Board need not notify the parent when the parent is a party to a court proceeding involving child abuse and neglect (as defined in Section 3 of the Child Abuse Prevention and Treatment Act) or dependency matters, and the order is issued in the context of that proceeding. Additionally, if the Board initiates legal action against a parent or student, the Board may disclose to the court, without a court order or subpoena, the student's education records that are relevant for the Board to proceed with the legal action as plaintiff. Likewise, if a parent or student initiates legal action against the Board, the Board may disclose to the court, without a court order or subpoena, the student's education records that are relevant for the Board to defend itself.

- j. The disclosure is in connection with an emergency; (See section below entitled: "Emergency Release");
- k. The disclosure is information the Board has designated as "directory information";
- l. The disclosure is to the parent of a student who is not an eligible student, or to the student;
- m. The disclosure concerns sex offenders and other individuals required to register under Section 170101 of the Violent Crime Control and Law Enforcement Act of 1994, and the information was provided to the Board pursuant to that law and its implementing regulations;
- n. The disclosure concerns the juvenile justice system and its ability to serve, prior to adjudication, the student whose records are released, providing the officials to whom the records are released certify, in writing, to the District that the information will not be released to a third party, except as provided by State law, without the prior written consent of the parents;
- o. The disclosure is to an agency caseworker or other representative of a state or local child welfare agency, or tribal organization as defined in Federal law, who has the right to access a student's case plan as determined by the agency or organization, when such agency or organization is legally responsible for the care and protection of the student provided the education records and personally identifiable information will not be unlawfully released to third parties;

The agency or organization may release the education records and personally identifiable information to an individual or entity engaged in addressing the student's education needs and authorized by the agency or organization to receive such disclosure and such disclosure is consistent with state or tribal laws applicable to protecting the confidentiality of a student's education records.

- p. The disclosure is authorized by other sections of Family Education Rights and Privacy Act (FERPA).
3. De-identified Records and Information – The District may release education records without prior consent if all personally identifiable information has been removed provided the administration (i.e., the DRO and COR) have made a reasonable determination that a student's identity is not personally identifiable, whether through single or multiple releases, and taking into account other reasonably available information.

4. No person shall release to a parent of a student who is not the custodial parent or any other person any information about the school to which the student has transferred or that would enable the parent who is not the custodial parent to locate the student if the school to which the student has transferred informs this District that the student is under the care of a shelter for victims of domestic violence.

Parents: Disclosure, Inspection, Review of Records

The COR shall permit parents/eligible students, upon request, to retrieve information from and to inspect and review, records that are maintained by the District that relate to the student's education. The following conditions shall apply:

- A. At times, agencies or individuals outside the District provide the District with information necessary and relevant to the student's education. Psychological or medical information should be provided to a parent in the presence of an appropriately-licensed professional who can properly explain the information. Such information may be provided to the District only with the written consent of the parent. Upon parental request the Board will notify the parent with the date and source of any record generated outside the District so that parents may access these records through the originator.
- B. If any education record includes information on more than one (1) student, the parents/eligible student shall have the right to review and inspect only the part of the record that relates to the student, or to be informed of that specific information.
- C. The request for access to records must be honored within a reasonable period, but in no case later than forty-five (45) calendar days from receipt of the request. Requests to inspect and review education records that are collected, maintained or used by the District with respect to students with disabilities must be honored without unnecessary delay, and before any meeting regarding an individualized educational program (IEP), hearing relating to the identification, evaluation, or placement of the student, or resolution session, and in no case more than forty-five (45) calendar days after the request was made.
- D. The parents/eligible students have a right to have their representative inspect and review the records upon submission of a signed and dated written consent that:
 1. Specifies the records that may be disclosed;
 2. States the purpose of disclosure;
 3. Identifies the party or class of parties to whom the disclosure may be made.
- E. The Board shall presume that either parent has the authority to disclose, inspect, and review the student's records unless a court order indicates otherwise or unless otherwise prohibited by law.

If the parents/eligible students request an opportunity to inspect and review records, a written request is necessary.

- F. The parents/eligible students are to complete the Board's Request for Information Form 8330 F5 prior to receiving copies of any record.

The COR shall arrange a mutually-agreeable time for the review with the parents/eligible students.

- G. Subject to the limitations within the law, policy, and/or guidelines, the COR shall provide parents/eligible students with copies of any information in the student's education records and shall respond to reasonable requests for explanation and interpretation of the records. Copies of the records shall be provided for the current cost of duplication unless that fee effectively prevents the parents/eligible students from exercising the right to inspect and review the records.
- H. If the parents/eligible students request disclosure of specific information by telephone, the COR shall not disclose requested information.
- I. The District shall not destroy any education record if there is an outstanding request to inspect and review the record.
- J. Parents/Eligible students who have provided the District with signed security and release documents may access the confidential attendance and academic record information about their student through the Internet. Neither the District nor its employees will be held responsible for any privacy violation by the parent/eligible student or any unauthorized party.

Confidentiality

- A. Access to Student Progress and Behavior Records - All student progress and behavioral records maintained by the School District shall be confidential with access limited to the conditions below:
 1. Upon request, an eligible student or the parent of a minor student shall be shown and provided with a copy of the student's progress records.
 2. Upon request, an eligible student or the parent of a minor student shall be shown the student's behavioral records in the presence of a person qualified to explain and interpret the records.

3. The judge of any court of Wisconsin or of the United States shall, upon request, be provided with a copy of all progress records of a student who is the subject of any proceeding in such court. The District shall make a reasonable effort to notify the parent or eligible student of the order in advance of compliance therewith, except as otherwise provided by law.
4. Student records shall be made available to school officials who have been determined by the Board to have legitimate educational interests, including safety interests, in such records. A "School Official" is a person employed by the District who is required by the Department of Public Instruction (DPI) to hold a license; a person who is employed by or working on behalf of the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and police-school liaison personnel); a person serving on the Board; a person or company with whom the District has contracted to perform a specific task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee such as a disciplinary or grievance committee, or assisting another school official in performing his/her tasks. A school official has a "legitimate educational interest" if the official needs to review a student record in order to fulfill his/her professional or District responsibility.
 - a. If law enforcement officers' record information obtained by the District relates to a District student, the information shall be disclosed only to those employees who are required by the DPI to hold a license and to other school officials who have been determined by the Board to have a legitimate educational interest, including safety interest, in the information. It shall also be disclosed to those District employees who have been designated by the Board to receive that information for the purpose of providing treatment programs for District students. The information may not be used as the sole basis for suspending or expelling a student from school, or as the sole basis for taking any other disciplinary action against a student, including action under the District's athletic code.
 - b. Court order records obtained by the District must be disclosed to District employees who work directly with the juvenile named in the records or who have been determined by the Board to have legitimate educational interests, including safety interests, in the information. An employee cannot further disclose the information, and the information cannot be used as the sole basis for suspending or expelling a student from school.
5. Upon the written permission of an eligible student or parent of a minor student, the school shall make available to the person named in the permission form, the student's progress records or such portion of his/her behavioral records as determined by the person authorizing the release. Law enforcement records may not be made available under this exception unless specifically identified by the eligible student or by the parent of a minor student in the written permission form.
6. Student records shall be provided to a court in response to a subpoena by parties to an action for in camera inspection, to be used only for purposes of impeachment of any witness who has testified in the action and only after the moving party has made a showing to the court that the records are likely to yield such information that could not be otherwise obtained. The court may turn the records or parts thereof over to parties in the action or their attorneys if the court determines that the records or parts thereof are relevant and material to a witness's credibility or competency. The District shall make a reasonable effort to notify the parents/guardians or eligible student of the subpoena in advance of disclosure except as otherwise provided by law.
7. Information required by law may be provided to the DPI or any public officer. Upon request, the Board shall provide the DPI with any student record information that relates to an audit or evaluation of a Federal or State-supported program or that is required to determine compliance with State law provisions.
8. Notwithstanding their confidential status, student records may be used in suspension and expulsion proceedings and by the Individualized Education Program (IEP) Team in accordance with State and Federal law.
9. The district board of the technical college in which the school is located, the Department of Health Services, the Department of Workforce Development, or a county department verifying eligibility for public assistance shall, upon request, be provided with the names of students who have withdrawn from the school prior to graduation.
10. Information from a student's immunization record shall be made available to State and local health officials to carry out immunization requirements.
11. Personally identifiable information from the student records of an eligible student may be disclosed to the parent of the eligible student without the written consent of the eligible student if the eligible student is a dependent of his/her parent for tax purposes (under the Federal Internal Revenue Code, 26 U.S.C. 152). This may be done unless the eligible student has informed the school, in writing, that the information may not be disclosed.

Personally identifiable information includes a biometric record, which means a "record of one or more measurable behavioral or biological characteristics" that can be used to identify a student. (e.g., fingerprints, retinal scans, voiceprints, DNA sequence, and handwriting).

12. A student's records shall be disclosed in compliance with a court order under Wisconsin's delinquency statutes after a reasonable effort has been made to notify the student's parent.

13. The District shall provide to the court, in response to a court order, the names of all persons known by the District to be dropouts and who reside within the county in which the circuit court or the municipality court is located.
14. Annually, on or before August 15th, the District shall report to the appropriate community services boards established under Sections 51.42 and 51.437 the names of students who reside in the District, who are sixteen (16) years of age or older, who are not expected to be enrolled in an educational program two (2) years from the date of the report and who may require services under Sections 51.42 or 51.437 (community mental health, development disabilities, alcoholism, and drug abuse).
15. If school attendance is a condition of a student's dispositional order under Section 48.355(2)(b)7 or 938.358(2), the Board shall notify the county department that is responsible for supervising the student within five (5) days after any violation of the condition by the student.
16. A law enforcement agency shall be provided a copy of a student's attendance record if the law enforcement agency certifies in writing that the student is under investigation for truancy or for allegedly committing a criminal or delinquent act and that the law enforcement agency will not further disclose the student's attendance record information except as permitted by law. When a student's attendance record is disclosed to a law enforcement agency for purposes of truancy, the student's parent shall be notified of that disclosure as soon as practicable after the disclosure.
17. A fire investigator shall be provided with a copy of a student's attendance record if the fire investigator certifies in writing that the student is under investigation for arson, that the attendance record is necessary for the investigation and that the records will be used and further disclosed only for the purpose of pursuing the investigation.
18. The District shall provide student disciplinary records necessary for purposes of student enrollment in another public or private school district in this State or any other as permitted by law. These records may include:
 - a. A copy of any expulsion findings and orders or records of any pending disciplinary proceedings involving the students;
 - b. A written explanation of the reasons for the expulsion or pending disciplinary proceedings;
 - c. The length of the term of the expulsion or the possible outcomes of the pending disciplinary proceedings.
19. The District may disclose student records to appropriate parties, e.g. law enforcement officials, or health care workers, in connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals.
20. The District may disclose personally identifiable information from an education record to appropriate parties, including parents of eligible students, in connection with an emergency if necessary to protect the health or safety of the student or other individuals. If the District determines there is an articulable and significant threat, it may disclose the information to any person whose knowledge of the information is necessary to protect the health or safety of the student or other individuals.
21. On request, a school board may disclose student records that are pertinent to addressing a student's educational needs to a caseworker or other representative of the department of children and families, a county department under Sections 46.215, 46.22, or 46.23, or a tribal organization, as defined in 25 U.S.C. 450b (L), that is legally responsible for the care and protection of the student, if the caseworker or other representative is authorized by that department, county department, or tribal organization to access the student's case plan.
22. The disclosure is to authorized representatives of the Comptroller General, the Attorney General, the Secretary of Education, or State and local authorities, and is made for the purpose of conducting an audit or evaluation of a Federal or State supported education program, or to enforce or comply with Federal requirements relating to those programs. A written agreement between the parties is also required under this exception. Mandatory elements of this written agreement include: 1) designation of the receiving entity as an authorized representative; 2) specification of the information to be disclosed; 3) specification that the purpose of the disclosure is to carry out an audit or evaluation of a government supported educational program or to enforce or comply with the program's legal requirements; 4) a summary of the activity that includes a description of methodology and an explanation of why personally identifiable information is necessary to accomplish the activity; 5) a statement requiring the organization to destroy all personally identifiable information when it is no longer needed for the study, along with a specific time period in which the information must be destroyed; and 6) a statement of policies and procedures that will protect personally identifiable information from further disclosure or unauthorized use.

(X) The District has implemented physical, technical and administrative safeguards to ensure that records sent by the District to students or their parents, or both, through e-mail are not disclosed to a third party. Notwithstanding these measures, there are risks inherent in e-mail transmissions, and the District cannot guarantee the confidentiality and security of e-mail. Accordingly, the District must obtain prior written consent from any student or parent to whom student records will be sent through e-mail. (See Form 8330 F4b). In addition, any e-mail containing educational records will contain the following nondisclosure notice: Federal Rule (34 C.F.R. 99.33) prohibits a third party (e.g., Internet Service

Provider) from making any further disclosure of this information unless expressly permitted by the prior consent of the parent or eligible student.

B. Access to Directory Data - Except as otherwise provided below, directory information may be disclosed to any person after the school has: 1) notified the parent, legal guardian or guardian ad litem of the categories of information which it has designated as directory information with respect to each student; 2) informed such persons that they have fourteen (14) days to inform the school that all or any part of the directory information may not be released without their prior consent; and 3) has allowed fourteen (14) days for the parents, legal guardian, or guardian ad litem of any student to inform the school, in writing, that all or any part of the directory information may not be released. At the end of this fourteen (14) day period, each student's records will be appropriately marked by the records' custodian(s) to indicate directory data items, if any, the District must receive parental permission to release. This designation will remain in effect until it is modified by the written direction of the student's parent, guardian, or guardian ad litem.

1. If the District has followed the notification procedure above, and the parent, legal guardian, or guardian ad litem does not object to the direct information being released, the Board Clerk (or designee) may conduct a balancing test to weigh the public interest in disclosure versus the public interest in non-disclosure.
2. If the District has followed the notification procedure outlined above, and the parent, legal guardian, or guardian ad litem does not object to the directory information being released, the Board Clerk (or designee) shall, upon request, provide the name and address of each student expected to graduate from high school in the current school year to the technical college board.
3. If the District has followed the notification procedure outlined above, and the parent, legal guardian, or guardian ad litem does not object to the directory information being released, the Board Clerk (or designee) shall, upon request, provide any representative of any law enforcement agency, city attorney, district attorney, or cooperation counsel, county department under Sections 46.215 or 46.22 or 46.23, a court of record or municipal court with such directory information relating to any such student enrolled in the School District for the purpose of enforcing that student's school attendance, to respond to a health or safety emergency, or to aid in the investigation of alleged criminal or delinquent activity by a student enrolled in the District.
4. If the District has followed the notification procedure outlined above, and the parent, legal guardian or guardian ad litem does not object to the directory information being released, the Board Clerk (or designee) shall, upon request, provide any military recruiter or institution of higher education with the name, address, and telephone number of the student. (Only secondary schools are required to provide this information to military recruiters or institutions of higher education.)

C. Access to Student Patient Records - All student patient records shall remain confidential. They may be released only to persons specifically designated by State or Federal law or to other persons with the informed consent of the patient or person authorized by the patient. Student patient records maintained by the District may only be released without informed consent to a District employee or agent if any of the following apply:

1. The employee or agent has responsibility for the preparation or storage of patient health records.
2. Access to patient health records is necessary to comply with a requirement in Federal or State law.

Any record that concerns the results of a test for the presence of HIV or antibody to HIV (the virus which causes acquired immunodeficiency syndrome--AIDS) shall be confidential and may be disclosed only with the informed **written** consent of the test subject.

D. Disclosure of Personal Information for Purposes of Marketing or Selling Information

CHOOSE OPTION #1 OR OPTION #2 (Be sure the choice here is the same choice made on Policy 2416.)

[OPTION #1]

The Board shall not permit the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information (or otherwise providing that information to others for that purpose).

[OPTION #2]

~~The Board shall permit the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information (or otherwise providing that information to others for that purpose). For purposes of this section, "personal information" means individually identifiable information including: 1) a student or parent's first and last name; 2) a home or other physical address (including street name and the name of the city or town); 3) a telephone number; or 4) a Social Security identification number.~~

~~**[If the Board selects SHALL, the policy must include arrangements made by the Board to protect student privacy in the event of such collection, disclosure, or use.]**~~

The parent of a student has the right to inspect, upon request, any instrument used in the collection of personal information before the instrument is administered or distributed to a student. The parent must submit a written request to the building principal at least fifteen (15) calendar days before the scheduled date of the activity. The instrument will be provided within ten (10) business days of the principal receiving the request. Parents will be notified at least annually at the beginning of the school year of the specific or approximate date(s) during the school year when such activities are scheduled or expected to be scheduled.

This section does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions, such as the following:

1. College or other postsecondary education recruitment, or military recruitment;
2. Book clubs, magazine, and programs providing access to low-cost literary products;
3. Curriculum and instructional materials used by elementary and secondary schools;
4. Tests and assessments used by elementary and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments;
5. The sale by students of products or services to raise funds for school-related or education-related activities; or
6. Student recognition programs.

~~[NOTE: END OF OPTION #2]~~

E. Disclosure of Educational Records to a Third-Party - The District will inform in writing any third-party to whom personally identifiable information is released that, except as otherwise permitted by State or Federal law, the party is not allowed to disclose the information to others without the written consent of the student's parents or the student, provided the student is an adult.

F. Disclosure of Library Records to Parents

See Policy 2416.01 Parental Access to Library Records

G. Interagency Agreement to Disclose Student Records

Pursuant to Section 118.125, Wis. Stats., the District has entered into an interagency agreement(s) with the entities listed below to disclose student records before adjudication for the purpose of providing services to the student. Each of the entities has certified in writing that the records will not be disclosed to any other person, except as permitted by law:

1. law enforcement agency
2. ~~District attorney~~
3. ~~city attorney~~
4. corporation counsel
5. agency, as defined in 938.78(1) (i.e., the department of corrections, a licensed child welfare agency, or a county department under Secs. 46.215, 46.22, or 46.23, Wis. Stats.
6. ~~intake worker~~
7. ~~court of record~~
8. ~~municipal court~~
9. ~~private schools~~
10. ~~other school board~~
11. ~~a tribal organization under 25 U.S.C. 450b(L)~~

Maintenance of Records

- A. Except as otherwise specifically provided, all student records will be kept in one (1) file in the school building in which the student is enrolled. This file will be kept in a locked file or drawer under the control of the building principal. Law enforcement and student patient records shall be maintained separately from a student's other records.
- B. Copies of records of any student referred for a suspected disability will be maintained in the Pupil Service Office in addition to the school file. Copies of all student physical health records also will be maintained at the Pupil Services Office.
- C. Requests for access to, or copies of, student records will be referred to the building principal for action. Student records shall be released only to the extent authorized by law.
- D. A record of each request for access to and each disclosure of personally identifiable information from a student's school records shall be maintained with such student's records, except when the request is from or the disclosure is to the following person/party:
 - 1. The parent or eligible student
 - 2. A school official
 - 3. A party with written consent from the parent/guardian or eligible student
 - 4. A party seeking directory information
 - 5. A party seeking or receiving the records as directed by a Federal grand jury or other law enforcement subpoena and the issuing court or other issuing agency has ordered that the existence or the contents of the subpoena or the information in response to the subpoena not be disclosed
- E. Records of students who cease to be enrolled shall be maintained as follows:
 - 1. All behavioral records will be destroyed one (1) year after the date the student graduated from or last attended the school unless the student, or his/her parent if the student is a minor, gives permission that the records be maintained for a longer period of time. Where such written permission is received, behavioral records will be destroyed after the time specified in the permission form or at the discretion of the District when they are of no further obvious use.
 - 2. Progress records will be kept five (5) years after the date the student graduated from or last attended the school, except a record of grades and attendance is to be kept permanently.
 - 3. Records of psychological testing or special education evaluations, including all individual reports, will be maintained for one (1) year after a student transfers out of the District. Upon written permission of an eligible student or the parent or legal guardian of a minor student, such records will be maintained for up to five (5) years.

Amendment of Records

- A. A parent or an eligible student who believes that the school records collected, maintained, or used are inaccurate, misleading, or otherwise in violation of the privacy rights of the student may request the District to amend the records. The District will decide whether to amend the information in accordance with the request within a reasonable period of time of receipt of the request.
- B. If the District decides to refuse to amend the information in accordance with the request, it will inform the parent or eligible student of the refusal and advise him/her of the right to a hearing before the Board of Education. On request, the District shall provide an opportunity for a hearing to challenge information in school records to ensure that it is not inaccurate, misleading, or otherwise in violation of the privacy rights of the student.
- C. If, as a result of the hearing, the District decides that the information is inaccurate, misleading, or otherwise in violation of the privacy rights of the student, it shall amend the information accordingly and so inform the parent/guardian or eligible student in writing.
- D. If, as a result of the hearing, the District decides that the information is not inaccurate, misleading or otherwise in violation of the privacy rights of the student, it shall inform the parent or eligible student of the right to place in the records it maintains on the student, a statement commenting on the information or setting forth any reasons for disagreeing with the decision of the District.

The District shall require that any explanation placed in the records of a student be maintained by the District as part of the records as long as the record or contested portion is maintained by the District. If the records of the student, or the contested portion, are disclosed by the District to any party, the explanation shall also be disclosed to that party.

{OPTIONAL LANGUAGE}

Procedure for Hearing to Amend Record

The District shall provide parents/eligible students with the opportunity to amend records when they believe that any of the information regarding their student is inaccurate, misleading, or violates the student's privacy.

- A. Upon receipt of a written request to amend records, the Building Principal shall ascertain the specific information that is requested to be amended and the reason for the change.

The Building Principal shall decide whether or not to amend the record.

If the Building Principal decides not to amend, the parents/eligible students shall be so informed of the decision as well as of their rights to a hearing.

- B. If the parents/eligible students request a Records Hearing, the District Administrator shall:

1. Select the Records Hearing Officer (RHO) (who may be an official of the District who does not have a direct interest in the outcome of the hearing);
2. Direct the person selected as the RHO to arrange a hearing with the parents/eligible students within ten (10) business days from the date of the hearing request or at a mutually agreed time and place.

The RHO shall inform the parents/eligible students that they shall be afforded a full and fair opportunity to present evidence relevant to the issues and may be assisted or represented by individuals of their choice, including an attorney, at their own expense.

The RHO is responsible for maintaining the student's record during the appeal process so that no information is lost or destroyed during the appeal process.

- C. The RHO shall conduct the hearing by:

1. Introducing the participants;
2. Reviewing the agenda for the hearing;
3. Identifying the records in question;
4. Reviewing the items for which amendment is being requested;
5. Allowing the parents/eligible students and/or their representative to present evidence related to the issues;
6. Allowing the Board's representative to present evidence related to the issues;
7. Recording the evidence presented by both parties;
8. Allowing each party a reasonable period of time to question the evidence of the other party;
9. Adjourning the hearing.

- D. No later than ten (10) business days from the conclusion of the records hearing, the RHO shall summarize and send a copy of the findings to the District Administrator (~~see Form 8330-F7~~).

- E. The District Administrator, within ten (10) business days after receiving the findings of the RHO, shall make a decision, based solely upon the evidence presented at the hearing, and send to the parents/eligible students:

1. A letter stating the decision and the justification for the decision;
2. A copy of the RHO Report;
3. Copies of the amended records, if any;
4. A notification of the right to place a statement in the record commenting on the contested information or stating why s/he disagrees with the decision.

- F. If the Board and parents/eligible students agree to the necessary amendments, the COR shall make necessary changes in the student record and send the parents/eligible students written confirmation that the changes have been made.

- G. If as a result of the hearing, the Board decides not to amend the record, the parents/eligible students have the right to place a statement in the record commenting on the contested information in the records and/or stating they disagree with the decision of

the RHO. Such a statement shall be maintained with the contested part of the records as long as the records exist and shall be disclosed as part of any record disclosure.

Emergency Release

The COR may release any personally-identifiable information (without parent's/eligible student's consent) to appropriate parties, including parents of eligible students, in connection with a health/safety emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals.

Upon receipt of a request for emergency information, the COR, shall consider the totality of the circumstances pertaining to a threat to the health or safety of others. If the COR determines that an articulable and significant threat exists, s/he may release information from education records to any necessary individuals. If the COR or another school official releases personally identifiable information pursuant to this Section, s/he must record in the student's education records the basis for the decision that a health or safety emergency existed.

Transfer of Records

All student records relating to a specific student shall be transferred to another school or school district within five (5) work days upon receipt of written notice from:

- A. An eligible student, or the parent/guardian of a minor student, that the student intends to enroll in the other school or School District;
- B. The other school or School District in which the student has enrolled;
- C. A court, in the event that a student has been placed in a juvenile correctional facility or secured child caring institution.

"School" or "School District" in this section includes any secured correctional facility, secured group home, adult correctional institution, mental health institution, or center for the developmentally disabled, that provide an educational program for its residents instead of or in addition to that which is provided by public and private schools.

Transfer of student records, including disciplinary records regarding suspensions and expulsions, shall not be withheld from the school for a student's failure to pay any fees, fines, or charges imposed by this District.

Disclosure For Student Financial Aid

The COR may release, **without parents' consent**, student information regarding financial aid for which a student has applied or which a student has received, provided that personally-identifiable information from the education records of the student may be used only to:

- A. Determine the eligibility of the student for financial aid;
- B. Determine the amount of financial aid;
- C. Determine the conditions which will be imposed regarding the financial aid;
- D. Enforce the terms or conditions of the financial aid.

Disclosure For Purposes of Marketing Or Selling Information

~~CHOOSE OPTION #1 OR OPTION #2 (Be sure the choice here is the same choice made on Policy 8330)~~

~~OPTION #1~~

The School Board shall not permit the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information (or otherwise providing that information to other for that purpose). For purposes of this section, "personal information" means individually identifiable information including: (1) a student or parent's first and last name; (2) a home or other physical address (including street name and the name of the city or town); (3) a telephone number; or (4) a Social Security identification number.

~~[OPTION #2]~~

~~The School Board shall permit the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information (or otherwise providing that information to other for that purpose). For purposes of this section, "personal information" means individually identifiable information including: (1) a student or parent's first and last name; (2) a home or other physical address (including street name and the name of the city or town); (3) a telephone number; or (4) a Social Security identification number.~~

~~[If the Board selects SHALL, the policy must include arrangements made by the Board to protect student privacy in the event of such collection, disclosure, or use.]~~

The parent of a student has the right to inspect upon request any instrument used in the collection of personal information before the instrument is administered or distributed to a student. The parent must submit a written request to the building principal at least fifteen days before the scheduled date of the activity. The instrument will be provided within ten (10) business days of the principal receiving

the request. Parents will be notified at least annually at the beginning of the school year of the specific or approximate date(s) during the school year when such activities are scheduled or expected to be scheduled.

This section does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions, such as the following:

- A. College or other postsecondary education recruitment, or military recruitment;
- B. Book clubs, magazines, and programs providing access to low-cost literary products;
- C. Curriculum and instructional materials used by elementary and secondary schools;
- D. Tests and assessments used by elementary and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments;
- E. The sale by students of products or services to raise funds for school- related or education-related activities; or
- F. Student recognition programs.

~~[NOTE: END OF OPTION #2]~~

Safeguarding Education Records and Responding to Data Breaches

Significant challenges exist with respect to the safeguarding of education records from unauthorized access and disclosure. These challenges include inadvertent posting of students' grades or financial information on publicly available Web servers; theft or loss of laptops and other portable devices that contain education records; computer hacking; and failure to retrieve education records at termination of employment or service as a contractor, consultant or volunteer. In light of these challenges, the DRO and COR are directed to work with the District's IT Department/Staff to identify, implement and administer appropriate methods and security controls to protect education records, especially those in electronic information/data systems.

The District's IT Department/Staff is encouraged to review the National Institute of Standards and Technology (NIST) Special Publication (SP) 800-100, "Information Security Handbook: A Guide for Managers," and NIST SP 800-53, "Recommended Security Controls for Federal Information Systems" for guidance and to use any methods or technologies they determine are reasonable to mitigate the risk of unauthorized access and disclosure taking into account the likely harm that would result. The IT Department/Staff is charged with development of appropriate responses to data breaches and other unauthorized disclosures, and said steps should include at a minimum the following:

- A. Reporting the incident to law enforcement authorities;
- B. Determining exactly what information was compromised (e.g. names, addresses, SSNs, ID numbers, grades, etc.);
- C. Taking steps to immediately retrieve data and prevent further disclosures;
- D. Identifying all affected records and students;
- E. Determining how the incident occurred, including which school officials had control of and responsibility for the information that was compromised;
- F. Determining whether the incident occurred because of a lack of monitoring or oversight;
- G. Determining whether any Board policies and/or District procedures were violated;
- H. Conducting a risk assessment and identifying appropriate physical, technological and administrative measures to prevent similar incidents in the future; and
- I. Notify students and parents that the United States Department of Education's Office of Inspector General maintains a [Website](#) describing steps students may take if they suspect they are a victim of identity theft.

While notification of students is not required in all circumstances, it shall be the DRO's responsibility to determine, in conjunction with the District Administrator, whether students and/or parents will be notified of any breaches. If the decision is made not to issue a direct notice to a parent or student upon an unauthorized disclosure of education records, the DRO or COR shall nevertheless record the disclosure so the parent or student will become aware of it during an inspection of the student's education record.

Alleged Noncompliance with Federal Requirements

Eligible students or parents of minor students may file a complaint for alleged District noncompliance with requirements of the Federal Family Educational Rights and Privacy Act (FERPA) with: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4605 and the Protection of Pupil Rights Amendment (PPRA).

Annual Public Notice

Parents and student shall be notified annually of the following: 1) their rights to inspect, review and obtain copies of student records; 2) their rights to request the amendment of the student's school records if they believe the records are inaccurate or misleading; 3) their rights to consent to the disclosure of the student's school records, except to the extent State and Federal law authorizes disclosure without consent; 4) the categories of student record information which have been designated as directory data and their right to deny the release of such information; and 5) their right to file a complaint with the Family Policy Compliance Office of the U.S. Department of Education. This notice shall be published in the District's official newspaper within three (3) weeks of the start of the school year. It shall also be published annually in District student-parent handbooks.

For students enrolling in the District after the above notice has been given, the notice will be given to the eligible student and his/her parent at the time and place of enrollment.

Destruction and Review of Records

If a student is identified as a student with a disability under the Individuals with Disabilities Education Act ("IDEA") or Section 504 of the Rehabilitation Act of 1973, the COR shall:

- A. Maintain the student's educational records for five (5) years after termination of special education programs, services, and/or graduation; and
- B. Only destroy such educational records after notifying the parents/eligible students that the information is no longer needed to provide educational services and will be destroyed.

The personally-identifiable information on a disabled student shall be retained permanently unless the parents/eligible students request that it be destroyed as specified in these guidelines. The COR should remind them that the records may be needed by the student or the parents for Social Security benefits or other purposes (see Form 8330 F9).

It is important ~~that the address used in Form 8330 F9 be checked annually~~ to annually verify the accuracy of the address for complaints regarding the Family Educational Rights and Privacy Act (FERPA) and the Protection of Pupil Rights Amendment (PPRA).

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115.812, 118.125, 118.127, 118.163, 938.396, Wis. Stats.
34 C.F.R. Part 99
20 U.S.C. 1232f through 1232i 20 U.S.C. 1400 et seq.
20 U.S.C. 7908
26 U.S.C. 152

Last Modified by Melanie Oppor on March 4, 2019



Book AG 1st Draft Clean
Section 8000 Operations
Title USE OF SCHOOL MAIL-DELIVERY SYSTEM
Code ag8360
Status Proposed to Policy & Human Resources Committee

8360 - USE OF SCHOOL MAIL-DELIVERY SYSTEM

In order to be in compliance with Federal postal regulations, it is necessary to establish the following guidelines regarding the use of the District's "in-house" mail-distribution system.

These items may be distributed through the system without special permission:

- (X) copies of official documents or records of the District
- (X) communications between the central office and each building and/or each administrator
- (X) communications among staff members that are directly related to an authorized curricular, extra-curricular, or incidental program or activity of the District
- (X) communications from Board-recognized outside organizations which are directly related to the District, providing the communication is related to a sponsored school activity
- (X) any incidental, District correspondence

Any staff member or student who wishes to distribute any other materials through the mail-distribution must receive permission from the

~~() District Administrator~~

(X) principal

whose decision will be based on whether or not the information is directly related to school business or a school-sponsored activity.

The Post Office does not allow use of the internal delivery system for unofficial purposes in order to avoid the payment of postage.

~~Therefore, permission will not be granted for:~~

- ~~() communications unrelated to authorized programs and activities of the District;~~
- ~~() communications from outside organizations which are not related to the District;~~
- ~~() communications from authorized employee groups and organizations;~~
- ~~() communications from nonauthorized or ad hoc employee groups or organizations;~~
- ~~() personal correspondence.~~
- ~~() _____~~

Legal

Perry Education Association vs. Perry Local Educator's Association 460 US 37, 74 L Ed 2d 794, 103 S Ct 948

Regents of the University of California vs. Public Employment Relations Board 485 US -, 99 L Ed 2d 664, 108 S Ct -

Fort Wayne Community Schools v. Fort Wayne Education Assn., 977 F 2d 358 (7th Cir. 1992)

Private Express Statutes - 18 U.S.C. 1693-1699, 39 U.S.C. 601-606

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Section 8000 Operations
Title USE OF SERVICE ANIMALS
Code ag8390
Status Proposed to Policy & Human Resources Committee

8390 - USE OF SERVICE ANIMALS

The Board of Education shall comply with the provisions of the American with Disabilities Act (ADA), as amended, and applicable Wisconsin law regarding an individual with disability's use of a service animal.

Individuals with disabilities shall be permitted to be accompanied by their service animals in all areas of the District's facilities where members of the public, as participants in services, programs or activities, or as invitees, are allowed to go.

It is imperative that representatives of the Board do not ask about the nature or extent of a person's disability; however, they may make inquiries to determine whether an animal qualifies as a service animal. While the representatives of the Board cannot ask about the individual's disability, they may ask if the animal is required because of a disability and what tasks or work the animal can perform. When the work or tasks the service animal will perform is readily apparent, the representatives of the Board should not ask.

Under no circumstances should the representatives of the Board require documentation, such as proof that the animal has been certified, trained, or licensed as a service animal.

~~[NOTE: The following section should be included in this AG only if the District intends to require this of any animal brought onto District property for official purposes or on a regular/recurring basis.]~~

Vaccination, Licensing and/or Veterinary Requirements

Animals housed on or brought on to District property for any school purpose, such as to conduct random searches for illegal substances or to support classroom activities, or brought on to District property on a regular basis for any purpose, including service animals, must meet every veterinary requirement set forth in State law and County and/or local regulation/ordinance, including but not limited to rabies vaccination or other inoculations required to be properly licensed.

~~[END OF OPTION]~~

A. The definition of a service animal, as established by the ADA and applicable Wisconsin law is as follows:

Service animal means any dog or other animal that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. No animal that is not properly trained may be allowed as a Service animal. The work or tasks performed by a service animal must be directly related to the handler's disability. Examples of work or tasks include, but are not limited to, assisting individuals who are blind or have low vision with navigation and other tasks, alerting individuals who are deaf or hard of hearing to the presence of people or sounds, providing non-violent protection or rescue work, pulling a wheelchair, assisting an individual during a seizure, alerting individuals to the presence of allergens, retrieving items such as medicine or the telephone, providing physical support and assistance with balance and stability to individuals with mobility disabilities, and helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors. The crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort, or companionship do not constitute work or tasks for the purposes of this definition.

1. The ADA has also defined a miniature horse as an animal that can serve as a service animal, so long as the miniature horse has been individually trained to do work or perform tasks for the benefit of the individual with a disability. To better determine whether the Board must allow for the use of a miniature horse or make modifications to buildings, the Board should refer to Section 35.136 (c) through (h) of the ADA.

2. A service animal that meets the above definition shall be under the control of its handler (e.g., a student with a disability). A service animal shall have a harness, leash, or other tether, unless either the handler is unable because of a disability to use a harness, leash, or other tether, or the use of a harness, leash, or other tether would interfere with the service animal's safe, effective performance of work or tasks, in which case the service animal must be otherwise under the handler's control (e.g., voice control, signals, or other effective means).

a. The service animal's trainer can help to develop a plan to assist the student with the dog (e.g., the student's aide might transfer the service dog's leash from a student's wheelchair to a tree during recess). Additionally, a younger student might need reminders from school staff about controlling the dog until s/he is comfortable handling the service animal at school.

b. While the student is responsible for the service animal's care, including feeding and supervision, the District should develop a plan to provide the student with the necessary time to care for the animal and designate a location for the animal's toileting needs.

3. Additionally, the Board is not responsible for the care or supervision of a service animal.

B. A service animal may be removed from the District premises if one (1) of the following exceptions apply:

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

2. The animal is not housebroken.

C. The ADA also provides that if a service animal is properly excluded from the premises, the Board shall give the individual with a disability the opportunity to participate in the service, program, or activity without having the service animal on the premises.

D. A representative of the Board shall not ask or require an individual with a disability to pay a surcharge, even if people accompanied by pets are required to pay fees, or to comply with other requirements generally not applicable to people without pets. If a public entity normally charges individuals for the damage they cause, an individual with a disability may be charged for damage caused by his/her service animal.

E. A student who wants to bring his/her service animal to school must notify the Building Principal in writing, at least ten (10) school days prior to the date the animal will be coming to school so that the school staff can meet with the student and his/her parents to discuss any concerns and develop a plan. The plan, at a minimum, should address how school staff and other students will be educated about and introduced to the service animal, how the student will be accommodated to care for the dog, and how any issues will be resolved. The Principal should provide the student and staff with specific instructions concerning emergency evacuation plans, entry and egress points, areas where the animal may urinate/defecate, waste removal procedures, and building restrictions, if any.

1. The Principal will provide written notification to all parents of students in the affected class(es) and staff in the affected class(es) that a service animal will be coming into the school setting. The notification will request that the parents and/or staff notify the Principal if their child, or they have any known allergies, asthma, or other health condition that might be aggravated by the service animal's presence. The Principal will take appropriate action to protect any such students or staff members from exposure to the service animal.

2. Allergies and fear of dogs are not valid reasons for denying a student's or staff member's request to have a service animal at school.

3. When an individual whose health may be aggravated by the service animal's presence and an individual who uses a service animal must spend time in the same room or facility - e.g., in a school classroom or cafeteria - both individuals should be accommodated by assigning them, if possible, to different locations within the room or different rooms in the facility.

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Book	AG 1st Draft Clean
Section	8000 Operations
Title	THREAT ASSESSMENT AND INTERVENTION
Code	ag8400A
Status	Proposed to Policy & Human Resources Committee

8400A - **THREAT ASSESSMENT AND INTERVENTION**

Recognizing that student conduct may present a danger to students and staff members, in an emergency, school officials must act promptly to minimize risk.

Building-level threat assessment teams shall be headed by the Principal and include a school counselor, Dean of Students, and school psychologist, instructional personnel, ~~and, where appropriate, the School Resource Officer~~. When logistics and staff assignments make it feasible, a Team may serve more than one (1) school. Team members shall receive training in threat assessment and intervention.

As required by Policy 8410, the following guideline outlines steps building administrators and their threat assessment teams must take when they become aware of a student-posed safety threat.

A threat is a concerning communication or behavior that suggests a person may intend to harm someone else. The threat may be spoken, written, or gestured and is considered a threat regardless of whether it is observed by or communicated directly to the target(s) of the threat. A threat may be communicated or observed electronically.

A. **Step One:** The building principal (or designee when unavailable) receives a report that a student has made a threat and/or has engaged in behaviors or communications that would indicate the student intends to harm someone. Together, except in the case of an emergency, the building administrator and the Team assess the threat level posed by the student.

1. **High Level Threat:** This is a direct, specific, plausible, and imminent threat. The threat is detailed and delineates a plausible plan of action. Examples include a student with a weapon in the building or other information indicating imminent danger on school property.
2. **Medium Level Threat:** This is a more general threat with a strong indication that the perpetrator is preparing for action. The threat may suggest a possible place and time, but is not detailed or immediate. Examples include a Facebook post announcing that the student plans to buy a gun soon and use it, or a YouTube video picturing a ranting student claiming s/he has access to weapons.
3. **Low Level Threat:** This threat is vague and indirect. The student's threatened conduct may be unrealistic or poorly thought-out. Content suggests a general, nonspecific anger towards the school, staff, or peers. Examples include a student essay describing a school shooting or a child yelling that s/he hates everyone and hopes they all die.

B. **Step Two:** After determining the level of threat, the building administrator takes immediate action. When the available information is insufficient to determine the level of threat, the administrator should err on the side of caution and consider the threat to be a high-level one.

1. **High Level Threat:**

- a. The District Administrator or building administrator alerts emergency responders (911).
- b. The District Administrator or building administrator initiates appropriate Intruder Alert protocols as per Policy 8410 – School Safety.
- c. The District Administrator or building administrator maintains communication with emergency responders and follows their directives.

- d. The District Administrator or building administrator contacts the student's parents.
- e. The District Administrator or building administrator takes immediate steps to protect students and address the student's specific plans. This can include emergency removal from school, emergency hospitalization, and law enforcement involvement.
- f. The District Administrator or building administrator takes disciplinary action, as appropriate, in accordance with Board policy and applicable conduct codes.
- g. After the threat is neutralized, the District Administrator or building administrator addresses media inquiries or alerts the designated media or public relations spokesperson.
- h. After the specific threat has been neutralized, the Team contacts the student's parent and convenes a meeting to discuss the student and the threat. At the meeting the Team requests consent for further evaluation and permission to receive or share information with outside and/or existing health care providers. If the student has not previously been identified as eligible for special education, the Team, including parent(s), considers whether it suspects a disability; if it does, the District will conduct a multi-factored evaluation in accordance with the Individuals with Disabilities Education Improvement Act (IDEIA).

The District Administrator or building administrator ~~completes Form 8400A-F1 to~~ documents the incident and its response.

2. Medium Level Threat:

- a. The District Administrator or building administrator alerts emergency responders (911) and follows their directives.
- b. The District Administrator or building administrator contacts the student's parents.
- c. A mental health Team member (e.g., school psychologist, counselor) promptly meets with the student to evaluate the risk further. Topics to consider when speaking with the student include his/her: (1) motives and goals; (2) mental state; (3) plan details and consistency; (4) capacity to carry out the plan; (5) potential targets; (6) previous attempts or attack-related behaviors; (7) communications to others; (8) previous interest in violence; (9) family circumstances; (10) possible accomplices; and (11) circumstances that may affect the likelihood of an attack. The Team member should also try to ascertain whether the student has a positive relationship with any adult, especially a staff member.
- d. The District Administrator or building administrator alerts the potential targets and takes measures to secure their safety.
- e. The Team determines appropriate steps to address the student's short-term and long-term challenges. This may include recommendations concerning emergency hospitalization, intensive counseling, anti-bullying measures, and evaluations for further services.
- f. After the threat is neutralized, the District Administrator or building administrator addresses media inquiries or alerts the designated media or public relations spokesperson.
- g. After the specific threat has been neutralized, the Team contacts the student's parent and convenes a meeting to discuss the student and the threat. At the meeting the Team requests consent for further evaluation and permission to receive or share information with outside and/or existing health care providers. If the student has not previously been identified as eligible for special education, the Team, including parent(s), considers whether it suspects a disability; if it does, the District will conduct a multi-factored evaluation in accordance with the Individuals with Disabilities Education Improvement Act (IDEIA).
- h. Provided the parent agrees in writing, a mental health professional conducts a long-term risk assessment, including the child's personality traits and behaviors, as well as family, school, and social dynamics.
- i. The Team convenes with the parent(s) to review the results of the long-term risk assessment and determine whether any services are indicated.
- j. The District Administrator or building administrator takes disciplinary action, as appropriate, in accordance with Board policy and applicable conduct codes.

The Team completes ~~Form 8400AF1 to~~ documents the incident and its response.

- k. The Team implements services as indicated by the long-term assessment, and continues to closely monitor the student's behaviors.

3. Low Level Threat:

- a. A member of the Team contacts the student's parents, and convenes a meeting to discuss the student and the threat. At the meeting, the Team requests consent to evaluate and permission to receive or share information with outside and/or existing health care providers. If the student has not previously been identified as eligible for special education, the Team, including the parent(s), consider whether it suspects a disability; if it does, the District will offer to conduct a multi-factored evaluation pursuant to the Individuals with Disabilities Education Improvement Act (IDEIA).
- b. Provided the parent consents in writing, a mental health Team member (e.g., school psychologist, counselor) meets with the student to conduct an immediate threat assessment, including evaluating the student's: (1) motives and goals; (2) mental state; (3) plan details and consistency; (4) capacity to carry out the plan; (5) potential targets; (6) previous attempts or attack-related behaviors; (7) communications to others; (8) previous interest in violence; (9) family circumstances; (10) possible accomplices; and (11) circumstances that may affect the likelihood of an attack.
- c. The District Administrator or building administrator takes disciplinary action, as appropriate, in accordance with Board policy and applicable conduct codes.

The Team ~~completes Form 8400A-F1 to~~ documents the incident and its response.

- d. The mental health member conducts a long-term assessment to determine the student's long-term risk to himself/herself and others. This assessment should include the child's personality traits and behaviors, as well as family, school, and social dynamics.
- e. The Team convenes with the parent(s) to review the results of the long-term risk assessment and determine whether any services are indicated.
- f. The Team implements services as indicated by the long-term risk assessment, and continues to closely monitor the student's behaviors.

C. **Step Three:** After neutralizing the threat, the Team convenes to debrief and self-evaluate. The Team addresses areas to improve and long-term strategies, relating both to the particular situation, as well as possible future threats.

1. The Team verifies that all appropriate Level Threat procedures have been followed.
2. The Team convenes to evaluate its response and additional areas for improvement. These can include:
 - a. Improving Intruder Alter protocol policies and procedures;
 - b. Working with law enforcement to conduct and supervise drills specific to student threats;
 - c. Enhancing prevention services: red-flagging students at risk; conducting surveys; implementing hotlines; increasing counseling referrals; raising staff awareness; involving the Intervention Assistance Team;
 - d. ~~clarifying SRO roles;~~
 - e. Soliciting input from staff and students.

D. **Step Four:** After the threat is neutralized and the Team debriefs, a spokesperson or administrator meets with community members, staff, and students (as appropriate) to dispel rumors, raise awareness, and inform the community about future steps and prevention strategies.

E. **Step Five:** For students returning to school after an absence (e.g., as a result of disciplinary action, emergency removal, and/or psychiatric treatment/hospitalization), the District Administrator or building administrator will meet with the student's parent to discuss re-entry and appropriate next steps to determine the student's readiness for return to school. Parents shall be notified in writing of all expectations for re-entry, and provided with a copy of any safety plan developed by the Team. The student's teachers will be notified of any necessary supports or accommodations required from the teachers and the precautions that will be in place to provide for student and staff safety.

Regardless of threat assessment activities or protocols, disciplinary action and referral to law enforcement shall occur as required by State law and Board policy.

At all times, Team members must comply with students' Federal and State privacy rights, as described in Policy 8330 – Student Records. As necessary and appropriate during the assessment process (i.e., in non-life threatening emergencies), Team members shall acquire written consent for release and exchange of information with mental health providers and local law enforcement agencies.

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Book AG 1st Draft Clean
Section 8000 Operations
Title INDOOR AIR QUALITY (IAQ): MOLD
Code ag8405
Status Proposed to Policy & Human Resources Committee

8405 - **INDOOR AIR QUALITY (IAQ): MOLD**

The Board of Education believes that air quality in the District's buildings deserves the attention of all staff members who work within those buildings. This procedure provides guidance in the detection and response to conditions leading to mold growth, which can affect indoor air quality ("IAQ").

Excessive moisture levels or improperly maintained HVAC systems can lead to conditions optimum for the development of biological contaminants such as mold and fungi on indoor surfaces. When airborne, the presence of these contaminants can be harmful on contact with human respiratory tissue. Contributing factors to excessive moisture levels include, but are not limited to, the following:

- A. Roof leaks
- B. Structural defects in the building
- C. Faulty plumbing
- D. Improperly controlled humidity levels, and
- E. Faulty HVAC systems/poor ventilation

Mold

Mold spores are always present in indoor air but do not reproduce in the indoor environment unless moisture and an organic food source are present. Virtually any organic substance may meet the requirements as a food source, and may include wood, carpeting, paper products (books, stored paper, files), insulation, foodstuff, wallboard, ceiling tiles, wall paper, etc. Attention must be focused on identifying excess moisture sources which, coupled with the food source, may lead to mold development.

IAQ Coordinator

The District Administrator shall appoint an IAQ Coordinator who shall have the responsibility of investigating or causing to be investigated all complaints relating to IAQ. Results of all such investigations are to be recorded and provided to the District Administrator at least annually. These records are to include the source of the complaint, the steps taken to address the complaint, and any remediation taken, if indicate.

Moisture Control

Staff members are to immediately report any signs of excess moisture to custodial personnel. This includes plumbing leaks, wet spots on ceilings, walls, or windowsills, damp or sagging ceiling tiles, wet carpet, condensation on pipes or overflowing HVAC drip pans, moisture collecting on air vents, or musty odors, or other indications of excessive moisture within the building.

Once identified, steps shall be taken under the direction of the IAQ Coordinator to identify the moisture source and to determine a course of action for proper response, including mold remediation, if indicated. It is important that any wet or damp spots be cleaned and dried within forty-eight (48) hours and that indoor humidity levels be maintained below sixty percent (60%) relative humidity and ideally between thirty to fifty percent (30% - 50%) (USEPA) if possible.

If no maintenance staff members with the District have received specialized training in the identification and remediation of mold, then the IAQ Coordinator shall determine whether it is necessary to enlist the services of experienced professional to assist in this effort.

Hidden Mold

If building occupants are reporting health problems such as allergic responses (runny nose, eye irritation, skin rash, asthma attacks, respiratory problems, headaches) or if an area has an unexplained musty smell, it is possible that mold is present within the ceilings, walls, ductwork, under carpeting, or other areas that are not obvious without further investigation. These concerns must not be ignored, and should be reported immediately to supervisory personnel and the IAQ Coordinator.

If mold is suspected, area occupants may be removed and steps taken to identify the mold location. Personnel searching for the mold should take proper safety precautions in order to safeguard their own health and to avoid releasing additional mold spores into the air. At the direction of IAQ Coordinator, it may be necessary to enlist the services of experienced professionals and it may be advisable to notify the county health department. The area in question should not be re-occupied until the IAQ Coordinator has determined that the mold remediation has taken place and moisture sources have been identified and corrected, or that the situation does not require such remediation.

Staff Education

All staff are to be made aware of conditions necessary for mold development, and of each individual's responsibility to report any concerns relative to those conditions to their supervisor.

EPA Website

The EPA website contains valuable information regarding mold and mold remediation in public buildings. The EPA publication *Mold Remediation in Schools and Commercial Buildings* is to be available for reference in all buildings.

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Book	AG 1st Draft Clean
Section	8000 Operations
Title	CHARACTERISTICS OF A SCHOOL THAT IS SAFE AND RESPONSIVE TO ALL CHILDREN
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8410 - CHARACTERISTICS OF A SCHOOL THAT IS SAFE AND RESPONSIVE TO ALL CHILDREN

Well functioning schools foster learning, safety, and socially appropriate behaviors. They have a strong academic focus and support students in achieving high standards, foster positive relationships between school staff and students, and promote meaningful parental and community involvement. Most prevention programs in effective schools address multiple factors and recognize that safety and order are related to children's social, emotional, and academic development. Effective prevention, intervention, and crisis response strategies operate best in school communities that:

- A. **Focus on academic achievement.** Effective schools convey the attitude that all children can achieve academically and behave appropriately, while at the same time appreciating individual differences. Adequate resources and programs help ensure that expectations are met. Expectations are communicated clearly, with the understanding that meeting such expectations is a responsibility of the student, the school, and the home. Students who do not receive the support they need are less likely to behave in socially desirable ways.
- B. **Involve families in meaningful ways.** Students whose families are involved in their growth in and outside of school are more likely to experience school success and less likely to become involved in antisocial activities. School communities must make parents feel welcome in school, address barriers to their participation, and keep families positively engaged in their children's education. Effective schools also support families in expressing concerns about their children--and they support families in getting the help they need to address behaviors that cause concern.
- C. **Develop links to the community.** Everyone must be committed to improving schools. Schools that have close ties to families, support services, community police, the faith-based community, and the community at large can benefit from many valuable resources. When these links are weak, the risk of school violence is heightened and the opportunity to serve children who are at risk for violence or who may be affected by it is decreased.
- D. **Emphasize positive relationships among students and staff.** Research shows that a positive relationship with an adult who is available to provide support when needed is one of the most critical factors in preventing student violence. Students often look to adults in the school community for guidance, support, and direction. Some children need help to overcome feelings of isolation and support in developing connections to others. Effective schools make sure that opportunities exist for adults to spend quality, personal time with children. Effective schools also foster positive student interpersonal relations--they encourage students to help each other and to feel comfortable assisting others in getting help when needed.
- E. **Discuss safety issues openly.** Children come to school with many different perceptions--and misconceptions-- about death, violence, and the use of weapons. Schools can reduce the risk of violence by teaching children about the dangers of firearms, as well as appropriate strategies for dealing with feelings, expressing anger in appropriate ways, and resolving conflicts. Schools also should teach children that they are responsible for their actions and that the choices they make have consequences for which they will be held accountable.
- F. **Treat students with equal respect.** A major source of conflict in many schools is the perceived or real problem of bias and unfair treatment of students because of ethnicity, gender, race, social class, religion, disability, nationality, sexual orientation, physical appearance, or some other factor--both by staff and by peers. Students who have been treated unfairly may become scapegoats and/or targets of violence. In some cases, victims may react in aggressive ways. Effective schools communicate to students and the greater community that all children are valued and respected. There is a deliberate and systematic effort--for example, displaying children's artwork, posting academic work prominently throughout the building, respecting students' diversity--to establish a climate that demonstrates care and a sense of community.
- G. **Create ways for students to share their concerns.** It has been found that peers often are the most likely group to know in advance about potential school violence. Schools must create ways for students to safely report such troubling behaviors that

may lead to dangerous situations. And students who report potential school violence must be protected. It is important for schools to support and foster positive relationships between students and adults so students will feel safe providing information about a potentially dangerous situation.

- H. **Help children feel safe expressing their feelings.** It is very important that children feel safe when expressing their needs, fears, and anxieties to school staff. When they do not have access to caring adults, feelings of isolation, rejection, and disappointment are more likely to occur, increasing the probability of acting-out behaviors.
- I. **Have in place a system for referring children who are suspected of being abused or neglected.** The referral system must be appropriate and reflect federal and state guidelines.
- J. ~~**Offer extended day programs for children.** School-based before and after school programs can be effective in reducing violence. Effective programs are well supervised and provide children with support and a range of options, such as counseling, tutoring, mentoring, cultural arts, community service, clubs, access to computers, and help with homework.~~
- K. **Promote good citizenship and character.** In addition to their academic mission, schools must help students become good citizens. First, schools stand for the civic values set forth in our Constitution and Bill of Rights (patriotism; freedom of religion, speech, and press; equal protection/nondiscrimination; and due process/fairness). Schools also reinforce and promote the shared values of their local communities, such as honesty, kindness, responsibility, and respect for others. Schools should acknowledge that parents are the primary moral educators of their children and work in partnership with them.
- L. **Identify problems and assess progress toward solutions.** Schools must openly and objectively examine circumstances that are potentially dangerous for students and staff and situations where members of the school community feel threatened or intimidated. Safe schools continually assess progress by identifying problems and collecting information regarding progress toward solutions. Moreover, effective schools share this information with students, families, and the community at large.
- M. **Support students in making the transition to adult life and the workplace.** Youth need assistance in planning their future and in developing skills that will result in success. For example, schools can provide students with community service opportunities, work-study programs, and apprenticeships that help connect them to caring adults in the community. These relationships, when established early, foster in youth a sense of hope and security for the future.

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8410A - **EARLY WARNING SIGNS OF POSSIBLE SCHOOL VIOLENCE**

The following early warning signs are not equally significant and are not presented in order of seriousness:

- A. ***Social withdrawal.*** In some situations, gradual and eventually complete withdrawal from social contacts can be an important indicator of a troubled child. The withdrawal often stems from feelings of depression, rejection, persecution, unworthiness, and lack of confidence.
- B. ***Excessive feelings of isolation and being alone.*** Research has shown that the majority of children who are isolated and appear to be friendless are not violent. In fact, these feelings are sometimes characteristic of children and youth who may be troubled, withdrawn, or have internal issues that hinder development of social affiliations. However, research also has shown that in some cases feelings of isolation and not having friends are associated with children who behave aggressively and violently.
- C. ***Excessive feelings of rejection.*** In the process of growing up, and in the course of adolescent development, many young people experience emotionally painful rejection. Children who are troubled often are isolated from their mentally healthy peers. Their responses to rejection will depend on many background factors. Without support, they may be at risk of expressing their emotional distress in negative ways-including violence. Some aggressive children who are rejected by non-aggressive peers seek out aggressive friends who, in turn, reinforce their violent tendencies.
- D. ***Being a victim of violence.*** Children who are victims of violence-including physical or sexual abuse-in the community, at school, or at home are sometimes at risk themselves of becoming violent toward themselves or others.
- E. ***Feelings of being picked on and persecuted.*** The youth who feels constantly picked on, teased, bullied, singled out for ridicule, and humiliated at home or at school may initially withdraw socially. If not given adequate support in addressing these feelings, some children may vent them in inappropriate ways-including possible aggression or violence.
- F. ***Low school interest and poor academic performance.*** Poor school achievement can be the result of many factors. It is important to consider whether there is a drastic change in performance and/or poor performance becomes a chronic condition that limits the child's capacity to learn. In some situations--such as when the low achiever feels frustrated, unworthy, chastised, and denigrated--acting out and aggressive behaviors may occur. It is important to assess the emotional and cognitive reasons for the academic performance change to determine the true nature of the problem.
- G. ***Expression of violence in writings and drawings.*** Children and youth often express their thoughts, feelings, desires, and intentions in their drawings and in stories, poetry, and other written expressive forms. Many children produce work about violent themes that for the most part is harmless when taken in context. However, an overrepresentation of violence in writings and drawings that is directed at specific individuals (family members, peers, other adults) consistently over time, may signal emotional problems and the potential for violence. Because there is a real danger in misdiagnosing such a sign, it is important to seek the guidance of a qualified professional--such as a school psychologist, counselor, or other mental health specialist--to determine its meaning.
- H. ***Uncontrolled anger.*** Everyone gets angry; anger is a natural emotion. However, anger that is expressed frequently and intensely in response to minor irritants may signal potential violent behavior toward self or others.
- I. ***Patterns of impulsive and chronic hitting, intimidating, and bullying behaviors.*** Children often engage in acts of shoving and mild aggression. However, some mildly aggressive behaviors such as constant hitting and bullying of others that occur early in children's lives, if left unattended, might later escalate into more serious behaviors.

- J. **History of discipline problems.** Chronic behavior and disciplinary problems both in school and at home may suggest that underlying emotional needs are not being met. These unmet needs may be manifested in acting out and aggressive behaviors. These problems may set the stage for the child to violate norms and rules, defy authority, disengage from school, and engage in aggressive behaviors with other children and adults.
- K. **Past history of violent and aggressive behavior.** Unless provided with support and counseling, a youth who has a history of aggressive or violent behavior is likely to repeat those behaviors. Aggressive and violent acts may be directed toward other individuals, be expressed in cruelty to animals, or include fire setting. Youth who show an early pattern of antisocial behavior frequently and across multiple settings are particularly at risk for future aggressive and antisocial behavior. Similarly, youth who engage in overt behaviors such as bullying, generalized aggression and defiance, and covert behaviors such as stealing, vandalism, lying, cheating, and fire setting also are at risk for more serious aggressive behavior. Research suggests that age of onset may be a key factor in interpreting early warning signs. For example, children who engage in aggression and drug abuse at an early age (before age 12) are more likely to show violence later on than are children who begin such behavior at an older age. In the presence of such signs it is important to review the child's history with behavioral experts and seek parents' observations and insights.
- L. **Intolerance for differences and prejudicial attitudes.** All children have likes and dislikes. However, an intense prejudice toward others based on racial, ethnic, religious, language, gender, sexual orientation, ability, and physical appearance--when coupled with other factors--may lead to violent assaults against those who are perceived to be different. Membership in hate groups or the willingness to victimize individuals with disabilities or health problems also should be treated as early warning signs.
- M. **Drug use and alcohol use.** Apart from being unhealthy behaviors, drug use and alcohol use reduces self-control and exposes children and youth to violence, either as perpetrators, as victims, or both.
- N. **Affiliation with gangs.** Gangs that support anti-social values and behaviors--including extortion, intimidation, and acts of violence toward other students--cause fear and stress among other students. Youth who are influenced by these groups--those who emulate and copy their behavior, as well as those who become affiliated with them--may adopt these values and act in violent or aggressive ways in certain situations. Gang-related violence and turf battles are common occurrences tied to the use of drugs that often result in injury and/or death.
- O. **Inappropriate access to, possession of, and use of firearms.** Children and youth who inappropriately possess or have access to firearms can have an increased risk for violence. Research shows that such youngsters also have a higher probability of becoming victims. Families can reduce inappropriate access and use by restricting, monitoring, and supervising children's access to firearms and other weapons. Children who have a history of aggression, impulsiveness, or other emotional problems should not have access to firearms and other weapons.
- P. **Serious threats of violence.** Idle threats are a common response to frustration. Alternatively, one of the most reliable indicators that a youth is likely to commit a dangerous act toward self or others is a detailed and specific threat to use violence. Recent incidents across the country clearly indicate that threats to commit violence against oneself or others should be taken very seriously. Steps must be taken to understand the nature of these threats and to prevent them from being carried out.

Unfortunately, **there is a real danger that early warning signs will be misinterpreted.** Educators and parents--and in some cases, students--can ensure that the early warning signs are not misinterpreted by using several significant principles to better understand them. These principles include:

- A. **Do no harm.** There are certain risks associated with using early warning signs to identify children who are troubled. First and foremost, the intent should be to get help for a child early. The early warning signs should not be used as rationale to exclude, isolate, or punish a child. Nor should they be used as a checklist for formally identifying, mislabeling, or stereotyping children. Formal disability identification under federal law requires individualized evaluation by qualified professionals. In addition, all referrals to outside agencies based on the early warning signs must be kept confidential and must be done with parental consent (except referrals for suspected child abuse or neglect).
- B. **Understand violence and aggression within a context.** Violence is contextual. Violent and aggressive behavior as an expression of emotion may have many antecedent factors--factors that exist within the school, the home, and the larger social environment. In fact, for those children who are at risk for aggression and violence, certain environments or situations can set it off. Some children may act out if stress becomes too great, if they lack positive coping skills, and if they have learned to react with aggression.
- C. **Avoid stereotypes.** Stereotypes can interfere with--and even harm--the school community's ability to identify and help children. It is important to be aware of false cues--including race, socio-economic status, cognitive or academic ability, or physical appearance. In fact, such stereotypes can unfairly harm children, especially when the school community acts upon them.
- D. **View warning signs within a developmental context.** Children and youth at different levels of development have varying social and emotional capabilities. They may express their needs differently in elementary, middle, and high school. The point is to know what is developmentally typical behavior, so those behaviors are not misinterpreted.

E. Understand that children typically exhibit multiple warning signs. It is common for children who are troubled to exhibit multiple signs. Research confirms that most children who are troubled and at risk for aggression exhibit more than one warning sign, repeatedly, and with increasing intensity over time. Thus, it is important not to overreact to single signs, words, or actions.

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8410C - **PRINCIPLES UNDERLYING INTERVENTION**

Violence prevention and response plans should consider both prevention and intervention. Plans also should provide all staff with easy access to a team of specialists trained in evaluating serious behavioral and academic concerns. Eligible students should have access to special education services, and classroom teachers should be able to consult school psychologists, other mental health specialists, counselors, reading specialists, and special educators.

Effective practices for improving the behavior of troubled children are well documented in the research literature. Research has shown that effective interventions are culturally appropriate, family-supported, individualized, coordinated, and monitored. Further, interventions are more effective when they are designed and implemented consistently over time with input from the child, the family, and appropriate professionals. Schools also can draw upon the resources of their community to strengthen and enhance intervention planning.

When drafting a violence prevention and response plan, it is helpful to consider certain principles that have a significant impact on success, shown through research or expert-based experience. The principles include:

- A. **Share responsibility by establishing a partnership with the child, school, home, and community.** Coordinated service systems should be available for children who are at risk for violent behavior. Effective schools reach out to include families and the entire community in the education of children. In addition, effective schools coordinate and collaborate with child and family service agencies, law enforcement and juvenile justice systems, mental health agencies, businesses, faith and ethnic leaders, and other community agencies.
- B. **Inform parents and listen to them when early warning signs are observed.** Parents should be involved as soon as possible. Effective and safe schools make persistent efforts to involve parents by: informing them routinely about school discipline policies, procedures, and rules, and about their children's behavior (both good and bad); involving them in making decisions concerning school-wide disciplinary policies and procedures; and encouraging them to participate in prevention programs, intervention programs, and crisis planning. Parents need to know what school-based interventions are being used with their children and how they can support their success.
- C. **Maintain confidentiality and parents' rights to privacy.** Parental involvement and consent is required before personally identifiable information is shared with other agencies, except in the case of emergencies or suspicion of abuse. The *Family Educational Rights and Privacy Act* (FERPA), a federal law that addresses the privacy of education records, must be observed in all referrals to or sharing of information with other community agencies. Furthermore, parent-approved interagency communication must be kept confidential. FERPA does not prevent disclosure of personally identifiable information to appropriate parties--such as law enforcement officials, trained medical personnel, and other emergency personnel--when responsible personnel determine there is an emergency (imminent danger).
- D. **Develop the capacity of staff, students, and families to intervene.** Many school staff members are afraid of saying or doing the wrong thing when faced with a potentially violent student. Effective schools provide the entire school community--teachers, students, parents, support staff--with training and support in responding to imminent warning signs, preventing violence, and intervening safely and effectively. Interventions must be monitored by professionals who are competent in the approach. According to researchers, programs do not succeed without the ongoing support of administrators, parents, and community leaders.
- E. **Support students in being responsible for their actions.** Effective school communities encourage students to see themselves as responsible for their actions, and actively engage them in planning, implementing, and evaluating violence prevention initiatives.

- F. **Simplify staff requests for urgent assistance.** Many school systems and community agencies have complex legalistic referral systems with timelines and waiting lists. Children who are at risk of endangering themselves or others cannot be placed on waiting lists.
- G. **Make interventions available as early as possible.** Too frequently, interventions are not made available until the student becomes violent or is adjudicated as a youthful offender. Interventions for children who have reached this stage are costly, restrictive, and relatively inefficient. Effective schools build mechanisms into their intervention processes to ensure that referrals are addressed promptly, and that feedback is provided to the referring individual.
- H. **Use sustained, multiple, coordinated interventions.** It is rare that children are violent or disruptive only in school. Thus, interventions that are most successful are comprehensive, sustained, and properly implemented. They help families and staff work together to help the child. Coordinated efforts draw resources from community agencies that are respectful of and responsive to the needs of families. Isolated, inconsistent, short-term, and fragmented interventions will not be successful-and may actually do harm.
- I. **Analyze the context in which violent behavior occurs.** School communities can enhance their effectiveness by conducting a functional analysis of the factors that set off violence and problem behaviors. In determining an appropriate course of action, consider the child's age, cultural background, and family experiences and values. Decisions about interventions should be measured against a standard of reasonableness to ensure the likelihood that they will be implemented effectively.
- J. **Build upon and coordinate internal school resources.** In developing and implementing violence prevention and response plans, effective schools draw upon the resources of various school-based programs and staff--such as special education, safe and drug free school programs, pupil services, and Title I.

Violent behavior is a problem for everyone. It is a normal response to become angry or even frightened in the presence of a violent child. But, it is essential that these emotional reactions be controlled. The goal must always be to ensure safety and seek help for the child.

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8410D - INTERVENING EARLY WITH STUDENTS WHO ARE AT RISK FOR BEHAVIORAL PROBLEMS

Examples of early intervention components that work include:

- A. Providing training and support to staff, students, and families in understanding factors that can set off and/or exacerbate aggressive outbursts.
- B. Teaching the child alternative, socially appropriate replacement responses-such as problem solving and anger control skills.
- C. Providing skill training, therapeutic assistance, and other support to the family through community-based services.
- D. Encouraging the family to make sure that firearms are out of the child's immediate reach. Law enforcement officers can provide families with information about safe firearm storage as well as guidelines for addressing children's access to and possession of firearms.

In some cases, more comprehensive early interventions are called for to address the needs of troubled children. Focused, coordinated, proven interventions reduce violent behavior. Following are several comprehensive approaches that effective schools are using to provide early intervention to students who are at risk of becoming violent toward themselves or others.

Intervention Tactic: Teaching Positive Interaction Skills

Although most schools do teach positive social interaction skills indirectly, some have adopted social skills programs specifically designed to prevent or reduce antisocial behavior in troubled children. In fact, the direct teaching of social problem solving and social decision-making is now a standard feature of most effective drug and violence prevention programs. Children who are at risk of becoming violent toward themselves or others need additional support. They often need to learn interpersonal, problem solving, and conflict resolution skills at home and in school. They also may need more intensive assistance in learning how to stop and think before they react, and to listen effectively.

Intervention Tactic: Providing Comprehensive Services

In some cases, the early intervention may involve getting services to families. The violence prevention and response team together with the child and family designs a comprehensive intervention plan that focuses on reducing aggressive behaviors and supporting responsible behaviors at school, in the home, and in the community.

Intervention Tactic: Referring the Child for Special Education Evaluation

If there is evidence of persistent problem behavior or poor academic achievement, it may be appropriate to conduct a formal assessment to determine if the child is disabled and eligible for special education and related services under the **Individuals with Disabilities Education Act** (IDEA). If a multidisciplinary team determines that the child is eligible for services under the IDEA, an individualized educational program (IEP) should be developed by a team that includes a parent, a regular educator, a special educator, an evaluator, a representative of the local school district, the child (if appropriate), and others as appropriate. This team will identify the support necessary to enable the child to learn-including the strategies and support systems necessary to address any behavior that may impede the child's learning or the learning of his or her peers.

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8410E - ACTION PLANNING CHECKLIST

Prevention-Intervention-Crisis Response

What To Look For--Key Characteristics of Responsive and Safe Schools

Does my school have characteristics that:

_____ Are responsive to all children?

What To Look For--Early Warning Signs of Violence

Has my school taken steps to ensure that all staff, students, and families:

_____ Understand the principles underlying the identification of early warning signs?

_____ Know how to identify and respond to imminent warning signs?

_____ Are able to identify early warning signs?

What To Do--Intervention: Getting Help for Troubled Children

Does my school:

_____ Understand the principles underlying intervention?

_____ Make early intervention available for students at risk of behavioral problems?

_____ Provide individualized, intensive interventions for students with severe behavioral problems?

_____ Have school-wide preventive strategies in place that support early intervention?

What To Do--Crisis Response

Does my school:

_____ Understand the principles underlying crisis response?

_____ Have a procedure for intervening during a crisis to ensure safety?

_____ Know how to respond in the aftermath of tragedy?



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8410F - CRISIS PROCEDURE CHECKLIST

A crisis plan must address many complex contingencies. There should be a step-by-step procedure to use when a crisis occurs. An example follows:

- Assess life/safety issues immediately.
- Provide immediate emergency medical care.
- Call 911 and notify police/rescue first. Call the District Administrator second.
- Convene the crisis team to assess the situation and implement the crisis response procedures.
- Evaluate available and needed resources.
- Alert school staff to the situation.
- Activate the crisis communication procedure and system of verification.
- Secure all areas.
- Implement evacuation and other procedures to protect students and staff from harm. Avoid dismissing students to unknown care.
- Adjust the bell schedule to ensure safety during the crisis.
- Alert persons in charge of various information systems to prevent confusion and misinformation. Notify parents.
- Contact appropriate community agencies and the school district's public information office, if appropriate.
- Implement post-crisis procedures.

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8410G - CHARACTERISTICS OF A SAFE PHYSICAL ENVIRONMENT

Prevention starts by making sure the school campus is a safe and caring place. Effective and safe schools communicate a strong sense of security. School officials can enhance physical safety by:

- A. Supervising access to the building and grounds.
- B. ~~Reducing class size and school size.~~
- C. Adjusting scheduling to minimize time in the hallways or in potentially dangerous locations. Traffic flow patterns can be modified to limit potential for conflicts or altercations.
- D. Conducting a building safety audit in consultation with school security personnel and/or law enforcement experts. Effective schools adhere to federal, state, and local nondiscrimination and public safety laws, and use guidelines set by the state department of education.
- E. ~~Closing school campuses during lunch periods.~~
- F. ~~Adopting a school policy on uniforms.~~
- G. Arranging supervision at critical times (for example, in hallways between classes) and having a plan to deploy supervisory staff to areas where incidents are likely to occur.
- H. Prohibiting students from congregating in areas where they are likely to engage in rule-breaking or intimidating and aggressive behaviors.
- I. Having adults visibly present throughout the school building. This includes encouraging parents to visit the school.
- J. Staggering dismissal times and lunch periods.
- K. Monitoring the surrounding school grounds-including landscaping, parking lots, and bus stops.
- L. Coordinating with local police to ensure that there are safe routes to and from school.

In addition to targeting areas for increased safety measures, schools also should identify safe areas where staff and children should go in the event of a crisis.

~~The physical condition of the school building also has an impact on student attitude, behavior, and motivation to achieve. Typically, there tend to be more incidents of fighting and violence in school buildings that are dirty, too cold or too hot, filled with graffiti, in need of repair, or unsanitary.~~



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8410H - **TIPS FOR PARENTS**

- A. Discuss the school's discipline policy with your child. Show your support for the rules, and help your child understand the reasons for them.
- B. Involve your child in setting rules for appropriate behavior at home.
- C. Talk with your child about the violence s/he sees-on television, in video games, and possibly in the neighborhood. Help your child understand the consequences of violence.
- D. Teach your child how to solve problems. Praise your child when s/he follows through.
- E. Help your child find ways to show anger that do not involve verbally or physically hurting others. When you get angry, use it as an opportunity to model these appropriate responses for your child-and talk about it.
- F. Help your child understand the value of accepting individual differences.
- G. Note any disturbing behaviors in your child. For example, frequent angry outbursts, excessive fighting and bullying of other children, cruelty to animals, fire setting, frequent behavior problems at school and in the neighborhood, lack of friends, and alcohol or drug use can be signs of serious problems. Get help for your child. Talk with a trusted professional in your child's school or in the community.
- H. Keep lines of communication open with your child-even when it is tough. Encourage your child always to let you know where and with whom s/he will be. Get to know your child's friends.
- I. Listen to your child if s/he shares concerns about friends who may be exhibiting troubling behaviors. Share this information with a trusted professional, such as the school psychologist, principal, or teacher.
- J. Be involved in your child's school life by supporting and reviewing homework, talking with his/her teacher(s), and attending school functions such as parent conferences, class programs, open houses, and PTOA meetings.
- K. Work with your child's school to make it more responsive to all students and to all families. Share your ideas about how the school can encourage family involvement, welcome all families, and include them in meaningful ways in their children's education.
- L. ~~Encourage your school to offer before and after school programs.~~
- M. Volunteer to work with school-based groups concerned with violence prevention. If none exist, offer to form one.
- N. Find out if there is a violence prevention group in your community. Offer to participate in the group's activities.
- O. Talk with the parents of your child's friends. Discuss how you can form a team to ensure your children's safety.
- P. Find out if your employer offers provisions for parents to participate in school activities.

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8420 - EMERGENCY PROCEDURES

The primary consideration in any emergency situation must be the safety of the students and staff. At certain times, therefore, it may be necessary to ask the staff to perform "beyond the call of duty" in order to provide for the welfare of our students. In the event of an actual emergency situation, all school personnel, instructional and noninstructional, will be required to remain in the building until they are dismissed by the principal.

EVACUATION

- A. (X) When an emergency occurs, the principal shall when feasible consult with the District Administrator whether or not to evacuate the school. An announcement will then be made to inform staff and students of the emergency procedures that will be followed.
- B. (X) If a decision is made to send students home or to a preselected site (unless identification of the preselected site creates an unsafe situation for the evacuees), attempts will be made to notify parents by telephone and/or by radio or TV and the public address system will be used to inform all teachers and students.

The professional and support staff members will supervise the orderly evacuation of the building.

1. (X) If time permits, all students will go to their lockers, unlock them, take a coat if applicable, and return to class leaving lockers open.
 2. (X) The Building Principal or designee ~~custodian~~ will assign and instruct the members of his/her staff to positions that allow "free-flow" of traffic on and off school property.
 3. (X) Administrators and guidance counselors will report to the school office for assignment.
 4. (X) Teachers should take class rolls, including, addresses and telephone numbers of students as well as emergency information.
 5. (X) Teachers will remain (or return) to their regular classrooms and remain with their students.
 6. (X) Clerical personnel will remain at their regular stations except in cases of reassignment by their immediate supervisor.
 7. (X) Cafeteria personnel will remain in their areas until notified otherwise ~~to the contrary~~ by the main office.
- C. (X) In case of bomb threat, the ~~(fire,)~~ ~~(police,)~~ and/or ~~(sheriff's)~~ department and the Building Principal will search the building.

Above all, it is imperative that all personnel remain calm and in control throughout the emergency.

FIRE/TORNADO DRILLS

In accordance with State law, fire drills are to be conducted once each month unless inclement weather conditions prevent doing so in the discretion of the individual responsible for conducting the drills. Each principal shall prepare and distribute fire drill procedures whereby:

- A. (X) all personnel leave the building during a drill;

- B. () the plan of evacuation provides at least one (1) alternative route in case exits or stairways are blocked;
- C. () teachers, when the fire alarm sounds, caution students to walk silently and briskly from the building to a specified location, close all windows and doors of room and turn out lights, if possible, before leaving, check to make sure any individuals with disabilities ~~disabled students~~ requiring assistance are being assisted properly, and conduct roll call as soon as students are at the designated location to make sure that each student is accounted for;
- D. () a list is compiled of all individuals with disabilities ~~disabled students~~ in the building who will require assistance in exiting the building together with the assignment of a staff member or non-student volunteer in the student's classroom who will be responsible for providing necessary assistance in an appropriate manner. A person should also be designated to assist an individual with disabilities ~~disabled student~~ when the evacuation signal is given and s/he is in another area of the building such as the gym, common space ~~all-purpose room~~, or lunchroom.

The principal shall document that each fire drill was conducted ~~in a proper manner~~ and submit such documentation to the District Administrator at the end of each school year.

The District Administrator or designee ~~Business Manager~~ shall maintain a record of the fire drills conducted for at least seven (7) years. () The principal shall file an annual report with the fire department regarding such drills, stating the date and time of the drill. In the event there was any month in which no fire drill was conducted, or other required drills were conducted less than twice in a year, the report shall contain an explanation.

Tornado drills shall be conducted at least twice annually during the tornado season in accordance with AG 8420A - Severe Weather and Tornadoes.

SCHOOL SAFETY DRILLS

At least twice annually each school shall conduct a school safety drill practicing evacuation or other appropriate action in the event of a school safety incident, consistent with the school's school safety plan.

UNUSUAL SITUATIONS

The following situations are quite unlikely to occur, but in such an event, use the following procedural guidelines:

A. Student or staff member held hostage

1. () Isolate the area. ~~DO NOT make a P.A. announcement or sound the fire alarm.~~ The nearest administrator will direct teachers and monitors on duty to notify teachers in nearby classes to take their students to a previously determined area.
2. () Notify the police immediately, giving as much information as possible (e.g. number of terrorists, number of hostages, types of demands being made). Police will be in charge once they arrive.
3. () Notify the District Administrator.
4. () Develop a list of casualties, if any.

B. Intruders in building or on school property.

1. () Ask them to leave.
2. () If they do not leave, remind them of trespassing law.
3. () Notify administrator in charge and the District office.
4. () Avoid any physical conflict or loud verbal altercations.

The principal or any staff member who is involved may notify police if intruders do not leave, ~~and/or call for the assistance of other members of the staff.~~

C. Unauthorized demonstrators or pickets around building before school opens

1. () Follow procedures for intruders.
2. () Attempt to enter building peaceably.
3. () Notify District office.

4. (X) Hold students on the school buses if demonstrators seem to pose a threat.

5. (X) Notify law enforcement officers

D. Demonstrators or pickets around building at dismissal (-) ~~Notify administrator in charge.~~

1. (X) Follow procedures for intruders.

2. (X) Notify administrator in charge.

3. (X) If demonstrators seem to pose a threat, hold students in class until further notice.

4. (X) Notify law enforcement officers.

E. Student Demonstrators (See AG 5540B)

1. (X) Identify the leader or leaders of the group.

2. (X) Notify the group that the administration will confer with the leader(s) but not until all other students return to class.

3. (X) Meet with leaders if students disperse and return to class.

4. (X) If students refuse to disperse, remind them of truancy regulations and the consequences of school disruption.

5. (X) With other staff, try to identify as many participants as possible and notify parents of participants asking them to come to school.

6. (X) Attempt to take pictures and/or video recording of participants.

7. (X) Attempt to keep nonparticipating students away from the demonstration area.

8. (X) Follow through on disciplinary action on students refusing to cooperate.

F. Buses not operating - students in school

1. (X) Keep all students in class.

2. (X) Summon all unassigned professional staff members for instruction.

3. (X) Dismiss students with their own cars (or bicycles) but follow Board policy regarding student passengers.

4. (X) Dismiss students within walking distance after the cars have left.

5. (X) Keep remaining students in school until parents are notified of the problem and transportation for their child arrives.

6. (X) Alert cafeteria if it appears that large numbers of students will have to remain at school for an extended period of time.

G. Major disruptions at an assembly

1. (X) Bring house lights to full on.

2. (X) If those causing the disruption are too numerous to be handled by professional staff members on duty, dismiss the assembly and instruct all present to report to next period class.

3. (X) If few in number, remove them from the assembly and take appropriate disciplinary action.

4. (X) If those causing the disruption are outsiders, follow procedure for intruders.

Legal

118.07(2), Wis. Stats.

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Section 8000 Operations
Title SEVERE WEATHER AND TORNADOES
Code ag8420A
Status Proposed to Policy & Human Resources Committee

8420A - SEVERE WEATHER AND TORNADOES

Throughout the year the District faces the possibility of severe weather and tornadoes. Each school is to monitor a weather-alert radio for severe weather conditions and each principal or supervisor is responsible for setting up procedures for notifying their staff and students about severe conditions and maintaining proper safety.

Tornado Watch

A tornado watch is a forecast of the possibility of one (1) or more tornadoes in a large area. When a tornado watch is in effect, the District will continue normal activities but move recess and physical education activities indoors. Each building and department shall designate someone to be responsible for continuously monitoring the watch while students are in the building or on the premises. School will not be dismissed early and dismissal time will be at the regular time even if the watch is still in effect.

Tornado Warning

A tornado warning signals that a tornado has been sighted and may be approaching. Staff shall proceed with all students to the predesignated tornado shelter areas and remain there with the students until further notice. Disabled students who need assistance are to be assisted by the person designated to assist them for building evacuations. No student shall be allowed out of his/her designated area unless his/her parent comes to the school and requests that the student be released. A student is to be released only to his/her parents.

Procedures

- (X) A tornado warning signal is sounded and/or an announcement on the public address system.
- (X) All groups outside the building are to return to the school and go to their designated shelter area.
- (X) Proceed to predetermined shelter areas.
 - (X) ~~Students shall line the interior hallways as quickly and safely as possible away from glass and sit with their backs to the interior wall, knees drawn tightly to their chests, face positioned between their knees, and their hands over their necks.~~ Students in wheel chairs are to remain in their chairs with the back of the chair against the interior wall.
 - (X) Students shall remain quiet to wait for instructions.
 - (X) Staff members shall remain alert for students who evidence signs of stress or panic, and when necessary, move such students to an area where they will not influence other students and remain with them until the all-clear signal is given.
 - (X) The principal shall give the all-clear signal and provide further directions.
- (X) Areas to be avoided.
 - (X) Spaces that are opposite doorways or openings into rooms that have windows in the exterior walls, and areas with large roof spaces.
 - (X) Interior locations that contain glass, such as doors, windows, display cases and the like.
 - (X) Areas where doors swing. When the storm hits, the doors are likely to swing violently.

(X) Corridor intersections (stay at least ten (10) feet away).

(X) Any corridor which has potential to become a wind tunnel.

(X) Any wall which is non load-bearing.

The principal shall document that at least twice annually, without previous warning, tornado or other hazard drills were conducted in the proper manner and submit such documentation to the District Administrator at the end of each school year.

The District Administrator or designee ~~(Business Manager)~~ shall maintain a record of the annual tornado or other hazard drills conducted for at least seven (7) years.

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118.07(2)(a) Wis. Stats.

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Title TELEPHONING OF BOMB THREATS
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8430 - TELEPHONING OF BOMB THREATS

The following guidelines may be helpful when a telephone caller announces a bomb threat.

A. Be alert to any of the following background sounds that may give a clue to the location of the caller:

radio playing, voices, sirens, construction noise, TV, whistles, traffic noise, bells

B. Ask the caller:

Where is the bomb located?

What time is it to go off?

What kind of a bomb is it?

What is your name?

Where are you calling from?

C. Make a note about speech characteristics such as:

male, female, low tone, high pitch, stutter or stammer, regional or foreign accent

D. Note impressions such as:

Does the voice sound familiar?

Does the caller sound sincere?

Does the caller seem familiar with the school?

E. Write down exactly what the caller says; ask him/her to repeat the message.

F. Try to signal someone about the nature of the conversation while you keep the caller on the line.

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Title WRITTEN HAZARD COMMUNICATION PROGRAM
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8431 - Written Hazard Communication Program

INTRODUCTION

As part of the District's overall safety and health program, the District has established this written chemical Hazard Communication Program. The Hazard Communication Program is designed to comply with the Occupational Safety and Health Administration (OSHA) Hazard Communication Standard that includes the United Nations' Globally Harmonized System of Classification and Labeling. To the extent that the Program conflicts with the Standard, the Standard will govern.

The objective of the Hazard Communication Program is to prevent occupational injuries and illnesses related to chemical exposure by educating employees about workplace chemical hazards. The Business Manager ~~District Administrator or his/her designee~~ shall be responsible for maintaining compliance with this policy and shall serve as the "Safety Officer" referenced in this policy.

This Hazard Communication Program applies to all work areas where hazardous chemicals are known to be present both under normal conditions and in a foreseeable emergency. The safety officer has the responsibility for overall coordination of the hazard Communication Program.

This Program outlines and describes how the following information will be organized and transmitted:

- A. List of hazardous chemicals known to be present in the workplace.
- B. Information on precautionary labels and other forms of warning for known hazardous chemicals in the workplace.
- C. Safety Data Sheets (SDS's) for known hazardous chemicals in the workplace.
- D. Methods used to provide employee information and training.
- E. Methods used to inform employees of hazards of non-routine work.
- F. Methods used to inform contractor employees of any hazardous chemicals to which contractor employees may be exposed.

The Hazardous Communication Program is available for review by all employees upon request to their supervisor.

DEFINITIONS

The term "hazardous chemicals" means any chemical which is a physical hazard or health hazard.

Chemical physical hazard characteristics include substances which are:

- combustible
- compressed gases
- explosive
- flammable
- organic peroxides

- oxidizers
- pyrophoric
- unstable (reactive) or water reactive

Chemical health hazards includes substances which are:

- toxic or highly toxic
- irritants
- sensitizers
- carcinogens and those with
- target organ effect

CHEMICAL INVENTORY LIST

The safety officer has the responsibility to maintain an inventory list of known chemicals in the workplace. Any changes to the inventory list should be approved by the safety officer. The chemical inventory list is available to employees. Employees who have questions about the chemical inventory list should contact their immediate supervisor.

PRECAUTIONARY LABELING

A. Containers in the Workplace

The safety officer and building principal have the responsibility to ensure all known hazardous chemicals present in their building display a precautionary label stating:

- identity of the hazardous chemical(s)
- appropriate hazard warning(s)

In the event of an improperly labeled hazardous chemical container, a proper label will be requested, by telephone, and letter from the chemical supplier. Failure of a supplier to correct labeling deficiencies within sixty (60) days will result in suspension of use of the affected product.

All labels on incoming chemicals must not be defaced in anyway. Observation or other detection of defaced labels must be immediately reported to the building principal so appropriate labels can be applied.

B. Process Vessels

All plant process vessels which routinely store bulk chemical products shall be labeled in the following manner:

- name of contents (chemical and/or common name)
- identity of process lines served by vessel (if not obvious by machine arrangement)
- appropriate hazard warning
- National Fire Protection Association (NFPA) 704 M diamond, Hazard Identification

Where necessary, commercially available warning labels will be purchased. If no standard commercial labels are available for a specific hazardous chemical, a proper label is prepared internally. Safety Data Sheets will provide the necessary information for hazardous warnings. The building principal is responsible for assuring that process vessels are appropriately labeled.

C. Temporary Storage Tanks

Temporary storage tanks including, but not limited to, blend tanks and holding tanks used for variable process chemical formulations normally do not have permanently fixed warning labels. To ensure employees know of the vessel content, formulation batch tickets are maintained which list the name of chemicals stored in specific vessels. The hazard warning is part of the label for temporary storage tanks and is located on the batch cards, or fixed on the storage tanks as part of the label. Employee having questions about labeling should contact their immediate supervisor.

D. Portable Containers

All portable containers of hazardous chemicals require labeling. The exception to this policy is that portable containers of

hazardous chemicals do not have to be labeled if they contain chemicals transferred from a labeled container, and are intended only for the immediate use by and remain the constant control of the employee who performs the transfer. All other portable containers and usage will require labeling. Employees who have questions about portable container labeling should contact their immediate supervisor. The employee who uses the portable container is responsible for placing the label on the container, and the safety officer and building principal are responsible to see that labeling is done.

E. Piping Systems

Labeling of chemical pipes is not specifically required by the Hazard Communication standard, but employees must be aware and informed of the contents in chemical pipes. This can best be accomplished by labeling all piping used to transfer the same hazardous chemicals. The latest American National Standard Institute (ANSI) Standard (ANSI 13.1-1981), Scheme for Identification of Piping Systems, is used as a guide for location and design of pipe labels.

Employees who have questions about piping systems labels and/or content hazards, should contact their immediate supervisor.

F. Product Containers Leaving the Workplace

All hazardous chemical containers that are shipped shall be labeled and shall include the following information:

- identity of the hazardous chemicals
- appropriate hazard warning(s)
- name and address of the chemical manufacturer or other responsible party

Special information on labels, tags or other markings will be consistent with the information contained on the Safety Data Sheet and similar information suggested in the American National Standard Institute (ANSI) Precautionary Labeling Standard (Z129.1-1982). The safety officer is responsible for coordinating the labeling program for containers leaving the workplace.

G. Update and Review

The safety officer responsible for reviewing the labeling system annually and updating it if necessary, changes in the labeling system will be transmitted to affected supervisors and employees. Employees who have questions about the precautionary labeling system should contact the safety officer or building principal.

SAFETY DATA SHEETS (SDS'S)

A. SDS Format

SDS's are written or printed material concerning product hazard determination, which are prepared and distributed with chemicals by chemical manufacturers and distributors. ~~(See Form 8431 F1).~~
The format of the 16-section Safety Data Sheet should include the following sections:

1. Section 1. Identification
2. Section 2. Hazard(s) identification
3. Section 3. Composition/information on ingredients
4. Section 4. First-Aid measures
5. Section 5. Fire-fighting measures
6. Section 6. Accidental release measures
7. Section 7. Handling and storage
8. Section 8. Exposure controls/personal protection
9. Section 9. Physical and chemical properties
10. Section 10. Stability and reactivity
11. Section 11. Toxicological information
12. Section 12. Ecological information
13. Section 13. Disposal considerations

14. Section 14. Transport information

15. Section 15. Regulatory Information

16. Section 16. Other information, including date of preparation or last revision

B. Obtaining SDS's

The buyer of any chemical is responsible for obtaining a SDS for chemical. The buyer shall also notify the safety officer, Business Manager, and building principal before purchasing any new chemical. A SDS should be available for every hazardous chemical listed on the inventory list. If a SDS is not available, the Buyer will use the following procedures to obtain SDS's:

1. The supplier will be contacted by telephone and letter (~~See Form 8431-F3~~), and all correspondence and communication documented as proof of effort to comply.
2. If a supplier should not satisfy the first written request within thirty (30) days, a second written request for a SDS should be sent to the supplier and the Department of Labor will be contacted if SDS is not received within fifteen (15) days.
3. All requests to suppliers and the Department of Labor including letters and telephones calls must be documented and maintained on file.

C. Review of SDS's

The safety officer is responsible for reviewing all incoming data sheets for new and significant health/safety information. Any new information will be transmitted to building principals so appropriate measures can be taken to inform affected employees.

If deficiencies exist or additional information is need concerning SDS's, the chemical manufacturer or supplier will be contacted to obtain necessary information.

D. SDS Maintenance

The safety officer is responsible for maintaining the SDS's.

The SDS's for chemicals and the chemical inventory list are maintained by the building principal in a notebook titled "Hazard Communication Program". These are accessible to employees during work.

If SDS's are not available or new chemicals in use do not have SDS's employees should contact their immediate supervisor.

A master copy of the SDS's and inventory list will be maintained by the safety officer.

E. New Chemicals

The buyer shall notify the safety officer and building principal before purchasing any new chemical. The safety officer must approve all new chemicals before use by employees. A SDS must be reviewed before the chemical is used.

F. Hazard Determination

The District relies upon the hazard determination and Safety Data Sheet supplied by the chemical manufacturer or distributor to determine the hazards of all chemicals bought, used or stored in the facility. Employees who have questions about Safety Data Sheets should contact their immediate supervisor.

EMPLOYEE TRAINING AND EDUCATION

Effective employee training and education is the most critical component of the hazard communication program. A properly conducted training program will ensure that employees are aware of hazards in the workplace and appropriate control measures to protect themselves. The safety officer coordinates the employee training and education program for the District.

A. Program Outline

All employees who work in areas where hazardous chemicals are used and/or maintained and those who may be exposed in an emergency are involved in the employee training and educational program. The program is presented in two (2) phases:

1. General Information Training
 - explanation of the Hazard Communication Standard
 - location and availability of written hazard communication program

- operations in the work area where hazardous chemicals are present
- general introduction of chemical hazards, labeling and Safety Data Sheet (SDS's)

General information training is administered by the safety officer during the initial orientation.

2. Specific Hazard Training

- location of hazardous chemicals in the work area
- discussion of methods and means of determining/detecting the presence/release of hazardous chemicals in the work area
- the chemical physical and health hazards in the work area
- explanation of internal labeling system
- hazard's associated with piping system
- review of appropriate work practices, personal protective equipment and emergency procedures
- access to safety and health information
- work area list of hazardous chemicals and Safety Data Sheets
- how to obtain additional information
- specific hazard training is administered by the immediate supervisor

All employees who receive general information and specific hazard training sign a training sheet as documentation.
(See Form 8431 F4).

B. Re-Assigned/Transferred Employees

Employees re-assigned or transferred to other work areas will undergo a review of specific hazard training in their new work area. The building principal is responsible for scheduling and ensuring that this retraining session is conducted by the immediate supervisor, and initiated on the first day of employment in a new work area. Employees will be required to sign a transfer safety-training sheet.

C. New Hires

Whenever a person is hired for employment, hazard communication training and education will be provided at the time of their initial assignment. New employee training will be provided by the safety officer as part of new employee orientation at the time of initial employment and prior to handling hazardous chemicals. New hires will be required to sign a safety training sheet.

D. New Hazard

There are three (3) ways in which a new hazard may be introduced:

1. a new hazardous chemical may be brought into the workplace; or
2. a current hazardous chemical in use may expose additional employees in the same work area; or
3. a former non-hazardous chemical may begin to be used in a manner that is hazardous.

Whenever a new hazard is introduced, the immediate supervisor is responsible for providing specific hazard training to all affected employees prior to the introduction of the hazard.

The safety officer can provide assistance and guidance with new hazard training. Employees will be required to sign a new chemical training sheet.

NON-ROUTINE WORK

Occasionally employees will be asked to perform non-routine work, which can be defined as work not normally performed by an employee during the normal course of job duties. Example of non-routine work could be, but not limited to:

- floor stripping/coating

- building and structural repair
- maintenance activities during school shutdowns
- breaking and opening piping systems
- using internal combustion engines in enclosed areas

The following procedures will be used when employee perform non-routine work:

- A. The building principal will determine the need for non-routine work and the hazards associated with the work. The safety officer can provide assistance to determine the hazards involved.
- B. The immediate supervisor will train the employees performing the non-routine work of the hazards associated with the work and of procedures/permits to follow. The training should be given each time prior to employees performing non-routine work.

CONTRACTORS

When contractors are working on District property they must comply with all OSHA standards and requirements, where applicable. The Hazard Communication Standard requires all contractors working on District property to be informed by the safety officer concerning applicable workplace hazardous chemicals which the contractor's employees may be exposed to while performing their work and of appropriate protective measures. This information is provided so contractor employers can properly train their employees. In addition, the contractor will inform the safety officer about hazardous chemicals that the contractor brings onto District property so that precautions can be taken.

AUDIT

The Hazard Communication Program will be audited at least annually by the Business Manager. A report will be generated from the review audit and sent to the building principal, the safety officer and the District Administrator. The building principal and safety officer are responsible for following up to see that supervisors take corrective action concerning recommendations resulting from the audit.

HAZARDOUS CHEMICAL USE IN SCIENCE, ART AND TECHNICAL EDUCATION CLASSROOMS AND LABORATORIES

- A. The safety officer shall coordinate and maintain a list of chemicals approved for classroom and laboratory use within the District (the "Authorized Use List").
- B. Before any new chemicals is used, it must be approved for instructional use and appear on this Authorized Use List.
- C. Chemicals not on the Authorized Use List are prohibited from use. Students and staff members found using unauthorized chemicals shall be subject to disciplinary action.

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8442 - ON-THE-JOB INJURY

Any employee incurring an injury while engaged in his/her performance of District duties shall abide by the following procedures:

(X) The injured employee shall report to their supervisor ~~the _____ office~~ and complete an injury report form Form 8442-F1 before reporting to an approved physician. The only exception will be if the injury is of such a nature that it requires immediate emergency attention. In that case, treatment should be undertaken and a report of the accident made to the Business Office ~~_____ office~~ at the earliest opportunity.

The supervisor is to contact the liability insurance company to report the incident.

(X) The appropriate documentation is sent to and archived ~~form shall be completed~~ by the Business Office ~~_____ office~~ for all reported ~~injuries involving outside medical costs and lost time injuries with less than seven (7) days disability.~~

~~(-) Dental injuries require an estimate and approval prior to correction.~~

~~(-) Except in emergencies, staff members are requested to use only hospitals and physicians approved by the _____ office and insurance carrier in the treatment of work-related injuries. Each school and department shall maintain a list of those hospitals and physicians approved for treatment of school employees.~~

~~(-) All necessary medical referrals shall be made only by physicians approved by the _____ office or insurance carrier. The _____ office must be notified of any referral. Upon completion of medical care by a specialist, the employee must first report back to the referring physician for release prior to returning to work.~~

~~(-) All physical examinations are to be given by an approved physician.~~

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8450 - MANAGEMENT OF SELECTED CASUAL-CONTACT DISEASES

Diseases spread by airborne and/or direct contact with germs from sneezing, coughing, and speaking.

DISEASE	SYMPTOMS	INCUBATION PERIOD	CONTAGIOUS PERIOD	RETURN TO SCHOOL
CHICKENPOX (Varicella)	General discomfort, slight to high fever, headache, and loss of appetite. Lesions appear in bunches with most on upper body. Face and extremities are less affected. Typical lesions have teardrop shape surrounded by reddened area. Blistered (new) and broken and crusted (old) eruptions are on the skin at the same time.	10-21 days av: 13-17	5 days before rash and to 6 days after rash first starts.	When lesions are dry and crusted and no new eruptions. At least 5 days after rash first appears.
FIFTH DISEASE (Erythema Infectiosum) (Hungarian measles)	Rash begins as a solid red area on cheeks ("slapped cheek" appearance), spreading to upper arms and legs, trunk, hands and feet.	4-20 days	Exact duration unknown. Greatest before rash onset. Probably not communicable after rash onset.	Fever and signs of illness other than rash are no longer present.
INFLUENZA (Viral Influenza)	Fever, headache, muscles aches, sore throat, and cough (25% of school age children may have nausea, vomiting, and diarrhea).	1-5 days	Probably 3 to 5 days from onset in adults; up to 7 days in young children.	Symptoms subside.
SCARLET FEVER (Scarletina)	Begins with fever and sore throat. Rash appears as a pink-red flush which looks like a sunburn with goose pimples, that spreads to all parts of the body. Afterward, the skin peels off like a sunburn. Often the tongue has a "strawberry" appearance.	1-3 days	In untreated, uncomplicated cases, 10-21 days or until under adequate antibiotic treatment for 24-48 hours.	Adequate treatment for 24-48 hours, and symptoms subside.
SPINAL MENINGITIS (Meningococcal) and (Haemophilus)	Sudden onset of high fever, headache, and stiff neck. In severe cases, delirium stupor or coma can also occur. In	1-10 days av: 2-4 days	Unknown. Probably throughout the	Requires doctor's note for re-admittance.

	meningococcal meningitis small purplish spots are occasionally seen in skin and mucous membranes.		duration of symptoms.	
STREP THROAT (Streptococcal sore throat)	Similar to scarlet fever but without a rash. A sore throat and fever are the most pronounced symptoms.	1-3 days av: 2-4 days.	Weeks or months without medical treatment or with antibiotic treatment 24-48 hours.	Adequate treatment for 24-48 hours, and symptoms subside.
ROSEOLA (Exanthem Subitum)	Sudden high fever (104°-105°F.) which falls with the appearance of a rash on about the third or fourth day. Rash consists of small rose- pink spots which first appear on the chest and abdomen but may spread to the face, legs, and arms. Rash is usually limited to only one or two days.	5-15 days	Unknown. The disease does not appear very contagious.	Until no symptoms.
RUBELLA (German Measles)	Rash begins on the face and spreads to the rest of the body within 24 hours and is usually gone by the end of the third day. Often present is a pronounced swelling of the lymph nodes behind the ear and at the base of the skull. Mild coughing, sneezing, and reddened eyes are common early in the course of the illness.	14-23 days av: 16-18 days	7 days before to 4 days after rash onset.	5 days after rash onset.
MEASLES (Rubeola)	Begins 3 to 4 days of gradually increasing fever, runny nose, (red) inflamed eyes, and especially coughing. Rash usually begins around ears and hairline, spreading down to cover face, trunk and arms by second day. Rash is initially bright pink with distinct raised spots. Tiny blue-white pinpoint-sized swelling inside the cheeks may be observed a day before the rash first appears. The rash usually last about five days. Sensitivity to light is also common.	7-18 days av: 10 days	4 days before rash and for up to 4 days after disappearance of the rash.	5 days after disappearance of the rash.
MUMPS (Infectious Parotitis)	Onset is gradual. There may be chills, discomfort, headache, pain below ears accompanied by a moderate fever of 101° - 102°F, or higher followed by swelling of one or both salivary glands. Swelling is below and in front of ear. Usually swelling in one gland subsides as the other begins to swell. The ear lobe is often pushed forward by the swelling of the	2 to 3 weeks av: 18 days	Usually 5 but may 9 days after onset and be as long as 7 to no symptoms. 9 days prior to the onset of salivary gland swelling.	

gland. Swelling usually lasts 5 to 7 days.

TUBERCULOSIS (TB)	Starts with fever, night sweats, and weight loss early. Later symptoms include a persistent non-productive cough, chest pain, hoarseness, and coughing of blood.	2-10 weeks	Variable. After starting treatment with anti TB drugs, a patient may become non-infectious in as little as two weeks.	Requires a doctor's note for re-admittance.
WHOOPIING COUGH (Pertussis)	Coughing and sneezing followed 1 to 2 weeks later by breathing characterized by a series of short convulsive-like coughs, and a high pitched gasp of air called a whoop.	7-14 days av: 7-10 days	Untreated-from early throat inflammation to 3 weeks after typical cough symptoms occur. Treated-the period of infectiousness extends 5 days onset of treatment.	3 weeks from onset of cough symptoms, if untreated or until after 5 days of treatment.

Diseases spread by contact with tiny parasites on contaminated belongings of others.

DISEASE	SYMPTOMS	INCUBATION PERIOD	CONTAGIOUS PERIOD	RETURN TO SCHOOL
RINGWORM (Tinea Capitis; Tinea Corporis)	Ringworm of the scalp begins as a small pimple which grows and spreads, leaving scaly patches of temporary baldness. Ringworm of the body appears as flat, spreading, ring-shaped lesions. The outside is usually reddish and filled with pus while the skin on the inside tends to return to normal.	10-14 days	As long as any untreated lesions are present and spores persist on contaminated materials.	Under medical care. While under treatment, infected children should be excluded from gymnasiums, swimming pools and activities likely to lead to exposure of others.
PINWORM	Itching in anal areas, disturbed sleep, irritability and local irritation due to scratching	2-6 weeks	As long as eggs are being laid on perianal skin. Eggs remain infective indoors about 2 weeks.	Under medical care.

Diseases spread by the fecal-oral route – contamination of food, drink or objects placed in the mouth.

DISEASE	SYMPTOMS	INCUBATION PERIOD	CONTAGIOUS PERIOD	RETURN TO SCHOOL
CAMPYLOBACTER (Vibriosis Vibrionic Enteritis)	Sudden onset of fever and abdominal pain and diarrhea which may be severe. May also be vomiting and sometimes blood in the stools.	1-10 days av: 3-5 days	Throughout the illness (1 to 4 days). If not treated, up to 7 weeks.	Requires doctor's note for re-admittance.
GIARDIASIS (Protozoan Diarrhea)	Chronic, intermittent diarrhea, bloating, foul-smelling stools and fatigue and weight loss. Sometimes observable symptoms are not present.	1 to 4 weeks after exposure	Entire period of infection.	Same as above.
SALMONELLOSIS	Sudden onset of fever,	6-72 hours	During acute	Exclude until

(Acute Gastro Enteritis) (Food Poisoning)	Abdominal cramps, diarrhea, and possibly vomiting.	av: 12-36 hours	infection and until organism no longer in feces. Usually several weeks.	symptoms are gone. Exclude from certain activities based on Health Department recommendation.
SHIGELLOSIS (Bacillary Dysentery)	Sudden onset of fever, diarrhea, abdominal pain. Loss of appetite and vomiting may also occur. There may be blood, mucous, or pus in the stools.	1-7 days av: 1-3 days	During acute infection and until organism no longer in feces. Usually several weeks.	Exclude until symptoms are gone. Exclude from certain activities based on Health Department recommendation.
VIRAL GASTROENTERITIS (Viral Diarrhea; Winter Vomiting Rotoviral Diarrhea)	Abrupt onset of nausea, vomiting, diarrhea, abdominal pain, and discomfort. Fever, if present, is usually low grade. Very contagious.	24-48 hours	From onset of illness until symptoms subside.	Same as above.
Hepatitis A (Infectious Hepatitis) (Epidemic Jaundice)	Onset is usually abrupt with fever, malaise, anorexia, nausea, and abdominal discomfort, followed within a few days by jaundice.	15-50 days av: 28 -30 days	Latter half of incubation period to approximately 1 week after onset of jaundice.	Same as above.

Diseases spread by direct skin contact with wounds or discharges from an infected person.

DISEASE	SYMPTOMS	INCUBATION PERIOD	CONTAGIOUS PERIOD	RETURN TO SCHOOL
IMPETIGO (Impetigo Contagiosa)	Isolated pus filled spots which become crusted and break releasing a straw-colored fluid. Occurs principally around the mouth and nostrils.	4-10 days	As long as pus filled lesions continue to drain.	Under medical care and lesions are healing and no new lesions appear.
PINKEYE (Epidemic Form of Acute Conjunctivitis)	Irritation of the eye accompanied by tears, swelling of the lids, extreme sensitivity to light, and a buildup of a sticky fluid that dries to a straw-colored, crusty material accumulating at the corners of the eye.	Variable, dependent upon infecting agent.	During the period of active infection. Some children recover in only a few days but many cases take 2 to 3 weeks.	Under medical care and drainage from eyes has cleared.
MONONUCLEOSIS, (Infectious)	Fever, sore throat, and enlarged lymph glands.	4-6 weeks	Prolonged; pharyngeal excretions may persist for 1 year or more after infection.	Under medical care and physician has given permission to return.
PEDICULOSIS (Head Lice)	Appearance of lice and/or nits in the hair, commonly at nape of neck and/or behind the ears. Nits are fastened to the hair.	Eggs hatch in 7 days; maturity reached 8-10 days after hatching.	Until lice and viable eggs are destroyed.	Treated and nit free.

Diseases spread by direct skin contact with wounds or discharges from an infected person.

DISEASE	SYMPTOMS	INCUBATION PERIOD	CONTAGIOUS PERIOD	RETURN TO SCHOOL
HERPES SIMPLEX	Superficial clear blisters on a red base which crust and heal within a few days.	2-12 days	Secretion of virus in the saliva has been reported for as long as 7 weeks	None recommended.

			after recovery from infection.	
SCABIES	Rash, small raised bumps, blisters or linear tracts containing mites or their eggs; found commonly between the fingers, on wrists or waistline. Causes severe itching especially at night.	First exposure, 2-6 weeks; subsequent exposure, 1-4 days	Until mites and eggs are destroyed, usually after 1-2 treatments.	Day after treatment is completed. Occasionally a second treatment is needed.
HAND, FOOT, and MOUTH	Papulovesicular lesions appear on the buccal surfaces of cheek and gums and on sides of the tongue. Lesions may also appear on palms, fingers, and soles and last 7-10 days. Fever may also occur.	3-5 days	Acute stage of illness and perhaps longer.	Exclude until lesions have begun to heal and the fever is gone and physician approves return.
HEPATITIS B (Serum Hepatitis)	Onset is usually insidious with anorexia, vague abdominal discomfort, nausea, and vomiting sometimes arthralgias and rash, often progressing to jaundice. Fever may be absent or mild.	45-180 days; av. is 60-90 days.	Weeks before onset and throughout clinical course. Carrier state may persist for years.	Healthy enough to return without danger to self. Carrier status should be individually noted from physician is recommended.

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Section 8000 Operations
Title PEDICULOSIS (HEAD LICE)
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Status Proposed to Policy & Human Resources Committee

8451 - PEDICULOSIS (HEAD LICE)

~~[NOTE: Before completing this administrative guideline, NEOLA recommends contacting the local Health Department to determine the acceptable standard for students to return to school.]~~

Whenever a student is found to be infested with head lice, his/her parent/guardian will be notified of the infestation and (X) requested to pick the child up from school at the end of the school day ~~(-) requested to pick the child up immediately~~. Additionally, the student will be told of the infestation and reassured that it is a very treatable condition and nothing to be ashamed of. The student will also be educated in the transmission of lice and told not to share combs, hats, etc. with others. ~~[If first option selected, add the following sentences:]~~ The student will be returned to his/her classroom for the remainder of the schoolday. The Principal or designee will determine the type of activities the child will be engaged in for the rest of the day to minimize physical contact with other children. If head-to-head contact is possible, the child will be excused from those activities. Further, if appropriate, the child's desk will be positioned such that the infested child and his/her hair cannot come into contact with other children or their desks.

When the parent picks up his/her child, the parent will be informed that the student needs to be treated before s/he returns and the parent will need to confirm treatment has been completed before the student is readmitted ~~complete Form 8451-F3 before the student is readmitted~~. **The student will be permitted to return to school after it has been determined by the School Nurse or a trained volunteer that the child is free of any (X-) live lice (-) nits.**

The parent will be provided with a cover letter ~~(Form 8451-F1)~~ that provides guidance and educational material concerning the epidemiology, treatment and follow-up procedures for the infestation ~~(see also Form 8451-F4) (-) and will also be shown by the school nurse or health staff member the evidence of the child's infestation~~. The parent will be informed that other family members might be infested and need treatment. (X) If the parent is unwilling or unable to identify nits or lice, s/he should be advised where this service is provided (local health department, clinic, physician's office).

If the parent/guardian is unable to visit the school (i.e., pick up the student), a phone call to the parent explaining the above information shall be made, and the referenced cover letter ~~(Form 8451-F1)~~, along with the additional information ~~(Form 8451-F4)~~ will be sent home with the student.

[X] The other students in the infested student's classroom and the student's sibling(s) should be examined for evidence of either the lice or lice eggs (nits). The examination should be done by the school nurse or designee.

The proper way to confirm the presence of lice is to find actual lice in the child's hair. **Transmission of lice most often occurs by direct contact with the head of another infested child as lice do not jump or fly. Indirect contact can include personal belongings of an infested child (combs, brushes, hats, pillows, and bedding).**

Only children and family members who have head lice should be treated. If parents are unsure if a child has lice, the hair should be combed with a lice comb to see if lice are present.

Procedure for treatment and follow-up:

- A. If head lice are confirmed at school, the actions described above will be taken.
- B. Parents need to notify the school health staff if they discover lice at home. They should notify parents of their child's close friends.
- C. The school health staff is readily available to discuss treatment and follow-up of head lice.
- D. A class letter will be sent home for confirmed cases of head lice. ~~(See Form 8451-F2)~~

- E. Parents are to treat the child with a lice-removal product at home, following exact directions. They also are to treat the home environment by vacuuming, and washing bed linens, clothing, brushes, and sports helmets.
- F. The student may return to school after treatment and if no (X) live lice (-) nits are found in the hair. When the student returns, s/he is checked by the health services staff.
- G. Parents need to continue to check for eggs (nits) and lice by combing the hair daily. If eggs and live lice are still present after a week, a second lice- removal treatment should be done. Parents should check for nits and comb their child's hair until no lice are found for two (2) weeks.
- H. Parents should continuously observe their children for signs of head lice - scratching, redness at the nape of the neck, and nits attached to the hair shaft, mostly behind the ears and at the base of the neck.
- I. If unsure, parents are encouraged to check with their pediatrician for any recommended treatment. The health services staff will check any student for lice by parent request.
- J. If more information is needed, please refer to the Centers for Disease Control website: www.cdc.gov.

Screening

~~The following screening program shall be implemented:~~

~~A screening will be held at the beginning of the school year in an attempt to reduce the possibility of transmission in the classrooms. A screening will also occur (-) after each major vacation period (i.e., winter and spring break) (-) on a quarterly basis.~~

~~[-] The screening in the elementary school setting will consist of the following: two thirds (2/3s) of classes (not less than a total of 100 students) in grades K, 1 and 2 will occur. Based on the number of children found with active infestations in this group, the school nurse/health staff will estimate the number of children infested in the rest of the school. If the results from the initial screening of K, 1 and 2 indicate a probable infestation rate for the school of five percent (5%) or greater, the entire school will be screened.~~

~~The following individuals will be responsible for conducting the screenings: **[include all that apply]** school nurse; health staff; principal; secretary; trained parent volunteers.~~

~~Screenings will also occur periodically based on reported cases of head lice infestations in a class, grade or building.~~

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8452 - AUTOMATED EXTERNAL DEFIBRILLATORS (AED)

[X] The District Administrator will consult with **(X) a medical doctor** ~~(-) the local EMS Medical Director~~ regarding the authorization to purchase AED devices for the School District. The **(X) district's medical advisor** ~~doctor~~ ~~(-) EMS Medical Director~~ ~~(-)~~ will be deemed the District's Medical Director for purposes of its AED devices. The consultation with the Medical Director will consider the proper placement of the AED(s), appropriate training to be provided, appropriate maintenance and testing of the AEDs, and guidelines for use on students and adults according to manufacturer specifications.

The District Administrator has designated the District Nurse as the AED Officer who is responsible for maintenance and testing of the AED according to the manufacturer's guidelines and according to any input from the Medical Advisor ~~Director~~. The AED Officer will notify the nearest emergency medical services program of the following information: the type of AED; the location of the AED at the District, the intended use of the AED and the owner of the AED.

The guidelines developed by the **(X) Mmedical Advisor** ~~Director~~ and **AED Officer** are found in AG8452A . The **(X) Medical Advisor** ~~Director~~ and **AED** Officer will draft a maintenance checklist to provide for servicing and testing of the AED devices. The checklist is found AG8452A at Form .

Only trained AED users shall operate the AED. A trained user means a person who has successfully completed a course of instruction approved by the Wisconsin Department of Health Services (DHS), such as the American Red Cross program or the American Heart Association program. The District Administrator will ensure that training is offered to **(X) specific positions within the District i.e., school nurse, health paraprofessionals, athletic coaches, and/or trainers; (X) personnel who desire to be trained in the use of AED's; and/or (X) teachers who instruct on the use of AEDs for health classes** ~~(-) American Heart Association (two (2) year)~~ . Training will be done in accordance with the **(X) Gold American Red Cross (two one (21) year)** ~~(-) American Heart Association (two (2) year)~~ programs and in accordance with State or Federal law. The District Administrator will ensure that the individual(s) conducting the training are qualified to conduct such training. The training will also include instruction in cardio-pulmonary resuscitation (commonly referred to as "CPR"), in accordance with nationally recognized guidelines.

After the use of an AED, the AED Officer **(X)** and Medical Advisor ~~Director~~ will review the incident, including any data recorded by the AED.

Neither the properly trained care provider, owner, provider of the automated defibrillator or the trainers of its use will be held civilly liable for their acts or omissions in rendering good faith emergency care to someone who appears to be in cardiac arrest.

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Legal 146.50, 895.48, Wis. Stats.

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Title CONTROL OF BLOOD-BORNE PATHOGENS
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8453.01 - CONTROL OF BLOOD-BORNE PATHOGENS

The following guidelines provide for the District's compliance with Federal regulations for protecting staff members against exposure to blood pathogens and other infectious materials which can cause Hepatitis B and/or HIV viruses.

A. Exposure Determination

Staff members in the following job classifications have responsibilities for which they could reasonably anticipate exposure to blood and other potentially-infectious materials:

school nurses

custodians

special education teachers and ~~paraprofessionals~~ ~~aides~~ who work with students who are prone to biting, scratching, and other such actions that can cause bleeding or exposure to saliva and other body fluids

teachers in vocational/technical education whose students work with equipment that can cause cuts or other injuries that produce bleeding

members of a school staff who have been designated to provide first aid when and if necessary

physical education teachers

coaches

~~() bus drivers~~

health paraprofessionals

Building Principals

B. Inoculation

Each of the staff members in the above-named categories shall be offered free vaccination with the Hepatitis B vaccine after training and within ten (10) days after reporting for duty at the start of the school year or when employed.

The District Nurse in coordination with the Business Manager shall determine which hospital or other health service shall give the vaccinations and do the necessary follow-up testing. S/He shall:

1. Arrange a schedule for vaccinations which makes it possible for the staff members to be vaccinated during their work time;
2. Obtain the necessary information concerning the efficacy, safety, administration, and benefits of the vaccine so that each staff member can be properly informed prior to making a decision as to whether ~~or not~~ s/he wishes to be vaccinated;
3. Ensure that the results of post-vaccination testing are properly recorded and kept confidential.

If the staff member declines, s/he shall complete the waiver form ~~Form 8453.01 F1~~ that ~~which~~ shall be placed in the staff member's confidential file. (See AG 8320 - Personnel Records)

If the staff member chooses to be vaccinated, s/he shall provide written verification ~~sign Form 8453.01 F4 and report to the _____~~ ~~(vaccine provider)~~ in accordance with the schedule for placement in the Personnel File.

C. Precautions

A plan should be developed to identify the likely situations where staff members could be exposed, to describe how such situations can be minimized, and the ways in which exposure will be managed. AG 8453 provides a set of procedures for the proper handling of bodily fluids. Each of the staff members in the "at-risk" categories identified above are to be trained in these procedures when employed and at the beginning of each school year. The instructor is to be someone knowledgeable about blood-borne pathogens and other potentially-infectious materials, how they may be transmitted in a school setting, vaccinations, and the precautionary procedures. At the completion of the training, each staff member is to sign Form 8453.01 F2 confirming the date and content of the training and that s/he understands the content.

D. Post-exposure Evaluation and Follow-up

Whenever a staff member has contact with blood or other potentially-infectious material, s/he shall immediately contact the District Nurse _____ and complete the exposure form ~~Form 8453.01 F3~~. The District shall offer the staff member a confidential medical evaluation ~~by the _____~~ ~~[health service]~~.

The parents of the student who caused the exposure are to be contacted promptly to obtain permission for the testing of the student's blood for Hepatitis B and HIV viruses either in cooperation with their physician ~~or by the _____~~ ~~[health service]~~.

If the student or student's parent refuse to consent to testing for the presence of HIV, antigen or nonantigenic products of HIV or an antibody to HIV, the exposed staff member may require the student to be tested as provided under Chapter 252, Wis. Stats.

The exposed staff member is to be informed of the test results, if available, with the parents consent and of the Federal and State laws concerning confidentiality.

The staff member's blood should then be tested with his/her consent. The staff member shall also receive post-exposure treatment, if so indicated by the Public Health Service or treating physician.

The healthcare professional conducting the medical evaluation is to be provided:

1. A copy of the Federal regulations concerning the Exposure Control Plan;
2. A copy of the injury/exposure form ~~Form 8453.01 F2~~;
3. A copy of the staff member's job responsibilities vis-a-vis the exposure;
4. The results of the student's blood test, if available;
5. A copy of the staff member's medical records.

The health-care professional shall, within five (5) days after the evaluation provide the District with a written opinion containing:

1. A possible recommendation for Hepatitis B vaccination, if the staff member has not already been vaccinated;
2. Confirmation that the staff member has been adequately informed of the evaluation results and any further evaluation or treatment deemed necessary.

The staff member is to be given a copy of the written opinion within fifteen (15) days after receipt by the District. The original opinion is to be filed in the staff member's confidential medical file.

E. Training

Blood-borne pathogen training is required within ninety (90) days of initial employment, at the time of initial assignment to tasks where occupational exposure may take place, and at least annually thereafter.

F. Medical and Training Records

Medical records of the staff members must identify them by name and social security number and include any and all results of the status to Hepatitis B, examinations, testing, follow-up care, and written opinions. All such information shall be kept in the

staff member's confidential files (AG 8320) and retained for the period of their employment plus thirty (30) years.

Training records must include the dates and content of the training, the name and qualifications of the instructors, and the names and job titles of the staff members. Each staff member's training record (~~Form 8453.01-F2~~) shall be kept ~~in his/her personnel file~~ for three (3) years after the training date.

G. Nondiscrimination

The District does not discriminate on the basis of HIV status or association with another person who has tested positive for HIV. An employee who has tested positive for HIV is welcome to continue working as long as the employee is able to perform the functions of the position with reasonable accommodations, if necessary.

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Legal Chapter 252, Wis. Stats.
29 C.F.R. 1910.1030

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8453 - EXPOSURE CONTROL PLAN FOR HANDLING AND DISPOSING OF BODY FLUIDS

All school staff should be aware of the risks involved when exposed to and dealing with body fluids. It must be assumed that all body fluids are potentially infectious and by following procedures for universal infection control the risks can be greatly reduced and the possibility of accidental infection can be minimized or prevented. A surface should be considered contaminated if blood or the reasonably anticipated presence of blood or other potentially infectious body fluids occur, even if the contaminates have dried. Certain pathogens (e.g. HCV) remain viable for extended periods in dried blood.

Please refer to AG 8453.01 for the District’s exposure control plan for blood-borne pathogens.

Sources of Infectious Organisms in Body Fluids

<u>Source</u>	<u>Organism</u>	<u>Transmission</u>
Blood - cuts/abrasions - nosebleeds - menses - needles - human bites	HBV HCV HIV/AIDS Cytomegalovirus	Contact with broken skin or membrane
Feces	HAV Salmonella bacteria Shigella bacteria Rotavirus	Oral inoculation from hands or food
Urine	Cytomegalovirus	Bloodstream, oral, and mucus membrane inoculation from hands
Respiratory Secretions - saliva - nasal discharge	HBV Tuberculosis Mononucleosis V Influenza V Common cold V Meningitis	Bloodstream, oral, and mucous membrane
Vomit - may contain blood	Gastrointestinal V (Rotavirus) See "blood"	Oral from contaminated hands (see "blood")
Semen	HBV HIV/AIDS Venereal Disease	Sexual contact (unprotected)

Materials and equipment required and made available to dispose of body fluids include:

- Antibacterial soap
- Portable water
- Paper towels

Latex and non-allergic gloves
Hazardous material bags (red) and labels
Hazardous material (sharps) container
(puncture proof and leak proof)
Buckets and mops

Disinfectant solutions from the following list:

- A. Sodium hypochlorite solution (household liquid bleach), one (1) part bleach to ten (10) parts water (one and one-half (1-1/2) cups bleach to one (1) gallon of water, freshly prepared)
- B. Phenolic germicidal detergent in a one percent (1%) aqueous solution (Lysol)
- C. Quaternary ammonium germicidal detergent in two percent (2%) aqueous solution (Tri-quat, Mytar, Sage)
- D. Iodophor germicidal detergent with 500ppm available iodine (Wescodyne)
- E. Sanitary absorbing agent (Chlora Sorb, X-O Odor Away)

Universal Infection Control Procedures

A. GENERAL

1. Wear disposable latex or non-allergenic gloves before making contact with body fluids during care, treatment, and all cleaning procedures.
2. Dispose of gloves and disposable cleaning materials in hazardous materials container (bag).
3. Wash hands with an antibacterial soap-even if gloves are worn.
4. Discard disposable items including tampons, sanitary napkins, used bandages, dressings in a hazardous materials container. (Rest rooms should have waste receptacles lined with hazardous waste bags.)
5. Close and label hazardous waste containers (bags) and dispose of in accordance with public health guidelines as provided by the Waupaca County Public Health Office. Note: be sure your waste disposal carrier is authorized to dispose of hazardous waste materials.
6. Use disposable items to handle body fluids whenever possible. Discard items in accordance with Item 5 above. If handling vomitus or feces, use a second barrier (i.e. plastic bag) in addition to gloves.

B. HANDWASHING

1. Use anti-bacterial soap and warm running water.
2. Rub hands together to work up a lather-scrub between fingers, knuckles, backs of hands, under fingernails.
3. Rinse thoroughly.
4. Dry with paper towel or hot air. If paper towels are used, dispose of in an appropriate container.

C. WASHABLE SURFACES

1. **Tables, desks** (wear gloves)

- a. Use household bleach solution of one (1) part bleach to ten (10) parts water-freshly mixed.
- b. Rinse with fresh water.
- c. Repeat "a"
- d. Repeat "b"
- e. Allow to air dry.
- f. Dispose of gloves and wiping materials in a hazardous waste container.

2. **Floors** (wear gloves)

- a. Use household bleach solution as previously described.

- b. Use a mop and two buckets - one (1) for bleach solution and one (1) for rinse water (with bleach or Lysol solution).
 - 1) in bucket #1, dip, wring, mop up vomitus, blood
 - 2) dip, wring, and mop until body fluids are cleaned up
 - 3) dip mop into bucket #2, wring, re-mop (rinse) area
 - 4) continue cycle until all spills are cleaned up - using fresh solutions as necessary
- c. Soak mop in disinfectant solution after use.
- d. Disposable cleaning materials should be placed in a hazardous waste container.
- e. Pour solutions down a drain pipe – flush thoroughly.
- f. Rinse non-disposable cleaning equipment in disinfectant.
- g. Dispose of gloves in a hazardous waste container.
- h. Wash hands as described in B.

D. NON-WASHABLE SURFACES (RUGS, UPHOLSTERY)

- 1. Apply sanitary absorbing agent, dry, vacuum.
- 2. Remove solid materials with broom and dustpan – use second barrier if necessary to use hands.
- 3. Apply rug or upholstery shampoo as directed - vacuum according to directions.
- 4. Clean dustpan and broom (if used) in disinfectant solution - air.
- 5. Dispose of gloves in a hazardous materials container.
- 6. Wash hands as described in B.

E. WASHABLE MATERIALS (CLOTHING, TOWELS, ETC.)

- 1. Rinse item under running water.
- 2. Place item in a hazardous materials bag and seal until item is ready to be washed. Bags containing soiled, washable material must be clearly identified as "Hazardous Material" if an outside laundry service is used. Contact-sports uniforms should be closely inspected for blood and handled in an appropriate manner.
- 3. Rinse and wipe sink with paper towels – dispose of towels in a hazardous waste container.
- 4. Wash potentially contaminated materials separate from others – dry as usual. If material is color-fast add one-half (1/2) cup bleach to the wash cycle. Otherwise, add one-half (1/2) cup non-chlorine bleach (Clorox II, Borateem) to the wash cycle.
- 5. Dispose of gloves in a hazardous waste container.
- 6. Wash hands as described in B.

Accessibility of equipment and materials

- A. Latex and/or non-allergenic gloves shall be available at all work stations in all buildings and outdoor facilities.
- B. Cleaning equipment and solutions as described in the Materials and Equipment section shall be made readily available to all work stations.
- C. A hazardous material container (biohazard container, sharps container) with a cover which is puncture proof and leak proof shall be kept in a central location (central office, nurse's station) for proper disposal of needles and lancets used for medicinal purposes. Periodically, this container shall be disposed of and replaced in accordance with public health guidelines.
- D. Hazardous waste (red) trash can liners shall be used in all rest rooms and shall be properly labeled and disposed of in a timely manner and in accordance with public health guidelines.
- E. Broken glass, plastics, or other small materials which have been contaminated with body fluids shall be placed in a puncture-proof, leak- proof container with a lid, labeled as hazardous material and disposed of in accordance with public health guidelines.

This guideline is not meant as an all-inclusive list of infectious organisms that may be contained in body fluids. Additionally, the use of brand name cleaning agents or other products in this guideline are meant as examples only and are not endorsements of the specific products mentioned herein.

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8462 - CHILD ABUSE OR NEGLECT

In compliance with Board of Education policy and State statute, staff members are required to report to the proper legal authorities any reasonable cause to suspect child abuse or neglect. The child may suffer from physical abuse and neglect, sexual abuse, and/or emotional maltreatment. Physical abuse is the nonaccidental, physical injury of a child; physical neglect is the failure to provide proper parental care, support medical attention, and education for a child; sexual abuse is any indecent sexual activity in the family; and emotional maltreatment is failure to provide warmth, attention, supervision, and/or normal living experiences for a child.

In this respect, the following are considered signs of such abuse or neglect and should be reported immediately:

- A. Physical injury inflicted on a child by other than accidental means
- B. Sexual intercourse or sexual contact or failure by a person responsible for the welfare of a child under sixteen (16) years of age who has knowledge that another person intends to or has had sexual intercourse or contact with the child to take action to protect a child from the assault or repeat of the assault and the person is emotionally and physically capable of taking appropriate action
- C. Sexual exploitation of a child as defined by Wis. Stats. 948.05 or a person responsible for the welfare of a child who knowingly permits, allows, or encourages a child to engage in sexually-explicit conduct as described by the statute
- D. Causing a child to view or listen to sexual activity
- E. Causing a child to expose his/her genitals or pubic area or exposes his/her genitals or pubic area to a child
- F. Emotional damage for which a child's parent has neglected, refused, or been unable for reasons other than poverty to obtain the necessary treatment to ameliorate the symptoms

A child who is being abused may also:

- A. Be hyperactive;
- B. Act fearful of adults;
- C. Cling to adults;
- D. Be anxious, tense, and nervous.

Procedure for Reporting

All reasonable causes to suspect abuse or neglect are to be reported even if documentation is not available. The law provides protection for the reporting employee.

- A. The oral report shall include the following to the extent known:
 - 1. The name, address, and telephone number of all of the following:

- a. The reporter
- b. The alleged child victim
- c. The caretaker or guardian, if different from caretaker, of the alleged child victim

2. The approximate age and what is known of the child's behavior and level of functioning;
3. When and where the alleged abuse or neglect occurred, the type, extent, and duration of the alleged abuse or neglect, and the child's current condition;
4. When, where, and how the child is at risk of abuse or neglect;
5. The circumstances surrounding the alleged abuse or neglect or any other information which might be helpful to establish the cause of abuse or neglect;
6. What is known about the behavior and functioning of the caretaker of the alleged child victim;
7. Whether anything has been done to reduce the risk to the child;
8. What actions have been taken, such as photographs, medical attention, or notification of law enforcement officials or other persons;
9. The identity and current whereabouts of the alleged perpetrator, the relationship of the alleged perpetrator to the alleged child victim, and the access s/he may have to the child;
10. Any knowledge of other children living in the home, and if so, their names, approximate ages, and relationship to the alleged child victim;
11. Any knowledge if other children in the home are currently or have been alleged victims of child abuse or neglect, and if so, their names and approximate ages, and the identity of the alleged perpetrator;
12. The identity and location of anyone else with knowledge of the current allegation of abuse or neglect.

B. Notify the student's Principal that a report has been made. The Principal shall ensure that the suspected case has been properly reported; and, if not, s/he shall ensure that an appropriate oral report is made immediately.

C. Since it is the responsibility of the social worker and/or law enforcement agency to investigate possible abuse and/or neglect, school personnel should not pressure the child to divulge information regarding any injury or other circumstances surrounding the abuse and/or neglect. The school need not prove that abuse and/or neglect exists before reporting. They need only suspect that abuse and/or neglect has or is currently occurring.

D. The oral report shall be followed, not more than five (5) days later, by a written report from the staff member. The report is to include all information given at the time of the oral report and any other information that is available from the school that may be helpful in the investigation of the report. This report shall be retained by the District.

E. The Principal shall recommend that the reporting employee receive a written response verifying receipt of the report.

INVESTIGATION OF CHILD ABUSE OR NEGLECT

A. Investigators who seek to interview a student who is a suspected victim of abuse or neglect must make the request to the Principal who shall determine from the investigator whether ~~or not~~ it is appropriate to notify the student's parents. If it is appropriate, the Principal should notify the parents of the time and place of the impending interview.

If the interviewer directs that parents are not to be notified, the Principal shall record this direction on Form 8462 F1. The Principal shall sign this record and maintain it in the school files.

B. The Principal will maintain contact with the investigating agency during the investigation period. After the investigation is completed, the Principal shall request a written report.

C. Upon completion of the investigation and/or receipt of the report, the Principal will discuss the status of the case with the District Administrator and determine if additional action is required. Any report received shall be retained by the District. Confirmed cases of child abuse will be noted in the student's cumulative file.

Parents who are abusing their child may:

- A. Be reluctant to give information;
- B. Describe a story that doesn't fit the injury;
- C. Have an inappropriate reaction to severity of injury;
- D. Express unreasonable expectations for child's performance;
- E. Claim conditions that do not exist, e.g.

"S/He bruises easily."

"S/He moves constantly." (Child sits quietly.)

- F. Indicate family problems such as marital discord, crowding, financial stress, psychological disorders, retardation, alcohol or drug addiction, etc.

When it is necessary to deal with parents who are suspected of child abuse, the staff member should try to be sympathetic and communicate a readiness to help. Parents are often beset by serious personal problems and possibly were themselves abused or neglected as children.

Suspected Abuse by Staff Members

If a staff member is suspected of abuse, his/her supervisor should be notified immediately and the matter kept in strict confidence by the reporting person. The supervisor shall follow the District's due-process procedures for dealing with an employee's real or alleged violation of any law or District policy. This procedure does not negate the requirement for the reporting person to report the suspected abuse to the proper agency.

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Book AG 1st Draft Clean
Section 8000 Operations
Title FOOD AND BEVERAGE SALES
Code ag8500
Status Proposed to Policy & Human Resources Committee

8500 - FOOD AND BEVERAGE SALES

Any student organization or District-support organization that seeks to raise funds by means of food or beverage sales must comply with the following guidelines in order to obtain approval for such sales on District premises:

No sales may take place during the hours that the District is providing food service to students.

Items sold through vending machines must comply with the conditions stated in Board Policy 8540 - Vending Machines.

~~A plan must be submitted which describes:~~

~~the items to be vended;~~

~~the time, date, and location at which the items will be sold;~~

~~the provisions for proper preparation of the food and/or beverage items;~~

~~the provisions for the proper sanitation during and after the vending of the items and for the proper clean up of the area(s), when applicable;~~

~~how the funds will be safe-guarded during and after the vending of the items;~~

~~the extent to which students are to be involved in the vending of the items and how much of their school and/or study time will be used for the planning and conduct of the activity.~~

The description of the fundraiser plan is to be submitted to the Building Principal _____ at least annually for Board of Education approval _____ ~~days~~ prior to the fund-raising activity.

The sponsor of the activity must agree that the activity will be in compliance with all District policies and administrative guidelines related to food service and fund-raising.

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 Section 8000 Operations
 Title PROCEDURE FOR CHARGED MEALS
 Code ag8500A
 Status Proposed to Policy & Human Resources Committee

8500A - **PROCEDURE FOR CHARGED MEALS**

[Note: this is only pertinent if the District policy selection in Policy 8500 permits negative account balances]

It is the responsibility of the parents to provide lunch for their children while at school. However, it is important to provide children the nutrition they need to stay focused during the school day. This procedure shall apply in the event that a child neither has a lunch nor the funds to purchase a lunch.

[SELECT OPTION #1 OR OPTION #2]

[] [OPTION #1]

An elementary student (Grades ___ - ___) may charge **[OPTION 1]: ()** three (3) meals **()** five (5) alternative meals **[select only if alternative meals are made available]** **[OPTION #2]: ()** _____ meals **()** _____ alternative meals **[select only if alternative meals are made available]** **[OPTION #3]:** may charge up to \$_____. **[END OF OPTION]**. An alternative meal consists of a cheese or peanut butter sandwich, fruit, and milk. Prior to meal service the student's teacher will be given a note to let the student know they will be receiving an alternative lunch that day and to allow them to attempt to contact their parent one (1) more time. This will eliminate any surprises on the child's part and provide the parent with one (1) more opportunity to pay the student's charge balance.

A middle school student (Grades ___ - ___) may charge **[OPTION 1]: ()** three (3) meals **()** five (5) alternative meals **[select only if alternative meals are made available]** **[OPTION #2]: ()** _____ meals **()** _____ alternative meals **[select only if alternative meals are made available]** **[OPTION #3]:** may charge up to \$_____. **[END OF OPTION]**

A high school student may charge **[OPTION 1]: ()** three (3) meals **()** five (5) alternative meals **[select only if alternative meals are made available]** **[OPTION #2]: ()** _____ meals **()** _____ alternative meals **[select only if alternative meals are made available]** **[OPTION #3]:** may charge up to \$_____. **[END OF OPTION]** (Grades ___ - ___) may charge only **()** one (1) meal OR **()** _____ meals. **[END OF OPTION]**

Disabled and handicapped students at all grade levels will continue to receive their school meals with no interruption while their parents are being contacted for payment.

No student that is receiving free lunch may be denied lunch even if the student has a negative account balance and no student receiving reduced price lunch may be denied a lunch if the student has sufficient cash on hand to pay for the meal, regardless of whether the student has a negative account balance. **[DRAFTING NOTE: A student receiving free lunch could still have a negative balance if the student qualified for free lunch after a period of initial enrollment during which time the negative balance had accumulated]**

[END OF OPTION #1]

OR

[] [OPTION #2]

[END OF OPTION #2]

Every effort shall be made by school personnel to avoid embarrassing or in any way harming the student as a result of account deficiencies.

[IF ALTERNATIVE MEALS WILL BE MADE AVAILABLE - REVIEW THE FOLLOWING SECTION]

Alternative meals provided to students that receive free or reduced priced meals

[OPTION #1]

will be claimed for reimbursement and any balance charged to the student. These meals will be the least expensive entree item in the USDA meal pattern. **[For Districts that Offer items as opposed to Serve them]** Students will be offered at least five (5) lunch components and four (4) breakfast components.

[OPTION #2]

Will not be claimed for reimbursement to the food service program and will not be charged to the student.

[END OF OPTIONS]

A student's parents, teacher, and Principal will all be notified of the delinquency in the student's account each time it is necessary for the student to charge a meal to give the parents time to send a check or cash to school with their child to give to the

Parents may also pay for school meals via the Internet through the District's Nutrition Services website.

Student account balances shall carry over from year to the next, except that upon departure from the District for any reason, any remaining account balance shall be refunded to the parents, unless the parents donate funds back to the program. Students who receive paid or reduced price lunch are not permitted to donate to the food service program any funds left in the student's account upon departure and must be fully refunded to the student or parent.

At the discretion of each Principal, a school or private service fund may be established to pay for student's charged meals, rather than to offer the alternative meal. The Nutrition Services Manager will work with each Principal to determine a payment schedule for these meals.

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Section	8000 Operations
Title	IDENTIFYING AND RESPONDING TO IMMINENT WARNING SIGNS
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Status	Proposed to Policy & Human Resources Committee

8410B - IDENTIFYING AND RESPONDING TO IMMINENT WARNING SIGNS

Unlike early warning signs, imminent warning signs indicate that a student is very close to behaving in a way that is potentially dangerous to self and/or to others. Imminent warning signs require an immediate response.

No single warning sign can predict that a dangerous act will occur. Rather, imminent warning signs usually are presented as a sequence of overt, serious, hostile behaviors or threats directed at peers, staff, or other individuals. Usually, imminent warning signs are evident to more than one staff member--as well as to the child's family.

Imminent warning signs may include:

- A. ~~Serious-p~~ Physical fighting with peers or family members.
- B. Severe destruction of property.
- C. ~~Severe-r~~ Rage for seemingly minor reasons.
- D. Detailed threats of lethal violence.
- E. Possession and/or use of firearms and other weapons.
- F. Other self-injurious behaviors or threats of suicide.

When warning signs indicate that danger is imminent, safety must **always** be the first and foremost consideration. Action must be taken immediately. Immediate intervention by school authorities and possibly law enforcement officers is needed when a child:

- A. Has presented a detailed plan (time, place, method) to harm or kill others-particularly if the child has a history of aggression or has attempted to carry out threats in the past.
- B. Is carrying a weapon, ~~particularly a firearm, and has threatened to use it.~~

In situations where students present other threatening behaviors, **parents should be informed of the concerns immediately**. School communities also have the responsibility to seek assistance from appropriate agencies, such as child and family services, community mental health, and local law enforcement agencies. These responses should reflect school board policies and be consistent with the violence prevention and response plan.

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Book AG 1st Draft Clean
Section 8000 Operations
Title TRANSPORTATION
Code ag8600
Status Proposed to Policy & Human Resources Committee

8600 - TRANSPORTATION

The following guidelines are established to implement Board of Education policy on transportation.

A. Administrative Responsibilities

The Business Manager is responsible for student transportation ~~the planning, operating, and maintenance of all District vehicles.~~
Included within this scope of responsibility are:

- Approval ~~establishment~~ of bus routes;
- ~~(-) management of dispatching operations;~~
- ~~(-) supervising and analyzing vehicle maintenance programs;~~
- ~~(-) preparing and submitting all State/Federal reports;~~
- ~~(-) bus driver personnel selection, supervision, and training;~~
- Transportation budgets;
- Development of specifications for bids on contracted services;
- ~~(-) verification of qualifications of bus drivers;~~
- Contracting with private entities to provide transportation services as described in Policy 8680.

Quality transportation services require cooperation and effective communication with the Building Principal who shall be responsible for:

- supervision at bus loading and unloading zones;
- communication to parents or guardians and students concerning student behavior, safety, schedules, and the like;
- adjudication of all behavior problems;
- enforcement of traffic regulations on the school site;
- communication about overcrowding and unsafe conditions or practices to the Business Manager.

B. Bus Conduct

Parents or guardians are to be informed that school bus transportation is a privilege and not a right and that the bus driver is the sole authority on the bus while students are being transported.

Parents or guardians are also to be informed that they are responsible for:

- the safety of their child while going to or from the bus stop and while waiting for the school bus;
- their child being at the bus stop at least five (5) minutes prior to scheduled pick-up time;

(X) damage by their child to school buses, personal property, or public property;

(X) informing their children of the rules of conduct and behavior for riding on the buses.

~~(-) Parents may be provided with the names of the bus drivers that transport their children if the parent or guardian makes a written request to the district for the information.~~

(X) Students are expected to conduct themselves in a proper manner at bus stops. The District will not enter into disputes involving parents and/or students concerning matters that take place prior to the student boarding the school bus, or after the student has disembarked from the bus on his/her way home.

(X) Students will ride only assigned school buses and will board and depart from the bus at assigned bus stops. Students will not be permitted to ride unassigned buses for any reason other than an emergency, except as approved by the transportation contractor~~principal~~.

(X) A change in a student's regular assigned bus stop may be granted for a special need, if a note from a parent is submitted to the building principal stating the reason for the request and the duration of the change, ~~and~~ the principal approves, and the information is provided to the transportation contractor.

(X) A permanent transfer to another route or bus stop for morning pick-up and/or afternoon drop-off will only be made upon the approval of the transportation contractor~~_____~~.

(X) Students shall cross all streets at least ten (10) feet in front of the school bus and after the driver has signaled the student that it is all right to do so.

(X) For the safe operation of the school bus, noise on buses shall be kept at a minimum with students speaking in reasonable conversation voices. Students must be quiet at railroad crossings and other danger zones as designated by the bus driver.

~~(-) Students are not allowed to play their own radios or tape recorders.~~

~~(-) Both the use of a bus radio and the station or programs which students listen to must be approved by the _____.~~

(X) The following cargo is forbidden to be transported on a school bus: pets, alcoholic beverages, drugs, ammunition, explosives, firearms, knives, or any other dangerous materials or objects. If there is a question on the transportation of a particular item, the transportation contractor~~_____~~ should be consulted.

C. Student Surveillance

In accord with Board policy, the transportation contractor~~_____~~ may install the appropriate equipment for video recording the interior of the buses while transporting students. ~~S/He should follow the District's purchasing practices (AG 6320) in obtaining such equipment and abide by the following guidelines for the use of such video surveillance/electronic monitoring equipment:~~

~~(-) Arrange for the installation of the video recording device in a location on each bus that will allow for the camera to record all students.~~

~~(-) Develop a plan whereby the video camera(s) is installed on the bus on a rotating basis and so students are not aware of the installation.~~

~~(-) Record the date, time, and bus number of each video recording and maintain the recording in a secure location for a period not to exceed the school year.~~

~~(-) Establish a procedure whereby no one observes a video recording without the prior authorization of the appropriate building principal who shall ensure that any observation is done only by those who are authorized to view student records and is conducted in accord with AG 8330—Student Records.~~

Any disciplinary action resulting from the use of the video recording device shall be determined by the appropriate building principal who shall ensure that due process is provided to the students involved, in accordance with Board policy and administrative guidelines relating to discipline. Any use of photographs obtained through the use of the video recording devices shall be in accordance with Federal and State law.

The transportation contractor ~~_____~~ **[transportation director]** shall be responsible for reviewing the video recordings for the purpose of assuring that bus safety procedures are being followed properly and the buses are being operated in accord with District guidelines and State law.

D. Special Services

In compliance with Board policy, the transportation services may be provided for field trips, co-curricular trips, and extra-curricular trips, including athletics.

Transportation may be provided on weekends and holidays to District students who are participating in approved School District programs which are under the supervision of professional staff members.

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Section 8000 Operations
Title UNUSUALLY HAZARDOUS AREA DESIGNATIONS
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Status Proposed to Policy & Human Resources Committee

8600A - UNUSUALLY HAZARDOUS AREA DESIGNATIONS

An "unusual hazard" is an existing condition which constitutes more than ordinary hazard and which seriously jeopardizes the safety of students in their travel to and from school. It is recognized that all traffic situations which students must travel through present some degree of hazard. That degree often depends on the age of the student concerned. The designation of an "unusually hazardous" area shall be made by the Manawa Police Department and approved by the Board of Education.

Procedures to start review for "Unusually Hazardous Designation":

- A. A parent may petition the District to consider an area to present an unusual hazard for students walking to and from school. These petitions shall be referred to the Business Manager with the Manawa Police Department (~~local law enforcement agency~~) determining whether the situation is "unusually hazardous."

The Business Manager shall bring determination of "unusually hazardous" to the full Board for a final approval. When an area is declared "unusually hazardous" by the Manawa Police Department (~~local law enforcement agency~~) and approved by the Board of Education, transportation will be provided for students affected. The Board shall then recommend to the governing body of the "unusually hazardous" area any steps which might be taken to eliminate the hazard with suggestions for installation of sidewalks or shoulders, the hiring of crossing guards, law enforcement addition, or other methods deemed necessary.

Determinations of the Manawa Police Department (~~local law enforcement agency~~) regarding "unusually hazardous" area may be appealed to the Board specifying the factors that should be taken into account. The Board can ask the Manawa Police Department (~~local law enforcement agency~~) to investigate the situation again and to resubmit a determination based on the new information.

- B. The administration shall review the implementation of "unusually hazardous" area transportation annually to determine whether changes have occurred which would provide a nonhazardous designation. The Manawa Police Department (~~local law enforcement agency~~) will determine if they find the area not to be "unusually hazardous". The Business Manager will bring this determination to the District Administrator, so the full Board can review it for final approval or disapproval.

Criteria for Determining "Unusually Hazardous Designation"

Specific criteria to be utilized by the Manawa Police Department (~~local law enforcement agency~~) in consultation with the Business Manager and transportation contractor (~~transportation department supervisor~~), in identifying areas of "unusual hazard" to be recommended to the Board may include, but are not limited to, the following conditions:

- A. A traffic rate during the times children walk to or from school which exceeds 120 vehicles per hour along a road or highway on which the student must walk without benefit of:
1. A regular sidewalk on at least one side of the street;
 2. At least three and one-half (3 ½) feet of walking space outside of a curbed roadway on both sides of the roadway;
 3. At least five (5) feet of shoulder on each side of the road on a two lane or four lane road.

- B. Walkways (shoulders, paths, or sidewalks) on road with a rate of 120 vehicles per hour which are obstructed continuously for seventy-five (75) feet or more, or, if obstructed for less than seventy-five (75) feet, permit less than one (1) space gap per minute between vehicles on the near side of the center line.
- C. A traffic rate during the time children are going to and from school which exceeds 180 vehicles per hour (three (3) vehicles per minute) through the crosswalk at an uncontrolled intersection, which the crossing exceeds forty (40) feet in width.
- D. A traffic rate during the time children are going to and from school which exceeds sixty (60) vehicles per hour on a two lane winding rural road when little or no off-road walking space is available such as shoulder or pathway.
- E. A unique situation demanding extra consideration such as peak traffic hours due to industrial work shift changes or heavy truck traffic.
- F. Hazards such as construction projects, street repairs, excavations, and similar activities which invite problems of safety for children walking to and from school.
- G. Railroad crossings, where moving trains as well as trains stopped at crossings present hazards to young people.

The above criteria for identification of "unusual hazards" are not to be considered exclusive. Other situations of a unique nature which seriously jeopardizes the safety of students in their travel to and from school may be so identified by the [Manawa Police Department](#) ~~_____ [local law enforcement agency]~~.

If the Board determines that a particular walking or crossing area is unusually hazardous, students shall be provided with transportation at School District expense to and from school or, alternatively, where a crossing area so requires, an adult crossing guard. Areas that are declared to be unusually hazardous shall be reviewed periodically to determine continuing qualification under this designation.

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Section 8000 Operations
Title BUS SAFETY PROCEDURES
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8605—BUS SAFETY PROCEDURES

~~Proper transportation of students is a matter of continuing concern and it is imperative that all staff members associated with student transportation adhere to the following guidelines which have been designed to maximize the safety of students.~~

~~A. Each bus driver must maintain effective communications with the _____ at all times and particularly when s/he encounters any situation that is out of the ordinary. To that end, each bus shall be equipped with a~~

~~(-) C.B. (-) FM
radio or~~

~~(-) cellular telephone
which is to be kept in operating condition at all times.~~

~~(-) Each driver is to test the equipment by making contact with his/her supervisor prior to the start of each run.~~

~~(-) Each bus driver will be provided a manual containing all information relating to the safety and welfare of student riders. The _____ is to ensure that each driver thoroughly understands the information in the manual as well as how the manual is to be used.~~

~~(-) Prior to the beginning of each school year, each driver shall be required to demonstrate proficiency in CPR and first aid, including emergency procedures for dealing with such conditions as epileptic seizures, fainting, and insect bites. Those who do not meet District standards will be provided opportunities for appropriate training.~~

~~(-) Each bus driver is to carry in the bus a copy of the completed emergency medical authorization for each student rider.~~

~~B. At the completion of each bus run, the driver is to do a complete walk through of the bus to make sure that no student has remained.~~

~~C. The _____ shall maintain a record of each student rider for ready reference whenever a question arises about a student. Such a record shall include name, address, telephone number, name and location of contact person, the bus driver's name and the number of the bus the student rides. This record shall also contain confidential information regarding physical and/or mental characteristics of the student which would require special attention.~~

~~(-) The _____ shall select at least _____ students in grades 4 and above on each bus for special training in bus evacuation procedures and in the operation of the bus communications equipment in case the driver becomes incapacitated. Written permission must be received from each student's parents prior to participation in such training. Each student who completes the training satisfactorily, shall receive a certificate of completion and a written set of instructions as to his/her responsibilities in emergency situations.~~

~~Student helpers should be seated in the front of the bus and given instruction by the bus driver in the following areas:~~

- ~~1. stopping the bus by using the hand brake, on most buses by pulling the parking brake knob on the dashboard~~
- ~~2. shutting off the engine by turning off the ignition~~
- ~~3. operating the two way radio or obtaining help by stopping a passing motorist or going to a nearby house or business~~
- ~~4. determining whether or not to evacuate the bus in case of fire or other immediate danger~~
- ~~5. steering the bus to a safe area~~
- ~~6. operating the fire extinguisher if needed to save a life~~

~~D. In addition, the _____ shall:~~

- ~~1. conduct routine and periodic surveys of the School District area and routes to determine the safety of current bus routes and bus stops;~~
- ~~2. ensure that each bus driver's records of qualifications and certification are up to date and on file in the District Administrator's office with a physician's certificate that the bus driver has passed an annual physical;~~
- ~~3. ensure compliance with all Department of Public Instruction safety specifications for school buses as well as statutory requirements for first aid kits, fire extinguishers, traffic flares, and other safety features;~~
- ~~4. maintain and update a booklet containing traffic rules and regulations and distribute a copy to each driver;~~
- ~~5. ensure that there is no smoking or drinking of alcoholic beverages on any school bus or in the refueling area.~~

Evacuation of Bus

~~The following procedures are to be followed when evacuating the school bus:~~

- A. ~~Stop bus, if not already stopped, off the road and out of the mainstream of traffic, if possible.~~
- B. ~~Put on emergency flasher lights and immediately issue orders as to which exit is to be used.~~
- C. ~~Maintain calm and direct students to "walk — not run", not to take books, lunch boxes, etc., and to be careful when disembarking.~~
- D. ~~Send someone or call for help after making sure that all students are evacuated.~~
- E. ~~Form students into a group at least 100 feet from the bus and as far away from traffic as feasible.~~
- F. ~~Check bus list to ensure all students are accounted for and are in good condition.~~
- G. ~~Emergency evacuation of disabled students may require modification of the above procedures.~~

Evacuation Drills

The _____ shall organize and conduct three (3) emergency exit drills for all students who ride school buses to and from school.

- A. ~~Each of the following three (3) emergency procedures shall be conducted at least once annually:~~
 - 1. ~~everyone exits through the front entrance door~~
 - 2. ~~everyone exits through the rear emergency door~~
 - 3. ~~front half exits through the front door and rear half exits through the rear door~~
- B. ~~All drills shall be arranged and scheduled by the _____ in cooperation with building principals. School bus drivers will conduct the drill sessions.~~
- C. ~~Drills shall be held on school property when possible and not on the bus route.~~
- D. ~~The driver shall stay in the bus during evacuation drills. The parking brake must be set, ignition turned off, and transmission in gear or park.~~
- E. ~~Children shall not take lunch boxes, books, etc., when they leave the bus.~~
- F. ~~Students shall assemble at a distance of at least 100 feet from the bus in an "emergency drill" and remain there until given further directions.~~
- G. ~~The driver shall report to the _____ that a drill has been conducted.~~

Accidents

- A. ~~In the event of an accident involving the bus, the bus driver shall:~~
 - 1. ~~evaluate the need for medical assistance;~~
 - 2. ~~if necessary, evacuate the students to a safe area away from the scene of the accident;~~
 - 3. ~~notify the _____ (law enforcement agency);~~
 - 4. ~~notify the _____ (school official).~~
- B. ~~The _____ (school official) shall collect the data concerning the accident, notify the parents, and if necessary, arrange for another bus to transport the students.~~
- C. ~~In the event of a serious accident, the procedures stipulated by the _____ (law enforcement agency) shall be followed.~~

Railroad Crossings

Before crossing a railroad track at grade, the driver shall:

- A. ~~stop the vehicle within fifty (50) feet but not less than fifteen (15) feet from the nearest rail;~~
- B. ~~activate hazard warning lights, turn off all interior switches including fans, heaters, and radios;~~
- C. ~~open passenger door and driver side window and, while stopped, listen and look in both directions along the track for an approaching train or signals indicating a train approach;~~
- D. ~~proceed only after ascertaining that no train is approaching and using a gear that does not require changing gears while crossing the tracks.~~

The driver does not have to follow the above procedure if:

- A. ~~the track is abandoned as designated in the District's route plan;~~
- B. ~~there is a police officer or traffic control signal directing the traffic to proceed, or~~
- C. ~~the crossing is on freeway or limited access highway if a clearly visible signal, crossing arm, or other automatic barrier is not activated.~~

Tornado

In the event of a tornado sighting or warning, the bus driver shall:

- A. ~~contact the _____ office;~~
- B. ~~pull the bus off the roadway;~~
- C. ~~evacuate the bus;~~
- D. ~~bring the first aid kit;~~
- E. ~~take students to the nearest building, if possible;~~
- F. ~~if in the open, take the students to a ditch, ravine, or embankment which is at least 200 feet from the bus;~~
- G. ~~instruct students to lie down on their knees with their hands clasped behind their heads;~~
- H. ~~once the danger is past, assess students for any needed medical attention;~~
- I. ~~contact the _____ as soon as possible.~~

Bus Breakdown

In the event of a bus breakdown, the bus driver shall:

- A. ~~move the bus off the roadway, if possible;~~
- B. ~~notify the _____ (school official), who shall arrange for another bus to transport the students;~~
- C. ~~evacuate the students to a safe area, if necessary;~~
- D. ~~stay close to the scene until assistance arrives;~~
- E. ~~assist in transferring students to the backup bus;~~
- F. ~~arrange, together with the _____ (transportation director) to have the bus towed/repaired.~~

~~Inclement Weather~~

~~Whenever the weather forecast indicates inclement weather approaching, the Transportation Supervisor is to inspect the condition of the roads. If the forecast relates to the current school day, s/he should notify the District Administrator in sufficient time so students can be transported home before road conditions would make such transportation hazardous. If the forecast relates to the next school day, the transportation supervisor is to make his/her recommendation to the District Administrator prior to 5:00 AM. The recommendation should be based on both personal observation of the roads and discussion with the Highway Department and/or the State Highway Patrol or Sheriff.~~

~~If transportation is cancelled, bus drivers will be notified by means of the telephone chain and parents by means of the radio and TV stations.~~

~~Dangerous and Illegal Weapons~~

~~[] The safety of students and staff is of paramount importance, and control of dangerous and/or illegal weapons is a particularly sensitive and critical responsibility. No weapon or other device that poses a danger to anyone in the vehicle shall be permitted. If a staff member discovers such a weapon or device, s/he should take the following actions:~~

- ~~(-) Radio for help immediately.~~
- ~~(-) Isolate the student, if possible, and if necessary, evacuate the bus.~~
- ~~(-) Avoid attempts to disarm the student unless the situation appears to be life threatening.~~

~~Quelling a Disturbance~~

~~If, during a bus trip, any students become unruly or two (2) or more students become involved in a fight or create a disturbance, the driver should proceed as follows:~~

- A. ~~Stop the bus and command the students to stop the disturbance and sit properly in their seats.~~
- B. ~~Do not attempt to use physical force to quell the disturbance or dispossess students of any weapon or threatening object unless assured that such action is likely to be successful and not endanger the other students or the driver.~~
- C. ~~If the students do not obey, drive the bus to a safe area while notifying the Transportation Office of the disturbance and request assistance.~~
- D. ~~If the disturbance is or may be jeopardizing to the safety and well being of the other students, evacuate all uninvolved students from the bus using the standard evacuation procedure.~~
- E. ~~Do not, under any circumstances, discharge an unruly student from the bus other than at his/her regular bus stop, a law enforcement agency, or a District school, and only then, if an official at that location takes custody of the student(s).~~
- F. ~~Make a full report of the disturbance to the _____ upon completion of the trip.~~

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Book AG 1st Draft Clean
Section 8000 Operations
Title TRANSPORTATION ROUTE PLANNING CRITERIA
Code ag8610
Status Proposed to Policy & Human Resources Committee

8610 - **TRANSPORTATION ROUTE PLANNING CRITERIA**

Routing

~~The routing of buses in the most efficient manner is a major factor in the conservation of fuel. In the establishment of routes, bus stops are to be placed primarily at intersections. In cases where a street is exceptionally long, a bus stop may be placed at the center of the block or at certain intervals.~~

~~Every effort shall be made to route in a way which allows kindergarten students to be picked up near their home.~~ Students living on hazardous roads or main highways shall also receive special transportation consideration.

General Criteria

Plans which take into account the following factors should create an effective routing system:

- Minimize the number of road hazards; e.g., steep hills, dangerous approaches to intersections, railroad crossings, narrow bridges, sharp curves, crowns of hills, and obstructions to visibility.
- Ensure that necessary "turnarounds" are safe and suitable in all weather conditions.
- Load and discharge students at points from which they need not cross main thoroughfares, crowns of hills, and obstructions to visibility in order to reach their homes.
- Plan routes so that most children do not have to ride in excess of one (1) hour and fifteen (15) minutes on the way to or from school. ~~(One (1) hour is generally accepted as an upper limit on riding time for a one-way trip.)~~
- Consider the number of stops to be made on each route; e.g., a short route with many stops may take as much time as a long route with few stops.
- Minimize stops on hills of appreciable grade. When necessary, the stop should be made as the bus is traveling downhill. Such stops should be made at a pull-off area or an area posted with a School Bus Safety sign.
- Avoid duplication and unnecessary mileage.
- Minimize the number of buses in use at any one (1) time, thereby decreasing the number of contract buses required.
- ~~Reserve choice routes for District-owned vehicles, thereby reducing mileage and wear and tear on District-owned vehicles.~~
- ~~Apply the policy governing minimum and maximum distances over which children will be transported equitably and consistently.~~
- Maintain a degree of flexibility for unforeseen circumstances.
- Assure clear visibility of at least 400 feet in each direction.

Legal Assure clear visibility of at least 400 feet in each direction.



Book AG 1st Draft Clean
Section 8000 Operations
Title ANTI-IDLING AND SMART DRIVING PROCEDURES
Code ag8615
Status Proposed to Policy & Human Resources Committee

~~8615—ANTI-IDLING AND SMART DRIVING PROCEDURES~~

~~In accordance with the Environmental Protection Agency's initiative to reduce air pollution from diesel school buses, all bus drivers shall adhere to the following procedures:~~

- ~~A. Limit idling time during early morning and/or afternoon warm up to the maximum time recommended by the manufacturer.~~
- ~~B. Turn off buses upon arrival at the unloading/loading area at any school and do not start them until it is time to depart from the unloading/loading area.~~
- ~~C. Adhere to the preceding procedures not only at the school when transporting students on field trips, but also at the site of the field trip.~~
- ~~() Wait in the designated, heated area inside the school until it is time to load instead of on the bus if you arrive early for a scheduled run.~~
- ~~() Inform your supervisor if it is necessary to have your bus' engine idling in order to operate the flashing lights.~~
- ~~() _____.~~

~~In accordance with the Environmental Protection Agency's initiative to reduce air pollution from diesel school buses, the _____ shall adhere to the following procedures:~~

- ~~() Assign the buses that have the cleanest emission rating to the longest trips.~~
- ~~() Remind drivers regularly that following other diesel vehicles too closely, either on regular runs or field trips, can contribute to higher concentrations of diesel exhaust inside and outside the bus.~~
- ~~() Include the most stringent emission control standards recommended by the E.P.A. when developing specifications for new buses.~~
- ~~() Include an allocation within the annual transportation budget to retrofit buses within the current fleet with new technologies in pollution control.~~
- ~~() Change circuit configurations so that the flashing lights are powered by the battery and do not require the engine to be running to be operational.~~

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Book AG 1st Draft Clean
Section 8000 Operations
Title NONROUTINE USE OF SCHOOL BUSES
Code ag8651
Status Proposed to Policy & Human Resources Committee

8651—NONROUTINE USE OF SCHOOL BUSES

~~The District's school buses may be used for purposes other than school purposes provided such trips do not interfere with routine school transportation services or other school uses and are in accordance with law and rules of the State. To be approved, a trip must have an educational purpose and be sponsored by a group that provides~~

- ~~educational;~~
- ~~cultural;~~
- ~~recreational;~~
- ~~vocational;~~
- ~~religious;~~
- ~~social services;~~
- ~~_____~~

~~activities to students or residents of the District.~~

~~The costs of nonroutine transportation shall be reimbursed to the Board:~~

- ~~in the amount of _____ percent of the actual cost of fuel, driver's salary and benefits, insurance, maintenance and service, and administrative overhead;~~
- ~~at a flat rate of _____ cents per mile.~~

~~Buses must be operated by the holder of a valid Wisconsin school bus driver's license who has been approved by the District Administrator.~~

~~Buses are to be driven by District drivers selected by the _____ on the basis of their knowledge, skill, and experience in operating a bus in the area to be traveled as well as their familiarity with the vehicle selected for use.~~

~~Insurance for nonroutine transportation shall be provided by _____.~~

~~A request for nonroutine transportation must be made no less than _____ weeks prior to the planned trip and must be approved by the _____.~~

~~One (1) or more adult chaperones, as approved by the _____, shall accompany each school bus required for any nonroutine trip involving school age passengers. The chaperone's responsibility shall be to assist the school bus driver in maintaining passenger control and in enforcing procedures for the safety of all passengers. A certified person licensed as a school bus driver may serve as a chaperone and driver concurrently.~~

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Book AG 1st Draft Clean
Section 8000 Operations
Title TRANSPORTING STUDENTS BY PRIVATE VEHICLE
Code ag8660
Status Proposed to Policy & Human Resources Committee

8660 - TRANSPORTING STUDENTS BY PRIVATE VEHICLE

These guidelines are to be followed whenever a staff member will be transporting students by a private vehicle whether it be his/her vehicle or some other person's. This guideline does not apply if the vehicle is a bus or van chartered from a licensed operator. In such cases, the Business Manager or designee ~~Transportation Department~~ shall be responsible for arranging for the chartered vehicle.

Determine that transportation by District vehicle is either not available or is not feasible.

Make sure that the intended private vehicle is in proper working condition, per an authorized mechanic's inspection form on file in the District Office, seat belts are available for each passenger, and the vehicle is insured for liability in an amount not less than \$100,000.

The background check of the driver is clear and the driver's license of the driver is on file in the District Office.

Obtain written consent from each student's parent ~~using Form 8660-F2—Parental Consent for Transportation by Private Vehicle~~. No student shall be allowed to ride in the vehicle without his/her parent's written consent.

~~(-) Submit Form 8660-F1—Request for Transportation by Private Vehicle to the principal for his/her approval at least _____ days prior to the trip. Attach the parent consent forms to the request form.~~

Any students under the age of twelve (12) who are transported in a private vehicle are to be seated in the rear seat(s) of the vehicle.

If the trip is out-of-town and the transportation is approved, arrange for a copy of each student's Emergency Medical Authorization Form ~~5341-F1~~ which is to be kept in the vehicle during the entire trip.

Provide the school office with a list of names of the students who will be riding in the vehicle.

Upon return of the vehicle to the school, make sure each student has proper transportation home and remain at the school, until all students have left school property.

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Legal 118.555 Wis. Stats.

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Section 8000 Operations
Title TRANSPORTATION COST ANALYSIS
Code ag8670
Status Proposed to Policy & Human Resources Committee

8670 - TRANSPORTATION COST ANALYSIS

This guideline is designed to provide a more complete picture of the costs for student transportation. By developing a fuller cost analysis of this service, the District will be better able to determine how economical and effective the service is and what alterations might be explored to reduce costs and/or improve operations. Better cost analysis should also improve budget management, forestall miscalculations, and prevent year-end adjustments.

The purpose ~~of Form 8670-F1~~ is to define not only direct costs but also indirect or hidden costs which are often not related to transportation per se but have significant implications not only for that service but for the District's entire fiscal operation and condition.

In addition to indirect costs related to both transportation and capital assets, the analysis provides for the determination of "opportunity" costs, that is, what the District loses in value because certain funds or assets are not available for other purposes.

This cost analysis is the responsibility of the Business Manager working with the transportation contractor. It is to be reviewed and revised each year within 45 days after the close of the fiscal year.

Legal This cost analysis is the responsibility of the working with the

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Book AG 1st Draft Clean
Section 8000 Operations
Title INSURANCE
Code ag8710
Status Proposed to Policy & Human Resources Committee

8710 - **INSURANCE**

Insurance shall be placed with companies licensed by the State of Wisconsin. Insurance is to be placed through a qualified agent who shall be the agent of record on all policies, except that policies relating to annuities, group life, and accident and health may be placed through qualified agent(s), a direct-writing carrier, or a third-party administrator.

Each agent of record shall provide the following services, as appropriate to the type of insurance represented:

advice with respect to all insurance matters to the end that the District has adequate but not excessive insurance coverage at the lowest possible cost

~~safety and fire inspections~~

review of plans and specifications of all new buildings with the controlling Qualified Fire Insurance Rating Engineer in order to minimize penalty charges

prompt processing of claims

~~instructions on fire safety and prevention to the custodial staff~~

Qualifications of Agent(s)

Agent(s) shall be defined as an individual or organization whose MAJOR source of income arises from commissions received from the solicitation of insurance.

In the case of an individual, s/he must have been engaged in the solicitation of insurance for a period not less than one (1) year prior to his/her designation as agent(s) of record by the Board.

The agent(s) shall be duly licensed by the State.

In all cases where a person has an accident claim against the District, s/he is to be referred to the District Administrator who will, in turn, take appropriate action with the insurance company.

No principal or other employee is to offer aid or advice on how to proceed with such claims. The Office of the District Administrator will instruct people on the submission of bills and on means of pressing the claim.

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Book AG 1st Draft Clean
Section 8000 Operations
Title RELIGIOUS ACTIVITIES/CEREMONIES
Code ag8800A
Status Proposed to Policy & Human Resources Committee

8800A - **RELIGIOUS ACTIVITIES/CEREMONIES**

A great deal of professional judgment is needed to ensure that District policy complies with constitutional and legal safeguards for the practice of religion. A major guideline to follow is a four-part test. Each activity which may appear to be of a religious nature or use materials, rituals, or symbols which may be otherwise associated with a religion must meet all four (4) of the following conditions:

- Does it serve the educational purpose and goals of the District?
- Is the purpose of the activity secular?
- Will its effect neither advance nor inhibit a religion?
- Will it avoid excessive entanglements between the school and a religion?

This guideline applies to any and all activities and programs at all levels, particularly those that take place at traditional holiday seasons such as Christmas and Easter.

Prior to planning or conducting an activity, it would be well to review the District's two (2) policies dealing with religious matters -- Policy 2270 and Policy 8800. If a teacher has any question about the propriety of the activity, s/he should consult with the principal prior to making a decision.

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Book AG 1st Draft Clean
Section 8000 Operations
Title RELIGIOUS EXPRESSION IN THE DISTRICT
Code ag8800B
Status Proposed to Policy & Human Resources Committee

8800B - RELIGIOUS EXPRESSION IN THE DISTRICT

The following guidelines apply to religious practices in the District in accordance with the "Statement of Principles" issued by the U.S. Department of Education.

Student Prayer and Religious Instruction

The Establishment Clause of the First Amendment does not prohibit purely private religious speech by students. Students have the same right to engage in individual or group prayer and religious discussion during the school-day as they do to engage in other comparable activity. For example, students may read their Bibles or other scriptures, say grace before meals, and pray before tests to the same extent they may engage in comparable non-disruptive activities. Local school authorities possess substantial discretion to impose rules of order and other pedagogical restrictions on student activities, but they may not structure or administer such rules to discriminate against religious activity or speech.

Generally, students may pray in a non-disruptive manner when not engaged in school activities or instructions and subject to the rules that normally pertain in the applicable setting. Specifically, students in informal settings, such as cafeterias or hallways, may pray and discuss their religious views with each other, subject to the same rules of order as apply to other student activities and speech. Students may also speak to, and attempt to persuade, their peers about religious topics just as they do with regard to political topics. School officials, however, should intercede to stop student speech that constitutes harassment aimed at a student group or a group of students.

Students may also participate in before or after school events with religious content, such as "see you at the pole" gatherings, on the same terms as they may participate in other noncurriculum activities on school premises. School officials may neither discourage nor encourage participation in such an event.

The right to engage in voluntary prayer or religious discussion free from discrimination does not include the right to have a captive audience listen or to compel other students to participate. Teachers and school administrators should ensure that no student is in any way coerced to participate in religious activity.

Graduation Prayer and Baccalaureates: Under current Supreme Court decisions, school officials may not mandate or organize prayer at graduation nor organize religious baccalaureate ceremonies. If a school generally opens its facilities to private groups, it must make its facilities available on the same terms to organizers of privately sponsored religious baccalaureate services. A school may not extend preferential treatment to baccalaureate ceremonies and may in some instances be obliged to disclaim official endorsement of such ceremonies.

Official Neutrality Regarding Religious Activity: Teachers and school administrators, when acting in those capacities, are representatives of the State and are prohibited from endorsing particular religious beliefs. Teachers and administrators also are prohibited from discouraging activity because of its religious content and from soliciting or encouraging anti-religious activity.

Teaching About Religion: Public schools may not provide religious instruction, but they may teach about religion, including the Bible or other scripture: the history of religion, comparative religion, the Bible (or other scripture) as literature, and the role of religion in the history of the United States and other countries all are permissible public school subjects.

Similarly, it is permissible to consider religious influences on art, music, literature, and social studies. Although public schools may teach about religious holidays, including their religious aspects, and may celebrate the secular aspects of holidays, schools may not observe holidays as religious events or promote such observance by students.

Student Assignments: Students may express their beliefs about religion in the form of homework, artwork, and other written and oral assignments free of discrimination based on the religious content of their submissions. Such home and classroom work should be judged by ordinary academic standards of substance and relevance, and against other legitimate pedagogical concerns identified by the school.

Religious Literature: Students have a right to distribute religious literature to their schoolmates on the same terms as they are permitted to distribute other literature that is unrelated to school curriculum or activities. Schools may impose the same reasonable time, place, and manner or other constitutional restrictions on distribution of religious literature as they do on nonschool literature generally, but they may not single out religious literature for special regulation.

Religious Excusals: Subject to applicable State laws, schools enjoy substantial discretion to excuse individual students from lessons that are objectionable to the student or the students' parents on religious or other conscientious grounds. School officials may neither encourage nor discourage students from availing themselves of an excusal option.

Released Time: Subject to applicable State laws, schools have the discretion to dismiss students to off-premises religious instruction, provided that schools do not encourage or discourage participation or penalize those who do not attend. Schools may not allow religious instruction by outsiders on school premises during the school day.

Teaching Values: Although schools must be neutral with respect to religion, they may play an active role with respect to teaching civic values and virtue, and the moral code that holds us together as a community. The fact that some of these values are held also by religions does not make it unlawful to teach them in school.

Student Garb: Students may display religious messages on items of clothing to the same extent they are permitted to display other comparable messages. Religious messages may not be singled out for suppression, but rather are subject to the same rules as generally apply to comparable messages, subject to accommodation for religiously required attire, such as yarmulkes or headscarves.

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Book AG 1st Draft Clean
Section 8000 Operations
Title CARE, CUSTODY, AND DISPLAY OF THE UNITED STATES FLAG
Code ag8800D
Status Proposed to Policy & Human Resources Committee

8800D - **CARE, CUSTODY, AND DISPLAY OF THE UNITED STATES FLAG**

The following rules and customs will be observed concerning the care, custody, and display of the flag of the United States of America:

- A. The flag should be displayed in or near every school building in the District during each day school is in session.
- B. The flag should be displayed every day in or near the School District's administration or central office.
- C. The flag should be displayed only from sunrise to sunset when it is displayed on a building or on a stationary flagstaff in the open. The flag may be displayed twenty-four (24) hours a day if properly illuminated during the hours of darkness.
- D. The flag should not be displayed on days when the weather is inclement, except when an all weather flag is displayed.
- E. When the flag is carried in a procession with other flags, it should be on the flag's own right. If it is a line of flags, it should be in front of the center of the line.
- F. The flag should not be draped over the hood, top, sides, or back of a vehicle.
- G. When the flag is displayed with another flag against the wall from crossed staffs, it should be on the flag's own right and its staff should be in front of the staff of the other flag.
- H. When the flag is displayed from a staff projecting horizontally or at an angle from the windowsill, balcony, or front of a building, the union of the flag should be placed at the peak of the staff.
- I. When the flag is displayed either horizontally or vertically against a wall, the union should be uppermost and to the flag's own right.
- J. When the flag is used on a speaker's platform, it should be displayed flat on the wall and above and behind the speaker.
- K. When the flag is displayed from a staff in the auditorium, the staff should be displayed in the position of honor at the speaker's right as s/he faces the audience. Any other flag should be displayed to the left of the speaker.
- L. The flag shall be flown at half-staff as follows:

From the day of death and ---

1. For thirty (30) days for the President or a former President
2. For ten (10) days for the Vice President, the Chief Justice or a retired Chief Justice of the United States, and the Speaker of the House of Representatives
3. Until interment for an Associate Justice of the Supreme Court, a Secretary of an executive or military department, a former Vice President, and the Governor of a State
4. On the day of death and the following day for a member of Congress
5. By order of the President

6. By order of the Governor of Wisconsin

On Memorial Day until noon, and then it is to be raised to the top of the staff.

When a flag is flown at half-staff, it is to be positioned at one-half the distance between the top and bottom of the staff.

M. The flag should not be dipped to any person or thing.

N. The flag should never be displayed with the union down, except as a signal of dire distress in instances of extreme danger to life or property.

O. The flag should never touch anything beneath it, such as the ground, the floor, water, or merchandise.

P. The flag should always be carried aloft and free.

Q. The flag should never be fastened, displayed, used, or stored in such a manner as to permit it to be easily torn, soiled, or damaged in any way.

R. The flag should never be used as a covering for a ceiling.

S. The flag should never be used as a receptacle for receiving, holding, carrying, or delivering anything.

T. The flag, when it is in such a condition that it is no longer a fitting emblem for display, should be destroyed in a dignified way, preferably by burning.

U. The flag should be folded as follows when being stored:

1. Straighten out the flag to full length and fold lengthwise once.

2. Fold it lengthwise a second time to meet the open edge, making sure that the union of stars on the blue field remains outward in full view.

3. A triangular fold is then started by bringing the striped corner of the folded edge to the open edge.

4. The outer point is then turned inward parallel with the open edge to form a second triangle.

5. This diagonal or triangular folding is continued toward the blue union until the end is reached with only the blue showing and the form being that of a cocked hat.

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Book	AG 1st Draft Clean
Section	5000 Students
Title	PUBLIC PERFORMANCES BY STUDENTS
Code	ag5880
Status	Proposed to Policy & Human Resources Committee

5880 - PUBLIC PERFORMANCES BY STUDENTS

The Board of Education in its Policy 5880 has recognized the value to students, the District, and the community of students sharing their talents and skills with the community through participation and performances in public events.

General Guidelines

- A. Staff members in charge of student groups who wish to perform out of the District at local events as an integral part of the instructional program shall submit the field trip plan to the principal for approval.

If the performance involves an overnight or extended trip, the request shall be submitted to the District Administrator by the principal in accord with AG 2340C who will submit it to the Board for approval.
- B. Priority will always be given to District-related performances. Non-district performances have priority in the following order: the local School District's community, other nearby school districts, and communities outside the District.
- C. When public performances are scheduled as a regular part of a course of study taken for credit, students shall be informed in advance of the obligation to participate and will be excused from participation only in accordance with the rules and administrative guidelines governing school attendance.
- D. When a request for public performance is not part of the regular program, all students who are members of the group invited to perform are polled for their willingness to do so and no request for a performance be granted unless the faculty advisor believes a sufficient number will participate to represent the school fairly and will acquire a valuable learning experience.
- E. Parents may submit a written request to the principal to excuse their student from public performances and/or events without adverse ramifications (i.e. class grade, attendance, etc.) where the performance venue or purpose is not in keeping with the beliefs or values system of the student's family. Excuses shall be accepted.
- F. No student, group of students or employees of this Board may receive personal compensation for the performance in public of students organized for a school activity but may collect a donation to an approved student activity fund.
- G. All non-district performances shall be under the supervision of the professional staff of the District.
- H. All costs and expenses directly associated with the performance shall be borne by the sponsoring organizations other than transportation.
- I. No non-district, non-curricular-related activity should involve extensive rehearsals or loss of school time.
- J. No performance is to be used to promote competitive goods or services; commercial implications, if present, must not be more than incidental.
- K. Participation in non-district activities where admission fees are charged is allowable only if the proceeds are for charitable, educational, or civic purposes.

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Minutes of the January 10, 2017 Policy & Human Resources Committee Meeting

Called to Order at 5:16 pm by Chair Pethke

In attendance: Bobbi Pethke, Helene Pohl, Joanne Johnson, Stan Forbes, Bill Ropke, Pat Spiegelberg, Jen Brickey, Shannon Wepner, Jeff Bortle, Cindy Jaeckle, Mary Eck, Jamie Lane, Allen Lane, Bille Jo Rosenu, Sandy Cordes, Stephanie Riske, Matt Beyer, Mary Griffin, Molly Suehs and Dr. Oppor. Attorney Tony Renning was in attendance.

1. 2018-2019 School Calendar: Motion by J. Johnson/Pohl to recommend 2018-2019 School Calendar to full board as presented. Motion carried.
2. Policy 5880 Public Performances by Students: Lengthy discussion regarding the law, community feelings, community members spoke in regards to their feelings, Dr. Oppor added language to Administrative Guidelines to clarify that student's may be excused from performances/events that do not fit with personal beliefs of families without ramifications.
3. 1st Reading/Review of Handbook Updates:
 - a. Professional Educator Handbook: Concerns about language regarding the three PTO days, equity in approving those days.
 - b. Support Staff Handbook: Corrections to typos and clarification
 - c. Salary & Stipend Guide (PACE): Clarifications, and additional opportunities suggested.
4. Staff & Program Change Proposal for 2017-2018: Reviewed initial recommendations, will review next month.
5. Staff Health & Wellness Incentives: Informational

Next meeting date: February 13, 2017 at 5:15 pm.

Motion by J. Johnson/Pohl to adjourn at 8:05 pm. Motion carried.

J. Johnson, Recording Secretary



Students choosing to excel; realizing their strengths.

To: Board of Education
From: Dr. Melanie J. Oppor
Date: March 22, 2019
Re: Bid Opening Process

Per Board Policy 6320 – Purchasing:

1. Bids shall be sealed or may be submitted electronically and shall be opened by the Business Manager in the presence of at least one (1) – Board Member.
Suggested but not in Board Policy – Other stakeholders/committee members as pre-identified to serve on a vendor/contractor/product selection committee may be present for the bid opening. (Ex. A parent, school secretary, yearbook advisor, etc. may be on a committee for the purpose of selecting the school photographer. The IT Director would be working with the Business Manager on a surveillance camera project.)
2. Such statements shall be delivered to the District no later than five (5) days prior to the bid opening and shall be kept confidential by the District, except upon the written order of the person submitting the statement or on behalf of whom the statement is submitted, for the necessary use by the District in qualifying the person/bidder or the District. The statements shall be reviewed, and the bidder notified if qualified to submit a bid.
 - a. *The Business Manager or a designee (in coordination with the person directly involved in the purchase where applicable) will create a summary table that allows a comparison of RFP criteria.*
 - b. *The Business Manager will make a brief written recommendation based on the RFP criteria. (Name recommended vendor/contractor/product and a short 3-5 sentence rationale for the recommendation.)*
 - c. *The Business Manager will present the summary table and recommendation to the Finance Committee for endorsement to the full Board. All bids will be available for review at the meeting.*
 - d. *Upon Finance Committee endorsement, the summary table and recommendation will be presented to the full Board for approval. All bids will be available for review at the meeting.*

Per Board Administrative Guidelines 6320C1 – Bidding:

1. Bid Opening

The Business Manager, along with the person directly involved in the purchase, shall evaluate the bids and recommend purchases unless otherwise determined by the District Administrator and/or the Board and/or prohibited by law.

2. Bid Awards

Award of bids shall be as follows:

The Business Manager may direct the awarding of all bids up to \$10,000.

All bids \$10,000 or greater shall be awarded by the Board.

Per Board Policy 6320 – Purchasing:

1. The Board reserves the right to reject any and all bids.
2. Contracts can be awarded by the Business Manager without Board approval for any single item or group of identical items costing less than \$10,000. All other contracts require Board approval prior to purchase.
3. The Board shall be informed of the terms and conditions of all competitive bids and shall award contracts as a consequence of such bids.



Book	Policy Manual
Section	6000 Finances
Title	PURCHASING
Code	po6320
Status	Active
Adopted	July 18, 2016
Last Revised	February 18, 2019

6320 - PURCHASING

Procurement of all supplies, materials, equipment, and services paid for from District funds shall be made in accordance with all applicable Federal and State statutes, Board policies, and administrative guidelines. Standards of conduct covering conflicts of interest and governing the actions of its employees engaged in the selection, award, and administration of contracts as established by Policy 1130, Policy 3230, and Policy 4230 – Conflict of Interest.

All procurement transactions shall be conducted in a manner that encourages full and open competition and in accordance with good administrative practice and sound business judgment.

It is the policy of the Board of Education that the District Administrator seek at least two (2) price quotations on purchases of more than \$10,000 for a single item, except in cases of emergency or when the materials purchased are of such a nature that price negotiations would not result in a savings to the District.

When the purchase of, and contract for, single items of supplies, materials, or equipment is reasonably anticipated to reach the amount of \$10,000 or more, the Business Manager shall obtain competitive bids. Purchase of and contract for projects will be subject to a competitive bid process as and when required by law.

Bids shall be sealed or may be submitted electronically and shall be opened by the Business Manager in the presence of at least one (1) Board member. A bidder may be required to submit a sworn statement regarding:

- A. financial ability to complete the contract;
- B. nature and quality of equipment to be used in performing the contract;
- C. experience and past performance in performing the contract;
- D. such other information the District deems relevant to the protection and welfare of the public in the performance of the contract.

Such statements shall be delivered to the District no later than five (5) days prior to the bid opening and shall be kept confidential by the District, except upon the written order of the person submitting the statement or on behalf of whom the statement is submitted, for the necessary use by the District in qualifying the person/bidder or the District. The statements shall be reviewed and the bidder notified if is qualified to submit a bid.

The Board reserves the right to reject any and all bids.

Contracts can be awarded by the Business Manager without Board approval for any single item or group of identical items costing less than \$10,000. All other contracts require Board approval prior to purchase.

The Board shall be informed of the terms and conditions of all competitive bids and shall award contracts as a consequence of such bids.

Purchasing Items with Federal Grant Funds

When purchasing items with Federal funds a District shall:

- A. give consideration to whether separating or combining purchases will provide for a more cost-effective approach to avoid acquisition of unnecessary or duplicative items;
- B. where appropriate, conduct an analysis of lease versus purchase options and the most economical and beneficial method shall be pursued;
- C. conduct an evaluation of the availability and feasibility of entering into inter-governmental agreements to procure the goods or services required on a shared basis;
- D. in the case of a time and material contract, make a determination that no other arrangement is suitable and that the contract places a ceiling price that protects the District.

General Provisions

The District Administrator is authorized to purchase all items within budget allocations.

The Board should be advised, for prior approval, of all purchases of equipment, materials, and services when the purchase was not contemplated during the budgeting process or if the purchase varies materially from the function or scope as budgeted.

The District Administrator is authorized to make emergency purchases, without prior approval, of those goods and/or services needed to keep the schools in operation. Such purchases shall be brought to the Board's attention at the next regular meeting.

In order to promote efficiency and economy in the operation of the District, the Board requires that the Business Manager periodically estimate requirements for standard items or classes of items and make quantity purchases on a bid basis to procure the lowest cost consistent with good quality.

Whenever storage facilities or other conditions make it impractical to receive total delivery at any one time, the total quantity to be shipped shall be made a part of the bid specifications.

Before the employee places a purchase order, s/he shall have the Business Manager check whether: (a) the proposed purchase is subject to bid, (b) whether sufficient funds exist in the budget and (c) the goods or services might be available elsewhere in the District. All purchase orders shall be numbered consecutively.

In the interests of economy, fairness, and efficiency in its business dealings, the Board requires that:

- A. items commonly used in the various schools or units thereof, be standardized whenever consistency with educational goals can be maintained;
- B. opportunity be provided to as many responsible suppliers as possible to do business with the School District;
- C. a prompt and courteous reception, insofar as conditions permit, be given to all who call on legitimate business matters;
- D. where the requisitioner has recommended a supplier, the Business Manager may make suggestion alternatives to the requisitioner if, in his/her judgment, better service, delivery, economy, or utility can be achieved by using a different supplier;
- E. upon the placement of a purchase order, the Business Manager shall commit the expenditure against a specific line item to guard against the creation of liabilities in excess of appropriations.

The District Administrator shall determine the maximum expenditure allowed without a properly signed purchase order.

Employees may be held personally responsible for anything purchased without a properly signed purchase order or authorization.

The Board may acquire office equipment by lease, installment payments, lease-purchase agreements, or by lease with an option to purchase, provided the contract sets forth the specific terms, including price, of such a purchase.

Debarred Contractors Excluded

The District shall not award any contract, agreement or subcontract for goods or services to any party that has been suspended or debarred from receiving contracts or subcontracts by the Federal Acquisition Regulations (FAR).

For any contract or subcontract with a value in excess of \$25,000, the District shall include a provision in the contract or as a condition of any subcontract award that the contracting party attest that it is not at the time of contracting a suspended or debarred party under the Federal Acquisition Regulations and that, if at any time during performance of the services or delivery of goods in the applicable contract, said contractor or subcontractor should be identified as a suspended or debarred entity by the General Services Administration,

the contractor or subcontractor shall immediately notify the District of that fact, which shall serve as sufficient grounds to terminate the contract as the District determines is appropriate.

Revised 8/22/16

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Legal 120.12(24), Wis. Stats.
 66.0133, Wis. Stats.
 2 C.F.R. Section 200.213; 200.318 - 200.326
 48 C.F.R. Section 9.4

Last Modified by Robin Dosser on March 9, 2019



Book Administrative Guideline Manual
Section 6000 Finances
Title BIDDING
Code ag6320C1
Status Active
Adopted September 17, 2018

6320C1 - **BIDDING**

The following procedures will be followed:

A. Preparation

The District Administrator or Business Manager shall have the responsibility for preparing bid documents and advertising for solicitation of bids.

The technical specifications for the purchase of special equipment, materials and/or services shall be prepared by the person or department requesting the purchase and submitted to the Business Manager. Specifications must be complete and accurate to ensure that goods received conform to standards desired.

All bids of \$10,000 or more must be publicly advertised.

The advertisement for bids over \$10,000 will generally be placed in local newspapers in accordance with statute. Advertisements for bids should also be placed in other appropriate publications when bidding construction projects and specialized equipment. For bonds or other borrowings, State laws relating to publication shall govern public advertisements.

Bid security is required for all bids \$10,000 or over.

B. Bid Opening

The Business Manager, along with the person directly involved in the purchase, shall evaluate the bids and recommend purchases unless otherwise determined by the District Administrator and/or the Board and/or prohibited by law.

C. Bid Awards

Award of bids shall be as follows:

1. The Business Manager may direct the awarding of all bids up to \$10,000.
2. All bids \$10,000 or greater shall be awarded by the Board.

D. Cooperative Bids

Participation in cooperative purchasing/bidding arrangements with other schools, governmental units are permitted providing they satisfy the District's bidding requirements.

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Legal Section 16.73 Wis. Stats.

Last Modified by Rachel Bechtol on January 28, 2019

07: Endorse Professional Educator Handbook Correction (Action)

While reviewing contracts and language it was discovered that the Liquidated Damages section (below) is accidentally missing from the handbook and needs to be corrected. This will fall after #5 Termination, Non-Renewal and Resignation (before the Grievance section on page 24)

6. Liquidated Damages

Should a teacher seek to be released from his/her contract, the teacher shall submit a written request for release to the Board and shall be subject to and obligated to pay liquidated damages in accordance with the following schedule:

- A teacher terminating his/her contract after June 1 but prior to July 1 will pay liquidated damages in the amount of \$500.
- A teacher terminating his/her contract after June 30 but prior to August 1 will pay liquidated damages in the amount of \$1,000.
- A teacher serving notice to the District after July 31 but prior to August 15 will pay liquidated damages in the amount of \$1,500.
- A teacher serving notice to the District after August 14 will pay liquidated damages in the amount of \$2,500.
- The Board, in its discretion, may waive the liquidated damages.